

2019 ANNUAL SCHOOL REPORT



St Joseph's Parish Primary School, Nyngan



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Faith, Learning and Transformation in Jesus Christ



ABOUT THIS REPORT

St Joseph's Parish Primary School, Nyngan 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

The primary purpose of St Joseph's Parish Primary 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. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school. The students' achievements and accomplishments were showcased throughout 2019. Student work was proudly displayed in classrooms, in MacKillop Hall, at school assemblies and in the local community. It has been an absolute privilege to be part of such a positive learning community where all stakeholders work together to improve student outcomes and provide opportunities for all to reach their full potential.

Parent Body Message

Once again the Parents and Friends Association have had another successful year with the highlight being the Annual School Fete held in early November. Our sincere appreciation is extended to all members of the school community who have contributed in any way towards our fundraising efforts this year. Total fundraising for 2019 was approximately \$18 000 from the annual fete, Rugby canteen proceeds, raffles, pie drive, school canteen sales and the 'When Will it Rain?' guessing competition. This was a wonderful effort from all involved. Significant donations to the school this year included the purchase of drink coolers; help with the travel component of excursions for Stages 2 and 3; as well as assistance with the annual Year 6 Graduation luncheon. We have, indeed, had a very prosperous year and we are grateful to all who have supported the Parents and Friends Association in 2019.

St Joseph's Parents and 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 various charitable organisations. Some of the things we have helped organise in 2019 include: Cerebral Palsy Day; Project Compassion fundraising; SRC disco; local aged care hostel visits; Footy Fever Day, Melbourne Cup 'Fancy Hat' Day for Catholic Mission and a movie night. We really enjoyed spending time with the residents of the local aged care hostel, chatting with them and playing games. Our time on the SRC has been rewarding as we have had a chance to make a difference and support those in need.

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 110.

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.

At the end of 2005 the Sisters of St Joseph withdrew from St Joseph's School and at the end of 2016 they finished their association with St Joseph's Parish. Our Parish Priest divides his time between the parishes of Nyngan and Warren.

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. Severe drought conditions continue to plague our small community with some families leaving to find employment elsewhere while others struggle to keep their farms economically viable. The local mines also rely on water as it is required in the mill for the separation of the minerals from the ore body and has many other uses on the mine sites. Rain is desperately needed to reinvigorate the livelihoods of all residents of the Nyngan community.

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
55	55	6	110

* Language Background Other than English

Enrolment Policy

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

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

Student Attendance Rates

The average student attendance rate for the School in 2019 was 88.4%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.6%
Year 1	84.7%
Year 2	90.2%
Year 3	87.5%
Year 4	88.1%
Year 5	89.8%
Year 6	87.9%

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
8	8	16

* This number includes 6 full-time teachers and 2 part-time teachers.

Percentage of staff who are indigenous	25%
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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 NESAs. 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	Child Protection Science and Technology - An Introduction to the New Syllabus
Term 2	Religious Education (RE) - Developmental Stages (3 Years to Adolescence)
Term 3	Stronger Smarter Workplace Training
Term 4	First Aid Training

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:

- Introduction to New Science and Technology Syllabus - 8 staff
- EMU Specialist - OPaL Sessions - 2 staff
- Additional Needs - Gifted Education- 1 staff member
- Additional Needs Conference - 1 Staff member
- Religious Education Coordinator (REC) Conference - 1 staff member
- Stronger Smarter Workplace Training - 16 staff
- English Programming and Timetable Expectations - 8 staff
- 'Live Life Well @ School' Professional Development Day - 2 staff
- Literacy/Numeracy Focus Teacher Professional Learning - 2 staff
- Introduction to PDHPE Syllabus - 8 staff
- Lead The Way Towards Wellbeing Conference - 2 staff
- Strategies for Managing Challenging Student Behaviour- 5 staff
- Extending Mathematical Understanding Specialist Course - 1 staff member
- 'You Can Do It' Wellbeing Program - 2 staff
- 2019 Compliance Cluster Workshops for Principals - 1 staff member
- 2019 Compliance Management Tool School Training - 3 staff
- Principals' Meetings - 1 staff member.
- Aboriginal & Torres Strait Islander Catholic Education State Conference - 3 staff
- Introduction to Google Classroom - 2 staff
- Royal Far West Webinars - Regulation Strategies for Children Experiencing Trauma - 8 staff
- First Aid Course - 15 staff
- New Religious Education Curriculum - Pedagogy - 8 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

