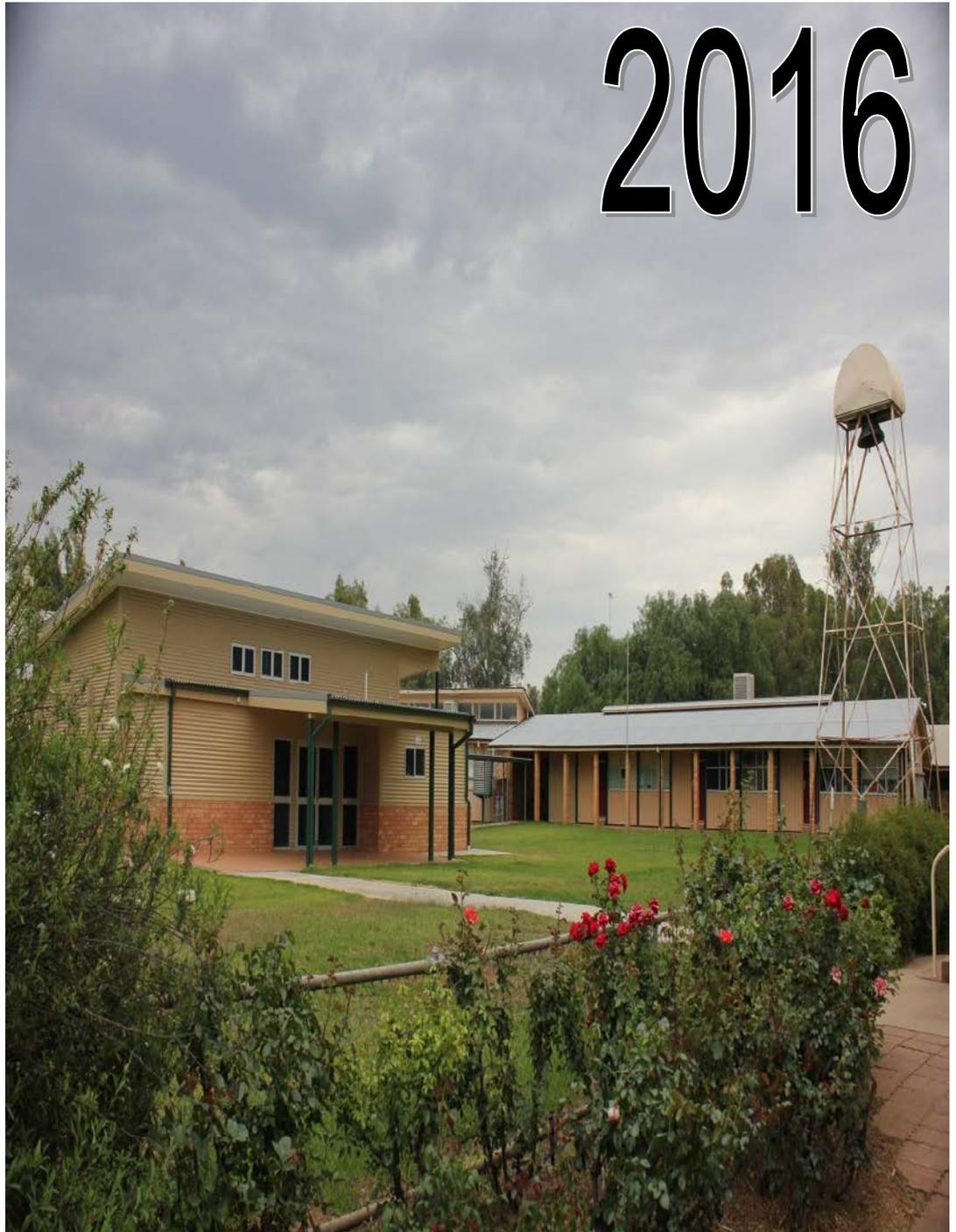


# Annual School Report

# 2016



## St Joseph's Parish Primary School, Hillston

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## ABOUT THIS REPORT

St Joseph's Parish Primary School, Hillston is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) 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 NSW BOSTES 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**

I am proud to present to you the 2016 Annual School Report for St Joseph's Parish Primary School, Hillston. The Wilcannia Forbes-Statement of Faith proclaims our schools are communities of faith, learning and transformation founded upon the person of Jesus Christ, the Way the Truth and the Life. St Joseph's endeavours to follow these core ideas by focusing on good relationships, fair behaviour management processes and most importantly working in partnership with all stakeholders to ensure we are working towards the common good for all.

