DIOCESE OF BALLARAT CATHOLIC EDUCATION LIMITED

2024

Annual Report to the School Community

ST JOSEPH'S SCHOOL COLERAINE

St Joseph's School

67 Read Street, COLERAINE 3315
Principal: Daniel Franc
Web: www.sjcoleraine.catholic.edu.au
Registration: 684, E Number: E2031

Principal's Attestation

I, Daniel Franc, 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 04 Apr 2025

About this report

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.

Governing Authority Report

Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and state Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

Vision and Mission

Vision Statement

At St. Joseph’s School, we are committed to Jesus Christ's teachings and Gospel Values. We believe that all students can achieve high levels of learning, and we are committed to embedding and providing a culture of child safety. We actively promote and respect the cultural diversity of all members of our school community.

Mission Statement

At St. Joseph’s School, we will:

• work in partnership with the parents, the parish and the wider community to provide Religious Education that is meaningful, challenging and supportive of parents who provide the foundation of their child's faith education.

• work together to challenge each child to achieve their potential and fulfil their personal goals.

• provide a learning environment that is welcoming, safe, supportive, and that celebrates success.

• be vibrant members of our caring, friendly and cohesive community.

School Overview

Statistics 2024:

Enrolment- 40

Number of families- 29

Teachers

1 Principal (full-time)

4 Teachers (2 full-time - 2 part-time)

Ancillary Staff

2 Administration Officers – (2 part-time)

3 Education Support Officers (3 part-time)

1 Maintenance Staff (part-time)

St Joseph's School is located in Coleraine, a country town with approximately 1,000 residents. Coleraine is located some 240 km west of Ballarat, in Victoria's western district and is best known for its agricultural significance during Victoria's flourishing wool industry boom of the last century.

The first Catholic School in Coleraine was established in 1903 on the corner of Winter and Church Streets by Fr. O'Connell and Miss Phelan (a lay teacher). Owing to a shortage of students and sometimes staff, the school closed and reopened many times throughout the early years.

In 1924 the Sisters of St Joseph of the Sacred Heart, having closed their Catholic school in Dunolly, was approached to take over the school at Coleraine, and later that year, two sisters arrived to take up the offer. The sisters began the new year with 99 pupils, and the school operated on that site until June of 1934, when the school was relocated to the Church grounds on Read Street.

The first lay principal was appointed in 1987, with the Sisters of Mercy handing the administration over to the new staff. The school received government funding to undertake refurbishments in 2003, which saw the original hall building, situated on the school grounds, restored. As time passed, ongoing structural concerns regarding the integrity of the forty-year old classrooms resulted in the complete demolition of the school building in late 2014. In early 2015, a new, modular school complex was constructed and formally blessed and

opened by the Most Reverend Bishop Paul Bird CSSR in October of that year, where it proudly stands as a showpiece school in our diocese today.

Teachers at St Joseph's are committed to working as a Professional Learning Community with other teachers in the Western Trinity (Sacred Heart Casterton and St Malachy's Edenhope). We focus on high-level learning for all students, teacher collaboration, and using data to plan for successful results. All students work towards a viable and negotiated curriculum.

The school's spirit is enhanced through a welcoming atmosphere and a high level of parent engagement in student learning. The school community works in a culture of mutual trust with a deep commitment to and ownership of Catholic education.

Principal's Report

Catholic School Culture
This year has been rich in spiritual and community-building events. Our school community has celebrated key liturgical moments, including Pentecost, the Assumption of Mary, and Holy Thursday, fostering faith and connection. Special highlights include:

The symbolic Aboriginal Message Sticks marking the Diocese of Ballarat's 150th anniversary.
Bishop Paul's visit, engaging students with insights into his role and diocesan history.
Catholic Education Week celebrations, connecting students across the MacKillop Network.
We also focused on recontextualizing the teachings of Jesus to make them relevant to today's students, supported by professional guidance from diocesan consultants.

Wellbeing and Safety
The school has maintained its commitment to student and staff well-being through initiatives such as:

Mandatory training on child safety for staff.
The launch of SchoolTV, an online resource for modern parenting and mental health support.
Ongoing analysis of student attendance to address patterns and improve engagement.
The school has also enhanced physical safety, preparing the kitchen garden for spring planting and addressing areas for improvement highlighted in surveys.

