



# CATHOLIC EDUCATION WILCANNIA-FORBES

# 2020

## ANNUAL SCHOOL REPORT



### St Joseph's Parish School

Aidan St, HILLSTON 2675

Principal: Ms Beverley Hayes

Web: [www.wf.catholic.edu.au/schools/hillston/](http://www.wf.catholic.edu.au/schools/hillston/)

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## About this report

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St Joseph'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](#).

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## Message from key groups in our community

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### Principal's Message

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

We intentionally implement the 14 Parameters with a focus on shared responsibility and accountability, as we continue to develop a collaborative and holistic approach, refining our pedagogy to best prepare our students for life in the 21st Century.

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

### Parent Body Message

Our Parents and Friends Association, led by a highly creative and motivated executive, continues to financially support the school and assist in maintaining a strong sense of community. The P&F continues to operate a healthy canteen each week, though this was interrupted by COVID for some of the year. The major P&F event, the Annual Christmas Tree, was also affected by COVID restrictions and through the clever use of technology, a "virtual" event was held. This proved to be a financially successful alternative to the usual on-site community gathering.

The P&F has again contributed \$12,000 to our school. Events that traditionally have seen parents and friends gather at school such as our termly Lunch on the Lawn, fortnightly assemblies, liturgies and masses, sporting and cultural events, especially during NAIDOC Week, took place however outside visitors were unable to participate. Wherever possible the use of Zoom was used to connect parents to school activities.

### Student Body Message

What a year it has been; a year like no other. The words that echoed throughout 2020 were hand sanitiser, social distancing and Zoom. Learning from home was a big challenge for many of us. For some time, using Google Classrooms became an alternative to face to face classes for many of us. Whilst many of our planned excursions were cancelled, online visits

to the Hyde Park Barracks, going underwater into Sydney Harbour and zooming Dr Karl were great alternatives; though we still wished our excursions could have gone ahead. Likewise interschool and diocesan sporting events were cancelled and this was something which we really missed as well.

We did, however, enjoy our Joey Olympics and participating in Jump Rope For Heart. Our SRC has continued to be a strong student voice and our president has chaired many meetings where class representatives have discussed and actioned great ideas. We are pleased with the new outdoor tables which were a carryover SRC initiative and the remarking of some playground activities on the bitumen is being enjoyed by us all.

Our Mini Vinnie group has continued to run social justice initiatives through working with Catholic Mission as well as promoting an ongoing focus on the importance of respectful, healthy relationships. Our Year 6 students have been peer support leaders and our School Captains and House Captains have carried out their duties well. We enjoy using all the different areas in our playground, especially the sensory and reflection gardens.

We hope that COVID will not affect us so much in 2021.

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## School Features

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St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Hillston. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 48.

The Feast of St Joseph is always a great celebration. It reminds us of the great vision and work St Mary of the Cross MacKillop and her Josephite Sisters, and the great model St Joseph was for them and for us all. We honour the rich Josephite tradition we proudly enjoy and this gives us confidence as we continue to offer quality Catholic education.

We are supported in our work by Bishop Columba MacBeth Green and our Director, Mr Gordon and all members of the Education Services Team. We are guided by our Diocesan Statement of Faith, our Diocesan Annual Improvement Plan and our own School Improvement Plan.

We aim to provide an environment where each individual student's social, emotional and physical wellbeing is nurtured through experiencing safe and trusting relationships. We implement Positive Education programmes and frameworks to guide and support every individual to realise his or her own potential, to cope with the normal stresses of life, work productively and fruitfully so as to make a contribution to his or her community. We began the year with a successful parent and student information session and bbq aptly named, "I Learn, We Learn", which outlined the many ways we can all work together to support the learning of our students. This year whilst COVID posed many challenges it provided us all with the opportunity to focus on the importance of resilience, strong relationships and the importance of looking out for others.

