



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Joseph's School

571 Glenferrie Road, HAWTHORN 3122

Principal: Sharon Kenyon-Smith

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

Registration: 148, E Number: E1019

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## Principal's Attestation

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I, Sharon Kenyon-Smith, 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 10 May 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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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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At St Joseph's School we aspire to live the values of Jesus within a welcoming Catholic community that celebrates and integrates faith, life, learning and culture; empowering all to live with integrity and to contribute to an ever changing world.

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## School Overview

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St Joseph's Primary School Hawthorn was first established in 1854 and moved from Power Street to its current site in Glenferrie Road in 1976. The school is situated in the centre of the Hawthorn Parish of the Immaculate Conception and is two blocks from the main Parish Church of the Immaculate Conception. The Jesuits in the Hawthorn parish have supported the school from its earliest days.

The 2023 enrolment was 388 students. Amongst the students there were 0% Full Fee Paying Overseas Students and 11% of Students with English as an Additional Language. The school had a high Catholic population with 81% of the Prep/Foundation group being Catholic. St Joseph's has maintained a strong sense of community, characterised by supportive and positive relationships amongst all stakeholders. It is a well-established Parish in an old residential area with a balance of both older and younger families.

Student enrolments are predominantly drawn from families residing in Hawthorn, Hawthorn East and Richmond. This area is characterised by high levels of social and economic advantage.

The 388 students were grouped into 17 classes; in either straight or mixed year level groupings. The curriculum is based on the Victorian Curriculum. In conjunction with the regular classroom program, specialist programs are offered in Visual Arts, Performing Arts, Languages (Mandarin), Physical Education and Science, Technologies, Engineering and Mathematics (STEM). Extra-curricular activities available include a variety of sports, musical instrument tuition and lunchtime clubs (chess, chill out zone, Lego League, dance, writing, technology, singing).

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## Principal's Report

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In 2023, St. Joseph's Parish Primary School experienced a year filled with rigorous and engaging learning opportunities for students. We strategically planned and delivered dynamic and enriching learning experiences, dedicated to nurturing each child's full potential within our vibrant learning community. Our leadership team and staff remained steadfast in their collaborative efforts, diligently addressing the holistic needs of our students—socially, emotionally, and academically. This commitment ensured that every student had optimal support to actively participate in their learning journey and experience maximum growth in their learning.

Our School Improvement Plan (2021-2024) guided our commitment to continuous improvement and effectiveness focusing on priorities and practices that support maximum growth in student outcomes. Our School Improvement Plan's vision, strategic intent and priorities are:

### Vision

At St Joseph's School we aspire to live the values of Jesus within a welcoming Catholic community that celebrates and integrates faith, life, learning and culture; empowering all to live with integrity and to contribute to an ever changing world.

### Strategic Intent

To integrate faith and life so students can make meaning and fully flourish, by being engaged and showing growth in their learning.

### Priorities

Priority 1 - Student Engagement and Agency

Priority 2 - Professional Learning Culture

Priority 3 - Data Informed and Evidence Based Practice

Priority 4 - Integrating Faith and Life to Make Meaning and Fully Flourish



The associated goals and intended outcomes are outlined in this report.

The most notable of our achievements for 2023:

\* Grandparent's day

\*A strong focus on explicit teaching in the areas of English and Mathematics, particularly phonics, micro skills in number and problem solving

\*Participation by our Year 3, 4 and 6 students in the Sacraments. All students participated throughout the year in a class Mass at the Sunday Family Mass

\*Showcased students' art at our 'Art Show - Spring into Art'. We welcomed our whole community to enjoy the students' art work as well as live performances of students singing and dancing. As part of their learning in Multi-Domain, the Year 5 and 6 students also held an upcycled material fashion parade during the art show.

\*Involvement in professional learning by staff on the hermeneutical way of working in Religious Education to deepen our knowledge and understanding of our Catholic tradition and the pedagogies that we use to enhance student learning

\*Participation by two teams of teachers in professional learning sessions facilitated by Dr Kathy Smith, Associate Professor at Monash University. The sessions involved a research project focused on 'Student Engagement'.

