



# St Joseph's Catholic Primary School Park Avenue

2023 Annual School Report



**Catholic Education**  
Diocese of Rockhampton

# **St Joseph's Catholic Primary School, Park Avenue**

Catholic Education Diocese of Rockhampton

## **Principal**

Bernard Fitzgerald

## **Address**

33 Main Street  
Park Avenue QLD 4701

## **Total enrolments**

348

## **Year levels offered**

Prep – Year 6

## **Type of School:**

Co-educational

## School Overview

St Joseph's Catholic Primary School is in the North Rockhampton suburb of Park Avenue. St Joseph's is a two-stream, Prep to Year Six school with a current enrolment of approximately 350 students, proudly boasting an Indigenous enrolment of about 15%.

There is a Kindergarten within the school grounds, and the strong partnership between school and Kindergarten ensures successful transitions for our youngest learners. Additionally, Outside School Hours Care is available for all enrolled students. The school was established in 1929 by the Sisters of St Joseph whose foundress, St Mary of the Cross MacKillop, was committed to ensuring all young Australians, especially those in rural and regional areas, had access to high quality education.

At St Joseph's we endeavour to create a dynamic learning environment within a Christian community that is centred around the Gospel message. Our School Mission Statement highlights the responsibility of each person in our school to develop as a learner with a clear sense of self-worth and able to demonstrate mutual respect for all, for the good of the whole community.

The curriculum structure is both holistic and inclusive, as we strive to meet the needs of all learners through well-formulated academic, arts and sports programs while being mindful of learners with special needs.

In recent years, extensive building and refurbishment has been completed with the school now comprising state of the art learning areas with contemporary environments for students and staff. We have developed an excellent technology infrastructure which integrates seamlessly across the curriculum and is integral to all aspects of learning at St Joseph's. Our school maintains strong links with our local parish and operates on an open-door policy for families which helps foster the community atmosphere that underpins everything we do at our school.

More information on our school can be accessed from [myschool.edu.au](http://myschool.edu.au)

## Curriculum Offerings

### **Distinctive Curriculum Offerings**

St. Joseph's Catholic Primary School implements an inquiry-based approach to learning, endeavouring to make learning student-focused and to enhance the thinking process. We educate our children for their future and therefore engage in real-world endeavours and investigations in conjunction with quality assessment activities. To assist with this direction, we utilise a significant amount of technology in the school, providing 1-to-1 device access across the entire school. Our Prep classes offer the Australian Curriculum delivered with a balance of direct teaching, skill practice and play-based enquiry.

Our school offers faith development opportunities with daily lessons and units of work designed to deliver the Religious Education Curriculum developed by the Diocesan Catholic Education Office.

At St Joseph's Park Avenue, we encourage students to be the best learners they can be. Each child is supported to co-construct learning goals and work towards achieving these goals. All students have an individual learning goal for mathematics, reading and writing. These goals are updated on a regular basis as they are achieved. Additionally, teachers negotiate learning intentions and success criteria with their students when delivering the Australian curriculum. This makes learning and progress visible to students and encourages students to strive for excellence. To encourage further academic growth from our students, Semester Academic Awards acknowledging both academic performance and effort are a continuing practice.

Our school values collaborative practices and promotes co-operative teaching and planning. Prep to Year 6 work in contemporary open learning spaces. These offer flexibility as well as an opportunity for students to engage in the Australian Curriculum in an environment that suits different learning styles. We promote our learning spaces to be places where risk taking, collaboration and exploration is encouraged and supported.

The St Joseph's community has identified and prioritised five learning dispositions that we would like to see develop in our students as productive learners. The five dispositions are: Resilience, Collaboration, Persistence, Independence and Creativity. These five Learning Dispositions will be a focal point for our school community in teaching and learning moving forward and are represented in our formal reporting processes.

## Extra Curricula Activities

Our school works with and supports the parish community in providing relevant and meaningful experiences for families to enhance a sense of belonging within the context of a Catholic community. Through the parish, children and families are afforded the opportunity to work together through sacramental programs as appropriate.

St Joseph's traditionally has a tremendous turn out to community events such as the annual ANZAC Day Dawn Service and March as well as various special annual events and feast day celebrations.

