



St Joseph's School
PORT LINCOLN
In all things love

2022 ANNUAL REPORT





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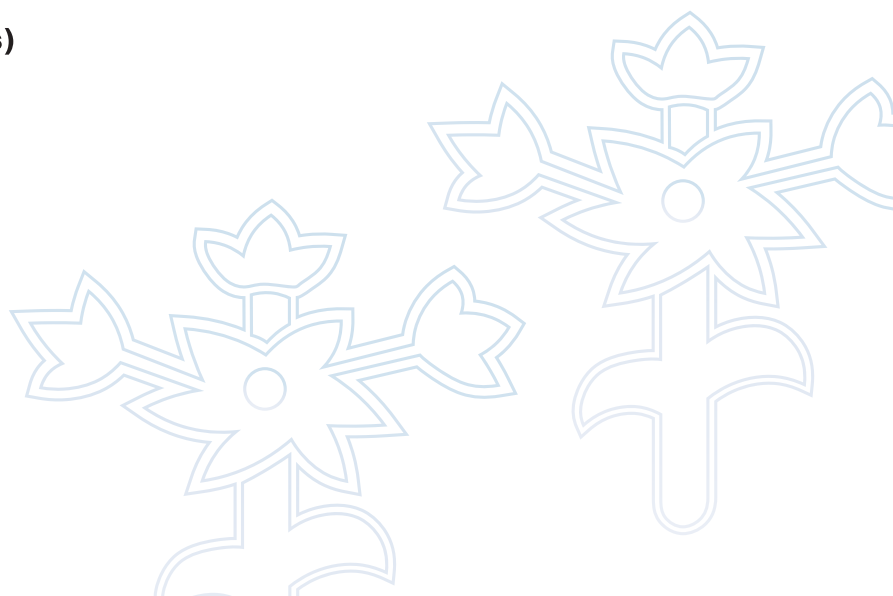
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School Details

St Joseph's School is a Catholic co-educational school, located in Port Lincoln on the beautiful Eyre Peninsula. The school caters for students from Reception to Year 12 and offers a Boarding House for students from Years 7-12. A new Preschool co-located within our Primary school, will open in 2023.

Port Lincoln has a population of approximately 15,000. The economy is based on farming and fishing, and is home to Australia's largest commercial fishing fleet, but the area is also known for tourism and hospitality, where people can experience shark-cage diving, walking in the beautiful surrounds of Lincoln National Park, and enjoy a range of high-quality restaurants. St Joseph's School demographic draws from varied cultural, religious and socio-economic backgrounds, attracting students from Port Lincoln, Poonindie, Coffin Bay and Tumby Bay, and further afield, as far as Roxby Downs, into the on-site Boarding House.

St Joseph's School is one of 13 Catholic schools governed by the Catholic Diocese of Port Pirie, and part of a greater community of 101 schools in Catholic Education South Australia. The Principal contributes to, and is supported by, a regional cluster of Principals which meets each term. The four Reception to Year 12 schools work together in a mutually supportive way within this wider cluster, supported by a Schools Performance Leader.

SCHOOL NAME

St Joseph's School Port Lincoln

PRINCIPAL

Catherine Gurr

catherine.gurr@sjspl.catholic.edu.au

ADDRESS

PO Box 971 | 14 Mortlock Tce
Port Lincoln SA 5606

MISSION STATEMENT

To be a high-quality Catholic school living the Josephite tradition.

VISION STATEMENT

We are a Catholic school living the Josephite tradition of justice, compassion and hospitality, igniting a love of learning. Through educational and lived experiences, our students come to know God, are supported to excel and create the world God desires.



Igniting a Love of Learning

School Ethos and History

St Joseph's School Port Lincoln has a proud tradition of providing a high quality Catholic education to students on the Eyre peninsula.

In 1866, St Mary of the Cross MacKillop together with Father Julian Tenison Woods, co-founded the sisters of St Joseph to meet the needs of educating children in Australia, particularly those who, for reasons of distance, economic or social circumstances, would have otherwise been denied an education.

Education for Mary MacKillop included education in faith and the integration of faith in daily living. She chose St Joseph as patron for her Congregation and for each of her schools. St Joseph, in his life as husband of Mary and foster father of Jesus, and as tradesman in his local community, exemplified those virtues of trust, faith and love. Such virtues are part of the charisma of Mary MacKillop and our in turn, our School.

St Mary of the Cross MacKillop was canonised in October 2010 and is Australia's first saint. She is an example to all of an ordinary woman, who did extraordinary things. The motto she lived by was 'Never see a need without trying to remedy it' which is embodied in the Josephite charisma of St Joseph's School, Port Lincoln.



2022 School Report

Principal's Report as presented to School Board Annual General Meeting

2022 was not the year I anticipated, heading into a new year. We got off to a rocky start with Covid cases really picking up in SA, in January forcing a hybrid return to school. This saw our Year 12s, 7s and Receptions return for face-to-face learning and the rest of our students learning from home. All of our students and staff took this unexpected beginning in their stride and learning commenced for everyone in these different ways.

Of course it was still quite unusual when all students did return to school two weeks later. Our secondary students and all staff had to wear masks, staff weren't allowed to use the staffroom and all events and camps were cancelled for all of term

That said, 2022 was another strong year for our school and community. I am proud to announce that 100% of SJS students achieved their SACE Certificate with 28% of all grades in A band and 77% of all grades in the A and B band - a great credit to our staff, these students and their families – especially in light of a difficult start to the year.