\*Participation by all parents in our main fundraiser, Open Houses. Our 44th year of 'Open Houses' highlighted the commitment, energy and expertise of our parent community. Other events such as Mother's Day, Father's Day, Big Night Out, Learning Expos, Sacraments and parent evenings, brought families together and helped to build positive relationships across the school.

\*Participation by all students in our Beginning of Year and End of Year Masses. These Mass were a meaningful and joyous celebratory event for our whole community

Mrs. Sharon Kenyon-Smith

Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Goal:

To build teacher capacity of learning hermeneutically in order to support students to make meaning of life.

Intended Outcome:

That the school community, driven by its mission, partners with the parish, broader Church and community in its commitment to service and social justice, bringing faith, life and culture together in a coherent synthesis.

That all members of the community demonstrate commitment to the Catholic mission of the school through all words, deeds and actions.

### Achievements

The school celebrated the following successes in 2023 in Education in Faith:

- Our Year 3, 4 and 5 Sacramental program
- Class Masses, with all students participating in the Sunday Family Mass throughout the year
- Formation of the Religious Education Leadership Team. This included the Parish Liaison Leader and Religious Education Leader meeting regularly to plan and drive the Education in Faith Sphere.
- The school continued to build its Catholic Identity by providing numerous professional learning sessions. Throughout the year staff had opportunities to explore our Catholic Identity and time to reflect on how we are witnesses to our faith.
- Fr Richard Leonard provided a Faith Formation session on the topic of 'How can we live a life with goodness and hope', for our broader school community in Term 4. Richard nurtured the school community through storytelling and spoke to the heart of our vision in Catholic Schools.
- Our Parish Priest, Fr Des Dwyer, has been pivotal in supporting our staff, students and parents in our faith formation. Fr Des led parents in Sacramental parent evenings, students in liturgies and staff in faith formation sessions and liturgies. Fr Des led the school staff in deepening their understanding of the Ignatian Spirituality prayer, the Examen.

- Prayer is valued at St Joseph's and plays a critical role in the formation of the school's Catholic Identity. Optional weekly prayer sessions for staff were have continued with increased participation from staff. Prayer always begins and ends our school day and is an important part of our daily routine. Students explored the concept of prayer in their Religious Education sessions and wrote their own prayers for class and parish liturgies. Our Year 6 Liturgy Leaders lead the Examen prayer to the whole school each Friday afternoon which provides an opportunity for all staff and students to engage in deep prayerful reflection.
- A Staff Faith Formation Day took place in Term Two which involved staff from Jesuit Ignatian Spirituality Australia leading our staff in Finding God in Nature. This reflective and personal experience provided our staff the opportunity to think about the opportunities they can design for students to experience faith in nature.
- Termly meetings were scheduled between school and parish leadership teams to develop a strategic plan for strengthening the relationship between school and parish Two Religious Education Leader Roles; Parish Liaison Leader and Religious Education Leader (classroom curriculum) ensured that our Catholicity was the focus in 2023. The roles and responsibilities became further refined and enabled the team to prioritise key goals in the RE program.
- Each term the school community supported social justice initiatives. In 2023 there was significant support for Catholic organisations of Caritas and St Vincent de Paul who strive for justice and dignity for all.
- The Year 5/6 Students reenacted the Stations of the Cross for our school community to deeply engage with our Easter tradition. This highly reverent experience provided an opportunity for our community to reflect on the meaning of Easter and how we can make meaning of this event in our daily lives.
- Staff continued to deepen their understanding in the RE curriculum framework. There was a significant focus on utilising and building upon 'student voice' in RE sessions in the classrooms.

### Value Added

- Staff Faith Formation sessions from Fr Des, leading us in deepening our understanding of the Examen prayer
- Weekly, student-led Examen prayer timetabled for the whole school
- Community Faith Formation session from Fr Richard Leonard, engaging us to reflect on 'How can we live a life with goodness and hope'
- Student-led 'Stations of the Cross' Easter experience
- Scheduled meetings with the Parish and School based leadership teams
- Staff engaged in professional dialogue sessions to deepen their own understanding of the teaching and learning of Religious Education

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## Learning and Teaching

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### Goals & Intended Outcomes

Goal:

To empower students as agents in their learning.

Intended Outcome:

That teachers embrace approaches which encourage student self-efficacy and agency in learning.