Instrumental music classes are offered as part of an optional program with the second to last Monday Morning Whole School Assembly each Semester reserved for a Performance Arts Assembly in which our various musicians, singers and public speakers are given the opportunity to perform for the school community.

To provide greater and more varied opportunities in the cultural aspects of the curriculum, St Joseph's has employed an Arts teacher, providing specialist lessons across all year levels. In 2023 the school community with the help of the P&F partnered with Emmaus College to deliver a music instrumental program where all Year 4 students received free tuition in a variety of musical instruments.

St Joseph's also takes part in initiatives that support our students in accessing the curriculum. Some of these include our annual Science Expo, The Big Book Swap, Joeys in Jamas, Interschool Maths Challenge, Under 8s Week, Book Week Activities, Laudato Si' Expo, NAIDOC Day, Arts Council visits as well as participation in the Premier's Reading Challenge.

Over the past few years, the school has participated in the Inter-school Mathematics Challenge. Multiple teams comprised of Year 5 and 6 students entered the competition and enjoyed both representing the school and being able to exhibit their mathematical abilities. We will be continuing to participate in this competition in the future.

In 2023 we saw our chess club participants represent our school in inter-school events and for the first time in 2024, the school will also be entering the Inter-school Reading Challenge.

The school community participates in addressing Catholic Social Justice issues to raise awareness of local and global concerns. One aspect of this advocacy is the fund-raising activities within the school community that support various community partners such as Vinnies, CARITAS and Catholic Mission and the good works that they do. The school P&F Association hold special Meal Deal days once per Semester to support families with specific needs within our own community.

Our school is also establishing a sustainability project in conjunction with Laudato Si' and is exploring ways in which we can tackle being more ecologically friendly and allow us as a community to live sustainably in dignity. This included hosting our second ever bi-annual Laudato Si' Expo in 2022 which was a hugely successful community event.

Interschool Sport is offered to 10-12 year old students. Inter-school sport is played each Friday across a range of sports throughout the year. Additionally, there are over 100 children who play in school-based touch football teams on Saturdays. Netball and Rugby League teams are sent to the annual Challenge Cup carnival held in Yeppoon. Rugby League teams also take part in CQ CAPRAS Challenge Gala Day each year. In 2023 we hosted a Cross Country at Colts Rugby Union grounds to decide both house and age champions. Children aged 9 -12 years are invited to train and compete in the Rockhampton District event with a representative team being selected. 2023 was also the third year in which we ran a school Fun/Colour Run. This was a fun day which helped the P&F Association raise funds for interactive screens in each classroom.

St Joseph's holds an Athletics Carnival across two days each year. A field events day is held at St Joseph's for our students aged 9 - 12 years, followed by a track events day held at Emmaus College. All students take part in the track day with both house and age champions being announced at the end of the day. From these days, a team is selected to progress to the Rockhampton District Trials.

St Joseph's continues to explore both resources and learning opportunities in the Science, Technology, Engineering and Mathematics (STEM) area of the curriculum.

## How Information and Communication Technologies are used to assist learning

At St. Joseph's we run a 1-to-1 take home device program with our Years 4, 5 and 6 students and 1-to-1 devices from Prep to Year 3. This enables us to take part more readily in whole school digital programs and surveys as well as enable our Year 3 and 5 students to utilise their own device during NAPLAN testing. iPads are present in all

classrooms along with other digital devices. This provides the students with exposure, access and understanding of a range of operating systems during their time at the school. Additionally, every classroom is equipped with mobile touchscreens which further serve to enhance the collaborative and interactive nature of learning and increases the degree to which the children are engaged with the learning. The school also makes use of Vivi devices that are linked to every display screen in the school. This enhances learning opportunities by enabling quick and easy information sharing from any device.

Our school has a fully functioning, soundproof green room for the creation of digital presentations. At St. Joseph's one of our goals is for students to utilise technology for real world learning.

For parents, we also have a School Web App, Official Facebook page and an LED school sign which serve as communication tools and means of sharing information between school and home.

## **Social Climate**

### **Strategies to Promote a Positive Culture**

As a Catholic school, Gospel values are at the core of everything we do. From this we choose to focus on three specific school values being: Self-worth, Mutual Acceptance and Personal Responsibility. In all learning situations, we endeavour to refer to these values and make them part of our daily decision-making processes.

