



CATHOLIC EDUCATION WILCANNIA-FORBES

2020

ANNUAL SCHOOL REPORT



St John's Parish School

2-4 Prince St, COBAR 2835

Principal: Mrs Stacy Tranter and Mrs Benetta Townsend

Web: www.wf.catholic.edu.au/schools/cobar/

About this report

St John's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

At St. John's Parish School, our mantra: 'Welcoming, Respecting, Learning, Creating Community' along with our vision of 'A Catholic community of empowered, engaged and resilient learners centred within Jesus Christ' is at the centre of all that we aim to achieve. At the heart of these two statements is the importance of quality education, with a particular focus on educating the whole child (spiritually, academically, socially, emotionally) and building positive relationships between the staff, students, families and our parish community.

Despite the limitation and restrictions of the COVID-19 pandemic this year, we have continued the important work of Dr Lyn Sharratt's 14 parameters and high yield strategies to enhance student growth. In addition, our focus has continued towards incorporating 21st century pedagogy, engaging our students in learning opportunities that foster computational, critical and creative thinking, collaboration and problem solving, as well as working towards creating flexible learning spaces and co-teaching. We are extremely proud of the way our staff and students continued learning online in Term 2 despite the worldwide pandemic. We would like to thank our staff, students, families and parishioners for all of your contributions to the St. John's journey in 2020. We look forward to continuing the next chapter in this journey with you all in 2021.

Parent Body Message

The 2020 St. Johns Parents and Friends (P & F) committee has had a successful year despite the fundraising challenges associated with COVID19. So far this year we have raised in excess of \$13,000 through raffles, successful grant applications, a colour run and a voting competition. With the money raised we have been able to purchase resources for classrooms, wellbeing/social skills kits and outdoor playground kits, as well as three shop fronts, three mud kitchens and we were also able to contribute towards the new flexible learning furniture in Stage 2. The P & F committee is a very rewarding committee and we love to see and hear about the students enjoying all of these completed projects that we have fundraised for throughout the year.

We would like to extend a massive thank you to our school community and the Cobar community for their ongoing support. We would also like to thank the staff at St. John's for all of their help this year, without your help, our fundraising ideas wouldn't have been able to progress due to the restrictions, we sincerely thank you.

Student Body Message

It has been a challenging year with COVID19 and the restrictions that are in place. The Student Representative Council still managed to create safe and fun events for the students to enjoy. The SRC catered for one Lunch on the Lawn, organised to have the bike racks revamped by Cobar High School, raised funds for charity, donated money to Mini Vinnies to update the memorial prayer table, gave out free spiders to the students for World Kindness Day and purchased new sandpit trucks. It has been a successful year for our Student Representative Council given the challenging year we have had due to the pandemic.

School Features

St. John's Parish School is a Catholic systemic co-educational school located in Cobar. The school caters for students from Kindergarten to Year 6 and has a current enrolment of 148.

St. John's Parish School is located in a small rural-remote transient mining community in western New South Wales, with a structure of eight classes in 2020.

St. John's is part of a long tradition of Catholic education in Cobar. The first Catholic School in Cobar was founded in 1884 as a Parish School at the request of the Most Reverend J. Dunne, first Bishop of the Wilcannia-Forbes Diocese. At this time, Cobar was a gold mining town. The school, with an enrolment of 95 students, was originally known as Saint Xavier's Convent School.

By 1900 there were 225 students, a staff of seven Sisters, a new brick building had been constructed (the current Kindergarten - Special Ed building) and the school became known as Saint Joseph's School. From the 1930s the Cobar Catholic High School was called Saint John's School and the Primary section was known as Saint Mary's School. The schools maintained a combined enrolment of about 250 students until 1964 when the High School closed. The primary section then took the name St. John's Parish School.

St. John the Apostle, is acknowledged in our school pledge. In 1965 new school buildings, consisting of two classroom blocks (still in use today), a hall with a canteen and storage areas were constructed. In 1975, under a Government initiative, an extensive program of terracing and improving the grounds was carried out. In 1998 the last of the Sisters of Mercy left Cobar and in 1999 the Sisters of St. Joseph began their ministry in Cobar through until the end of 2003. For the first time in 118 years, there would be no religious staff at the school, and so in recognition of the service of the Sisters, the two sporting houses were named McAuley – (Gold house) for the Sisters of Mercy and Mackillop – (Green) for the Sisters of St. Joseph.

