



# 2023

## Annual Report to the School Community



### St Joseph's School

Gladstone Street, QUARRY HILL 3550

Principal: Peter Teggelove

Web: [www.sjquarryhill.catholic.edu.au](http://www.sjquarryhill.catholic.edu.au)

Registration: 848, E Number: E3025

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## Principal's Attestation

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I, Peter Teggelove, attest that St Joseph's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 29 Apr 2024

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## About this report

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St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### **IDENTITY STATEMENT**

St. Joseph's Primary School is a community of hope where self-esteem and individuality are nurtured in a safe, supportive and stimulating environment reinforcing Gospel values.

### **VISION STATEMENT**

St Joseph's Primary School strives to be a community where:

- Children can develop relationships with God and others and be treated with dignity and respect.
- Parents, children and staff work cooperatively to provide a safe and supportive environment.
- Children are engaged in a stimulating learning environment that nurtures individual achievement.
- Children are becoming aware of their role as peace-makers and witnesses to the Gospel message in our society.

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## School Overview

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The Catholic presence in Quarry Hill traces back to Dr. Henry Backhaus, the first priest on the Sandhurst Goldfields. Archbishop Carr laid the foundation stone of St. Joseph's in Quarry Hill on August 29, 1906, with the school opening its doors on April 30, 1907.

Initially, 138 students, mainly from families of miners, railway workers, and labourers, enrolled at the school, which the Sisters of Mercy managed. Over the years, the school saw a steady increase in enrolment reaching a peak of over 200 in the late 1980s. Following the leadership of the Sisters of Mercy, a Lay Principal was appointed in 1985.

St. Joseph's School celebrated its Centenary in September 2006. Today, St. Joseph's Primary School continues to provide a safe and supportive learning environment for the children of Quarry Hill and surrounding areas. With an enrolment of 238 students in 2023, the school operates across eleven classrooms, with a focus on faith development and nurturing Church life within the school community.

By following the Victorian Curriculum alongside the Source of Life Curriculum and Catholic Identity teachings, the school aims to help students reach their full potential while celebrating Catholic values and teachings of Christ Jesus. St. Joseph's Primary School remains dedicated to 'Building Communities of Faith' in Quarry Hill.

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## Principal's Report

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We come to the conclusion of another extraordinary school year, a year nothing short of remarkable, with countless achievements, memorable experiences, and tremendous growth for each and every one of us.

St Joseph's school exists for our students. I'd like to express my gratitude to our exceptional students. Each day is filled with enthusiasm, curiosity, and an unwavering dedication to learning. From the youngest ones who have taken their first steps into this marvellous journey, to the confident and knowledgeable leaders we see before us, they are the heartbeat of our school community. Their incredible achievements in academics, sports, arts, and community service have inspired us all.

To our remarkable team of teachers and staff, I extend my deepest appreciation for their determined commitment and tireless efforts to nurture our students' growth. Their passion, creativity, and dedication have undoubtedly created a learning environment that is second to none. Our staff go above and beyond to foster a sense of belonging, encouraging our students to explore their talents, overcome challenges, and become the best person they can be.

Of course, we cannot overlook the remarkable support we have received from our parents and families. Your trust, involvement, and encouragement have been instrumental in our students' achievements. Each year our school depends on parents to volunteer their time, organise social and fundraising events, help with lunch orders, support classroom programs and the like. I thank our St Joseph's Community Advisory Group who have worked tirelessly together with a firm focus on community involvement and future school improvement.

I congratulate our graduating students who move on to the next phase of their learning journey. I have appreciated the children's efforts as remarkable student leaders, who have risen to every challenge they have been given. I wish them the very best for the future. We also say goodbye at the end of this year to a number of families leaving the school after their children graduate and others moving to new schools. Many thanks to these families for their contributions and commitment to St Joseph's Primary School.

We look forward to new challenges, new learning and the new opportunities that the new year will offer.



Peter Teggelove - Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

**Goal:**

At St Joseph's we are committed to strengthening Catholic values and identity.

**Intended Outcomes:**

- To build the capacity of staff in a contemporary pedagogical approach to the RE curriculum.
- Recontextualizing our Catholic tradition and story.
- Deepen and enhance the Catholic social teachings at our school.

