



St Joseph's Catholic Primary School Narrabeen

2012 Annual Report



Principal: Mr Michael Gallagher

Address: 108 Ocean Street
NARRABEEN NSW 2101

Phone: (02) 9913 3766

Fax: (02) 9970 7627

Web: www.sjndbb.catholic.edu.au



1. Message from Our School Community

1.1 Message from the Principal

It is my pleasure to present the Annual Report for 2012. St Joseph's is a school that continues to grow from strength to strength. There were many moments to celebrate throughout the year as a Catholic community.

After the completion of the building program in 2011, the school enjoyed the benefits that the new and refurbished facilities provided. The St Joseph's community is blessed with a school located in a place of natural beauty.

In preparation for School Review in 2013 a comprehensive survey was conducted by an independent organisation to do with community satisfaction at St Joseph's. The results were very positive and summaries of the feedback have been used in this report.

1.2 Message from the Parent Body

1.3 Message from the Student Body

St. Joseph's Catholic Primary School has given many amazing opportunities for the children, both educational and other enjoyable ones. Our school is a strong community that has a positive attitude towards learning. With a cheerful spirit we all make safe, respectful, learners. As a Catholic school we have a strong faith in God's love.

In 2012, Yr 5 had the opportunity to experience a photography lesson that lasted for the whole day! In our education we took part in many learning opportunities as well as contributing to significant events such as Holy Week liturgies and a Christmas Art exhibition. Our sporting opportunities included our annual carnivals, gala days, representative carnivals and a variety of lessons with professional sportsmen and sportswomen.

St. Joseph's is a wonderful school and we are all proud to be a part of this community.

School Captains



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
77	90	13	1	167

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
15	0	0	15

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was <<xx>>%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was <<xx>>%.

2.5 Teacher Satisfaction

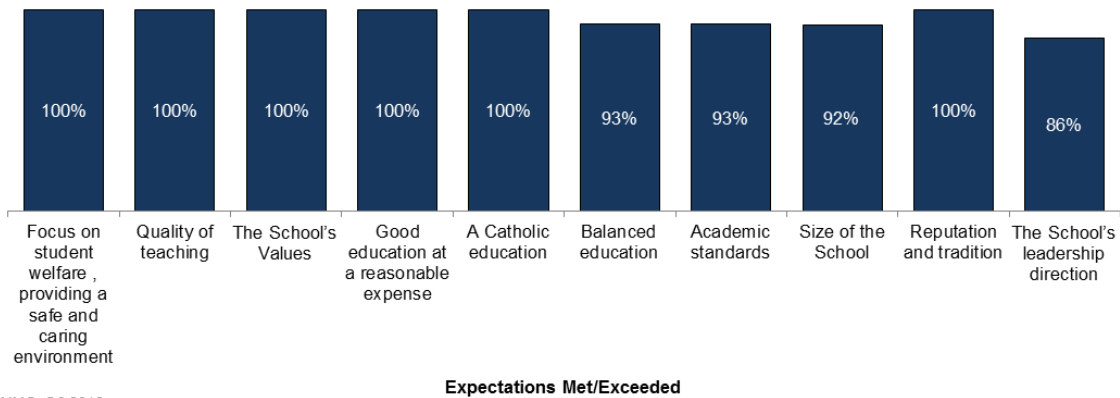
In 2012, 15 staff (88%) participated in surveys and provided views on such areas as academic performance, Catholic practices, pastoral care, teaching, communication, administration and facilities.



A selection of the 2012 Staff top level findings are detailed below ranked in order of the importance the Parents placed on reasons for choosing a school:

- 100% of staff expectations were met or exceeded with focus on student welfare
- 100% of staff expectations were met or exceeded with the quality of teaching
- 100% of staff expectations were met or exceeded in relation to the School's values
- 100% of staff expectations were met or exceeded in relation to the good education at a reasonable expense
- 100% of staff expectations were met or exceeded with the Catholic education

2012 St Joseph's Staff - Importance vs. Expectations Met/Exceeded (Top 10) (n=15)



MMG Q3 2012

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	
1	
2	
3	
4	
5	
6	

The average student attendance rate for 2012 was <<xx>>%.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:



- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

In 2012, 37 Year 5 & 6 students (93%) participated in surveys and provided views on such areas as academic performance, Catholic practices, pastoral care, teaching, communication, administration and facilities.

Some 2012 Student Quotes on what they value about St Joseph's included:

"I get to learn new things everyday which will help me when I get older. Having great friends."