Our Dux for 2022 Max Sturman achieved an ATAR of 98.55 and Proxime accessit Darcy Goldfinch, an ATAR of 97.15 – outstanding results for these students. Max is studying a double degree in Chemical Engineering at Adelaide University and has since been awarded the Aquinas Partner School Scholarship given to an Aquinas College student enrolling from a regional Catholic school with an ATAR over 95. Darcy is currently studying Theoretical Physics at Adelaide Uni and just this week has been awarded the Andy Thomas Space Foundation and City of Port Lincoln Undergraduate Scholarship. This scholarship is available for students embarking on an undergraduate degree that could lead to a career in a space-related field in Australia. Our students are definitely making us proud and upholding the St Joseph's tradition of excellence.

In 2022 our school grew to 801 students. We purchased our own bus and welcomed two bus drivers, Chrissy and Michael. In readiness for our new Preschool opening, we appointed our first Preschool Director, Sarah Wohling and Preschool Assistant, Nidia Galicia. After inviting applications for enrolment into our preschool, we quickly reached our enrolment maxima of 22 students which was a strong sign of growth and confidence in this new addition to our community here at St Joseph's.

To strengthen our Catholic identity, our staff and students embraced the 2022 Port Pirie Diocesan theme, 'Who is My neighbour?'. A reflection on this theme taught us that our neighbours are not just those who live next door or close by. Our neighbours are our friends but they are also people we don't know. Strangers who need our help. We are called to bring God's love to everyone. This is the challenge that Jesus put to us with the story of the Good Samaritan, the challenge that Mary MacKillop took up when she opened her schools. To never see a need without doing something about it. This is our daily challenge and one that will go way beyond 2022.

Our achievements in 2022 were many and varied. Here are some of our key actions:

Achievements in Catholic Identity & Mission

Introduction of Eco Key Teacher role

Introduction of annual R-12 key eco actions

Implemented CESA Crossways Performance standards with rubrics R-10.

Exceeded target of 30% A grades in Secondary RE (34.2%)

Exceeded target of 15% A grades in Primary RE (16.6%)

Hosted NET Team (National Evangelisation Team) for week long visit.

Achievements and Improvements in Learning in 2022:

Excellence Assemblies commenced

Revised Report template for Primary students

Future Focussed Career Education Pilot program trialled for Year 7-9 students

PLD R-6 spelling program introduced for all Primary students



Commenced engagement with Clarity suite of strategies for all teaching staff

MacqLit and Minilit intervention programs introduced for primary students at risk of not reaching literacy standards

Achievements and improvements in Facilities & Resources 2022:

Near completion of new P-4 Primary Building (soon to be named)

Site Master-plan revision

New Out of School Hours Care (OSHC) Service established

New Preschool preparation for opening February 2023

Graphic artist added to staff – new bus appropriately badged

Achievements and improvements in Community:

New online interactive newsletter format introduced

Parent Engagement Committee commenced

I acknowledge the work of our St Joseph's Staff through what could arguably be called our most challenging year on record. Staff stepped up in a time of unprecedented illness and absences brought on by Covid and Temporary teachers were very hard to find. Our staff covered their colleagues, came out of retirement, took on a greater load – some even overloaded to ensure we had quality teachers in front of our students every day. I am glad we are through to the other side of that Covid wave but we wouldn't have made it without such a generous and committed staff.

For some of our staff, 2022 will be their last year here. I especially acknowledge retiring staff members, Pina Guilino (47 years), Scott Ambrose (after 37 years), Jen Deer (24 years) and Karen Browne (after 30 years) – our school is a better place for their time and the talents they shared amongst us all and the many, many students and families who have passed through our Boarding House and classrooms over the last 47 years. We pray they enjoy endless leisure and more time with their families.

I thank our School Board members who were also working in trying Covid circumstances forcing many meetings into an online format. Thank you to Emma Fuss, Emma Eckermann, Andrew Wright, Amy Jericho, Sr Josie Huppatz, Staff rep, Sarah Wohling, Deputy Karen Browne, Business Manager, Luke Yancic then Interim Business manager, Megan Fitzgerald and our Chairperson, Caitlin Noonan. I also acknowledge the spiritual support given to our community by Fr Ben, Fr John, Fr Adrian and Deacon Brenton.

I am grateful for everything that 2022 brought us. The many achievements, highlights and even the disappointments – that's life in its fullness. I give thanks for all our students - the energy, learning and life they bring to our community. I give thanks for our families who trust and support our staff, who share their children with us and work alongside us to educate them.

I give thanks for the year that was 2022, for the part that everyone played in the life of our school. I ask God's blessing on us all as we look forward with hope, to a new year.

Remember to keep looking out for your neighbours as we close the chapter that was 2022.

Catherine Gurr

Principal



Staff Profile

All teachers employed at St Joseph's School hold the Degree equivalent of teaching qualifications. A number also hold higher or additional qualifications. These include Masters, Honours and Doctorates in Education and similar disciplines.

Workforce Composition

The workforce composition of the School is 42 full time and 27 part time teaching staff, with 46 full time/part time non-teaching staff. No current staff members identify as Aboriginal or Torres Strait Islanders.

Principal	Teaching Staff Male	Teaching Staff Female	Total
1	22	46	69 (57.8 FTE)

Staff Attendance

Staff attendance for the 2022 school year was maintained at an acceptable level and staff took personal leave, long service leave, maternity leave, parenting leave, special leave and compassionate leave as is their industrial entitlement.