Goal:

To build a respectful, rigorous and collaborative professional learning culture

Intended Outcome:

That we embed a culture of feedback where staff are supported to refine their practice

Goal:

To achieve the highest standards possible using data, research and evidence to learn together in order to ensure growth for student learning.

Intended Outcome:

That all teachers are data literate to ensure that every student shows optimal growth across the curriculum.

### Achievements

The school celebrated the following successes in 2023 in Learning and Teaching:

- The school introduced a coaching structure where leaders were appointed to coaching roles in the following areas: Religious Education, English, Mathematics and Student

Engagement. Teams of teachers were supported through coaching to develop a chosen aspect of their practice building teacher capacity to support student learning.

- Continuation of a teacher role, Student Data Analyst. The role is designed to track each child's data in relation to growth and the year level benchmark
- Dr Kathy Smith continued working with the school by leading a research program with seven teachers across the school in the area of Student Engagement
- Students in Years 5 and 6 participated in a Canberra camp experience
- Students in Year 4-6 received their school drone licences in STEM. Through this experience, students learnt how to control and operate a drone and deepen their understanding on how this technology can assist humanity in the future.
- The Year 5 and 6 Kid's in Space project took place during STEM lessons and culminated in two teams presenting their projects at the Melbourne Archdiocese Catholic Schools STEM MAD showcase day. The students responded to the theme 'making a difference' and the two teams were awarded Best Engineered Project (Primary) and 1st Place STEM in Space (Primary).
- Our Visual and Performing Arts program highlighted and celebrated our vision of personalising learning in order for all students to flourish. Students in Foundation to Year 6 contributed to our successful Art Show: Spring into Art led by our Visual Arts Teacher and Performing Arts Teacher. The student's artworks were displayed as part of an art gallery walk, and students demonstrated with Performing Arts skills through dance and singing performances. The Year 5/6 students' learning in Multi-Domain culminated in an Upcycled Fashion Parade, which demonstrated their performance skills as well while sharing an important environmental message.

## Student Learning Outcomes

- Data Analysis Teacher Role
- STEM Kids in Space Project
- STEM Drones Project
- Assessment schedule revised to ensure ongoing assessment and data collection throughout year to ensure learning growth for all students
- Coaching continued throughout the school
- Principal continued to hold Annual Review Meetings with all staff
- NAPLAN Results are above state mean
- Year 3 Mean NAPLAN scores, 2023 were above the MACS average in Reading and Numeracy
- Year 5 Mean NAPLAN scores, 2023 were well above the MACS average in Reading and Numeracy

<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	426	60%
	Year 5	546	93%
Numeracy	Year 3	431	79%
	Year 5	538	89%
Reading	Year 3	432	85%
	Year 5	543	93%
Spelling	Year 3	414	66%
	Year 5	515	89%
Writing	Year 3	426	85%
	Year 5	524	96%

\*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:

To empower students as agents in their learning.

Intended Outcome:

That teachers embrace approaches which encourage student self-efficacy and agency in learning.

Goal:

To build a respectful, rigorous and collaborative professional learning culture

Intended Outcome:

That we embed a culture of feedback where staff are supported to refine their practice

### Achievements

The school celebrated the following successes in 2023 in Student Wellbeing:

- Student Wellbeing continued to be an important leadership role within the school. A time allocation of 0.2 was given to support this role
- Staff professional learning on Promoting Positive Student Behaviour continued to be a focus in 2023 which saw behavioural expert, Dan Petro, run a full day program with all staff. This evidenced based professional learning provided key strategies for staff on how to best support the wellbeing of all students. A second small group professional learning day further enhanced and personalised these strategies for select teachers and leaders across the school.
- The introduction of the St Joseph's Three Expectations: Do Your Best, Help Others Succeed and Show Respect. These expectations were developed in consultation with Dan Petro and have been rolled out as a new language for our community.
- The Be You approach was continued as a whole school Wellbeing approach and we celebrated a Be You Day, late in 2023. All students worked with their 2023 teachers to engage in activities around the concepts of respect, responsibility and resilience. The

Be You framework is supported in the classroom by the Bounce Back Program, Play is the Way program and introduction of Resilience, Rights and Respectful Relationships.