**Success Criteria:**

- All staff engagement in our accreditation within three years of employment.
- A commitment of ten hours of professional development each year.
- Relevant data tools in demonstrating improvement in Catholic values and identity.
- Catholic Social Teachings are known and articulated by the School community.

### Achievements

**Achievements:**

Four staff members have begun and will continue with their accreditation to teach RE in 2024.

- Work continues with CES staff and the Catholic Identity Leader to build the capacity of staff to plan and implement contemporary RE lessons.
- The Catholic Social Teachings are on display around the school and in the classrooms to promote knowledge and understanding of these within the school community.
- Staff have been involved in ongoing Professional Development in Religious Education. These opportunities included:

Working regularly with members of the Catholic Education Sandhurst Religious Education Team to further develop effective planning for Teaching and Learning in Religious Education

and deepen knowledge and understanding in the areas of Prayer, Matthew's Gospel, St Joseph, Recontextualisation, Catholic Social Teachings and Shared Christian Praxis.

## Value Added

### Value Added:

- Unit and Whole School Masses were celebrated throughout the year. Whole School Masses included the Beginning of the School Year, the Feast of the Sacred Heart and the end of the year Graduation Mass. Unit Masses were celebrated each term relating to SoL Units of Work being taught at the time.
- Liturgies were celebrated for Ash Wednesday, St Joseph's Day, Holy Week, ANZAC Day, Mother's Day, Grandparents Day, Remembrance Day and Advent.
- Yr 3 students prepared for and participated in the Sacrament of Reconciliation.
- We supported the local St Vincent De Paul Society by raising funds to support community members with supermarket vouchers during the Winter Appeal and at Christmas time.
- Students participated in a 'Walk for Water' day and Colour Fun Run to support CARITAS and gain further understanding the CST of Solidarity.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal:

We will create critical thinkers who are lifelong learners transferring their skills in literacy and numeracy.

#### Intended Outcomes:

- To sustain the ongoing growth in literacy learning.
- To improve academic growth and achievement in mathematics for all students.
- To build critical thinking skills to enhance mathematics learning in real-life situations.
- Ensure teachers differentiate to meet the needs of all students in mathematics.

#### Success Criteria:

- Growth in individual student data in NAPLAN, MAI and PATM & PATR.
- Targeted teaching and assessment is evident in Work Programs catering for all abilities.
- A school-based tool is implemented to monitor and track the development of critical thinking skills.

### Achievements

#### Professional Development

Both our teachers and Learning Support Officers have been involved in ongoing Professional Development to support student learning. Some of these opportunities included:

- A day with Mathematics consultant Michael Minas from 'Love Maths' on differentiating and catering to all ability levels
- Working regularly in Professional Learning Communities with Lauren Gould (Catholic Education Sandhurst Mathematics Consultant) on aligning planning documents across the school
- Familiarisation of the Victorian Curriculum 2.0 in Mathematics
- Analysing and using data in meaningful ways

- Membership and use of 'Australian Teacher Aide' to upskill LSO's
- Supporting graduate teachers through effective mentoring programs

## **Improvements**

As we continually strive to improve our procedures to enhance our knowledge of best practices, we reviewed and improved the the following procedures:

- End-of-year handover of students to their new classroom teacher
- Our assessment schedule to ensure it was relevant and useful to teachers
- The Moderation process for the National Consistent Collection of Data (NCCD)
- Student Learning plans - streamlined and consistent

## **Support**

- Parent Support Groups (PSGs) were held once per term for all students on Individual Learning Plans who required adjustments in their learning environment
- We continued to use the MultiLit Program to support a select group of students in their reading
- Learning Conversations' were held in both Terms 1 and 3, and written reports were provided to families in Terms 2 and 4

## **Student Learning Outcomes**

### **2023 NAPLAN Data**

Due to the reset of measurement scales and the use of new proficiency standards for each assessment in 2023, NAPLAN results were not comparable to previous years.