St Joseph's Parish Primary School is fortunate to have a resident priest who is available to celebrate Mass on a regular basis. As a whole school, we have celebrated Mass on the following feast days: Ash Wednesday, St Joseph, Sacred Heart, Saint Mary of the Cross MacKillop, Assumption, and All Saints Day. Specific Masses were celebrated for Catholic Schools' Week and Year 6 Graduation. The school also conducted liturgies for St Patrick's Day, the Stations of the Cross, ANZAC Day, Mothers' Day, NAIDOC Day, Fathers' Day and as part of the Year 5 Leadership Day. Stage Masses were celebrated when possible.

This 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 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, Catholic Mission and St Vincent de Paul 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.

Towards the end of each term students in Years 4 to 6 were able to participate in Youth Club activities after school. These very engaging sessions were facilitated by the Diocesan Youth Ministry Coordinator and were well attended.

Parish Partnerships

Members of the staff are often readers at Sunday or Saturday night Masses and are ministers of the Eucharist. 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 Religious Education Coordinator, 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.

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

Our School's average result (as a mark out of 35)	
Year 4	18
Year 6	14

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

Primary Curriculum

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

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

Students with Disabilities

In 2019 four children with learning disabilities were provided with Government funding for specifically allocated time to assist them in Literacy and/or Numeracy. These children are in Stage 2 and have been provided with intervention programs in Literacy and Numeracy. They complete their learning tasks with the assistance of support staff who work collaboratively with the classroom teachers to address their learning needs. One child in Year 3 has high needs and requires wheelchair access in order to enter school buildings. 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, Aboriginal Education Workers (AEWs), teachers and parents in attendance. The AEWs usually work with the children in their classrooms however they may withdraw students to receive individual assistance; this depends on the children's needs at the time. The AEWs are also required to assist the students with cultural learning throughout the year.

STEM Initiatives

Our students have, for four years now, used Chromebooks as part of daily practice to enhance student learning in all classrooms. This year we have focused on the promotion of STEM activities which incorporates the use of digital technologies and construction materials. There have been numerous hands-on lessons throughout the year in every classroom that have challenged our children to be critical thinkers, collaborators and good communicators. The teaching staff has participated in professional learning opportunities to upskill them with lessons designed to challenge the students in the areas of Science, Technology, Engineering and Mathematics.

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 once again in securing Sporting Schools Grants where gymnastics sessions were conducted and lawn bowls equipment was purchased. This was a wonderful opportunity for our students to learn new skills that were taught to them by professionals as well as their classroom teachers.

Excursions

Our children were given the opportunity to participate in the following excursions during 2018:

- Kindergarten and Stage 1 (Years 1-2) - Wambangalang Environmental Education Centre in Dubbo
- Stage 2 (Years 3-4) - Lake Burrendong Sport and Recreation Camp
- Stage 3 (Years 5-6) - Canberra.

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. EMU Maths includes an intervention program for students in Year 1 for those who need extra support to increase their mathematical understanding.

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 %	75.0%	76.8%
	Reading	90.0%	97.8 %	60.0%	75.7 %
	Writing	100 %	95.4%	85.0 %	66.3 %
	Spelling	90.0 %	95.4%	55.0 %	74.5%
	Numeracy	90.0%	98.8%	55.0%	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	90.9%	93.2 %	45.5 %	62.2%
	Reading	90.9 %	95.7%	54.6 %	68.2%
	Writing	90.9%	94.5%	45.5%	51.7 %
	Spelling	90.9 %	88.0%	54.6 %	67.2 %
	Numeracy	90.9%	97.1%	36.4.%	60.8 %

Year 3 Analysis

Our overall Year 3 results were pleasing especially in Writing, with 85% of students in the top three bands. Two students were below the national minimum average in Reading, Spelling and Numeracy. These students have already been identified as children with additional needs and are provided with one-to-one support in the classroom.

Year 5 Analysis

This year a small cohort of 11 students participated in the National Assessment Program. One student was below the national minimum standard in all areas of Literacy and Numeracy. Approximately half the cohort were in the top three bands in Reading and Spelling however results in Numeracy were generally quite low. Most of the cohort were at or above expected growth in all areas of Literacy. In Numeracy, only one student was at or above expected growth with 91% of the cohort below expected growth.

