

# Annual School Report



## St Joseph's Parish Primary School, Nyngan

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## ABOUT THIS REPORT

St Joseph's Parish Primary School, Nyngan 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**

The primary purpose of St. Joseph's Parish School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the development and well-being of each individual student. Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas during 2016. Our vision is to build a positive learning community that thrives on quality relationships and develops inquiring minds. Our goal is to nurture learners who feel valued and safe to explore opportunities with confidence and be passionate about their learning in readiness for future challenges.

### **Parent Body Message**

The Parents & Friends (P & F) Association has had another profitable year with our total fundraising for the year exceeding \$15,000. Throughout the year we have sold raffle tickets and 100 Club tickets, catered for in-services hosted by the school, held street stalls, organised 'Meal Deal' days at the canteen, held the annual fete and raised money through the RSL Foyer tickets. Thanks to the generosity of our families and the wider Nyngan community we have been able to: subsidise the Stage 3 Excursion to Sydney; buy a new freezer for the canteen as well as purchase more home readers and other general school supplies. It has been another successful year of fundraising for St Joseph's P & F Association and we are very happy to do our bit to improve the learning environment of St Joseph's School.

*St Joseph's Parents & Friends Committee*

### **Student Body Message**

This year the Student Representative Council (SRC) has been extremely busy participating in different activities to raise money and show our support for charitable organisations. Some of the things we have helped organise in 2016 include: Cerebral Palsy Day; MacKillop Foundation Day; Footy Colours Day; Project Compassion Fundraising; SRC Disco; local aged care hostel Visits; Mini Vinnies Gathering; Spelling Survivor and a Mufti Day. Our Mufti Day was very successful raising \$2100 for a student who was battling cancer. We really enjoyed spending time

with the residents of the local aged care hostel, chatting with them and enjoying a game of Snakes and Ladders and Connect Four with them. We have enjoyed our time on the SRC and the opportunities we have had to take on leadership roles and help others who need our support.

***Members of the St Joseph's Leadership Team***

## SECTION TWO: SCHOOL FEATURES

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Nyngan. The School caters for students in Kindergarten to Year 6 and has a current enrolment of 145.

St Joseph's Parish School, Nyngan was founded in April 1884 by the Sisters of St Joseph. At that time, Nyngan was part of the Dubbo parish, within the Bathurst Diocese. In 1887 the Wilcannia-Forbes Diocese was formed. In 1911 Fr. John Moran organised the building of the school at the corner of Terangion and Warren Streets. In 1914, he had the two-storey convent on the corner of Terangion and Bogan Street constructed. Fr John Sexton arrived as Parish Priest in 1932 and managed the parish for 36 years. In his time, he doubled the size of the building constructed in 1911, as well as approving the building of the Infants School in Bogan Street which was completed in 1967. The first Lay Teacher was employed at St Joseph's in 1965. The secondary section of the school was closed in 1972 and the two-storey convent was demolished in 1987. St Joseph's newest building, MacKillop Hall, was constructed through an initiative of the Federal Government - 'Building the Education Revolution'. MacKillop Hall was officially opened on Sunday, 1 May 2011. This year renovations were made to the Infants building to encompass a Special Needs Unit. This work was made possible due to a Capital Works Grant from the Commonwealth Government and was completed in July 2016.

At the end of 2005 the Sisters of St Joseph withdrew from St Joseph's School. A Sister of St Joseph continues to work in the parish, visiting the sick and families as well as conducting Catholic scripture lessons at Nyngan Public School. Our Parish Priest left Nyngan at the end of 2016 and was replaced by another Parish Priest who divides his time between the parishes of Nyngan and Warren.

Our enrolment numbers remain high this year which is encouraging. A number of our families live on farming properties and rely on sheep, wheat, wool and cattle for their livelihood. Copper and other minerals are mined near Nyngan and many of our parents are employed to work in different capacities within the mining industry.