Catholic Social Teaching principles are being introduced to classrooms each semester. Following the focus of Pope Francis' challenge in regard to Laudato Si', the focus principle expanded from 2022's Laudato Si's expo was the 'Season of Creation' in 2023. Classes will actively participate in better recycling as a key whole school initiative in sustainability.

Student leadership is distributed throughout the school with a six-member Year 6 Student Council elected to provide support for activities and represent the voice of the student body.

A school counsellor, accessed through Emmaus College, is onsite for four days a week. The counsellor provides family, student and teacher support in maintaining positive relationships with self and others. At St Joseph's, we prioritise spiritual, physical and emotional health.

St Joseph's has two dedicated Indigenous Support staff who actively support or Aboriginal and Torres Strait Islander students and their families.

Weekly Prayer Assemblies provide rostered classes an opportunity to present their learnings to the school community that reflect Christian virtues and Gospel values in our current community context.

Mental Health and Well-Being strategies are being integrated into our school community with the entire staff being trained in the Berry Street Educational Model – Trauma Aware Schooling Model. This will be highly reflected as the School Board and other stakeholders create our new 'Engagement & Well-Being Framework' in 2024 which will replace our existing Behaviour Management Policy.

Monday Morning whole school assemblies are punctuated with both Excellence and Virtues awards for students and the adoption of our new school song being sung as a culmination is a highlight. This assembly, along with our weekly newsletter is also used to highlight and acknowledge student performances in sport, academics and the cultural pursuits.

Our school's Uniform Policy also promotes a positive and inclusive culture with unisex uniform options available.

### **Cyber Safety and Anti-Bullying Strategies**

As the school introduces and accesses more and more technology in the classrooms, so increases the risk of cyber bullying and the need for a greater awareness of cyber safety. Students participate in cyber safety and cyber bullying sessions tailored to the Upper Primary students, particularly those involved in the 1-to-1 program that take their devices home. Students and parents are made aware of school expectations in terms of acceptable use prior to receiving laptops and must sign an end-user agreement from the school and an acceptable user policy from the Catholic Education Office. We also access our Adopt-a-Cop to deliver an online safety-based program to students in the Upper School.

## Strategies for involving parents in their child's education

The P&F association hosts a 'Cuppa and a Chat' after our Monday morning whole school assembly. This initiative provides an opportunity for an informal gathering that allows for parents to mix and network together. It is a way of welcoming new families into the community, as well as providing an increased opportunity for parents to volunteer in various roles around the school. This is a shared initiative of the School and P&F.

Parents and friends are welcome to join us for Monday Morning assemblies where we mention weekly notices, acknowledge Academic Excellence Awards and our Virtues Awards. The Prayer Reflection at each assembly breaks open the scripture from the preceding Sunday. Volunteer induction sessions are available for community members wanting to engage in the educational aspects of the school.

At the beginning of each year, each cohort holds a Parent Information session. We have two scheduled times for formal parent/teacher interviews throughout the year in early Term 2 and late Term 3. The Inclusive Curriculum teachers also host Parent Information sessions upskilling parents on oral language and reading skills specifically for Prep to Year 3 parents. The Assistant Principal Curriculum writes a section for the weekly newsletter that highlights strategies parents can use at home to assist with reading, writing and numeracy.

Parents are involved in school planning and decision making through the School Board and P&F Association. Parents and Friends actively encourage involvement through social gatherings and adult education opportunities. Parents are invited as guest speakers for inquiry learning units on a range of topics for which they offer their expertise. The P&F Association meets on the second Wednesday of the month while the School Board meets on the third Wednesday of each month.

Classes in the Upper School utilise a unique class website that is designed so students can revisit their topics and tasks, helping to guide their learning. These class pages are accessible to parents to promote parental engagement in their child's learning. The school utilises the SeeSaw app in Prep to Year 3 as a way of promoting parental engagement with their children's educational journey.

Parents are invited to, and regularly join our weekly school Prayer Assemblies and whole school masses and liturgies that are held in either our school Multi-Purpose Area or Our Lady Help of Christians Church that is adjacent to the school.

Information is also shared through our weekly Newsletter. We also have the ability to share notices and important information instantly with our school community through the use of a smart device app. In recent years, the school launched an official Facebook page that can be used to share information. The page is administered by the Principal and the P&F Executive.

The school's P&F Association also run a not-for-profit second-hand uniform store to assist families in accessing school uniforms for their children.