	FTE	FTE Hours	Total Hours
Teachers	57.8	1,320.00	76,296.00
ESOs	27.7	1,800.00	49,860.00
			126,156.00

Leave Hours	
Annual	989.47
Sick	6,360.38
W/Comp	236.00
Other	12,258.12
LSL	2,817.26
Total	22,661.23

Total Leave absences	17.96%	<i>Includes AL, Sick leave, family leave, LSL, Mat Leave, WLOP, COVID Leave</i>
Sick Leave absences	5.04%	

Staff Professional Learning

St Joseph's School encourages a positive learning culture for all staff. In 2022, teachers and non-teaching staff had the opportunity to participate in professional learning and development activities. Courses included whole school staff professional days, curriculum focus sessions for teams, and both individual and group attendance at workshops and conferences.

Staff engaged in numerous areas of learning including but not limited to:

- Teaching Induction to Catholic Education
- Curriculum Planning and SACE Moderation sessions
- Engage with Asia Network
- Curriculum based Conferences & Workshops
- Micro-credentials for Primary, Middle & Secondary Students
- EdVal Training



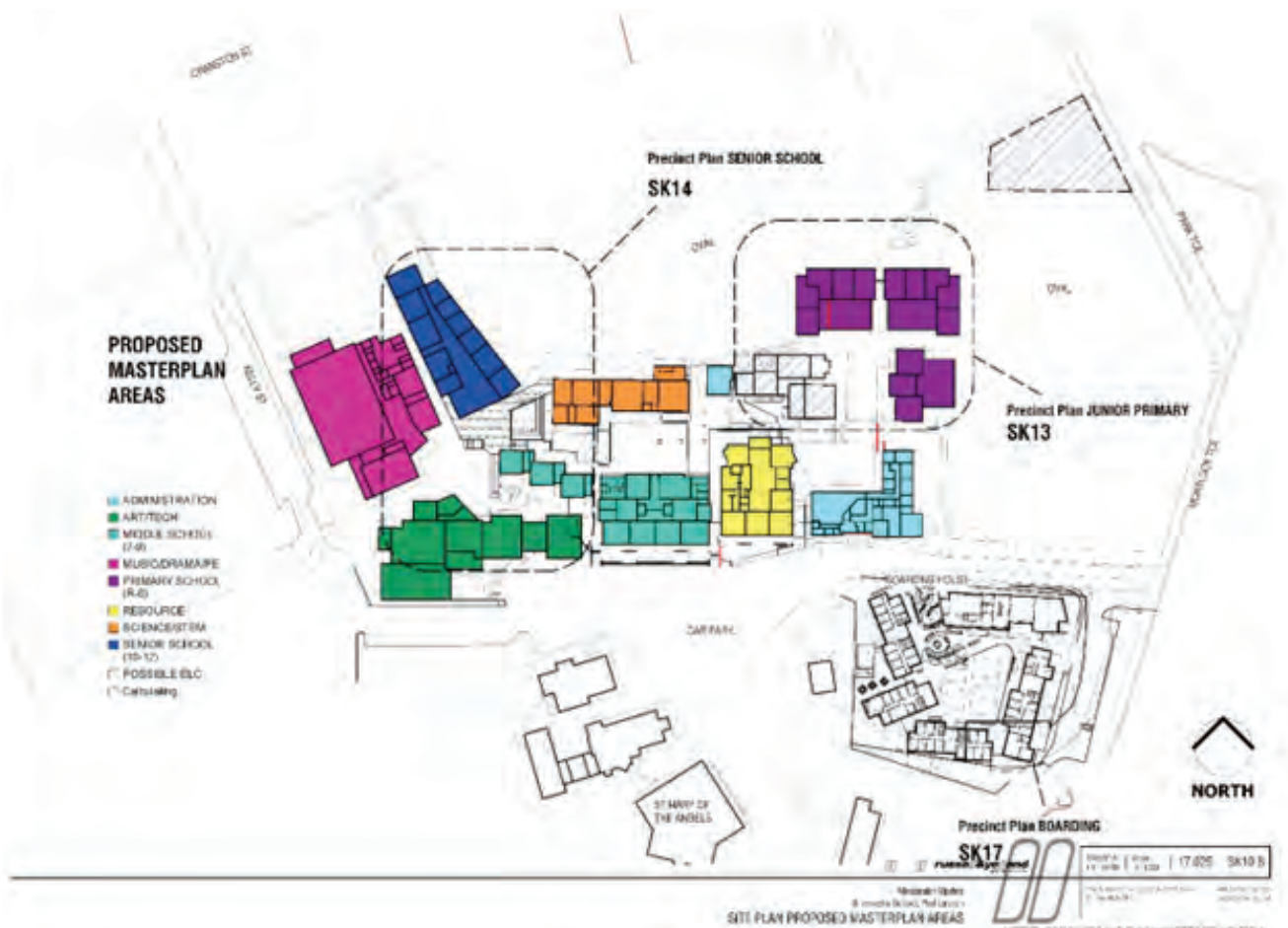
- Aspiring Leaders
- ABSA Conference
- Preceda Training
- VET and Careers Network Days and Training
- Therapy Dogs in Education
- Positive Partnerships
- SACPPA Conferences
- Introduction to Specific Learning difficulties

School Facilities, Improvement Plan and Strategic Plan

The school is well equipped with specialist facilities including a Gym, Performing Arts Centre for Music and Drama, Technology Centre, Art and Design Suite, Food and Hospitality Centre, a Senior Centre and Science Labs. The Resource Centre is the hub for resources and ICT providing greater access for all students in the school through both cabled and wireless network connections.

