

# 2019 ANNUAL SCHOOL REPORT



## St Joseph's Parish Primary School, Condobolin



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**Faith, Learning and Transformation in Jesus Christ**



## ABOUT THIS REPORT

St Joseph's Parish Primary School, Condobolin is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

### **Principal's Message**

One of our school's enduring strategic priorities is to improve literacy performance. As Principal, I bring a strong commitment to the notion of learning being a shared accountability and responsibility for all stakeholders. One of my most important responsibilities is to bring and develop leadership capacity 'to promote and enhance a productive school culture that establishes high expectations for teachers and students and aligns highly effective teaching practices.' Teachers are focused on meeting regularly to engage in rigorous professional dialogue and reflect on student performance data and teaching and learning practices across the school. Our discussions are translated into action plans and together we support the implementation of practices that provide seamless learning for students as they progress through their early years to middle and senior primary phases of schooling.

### **Parent Body Message**

Parents and carers are always made feel welcome within St Joseph's school and parish community. We are encouraged to attend Parent Association, educational meetings and social events where there is an opportunity to contribute ideas and seek clarification on the direction of the school.

Numerous social events were organised such as the welcome new families brunch and the Christmas fete. All of these have been well supported by parents, adding to the sense of community. The school has also organised and encouraged parents to attend Information evenings on academic issues such as spelling, math, reading and restorative practices sessions. Major fundraising events have included catering and our Christmas Fete. These activities have enabled parents to come together to not only raise funds but socialise and make new connections. The funds raised in 2019 and the coming year have once again been targeted towards erecting a new outdoor learning area for the students.

### **Student Body Message**

This year the Leaders of St Joseph's Parish School have been assisting teachers and younger students around our school. At the beginning of the year, all Year 6 students were trained as Peer Support Leaders and lead the Peer Support Australia Program for the younger students. We have lead assemblies and presented various awards to students. Our school has participated in many fundraisers that support Catholic Mission and our local community. We have had many fun activities such as canteen fundraisers and a school disco. Funds raised this year have been put towards purchasing five Ipads for the school.

## SECTION TWO: SCHOOL FEATURES

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Condobolin. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 95 students.

St Joseph's is a centre of learning, and a place of celebration and pastoral concern. Our educational community of children, teachers and parents is bound together with a distinctively Christian awareness, outlook and purpose. We consistently aim to foster a community of care. St Joseph's School is part of a long tradition of Catholic education in Condobolin. The first Catholic school was established in 1862. Over the years since then lay men and women, religious sisters from the Sisters of St Joseph and Mercy congregations have provided quality Catholic education. St Joseph's students are 'country kids', generally easy-going, resilient, resourceful, generous, well-mannered and willing to get involved. Visitors often describe them as 'welcoming' and 'happy', two qualities that enhance their capacity for learning and indicate a readiness to positively contribute to our rapidly changing world.

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Girls	Boys	LBOTE*	Total Students
51	44	6	95

\* Language Background Other than English

### Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

### Student Attendance Rates

The average student attendance rate for the School in 2019 was 88.8%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	89.1%
Year 1	91.5%
Year 2	86.5%
Year 3	91.3%
Year 4	87.9%
Year 5	84.2%
Year 6	90.8%

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff, as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports the regular attendance of students by:

- ❖ providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the school community;
- ❖ maintaining accurate records of student attendance;
- ❖ recognising and rewarding excellent and improved student attendance; and
- ❖ implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- ❖ parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- ❖ all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- ❖ documented plans are developed to address the needs of students whose attendance is identified as being of concern; and
- ❖ the Director of Catholic Education or designated CEO Wilcannia-Forbes officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

## SECTION FOUR: STAFFING PROFILE

### Staffing Profile

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
9	8	17

\* This number includes 8 full-time teachers and 1 part-time teacher.