We urge and support our parents to see themselves as vital members of the student, teacher, parent partnership as we work in a dynamic world. Rapid and continuing advances in information and communication technologies are changing the ways our students are sharing, using and processing information. Our parents too, are encouraged to use the parent portal on COMPASS to access information, semester reports and provide permission for events and attendance related information. We are supporting our students to be skilled in the use of technology to ensure they are ethical digital citizens.

Our students, families and staff continue to benefit from the connection our diocese has with Royal Far West Children's Service. Through their Telecare Programme students from Kindergarten to Year 6 students have had access to either Speech Pathology, Occupational Therapy or Open Counselling, with strategies then implemented in the classroom and at home to maximise impact. Professional learning via technology, in the area of regulation and its impact on a student's ability to learn, now sees OT strategies implemented in all classrooms.

The use of technology, in particular Zoom, has allowed our students to make learning links beyond our school. Stage 2 and 3 students have joined with students at St Ignatius Bourke for a weekly book club as part of their literacy block. Students have commented that it has been stimulating to engage with students from a different school and it has opened them up to a wider vocabulary, different text types and broader themes. All students from K-Yr 6 have learnt to play the ukulele as part of our school's focus on the elements of the Creative Arts Curriculum. Via Zoom, lessons have been provided through our relationship with South West Arts and South West Music Conservatorium. Students have been loaned a ukulele for a term, and ukulele skills have developed across the school, with a small cohort of students accessing weekly after school lessons and playing together during breaks and performing in the community.

This year we have had areas of the school, both internal and external painted, as well as upgrades to the student bathrooms over the Christmas holidays. A chicken coup was erected and trees were planted to provide shade. This year also saw us successfully complete a census remuneration audit which included the audit of NCCD data. It was affirming to receive positive feedback and suggestions for future growth.

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## Student Profile

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### Student Enrolment

St Joseph'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
28	22	0	50

\* 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 92.10%. 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
90.90	93.30	92.30	91.30	94.70	88.90	93.30

## Managing Student Non-Attendance

Regular attendance at St Joseph'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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	11
Number of full time teaching staff	4
Number of part time teaching staff	1
Number of non-teaching staff	6

### Total number of teaching staff by NESA category

Teachers at St Joseph'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 Joseph'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

### **Day 1: Resources to Engage Students in Their Learning**

- Identifying the essential resources required for effective student learning. Each teacher to then identify additional needs students and their specific needs. Revisiting policies and School Vision Statement. Focus on elements of the School Improvement Plan.

### **Day 2: Sacramental Formation**

- Identifying the teaching of Sacraments within the new Educating in Christ curriculum, led by Chris Kupkee, our Religious Education Officer.

### **Day 3: Providing a Safe and Supportive Environment**

- Due to COVID restrictions early in the year, it had been difficult for all staff to access face to face CPR, Anaphylaxis and First Aid training. The first day of Term Four, all staff participated in CPR and Anaphylaxis training and then completed other WHS training while First Aid training was completed. All staff now have updated training in this important area.

### **Day 4: Clarity – What Matters Most in Learning, Teaching and Leading**

- Two one hour self-led professional learning sessions followed by two twilight meetings based on the Clarity presentation package from Lyn Sharratt – What matters most in Learning, Teaching and Leading. These professional learning sessions aimed to upskill all the Assessment - in-Action Waterfall Framework.

### **Day 5: Assessment for Learning**

- An analysis of 2020 end of year assessments. Planning for implementation of 2021 School Improvement Plan, updating of data walls and planning for 2021 cohorts.

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## Catholic Identity and Mission

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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 Joseph'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.

