

# 2019 ANNUAL SCHOOL REPORT



## St Joseph's Parish Primary School, Hillston



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



## ABOUT THIS REPORT

St Joseph's Parish Primary School, Hillston 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

St Joseph's Parish School continues to deliver quality teaching and learning in the Josephite tradition. Our new Vision Statement challenges us to honour the Josephite Charism and to be a Christ-Centred learning community where each individual receives the teaching and support needed to live meaningful lives that will shape and enrich them and the world in which they live.

We have been on a journey in recent years, guided by the work of Dr Lyn Sharratt and based on research, strategically improving our pedagogy to prepare our students for life in the 21st Century.

As high yield strategies drive our work, our focus has been on the priorities of our Annual Improvement Plan. We strive to provide equity so that each student receives the teaching and support they need to be successful learners. Our data gives us the evidence and the stimulus to work collaboratively with students, parents and colleagues to ensure learning outcomes are maximised.

### Parent Body Message

Our Parents and Friends Association, led by a highly motivated executive, continues to financially support the school and assist in maintaining a strong sense of community. The Fathers' Fireside evening and ONYA for Life environment awareness campaign were successful new initiatives. The P&F continues to operate a healthy canteen each week. The major P&F event, the Annual Christmas Tree, was boosted this year by Drought Funding through Rural Aid, enabling it to be moved off site and ensuring wider community access. The P&F has again contributed \$12,000 to our school as well as securing a grant to upgrade the canteen. The School Advisory Committee has provided ongoing guidance and this year ratified the new Vision Statement and Uniform Policy. Our termly Lunch on the Lawn, fortnightly assemblies, liturgies and masses, sporting and cultural events, especially during NAIDOC Week, are always well attended by parents, family and wider community members.

### Student Body Message

As members of the Year 6 student leadership team, we are proud of our achievements this year and in particular, our participation in the launch of our new Vision Statement. Our Captains have led Monday morning prayer and fortnightly assemblies. We have enjoyed training as Peer Support Leaders and building strong healthy relationships with the younger students. Our SRC President, supported by staff mentors, has chaired meetings where student representatives from all grades, have exercised their student voice. In addition, our Mini Vinnies team has led a variety of fundraisers and awareness building initiatives, one being a focus on the impacts of bullying. Opportunities are provided for all students to participate in a variety of sporting events, at school, cluster and diocesan level. We have enjoyed excursions, both local and regional that have been well planned and closely linked to the curriculum. We were involved in the planning, designing and building of our beautiful new sensory garden and we are grateful for the support of our P&F, the local community and schools such as Wenona, Our Lady of the Rosary, The Entrance and Marist Brothers North Sydney for their support.

## SECTION TWO: SCHOOL FEATURES

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Hillston. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 51.

The Feast of St Joseph was an opportune time to officially launch our new Vision Statement. It honours and builds upon the rich Josephite tradition we proudly enjoy and gives us confidence as we continue to offer quality Catholic education.

We are supported in our work by Bishop Columba MacBeth Green and our Director, Mr Gordon and all members of the Education Services Team. We are guided by our Diocesan Statement of Faith and our Diocesan Annual Improvement Plan which outlines five (5) strategic priorities. One of these is the launch of the new Religious Education Curriculum, Educating in Christ. Through 2019, students and parents have been introduced to this innovative approach and staff members have been inserviced in the developmental stages of learners, which underpins this new curriculum.

We aim to provide an environment where each individual student's social, emotional and physical wellbeing is nurtured through experiencing safe and trusting relationships. We implement Positive Education programmes and frameworks to guide and support every individual to realise his or her own potential, to cope with the normal stresses of life, work productively and fruitfully so as to make a contribution to his or her community.

We urge and support our parents to see themselves as vital members of the student, teacher, parent partnership as we work in a dynamic world. Rapid and continuing advances in information and communication technologies are changing the ways our students are sharing, using and processing information. We are supporting our students to be skilled in the use of technology to ensure they are ethical digital citizens.

Our students, families and staff continue to benefit from our Diocese's connection with Royal Far West Children's Service. Through their Telecare Programme 18 students have had access to either Speech Pathology, Occupational Therapy and Open Counselling, with strategies then implemented in the classroom and at home to maximise impact. Staff have undergone four hours of professional learning via technology, in the area of regulation and its impact on a student's ability to learn.