I believe 2016 has brought about great changes with teaching and learning at Joseph's. The implementation of high yield strategies such as Data Walls, Instructional Walks and Case Management has impacted greatly on the growth of student outcomes and staff professional knowledge. These high yield strategies have been opportunities for the staff and me to have professional conversations and nominate areas for further improvement.

### **Parent Body Message**

Parents have an active involvement in the life of St Joseph's Catholic Parish School. This year was yet another successful one for the Parents and Friends Association (P&F). The events in which the P&F were involved included the Mother's and Father's Day stalls, discos, Grandparents Day, School Ball, Annual Christmas Tree and the continued coordination of the school canteen. Parents are always invited to participate in the daily life of our St Joseph's Catholic Parish School community. It is a vibrant school with a strong sense of identity, where relationships are treasured and embraced. The achievements of 2016 would not be possible without the help and dedication of the Parents and Friends of the school, who generously volunteer their time and energy to make the school community the wonderful place it is.

### **Student Body Message**

As School Captains we work with other students, teachers and parents to help make St Joseph's a great school. We lead assemblies and present awards to students. Our school has participated in many fundraisers that support Catholic Mission and our local community e.g. Crazy Sock day, Mini Vinnies social justice days, and various mufti days. Year 6 leaders are responsible for the flags and lead the Peer Support Australia Program for the younger students. We have enjoyed being School Captains at St Joseph's.

## 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 74 students. The school is situated on the banks of the Lachlan River in Hillston. The town has a population of approximately 1300 and provides services to vast areas of pastoral and irrigation properties.

St Joseph's Parish School was established in 1892 by the Sisters of St Joseph. As educators, our ministry is to work in partnership with the home, parish and wider Church community to help children develop a personal understanding and relationship with Jesus. St Joseph's school motto is "Let Your Light Shine Before All". The school motto promotes that each of us has been gifted in some way and that we are called to share these gifts with others. By sharing our gifts, we shine our light before all.

St Joseph's students, staff and parents are very confident in articulating their school mantra "Respectful, Responsible Learners". This mantra is embedded into various aspects of the school setting. All members of the school community also endeavour to follow the MJR (Making Jesus Real) way of life in our everyday routines. This is evident through the many restorative practices, religious, social justice and global awareness programs implemented throughout the school.

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
41	33	0	74

\* 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 2016 was 91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	89%
Year 2	93%
Year 3	90%
Year 4	92%
Year 5	90%
Year 6	89%

## **Managing Student Non-Attendance**

Regular attendance at school is essential if students are to maximise their potential. While it is the parent's 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 wellbeing 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 appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
7	6	13

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

Percentage of staff who are indigenous	7.7%
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### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	7
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### 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	Day 1: Spelling : Soundwaves and spelling knowledge
Term 1	Day 2: Child protection/WHS/Miscellaneous
Term 2	Day 3: Geography
Term 4	Day 4: Spirituality Bishop Columba Green
Term 4	Day 5: Development of the Annual Literacy & Numeracy Plan for 2017

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

Professional learning undertaken by staff in 2016 includes:

- Gifted & Talented Modules (Mini COGE) lead by the Catholic Education Office (CEO)
- Staff meetings to have Personal Learning Conversations around High Yield Strategies- Lyn Sharratt & Michael Fullan (facilitated by the principal)
- Religious Education conference for Religious Education Coordinators (REC)
- Sharing Our Story in service for recent graduate teachers
- World Youth Day (WYD) formation weekends for staff attending WYD 2016
- Geography Syllabus
- Extending Mathematical Understanding (EMU) Mathematics professional development led by Dr Anne Gervasoni
- Student Coding Webinars- led by the CEO
- Suicide prevention in primary schools- KidsMatter webinar
- Guided Reading- (Education Officer CEO)
- Feedback & practical application in secondary schools (John Hattie-Webinar)
- REC Conference for Parishes-Sydney
- First Steps Writing Modules
- Lyn Sharratt- Learning Walks (Parramatta Diocese)
- Spirituality Day with Bishop Columba
- Mustard Seed retreat-CEO
- Additional Needs webinar- Australian Principals' Association for special needs

## 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 to ensure the liturgical life of the school includes the parish, families and 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 church bells are rung every day at 12pm and the students and staff stop to pray the Angelus.