## Reducing the school's environmental footprint

St Joseph's has implemented a major waste management system that incorporates recycling of paper products, soft plastics and food waste. The aim of this waste management system is to reduce the school's ecological footprint. All classrooms at St Joseph's Park Avenue make use of multiple recycling bins. Our ongoing journey towards digital work and storage rather than paper copies also helps to reduce the amount of waste sent to our local landfills.

In response to learning about social justice issues, the Year 4 cohort participate in the 'Containers for Change' program to reduce the amount of Tetra Briks and plastic bottles filling school bins and local landfills. This initiative commenced in 2019 with resulting funds raised being used to fund greater resources for future sustainability projects. In recent years, this initiative paid for new bins and a worm farm to aid in composting and the fertilising of our plants.

In 2022, the Catholic Education Office took the opportunity to further upgrade the school's solar system to significantly lower our power consumption. To date, consumption levels have declined by approximately 65% lower than what was consumed just five years previously. This project has also made a tremendous positive impact to the school budget as the school now qualifies for lower tariffs and can allocate significant funds previously used for electricity to other school-based projects.

In 2020 the school experienced major capital works upgrades. During the planning and design stage, attention was given to being more ecologically friendly and considering more sustainable processes regarding waste management, water use, composting and recycling as well as better energy consumption practices. The establishment of increased natural environment spaces as well as additional play spaces was also a priority.

## Characteristics of the Student Body

St Joseph's caters for students with many varied backgrounds. Students who identify as Aboriginal and/or Torres Strait Islander make up 15% of our school population. Several other nationalities are also represented within the school. To help meet the growing needs of the student body and their families, our school counsellor has been employed for four full days each week.

More than 50% of our students benefit from engaging with our Inclusive Curriculum staff on a regular basis. In 2023 the school continued to employ additional full time Inclusive Curriculum teachers to work with ascertained students and provide early learning literacy programs. In addition, the school engaged a Writing Coach and Maths Extension teacher to provide extension for students in our Middle and Upper Precincts. An additional specialist teacher and Educational Support Officer were also engaged to deliver the MiniLit program in the Lower Precinct.

St Joseph's has a diverse range of families, with many being adversely affected by recent industry changes in the area. Most students who leave the school, do so because they are moving out of the area. In 2023, St. Joseph's has welcomed many new families into the school during the year giving stability to our student numbers. Enrolments enquiries in our Prep classes have remained steady.

### Average student attendance rate (%)

The average student attendance rate for 2023 was 86.54%.

### Management of non-attendance

Parents are required to inform the school of student absences. This can be done through a variety of platforms including an eForm on the school app, Parent Lounge, email or more traditional methods such as a phone call or written note. If a child's absence has not been explained by 10:00 am, caregivers are sent a text notifying them of the absence. If a child is absent for two days, without parental contact, the school contacts the family to determine the reason for the absence.

## Staffing Information

### Workforce Composition

| Workforce Composition | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts            | 29.00          | 24.00              | 2.00             |
| Full-time equivalents | 26.40          | 17.16              | 1.58             |

### Qualifications of all teachers

| Qualification – highest level of attainment | Percentage of staff with this Qualification |
|---|---|
| Doctoral / Post-doctoral                    |   |
| Masters                                     | 16%   |
| Bachelor Degree                             | 81%   |
| Diploma                                     | 3%  |

## Major Professional Development Initiatives

Staff participate in regular Professional Development (PD) throughout the year with the annual Bishop's In-service Day and other Religious Education and curriculum PD days. Professional Development is driven by the School Improvement Plan as well as the needs of the staff and students. In 2021, all staff began a three-year commitment to Professional Learning through Corwin. This commitment focuses on Visible Learning and a school change model based on a simple belief: every student should experience at least one year's growth over the course of one school year.

Teaching staff continue to implement the '6 + 1 Writing Traits' to promote best teaching practices. Improved student skills in the quality and complexity of their writing have been a priority at St Joseph's over the past year. In 2023, all teaching staff continued the use of 'Matific' in the Key Learning Area of Mathematics. Years 5 and 6 began the use of 'Maths Pathway' digital program aimed at addressing any gaps in maths understanding. This program also has the added benefit of aligning with our neighbouring 7-12 years College, Emmaus who also utilise this resource.