A two-story primary building for Preschool – Year 4 including contemporary and flexible learning spaces, breakout spaces and a STEM area is underway. The building program also includes a Preschool with capacity for 44 students that will accommodate the popular Little Saints Playgroup and the Junior Joeys Transition Program. This building will be ready for student occupation at the commencement of the 2023 school year.

Master Plan





2022 Annual Improvement Plan



CATHOLIC IDENTITY

Ecological Conversion

- Eco- committee established
- Year level eco-actions planned and commenced

Parish & school partnership

- Introduce Family masses



EXCELLENCE IN TEACHING & LEARNING

Culture High Expectations

- Excellence Assemblies
- Revised student reports
- Engage in STRETCH program for gifted and talented students

Focus on Learning improvement

- Common Assessment Tasks for year levels and subjects
- Performance standards referenced assessment



CAPABLE STUDENTS

Increased student agency

- Renew student leadership structures
- Future focussed 'Become Me' program Middle School

Improved Literacy & Numeracy outcomes R-12

- Introduce PLD R-6
- Pilot Program Yr 8 Maths - Response to Intervention (RtI)

Clarity Suite rollout

Whole site approach to behaviour & well-being

- Engage with Aust. Childhood Foundation



THRIVING COMMUNITY

Support inclusion & success of all students

- Introduce Maqulit
- Introduce Minilit
- Assess all R-8 students using DIBELS

Grow connection between families and school

- Re-imagine home/school communication
- Establish parent engagement committee



SMART RESOURCE MANAGEMENT AND DEVELOPMENT

State of the art facilities and grounds

- Complete R-4 Primary building
- Develop OSHC
- Develop Pre-school
- Revise Masterplan
- Re-imagine outdoor learning/play spaces



St Joseph's Strategic Plan 2022 - 2024



In all things love



St Joseph's Strategic Plan 2022 - 2024



STRONG CATHOLIC IDENTITY

- Awaken and deepen ongoing ecological conversion through prayer and action
- Grow relationship between St Joseph's School and Mary Queen of Angels Parish
- Highest quality Religious Education



EXCELLENCE IN TEACHING & LEARNING

- Focussed on learning improvement
- Growing a culture of high expectations for all
- Growing music program R-12



CAPABLE STUDENTS

- Increased Student Agency in all year levels, across all subjects
- Developing student leadership opportunities and skills R-12



THRIVING COMMUNITY

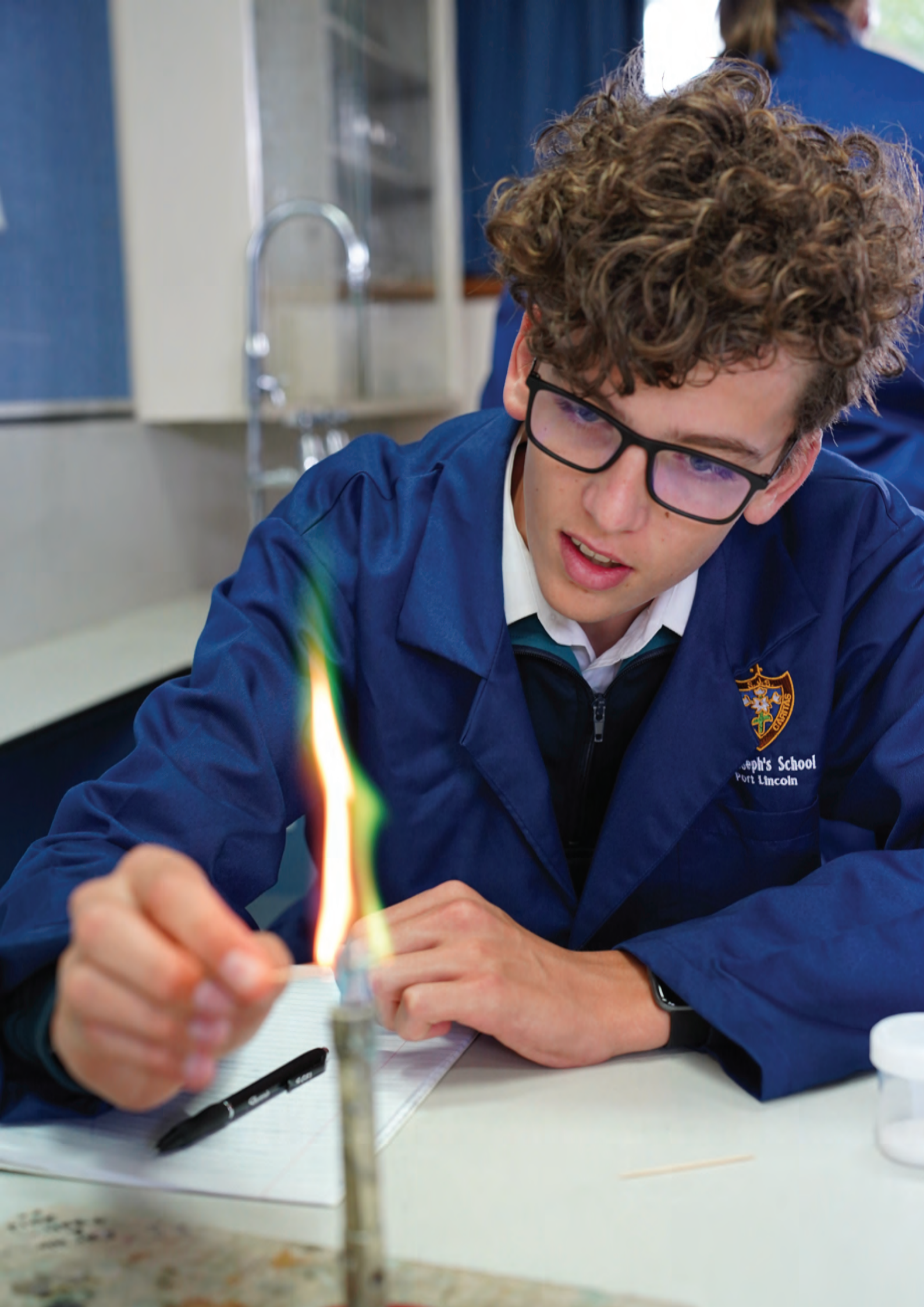
- Growing enrolments
- Engaging Old Scholars
- Increasing connection between home and school