"Learning facilities, a great school environment, great teachers, awesome sports and activities and equipment and awesome people and children."

"I like my friendships with class and school mates. Doing Leadership roles as a year 6. Participating in leader activities and school excursions, stage 3 camps and other roles where I get a good role to participate in!!!"

"Every Friday we all get to do music and sport and all years get to participate in peer support and i like to go outside with school."

"I like that I was able to have a younger buddy in my years 4 and 5. I will also get a buddy in year 6. I am glad that I also got a buddy in kindergarten. I also like learning about the Olympics this year (year 5 2012) I love St Josephs!!!"

"It being a small school so that everyone knows each other; the teachers and priests, my friends. The teachers at St Josephs."

"I like my teacher because she is fun and tries to make boring things interesting. I also like that the different stages are allowed to mix and that they don't have different areas."



3. Catholic Life and Mission

3.1 Catholic Heritage

St Joseph's was founded by the Good Samaritan Sisters in the Benedictine tradition in 1939. The school was staffed by the Sisters until 1985. The Good Samaritan charism that underpinned the life and work of the sisters is still evident in the school's commitment to the virtues of hospitality, humility, community and service.

Many local families have had a long association with the school and parish. They continue to support us. In recent years there has been a steady influx of people settling in Narrabeen from other parts of Sydney and Australia. These new families bring a fresh outlook to the school. Our shared Catholic faith and the positive relationships between school and church bind St Joseph's together as a Catholic community. There is a strong work ethic evident within the school as together we "Build in Love".

At St Joseph's we are very proud of our history and Catholic heritage. Our Catholic traditions are worth celebrating and sharing with the local community. This we do regularly.

3.2 Religious Life of the School

As a Catholic school our religious life is central in our day-to-day activities. Each class begins the day with prayer. This is the time to stop, listen and talk with God. All classes have a dedicated sacred space that acts as a focus for daily prayer. The celebration of the Eucharist is also central to our faith and so classes attend a weekly parish Mass each Thursday on a stage-by-stage roster. We also celebrated important liturgical events throughout the year such as school masses at the beginning and end of the year, at the commencement of each term, on special feast days such as St Joseph's Day and the Feast of the Assumption, and during Mission Week. The school, in conjunction with the local Catholic high school prepared the weekend Parish Mass each month. These Parish Family masses were all well attended.

Other liturgical celebrations included our Holy Week Liturgy before Easter and our Advent and Christmas Art Exhibition. The exhibition was open to the school and parish community and included prayer and the singing of Christmas carols.

We continued to receive regular visits from our Coordinator of Parish Life and our two priests-in-residence. This ensured that the school community has constant contact with our church. The support from the parish continued to strengthen. The involvement of the clergy in the Leadership Camp, the Year 6 Reflection Day, classroom visits and liturgical celebrations helped deepen the students' understanding of their faith.

3.3 Catholic Worldview

Catholic Worldview is the lens through which Catholics view the world. It is a tangible expression of the call to Catholic discipleship. Catholic Worldview pervades all aspects of the school's life including its policies, practices and procedures.

During the year the students were introduced to the concept of service learning; social justice is not just about raising money to send to the missions but it is about understanding at a deeper level our obligation to make life better for others. The social justice concept of "See, Judge and Act" was linked to the idea of "Head, Heart and Hands". As well as action we need to have a change of heart and learn more as to how we might bring about change. This concept became real towards the end of the year when the children were visited by an organisation that supports people in society who are ignored and left vulnerable. The Social Justice team will work at continuing this support.

Other focuses throughout the year included raising money for Project Compassion by conducting class-based initiatives while being supported through learning about the work of Caritas.



The school continued its support of the mission in the Kenyan village of Tangelbei with our fundraising initiative known as *compute4school*. Children received sponsorship by completing a range of computer-based activities. This initiative was also extended to include the parish community.

Families contributed to the annual St Vincent de Paul Christmas Appeal by donating items for hampers for needy families. Students visited the local nursing home to perform for the residents at different times of the year including Christmas.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

The Diocesan Policy on Pastoral Care is implemented at many different levels at St Joseph's. The behaviour management in the school is based upon respect and the dignity of each child. PBL (Positive Behaviours for Learning) is the system used to manage student behaviour. As the name suggests, the school approaches student behaviour with a positive attitude. The children are taught school rules through explicit lessons and learn of expected behaviours. This results in a student body aware of the consequences of their actions and that positive behaviours allow everyone to be better learners.