Years 4-6 attend reconciliation during each term. Sacramental preparation is conducted by the class teachers for the sacraments of Confirmation, Reconciliation and First Holy Communion. A strong emphasis is placed on parental commitment towards preparing their children for each sacrament. The Religious Education Coordinator and the parish priest support the teachers and parents during these important sacraments.

The Wilcannia- Forbes Statement of Faith proclaims our schools are communities of Faith, Learning and Transformation founded upon the person of Jesus Christ, the Way the Truth and the Life. St Joseph's staff, parents and students know and live this statement of faith in their daily roles. This has been evident through the formation of good relationships, behaviour management processes and most importantly working in partnership with all stakeholders to ensure we are working towards the common good for all.

### **Parish Partnerships**

The school works closely with 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 between the parish and the school. Parents are active in the parish and strive to give witness to their faith by attending school and parish functions.

## Religious Education

The Religion Education 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.

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

Our School's average result (as a mark out of 35)	
Year 4	24.2

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

### YEAR 4 Religious Literacy Assessment 2016

#### *Strengths*

- An increase in overall scores (school average 10.54 above 2015)
- An increase in all areas except for Prayer
- Score range 57 to 80; Highest score of 80%, lowest 57%, two in 70%, five in 60%
- School average above Wilcannia-Forbes (WF) Diocesan average by 6.05
- School averages above WF Diocesan average in all areas except Prayer

#### *Area for growth*

- Prayer - lowest score in the group, below WF Diocesan average and down 10.22 from 2015

## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW BOSTES 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).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

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.

In particular the EMU Maths programme continues to provide teachers with a wide variety of strategies to bring about improved outcomes in Numeracy. In addition, using analysed data from the Mathematics Assessment Interviews has heightened teacher awareness of the importance of planning differentiated maths activities to meet the needs of all students. The Mini Lit Intervention and Multi Lit Programmes have also been useful in improving literacy across the school. The focus on High Yield Strategies and the work of Lyn Sharratt has continued to sharpen our focus on the importance of using data to link assessment to instructional improvement.

Two other programmes which have provided excellent outcomes are the Making Jesus Real Programme and the Peer Support Programme. The former is a faith-focussed values education programme which has a simple yet powerful message of living Jesus' values and attitudes daily. The latter, is an evidenced based, peer led approach which aims to enhance the mental, social and emotional wellbeing of our students. Both of these programmes support all students to recognise their unique giftedness and to be positive contributors to the life of our learning community.

## 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 2016. 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 2016		% 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%	96.9%	61.6%	71.9%
	Reading	100%	96.9%	61.6%	70.9%
	Writing	100%	98.7%	92.3%	80.8%
	Spelling	100%	96.8%	77%	76.1%
	Numeracy	92.4%	96.9%	77%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	100%	96%	63.7%	64.2%
	Reading	91%	94%	63.7%	62.3%
	Writing	100%	94.8%	45.5%	50%
	Spelling	100%	94.6%	54.5%	63.6%
	Numeracy	100%	95.8%	63.7%	57.1%

In the Year 3 cohort, mean scores in all areas were above Diocesan and State mean scores, and in some cases, quite significantly above. In particular, 6 students achieved Band 6 and two of these 6 students achieved Band 6 in Reading, Spelling, Grammar and Numeracy. Across this group 80% of students were in Band 5 for Writing.

In Year 5, student achievement was above Diocesan mean score in Reading, Writing, Grammar and Punctuation and all areas of Numeracy. Five students gained results in Bands 7 and 8.