Percentage of staff who are indigenous	34%
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### Teacher Standards

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

The school held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	<ul style="list-style-type: none"> <li>2019 Planning Day - First Day</li> <li>Embedding Formative Assessment - Dylan Wiliam</li> <li>Science &amp; Tech PL Day</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Diocesan Religious Education Day - Forbes</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>2020 Planning - Collaborative Team Teaching</li> </ul>

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2019 includes:

- 2019 Planning Day (teaching staff and support staff)
- Embedding Formative Assessment - Dylan Wiliam (teaching staff)
- Term 1 Religious Education Coordinator (REC) Cluster Meeting (REC)
- Principal's Compliance Workshop (Principal)
- Thrive Professional Learning (3 teachers)
- Science & Technology PL (whole staff)
- NAPLAN Training (Exec staff)
- Inquiry Based Learning in Science (1 teacher)
- Literacy/Numeracy Focus Teacher PL (1 teacher)
- Pathways to Leadership (4 days) (REC)
- Principals Conference (Term 1, 2, 3, 4) (Principals)
- Making Jesus Real (MJR) Conference (REC & Teacher Assistant)
- CPR Refresher (teaching staff and support staff)
- Gifted & Talented Conference (Additional Needs Teacher)
- Additional Needs Conference (Additional Needs Teacher)
- Aboriginal Education Worker (AEW) Cluster Meeting (AEW's x2)
- Compliance Management Tool (CMT) Cluster Meeting (Principal)
- Literacy/ Numeracy Focus Teacher & Extending Mathematical Understanding (EMU) Teacher PL
- Road Safety PL Day (1 teacher)
- EMU Specialist Teacher Training (new teachers) 5 days (1 teacher)
- Central Cluster Compliance Meeting 4 days (Principal)
- Religious Education PL (Principal)
- Connecting with Science & Technology (1 teacher)
- EMU Opal Training (with Ann Gervasoni) 2 days (1 teacher)
- REC Cluster Meeting (REC)
- AEW Cluster Meeting (1 AEW and 1 teacher assistant)



## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

### **Prayer, Liturgical Life and Faith Experiences**

The school is enriched by many liturgical celebrations. Our Parish Priest and the staff of St Joseph's work closely together to ensure the liturgical life of the school includes the parish, families and the wider community. Celebrating Masses and liturgies is a fundamental part of St Joseph's. Special feast days are recognised by whole school and parish mass celebrations. The bells are rung every day at 12 noon and the students and staff stop to say the Angelus prayer.

Daily prayer has been a central part of the day at St Joseph's. Students and staff pray the Making Jesus Real (MJR) morning offering at the beginning of each day, they pray many different versions of Grace before Meals, as well as traditional prayers. Staff pray before meetings and formally come together weekly to pray as a group. Each term "Buddy" classes have been responsible for leading and attending a parish mass of the day. Major feast days were celebrated with the whole school community, including members of the parish, family and friends. Classes also took on the responsibility of leading the school in Liturgies to celebrate other significant feast days and liturgical events. The Youth Ministry team from the Catholic College, Wodonga visited us again this year and were amazing role models for our students. They did many wonderful things around our school, as well as prepare a whole school Mass and lead reflective Retreats for Year 6 and our three Sacramental Classes. The Parish Priest, Principal and Religious Education Coordinator have continued to support the teachers and parents in this area.

### **Parish Partnerships**

The school works closely with the parish to ensure the Catholic identity of the school is transparent to all. The parish priest always attends school meetings, thus promoting a strong bond with the parish and school. Parents are active in the parish and strive to give witness to their faith by attending school and parish functions. Sacrament preparation again this year had an element of parish-based preparation, with families staying on after the Sunday Mass for a short session with Parish Priest, Fr Vincent Kambah. The Joey's Youth Group has continued this year. The group meets monthly, as well as during each school holiday period.

## Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer. It offers students rich and varied faith experiences.

Both Year 4 and Year 6 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	18.2
Year 6	18.4

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

- Overall our results this year are disappointing, however show a slight improvement from the 2018 results. We acknowledge a greater priority needs to be given to the teaching of Religious Education each day, as well as revision of previous content covered in the curriculum.
- The Year 4 cohort has fallen just below the diocesan average.

Strengths for our Year 4 class are Sacraments and Prayer, with the cohort slightly above the diocesan averages in these strands. We have identified the need for a strong focus on Scripture with this cohort.

- The Year 6 cohort has fallen just below the diocesan average.

Strengths for our Year 6 class are Church and Prayer with the cohort slightly above the diocesan averages in these strands. We are quite below the diocesan average for the strands God and the Sacraments.

## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NESA syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

During 2019, we have continued to focus on the school's Annual School Improvement Plan, which incorporates four priorities based on Religious Education, Mathematics, English and Innovative learning. Teachers have been engaged in professional development for the implementation of high yield strategies to improve student outcomes. This professional development is based on the research of Michael Fullan and Lyn Sharratt (14 Parameters).

The school continues to focus on Extending Mathematical Understanding (EMU). We have continued identifying children who are vulnerable at Mathematics through the Mathematics Assessment Interview (MAI). Teachers have continued to be engaged in professional learning on developing effective mathematical pedagogical practices.

2019 has also seen the school continue developing a close working relationship with Royal Far West (Telecare and Paediatric Developmental Program). Working in partnership has involved the school, parents and local clinicians. The Telecare for Kids program has offered assessment, therapy and capacity building for teachers and parents, covering speech, occupational therapy, and psychology disciplines. These programs are evidence-informed, delivered by specialist paediatric allied health staff, and have enabled many students in 2019 achieve their goals. Early intervention for those students who are struggling has also been supported by many programs such as the MultiLit Reading Tutor Program, PreLit & MiniLit Early Intervention Programs, and the MacqLit - the Macquarie for small groups of older low-progress readers.

## SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

### National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2019. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and Punctuation	100%	96.5%	72.7%	76.8%
	Reading	90.9%	97.8%	72.8 %	75.7 %
	Writing	100 %	95.4 %	90.9%	66.3 %
	Spelling	100%	95.4 %	63.7%	74.5%
	Numeracy	100%	98.8 %	81.9 %	83.5%

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and Punctuation	68.7 %	93.2 %	25.1 %	62.2 %
	Reading	87.4 %	95.7%	43.8 %	68.2 %
	Writing	87.5 %	94.5 %	37.6%	51.7 %
	Spelling	93.7 %	88.0%	50.1 %	67.2%
	Numeracy	93.7%	97.1 %	31.3 %	60.8 %

### **What is the Data telling us?**

Year 3 achievements were outstanding in all areas. The data reports, 100% at or above the NSW minimum standard except for reading, which was 90.9%. Writing was an area in which the school is extremely proud. It was pleasing to see the Year Five spelling and numeracy results were at or above the NSW minimum standard. Grammar, reading and punctuation results were just below the NSW percentage. The school will continue to focus on creating text and the skills of spelling, grammar and punctuation. Vulnerable areas in Numeracy will also be targeted and especially the 2018 Year Five students identified concerns.

## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings.

### **Student Welfare Policy**

Student Welfare or Pastoral Care is at the forefront of all policies at St Joseph's Parish School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

### **Behaviour Management and Student Discipline Policy**

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

### **Anti-Bullying Policy**

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed. No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying can be accessed on the school website and the parent handbook

### **Complaints and Grievances Policy**

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

## **Initiatives Promoting Respect and Responsibility**

The values of respect and responsibility are reflected across all dimensions of school life.

We endeavour to ensure respect for others is consistently taught and demonstrated across all facets of school life. The Christian values, which are the antithesis of bullying, are continually affirmed in words and actions in all stage levels throughout the school. Strategies to promote respect and responsibility fall within the following broad categories: 'Moral Education' in the context of religious education, liturgies and assemblies where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged. Sustained implementation of the Restorative Practices Program has provided the opportunity to teach more positive ways of resolving conflict, such as working cooperatively within the classroom and playground whilst maintaining the dignity of the individual staff and students as role models, particularly those in leadership roles such as peer support and school captain.

Counselling from Psychological solutions or other support services is provided when needed for all members of the school community and parents are supported through information seminars and support networks. Royal Far West and the KidsMatter website provide an avenue to promote respect and responsibility through nurturing the social and mental well-being of students.