Families were informed of the PBL approach with regular feedback through the newsletter and the awarding of merit cards based on positive behaviours related to schools rules. Gospel stories that give witness to the school rules were incorporated into PBL lessons during the year.

4.3 Pastoral Care of Families

Our school Vision Statement commits our school to building a "safe, nurturing and inclusive environment". Several structures are in place for the support of families within the St Joseph's community. Class teachers, learning support and the school leadership team all work closely with parents during the year to respond to pastoral needs. A major factor in this support is the engagement of the school counsellor who is able to provide the necessary advice and referrals to meet the pastoral needs of the children.

The class parents provide a welcoming and supportive environment for new families to the school. The class parents are able to communicate and disseminate information within each class and act as a link between the school and home.

The Buddy System with the Kindergarten and Year 6 students engaged the seniors to act as mentors for Kindergarten throughout their first year at school. This provided great support for not only the younger children but also for their families.

Our Year 5 children acted as Big Buddies to the children in St Lucy's satellite classes hosted by St Joseph's.

St Joseph's conducts an extensive Kindergarten Orientation program in Term 4. This involves the incoming Kindergarten children visiting the school for four consecutive days for approximately one hour. The children work with their Big Buddy and get to know each other and the Kindergarten teacher. In 2012, parents were given access to the uniform shop, met the canteen coordinators and met the Coordinator of Parish Life.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.



4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Throughout 2012 there was a continued focus on improving the quality of teaching and learning in the school. The Leading Learning initiative conducted by the Catholic Schools Office in conjunction with the University of Auckland provides guidance for schools in achieving improved learning outcomes for students. In 2012 there was a sustained focus in the following areas:

- The collection and analysis of quality assessment data that informs teachers of the needs of the students
- The development of a marking criteria for student writing and ways in which to track student progress
- The re-assessment of approaches to spelling based on the current educational theories and practices
- The involvement in a project aimed at improving student learning in Mathematics through the use of pre-assessments, post-assessments and the planning of lessons based on student needs
- The development of teaching programs that meet the needs of all students in the class through the provision of a differentiated curriculum

Each term the class teacher, Learning Support Teacher, Assistant Principal and Principal meet to discuss student progress through the Learning Team Meetings. These meetings give staff the opportunity to look closely at the academic and social needs of all children in each class. This in turn means the school can provide further ways of improving the quality of teaching and learning.

The provision of information and communication learning technologies such as computers, interactive white boards and tablets has helped support the quality of teaching and learning. Whilst they are only tools for learning, they do allow for greater engagement of students.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state



figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2012 cohort, there were 27 students in Year 3 and 22 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *MySchool* website (<http://www.myschool.edu.au/>).



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	0.0	14.3	25.0	25.0	35.7	97
Writing	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	0.0	3.6	28.6	53.6	14.3	97
Spelling	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	10.7	10.7	7.1	17.9	53.6	97
Gr. &Punct.	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	3.6	0.0	10.7	17.9	32.1	35.7	93
Numeracy	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	7.1	14.3	25.0	39.3	14.3	97

The NAPLAN data for Year 3 indicates a continued improvement in results over the last 4 years. Year 3 achieved higher results than state and national in all but one domain. 58% or more of students were placed in the two top bands for all domains other than numeracy.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	4.5	0.0	22.7	18.2	18.2	36.4	91
Writing	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0.0	0.0	13.6	36.4	40.9	9.1	96
Spelling	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	4.5	18.2	9.1	22.7	45.5	96
Gr. &Punct.	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0.0	0.0	4.5	40.9	9.1	45.5	96
Numeracy	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0.0	9.1	4.5	18.2	36.4	31.8	96

The NAPLAN data for Year 5 also indicates a continued improvement in results over the last 4 years. Year 5 achieved higher results than state and national in all but one domain. 54% or more of students were placed in the two top bands for all domains other than writing.

5.3 Extra Curricula Activities

St Joseph's provided many extra-curricula opportunities for the students. These included:

- St Joseph's school band continued to enrich our school during 2012. Members of the school band performed for the school community during performance nights, the Fun Fair as well as visiting a local nursing home playing to its residents during the year.



- Year 6 once again participated in the Peninsula Public Speaking Competition
- Talented mathematicians from Stage 3 were selected for the National Primary Maths Challenge.
- Lunch clubs that provide children with alternatives to the playground included construction, library, computer and dance clubs.
- Songclub, a singing group led by a qualified music teacher, became established during the year providing students who enjoy singing and performing an extra opportunity to do so.
- The St Joseph's Parish playgroup continued to offer outreach and a service to the local community.
- Photography was highlighted during the year with a visit and workshop from *The Moran Foundation*, an artistic group sharing with students the art of photography. This allowed many of the students to enter the locally organised photographic competition.