Through Local Solution Funding, we have engaged two trainers from the Flying Fruit Fly Circus in Albury to work with our students and staff. Over three separate week long intensive programmes, students were exposed to a wide range of circus skills, including tumbling, juggling, balance and team activities. Students have been encouraged to move beyond their comfort zone, and in doing so, self esteem, resilience, trust and confidence have flourished as was evidenced when the students showcased their skills to the wider community at the end of Term 3.

This year saw us successfully complete our Five Yearly Compliance audit, where we welcomed officials from NESA and leaders of our Education Services team to celebrate the dynamic learning experiences leading to quality learning outcomes for all our students. It was affirming to receive positive feedback and suggestions for future growth.

## 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
30	21	0	51

\* 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 90.5%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.2%
Year 1	90.2%
Year 2	89.4%
Year 3	91.9%
Year 4	90.0%
Year 5	92.1%
Year 6	87.6%

## 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
6	7	13

\* This number includes 4 full-time teachers and 2 part-time teachers.

Percentage of staff who are indigenous	7.7%
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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>Professional Planning for 2020, including programming and Compliance training</li> <li>Introducing the new Science and Technology Syllabus</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Days in the Diocese - Introducing Educating in Christ - New Diocesan R.E. Syllabus</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Introducing the new Personal Development, Health and P.E. Syllabus and Understanding Regulation, Attention and Behaviour in Children modules 1 and 2 - Royal Far West Children's Service, Manly (Twilights)</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Annual School Improvement Plan 2019/2020, Programming and Compliance, Planning for 2020</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:

- Sharing Our Story, Religious Education (RE) Curriculum - Mission and Religious Education (MRE) Team, CEO Wilcannia-Forbes
- Implementing the new Science and Technology Syllabus - Education Team, CEO Diocese of Wilcannia-Forbes
- THRIVE Training - The Kidman Centre, University of Technology, Sydney
- Compliance Management Tool - Compliance Officer, CEO Diocese of Wilcannia-Forbes
- Educating in Christ - new Religious Education Syllabus - Mission and Religious Education Team CEO Diocese of Wilcannia-Forbes
- Days in the Diocese - Dr G. O'Shea - Assistant Director, Mission and Religious Education, CEO Diocese of Wilcannia-Forbes
- Religious Education Coordinators Cluster meetings- MRETeam CEO Diocese of Wilcannia-Forbes
- Masters of Religious Education - Australian Catholic University
- CPR and Anaphylaxis - variety of accredited providers
- Extending Mathematical Understanding ( EMU) - Dr Ann Gervasoni
- Pathways to Leadership Course - Diocese of Wagga Wagga
- NAPLAN Online Training - NESA
- Compliance Training for Responsible Persons - Compliance Officer, CEO Diocese of Wilcannia-Forbes
- Compass Training/ Issue Tracker/ Chronicle - Once/Compass Specialist, CEO Diocese of Wilcannia-Forbes
- Admin Training - Once/Compass Specialist, CEO Diocese of Wilcannia-Forbes
- Wellbeing - Dr Julie Hollitt, Continuum Psychology
- NCCD Training- Inclusive Education Specialist - CEO Diocese of Wilcannia-Forbes
- Targeted Assessment and 14 Parameters, Daily Five including school visits - Education Services Team, CEO Diocese of Wilcannia-Forbes
- Road Safety - Education Officer, CEO Diocese of Wilcannia-Forbes
- Personal Development, Health and Physical Education - Syllabus implementation - Education Officer, CEO Diocese of Wilcannia-Forbes
- Child Protection - Addressing Allegations of Inappropriate Behaviour of Staff; Discrimination, Harrassment and Bullying; Managing Risks of Significant Harm and Wellbeing Concerns - Compliance Officer, CEO Diocese of Wilcannia-Forbes
- Wellbeing Session 5 - National Excellence in School Leadership Institute
- Capacity Building - The Understanding Regulation, Attention and Behaviour in Children Modules 1 and 2 - Royal Far West Children's Service, Manly
- Writing PL - Seven Steps Writing
- Animal Research Authority ( Schools) - Catholic Schools NSW
- Lifeguard Training- Royal Life Saving Australia
- Effective Teacher Aide Practices Online modules - Australian Teacher Aide
- Association of Catholic Schools Principals State Conference - Sydney
- Scope and Sequences for all Key Learning Areas - CEO Education ServicesTeam