Learning and Teaching
Staff have continued to focus on structured literacy, participating in professional development sessions aligned with the Science of Reading. Key achievements include:

Adoption of DIBELS assessments to monitor literacy progress.
Integration of the Sun Lit Structured Literacy Project to improve instructional practices.
Students actively engaged in curriculum-linked activities, such as Sovereign Hill visits, Potato Olympics, and the "Farm to Plate" science unit. These experiences enriched their understanding of history, physical activity, and sustainability.

NAPLAN results demonstrated strengths in grammar and punctuation, with tailored support provided for students needing additional assistance.

Leadership and Stewardship
2024 has been a year of building leadership capacity. Staff have focused on:

Developing sustainable leadership models grounded in the 5 CEB leadership capabilities.
Enhancing teaching and learning through a unified, evidence-based literacy approach.
Initiatives to recontextualise social justice activities within Gospel values.

Peer observations across Western Trinity schools fostered collaboration and shared best practices.

Staff also engaged in structured training for the new Victorian Curriculum, particularly in mathematics, focusing on rolling out updates in other subjects over the coming years.

Community Engagement
Our commitment to fostering strong partnerships with families and the wider community has been evident through initiatives like:

Learning Walks, offering parents a glimpse into classroom life.
Celebratory events such as Grandparents' Day, Father's Day, and the Twilight Fair.
Excursions like the Lightning Premierships and farm visits, promote experiential learning.
We also strengthened intergenerational connections through activities with Wannon Hostel residents and reciprocal visits with local kindergartens to support school transition.

Looking Forward
As we conclude the year, plans are in place to continue building on these foundations. Upcoming focuses include embedding the new curriculum, addressing attendance challenges, and enhancing literacy outcomes. The strong partnership between staff, students, and the community will ensure ongoing success and growth for our school.

After four wonderful years in Coleraine, I will take up a principal position at Sacred Heart School, Colac in 2025. I am forever grateful for the success we have shared and the friendships made in this wonderful community. I wish everyone in the St Joseph's School Coleraine family every success for the future. Thank you again for the love and support you have given my family and I over the years. This school and its people will always be dear to my heart.

Karl Dwyer

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

- Enhance the school's Catholic identity through dialogue within the school and parish community (Annual Action Plan Priority 3)
- Create a communal culture of learning and faith development in partnership with staff, students, families and the wider community
- To deepen staff, student and parent understanding of the meaning of Catholic identity in today's world
- Develop a whole school approach to consistent and purposeful teaching of the Religious Education Curriculum: Awakenings
- Deepen staff understanding of what it means to 'recontextualise' artefacts, scripture or imagery.
- Improve parent's understanding of the religious nature of a Catholic School
- Expand opportunities for student leadership within the school and the wider community through Mini Vinnies
- Develop staff understanding of recontextualising prayer.

Achievements

Religious Education units of work were planned with teachers from the Western Trinity schools and supported by Catholic Education Office staff.

PD in Bibliodrama, recontextualisation and Godly Play was run by CEB staff.

Students were supported by experienced staff to explore ways to lead morning prayer in creative and reverent ways.

Parents were educated about Catholic Identity through the newsletter and School Advisory Council meetings.

Our school involved students, staff, parents and the community in many religious events such as the St. Vincent de Paul Winter Appeal, Mission Month Activities, Community Christmas Carols and the Christmas Appeal.

Students were consulted on a range of issues that affected them, e.g., how to raise funds for the underprivileged and raise awareness of social justice issues, and how to set work expectations for projects and assignments through the Student Council

Classes went to Wannon Hostel to engage in activities with the elderly residents.

A whole school liturgy and our award ceremony was held in the last week of the year.

Value Added

Shrove Tuesday was recognised with pancakes, which were prepared by teachers, and served at a family breakfast.
Attendance of Ash Wednesday Mass and other whole school masses later in the year.
Catholic Education Week celebrations included six schools coming together for 150 Years of the Ballarat Diocese from the Murray to the Sea. We welcomed Fathers Fr Paddy Mugavin from Hamilton/Penshurst, and Fr George representing Casterton, Coleraine, and Edenhope, along with guests from the DOBCEL Board and Educational Consultants.
Mission Month's goal was to raise awareness rather than fundraising.
Bishop Paul visited in the last week of term two on his tour of all Diocesan schools, part of the 150th-anniversary celebrations. He talked about his role as Bishop and answered questions about his life.
To commemorate the 150th anniversary of the Catholic Diocese of Ballarat, five Aboriginal Message Sticks were presented, each symbolising the message: “Be joyful in hope, patient in affliction, faithful in prayer” (Romans 12:12). Created by artist Vicki Clark of Mutthi Mutthi/ Wamba Wamba heritage and crafted from River Red Gum from the Mallee region by Trevor Clark, these sticks have been travelling through the Diocese over the past few months. Once their journey is complete, all five Message Sticks will be displayed in the main office in Ballarat.