### **Proficiency Summary for Year 3**

#### Reading

- 0% of students 'required additional support'
- 25% of students are 'developing'
- 60.7% of students are 'strong'

- 14.3% are 'exceeding'

### Writing

- 14.8% of students 'required additional support'

- 7.4% of students are 'developing'

- 74.1% of students are 'strong'

- 3.7% are 'exceeding'

### Conventions of Language - Spelling

- 3.6% of students 'required additional support'

- 17.9% of students are 'developing'

- 67.9% of students are 'strong'

- 10.7% are 'exceeding'

### Conventions of Language - Grammar

- 7.1% of students 'required additional support'

- 35.7% of students are 'developing'

- 50% of students are 'strong'

- 7.1% are 'exceeding'

### Numeracy

- 14.3% of students 'required additional support'

- 28.6% of students are 'developing'

- 46.4% of students are 'strong'

- 10.7% are 'exceeding'

## **Proficiency Summary for Year 5**

### Reading

- 3.7% of students 'required additional support'
- 11.1% of students are 'developing'
- 63% of students are 'strong'
- 22.2% are 'exceeding'

### Writing

- 3.8% of students 'required additional support'
- 11.5% of students are 'developing'
- 76.9% of students are 'strong'
- 7.7% are 'exceeding'

### Conventions of Language - Spelling

- 3.7% of students 'required additional support'
- 14.8% of students are 'developing'
- 63% of students are 'strong'
- 18.5% are 'exceeding'

### Conventions of Language - Grammar

- 7.4% of students 'required additional support'
- 40.7% of students are 'developing'
- 44.4% of students are 'strong'
- 7.4% are 'exceeding'

## Numeracy

- 0% of students 'required additional support'
- 25.9% of students are 'developing'
- 63% of students are 'strong'
- 11.1% are 'exceeding'

All students whose results indicated they needed additional support are receiving suitable adjustments in the classroom to support their learning needs.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	430	57%
	Year 5	494	52%
Numeracy	Year 3	397	57%
	Year 5	500	74%
Reading	Year 3	423	75%
	Year 5	507	85%
Spelling	Year 3	421	79%
	Year 5	499	81%
Writing	Year 3	410	78%
	Year 5	492	85%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goal:

At St Joseph's we are committed to building a resilient and inclusive community supported by research and evidence-based practises.

#### Intended Outcomes:

- To enable students to understand themselves and others, recognising and managing emotions through explicit teaching of social and emotional curriculum.
- To build staff capacity in planning, implementing and evaluating social skills programs.

#### Success Criteria:

Monitor and track with an aim to;

- Improve ACER data in student confidence, student relationships and student safety.
- Increase staff participation in relevant professional development in this area.
- Have evidence of social-emotional capabilities in planning.

### Achievements

- Staff attended Professional Development sessions on CPR, Mandatory Reporting, Asthma, and Emergency Management.
- Students completed a Social and Emotional survey ACER Grades 3-6.
- Parent Support group meetings were held for students at risk each term.
- Student behaviour is monitored regularly through Simon - Behaviours are stated positively in line with the Three Whole School Expectations.
- Development of A Behavioural Support Team (BST) within the school.
- Staff Professional Development with Dan Petro around Behaviours of Concern and practice around this.
- Wellbeing team - Principal, Pastoral Wellbeing Leader and Family Liaison officer
- Staff briefings throughout each term provide Professional Learning around positive intervention in schools.
- Social skills teaching- Tips and strategies shared in the weekly update as well as additional resources provided to classrooms to support social skills teaching.

- Regular communication via newsletter about the promotion of child safety and whole school procedures.
- Student PBIS Team - Speak at assemblies, promote whole school procedures, develop videos that explicitly teach social skills, promote the whole school reward, and promote student voice in decision-making within the school.

## Value Added

- Big sister Project - Grade 5/6 girls.
- Connected circus program- 5/6 boys.
- Community events recognised within the school - Harmony Day, Ru OK Day.
- Students from Grade 5 were buddied with the new Foundation students to support their transition to school.
- Assemblies every fortnight that celebrate student success also promote the Wellbeing focus of the week.
- Community events included Mother's and Father's Day breakfasts.
- A Food Tree was set up for families who may be experiencing hardship.
- Home school communication was a priority and the school offered a variety of ways, including newsletters online, and PAM (Parent Access Module) for all permissions for excursions.

## Student Satisfaction

All Year 3-6 students were surveyed in 2023, data collated from CEO ORAMA Student Surveys showed the following in relation to Student Satisfaction:

**Rigorous Expectation:** 'How much students feel their teachers hold them to high expectations' is rated close to the CES average of 71%.

**Teacher-student relationships:** This is rated at 66% by students as seen in the 'strength of the social connection between teachers and students, within and beyond the school'.