- Mustard Seed - Diocese of Wilcannia-Forbes
- Personalised Plans for Students with Additional Needs - Inclusive Education Officer, CEO Diocese of Wilcannia-Forbes
- Aboriginal Education Conference and networks - Aboriginal Education Support Officer, CEO Diocese of Wilcannia-Forbes
- NSW Mathematics Conference - NSW Mathematics Association
- The Renaissance of Marriage - Byron and Francine Pirola, Marriage Relationship Centre
- Ignite - Emmanuel Worship
- Teach the Teacher - Cotton Australia

## 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**

Praying as a community is an integral part of our school life and is one of the features that marks us as a Catholic school. Prayer in its various forms is led by the Parish Priest and staff who work closely together to ensure the liturgical life of the school includes parish families and the wider community. Our prayers are both formal and informal; beginning each day with our school prayer and praying the Angelus at noon.

Our week begins with a ritual each Monday morning which involves our school candle being lit and placed in a strategic position to reinforce our school motto - Let Your Light Shine Before All. Our student leaders take an important role, assisting the teachers who take turns to plan and lead our liturgy. The prayer is usually based on the Sunday Gospel; though at times other themes may be presented as we move through important feasts and events of the Liturgical Cycle. School masses are celebrated together as often as possible, with the annual Welcoming Mass, the Feast of St Joseph, Our Lady of Perpetual Help, Our Lady Help of Christians and our Graduation and End of Year Mass, being particularly well attended by family and friends. Our end of year Thanksgiving Liturgy is another important celebration.

Honouring our Josephite Charism is extremely important to us and hence we pray our school prayer at our assemblies and other important gatherings. We are fiercely proud of our strong links to the Josephite sisters who began this school. The Feast of St Mary of the Cross, holds great significance for us and our beautiful liturgy is held in our Reflective Space near her statue and we have begun the tradition of planting a shrub in this space annually on this feast day.

Sacramental preparation is led by the Religious Education Coordinator who works closely with the Parish Priest to organise parent information sessions and opportunities for parents to continue to guide their children as the first educators of the faith. Sacraments are celebrated prayerfully in our Parish Church.

The importance of Catholic Social Justice teaching is evidenced in a variety of groups and activities. Our Mini Vinnies group responds to the needs of our parish through planned activities and acts of kindness and generosity including visiting Lachlan Lodge and Hillston Hospital. Our students also spread the Christmas message in our town by singing carols at various venues and participating in the annual combined faith Christmas Carols. During Lent and October, our school supports Caritas and Catholic Mission respectively. This year they have raised funds through the recycling of cans and bottles, as their awareness of the plight of those who are marginalised calls them to action.

## Parish Partnerships

Our school is closely linked to the parish and this has been evidenced by the many liturgical celebrations we share. As we now are fortunate to have a resident Parish Priest, our spiritual needs are being nurtured by his presence, and we thank the priests from Griffith who undertook this role in previous years.

Our monthly Parish Children's Mass continues to be well attended, with the students from our school keen to undertake all ministries. The parish has an active group of altar servers.

In response to a need highlighted in our Annual Improvement Plan, our parish, through the hard work and dedication of school staff and Mr Tom McKeown from the Diocese of Wilcannia-Forbes, has formed a Parish Youth Group. Based on the 3 Fs of Food, Fun and Faith, they have shared afternoon and evening events as well as camping trips to Bolo and the Kiama area. This is a wonderful opportunity for our youth to stay connected to our parish and we are grateful to our Diocese for their support.

Liturgical events such as Ash Wednesday, Holy Week and Pentecost provide opportunities for our parishioners to join with the school community to celebrate.

## 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	22
Year 6	24.4

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

## 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).

The school is committed to providing quality education that strives to meet the needs of every child as staff deliver curriculum underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

Staff members strive for continuous improvement in best practice across all facets of the curriculum to ensure this goal is met. We continue to deepen our commitment to the work of Dr Lyn Sharratt, to discover effective ways to build our teachers' capacity to learn, teach and lead. We ensure that the 14 Parameters guide our work as we continue to build a collaborative learning community of shared responsibility and accountability. We collect data that provides evidence that each student is achieving a minimum of one year's growth for one year of learning, through differentiation and effective use of teacher support in the classroom.

Our Focus Teacher has been working collaboratively with all staff, and in particular classroom teachers, to support them to identify, share and drive best practice and continuous improvement in English and Mathematics. She also works closely with students in small group Tier 1 intervention literacy and numeracy programmes. In addition to this support, she has been using technology to link a group of Year 5 and 6 students with students in our sister schools in Nyngan and Bourke, to deepen their literacy skills through an online Book Club.