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

Our week begins with students gathering for school prayer at midday on Monday which involves our school candle being lit and placed in a strategic position to reinforce our school motto - Let Your Light Shine Before All. Our student leaders take an important role, assisting the teachers who take turns to plan and lead our liturgy. School masses are celebrated together as often as possible, with the annual Welcoming Mass and the Feast of St Joseph, being "non-negotiable" celebrations, with COVID restrictions impacting on other feast day school masses this year. Our end of year Thanksgiving Liturgy is another important celebration and this year it was held here at school with the liturgy filmed and incorporated in a package which included student speeches and the presentation of awards. Our Year 6 students' Graduation Mass was celebrated by Bishop Columba.

Honouring our Josephite Charism is extremely important to us and hence we pray our school prayer at our assemblies and other important gatherings. We are fiercely proud of our strong links to the Josephite religious sisters who began this school. The Feast of St Mary of the Cross MacKillop, holds great significance for us and our beautiful liturgy was held this year in our Reflection Space near her statue and we have begun the tradition of planting a shrub in this space annually on this feast day. This year we placed the old gates from the original Josephite Convent into this space and we viewed a visual history of the parish prepared by our Religious Education Coordinator. Our Director and School Consultant shared the day with us.

Sacramental preparation is led by the Religious Education Coordinator who works closely with the class teachers and Parish Priest to organise parent information sessions and opportunities for parents to continue to guide their children as the first educators of the faith. This year our students shared their learnings from Educating in Christ with their parents and extended family members after Sunday masses over two weekends.

The importance of Catholic Social Justice teaching is evidenced in a variety of groups and activities. Our Mini Vinnies group responds to the needs of our parish through planned activities and acts of kindness and generosity including visiting Lachlan Lodge and Hillston Hospital, which were severely impacted by COVID. At Easter time and for Mother's Day, card making as a response in Educating in Christ was very popular. Our students also spread the Christmas message in our town by singing carols at various venues and participating in the annual combined faith Christmas Carols. During Lent and October, our school supports Caritas and Catholic Mission respectively. This year the Mini Vinnie Group ran a very successful "Sock it to Poverty" awareness and fundraising activity.

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## Curriculum, Learning and Teaching

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St Joseph'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 Joseph'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.

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

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

Our Literacy and Numeracy Focus Teacher and Additional Needs Teacher continue to work collaboratively with all staff, and in particular, classroom teachers, to support them in identifying, sharing and driving best practice and continuous improvement in English and Mathematics. They also work closely with students in small group Tier 1 and 2 intervention literacy and numeracy programmes. In addition to this support, the Focus Teacher has been using technology to link a group of Year 3 to 6 students with students in our sister school Bourke, to deepen their literacy skills through an online Book Club. Our Additional Needs Teacher support teachers to complete detailed Personal Learning Plans, ensuring effective adjustments are in place for students to access the curriculum. Parent involvement and support are also important to the success of these plans.

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

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

We are extremely proud of the work we have achieved this year as we focussed on the four strands of the Creative Arts Curriculum. Each term students were exposed to content and skills from the Visual Arts, Music, Drama and Dance strands. A pre-and post-programme survey indicated that at the end of the year, a high percentage of students had an increased understanding of what Creative Arts encompasses as well as an increased affirmation that Creative Arts is important for building self-confidence, expressing attitudes and ideas and relaxing. Our Maker Zone has provided a great space for this to occur. Teachers have accessed professional learning in this key learning area and look forward to continuing this journey next year. Staff have also supported students in the Rube Goldberg Ingenious Invention Challenge.

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## Student Performance in Tests and Examinations

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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.

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## Pastoral Care and Student Wellbeing

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### 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

During 2020, initiatives to promote respect and responsibility included:

- Involving our senior students in a Leadership day to train them as Peer Support leaders across the school.
- Supporting students to nominate for student leadership positions and guiding them in their roles.
- Ongoing focus on the Making Jesus Real program, recognising and affirming positive behaviours through posting a letter to students.