The first lay Principalship commenced at the beginning of 2004 with Mrs Deborah Fryer and Mrs Jennifer Nicholson, sharing this role for five years as Co-Principals until 2009 - the first Co-Principals in the Diocese of Wilcannia- Forbes. Mrs Fryer continued in the Principal role until 2011. In 2011 the current School Hall was completed with State Government 'Building Education Revolution' funding and major refurbishment of the classroom blocks took place.

In January 2020, two walls were removed in the Stage 2 classroom to open the spaces and support a flexible learning environment. New flexible learning furniture was purchased for the Stage 2 room and teachers participated in professional learning to enhance their knowledge and skills in this area.

Student Profile

Student Enrolment

St John's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
70	77	6	147

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 90.19%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90.70	89.30	91.00	88.60	91.70	90.30	89.70

Managing Student Non-Attendance

Regular attendance at St John's Parish School is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support 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
- 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 Catholic Education Wilcannia-Forbes Schools 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	22
Number of full time teaching staff	8
Number of part time teaching staff	6
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at St John's Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 9 teachers
- Provisional 23 teachers
- Proficient 220 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning 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 Catholic Education Office (CEO).

St John's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and 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.

Summary of professional learning at this school

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. Beginning of the School Year Professional Learning: Induction, Wellbeing, Collaborative and Strategic Planning, Child Protection, Policies and Handbooks.
- Day 2. Pedagogy in Practice and New Religious Education Curriculum 'Educating in Christ' with Dr Gerard O'Shea.

Term 2

- Day 3. Curriculum Professional Development: Open Ended Maths Tasks with Peter Sullivan (this was cancelled due to COVID-19 and will recommence in 2021).

Term 3

- Day 4. Curriculum Professional Development: Religious Education Moral Formation and Sacraments with Dr Gerard O'Shea.

Term 4

- Day 5. End of year planning: Annual Improvement Plan for 2021, Evaluating Education Plans and Scope and Sequences.

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 2020 includes:

- Graduate Teacher Induction Workshop
- Supervisor/Recent Graduate Workshop
- NAPLAN Training

- MAI/Benchmarking Training
- Compliance Training (CART Platform)
- Wellbeing - Trauma Training
- Royal Far West Capacity Building Units
- First Aid/CPR etc
- SALT Child Protection, Workplace Health and Safety Training & Discrimination, Harassment & Bullying
- Road Safety Training
- CAFE 5 Webinars
- Google Suite Training
- Google Classrooms Training
- Daily 5 Webinars
- Principals Conferences
- School Visits (Nyngan & Bourke)
- Religious Education - New Curriculum 'Educating in Christ'
- Best Start Kindergarten Assessment Training
- PLAN2 Training
- Religious Education - Educating in Christ and Sacraments
- Religious Education – Spirituality
- Religious Education - Mustard Seed
- English - InitialLit Training
- Mathematics - Extended Mathematical Understanding (EMU) Training
- Aligning Pedagogy and Space Design
- Differentiated Learning
- Restorative Practices
- Flexible Learning & Co-Teaching
- Preventative Classroom Strategies and De-escalation
- Understanding Behaviour- Changing the lens

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St John's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

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

Our collective Baptism continued this year for the third year running. It was held on Sunday the 18th of October, after being postponed due to COVID19. Again, we had great interest from families expressing the desire to have their children receive their Sacrament of Baptism and be welcomed into our Catholic faith community. Father Sabbas has continued his support for this event and the candidates receiving their Sacrament of Baptism. The Sacrament was celebrated by a total of 4 candidates.

Our other two Sacraments for 2020 were Reconciliation and First Holy Communion. We had 27 candidates for Reconciliation and the preparation was completed with Miss James on a special retreat day for candidates. Due to the amount of candidates, we held 2 separate celebrations in Week 3 of Term 4. There were 14 First Holy Communion candidates who prepared with a special retreat day for this special celebration with Miss James. This celebration was held on Sunday the 8th November with families and the wider parish community in attendance. The morning concluded with a morning tea and cupcakes with the candidates, their families, Fr Sabbas and the St John's staff.

Due to the Diocese changing the order of Sacraments (eligible Confirmation candidates are to be in Year 6), we had no Sacrament of Confirmation this year, as all of our students were up to date with Sacraments.