## 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
69	76	9	145

\* 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 92%. Attendance rates disaggregated by Year group are shown in the following table.

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

## **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 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 that 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
12	7	19

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

Percentage of staff who are indigenous	15.7%
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### Teacher Standards

The NSW government requires that this Report details 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.	12
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 -Child Protection/Code of Conduct
Term 2	Day 2 -Australian Curriculum - Geography
Term 3	-
Term 4	Day 3 -Religious Education - Staff Spirituality Day Day 4 -First Steps Writing Day 5 -The Collaborative Approach to Teaching and Learning

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:

- Learning Environments Conference, Melbourne – 1 staff
- Principals’ Conferences – 1 staff
- Governance Training –1 staff
- Gifted and Talented Course – 1 staff
- Tournament of Minds Induction – 1 staff
- Religious Education Coordinator Conference – 1 staff
- First Aid Course – 18 staff
- Leaders of the Future – 1 staff
- EMU Maths Workshops – 3 staff
- ICT Teacher Training – 1 staff
- Guided Reading Strategies – 10 staff
- Spelling Workshop – 10 staff
- School Visits – Sydney, Albury, Wagga – 9 staff
- John Hattie in Canberra – 2 staff
- First Steps Writing – 10 staff
- Habits of Mind In-service – 10 staff
- University Study – 1 staff
- Bronze Medallion – 4 staff

## 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**

During the 2016 scholastic year, the Catholic children in Year 3 received the Sacrament of Confirmation and those in Year 4 celebrated their First Communion and participated in the Sacrament of Reconciliation for the first time. The school is fortunate to have a resident priest who is available to celebrate Mass daily. As a whole school, we have celebrated Mass on the following feast days: Ash Wednesday, St Patrick, St Joseph, Sacred Heart and Saint Mary of the Cross MacKillop. Specific Masses were celebrated for Catholic Schools' Week, the Year 6 Retreat and Year 6 Graduation as well as Fathers' Day. The school also conducted liturgies for the Stations of the Cross, Easter, ANZAC Day, National Sorry Day, Mothers' Day, NAIDOC and Remembrance Day. Stage Masses were celebrated regularly.

The children pray regularly during the school day, in the morning, before recess and lunch and at the end of the day. The school bell is rung at midday to signal the praying of the Angelus in all classrooms. The children are encouraged to take an active role in school liturgies and pray in a reverent and respectful manner.

The students actively supported Caritas and Catholic Mission endeavours, raising money to help the poor and oppressed. The older students are members of the Mini Vinnie's group and visited the elderly residents of the local aged care hostel on a weekly basis in Terms 3 and 4.

### **Parish Partnerships**

Members of the staff are often readers at Sunday or Saturday night Masses and are ministers of the Eucharist. One member of the staff serves on the Parish Council. Staff members are involved in the events of the church as they arise. Our Parish Priest was invited to all major activities at the school. The school prepares the children to be altar servers. The Religious Education Co-ordinator, along with the class teacher,

plays an important role in the preparation of our students for the reception of the Sacraments.

### **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.

Year 4 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*.

<b>Our School's average result (as a mark out of 35)</b>	
Year 4	21

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 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.

### Students with Disabilities

In 2016 six children with learning disabilities were provided with Government funding for specifically allocated time to assist them in Literacy and/or Numeracy. Some were withdrawn from class to work intensely with a support staff member; others were given assistance in class as part of a group. This year a child with high needs was enrolled in Kindergarten. This student attends school daily, has a full time carer to assist in the classroom and is included in all activities.

### Aboriginal Education

All Aboriginal children have a personalised learning plan (PLP) which focuses on achieving specific learning goals either in Literacy or Numeracy. Meetings are held each semester to discuss the children's PLPs with the principal, AEW, teacher and parents in attendance. The Aboriginal Education Worker (AEW) may work with the children in a group situation in the classroom or may withdraw students to receive individual assistance; this depends on the children's needs at the time.