- Celebrating liturgies and assemblies with a focus on empathy, compassion, respect and justice, with a specific focus on the social justice aspect of Mary MacKillop's work.
- Engaging in, and financially supporting, the work of Caritas Australia and Catholic Mission.
- Electing a SRC President who works with adult mentors, to manage the SRC term committees to promote responsible student voice.
- Teaching students to be Respectful Responsible Learners and affirming this in a variety of informal and formal ways.
- Being actively involved in the Bullying No Way Campaign.
- Accessing Open Counselling through the Royal Far West Telecare programme.
- Ongoing work with the Diocesan Youth Development Officer - limited by COVID.
- Visiting Lachlan Lodge and the Hillston Hospital to read, talk and pray with residents.
- Participating in ANZAC Day service at school and Remembrance Day celebrations at school and in the community.
- Buddy system where older students support a younger student.

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## School Improvement

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The focus for St Joseph'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 Joseph'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.**

#### Reason for priority 1:

- A review of the Religious Education Curriculum "Sharing Our Story" was undertaken in 2018. After an in-depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC's) 16 recommendations were identified.
- A key recommendation was to: "Either adopt a current Religious Education curriculum already written or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes."

#### Steps taken to achieve priority 1:

- Designated and prepared learning spaces and timetables for Religious Education within our school.
- Ensured that all staff members received appropriate support in understanding the new methodology.
- Designated time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Status of priority 1:

- Achieved

**Annual School Priority Two for 2020:**

**Developing our Creative Arts programme to upskill class teachers in delivering more enriched experiences for students. The Project is to be called 'Creative Thinking and Creative Expression'.**

Reason for priority 2:

- Evaluation of Annual Improvement Plan for 2019 and the results of a parent survey showed the need to develop our Creative Arts programme to upskill class teachers in delivering more enriched experiences for students in all four domains of this Key Learning Area.

Steps taken to achieve priority 2:

- Survey students using emotive pictures/ emoticons using Google survey to ascertain baseline data on what students thought Creative Arts was, how they feel about engaging in the learning and why it was an important KLA.
- Employ teacher in Terms 1 and 2 to deliver Creative Arts - Visual Arts and Dance. Teacher will design the programme for each class for the term based on the NSW K-6 Creative Arts syllabus. This will be used as the class teachers RFF. Use the 50-day evaluation process.
- Engage in professional learning – at the end of each term, time put aside for each class teacher to work with a specialist teacher, to review the planning process, evaluate the effectiveness of learning and student attitudes.
- Make a connection with South West Music Inc to engage their services – every student to learn to play the ukulele. Class teachers to be upskilled as learners. Term 4 focus – drama – classroom teacher to deliver.
- Showcase student learning and build self-confidence – staff develop opportunities for students to showcase their learning. Students share their artwork with parents - A3 display folders; students play the ukulele at school and community events using Facebook to share to the wider community; dance – showcase at assemblies; drama – incorporated in Christmas pageant.
- Survey students and parents at end of Term 4 to ascertain the effectiveness of the initiative.

Status of priority 2:

- Achieved

## 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 the body, 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” will be provided.
- 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:**

**To further improve the writing outcomes of all students through working as a collaborative learning community with two other schools in our cluster. This collaborative process will build teacher and Professional Learning Team capacity and efficacy, strengthen instructional and shared leadership across the school, as well as the cluster (Balranald, Hillston & Hay) and develop a community of best practice, within and beyond the school.**

#### **Reason for priority 2:**

- Writing continues to be an area that has been identified through the School Self Review as being of greatest need for immediate action.

#### **Steps taken to achieve priority 2:**

- Term 1 - Professional learning and upskilling of staff - what do we need to be successful?
- Term 2, 3 & 4 - writing task and samples moderated against K-6 outcomes and the NSW Learning Progressions, across the three schools in Stages
- Literacy Focus teacher & NAPA will lead the work in their respective schools, keeping the executive informed at School Literacy Leader meetings held twice a Term
- Use our Educational Officer to assist facilitation of this process
- Engage with professional learning to enrich teachers' understanding of effective, explicit teaching and the moderation process
- Engage with other educators across our Southern Cluster in moderation meetings
- Use the K-6 Syllabus outcomes as the basis of task design for moderation
- Review the Literacy Block and its agreed practices around writing
- Communicate writing improvement priority throughout the school community (Newsletters, Compass, Social media etc)
- Feedback to parents twice a year - communicate with parents around the writing development of their child
- Develop a Professional Learning Community (PLC) across our Diocese with Balranald, Hillston & Hay so collaborative networks can continue into the future.