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. This policy was reviewed and 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.

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.

- 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 expectations 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, chairing assemblies 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. During Terms 3 and 4 they also visited the elderly during Thursday lunch times to provide friendship and respectfully listen to stories from the past; and
- 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 2019

Priority 1	<p>By December 2019, our students will strengthen their Catholic identity through improved knowledge of doctrine.</p> <p>We will improve teaching and learning practices by utilising the Three Senses Framework.</p> <p>We will continue to build on parish and community links through cultural awareness days and youth events.</p>
Reason for priority 1	<ol style="list-style-type: none"> 1. Data from 2017 and 2018 Religious Literacy Assessments showed results below the diocesan average. 2. Identified need for deeper engagement with the Religious Education curriculum. 3. Identified the need to make youth a priority across the Diocese. 4. Identified the need to tap into the various cultural groups within St Joseph’s School.
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	<ul style="list-style-type: none"> ● Religious Education data tracking wall based on RLA testing. ● Meaningful Religious Education maintenance based on data. ● Implementation of Three Senses of Scripture Framework. ● Continue to make youth a priority in our parish. ● Conduct Learning Walks and Talks. ● Initiate a cultural awareness activity - Respect for All - ‘Tell Us Your Story’.
Status of priority 1	<p>Our Religious Literacy Assessments continue to be below the diocesan average especially in Year 6. With the introduction of a new Religious Education curriculum in 2020 it was decided not to implement the Three Senses of Scripture Framework in 2019.</p> <p>Youth Club meetings were successfully held each term with quite a large number of Primary School children in attendance however not as many from Nyngan High School.</p> <p>A successful cultural awareness community day was held in March to celebrate Harmony Day.</p>

<p>Priority 2</p>	<p>By December 2019, our students' use of writing strategies will be consolidated. They will be supported by the 'Seven Steps Writing' and 'First Steps' resources and will be reflected through improved work samples and movement through the Literacy Learning Progressions.</p> <p>Comprehension growth will be measured periodically using the Learning Progressions, PAT testing and Benchmarking Reading Assessment.</p> <p>Continued implementation and embedding of Lyn Sharratt's 14 parameters will assist in the development of quality educational outcomes.</p>
<p>Reason for priority 2</p>	<ol style="list-style-type: none"> 1. Formal testing is not consistent with the assessment results attained during class observations/work samples in both Reading and Writing. 2. Learning Walks and Talks, Learning Intentions and Success Criteria and Case Management are to be further embedded in all stages at St Joseph's. 3. Instructional Strategies such as gradual release of responsibility model, accountable talk, differentiated instruction, high order thinking and rich tasks are to be employed by all staff. 4. A conscious effort must be made to run intervention programs (PreLit, MiniLit and MacqLit) at least four times per week.
<p>Steps taken to achieve priority 2</p>	<ul style="list-style-type: none"> ● Explicitly teach stage appropriate comprehension strategies as outlined in the Wilcannia-Forbes English K-6 Scope and Sequence and Benchmarking assessment. ● Initial introduction of Progressions and ongoing Professional Learning. ● Students informed of criteria needed to move to the next levels in progressions. ● Students explicitly taught through the gradual release of responsibility in all areas of English and differentiated instruction. ● Staff introduce instructional strategies such as accountable talk, high order thinking and rich tasks to students. ● PreLit, MacqLit and MiniLit continue to be utilised as needed.
<p>Status of priority 2</p>	<p>There has been an improvement in Writing samples across the school especially in Years 3 and 5, with some very impressive NAPLAN results. All teachers are using the gradual release of responsibility during the Literacy block. Comprehension results vary across the stages with some successes noted. A more conscientious approach is needed to engage students in rich tasks in cross curricula activities across the school. Intervention programs have been successfully implemented from Kindergarten to Year 6 with some pleasing results noticed especially in Stage 2.</p>