### ICT Initiatives

As 21<sup>st</sup> century educators we must continue to up-skill our students in their use of digital technology and to embrace the technological revolution. We have continued, as part of our daily practice, to enhance student learning through the use of digital devices in all classrooms by accessing online learning portals such as Mathletics and Reading Eggs. There are InterActive Boards in each classroom for teachers to utilise during their lessons and students are encouraged to research using appropriate websites on the internet. Teachers and students create and share Google Docs as part of their daily routine.

### PDHPE/Sport Programs

Students at St Joseph's participate in a wide variety of sporting events throughout the year. Fundamental Movement Skills are taught to all students from Kindergarten to Year 6 at a level appropriate to their age and ability. This year St Joseph's was successful in securing a Sporting Schools Grant which enabled our children to participate in a week of hockey lessons during Term 3. This was a wonderful opportunity for our students to learn new skills that were taught to them by a professional hockey teacher. As a 'Crunch and Sip' school we continue to encourage our students to make healthy food choices through their daily fruit break each morning.

### Excursions

- Kindergarten visited the Taronga Western Plains Zoo in Dubbo.
- Stage 1 (Years 1-2) students enjoyed a day in Dubbo where they watched 'The Very Hungry Caterpillar' at the Regional Theatre and participated in activities at the Regional Art Gallery.
- Stage 2 (Years 3-4) students attended a three day excursion to the Lake Burrendong Sport and Recreation Camp and visited the Wellington Caves.
- Stage 3 (Years 5-6) students journeyed to Sydney for a week of learning at many historical sites.

### Gifted and Talented Education

This year our Special Education teacher has begun working on problem solving skills with a group of gifted and talented children. These children worked collaboratively to develop a presentation for the Tournament of Minds Challenge in Bathurst. The

children competed in the Literary division and found the experience to be very rewarding and a lot of fun.

### Extending Mathematical Understanding (EMU)

This is a whole school approach to the teaching of Mathematics and aims to develop strategies for improved Mathematics learning. Each child participates in a one-to-one Mathematical Assessment Interview (MAI) with their class teacher. The data collected from this interview places the child at a particular growth point. Lessons are created using concrete materials and open ended questioning to increase each child's Mathematical understanding and thus move them through the growth points once understanding has been achieved. This is a researched based program which is highly motivating and meets the needs of all learners.

### EMU Intervention Program

Students in Year 1 who are vulnerable in the Number strand following their MAI testing are placed on an EMU Intervention program. Three students meet with their EMU specialist teacher four times a week to work on activities that are designed to increase their Mathematical understanding. Once success has been achieved the children return to their class to continue with their class Mathematics program and three more children begin the intervention process.

## 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%	68.8%	71.9%
	Reading	100%	96.9%	68.8%	70.9%
	Writing	100%	98.7%	75.1%	80.8%
	Spelling	100%	96.8%	68.9%	76.1%
	Numeracy	93.7%	96.9%	62.5%	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	94.1%	96%	70.6%	64.2%
	Reading	88.2%	94%	58.8%	62.3%
	Writing	94.1%	94.8%	53%	50%
	Spelling	88.2%	94.6%	58.8%	63.6%
	Numeracy	100%	95.8%	58.9%	57.1%

### Year 3 Analysis

Our Year 3 results are quite pleasing with only one student in Numeracy below the national minimum standard. Students in the top three bands compare favourably with the state in all areas. Our Writing results, in particular, are encouraging with three quarters of our students in the top three bands. There has been an improvement in our Spelling and Grammar/Punctuation results; however we need to continue to strive to make improvements in all areas through a continued emphasis on best practice and explicit teaching.