In addition, the Extending Mathematical Understanding (EMU) Specialist teacher, supports students who are vulnerable in particular domains of numeracy. She achieves this by working in collaboration with class teachers and writing programmes which she implements in the classroom to bridge the gaps in students learning.

Our Aboriginal Education Worker also has an important role in the school. She works alongside class teachers to support Aboriginal students through engaging with parents and carers as they share their hopes and concerns for their child's learning. She also assists in ensuring Aboriginal perspectives are incorporated across the school. Each year she collaborates with staff when planning our NAIDOC Week activities to promote these important perspectives.

We are extremely proud of the work we have achieved this year as we implemented the new Science and Technology Syllabus. As described in our Innovation Priority of our Annual School Improvement Plan, our lead teacher modelled inquiry based learning, where students worked collaboratively in exciting practical problem solving. Our Maker Zone has provided a great space for this to occur. Teachers have accessed professional learning in this syllabus and look forward to continuing this journey next year.

## 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 %	100 %	76.8%
	Reading	100 %	97.8 %	71.4%	75.7 %
	Writing	100 %	95.4%	71.4%	66.3 %
	Spelling	100 %	95.4%	85.7 %	74.5%
	Numeracy	100%	98.8%	42.9%	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	88.9%	93.2 %	44.4 %	62.2%
	Reading	88.9%	95.7%	77.7 %	68.2%
	Writing	88.9 %	94.5%	66.6 %	51.7 %
	Spelling	100%	88.0%	66.6 %	67.2 %
	Numeracy	100 %	97.1%	44.4 %	60.8 %

All students set personal and ongoing learning goals in English and Mathematics throughout the year and students with identified learning challenges are supported to achieve the specific goals in their Personal Learning Plan. Subsequently school based data closely reflected the Year 3 and Year 5 NAPLAN results.

No student in Year 3 was below the national minimum in any areas of Literacy or Numeracy. One student was at the national minimum in spelling and numeracy and below the national average in reading and writing.

It is pleasing to note that the majority of Year 3 students fall within the middle 60% range, with one student above the highest band in Reading, Spelling and Grammar. Three Year 3 students were above the national average in Writing, in addition to three students scoring above the national average in Spelling. Two students were above the national average in Numeracy.

Writing this year has continued to be a focus area in our Improvement Plan, and it is pleasing to see that all students in the Year 3 cohort demonstrated skills above the national average and in Year 5, only two students were below the national average. Grammar is an area of weakness in the Year 5 cohort and this will be a focus for 2020.

The Year 5 results indicate that two students are in the top band for Reading and Grammar. The majority of the class are at or above the national average in all areas of Literacy. This reflects the skills and strategies focussed on in the daily literacy block and ongoing targetted feedback. Students not meeting benchmarks, are being supported to ensure they make growth aligned to their particular needs. A small group of students did not meet expected growth and these results have prompted professional conversations to better understand the reasons for this and how it can be addressed.

## 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

### **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.

During 2019, initiatives to promote respect and responsibility included:

- Inviting members of the school and wider community to celebrate events during Seniors Week, NAIDOC Week and other major celebratory events.
- Involving our senior students in a Leadership day to train them as Peer Support leaders across the school.
- Supporting students to nominate for student leadership positions and guiding them in their roles.
- Ongoing focus on the Making Jesus Real program, recognising and affirming positive behaviors through posting a letter to students.
- Celebrating liturgies and assemblies with a focus on empathy, compassion, respect and justice, with a specific focus on the social justice aspect of Mary MacKillop's work.
- Engaging in, and financially supporting, the work of Caritas Australia and Catholic Mission.
- Electing a SRC President who works with adult mentors, to manage the SRC term committees to promote responsible student voice.
- Teaching students to be Respectful Responsible Learners and affirming this in a variety of informal and formal ways.
- Developing resilience, teamwork and respect for others' skills during the Flying Fruit Fly Project.
- Raising awareness of Kids Matters as a resource for students, staff and parents.
- Being actively involved in the Bullying No Way Campaign.
- Accessing Open Counselling through the Royal Far West Telecare programme.
- Raising awareness of the impact of the drought on families and members of the local community through participating in the Bust the Dust project.
- Ongoing work with the Diocesan Youth Development Officer.
- Visiting Lachlan Lodge and the Hillston Hospital to read, talk and pray with residents.
- Continuing the work of social justice through an active Mini Vinnies Group who travelled to Deniliquin to share their work on the effects of bullying on others.
- Participating in ANZAC Day and Remembrance Day celebrations.