Parish Partnerships

A highlight of this year was our annual St Barbara Feast Day Mass on the 4th of December. This is a special celebration as we are a mining community here in Cobar and St Barbara is the patron saint of miners. A special St Barbara's Mass was held in the church and during this Fr Sabbas gave all people attending a special blessing. Due to COVID19 we were unable to celebrate our lunch on the lawn with our parish and school community. This is the fourth year we have held this event.

In conjunction with the parish, we continued family masses once a term until the COVID19 pandemic occurred. Each stage was to be responsible for organising and running a Family Mass on a Sunday. As part of this each stage was also responsible for providing a morning tea after the mass for the church congregation. Although we were not able to hold many of these masses due to restrictions, they were very well received and enjoyed by the families and our parishioners.

Another school and parish combined initiative was to create a Youth Group for students in Years 4-6. Our Youth Group offered an opportunity for students to meet and spend time with each other, strengthen their faith and take part in activities that were both fun, age-appropriate and a bit of a challenge. Again, due to COVID19 we were not able to host as many Youth Group activities this year.

Curriculum, Learning and Teaching

St John's Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St John's Parish 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.

Dr Lyn Sharratt - The 14 Parameters:

Following on from training in 2017 and 2018, the Principals, Assistant Principals and Religious Education Coordinator and staff continued the work of Dr Lyn Sharratt and the 14 Parameters throughout 2019 and 2020. All teaching staff continue to strengthen their understanding and implementation of High Yield Strategies, including Learning Intentions, Success Criteria, Case Management, Learning Walks and whole school ownership of student learning. The learnings from Dr Lyn Sharratt will carry over into the new year as a school-wide focus into 2021.

Learning Support:

The learning support unit at St. John's is staffed by two teachers; our Additional Needs Teacher, our Literacy and Numeracy Focus Teacher and 5 teacher assistants who work in the classrooms assisting our students and teachers. Our Literacy and Numeracy Focus Teacher works with teachers to support students individualised learning and to provide quality teaching and learning programs in English and Mathematics. Our Additional Needs Teacher works closely with teachers, parents, support staff and outside agencies to support students with Additional Needs. Other areas of assistance they offer include MiniLit and MacqLit programs, Afternoon Reading and small group and individual programs to assist a multitude of learning needs. We liaise and work with MacKillop Rural Services. The biggest outside service that we work with is Royal Far West Telecare. This service works via video link and bridges the isolation gap, providing speech and occupational therapy assessments. On average we have 216 lessons/sessions with Royal Far West per term. As a part of this service, students have accessed speech, occupational therapy and counselling therapy sessions. Some children have been fortunate to receive more than one service. We look forward to continuing these programs, services and supports into 2021.

Aboriginal Education:

At the beginning of 2020 parents, teachers and students worked collaboratively together to create personalised learning plans (PLP's) for the Aboriginal students. These PLP's were reviewed by all stakeholders mid-year with new goals set where applicable and re-evaluated again at the conclusion of the year. Our AEW has been working with students to support them in working toward their goals throughout the year. Our AEW has also been working with teachers within the classroom to ensure an indigenous perspective is being strengthened throughout the curriculum.

Although interrupted due to COVID19, there were still AEW (Aboriginal Education Workers) cluster meetings offered in 2020. The workshops provided ongoing support for teaching the Aboriginal students and helped strengthen identity. The workshops provided opportunities to build connections with other Aboriginal Education Workers across the Diocese.

St. John's participated in National Sorry Day in May and National Reconciliation Week in June to recognise and support these very important pathways toward reconciliation. In addition, we held an annual NAIDOC celebration later than usual in November due to the COVID19 pandemic. Although limited due to restrictions, students were still offered a range of activities to ensure NAIDOC celebrations were successful. Each stage of students completed a range of activities during rotations on the day. Families and guests were unable to attend due to COVID19. Each student received an individual NAIDOC themed cupcake generously donated to our school. Although it has been a challenging year, it has been a productive and positive year.