Teachers also negotiate two professional goals based on the AITSL professional standards per year. In 2023, St Joseph's continued to engage a Professional Goals Coach to further enhance teacher's professional goals and align them to the AITSL standards and the School Improvement Plan 2022-2024.

Over the past four years, the school Principal and additional staff members have completed or undertaken a two-year course delivered by the Australian Catholic University and sponsored by Rockhampton Catholic Education. The course focuses on 'Safeguarding Children and Young People.' Two staff members have applied for sponsorship in this course for 2024.

Our Assistant Principal Curriculum (APC) and Assist Principal Religious Education (APRE) currently offer mentoring to both our graduate and experienced teachers in best practices when planning and delivering the curriculum including strategies to best utilise our contemporary, open learning spaces. Teacher's individual professional goals should help promote the achievement of the goals set out in our School Improvement Plan.

Both teachers and support staff take part in weekly Professional Learning Communities (PLC) gatherings as an opportunity to both share and enhance professional practice.

At the beginning of each year, the school Leadership Team create a Professional Development Plan to submit to the Catholic Education Office. This plan takes into consideration the professional needs of our staff community, individual AITSL goals, as well as being informed by our current School Improvement Plan goals.

In 2023, the school Principal and additional staff attended The Berry Street Educational Model – Trauma Aware Schooling. This is professional development aimed at schools being more trauma aware within their community and aligns with the current School Improvement Plan.

The percentage of teachers engaged in professional development was 100 %.

## Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$53,800.

## Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 91.65%.

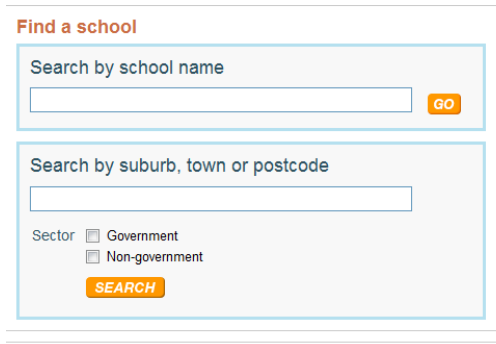
Percentage of teaching staff retained from the previous school year was 100%.



## School Income

<http://www.myschool.edu.au/>.

(The School information below is available on the My School website).



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## National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at [www.myschool.edu.au](http://www.myschool.edu.au).

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Key Student Outcomes and Value Added

In ascertaining the future direction for the school and its key objectives for the students, the composition of the student body plays a significant role. Decisions on curriculum direction are data driven and collected from sources such as NAPLAN, PM benchmarks, DRA assessments, Catholic Identity, SR&I, NSIT reviews and the like.

In 2023, St Joseph's set NAPLAN specific goals for continued growth in all academic areas. It was additionally noted that there was a need for extension opportunities to support our higher achieving students in the areas of writing and numeracy.

A number of staff were given the opportunity for Professional Development with the 'MiniLit' program throughout 2020 with the program was funded and implemented since 2021. The program would be in response to data indicating a number of students in the Lower Precinct performing below benchmark in the area of reading. This initiative was decided as beneficial and processes were established for the implementation of the program over 3 years. Leadership and support staff will be closely monitoring the data and progress of the students in this program.

## Strategic Improvement Progress and Next Steps

### Strategic progress in 2023

Our goals for 2023 were to:

- Create and implement the School Improvement Plan for 2024-2026 that gives focus for the future direction of the school.
- Consider the most effective ways to utilise professional development and formation opportunities for staff members in future planning.
- Formulate new school improvement priorities for the 2024 school year.
- Explore Catholic Social Teaching principles and explicitly link and embed them as the basis for outreach activities.
- Continue to implement the school's Teaching and Learning Framework while exploring Australian Curriculum Version 9

- Embed the processes of Professional Learning Communities (PLC's) with both the teaching and support staff.
- Continue to build teacher capacity in data literacy informing the teaching and learning process.
- Implement staff 'Well-being' check-ins with staff by the Leadership Team and Well-Being Officer.
- Establish a Well-being Team and take part in the 'BeYou' program to increase staff capability in social emotional well-being and mental health initiatives.
- Engage a Professional Goals Coach to guide teachers in formulating realistic and measurable professional goals from the AITSL standards.