## 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>* To complete the review of our school Vision Statement in a process that will involve all stakeholders, leading to a deeper awareness of what makes our school unique as a Catholic school, including the realisation of the importance prayer plays in our Catholic identity.</p> <p>* To develop parish partnerships.</p>
<b>Reason for priority 1</b>	<ul style="list-style-type: none"> <li>• To ensure that our staff, students and parents know and understand our school's vision and mission statement.</li> <li>• As part of the review of our school vision and mission, and to continue our 2017 focus on prayer, to ensure staff and students to be involved in their own faith development by taking part in prayer and also to develop leadership in prayer.</li> <li>• In November 2018 our parish had a new parish priest after nearly four years without one.</li> <li>• Engage staff, students, parents and community in the life of the parish.</li> </ul>
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>• Launch New/revamped school Vision statement.</li> <li>• Engage youth with Parish - parish picnic or event once per term.</li> <li>• Involve our new parish priest more fully in the life of the school, through inviting Father to school prayer times, school mass, P&amp;F meetings and School Advisory meetings, as well as to class Religious Education lessons.</li> <li>• Staff to take part in Professional Learning around the proposed new Religious Education Curriculum.</li> </ul>
<b>Status of priority 1</b>	<ul style="list-style-type: none"> <li>• Revised Vision Statement was successfully launched on the Feast of St Joseph with our Director as special guest and school and parish members present.</li> <li>• Children's Mass on 4th Sunday of the month continues to flourish with students undertaking all ministries.</li> <li>• Youth Group gatherings at least once a term have been well attended by an ever increasing group of current and past students as well as other interested youth in the community.</li> <li>• Thursday 9 May Professional Learning Day with Southern Cluster in Hay on the new Religious Education Curriculum was a very successful day.</li> <li>• Parish Priest is increasingly involved in the life of the school.</li> </ul>

<b>Priority 2</b>	By the end of December 2019, staff will more effectively use Growth Point data, collated from the Mathematics Assessment Data, to put faces on the data and to inform classroom teaching and to link this to the Scope and Sequence.
<b>Reason for priority 2</b>	<ul style="list-style-type: none"> <li>• To ensure students are assisted in particular areas they find challenging.</li> <li>• To ensure areas lacking in a child's Mathematical knowledge are focussed on to aid further progression.</li> <li>• To measure the progression of all students to see growth.</li> </ul>
<b>Steps taken to achieve priority 2</b>	<p><i>Term 1</i></p> <ul style="list-style-type: none"> <li>• All students to undertake the MAI in Term 1 and data to be analysed by the EMU specialist teacher.</li> <li>• Data to be placed on a data wall to show movement and growth. Record kept digitally for ease of staff access.</li> <li>• PLAN 2/Learning Progression - include Numeracy element (quantifying numbers) as areas of focus for tracking.</li> <li>• Education Officer to train Focus Teacher 5 March.</li> <li>• Focus Teacher to lead PL with teaching staff by the end of Term 1.</li> <li>• T1 - Staff meeting to view MAI data and class profile.</li> </ul> <p><i>Term 2</i></p> <ul style="list-style-type: none"> <li>• All students K-6 to be in PLAN2 in Numeracy focus areas by the end of Semester One.</li> <li>• Use Class MAI profile to guide teaching; where to pitch whole class, extension and support activities.</li> <li>• EMU Specialist Teacher to create Class Profiles.</li> <li>• Use EMU Growth Point activities to support all learners.</li> </ul> <p><i>Semester 2</i></p> <ul style="list-style-type: none"> <li>• Education Officer and EMU Specialist Teacher to continue to support teachers through staff meetings and school visits.</li> <li>• Class Teachers and TA who support students/classes in Mathematics to work with Focus Teacher/EMU specialist teacher to ensure all students are supported. EMU programmes established to work with individual and small group Tier 2 assistance.</li> <li>• Staff meeting at least one per term.</li> <li>• Growth Point activities are being used in Mathematics.</li> <li>• Use the new WF Numeracy site to access resources and ideas for mathematics lessons.</li> </ul>
<b>Status of priority 2</b>	<ul style="list-style-type: none"> <li>• Teachers are better skilled at using the data to inform their teaching.</li> <li>• Each class has a plan.</li> <li>• Year 6 data has been revisited and purposeful targeting has</li> </ul>