Learning and Teaching

Goals & Intended Outcomes

Develop and embed a schoolwide research-based approach with agreed-upon practices for teaching and learning, particularly in literacy.

Choose and implement evidence-based literacy programs (e.g. phonics, spelling) and pedagogies across the Trinity.

Achievements

Our school continued its collaborative work with our two neighbouring Catholic primary schools, St. Malachy's, Edenhope and Sacred Heart, Casterton, 'The Western Trinity Catholic Schools Network'. The network used the PLC model to improve student learning outcomes across the three schools, explicitly focusing on Literacy.

All staff attended Professional Development on Structured Literacy in 2025. During these enlightening sessions, participants delved into the rich history of literacy instruction and engaged with the latest research on how the human brain learns to read and write. The agenda included a comprehensive introduction to Structured Literacy and the Science of Reading, equipping our educators with a deeper understanding of the fundamental principles that underpin effective literacy instruction. A key highlight of the session was an in-depth examination of existing instructional practices. This reflective process was integral to our commitment to providing our students the best possible literacy education. Our St. Joseph's Coleraine, St. Malachy's Edenhope, and Sacred Heart Casterton staff gained valuable insights and strategies to elevate their instructional methods by participating in this professional development opportunity. This shared knowledge contributed to a unified approach to fostering literacy skills across our institutions.

All teaching staff completed the Training on our closure day in August. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of standardised, research-based measures to assess early literacy skills in kindergarten through grade 8 students. The DIBELS assessments focus on key literacy components such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension.

DIBELS helps identify at-risk students for reading difficulties early, allowing for timely interventions. Teachers can regularly assess student progress and adjust instruction as needed. DIBELS provides actionable data that helps teachers tailor instruction to individual

student needs. The assessments are quick and straightforward, making them feasible for regular classroom use.

Student Learning Outcomes

Student achievement in NAPLAN is reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing. There are 4 proficiency levels:

Exceeding: the student's result exceeds expectations at the time of testing.
Strong: the student's result meets challenging but reasonable expectations at the time of testing.
Developing: the student's result indicates that they are working towards expectations at the time of testing.
Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Because our student numbers are too low to calculate average scores, I have totalled the number of tests sat by all students in Grades 3 and 5 and worked out the percentage of students performing at the different proficiency levels. Grammar and Punctuation was the strongest performing level with 75 % of students at a strong level. All students (three) who need additional support receive it with small group instruction.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	**Year level**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 3	*	*
	Year 5	468	64%
Numeracy	Year 3	*	*
	Year 5	*	*
Reading	Year 3	*	*
	Year 5	467	55%
Spelling	Year 3	*	*
	Year 5	434	36%
Writing	Year 3	*	*
	Year 5	*	*

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

Student Wellbeing

Goals & Intended Outcomes

To support students in becoming confident, engaged and reflective learners
Fully implement the scope and sequence developed with Anne Ruddell and to implement its associated practices
Identify and use evidence-based student self-assessment and self-reporting practices, such as, using rubrics (proficiency scales and marking guides) designed by teachers and used by the students in assessment and reporting
Ensure a whole school approach to sharing and displaying learning intentions and success criteria
Establish and implement whole school behavioural expectations
Students have a voice in decision making
Employment of a school counsellor
Implement a transition program for Grade 6 students.

Achievements

The students' responses in their termly well-being check-in were used to gauge how they were travelling emotionally. The student leadership team meets with the Principal and Senior Class teacher to discuss the results and implement any actions for groups of students, individuals, or whole school foci on behaviour. These survey results also result in referrals to the Chaplain.

Each class held weekly class meetings to create a platform for student voice regarding child safety, behaviour, learning topics, and class and school climate.

This year we released the School TV resource. SchoolTV is an online well-being resource that can support you in the challenges of modern-day parenting. This award-winning resource helps build relationships, foster connections, enable understanding, and break down barriers to navigate a pathway towards better mental health and well-being for young people. It can also assist you in starting conversations on topics that could be more comfortable or easier to tackle. Parenting is a learning journey, and SchoolTV supports families by providing credible information from trusted sources and offering practical strategies, focusing on empowering confidence when difficulties arise.