### **Projected Priority Three:**

**To implement the Resilience Project to develop skills in our students that will support their mental health and assist them to manage their emotions and implement strategies to help navigate challenging situations.**

Reason for priority 3:

- Wellbeing is important and happy and calm students learn better. Research shows that 1 in 7 primary students will experience a mental health problem.
- 50% of mental health issues develop before the age of 15.
- The key to reducing these figures is prevention.

Steps taken to achieve priority 3:

- enrol in the programme
- allocate a key person to lead the programme
- devise a clear plan of how the lessons will be delivered and create space for this
- teach and expose students to GEM language and behaviours
- make The Resilience Programme visible for parents, with a regular spot in the newsletter and posters in the admin building

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## Community Satisfaction

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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 Joseph's Parish School from parents, students and teachers.

### Parent satisfaction

In a parental survey, all respondents strongly agreed and agreed that St Joseph's Parish School, Hillston helped families understand the new Religious Education curriculum, Educating in Christ. 92% of families agreed that their children were enthusiastic about the new Religious Education curriculum, Educating in Christ.

Half of all families survey strongly agreed and 42% agreed that their children's knowledge and skills in the area of music, visual arts, dance and drama has flourished through the school's focus on the Creative Arts Syllabus.

All families believed the school provides various opportunities for them to become involved, especially through the use of Zoom, Google Classroom and Compass during COVID Restrictions.

Parents were asked if their child was challenged to maximise their learning, 60% of parents strongly agreeing and the remaining 40% agreeing with this statement. Most parents in the St Joseph's school community stated that the school strives to meet the learning needs of their children.

Taking into account the limitations in 2020, all families agreed that the school offers a range of activities that in some way adds to what they are learning in the curriculum. All families agreed that despite the impact of COVID, St Joseph's Parish School, Hillston has effectively communicated information about activities and events.

84% of families strongly agreed, whilst the remaining 16% agreed that staff members are genuinely interested in the wellbeing of their children. The same percentages were recorded for St Joseph's providing a safe and supportive environment for students.

### Student satisfaction

Almost all students acknowledged that Educating in Christ lessons teach them about Jesus and how to be like him. Students surveyed were proud of their school.

All students believed that their teacher encouraged them to do their best in learning, whilst they try to be respectful, responsible learners at St Joseph's.

A majority of students always feel safe at school and believed that St Joseph's offered them a range of sporting and curriculum choices. Most students always understood who they could approach if they needed help at school and felt that they are listened to.

### Teacher satisfaction

All staff members enjoy working at St Joseph's and classify the school as a safe working environment that fosters and encourages collaboration.

All staff agreed that the school gave the right amount of attention to Standardised Testing and all felt that the school cared about their professional growth and development.

All staff responded that they are satisfied with their teaching experience and believed that the feedback from the school principal was extremely to very useful.

Staff were surveyed regarding the expectations for student achievement at St Joseph's Parish School. All staff responded that the school is either extremely or very reasonable in the expectation for student learning growth.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for St Joseph'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.

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$984,773
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$274,377
Fees and Private Income <sup>4</sup>	\$113,691
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$7,698
<b>Total Income</b>	<b>\$1,380,539</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$56
Salaries and Related Expenses <sup>7</sup>	\$1,035,334
Non-Salary Expenses <sup>8</sup>	\$368,895
<b>Total Expenditure</b>	<b>\$1,404,285</b>

### 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