SMART RESOURCE MANAGEMENT AND DEVELOPMENT

- Build contemporary state-of-the-art Primary learning spaces
- Develop and establish a Preschool
- Develop and establish Out of School Hours Care service (OSHC)
- Enhance outdoor learning and recreation spaces

In all things love





Student Profile

School Type	Combined Primary & Secondary R-12
School Sector	Non Government, Catholic
Index of Community Socio-educational Advantage	1029
Total Enrolments	796
Boarding Enrolments	26
% Indigenous Enrolments	3%
% Language Background Other than English	2%

Enrolment Numbers (2022 census)

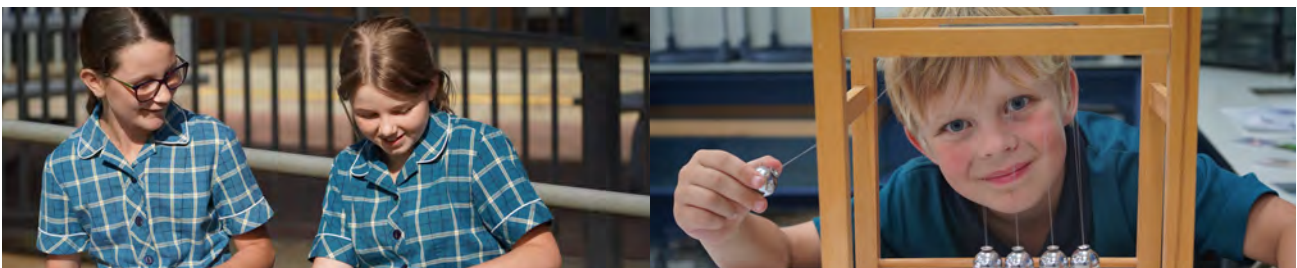
Year Level	Enrolment	Year Level	Enrolment
Reception	62	Year 7	71
Year 1	63	Year 8	65
Year 2	55	Year 9	58
Year 3	63	Year 10	54
Year 4	55	Year 11	66
Year 5	68	Year 12	50
Year 6	66		

Teaching and Learning

At St Joseph's School Port Lincoln, it starts with faith, hope and love. From the first moment a student becomes part of our school family, we believe hopes and dreams can happen. Through diverse classroom learning, and a wide range of extra-curricular activities, students have every opportunity to flourish.

We foster curiosity through hands-on discovery learning and enquiry through the primary and middle years. This lays a strong foundation for Senior School, where the pursuit of excellence is evident in students' impressive SACE results and successful transition beyond school.

Our family community is further enhanced by our boarding students from across the Eyre Peninsula. Our state of the art boarding facility provides them with a home away from home, while still being close enough to maintain strong community connection.





NAPLAN Results

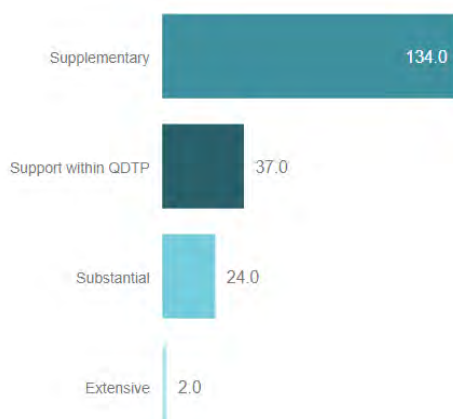
The table below shows the percentage of St Joseph's students that achieved National Minimum Standard on the 2022 NAPLAN.

2022 NAPLAN Test	Year 3	Year 5	Year 7	Year 9
Reading	100	98	100	90
Writing	95	92	98	94
Spelling	92	94	94	94
Grammar & Punctuation	95	94	95	94
Numeracy	97	97	95	98

NCCD Data

197 students were recognised in the 2022 Data collection. This equated to 24.7% of our total number of R – 12 students enrolled.

Adjustment	RE	01	02	03	04	05	06	07	08	09	10	11	12	Total
Extensive											1.0		1.0	2.0
Cognitive											1.0		1.0	2.0
Social-Emotional														
Physical														
Substantial	1.0	2.0	2.0	8.0	5.0	2.0		1.0	1.0				2.0	24.0
Cognitive			1.0	1.0	1.0	2.0								5.0
Social-Emotional	1.0	1.0	1.0	7.0	3.0			1.0	1.0				1.0	16.0
Physical		1.0			1.0								1.0	3.0
Sensory														
Supplementary	6.0	8.0	10.0	11.0	11.0	19.0	14.0	9.0	9.0	6.0	11.0	12.0	8.0	134.0
Cognitive	2.0	3.0	6.0	9.0	7.0	14.0	12.0	8.0	6.0	5.0	7.0	8.0	2.0	89.0
Social-Emotional	3.0	4.0	4.0	1.0	4.0	5.0	2.0	1.0	2.0	1.0	2.0	4.0	6.0	39.0
Physical				1.0								2.0		3.0
Sensory	1.0	1.0							1.0					3.0
Support within QDTP		1.0			2.0	3.0	1.0	5.0	6.0	6.0	4.0	7.0	2.0	37.0
Cognitive		1.0			1.0	1.0		5.0	4.0	4.0	1.0	4.0	2.0	23.0
Social-Emotional					1.0	2.0	1.0		1.0	1.0	1.0	1.0		8.0
Physical										1.0	1.0	1.0		3.0
Sensory									1.0		1.0	1.0		3.0
Total	7.0	11.0	12.0	19.0	18.0	24.0	15.0	15.0	16.0	12.0	16.0	21.0	11.0	197.0