School Counsellor held regular meetings with the Principal to ensure all students were being supported.

All staff in the Western Trinity attended a two-day retreat, with Wellbeing sessions run by CEB Wellbeing Team Leader Mel Frost.

Value Added

Promoted and encouraged student leadership with Year 5/6 students

Provide pastoral care to school families in many ways, one being by supplying meals to families in need when necessary

Devised and implemented Personalised Learning Plans and held termly support meetings for students with special needs and those deemed at risk.

Student Satisfaction

Feeling of Belonging: 100% of the respondents answered "Yes" to feeling they belong at school.
Respect Among Staff and Students: All but one student felt that respect exists among staff and students.
Bullying Management: The majority believe their school handles bullying and inappropriate behavior effectively.
Safety: Most students feel safe at school, though a few reported specific locations (e.g., "in the yard," "behind the school") where they felt unsafe.
Care and Support: Over 90% feel the school cares about them, with staff listening to and valuing their opinions.
Emotional Management: Responses indicate a general awareness of how to manage emotions and help friends in need.
Seeking Help: Almost all students know who to approach for help and would go to a staff member if needed.
Percentages or Numbers:
Satisfaction Overall: 85-95% of students express satisfaction across various indicators of wellbeing.
Unsafe Locations: A minority (3 out of 13 responses) noted specific areas where they feel unsafe.
Actions Going Forward:
Address Specific Unsafe Areas:
Conduct a safety review in identified areas like "in the yard" or "behind the school."
Increase supervision or implement other preventive measures in these locations.
Promote Emotional Literacy:
Strengthen programs that teach emotional management and peer support.
Consider more interactive sessions or workshops for students to role-play and practice these skills.
Reinforce Bullying and Behavior Policies:
Continue educating students and staff on the school's approach to bullying.
Create open forums for students to share concerns anonymously about school safety.
Increase Student Voice:

Encourage more opportunities for students to express their opinions and concerns, ensuring all voices are valued.

Student Attendance

Attendance is recorded in the web-based site SIMON. Attendance is monitored carefully. Parents are required to send a notification to the school of their child's absence via a phone call to the office or an email indicating the reason for their child's absence from school, either prior to or on the morning of the absence. This can also be done on PAM (Parent Access Module). If a student's absence is unexplained by 9:30 am without notification, the school contacts the family to verify non-attendance. Any students with an attendance percentage below 90% are monitored carefully. If the percentage does not improve or dips below 85%, the school contacts the families concerned. The school asks parents if there are any concerns or reasons for absences that the school is unaware of. The school explains to parents that poor attendance often negatively affects academic progress and isolates students socially and emotionally. Poor attendance is reported to the Catholic Education Office and the Department of Education in severe cases. This has been done in several cases, with Liz McIntyre (Senior Education Officer: Wellbeing) being contacted to assist with getting children back to school.
The attendance data for Semester 2, 2024, reveals:
High Attendance Rates: Most students demonstrate strong attendance, with rates generally above 90%.
Individual Variations: While many students maintain consistent attendance across semesters, some fluctuations are evident compared to previous periods.
Action Steps:
Recognise and celebrate high attendance to encourage continued commitment.
Engage with students' families, showing decreased attendance to identify and address challenges early.

Average Student Attendance Rate by Year Level	
Y01	93.4
Y02	90.9
Y03	93.3
Y04	88.4
Y05	90.1
Y06	84.2
Overall average attendance	90.0

Leadership

Goals & Intended Outcomes

Develop staff leadership capabilities to provide a sustainable leadership model.

All staff can name the 5 CEB leadership capabilities (Witness, Personal, Relational, Professional, and Organisational) and understand what each means for them as a leader in our school.
Understanding what your POL involves and does not
All PLC Teams clarify their purpose and follow the agreed structure.
More regular review of PLPs and our focus as a staff
LSOs to have regular meetings with leadership and teachers
For leadership to communicate what is expected from other staff members based on whatever their role is e.g. teacher or LSO
All staff must be aware of and communicate significant dates and what needs to be done for those dates.