Projected Priorities for 2020

Priority 1	<p>By the end of December 2020 all students will be brought into closer intimacy with Christ through the implementation of a new Diocesan Religious Education curriculum in all classes throughout the school.</p>
Reason for priority 1	<p>A review of the Religious Education Curriculum “Sharing Our Story” was undertaken in 2018. After an in depth consultation with all stakeholders one of the key recommendations was to develop a new Diocesan Religious Education curriculum that not only met the aims and content of Religious Education but was unique to the Wilcannia-Forbes Diocese. This new curriculum “Educating in Christ” will be implemented in all classes throughout the school in 2020.</p>
Steps taken to achieve priority	<p>Teachers will:</p> <ul style="list-style-type: none"> ● Adopt a Trinitarian-Christocentric approach which means the attempt to incorporate learning from body to heart to mind. ● Receive a basic level of professional learning to enable them to begin using the Religious Education curriculum “Educating in Christ”. ● Provide learning spaces that support the pedagogical practices of the new Religious Education curriculum. ● Encourage students to become engaged, independent learners. ● Utilise student learning journals effectively. ● Provide effective descriptive feedback to individual students about their learning. ● Reflect upon and give feedback themselves in relation to the implementation of the new curriculum.

Priority 2	By the end of December 2020 the Daily 5 method of teaching reading and writing during the Literacy block will be implemented in all classes throughout the school.
Reason for priority 2	The Daily 5 method has been introduced in the Primary classes. There has been success in many areas, for example, reading independence, a more structured literacy block and an engaging approach as children have embraced the method. With this success in mind the intention is to fully implement the Daily 5 strategies from Kindergarten to Year 6.
Steps taken to achieve priority 2	<p>Teachers will:</p> <ul style="list-style-type: none"> ● Engage in professional learning to enable them to fully implement the Daily 5 method. ● Commit to the 25 day initial introduction of the Daily 5 method in all classes. ● Co-plan in stages and develop a buddy system with another stage for support and feedback. ● Ensure that learning spaces reflect the Daily 5 process. ● Encourage students to both articulate and reflect upon their learning according to their level of understanding. ● Provide descriptive feedback to individual students about their learning. ● Visit another “Daily 5” school and engage in professional discussion around shared successes and challenges. ● Complete a whole school writing task and learning progression moderation at the end of Term 1. ● Conduct a reading benchmark moderation and discussion at the data wall around reading growth, successes and challenges also at the end of Term 1. ● Continually reflect upon and give feedback at staff meetings in relation to the implementation of the Daily 5 initiatives.

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 positive and supportive again this year. Our parent body believes that St Joseph's Parish School continues to help their children develop a knowledge and understanding of Catholic tradition. They believe that they are made feel very welcome at our school and that they are provided with many opportunities to become involved in school activities. Most parents feel that their children are challenged to maximise their learning outcomes in Literacy and Numeracy. They feel that St Joseph's Parish School provides a safe and supportive environment and that the teachers are genuinely interested in their children's welfare. Our parents also believe that the school effectively communicates information about activities and events through the use of a wide range of communication devices, including social media.

Student Satisfaction

All students feel safe and supported at St Joseph's Parish School and know that they have rights and responsibilities. They believe that the school helps them understand the Catholic faith especially during their daily Religious Education lessons. The vast majority of students are engaged in learning and participate wholeheartedly in 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 are grateful for the opportunity to use digital technologies in their classrooms, especially their Chromebooks. They also 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. All students enjoyed their annual school excursions and proudly represented St Joseph's School at 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 diligent and that all are committed to doing 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. The staff is very grateful for the support and the many opportunities provided by the Diocesan Office to participate in professional learning. All staff are keen to enhance their teaching skills and understanding of best classroom practice in order to improve learning outcomes and provide their students with skills that will assist them to become lifelong learners. The staff believe that they have been able to foster good relations with parents through a myriad of different forms of communication, both formal and informal.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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.

RECURRENT AND CAPITAL INCOME	
Commonwealth Recurrent Grants	<i>\$1,502,420.00</i>
Government Capital Grants	<i>\$0.00</i>
State Recurrent Grants	<i>\$515,095.00</i>
Fees and Private Income	<i>\$158,536.00</i>
Other Capital Income	<i>\$15,709.00</i>
Total Income	<i>\$2,191,760.00</i>

RECURRENT AND CAPITAL EXPENDITURE	
Capital Expenditure	<i>\$730,540.00</i>
Salaries and Related Expenses	<i>\$1,650,904.00</i>
Non-Salary Expenses	<i>\$496,283.00</i>
Total Expenditure	<i>\$2,877,727.00</i>