Senior Secondary Outcomes

48 Year 12 students completed the South Australian Certificate of Education (SACE) with the cohort achieving a 100% completion rate.

38 students (79% of the cohort) qualified for an Australian Tertiary Admission Rank (ATAR) and of those 33 (69%) were offered a place in a South Australian tertiary institution.

Our Dux for 2022 Max Sturman achieved an ATAR of 98.55 and Proxime accessit Darcy Goldfinch, an ATAR of 97.15.

Vocational Studies

The St Joseph the Worker Trade Skills Centre enables students to complete Certificate II in Construction and also have the opportunity to complete selected units from Certificate III (Apprenticeship level) training packages. The Centre has been purpose built to accommodate industry standard equipment and an environment that students would encounter “on the job”. The school works closely with TAFE, North East Vocational College and local industry to determine the most suitable qualification to be delivered according to industry trends and requirements. Students then have opportunities to pursue career paths leading to employment within the industry.

The school also offers on-site training in Cert II Kitchen Operations where students learn aspects of working in the food and hospitality industry. They learn barista techniques as well as the service of beverages, club sandwiches and preparation of quality meals. This is done in conjunction with TAFE lecturers and school staff to provide the best outcomes possible for future employment.

Collaboration with local schools and TAFE also allows students the opportunity to select from a number of Certificate II and Certificate III courses, offered locally or online. Although, these vary from

Certificate II Salon Assistant	Certificate III Make-up
Certificate II & III Aquaculture	Certificate II Hospitality
Certificate III Fitness	Certificate III Tourism
Certificate III Allied Health	Certificate III Aged Care
Certificate III Business Administration	Certificate III
Certificate III Education Support	
Certificate III Early Childhood Education	
Certificate III Information, Digital Media & Technology	

Post School Destinations

In all, the students who completed their studies at St Joseph’s School in 2022 pursued a variety of pathways including full and part-time study at universities in metropolitan Adelaide; full and part-time study at TAFE; commenced traineeships/apprenticeships; or were working full-time, part-time or on a casual basis.



Religious Education

The religious dimension is at the core of St Joseph's School and we seek to build a faith community based on the teaching of Jesus as witnessed through the Josephite charism by providing our students with a relevant curriculum as well as having them engage in meaningful prayer, liturgical celebrations and Christian Outreach opportunities and retreats.

Josephite Charism

The Josephite charism permeates all aspects of school life at St Joseph's School, where students are guided to follow the vision and inspiration of our Patron Saint, St Joseph, and co-founder of the Sisters of St Joseph, St Mary of the Cross MacKillop. Each year our School Captains participate in a JJAMM Leadership conference at Mary MacKillop Place, North Sydney, with School Captains from around Australia and New Zealand.

This Josephite charism is further celebrated in the week leading up to the St Mary MacKillop Feast Day, through JJAMM Week. JJAMM stands for St Joseph, Fr Julian Tenison Woods and St Mary of the Cross MacKillop and is a chance for the St Joseph's School community to celebrate what it means to be a part of a Josephite community. Through engaging in prayer, reflection and fun activities, students live out the qualities of these three inspirational people, as well as raising funds for worthwhile local, National and International Josephite charities.

Students participate in the Sacramental program at school in conjunction with the St Mary of the Angels Catholic Parish. Students celebrate the Rite of Reconciliation in Year 3, the First Holy Communion in Year 4, and the Sacrament of Confirmation in Year 7.







Student Attendance

A high level of communication exists between families with respect to student attendance.

Staff record students' daily attendance on SEQTA. SMS messages are sent to parents in the morning if their child is not in class. Class teachers follow up with families of students who are absent 20% of school days. Absences are reviewed fortnightly. Ongoing absences and long-term absences are monitored by the Deputy Principal and Pastoral Care Leaders. The School complies with DECD requirements in relation to any concerns about truancy. The average attendance rate in 2022 was 84.98%.

SCHOOL YEAR 2022	PERCENT PRESENT
R	83.18
1	85.4
2	84.07
3	87.32
4	88.08
5	86.87
6	86.33
7	88.46
8	83.02
9	87.76
10	85.23
11	85.36
12	86.51

Finance

2022 Revenue Sources

Commonwealth and State Government funding is based on the scores of socio-economic status (SES) or Direct Measure Index (DMI) averaged over the community (family income).

This income received by the government departments allow schools and colleges sufficient funds to operate their schools less the capacity to Contribute (CTC) which is charged directly to families. Other income sources such as reimbursements, external program funding (etc).

The school offers generous sibling and hardship discounts to support all families.