- School Mantra promotes "Safe Respectful Learners"
- Making Jesus Real (MJR) initiatives throughout the school Peer Support program
- Year 6 students facilitate peer lead groups around student wellbeing
- Mini Vinnies has focused on social justice issues and pastoral care issues
- Religious Education lessons
- Restorative Practices initiatives
- Leading school assembly for school captains
- Altar serving for school and parish masses
- Newsletter MJR and Restorative Practices weekly focus areas
- Stage three students have weekly jobs to do around the school
- Buddy system for new students to the school

## SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, "Christo et Doctrinae – For Christ and Learning". The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

### Annual School Priorities for 2019

<b>Priority 1</b>	<p>CONNECTING FAITH</p> <ul style="list-style-type: none"> <li>• Deepen our personal and the student's understanding of the scriptures using the five senses approach.</li> <li>• Continue our focus on Youth and Parish connections.</li> </ul>
<b>Reason for priority 1</b>	<p>Staff recognise</p> <ul style="list-style-type: none"> <li>• the need to deepen our own faith and understanding of the scriptures through the participation in the diocesan PL in May.</li> <li>• the need to immerse students in quality learning experiences with scripture.</li> <li>• to improve student data in the Religious Literacy Test.</li> <li>• to continue the strong emphasis on youth ministry and raising social justice awareness.</li> </ul>
<b>Steps taken to achieve priority 1</b>	<p>Diocesan PL - Days in the Diocese - 10 May 2019.</p> <ul style="list-style-type: none"> <li>• Ensure our students have a strong sense of social justice through programs such as 'Mini Vinnies', Caritas Australia, MJR, Restorative Practices, Peer Support and local care places for the elderly.</li> </ul>
<b>Status of priority 1</b>	<ul style="list-style-type: none"> <li>• Staff have become more knowledgeable in the the new Religious Education curriculum methodology</li> <li>• Social Justice programs have helped enhance the students, staff and parents knowledge of the marginalised</li> <li>• Youth group sessions have strengthened the connection with the youth and the church</li> </ul>



<b>Priority 2</b>	<p>ENGLISH</p> <ul style="list-style-type: none"> <li>• To assist our students to become increasingly proficient at creating texts for an increasing range of purposes.</li> <li>• Consolidate the use of Daily 5 &amp; CAFE in our literacy block.</li> <li>• Embedding formative assessment in our teaching practice.</li> </ul>
<b>Reason for priority 2</b>	<p>Staff recognise</p> <ul style="list-style-type: none"> <li>• The need to improve student data in the writing strand.</li> <li>• The need to reignite a love of writing for our students.</li> <li>• It is essential to give quality feedback to our students.</li> <li>• The need to become more knowledgeable in formative assessment strategies that work to improve student learning.</li> </ul>
<b>Steps taken to achieve priority 2</b>	<p>Whole Staff attend Embedding Formative Assessment with Emeritus Professor Dylan Wiliam Sydney 2019:</p> <ul style="list-style-type: none"> <li>• Provide support and assistance to all teachers with Daily 5/CAFE/Seven Steps/First Steps;</li> <li>• Continue to use the resources Seven Steps to Writing Success across the school;</li> <li>• Strong focus on High Yield strategies: Learning Intentions and success criteria used to implement 7 steps to writing success;</li> <li>• Learning Walks conducted by executive staff to gather evidence of student learning plus teachers;</li> <li>• Continue to embed 14 parameters (Lyn Sharratt) to gain a deep and sustainable collective capacity building of literacy.</li> <li>• Staff Agreed practice of literacy block planner.</li> <li>• Professional learning : the staff have/will continue to receive regular ongoing professional learning, coaching, mentoring and moderation opportunities. (First Steps Reading &amp; Writing)</li> <li>• Seven Steps to Writing.</li> </ul>
<b>Status of priority 2</b>	<ul style="list-style-type: none"> <li>• The Daily Five process has been implemented across the school.</li> <li>• Formative assessment is stronger in the classrooms and happens every minute of every day.</li> <li>• Learning Walks are embedded across the school.</li> <li>• The learning agenda is a shared responsibility and accountability for all.</li> </ul>