### Year 5 Analysis

Overall we are pleased with the Year 5 results; however it is acknowledged that there is certainly room for improvement. This is a small cohort with two students below the national minimum standard (NMS) in Spelling and Reading and one student below the NMS in Writing and Grammar/Punctuation. The obvious area for improvement is Writing with only half the cohort in the top three bands. This is on par with the state; however it shows that measures need to be taken to increase student results in this area.



## 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 pre-requisite 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.

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 request and are available on the diocesan website.

## **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.

## **Initiatives Promoting Respect and Responsibility**

The values of respect and responsibility are reflected across all dimensions of school life. Some examples include:

- Peer Support: Led by the Year 6 students under the guidance of their teachers. This program was run in Term 3 and the theme was 'Stronger Together'. Students from Kindergarten to Year 6 participated in thirty minute sessions with the Year 6 students responsibly conducting lessons associated with the theme.
- Making Jesus Real: This whole school 'way of life' focuses on respect, justice, fairness, tolerance and resilience and uses Jesus as a model to teach children to be better members of their community. Each fortnight there is a different emphasis and this is promoted in all classes from Kindergarten to Year 6.
- Restorative Practices: Regular 'restorative circles', as part of school practice, provide opportunities for the promotion of our school based rights and responsibilities as named in the Behaviour Management Policy.
- Student Leaders: All Year 6 students and a representative from Years 3-5 are invited to become student leaders. They are expected to be good role models and take on a variety of responsibilities during the year including representing the school at community gatherings and welcoming visitors to the school.
- Mini Vinnies: St Joseph's student leaders enthusiastically attended meetings at school in order to coordinate fundraising events to raise money for those less fortunate. They also visited the elderly during Thursday lunch times to provide friendship and respectfully listen to stories from the past.
- School Gardens: All students are encouraged to look after their class gardens throughout the year – watering, weeding, sowing the seeds and harvesting the produce. Under the guidance of our groundsman, they have created a sustainable garden that is well established and a great asset for our 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><i>To strengthen the bonds between St Joseph’s Parish School and St Patrick’s Parish.</i></b>
<b>Reason for priority 1</b>	<ol style="list-style-type: none"> <li>1. There was a perceived lack of interaction between members of the parish and the school community.</li> <li>2. There was request from parishioners for more celebrations of Children’s Masses on weekends.</li> <li>3. Staff wanted to encourage visits to the school by members of the parish.</li> <li>4. The preparation of children for the reception of the Sacraments has become solely the role of the school.</li> </ol>
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>• Greater interaction between parishioners, staff and students through invitations to special morning teas and other school functions.</li> <li>• More celebrations of Children’s Masses on weekends.</li> <li>• Encouraging informal visits to the school by members of the Parish Council.</li> <li>• Strengthening the link between the school and parish for the involvement of parishioners in the preparation of children for the reception of the Sacraments.</li> </ul>
<b>Status of priority 1</b>	<ul style="list-style-type: none"> <li>• More parishioners have attended school functions in 2016.</li> <li>• On occasions students have read at weekend Masses however the school did not prepare ‘Children’s Masses’ for weekend worship.</li> <li>• The children are still prepared for the reception of the Sacraments by the class teachers.</li> <li>• Our Parish Priest left Nyngan at the end of the year and was replaced by another Parish Priest.</li> </ul>