A focus area for the future is the continued support for students who are at, or below, minimum national standard in Literacy and Numeracy, ensuring that they maintain their expected growth. In addition, particular attention will be given to the improvement of Spelling and stretching all students in Band 5 Writing to achieve at a higher level.

## 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 Primary 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.

The policy was reviewed with staff at the beginning of the school 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.

The policy was reviewed with staff at the beginning of the school year. 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.

The policy was reviewed with staff at the beginning of the school year. 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 Skoolbag app.

### **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.

The policy was reviewed with staff at the beginning of the school year. 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.

- School Mantra promotes 'Respectful Responsible Learners'
- A Making Jesus Real (MJR) sleepover in the Mary MacKillop Hall for the Stage Three students to promote the MJR initiatives
- Peer Support program: Year six students facilitate peer led groups around student wellbeing
- Mini-Vinnies for Stage Three has focused on social justice issues and pastoral care issues
- Religious Education lessons
- Restorative Practices initiatives
- School Captains leading the school assembly
- 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 2016

<b>Priority 1</b>	<b>Explicitly assess the learning needs of students.</b>
<b>Reason for priority 1</b>	<ul style="list-style-type: none"> <li>● Individualised planning</li> <li>● Collective ownership of data</li> <li>● NAPLAN Data</li> <li>● Individual School Class Data</li> <li>● PM Data</li> <li>● Extending Mathematical Understanding (EMU)</li> </ul>
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>● School planned diagnostic assessments for learning were administered.</li> <li>● Teachers supported for programming by the Learning Support (LST) and Leader of Curriculum (LOC) teachers.</li> <li>● Parents provided with information about their child’s progress and how they can assist (EMU).</li> <li>● Scheduled staff meetings to hold collaborative conversations around school data walls.</li> <li>● Assessment tracking records kept up to date to inform teaching.</li> <li>● Best Start results used to inform teachers and parents of student’s skills.</li> </ul>

<b>Status of priority 1</b>	<ul style="list-style-type: none"> <li>● Data collected states there has been growth in student outcomes due to a focus on professional learning circles to discuss student growth.</li> <li>● Due to staff having a collective ownership of data there has been a significant increase in student achievements.</li> </ul>
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<b>Priority 2</b>	<b>Priority Area 2: Use Tiered Intervention.</b>
<b>Reason for priority 2</b>	<ul style="list-style-type: none"> <li>● Results of analysis of: <ul style="list-style-type: none"> <li>○ Data for Literacy &amp; Numeracy</li> <li>○ Individual Class assessment</li> </ul> </li> <li>● Indicated that this is a priority area</li> </ul>
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>● Organising MiniLit and MulitLit groups for target students.</li> <li>● Completing the Extending Mathematical Understanding (EMU) Maths intervention program.</li> <li>● Utilising Literacy/Numeracy Focus Teacher to assist class teachers in catering for ability based groups and individual intervention programs.</li> <li>● Instructional leaders and teachers to develop skills in the use of Tier 2 intervention.</li> </ul>
<b>Status of priority 2</b>	<ul style="list-style-type: none"> <li>● The three tiered intervention focus has been very successful in targeting small groups with similar needs.</li> <li>● The Literacy/Numeracy Focus Teacher has provided effective individual intervention for those students not achieving expected outcomes.</li> </ul>

<b>Priority 3</b>	<b>Use of strategies and programs that strengthen home, school and community partnerships.</b>
<b>Reason for priority 3</b>	<ul style="list-style-type: none"> <li>● Lack of attendance at parent teacher meetings.</li> <li>● Parent support with reading progress needs to be consistent.</li> <li>● Parents wanting feedback on student's growth areas.</li> <li>● Professional development requested to support parents.</li> </ul>
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>● Implementation of regular parent/teacher meetings to discuss student's personal learning goals.</li> <li>● Scheduling regular parent information evenings to assist parents in supporting the teaching of literacy and numeracy.</li> <li>● Including educational support for parents in the weekly newsletters.</li> <li>● Inviting parents into the classroom to celebrate student's 'passion projects'.</li> <li>● Providing regular feedback to parents on students' achievements.</li> </ul>
<b>Status of priority 3</b>	<ul style="list-style-type: none"> <li>● Feedback to parents on student growth has been well received.</li> <li>● Professional development for parents could have been more frequent.</li> <li>● Monitoring of reading progress has improved.</li> </ul>