The school made good progress on these goals for 2023:

- A more deliberate Professional Development plan was formulated for Leadership, Learning Support, ancillary staff and teaching staff to best support our student body.
- Satisfaction survey results from the parents, staff and students were overwhelmingly in the 'Excellent' range.
- In relation to Laudato Si,' we continued to develop increased ways in which we can lower our carbon footprint and continue to be positive stewards of creation.
- Professional Learning Communities were continued with both teaching staff and Educational Support Officers to promote positive pedagogical practices.
- Upper, Middle and Lower Precinct meetings were held weekly to increase professional mentoring and communication within the school precincts.
- Continued Capital Works projects and the delivery of state of the art, contemporary learning spaces that support the school's educational philosophy that is embedded throughout the new Teaching and Learning framework.
- Increased emphasis on the presence of and learnings surrounding the Catholic Identity elements around the school.
- Ongoing acknowledgment was made in the mental health and wellbeing of staff, parents and students.
- Christian meditation was established as a way to help our staff and students dig deeper into scripture while also aiding self-regulation and reflection.
- NAPLAN results across the school are continuing to trend in upwards.

## Strategic Priorities for 2024

At the end of 2023, three key improvement priorities were identified for 2024. These three key priorities for school improvement are:

- Christian Virtue - Dignity
- Learning Dispositions
- Increased Learning Gain & Achievement

These three priorities will be communicated and acted upon with staff, parents and students in 2024.

Strategic Priorities for 2024:

1. Catholic Identity
  - 1.1 - To enhance the culture of Prayer at the school.
  - 1.2 - To develop the practice of Praying through Christian Meditation at the school.
  - 1.3 - To continue to support all staff to implement the new Religious Education Curriculum
2. Effective Teaching & Learning (NSIT Domains 2, 5, 6, 7, 8)
  - 2.1 – To increase learning gain and achievement for all students
3. Pastoral Support and Wellbeing (NSIT Domain 3)
  - 3.1 - Continue development and implementation of Be You to support mental health & wellbeing of the school community
  - 3.2 - The introduction and implementation of Mindfulness with both staff and students
  - 3.3 - The implementation of 'You Can Do It!' across the entire school promoting Social Emotional Learning
  - 3.4 - Develop a school Reconciliation Action Plan (RAP)

#### 4. Leadership, Partnerships and Resourcing (NSIT Domains 1, 4, 9)

- 4.1 - Creation and implementation of a new school technology plan and scope & sequence following the 2020 Technology audit recommendations to support and enhance staff capacity in ICT.
- 4.2 - Support staff in exploring increased opportunity for growth in teacher capacity and leadership through AITSL standards, professional goal setting, and PD opportunities.
- 4.3 - Explore and implement ways to promote increased Family Partnerships
- 4.4 - Source and install resources for newly established outside environmental areas and outdoor activity spaces.

### Parent, Teacher and Student Satisfaction

School Board, P & F and Parish Council are supportive of our efforts and continue to provide affirmation. Parents at St. Joseph's are very positive in their support of the school and its offerings, and it is this 'word of mouth' reputation that is driving our current positive enrolment trends. Similarly, teachers are now committing to longer terms of employment within the school and are not applying for transfers, as has been a previous trend. The current staff views St. Joseph's, Park Avenue as a 'Catholic School of Choice.'

During the 2023 school year, the six-member student council conducted in school surveys with the Prep – Year 5 students throughout the year. This was to gauge the 'student voice' across all levels of the students. Surveys were conducted in class with topics such as Hope (What can we improve at Joey's?), Pride (What do we love about Joey's?) and Well-being. (Do we feel safe at Joey's). Results from these surveys are collated by the students and presented to the Principal at weekly Student Leader meetings.

Throughout the 2022 National School Improvement Tool Review and Improvement process, the school surveyed parents, staff and Years 3-6 students on many aspects of the school. Parent, staff and student surveys provided overwhelming evidence of a very high level of satisfaction within the community at St Joseph's.

In 2024, the school is scheduled to take part in staff, student and parent satisfaction surveys in Term 2 as a part of the School Improvement process timeline. This information will be communicated with the school community and utilised in the creation and implementation of future school improvement priorities.

Previously, the polling of the school community via satisfaction surveys to provide further up to date data for the school Leadership Team. These results were also primarily in the 'Excellent' range.