	<p>been made to ensure students transitioning to secondary schools have less gaps in their skills and knowledge.</p> <ul style="list-style-type: none"> <li>• In class, Tier 1 &amp; 2 interventions have been successful.</li> <li>• Class teachers use growth points effectively.</li> <li>• Class teachers are refining the use of student set learning goals to help target improvement.</li> <li>• Teachers Recognise more exposure to PLAN2 and linking MAI Growth Points to Scope and Sequence substrands as an ongoing need.</li> <li>• Term 3 - use of EMU Interview to identify if students who were vulnerable in the domains of counting and place value at the start of 2019 had progressed or still needed further intervention.</li> </ul>
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## Projected Priorities for 2020

<b>Priority 1</b>	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.
<b>Reason for priority 1</b>	<ul style="list-style-type: none"> <li>• A review of the Diocesan Religious education program “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> </ul>

  

<b>Priority 2</b>	To promote Creative Arts in a more focused way through developing students’ skills to engage successfully with the syllabus and to promote creative thinking and performance.
<b>Reason for priority 2</b>	In response to both the feedback received in the 2019 Parent Survey and a review of the Annual Improvement Plan 2019, the focus of developing creative thinking and performance skills through the Key Learning Area of Creative Arts was developed.
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Survey children to obtain baseline data regarding their knowledge, understanding and confidence levels in the area of Creative Arts.</li> <li>• Employment of a teacher at 0.1 allocation for 6 months with the possibility of it being extended for the latter 6 months, depending on funding.</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**

Whether through informal conversations, feedback supplied via email and more formal interviews, it appears parents know they have a variety of avenues through which they can express their satisfaction, concerns and desires. A formal hard copy survey in Term 4 eliciting parent feedback on the aspirations articulated in our new Vision statement, the effectiveness of the Flying Fruit Fly programme, their role in their child's education and how this is communicated to them, as well as matters relating to the use of Chromebooks at home, was completed by one fifth of our families. The responses were overwhelmingly positive, especially in regard to the opportunities provided through the Fruit Fly programme and the importance of supporting the P&F. Two responses indicated that parents were unsure if their child/children were being challenged to maximise their learning, and so in addition to our termly three way partnership conversations, we will continue to explore effective and efficient ways to relay information to parents on their child's progress.

### **Student Satisfaction**

A wide variety of opportunities, not least the very active SRC, provide all students with the opportunity to develop their skills, form healthy friendships and have a voice in making their school community a happy place. The SRC has planned and run many student centred activities. An example was the Colour Explosion where they worked alongside the P&F to ensure an event that was student centred and financially successful. The students commented positively on the newly painted buildings and seats, which is mirrored in the respectful way they care for the school campus. Students also have commented on the new items of school uniform, which are more comfortable to wear. A safe school environment that is free from bullying is a message that comes across loud and clear, and students feel empowered to be part of the solution. They have greatly enjoyed the opportunities provided in the Maker Zone as well as the Flying Fruit Fly Circus programme. Excursions both locally and to the National Capital have also been a highlight of the students' learning as have the many sporting opportunities they have been offered.

### **Teacher Satisfaction**

Drawing on the wonderful professional and personal support offered by each member of the team, our small staff continues to deliver on its core business of teaching and learning in the Catholic tradition. All staff members are extremely grateful for the strong leadership provided by our Director and members of the Catholic Education Office, especially our School Consultant and our Education Officer, ensuring they feel supported in all facets of their work. They are appreciative of the wide variety of professional learning opportunities encouraging personal growth, up to date best practice and leadership skills. The ongoing reality of a crammed curriculum, the ever increasing demands of technology and the busyness of a school day, can place immense stress on staff. Ensuring parents are involved in the learning process and celebrating their child's learning journey continues to be an ongoing challenge, and staff members are open and willing to explore various ways for this to be achieved.

## 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>\$978,730.00</i>
Government Capital Grants	<i>\$0.00</i>
State Recurrent Grants	<i>\$280,589.00</i>
Fees and Private Income	<i>\$118,264.00</i>
Other Capital Income	<i>\$7,580.00</i>
Total Income	<i>\$1,385,163.00</i>

<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Capital Expenditure	<i>\$120,490.00</i>
Salaries and Related Expenses	<i>\$1,043,429.00</i>
Non-Salary Expenses	<i>\$302,133.00</i>
Total Expenditure	<i>\$1,466,052.00</i>