Income Source 2022	
Australian & State Government	\$14,837,400
Fees	\$2,817,468
Other	\$969,895
Total Gross Income	\$18,624,763

Financial Results December 2022

BALANCE SHEET			CASHFLOW STATEMENT			
As at 31 December 2022			For the Year Ended 31 December 2022			
	2022	2021	2022 Actual	2021 Actual	2022 Budget	
Cash	8,829,946	11,456,416				School Fees
Debtors	577,973	569,846				CEO & Other Income
Provision for Doubtful Debts	-207,766	-258,789				Government Grants
Other	23,587	0				Boarding
LSL Receivable	1,322,926	1,262,473				Trading Account
Current Assets	10,546,666	13,029,946				Cash Inflows
Fixed Assets	26,939,595	20,570,246				Tuition Salaries & Allowances
LSL Receivable	191,098	194,427				Other Tuition
Non-Current Assets	27,130,693	20,764,673				Admin Salaries & Allowances
Total Assets	37,677,359	33,794,619				Grounds, R&M & Cleaning
Fees/Income in Advance	189,165	765,798				Utilities
Sundry Creditors	203,340	238,136				Insurance
Accruals	547,286	622,593				Administration / Other
Borrowings	2,799,497	385,963				Levies
Other	0	0				Interest
LSL Payable	1,322,926	1,262,473				Training
Current Liabilities	5,062,213	3,274,963				Boarding
Leases	0	0				Trading Accounts
Borrowings	0	2,799,161				Clearing accounts
Other	-9,313	-12,548				Cash Outflows
LSL Payable	191,098	194,427				Net Operating Cash Flows
Non-Current Liabilities	181,785	2,981,040				Loan Drawdowns
Accumulated Funds	32,433,361	27,538,616				Loan Principal Repayments
Surplus (Deficit) for Year	0	0				Capital Grants
Equity	32,433,361	27,538,616				Other Capital Income
Total Liabilities & Equity	37,677,359	33,794,619				Capital Expenditure
						Net Capital Cash Flows
						Non Cash Flow items
						Total Cash Flows





Parent, Student and Teacher Satisfaction

In 2022, an assessment of community satisfaction was undertaken by collecting feedback in the following ways:

Parents

Formal interviews, information evenings and through the School Board.

Surveys were circulated. These included Sports Day; Parent Teacher Discussions; Junior Joeys and the appointment of an Acting Deputy Principal.

Students

Feedback via SRC groups

Formal and informal interviews.

Surveys were circulated. These included Sports Day and the appointment of an Acting Deputy Principal.

Staff

Teaching staff were invited to provide feedback in the areas of Teaching and Learning Pedagogy, Facilities and Resources and Student Wellbeing via regular scheduled meetings.

Surveys were circulated. These included Sports Day; End of Year Events; Staff Retreat; Father's Day Liturgy and the appointment of an Acting Deputy Principal.

In 2022, as part of our Strategic Plan, a survey entitled 'Living, Learning, Leading', was conducted by NSI Partnerships on Effective School Improvement. This was undertaken by our Parents, Students, Teachers and Support Staff.

Components of this survey consisted of:

Catholic Identity

Curriculum and Co-Constructed Learning Design

Student Agency, Identity, Learning and Leadership

Community Engagement





As a result of this survey a comprehensive report was provided. A portion of the results are shown in the table below.

Living Learning and Leading

STUDENT PERCEPTION SURVEY

Years 2,3 & 4 – 39 Participants

Domain -		
Catholic Identity		
Catholic Education	I learn that it is important to welcome all people in my school.	4.00
	I learn that Jesus and God are important in my school.	4.00
	At school I enjoy Mass and Liturgies.	3.64
Learning & Wellbeing		
Learning Support	My teachers gave me extra help if I need it.	4.30
	My teachers make the lessons interesting.	4.20
	My teachers are good at the subjects that they teach.	4.00
Student Influence	I have a choice about what I learn in class.	3.62
	I help the teacher to decide what I work on in class.	3.58
	In classes I am asked about what the teacher does well and what could be done better.	3.63
Autonomy & Independence	I think about solutions when there is a problem.	4.20
	I have a go before asking others to help.	4.00
	I keep trying even when the work is challenging.	4.20
Community		
Welcoming & Safe School	I feel welcome at school.	4.20
	I feel respected at school.	4.01
	I feel that others care about me when I am at school.	4.01

Years 5 & 6 – 118 Participants

Domain -		
Catholic Identity		
Catholic Education	I learn that it is important to welcome all people in my school.	4.40
	In my school, Jesus and God are important to what we say and do.	3.83
	At school Mass and Liturgies are made meaningful to me.	3.30
Learning & Wellbeing		
Learning Support	My teachers give me support when I need it.	4.37
	My teachers make the lessons interesting.	4.12
	My teachers know when I need extra support for my work.	4.09
Student Influence	I have a choice about what I learn in class.	3.15
	I have a choice about the way that I learn in class.	3.78



	I would feel comfortable asking the teacher, 'why do I have to learn this?'	2.89
Autonomy & Independence	I show initiative when there is a problem.	4.04
	I finish tasks without being asked.	3.90
	I organise my time to complete tasks.	3.85
Community		
Welcoming & Safe School	I feel that I belong when I am at school.	4.06
	I feel respected when I am at school.	3.94
	I feel that I am an important part of the school.	3.86