**School Belonging:** 'How much students feel they are valued members of the community' is rated high at 69% compared to the CES average of 64%.

**Student Voice:** This is rated by students slightly higher than the CES average at 52%. Our students indicate that they would like more opportunities to be heard regarding school climate and improvement.

**Students Safety:** Rated 39% by students their 'Perception of student physical and psychological safety while at school' was marginally higher than the CES average of 34%. Whilst higher, this concerns staff and needs to be investigated further.

**School engagement:** 'How attentive and invested students are in school' is rated 42%. This is another area that needs to be explored to determine students' thoughts and perceptions.

## Student Attendance

Student non-attendance at school is monitored through SIMON and is followed up with an SMS or phone contact made with parents to ensure that the student can return to school as promptly as possible and that there are no serious impairments to them returning to school.

First contact is completed by administration staff, followed by the classroom teacher and further correspondence is made by the principal if needed.

Staff began to monitor attendance through using a traffic light system which indicated students who were in full attendance, partial attendance or at risk.

Staff referred to attendance during reporting and parent/ teacher/ child discussions.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	90.6%
Y02	92.0%
Y03	92.5%
Y04	92.5%
Y05	89.9%
Y06	89.3%
Overall average attendance	91.1%

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## Leadership

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### Goals & Intended Outcomes

#### Goal:

We are committed to student growth and academic achievement through capacity building of staff.

#### Intended Outcomes:

- All Staff develop a professional learning plan aligned with the strategic plan with a focus on mentoring and feedback.
- To ensure all planning documents are consistent with an emphasis on targeted teaching assessment practices and differentiation.
- A staff professional development plan with a focus on pedagogical practices in RE, Critical Thinking skills in Mathematics and Social Emotional Capabilities.

#### Key Success Criteria:

- Leadership team highly skilled in mentoring staff with their professional learning plans.
- Evidence of improved growth in PAT- M, PAT-R, ACER, NAPLAN, ECSI for all students.

### Achievements

**Leadership Structure @St Joseph's:** Our Leadership structure was further consolidated and strengthened in 2023.

- **Leadership Team:** The Leadership Team monitors and oversees School Improvement. The Team comprises: Principal, Deputy Principal/REC, Pastoral Well-being and Learning & the Teaching Leader. Continued formation was a key factor in the team's development and success.
- **Professional Learning Team:** Consists of all teaching staff who meet regularly to learn together and monitor student progress.
- **Learning & Teaching Team:** Was established to oversee the professional learning of staff at St Joseph's.
- **Positions of Responsibility:** Areas of need identified throughout the school are given priority in staffing and resources as outlined in the school's annual action plan.

- **Unit Leaders Team:** Meet regularly to track planning and events across the school.

**School Community:** Our School Advisory Council and Parents and Friends Association worked together to join and establish the 'St Joseph's Community Group'. Committees will be established to support different aspects of school life including; social, fundraising, strategic, catering and maintenance.

**Student Leadership:** All year six students have the opportunity to engage in structured leadership activities throughout the year. Students were also allowed to apply for Senior leadership Roles including; School Leaders, Tech Leaders, Sports Leaders, PBIS Leaders and Fire Carrier Leaders.

### **Capital Works & Grants**

- Commonwealth Capital Grant: Works continued and were finalised early 2023 on the refurbishments to administration and staff facilities, and the building of the 'Arts Centre'.
- Demolition of the old Yr 5/6 learning spaces and toilet block were completed. A passive area was developed on this site, including artificial turf, picnic seating and landscaping.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<p>All Staff are expected and encouraged to participate in professional development activity to ensure life-long learning. In 2023 the staff of St Joseph's participated in;</p> <ul style="list-style-type: none"> <li>◦ Learning &amp; Teaching Network</li> <li>◦ Fire Carriers Network Days</li> <li>◦ Pastoral Well-being</li> <li>◦ Deputy Principals Network</li> <li>◦ Religious Education Network Days</li> <li>◦ Catholic Identity</li> <li>◦ Principal Network Meetings</li> <li>◦ Budgeting Workshops</li> <li>◦ Child Safe Briefings/Workshops</li> <li>◦ OH&amp;S Training</li> <li>◦ Critical Incident Training</li> <li>◦ AFS workshops/ICON development training</li> <li>◦ Level Two First aid</li> <li>◦ Students with Disabilities</li> <li>◦ Google Apps for Education (GAPE)</li> <li>◦ FBT workshops</li> <li>◦ Simon Computing system</li> <li>◦ Coaching &amp; Mentoring</li> <li>◦ LOTE workshops</li> <li>◦ Middle leadership PD - CDLP</li> </ul>	
Number of teachers who participated in PL in 2023	34
Average expenditure per teacher for PL	\$920.00