- Bounce Back, Play is the Way and Resilience, Rights and Respectful Relationships are social and emotional learning programs. They were run by classroom teachers on a weekly basis, in relation to the needs of the students in their class.
- We continued our Transition Program with all Year 1 – 5 students spending the last two and a half days of 2023 working in their new class groups. The purpose of this structure is to allow students to make connections with their 2023 peer group and class teacher, in order to reduce the level of anxiety that some students experience as they begin a new school year. During this time the Year 6 students also complete a headstart program aimed at supporting the students to transition to High School. We have had positive feedback about this structure from parents, students and staff.
- We continued to offer a variety of lunchtime Clubs to support students' emotional and social wellbeing. These clubs included Astro Kids (Science Club), Dance Club, Games Club, Writing Club, Card Trading, Reading Club, Chess Club and Music tuition. The Chill Out Zone continued to be a calm, quiet space offered to students at recess. New games and activities such as colouring books, Lego and board games are offered during this time.
- The introduction of the Internal Gathering Space has allowed students to access an additional quiet area during recess and lunch time.
- Two specific programs to develop wellbeing and connectedness for our Foundation students and the Year 5s were once again offered at the end of 2023. These are the eight week Pre-Foundation Transition Program and the Year 5 Student Leadership Preparation Program.
- Year 6 Student Wellbeing Leadership positions were once again part of our Student Leadership Program. The students took this role seriously and met regularly with their allocated staff leader for mentoring and sharing ideas. Students also worked closely with their classroom teacher.
- The School Psychologist role and time allocation was maintained; allowing many students to benefit from one on one counselling sessions and small group sessions.
- The Student Representative Council continued to give students a voice and enabled them to feel empowered to take action about issues of interest and concern. A new representative was elected for each class, every term.
- Our Year 6 students also played a vital role in being buddies to our Prep students. This helped our prep students to feel welcomed, comfortable and supported in their school environment. There were frequent 'Buddy Lunches' and buddy activities organised for Year 6 students and their Prep buddies.
- Year 6 leaders ran a 'Prep Club' once a week during Term One to support Prep students in their transition to playing outside in the larger playground during recess and lunch.



## Value Added

- Introduction of the Three St Joseph's Expectations: Do Your Best, Help Others Succeed and Show Respect
- Continuation of Promoting Positive Student Behaviour as a whole school framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students.
- Social and Emotional Learning lessons run across all classes
- Lunchtime clubs and Chill Out Zone offered every day
- Dan Petro conducted professional learning in the area of Promoting Positive Student Behaviour
- Social and Emotional Learning teachers were employed to work with small groups of students and individuals as a support in their development of social and emotional skills

## Student Satisfaction

Data on student perceptions relevant to teaching, learning at the school. All of the data is drawn from the MACSSIS student survey.

Students perceptions were:

\* 79% rigorous expectations

\*70% effective learning dispositions

## Student Attendance

Student attendance is recorded via the online system, nForma at 9.15am and 2.00pm each day. Office staff follow up all unaccounted absences via text message sent from Operoo by 10.00am each day. A record of student attendance (including late arrivals) is communicated with parents via the semester report.

In 2023, St. Joseph's had a high student attendance rate of 92.96%

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.8%
Y02	92.0%
Y03	92.4%
Y04	91.6%
Y05	91.1%
Y06	91.5%
Overall average attendance	91.7%

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## Leadership

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### Goals & Intended Outcomes

#### Goal

To build a respectful, rigorous and collaborative professional learning culture

#### Intended Outcomes

That we embed a culture of feedback where staff are supported to refine their practice

### Achievements

The school celebrated the following successes in 2023 in Leadership & Management:

- Introduction of a coaching model with Religious Education, English, Mathematics and Student Engagement coaches supporting teachers across the school to develop an aspect of their practice
- Maintained a mentoring program to support new staff who were partnered with an existing member of staff to share expertise, learn from one another and promote leadership. The reciprocity of this relationship allows each staff member to be acknowledged for their expertise and to work collaboratively.
- The Leadership team has had the option to engage in 1:1 mentoring with an external professional.
- The Leadership team increased their meeting schedule to twice per week, with one meeting being dedicated to leadership development. This meeting involved accessing learning about leadership (journal articles, podcasts and other learning material), and applying our learning to our work within our context.
- There have been many events within the school that have actively encouraged the use of individual staff expertise and led to appraisal and recognition from their peers and the wider community. The collaborative approach taken to whole school events such as the Mothers' and Fathers' Day breakfasts, Art Show, Twilight Sports, Learning Expo, Footy Day, Carols Evening and St Joseph's Feast Day are examples of this.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
Professional Learning opportunities during 2023 included but were not limited to	
<ul style="list-style-type: none"> <li>• Twice weekly Professional learning team meetings to develop teacher capacity in all areas of the curriculum</li> <li>• Staff attended professional learning in the area of Promoting Positive Student Behaviour facilitated by Dan Petro</li> <li>• Professional learning and faith formation facilitated by Paul Fumei from MACS</li> <li>• Professional learning and faith formation day facilitated by JISA (Jesuit Ignatian Spirituality Australia)</li> <li>• Professional learning facilitated by Dr Kathy Smith Associate Professor Monash University</li> <li>• Some staff contributed to a research project under the guidance of Dr Kathy Smith in the area of student engagement</li> </ul>	
Number of teachers who participated in PL in 2023	54
Average expenditure per teacher for PL	\$120.00

## Teacher Satisfaction

Staff perceptions. All of the data is drawn from the MACSSIS staff survey.

- Student Safety (staff) increased by 1%
- Feedback increased by 9%
- Staff Safety increased by 1%
- Professional Learning increased by 6%
- Collaboration around an improvement strategy increased by 7%
- Collaboration in teams increased by 8%
- Support for teams increased by 3%
- Collective efficacy increased by 4%

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	20.5%
Graduate	10.3%
Graduate Certificate	0.0%
Bachelor Degree	48.7%
Advanced Diploma	12.8%
No Qualifications Listed	7.7%

<b>Staff Composition</b>	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	44
Teaching Staff (FTE)	36.4
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	14.8
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goal

To engage parents with students' learning within a Catholic context.

#### Intended Outcomes

That student learning is enhanced through greater parental connection to and understanding of learning.

### Achievements

The school celebrated the following successes in 2023 in School Community:

- Appointment of a Staff Community Partnership Leader who is a member of the executive school leadership team.
- A 'Winter Wonderland' Art Show was held in Term 2 and brought families to the school to view the amazing artist talents of the students.
- A highly successful school Concert was held in Term Four which showcased student learning in the areas of Performing Arts and Music.
- Sunday class masses at Immaculate Conception Church brought school and parish together.
- The Sacramental information evenings for parents were well attended. These sessions also included a Parish/School evening as part of our transition program for the new 2023 Prep children.
- The 43rd Open Houses was a major community event for the school. This fundraising event involved the whole school community working together to host the wider community. The day involved viewing a filmed showcase of a number of exceptional homes at the Rivoli Cinema, a Q&A session at school and an afternoon tea, catering for in excess of 1,300 people.
- The Big Night Out brought families of the school together in a social context aimed at building relationships.
- Our Welcome Drinks was once again held at St Joseph's and provided new families an opportunity to meet one another and socialise with their buddy family.
- Our Mothers' Day Breakfast and Fathers' Day Breakfast continued as highlights on our school calendar. Parent Support Committees were established to help in the organisation of these events and were well supported by our parent community.

- Our Parent Representative roles for each class continued to be an important part of our home/school communication.
- Operoo continues to be important form of communication with our parent community We continued to refine the process for Student Led Learning Review. Students led conversations about their learning with their parents and teachers.
- The Transition to School Program held in Term Four welcomed families who were joining St Joseph's in 2023, supporting the children and families to become familiar with the school environment.
- Welcome families were allocated to all new families to ensure that they were made to feel welcome and had a successful introduction to school life at St Joseph's.
- The Parent Information Evening in February was an opportunity for school staff to be introduced to the school community and to begin a partnership with families.
- School community rallied together and collected a large amount of non-perishable food items for the Winter Appeal and gifts for children for the Christmas Appeal to support those in need in our community.
- School community came together for 'Twilight Sports' where the students participated in sporting events and then families enjoyed a BBQ afterwards.

## Parent Satisfaction

MACSIS DATA - Family Engagement was well above the MACS 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.sjhawthorn.catholic.edu.au](http://www.sjhawthorn.catholic.edu.au)