Curriculum Initiatives:

Curriculum Initiatives in 2020 included the continuation of InitialLit for the third year in 2020 in Infants and Daily and Cafe 5 training for Stage 2 teachers. Implementation and review of the new Education Plans and Scope and Sequences in 2020 which were prepared in 2019. 21st Century pedagogy professional learning and implementation of flexible learning spaces, differentiation and co-teaching were further embedded via training and implementation for all class teachers. Igniting students' interest in Science via National Science Week celebrations for the third year running, with local high school and specialist teachers providing exciting and hands-on learning experiences. Our annual Public Speaking competition was held, with restrictions due to COVID19. Preparations for and professional learning in the new curriculum documents for Religious Education and the Sacraments was also undertaken during 2020.

Student Performance in Tests and Examinations

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). 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.

NAPLAN testing was cancelled in 2020. This decision was made to assist principals, teachers and school staff focus on student learning during the COVID-19 outbreak.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Wellbeing and Pastoral Care Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Behaviour Management and Student Discipline Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Anti-Bullying Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Concerns and Complaints Handling Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Initiatives promoting respect and responsibility

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

Empowered Students:

Our students are encouraged to become fully involved in our school. All our Year 6 students are leaders and this defies a traditional model of school captains. This leadership program empowers and teaches all our Year 6 students to be leaders and provides them with opportunities to host assemblies, help Kindergarten students and build the 'Make Jesus Real'

attitude at our school. All students are encouraged to join Mini-Vinnies, the Student Representative Council (SRC) and a weekly 'Making Jesus Real' lunchtime club.

Engaged Learners:

The commitment to the work of Dr Lyn Sharratt's 14 parameters and high yield strategies and our aim to create flexible learning spaces and incorporate 21st-century pedagogy and co-teaching continues, by engaging our students in learning opportunities that foster computational, critical and creative thinking, collaboration and problem-solving supports our students as engaged learners.

Resilient Learners:

Resilience can be defined as the capacity to recover quickly from difficulties. Learners need to be able to do this to learn something new. Our school has continued the implementation of Restorative Practices in which we encourage our students to build resilience. We also focus on holistically supporting students emotional, social, academic and spiritual growth and wellbeing. Students engaged with a Wellbeing Practitioner during the course of the 2020 school year, as whole class groups, small groups and individually to support the wellbeing and social/emotional growth of our students.

Centred with Jesus Christ:

For over 10 years our Year 6 students have met with students from Nyngan, Bourke and Brewarrina for a day of spirituality and leadership (although modified this year due to COVID19). Our Religious Education Coordinator and staff ensure our students connect to the scripture with weekly Masses and daily school prayer. Students engage in a fortnightly 'Making Jesus Real' focus and meet weekly with staff in our Making Jesus Real club which connects students to our school focus and connecting with Jesus Christ. Our Catholic faith is at the centre of all we do at St. John's.

School Improvement

The focus for St John's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St John's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2020:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school, Phase 3.

Reason for priority 1:

- The new diocesan Religious Education Curriculum be implemented in all classes throughout the school.

Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have:
 - Something concrete
 - Something affective
 - Something for the mind
- Staff members to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of "Sacraments".

- Learning spaces and resources will be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student's learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

Status of priority 1:

- All steps (above) have been taken to achieve priority 1. This priority will be continued as an ongoing area of priority into 2021 to continue to support student learning and understanding of the new Religious Education Curriculum and support staff to embed the new Religious Education Curriculum.

Annual School Priority Two for 2020:

Build the understanding and capacity of staff to support them in providing effective student-centred, differentiated and flexible classroom pedagogy that supports and extends the growth of every individual learner.

Reason for priority 2:

- To cater for individualised learnings utilising 21st century/ flexible classroom pedagogy to support student-centred, individualised and differentiated learning and to build staff capacity and understanding in this area.

Steps taken to achieve priority 2:

- Professional Learning:
 - Shared Beliefs and Understandings (Lyn Sharratt)
 - Flexible Learning and Co-Teaching
 - Differentiated Learning (content, process, product, environment)
 - Evaluating and Moderating Assessment Data
 - Visiting other schools to view Flexible Learning and Co-Teaching
- Reviewing whole school Assessment Data and adjusting student learning accordingly
- Implementation and review of Professional Growth Plans for Teachers (TLP's)
- Review of student Personal Learning Plans (PLP's) and Personalised Plans (PP's)

Status of priority 2:

- Positive gains have been achieved with working towards priority 1. This priority will be continued as an ongoing area of priority into 2021 with a continued focus to further embed flexible learning pedagogy and co-teaching strategies. However due to interruptions during the COVID19 pandemic, a more in-depth focus to build the understanding and capacity of staff to provide effective student-centred, differentiated learning that supports and extends the growth of every individual learner, driven by quality assessment data and implemented through the lens of Lyn Sharratt will be a continued focus.