Years 7, 8 & 9 – 162 Participants

Domain -		
Catholic Identity		
Catholic Education	At school students of different cultures and religions are welcomed and respected.	4.30
	At school belief in God and Jesus influences the way people treat each other.	3.08
	At school Mass and Liturgies are made meaningful to me.	2.59
Learning & Wellbeing		
Learning Support	My teachers give me extra help if I ask for it.	4.11
	My teachers make the lessons important to my life.	3.45
	My teachers know their subjects well.	4.11
Student Influence	I have a say in what I am learning.	3.20
	I have a say in how I am assessed.	2.89
	I have a say in the way that I am taught.	3.00
Autonomy & Independence	I take responsibility for my learning.	3.99
	I show initiative when there is a problem.	3.86
	I finish tasks without being asked.	3.79
Student Reflection	I reflect on my learning.	3.58
	I set goals for my learning and education.	3.79
	I identify my learning strengths.	3.84
Community		
Welcoming & Safe School	I feel accepted at school.	3.88
	I feel part of a community when I am at school.	3.82
	I am proud to be part of this school's community.	3.78

Years 10, 11 & 12 – 141 Participants

Domain -		
Catholic Identity		
Catholic Education	At school students of different cultures and religions are welcomed and respected.	4.23
	At school belief in God and Jesus influences the way people treat each other.	2.94
	At school Mass and Liturgies are made meaningful to me.	2.45



Learning & Wellbeing		
Learning Support	My teachers give me extra help if I ask for it.	4.47
	My teachers make the lessons important to my life.	3.50
	My teachers know their subjects well.	4.46
Student Influence	I have a say in what I am learning.	2.93
	I have a say in how I am assessed.	2.54
	I have a say in the way that I am taught.	2.68
Autonomy & Independence	I take responsibility for my learning.	4.28
	I show initiative when there is a problem.	4.14
	I finish tasks without being asked.	3.89
Student Reflection	I reflect on my learning.	3.61
	I set goals for my learning and education.	3.54
	I identify my learning strengths.	3.93
Community		
Welcoming & Safe School	I feel accepted at school.	3.94
	I feel part of a community when I am at school.	3.82
	I am proud to be part of this school's community.	3.66

Parent & Caregiver Survey – 58 Participants

Domain -		
Catholic Identity		
Catholic Education	The education at school encourages my child/ren to develop their faith and spirituality.	4.72
	At school, Mass and Liturgies are made meaningful to my child/ren.	3.75
	The topics in Religious Education lessons make my child/ren think about their own life and how they live.	3.84
Learning & Wellbeing		
Learning Support	The teachers understand my child/ren's needs.	4.05
	The teachers are skilled at meeting my child/ren's needs.	4.09
	The teachers communicate with my child/ren respectfully.	4.63
Enjoyment of School	At school my child/ren are encouraged to care for the environment.	4.57
	At school my child/ren are encouraged to help those in need.	4.57
Autonomy & Independence	In general at school, my child/ren are expected to take responsibility for their learning.	4.50
	In general, at school, my child/ren develop effective ways to learn.	3.89
	In general, at school, my child/ren learn time management and organisational skills.	3.89
Welcoming School	The staff are welcoming to my family and me.	5.02
	My family's culture and background are respected.	5.19
	I feel respected by everyone when I am at the school.	4.88
Community		



Parent-School Partnerships	Communication between the school and my family is sufficient.	3.62
	Families are invited to be involved in decision making at the school.	3.40
	There is a strong partnership between families and the school.	3.65
Safe School	The adults at the school create an environment that helps my child/ren to feel safe.	4.62
	The policies and practices of the school support positive student behaviours.	4.07
	The policies at the school are effective in creating a safe environment.	4.15
Resourcing & Infrastructure	The school's facilities and grounds are well maintained.	5.02
	The school's facilities and grounds provide a stimulating and welcoming environment.	4.53
	The facilities of the school meet the needs of my children.	4.45

Teaching & Leadership Survey

Domain -		
Catholic Identity		
Experiencing	Staff reflect collectively on what Catholic education entails.	4.32
	The school promotes dialogue about Catholic Identity in a way that is meaningful within our contemporary culture.	4.22
	Catholic rituals, symbols and liturgies are an important part of the school's identity.	4.86
Development	Students are involved in a range of social justice activities.	4.34
	Mass and liturgies are made interesting to students.	3.92
	The teachings at the school encourage students to notice and act on issues of poverty and injustice.	4.43
Learning & Wellbeing		
School Support	There is a shared vision for learning.	4.43
	Teachers collaborate in planning, reviewing and assessing the curriculum.	4.41
	Time is made for teachers to reflect on and improve their professional practices.	3.53
Personal Competence	My teaching practices effectively support the diverse learning needs of my students.	4.73
	I effectively implement contemporary classroom practices that facilitate learning.	4.86
	I effectively incorporate a variety of teaching styles in my classroom.	4.92



Student Influence	Students are actively engaged in the planning structuring and sequencing of learning activities and assessments.	3.51
	Students make decisions about their learning.	4.02
	Students direct their own learning.	3.61
Student Reflection on Growth	Students reflect on their learning.	4.33
	Students self-assess their learning.	4.06
	Students reflect on and revise their learning goals.	3.92
Partnerships and Agency	The school has a strong partnership with families	4.39
	The school has a strong partnership with the broader community.	4.39
	There are structures to ensure that families collaborate in developing the school's strategic direction.	4.17
Welcoming and Inclusive School	There is a welcoming culture.	5.02
	Staff encourage parents and caregivers to approach them with queries and concerns.	5.37
	Staff are welcoming to parents and caregivers.	5.46

A more informal survey was also undertaken at the end of the year by Parents based on events that had taken place throughout the year. These included:

- Student Transition
- Middle School – Learning Journey
- Liturgies
- Awards Ceremony
- Year 12 Graduation
- Carols Evening
- Rite Journey Dinner

Overall participation of these events was encouraging and parents contributed with worthwhile comments and suggestions.