### Teacher Satisfaction

Recent data collated from CEO ORIMA Staff Surveys, showed the following in relation to Staff Satisfaction:

**School Leadership:** Staff feel very confident in the leadership of the school, as 'Perceptions of the school leadership's effectiveness' is rated very high at 87% against the 66% CES Average.

**Staff Leadership relationships:** Leaders at the school pride themselves on establishing trusting and supportive relationships with staff members. The 'Perceptions of the quality of relationships between staff and members of the leadership team' is rated highly at 91% by staff, above the 82% CES average.

**Instructional Leadership:** We are all responsible for the growth of each child in our school. Staff work together to ensure that every child has the opportunity to learn. The 'extent to which the school leaders set the conditions for improving teaching and learning at the school' is 79% by teachers, against the 54% CES Average.

**Collaboration around an improvement strategy:** All staff had the opportunity to collaborate. The teachers' Perceptions of the coherence of the schools improvement strategy is rated in the 91st percentile, well above the CES average of 58%.

**Support for Teams:** The leadership team ensures the teachers have access too the latest thinking, quality resources and time to ensure effective learning and teaching, The Teachers' perception of how well the school leadership sets the conditions for teams to collaborate effectively is extremely high at 90%, well above the 70% CES average.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	9.1%
Graduate Certificate	0.0%
Bachelor Degree	63.6%
Advanced Diploma	9.1%
No Qualifications Listed	18.2%



<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	17.6
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	10.4
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goal:

To build on our sense of responsibility, awareness and accountability for the resources within our school.

#### Intended Outcomes:

- Continue to implement Child Safety Policies and procedures.
- Allocate our resources to bring about positive learning situations.
- Build on our knowledge of how to differentiate the curriculum to improve student learning.
- To be strategic with the long-term planning for the financial status of the school.
- Create a culture of high expectations across the school for all staff and students.

#### Success Criteria:

Increased participation and engagement in the school under the Community Engagement Plan

### Achievements

St Joseph's has an incredibly strong school community. St Joseph's is committed to ensuring every family an affordable and quality education. When we budget each year, we ensure that fees are set at a manageable rate and the school is well-resourced.

The following achievements were evident at St Joseph's in 2023;

- Building and Refurbishment was completed early in the year in line with our School Master Plan.
- The school continues to be extremely well-resourced across all areas of the curriculum providing resources to cater for the individual needs and learning styles of each student.
- The 'St Joseph's Community Group', worked together for School Improvement, Social events and fundraising.

- Family social events and opportunities were organised and attended
- The Principal and Administration Officer consistently sought advice from Catholic Education Office personnel and peers to develop their knowledge and understanding in the area of finance and administration.
- Fee collection from families who had long left the school was sought throughout 2023 with the assistance of a CES-approved collection agency.

St Joseph's Family Liaison Officer engaged and supported our community by contributing to the following initiatives:

- Support staff, students and families to embed the Positive Behaviours, Intervention and Support (P.B.I.S) Framework.
- Contribute on a regular basis to the community newsletter.
- Supported families by organising care packages, meals etc.
- Referred families to outside agencies.
- Working with and supporting individual students.

## Parent Satisfaction

Recent data collated from CEO ORAMA Community Surveys showed the following in relation to Community Satisfaction:

**Family Engagement:** The community has indicated that they would like to become more involved in their child's learning and the life of the school, rating 'The degree to which families are partners with their child's school' at the 42nd percentile, below the CES average of 45%.

**Barriers to Engagement:** The community is relatively comfortable with the 'Factors that can hinder a family's interaction or involvement with their child's school' rating this at 72%, above the CES average of 67%.

**Student Safety:** Perceptions of students' physical and psychological safety while at school is 64%, above the CES 59% average.

**School Climate:** Families' perceptions of the social and learning climate of the school is rated at 83%, higher than the 80% CES average.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sjquarryhill.catholic.edu.au](http://www.sjquarryhill.catholic.edu.au)