Achievements

The Learning and Teaching Team (LaTT) meets fortnightly to develop guidelines for Western Trinity schools.
To meet students' needs, Annual Action Plans and policies were created with the input of all teaching staff and the principal.
Professional Learning Plans were refined to make them more user-friendly, and work was done on writing SMART goals that they will actually refer to.
Teachers increased their understanding of the AITSL Professional Teaching Standards as these were referenced and used in the Annual Review Meeting with the Principal.
Western Trinity Principals met weekly for a catch-up and wellbeing check-in.
Western Trinity teams meet termly to plan together (English, Maths, RE and Humanities Units)
Staff meetings also have a main agenda focus planned out, and different staff members are responsible for running meetings in their areas of expertise.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
As previously mentioned, all teachers and LSOs attended Structured Literacy PD, which included 8 online modules and two closure days. Nicky Lowe (F-1 teacher) completed Sounds Write Training in Warrnambool The Religious Education Leader (REL) attended three days of REL network meetings Amy Harman (Year 5/6 teacher) attended 2-day PD on Crucial Conversations All staff participated in a school closure day, including Child Safety Briefing, Mandatory Reporting Briefing and OHS Briefing. RE Education Officer Justin McInerney - ran a PD day for all Western Trinity staff on prayer renewal: recontextualisation with prayer as the focus. Whole staff attended the SWPBS PLTS run by Anne Ruddell.- Developed Minors and Majors, Flowchart of responses, acknowledgement token system. Teachers attended a NCCD moderation workshop run by the Learning Diversity Leader to develop understanding of types of evidence required and ways to make adjustments for children with diverse learning needs. One LSO is currently completing her Cert IV in School-Based Education Karl Dwyer (Principal) attended Ireland Pilgrimage, celebrating 150 years of the Diocese of Ballarat	
Number of teachers who participated in PL in 2024	5
Average expenditure per teacher for PL	$2822.00

Teacher Satisfaction

The External Review panel members reported high levels of teacher satisfaction within our school community. Our dedicated teachers consistently express a profound sense of fulfilment and pride in their roles, attributing it to the supportive environment, collaborative culture, and opportunities for professional growth. The positive relationships forged between teachers, students, and parents contribute significantly to our school's success and reputation for excellence. As we celebrate this achievement, we remain committed to sustaining a culture prioritising our valued teaching staff's well-being and professional development.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	1
Graduate Certificate	1
Bachelor Degree	5
Advanced Diploma	1
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	5
Teaching Staff (FTE)	4.62
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	3.5
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

To strengthen parent and community involvement in all aspects of school life
Identify opportunities for students to send personal invitations to parents and the wider community to participate in school community activities.
Participate in a variety of community events.
To develop a sense of welcome from St Joseph's School to the wider community and a willingness to participate in community events.
To strengthen relations between St Joseph's and the Coleraine Kindergarten and other schools in the local area.

Achievements

Although the numbers were down on previous years, the Fair was still a successful night. It was great to see potential families come along and see our wonderful little school, and we raised over $3,000. I thank the Twilight Fair subcommittee, particularly Rhianna Paton, for their tireless work over the last four months.
We were fortunate to have two experienced local golfers at our school in Term 2 to teach the kids the fundamentals through engaging games and drills. Thank you, Maree Fitzgerald and David Spencer, for making yourselves available and passing on your expertise.
Around 6 residents continued to visit our school two times a term. Amanda Torney is the Leisure Lifestyle coordinator, and we liaise with her about what activities the residents will participate in while at school. We are keen to continue this relationship.
Students attended the ANZAC service and parade.
Students attended the 2024 Remembrance Day service.
Grandparents Day, Father’s Day, Mother’s Day
Termly reciprocal Kinder visits with the Coleraine Kinder
Networking with Diocesan principals enabled us to attend a “Come and Try” day at Monivae College.
Lions Club Speeches for children in Year 5/6
Learning Walks—In the pre-walk session, the parents were asked to think of a question they have about learning at St Joseph’s and then take photos of things in each room that helped them answer the questions. The facilitator’s role is to point out things along the way that might answer people’s questions and highlight things that they might not otherwise notice.
Student-led conversations continued, where the students shared work from the semester for part of the interview, and parents had the opportunity to speak with the teacher during the other part of the meeting. Meeting times were extended to 20 minutes to promote deeper discussion.

Parent Satisfaction

The most recent Parent Satisfaction Survey (2023) highlighted that parents felt welcomed and valued. The school listens to and responds to issues, which are dealt with effectively and satisfactorily. Informal feedback throughout 2024 indicates that families value the increased transparency and opportunities to connect with the school.

We look forward to conducting a new Parent Satisfaction Survey in 2025 to gather updated insights and continue strengthening our partnership with families.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.sjcoleraine.catholic.edu.au