<b>Priority 4</b>	<b>Strengthen the focus on whole school instructional leadership.</b>
<b>Reason for priority 4</b>	<ul style="list-style-type: none"> <li>● The development of a strategic plan for professional development, which included nominated areas for growth for teacher learning plans.</li> <li>● Alignment with the system strategic plan for learning</li> </ul>
<b>Steps taken to achieve priority 4</b>	<ul style="list-style-type: none"> <li>● Focusing on high yield strategies to build the capacity of leadership. i.e. Learning Intentions/Success Criteria, Case Management, Instructional-Walks, Data Walls and professional conversations.</li> <li>● Focusing on the process of coach and mentor teachers to foster and support effective pedagogical practice.</li> </ul>
<b>Status of priority 4</b>	<ul style="list-style-type: none"> <li>● The process of Instructional Learning walks has been followed up by facilitated professional conversations which enabled the whole staff to reflect on nominated areas for further improvement.</li> <li>● Collective ownership of school data has led to significant growth in student outcomes.</li> </ul>

<b>Priority 5</b>	<b>Focus on school based professional development for teachers in personalised learning and diagnostic assessment.</b>
<b>Reason for priority 5</b>	<ul style="list-style-type: none"> <li>● Target children were nominated on Literacy/Numeracy plan using whole school data analysis and Case Management triggers.</li> </ul>
<b>Steps taken to achieve priority 5</b>	<ul style="list-style-type: none"> <li>● Scheduling regular: <ul style="list-style-type: none"> <li>○ data analysis meetings to make decisions about students who require support;</li> <li>○ team meetings to discuss students who are stuck or need acceleration; and</li> <li>○ Case Management meetings with all stakeholders.</li> <li>○ staff meetings to look at formative assessment as the key driver for determining student learning needs.</li> </ul> </li> <li>● Promotion of the school culture to foster greater professional collaboration and high expectations for student learning.</li> </ul>

<b>Status of priority 5</b>	<ul style="list-style-type: none"> <li>● Case Management has been a priority with all stakeholders aware of student needs and priorities for growth.</li> <li>● Facilitating professional development for staff on formative assessment.</li> <li>● Introduction of professional learning circles.</li> </ul>
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### Projected Priorities for 2017

<b>Priority 1</b>	<p><b>FAITH</b> Staff and students to enrich their own faith.</p>
<b>Reason for priority 1</b>	<ul style="list-style-type: none"> <li>● To give staff and students the time for personal reflection.</li> <li>● To develop an outdoor space where students and staff can engage in prayer, meditation and personal reflection to deepen their own faith development.</li> <li>● To guide staff and students in ways to develop and deepen their own faith.</li> </ul>
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>● Design and construct an outdoor prayer space.</li> <li>● Provide guidance to staff and students in ways to pray, meditate and reflect, through readings and modelling.</li> </ul>

<b>Priority 2</b>	<p><b>LITERACY</b> Empower teachers to inspire their students to improve their writing skills, and most importantly, learn to develop a passion for writing.</p>
<b>Reason for priority 2</b>	<ul style="list-style-type: none"> <li>● A desire to engage students more in writing.</li> <li>● Data has shown students struggle to use a variety of vocabulary, grammar, punctuation and spelling consistently in their writing.</li> <li>● Students struggle to be creative writers.</li> </ul>

<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>● Provide professional development for teachers in good pedagogy to teach writing.</li> <li>● Provide support and assistance to all teachers by offering training in ‘Seven Steps to Writing’.</li> <li>● Implement ‘Seven Steps to Writing’ across the school.</li> <li>● Provide professional reading on using digital technology to enhance creative writing.</li> <li>● Share lesson plans, ideas and inspiration about writing during staff meetings by creating a “Writing Time” sharing on the agenda.</li> </ul>
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<b>Priority 3</b>	<b>NUMERACY</b> Setting personal student learning goals based on data.
<b>Reason for priority 3</b>	<ul style="list-style-type: none"> <li>● For students to take ownership of their learning.</li> <li>● For learning growth to be realised through students knowing what they need to learn next and how they can achieve it.</li> <li>● For more effective use of data collected by teachers.</li> <li>● To allow teachers to share data with their students in a constructive way.</li> </ul>
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>● Exploring professional reading on using Data Walls and the Numeracy Continua and providing feedback to students.</li> <li>● Each student to have an “I can” statement checklist of the Numeracy Continua markers.</li> <li>● Develop further “I can” statements for those students going beyond current continua markers shown in ELK.</li> </ul>