5.4 Professional Learning

Professional learning is essential for teachers so that they can continue to provide students with quality teaching and learning experiences based on current research and practice. During the year, as always, professional learning was planned around the needs of teachers and students based on the analysis of data from the previous year. After a focus on Mathematics for a number of years there was a recognised need to focus once again on English, especially in the areas that were providing challenges evident in NAPLAN and other assessments. Two areas were writing and spelling. The collection of baseline data at the beginning of the year provided teachers with a starting point and material to reference during the year.

Staff Development Days allowed the teachers to spend time learning new skills to take to the classroom. These were:

- Creative ways of bringing prayer and scripture to life for the students
- Differentiating the curriculum so that the needs of all students are better met
- Assessing and tracking students in writing and helping students become better spellers

Opportunities for professional development were offered to teachers off-site and within the school. Teachers were involved in training for CPR, autism and healthy schools, to name just a few.

Weekly staff meetings allowed teachers to engage in long-term professional learning in the areas of literacy and numeracy. Through the involvement of education officers from the Catholic Schools Office the school was given guidance and support in the professional learning for staff.

Four staff members were engaged in tertiary studies during 2012. Two staff members were undertaking studies in a Master of Educational Leadership whilst the other two staff members were undertaking studies in a Master of Theological Studies. All four teachers were working full-time whilst studying.



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

Three priorities set for 2012 were part of the School Improvement Plan. These priorities align with those of the Diocese and come under the domains of Catholic Life and Mission, Pastoral Care and Wellbeing and Curriculum Teaching and Learning.

The first priority for 2012 was to "continue to nurture the relationship with both the parish and the wider Catholic community". The relationship between school and church grew through the many opportunities for contact. These included:

- Teachers taking on sacramental instruction to support the parish
- The school leading one Family Parish Mass a month
- Regular meetings with the school principal and the coordinator of parish life
- Involvement with the Parish Pastoral Council through monthly meetings
- Support for the school through parish sponsorship of the Fun Fair

The second priority for 2012 was to place particular emphasis for professional learning on writing and spelling as well as to continue to maintain the great work done in Numeracy over the past few years. Our achievements included:

- Attendance at a spelling in-service led by a national authority on spelling
- Involvement in a mathematical project focusing on the engagement of students in Years 5 and 6
- Regular professional learning in writing and monitoring student progress
- A continued improvement in NAPLAN assessment results as well as school-based assessments

The third priority for 2012 was "reviewing current programmes offered to the students as well as exploring ways we can meet the needs of reaching out to families". Student wellbeing and that of their families has become an area that schools can offer greater support. Achievements here included:

- Reviewing and prioritising programmes offered to children in the area of pastoral care
- Working closely with the school counsellor in meeting the needs of children considered in need of support
- Informing families of services and programmes that can assist them with parenting and support.

By focusing on three main areas of improvement during the year we were able to avoid "distractions" that did not meet our needs.

6.2 2013 Priorities and Challenges

Our priorities for 2013 fall under the three domains previously mentioned. These have been revised to the domains of Catholic Mission, Learning and Teaching and Pastoral Care and Student Wellbeing.

Our priorities are:

- Catholic Mission – Explore and create opportunities that give meaning to the school motto "Build in Love".



- Learning and Teaching - Raise student achievement in Literacy, particularly reading comprehension.
- Pastoral Care and Student Wellbeing - Ensure students, their families and staff feel safe and supported in a nurturing and inclusive environment.

During the 2013 year, St Joseph's will be undergoing school review, a process of ensuring the school meets Federal and State government requirements as well as the requirements of the Catholic Schools Office of Broken Bay. It will also provide feedback on quality assurance that the school will use to plan for the next three years.



7. Parent Participation

7.1 Introduction

There are many ways for parents to be involved at St Joseph's. As a school we believe we work in partnership with parents in raising and educating their children. Therefore we encourage the involvement of parents in the school. In 2012 the parents participated in school life in many ways. These included:

- The P&F Association – the P&F is responsible for fundraising and social opportunities for the parents and students. Highlights for the year included the biannual Fun Fair, the children's disco, cinema night, Grandparents Day and the Father's Day BBQ. The Fun Fair was very successful in raising much-needed funds for the school.
- Class Parents – these parents from each of the classes act as organisers and communicators for social and fundraising activities.
- Classroom volunteers – assisting with activities such as reading groups, art, sport and excursions.
- Canteen volunteers – providing a service to families by opening the canteen three days a week in 2012.
- Working Bee volunteers – much needed work in school maintenance and building was done by a very capable band of volunteers on two weekends throughout the year.