<p><b>Priority 2</b></p>	<p><i>To embed new practices in our Mathematics lessons and to improve mathematical understanding for all children.</i></p>
<p><b>Reason for priority 2</b></p>	<ol style="list-style-type: none"> <li>1. The CEO has employed Dr Ann Gervasoni to lead the introduction of Extending Mathematical Understanding (EMU) Maths throughout the diocese.</li> <li>2. Our Mathematics results in diagnostic tests and NAPLAN could improve significantly.</li> <li>3. There is a need to change pedagogy to include more open ended questions and increase critical thinking skills.</li> </ol>
<p><b>Steps taken to achieve priority 2</b></p>	<ul style="list-style-type: none"> <li>• Focus teachers and Principal attended professional learning opportunities, facilitated by Dr Ann Gervasoni, at the Catholic Education Office.</li> <li>• Staff meetings were held to relay the new learnings to the whole staff.</li> <li>• Reviewing the current Agreed Practice for Mathematics.</li> <li>• EMU Intervention Groups were formed to increase mathematical understanding of students at risk in Year 1.</li> <li>• Use of assessment data to inform teaching and learning.</li> <li>• Utilised more ‘hands on’ lessons to engage the learner.</li> </ul>
<p><b>Status of priority 2</b></p>	<ul style="list-style-type: none"> <li>• Began Mathematical Assessment Interview (MAI) testing for all students K-6.</li> <li>• Teachers using the updated Agreed Practice for Mathematics.</li> <li>• EMU Intervention groups are making progress.</li> <li>• Teachers are programming one to two weeks in advance and are using assessment results to inform teaching and learning.</li> <li>• New Mathematical resources have been purchased and are located in classrooms.</li> <li>• Concrete (hands-on) materials and open ended questions are now part of all Maths lessons.</li> <li>• One Professional Learning staff meeting per term is set aside for Mathematics.</li> </ul>

<p><b>Priority 3</b></p>	<p><i>To improve the teaching of Spelling and Grammar and Punctuation across the school.</i></p>
<p><b>Reason for priority 3</b></p>	<ol style="list-style-type: none"> <li>1. Our results in this area are in need of improvement.</li> <li>2. New resources to teach Spelling and Grammar and Punctuation need to be found to support improvement in teaching and learning.</li> </ol>
<p><b>Steps taken to achieve priority 3</b></p>	<ul style="list-style-type: none"> <li>• Time needs to be spent evaluating our teaching practices to ensure that best practice and explicit teaching is taking place.</li> <li>• Participate in professional learning associated with the best practice for teaching explicit lessons.</li> <li>• Put the knowledge into practice.</li> <li>• Use a wide range of strategies and multimodal resources to engage students in learning.</li> </ul>
<p><b>Status of priority 3</b></p>	<ul style="list-style-type: none"> <li>• NAPLAN results have improved.</li> <li>• There is a greater emphasis on explicit teaching of spelling strategies and less emphasis on worksheets.</li> <li>• A site licence has been purchased for the “Sound Waves” online spelling learning programme. Lessons are more engaging and a wide range of strategies are being employed.</li> </ul>

**Projected Priorities for 2017**

<p><b>Priority 1</b></p>	<p><i>By December 2017, students will demonstrate an increased engagement in liturgy as celebrated in our local community by our Parish Priest.</i></p>
<p><b>Reason for priority 1</b></p>	<ol style="list-style-type: none"> <li>1. Our Parish Priest is new to our community.</li> <li>2. Stronger links with the parish community could be developed.</li> <li>3. Teachers and students alike need to develop a greater understanding of liturgy.</li> <li>4. For students and staff to build a relationship with our Parish Priest and to make him a familiar face in our school.</li> </ol>
<p><b>Steps taken to achieve priority 1</b></p>	<ul style="list-style-type: none"> <li>• The Parish Priest will lead a Liturgy PL day on 24th April, 2017.</li> <li>• Invite the Parish Priest to PL opportunities, school functions and class visits.</li> <li>• Share yearly planner with the Parish Priest.</li> <li>• Invite the Parish Priest to share his knowledge of music with us.</li> <li>• Organise a Parish Morning Tea twice a year, during school terms, with staff and parishioners taking turns to host.</li> <li>• Continue to put a paper copy of the school newsletter in the church.</li> <li>• Staff to continue to volunteer at weekend Masses and be active members of the St Patrick’s Church community.</li> </ul>