## Projected Priorities for 2020

<b>Priority 1</b>	<p>Religion</p> <p>To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.</p>
<b>Reason for priority 1</b>	<ul style="list-style-type: none"> <li>• A review of the Religious Education Curriculum “Sharing Our Story” was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC’s) 16 recommendations were identified.</li> <li>• A key recommendation was to: “Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes.”</li> </ul>
<b>Steps taken to achieve priority</b>	<ul style="list-style-type: none"> <li>• Designate and prepare learning spaces and timetables for Religious Education within our school.</li> <li>• Ensure that all staff members receive appropriate support in understanding the new methodology.</li> <li>• Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.</li> <li>• In accordance with Catholic Education Strategic Priorities for 2020, the school sets aside adequate time and resources for the implementation of the new RE curriculum</li> <li>• Continual support, feedback and professional learning will be provided as required by the following key personnel:             <ul style="list-style-type: none"> <li>○ Principal;</li> <li>○ Religious Education Coordinator; and</li> <li>○ Mission &amp; Religious Education Team.</li> </ul> </li> </ul>

<b>Priority 2</b>	Collaborative Team Teaching (Co-Teaching)
<b>Reason for priority 2</b>	<p>To improve students outcomes through a Collaborative Team Teaching approach</p> <ul style="list-style-type: none"> <li>• Improved teacher- student attention.</li> <li>• Shared instructor expertise and responsibility.</li> <li>• Improved student achievement in general.</li> <li>• Improve teachers instructional practices.</li> </ul>
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Ensure that all staff members receive appropriate support in understanding the new methodology for Collaborative Team Teaching.</li> <li>• Designate and prepare learning spaces and timetables for the learning.</li> <li>• Outline each teacher's responsibility for the learning in the classroom.</li> <li>• Develop a school agreed practice for the Collaborative Team Teaching Model (Policy).</li> <li>• Designate time at staff meetings for discussions / reflections in regard to the implementation of the new Teaching model.</li> <li>• Provide Feedback to parents and students about the model.</li> <li>• Introduce Student learning Journals across the school.</li> <li>• Continual support, feedback and professional learning will be provided as required by the following key personnel: the Principal, School Leadership team, School Consultant and Education Officer.</li> </ul>

## SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Parent feedback in 2019 was positive and affirming. Areas highlighted included the strong sense of community and school culture; the welcoming, warm, friendly environment; happy and confident students; high levels of parental involvement; effective behaviour management and discipline; caring, helpful and supportive staff; Catholic ethos and values and high levels of communication; that staff responded quickly to concerns; school facilities rated highly and that the school is seen to be well resourced and equipped.

### **Student Satisfaction**

The majority of students surveyed enjoyed being at St Joseph's Parish School and they felt safe and well cared for. There is a spirit of acceptance of others and they are encouraged to be a good community member. Students believe that staff make lessons interesting and clearly outline what they are learning and why. Students rated highly that staff give them many opportunities to learn and present their work in different ways and give them positive feedback to improve learning. Students indicated that their learning is improving and that their achievements are recognised and celebrated. Overall, students felt supported by the staff and they overwhelmingly appreciated the student centred learning that they were offered.

### **Teacher Satisfaction**

Staff at St Joseph's Parish School indicate that they feel valued and enjoy working at the school. They strongly believe that they were making a difference to the students. Prayer and the Catholic identity of the school are seen as particularly strong. Staff feel that the school leaders appreciate what they do and care for their wellbeing. The school has effective communication strategies and keeps staff informed of what is happening. Importantly, they feel they have the opportunity to have input into decisions. Staff appreciate the professional learning opportunities they receive. Areas to improve in the future include feedback from school leaders; all students, particularly high-achieving students, are appropriately engaged, challenged and extended; and that the school's improvement agenda is clearly expressed and referred to often. Overall, staff appreciated the professionalism, the sense of belonging and mutual respect that exists in the school, and that the education and wellbeing of the students is constantly the top priority.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESA requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

<b>RECURRENT AND CAPITAL INCOME</b>	
Commonwealth Recurrent Grants	<i>\$1,690,159.00</i>
Government Capital Grants	<i>\$0.00</i>
State Recurrent Grants	<i>\$571,550.00</i>
Fees and Private Income	<i>\$169,801.00</i>
Other Capital Income	<i>\$18,364.00</i>
Total Income	<i>\$2,449,844.00</i>

<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Capital Expenditure	<i>\$118,638.00</i>
Salaries and Related Expenses	<i>\$1,864,323.00</i>
Non-Salary Expenses	<i>\$515,536.00</i>
Total Expenditure	<i>\$2,498,497.00</i>