<b>Priority 4</b>	<b>Innovation</b> Re-Designing the Learning Environment- The Third Teacher
<b>Reason for priority 4</b>	<ul style="list-style-type: none"> <li>● To change classroom pedagogy so that it will be responsive to children’s interests.</li> <li>● To provide opportunities for children to make their thinking visible.</li> <li>● To foster further learning and engagement.</li> <li>● To empower student learning through collaboration- digitally, physically, socially, intra/inter-classroom.</li> <li>● To give weight to student voice through dialogue- to develop critical thinking as students clarify, articulate, justify and synthesise their ideas.</li> <li>● To focus on student solutions and interpretations- moving the focus away from the answer as being the point of discussion to the processes and strategies.</li> <li>● To encourage real world problem solving-intellectually engage students to develop higher order thinking skills and habits of mind that lead to deep learning.</li> <li>● To build self-efficacy- having a positive mindset about the task and of one’s own ability to master it.</li> </ul>
<b>Steps taken to achieve priority 4</b>	<ul style="list-style-type: none"> <li>● Purchase and use innovatively, furniture designed for 21st Century learning spaces to allow students to work together in different ways.</li> <li>● Explore professional reading about best practice pedagogies for contemporary learning spaces.</li> <li>● During the year, provide opportunities for all staff to visit an innovative school to investigate contemporary classroom learning spaces.</li> <li>● Sharing of expertise around the use of flexible timetabling for collaborative learning.</li> <li>● Gifted &amp; Talented – engaging in digital classrooms - GEODE Moodle.</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**

Client satisfaction surveys indicate that satisfaction with the school is high. From conversations and meetings with the School Committee and the Parents and Friends Association, it is evident that the parent community is very satisfied with the work, care and effort of the staff to provide a quality learning environment for all students. Parents feel the school has provided and promoted many school community activities for parents to participate in and to feel connected to their child's school. Many activities have been held outside school hours to allow working parents to attend. Parent comments made during these events were affirming of students, teachers and leadership. Parents regularly report during dialogue with staff, that they were appreciative of the open communication between home and school and the ability to resolve issues through discussion and action.

### **Student Satisfaction**

The students reported they are very grateful for attending a Catholic school. The majority of students think St Joseph's is a safe environment to learn and the staff display genuine concern and care for all students. They are actively involved in decision making through the Student Representative Council. Extra school activities such as excursions are always fun and help them to form stronger friendships.

### **Teacher Satisfaction**

The anecdotal evidence and the written feedback provided by the staff indicate that they are very satisfied with the work environment. They strongly agree that the school supports the rich traditions of the Catholic faith and they feel most students understand their rights and responsibilities. They are aware of the importance of consistent moderating to ensure that the best possible learning can occur for all students. Teachers continue to discuss their concerns for the overcrowded curriculum and pressures of compliance. They are appreciative of the professional development opportunities and the buildings and facilities.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES 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>		<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Commonwealth Recurrent Grants	<b><i>\$840,047</i></b>	Capital Expenditure	<b><i>\$10,124</i></b>
Government Capital Grants	<b><i>\$8,634</i></b>	Salaries and Related Expenses	<b><i>\$1,029,257</i></b>
State Recurrent Grants	<b><i>\$249,148</i></b>	Non-Salary Expenses	<b><i>\$218,799</i></b>
Fees and Private Income	<b><i>\$160,057</i></b>	Total Expenditure	<b><i>\$1,258,180</i></b>
Other Capital Income	<b><i>\$0</i></b>		
Total Income	<b><i>\$1,257,886</i></b>		