There were many times that parents volunteered their services to the school throughout the year. The involvement of parents in school life is vital in building stronger relationships with all people.

7.2 Parent Satisfaction

St Joseph's is committed to listening to the views and expectations from key stakeholders and commissions independent Parent, Staff and Student surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the school with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

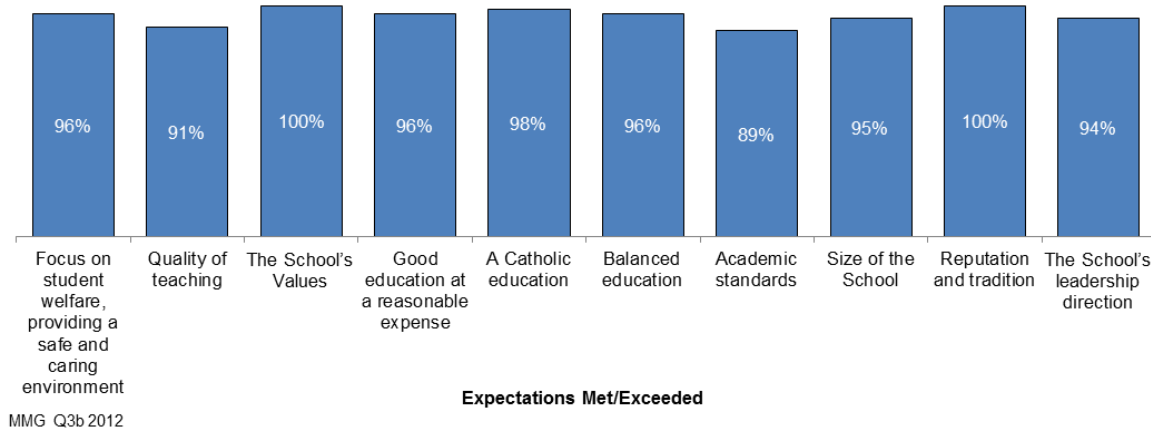
In 2012, 56 parents (51%), participated in surveys and provided views on such areas as academic performance, Catholic practices, pastoral care, teaching, communication, administration and facilities.

A selection of the 2012 Parent top level findings are detailed below ranked in order of the importance the Parents placed on reasons for choosing a school for their child:

- 96% of parents' expectations were met or exceeded with the focus on student welfare
- 91% of parents' expectations were met or exceeded with the quality of teaching
- 100% of parents' expectations were met or exceeded in relation to the School's values
- 96% of parents' expectations were met or exceeded in relation to the good education at a reasonable expense
- 98% of parents' expectations were met or exceeded with the Catholic education



2012 St Joseph's Parents - Importance vs. Expectations Met/Exceeded (Top 10) (n=56)



Some 2012 Parent Quotes on what they value about St Joseph's included:

"We strongly value the 'family' type setting that St Joseph provides. The children all know and care about each other irrespective of their age and year. Also, we really enjoy the social connections that you are able to make in a small school, families seem to look out for each other and support one another, creating a happy community."

"We value the pastoral care & safe, nurturing environment we feel comes from the school, we value the fact it is a small school and we are personally known to a lot of the teachers and parents already, we value the relationships children of other years have with our child in kindergarten."

"The friendly environment that makes my child feel secure and confident and therefore assisting her to learn."

"It is a caring and very friendly environment where parents always feel welcome. The staff including headmaster is very approachable. It was certainly the right decision to send our child to St. Joseph's!!"

"The relationship with my child's teachers and their input on how I can assist from the home perspective if there are areas they need extra help on. Very open relationships which provides excellent communication with the teachers and Principal is wonderful."

"This school really does 'walk-the-talk' when it comes to the school motto of "Build in love" and I could not be happier with my experience at this school. Any issues I have had have always been resolved which is as much a credit to the hard work and commitment of the Principal and Learning Support Teacher as it is to the teaching staff. I count my blessings every day that we chose St Joseph's for our son to attend, because it has exceeded all expectations in its ability to care for our son."

"The interaction with the other parents and the wonderful comfort to talk to the teachers."

"The communication between parents and school is fluent and appropriate and the satisfaction of my child participating on school activities and on daily basis."

"Quality education and community for the kids and families."



8. Financial Report