<b>Priority 2</b>	<ul style="list-style-type: none"> <li>▪ <b><i>By December 2017, 75% of student will be achieving at their expected writing cluster.</i></b></li> <li>▪ <b><i>By December 2017, all students will progress through one writing cluster per academic year.</i></b></li> </ul>
<b>Reason for priority 2</b>	<ol style="list-style-type: none"> <li>1. Our students are generally reluctant writers.</li> <li>2. Students are slow to move through clusters.</li> <li>3. Students need to be explicitly taught how to write well-structured texts for a range of purposes.</li> <li>4. Our results in writing need improving.</li> </ol>
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Undertake whole school professional learning on Writing i.e. unpack the ‘Seven Steps to Writing Success’ program.</li> <li>• Students will be explicitly taught using the ‘gradual release of responsibility’ model, to follow the ‘Seven Steps to Writing Success’.</li> <li>• Make writing a focus every day.</li> <li>• Writing Cluster Groups to be displayed in the Classroom.</li> <li>• Students informed of criteria needed to move to the next cluster.</li> </ul>

<b>Priority 3</b>	<p><b><i>By December 2017, all students at St Joseph’s will be tracked and recorded each term according to MAI growth points in Number.</i></b></p>
<b>Reason for priority 3</b>	<ol style="list-style-type: none"> <li>1. To pinpoint trends across the school to target instruction.</li> <li>2. To know exactly where our students are and where they need to go next.</li> <li>3. To successfully move our children from concrete to partial modelling to abstract thinking.</li> <li>4. To build capacity in all teachers to know their students and how they learn best.</li> </ol>

<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"><li>• Teachers to be provided with observation proformas and profiles</li><li>• All teachers to track and record student progress.</li><li>• Concrete material available for all lessons.</li><li>• Create open ended tasks with the capacity to enable or extend.</li><li>• Schedule one professional learning staff meeting per term to focus on the teaching of Mathematics.</li></ul>
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## 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**

Feedback from our parents has been extremely positive again this year. Our parents feel that St Joseph's Parish School provides their children with a safe and supportive environment and that the teachers are genuinely interested in their children's welfare. They also believe that St Joseph's helps their children develop a sound knowledge and understanding of Catholic tradition. Most parents stated that they are made feel very welcome at our school and that they are provided with many opportunities to become involved in school activities. They feel that their children are regularly challenged to maximise their learning outcomes especially in Literacy and Numeracy. Our parents also believe that the teachers encourage their students to be open minded and critical thinkers.

### **Student Satisfaction**

All students feel safe and supported at school and understand that they have rights and responsibilities. Most of them are engaged in learning and the various aspects of school life. They believe that their class teachers care about them and help them to learn to the best of their ability. Our students appreciate the many and varied sporting opportunities that are available throughout the year and are always eager to represent their school at the higher levels of competition. They indicated that they continue to enjoy working in the school gardens and looking after the chooks. All students enjoyed their annual school excursions and proudly represented St Joseph's School at the various community events held throughout the year.

## **Teacher Satisfaction**

The staff indicated that they are very happy working at St Joseph's Parish School. They believe that the staff group is dedicated and hardworking and that all do their very best for all children in their care. They are keen to work collaboratively together to promote independent and interdependent learning in their classrooms. They are very grateful for the many opportunities provided by the Diocesan Office to participate in professional learning. They are keen to enhance their teaching skills and understanding of best classroom practice in order to improve learning outcomes and promote lifelong learning for their students.

## 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>\$1,450,676</i></b>	Capital Expenditure	<b><i>\$388,638</i></b>
Government Capital Grants	<b><i>\$251,278</i></b>	Salaries and Related Expenses	<b><i>\$1,807,435</i></b>
State Recurrent Grants	<b><i>\$490,670</i></b>	Non-Salary Expenses	<b><i>\$371,867</i></b>
Fees and Private Income	<b><i>\$239,844</i></b>	Total Expenditure	<b><i>\$2,567,940</i></b>
Other Capital Income	<b><i>\$31,266</i></b>		
<b>Total Income</b>	<b><i>\$2,463,734</i></b>		