Priority Key Improvements for Next Year

Projected Priority One:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school, Phase 3.

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 will be fully implemented. Stage 3 part 1 will be introduced.

Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have:
 - Something concrete
 - Something affective
 - Something for the mind
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of "Using the Scriptures with Children".
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.

- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student's learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

Projected Priority Two:

CLARITY Learning Suite focuses on building teacher and leader capacity to increase student achievement and growth in an ongoing, sustainable way. It provides an explicit, practical model that can be utilized by each layer within a school – principals, teachers, and students – to ensure that there is an unrelenting focus on what matters most: student learning. By focusing on Parameter 1: Shared belief and understanding and Standard 1: Know Students and how they learn, we “Shift our practice to catering for more individualised learning and differentiated pedagogy” (Reference: Brisbane Cath Ed) by “Right strategy, right time, right reason, right student”.

Reason for priority 2:

- Progressively complete the Modules from the Clarity Learning Suite to sustain and embed a culture of learning to create shared responsibility and accountability for students' growth, attainment and wellbeing (Parameter #1#4 #6 #14).
- Continue to further consolidate the focuses from 2020 in flexible learning pedagogy and co-teaching strategies. This will broaden the understanding and capacity of staff to provide effective student-centred, differentiated learning that supports and extends the growth of every individual learner, driven by quality assessment data and implemented through the lens of Lyn Sharratt.
 - APST Standard 1: Know our students and how they learn
 - Lyn Sharratt's Parameter 1: Shared beliefs and understands
 - A paradigm shift in differentiated, student-centred and flexible pedagogy
 - Greater support for our most vulnerable learners
 - Better catering for our high learners

Steps taken to achieve priority 2:

- Completion of the CLS Modules
- Establishing Norms and School expectations - Agreed Practice in Co-Teaching
- Learning Walks - every day, every classroom
 - Assessment and Reporting Data/Student Growth/Data Wall
 - Programming documentation (Content/Process/Product/Environment)
 - PLPs, PPs

- Learning Progressions

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 St John's Parish School from parents, students and teachers.

Parent satisfaction

In a parental survey, 100% respondents strongly agreed or agreed that St John's Parish School, Cobar helped their child to develop knowledge and understanding about Catholic tradition, whilst an overwhelming majority of parents agreed that St John's provided opportunities for parents to be involved in school life and activities, with a number of surveys indicating via comments that this year has been particularly challenging due to COVID19 restrictions.

Parents were asked if their child was challenged to maximise their learning, 99% of parents strongly agreed or agreed with this statement. 99% of parents strongly agreed and agreed that school strives to meet the learning needs of their children.

85% of surveys found that St John's provided appropriate information about their child's learning progress over time and similarly 85% of respondents indicated that the school offers a range of co-curricular activities.

100% of respondents strongly agreed and agreed that the school effectively communicates to parents about activities and events. 100% of parents either strongly agreed or agreed that St John's Parish School provides a safe and supportive environment for their children. 99% of respondents strongly agreed or agreed that teachers are genuinely interested in the welfare of the students.

Student satisfaction

Most students at St John's Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. All students surveyed were proud of St John's. All students believed that their teacher always encouraged them to do their best in school activities, and all students understand their rights and responsibilities at school.

An overwhelming majority of students agreed that they feel safe at school and believed that St John's offered them a range of sporting and curriculum choices. Most students understood who they could approach a staff member for help if needed at school.

Teacher satisfaction

All staff member enjoys working at St John's and classifies the school as a safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

Staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely reasonable.

All staff surveyed felt that the school cared about their professional growth and felt Principal feedback was extremely or very useful in maintaining their professional growth. All staff responded that they are extremely satisfied with their teaching experience at St John's Parish School, Cobar.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for St John's Parish School in 2020 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,284,603
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$644,578
Fees and Private Income ⁴	\$212,859
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$23,273
Total Income	\$3,165,313

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$166
Salaries and Related Expenses ⁷	\$2,467,678
Non-Salary Expenses ⁸	\$786,539
Total Expenditure	\$3,254,383

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT