



# CATHOLIC EDUCATION WILCANNIA-FORBES

# 2020

## ANNUAL SCHOOL REPORT



### St Joseph's Parish School

157-161 Caswell St, PEAK HILL 2869

Principal: Mrs Regina Goodridge

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

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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

This year we continued to celebrate the achievements of our students, the many ways that they have grown over the school year. I have appreciated working alongside the staff to watch the students grow and develop spiritually, emotionally, academically, physically and socially through our holistic approach to teaching each child to reach their full potential. From a child learning to do something for the very first time, through to our students who have been able to develop their talents and leadership skills. Each moment is celebrated at St Joseph's Parish School and you all make me so proud.

One of my key reflections of 2020 will be something I have always known but became even more apparent this year. The relationship between the school and parents has always been strong at St Joseph's but this year when COVID hit we realised more than ever, how important it is to work together. As a staff, we felt overwhelming support from our families as we all tried to do what was best for our children and families connected to this community. Thank you for your gratitude and support, at what could have been a much more difficult time without it. When teachers and parents work together the outcome is always positive for the child.

I found this quote to sum up my thoughts:

*"Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations". **Bob Beauprez***

Thank you to the teachers and the support staff who are dedicated to working hard for the families in our school. It is the team effort that helps the school run smoothly and provides so many opportunities for the students. I would like to acknowledge all of our teachers and support staff who brought their enthusiasm and knowledge to the classroom each day, promoting excellence and supporting our students to improve results.

Our small school is supported by Fr Manoj, our Director and the Wilcannia-Forbes Diocesan team, alongside our parent, St James Parish and the wider community. Sadly, this will be our last school year with Fr Manoj. Fr Manoj will be moving to the Broken Bay diocese where he will have the opportunity to achieve one of his goals, which is to study further in the area of psychology. I personally, can't thank Fr Manoj enough and appreciate all the kindness and support he has shown towards me. Fr Manoj has modelled what it is like to be a true disciple of Jesus to the children and I know they will miss him as well. Fr Manoj will be replaced by Father Sabbas who is currently ministering in Cobar.

Thank you to the P and F and Parish School Committee who give up their time to support our small school and make it a better place. We haven't been able to hold community events like in the past but will look forward to the time we can socialise together again. We will need to welcome new parents onto both these committees next year so please consider how you could see yourself involved.

This year we may not have as many excursions or participated in as many events but we tried to provide opportunities at the school for children to look forward to and enjoy. I know it has been disappointing for you as parents to not be as involved with the school events as usual and we have missed you too! Let's pray for a more "normal" year in 2021.

Every decision is always made with the best interests of students in mind and how we can use the resources we have to best cater for the children in our care. I care deeply about each child and their bright smiles, caring attitudes, achievements and enthusiasm keep me going day to day. I enjoy the way the children come freely into my office to share their work and successes with me.

We look forward to sharing further success in 2021 and helping each child reach for the stars.

Thank you for all your support and I look forward to working with you all again next year.

### Parent Body Message

2020 will be a year none of us will forget. I want to start by extending my thanks as a parent to our Principal and the wonderful teachers and staff we have here at St Joseph's. In a year full of ups and downs, in and out of school, through your hard work, I don't feel the students have suffered at all.

This year our P and F plans hit some major roadblocks pretty early on and a number of events that were in the planning were quickly put on the back burner due to COVID restrictions.

We were able to finish off the Easter raffle before shutdowns occurred and through the tremendous effort of many, we have been able to pull off the 100 Club raffle. On top of all that, one of our Kindy mums donated her time and expertise to bake up a storm with the Father's Day and Christmas cookie fundraisers. Thanks for all your help!

All of these fundraising efforts go towards supporting and improving our school. This year the P and F purchased the cubby house to compliment the new equipment and assisted with funding a position for a handy person to tidy up around the school grounds and gardens.

In closing, the P and F is an integral part of the school, we provide funding for a lot of the "extra" things that make the school more comfortable and better equipped to teach our children. A number of our current P and F committee members have children who are close

to or have already grown up and moved on, so I urge everyone to come along to the meetings to throw some ideas in and help out. It doesn't take much but many hands make light work.

*St Joseph's P and F President, 2020*

### **Student Body Message**

This year has had lots of ups and downs and even though we have missed out on multiple opportunities, our school has pushed through and we have finished on a high note. We are extremely proud of the students and staff of our school because during the horrible and unexpected times they have pushed through and fixed everything.

But even though there's been a lot of difficulties, 2020 has also had lots of highlights and good times. We were able to have Exergames visit us, wonderful teachers taught us music, the school leaders got to visit the relics of Saint Therese and her parents. Butterfly Music came to our school and gave us a concert. We've also had a lot of fundraising events and celebrations, like our 60's Dress Up Day, Crazy Hair Day, Book Week and Dress to Impress Day.

We would like to acknowledge our Principal and Teachers for providing us with a great education. Also, a huge thanks to the support staff for being a tremendous help to us always.

We would like to thank the P & F for fundraising for our school and helping us out. 2020 is not what we planned for but we have gained new skills and strength from the new experiences.

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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 Peak Hill. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 24.

Peak Hill is a small country town in Central West New South Wales with an approximate population of 750 people. We acknowledge the traditional custodians of the land, the Wiradjuri people.

St Joseph's was established by the Sisters of St Joseph in 1895 and later in 1930, the Sisters of Mercy arrived to take over the running of the school. St Joseph's acknowledges the huge contribution that these religious orders made to the history of our school. Today we have a well-resourced school, staffed by committed and dedicated teachers.

Fr Manoj Manuel is our Parish Administrator. He is very supportive of our small school and interacts with staff and students in a kind and caring way, showing us how to be a true disciple of Jesus.

St Joseph's Parish School provides pathways for sporting success through Cluster and Diocesan events that help children qualify for Polding and then State or National competitions. This year our sporting pathways were affected by the COVID-19 pandemic and unfortunately didn't go ahead.

This year we improved the school playground by adding an Indigenous gathering space, new cubby house and nature playground. We are proud of the opportunities we provide our students within the Peak Hill community and surrounding areas.

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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
11	12	1	23

\* 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 89.11%. 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	91.90	89.60	87.10	86.50	86.00	91.80

## 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	10
Number of full time teaching staff	2
Number of part time teaching staff	3
Number of non-teaching staff	5

### 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 - Governance and Organisation**

Annual staff policies, timetables and procedures to follow for the year. Completion of SALT WHS, Child Protection, Discrimination, Harassment and Bullying training.

### **Day 2 - Religious Education: Sacraments and Sacramental Programs**

The MRE (Mission and Religious Education) Team provided professional learning for staff to deepen knowledge and connections about the Sacraments. Modelling and guidance were provided to the staff to implement the *Educating in Christ* Religious Education sacramental preparation K-6.

### **Day 3 - Embedding Formative Assessment (Beginning the Journey) - Dylan Wiliam Professional Development**

The purpose of this professional learning is to begin to implement the *Embedding Formative Assessment* professional learning package produced by Dylan Wiliam. This day will cover Workshops 1 and 2 to prepare for implementing techniques at the beginning of 2021. This will be a two-year professional learning journey to inform the use of formative assessment and improve strategies for students and teachers. On this day staff will complete their Teacher Learning Plan for 2021 in line with this professional development. There will be two staff meetings per term dedicated to this professional learning in 2021.

### **Day 4 - Improving Programming and Planning**

The purpose of this professional learning is to inform the staff of updated diocesan programming requirements and organise programming templates for 2021. Staff will collaborate and plan 2021 Scope and Sequences.

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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.

### **VISION STATEMENT:**

Guided by the love of Jesus Christ, St Joseph's Parish School strives to provide an inclusive, nurturing environment where individuals are encouraged to be resilient, empowered learners who contribute positively to the wider community.

### **Prayer, Liturgical Life and Faith Experiences**

We have had another wonderful year with our Parish Administrator, Father Manoj Manuel. He has supported our parish immensely, ensuring that our liturgical celebrations have continued despite the ever-changing COVID restrictions that 2020 has brought us. Sadly, we will farewell Father Manoj in February as he moves to the Broken Bay Diocese to complete further studies. We will miss the strong sense of love and compassion he has brought to our small rural community and its students. We wish him all the very best as he journeys into his next chapter.

This year we welcomed two students and their younger sibling into the parish through the Sacrament of Baptism. This was a wonderful celebration that all of our staff and students were able to be a part of. We also had four students complete their Sacrament of First Reconciliation and two students complete their Sacrament of First Eucharist. There were no candidates for the Sacrament of Confirmation this year.

We celebrated the following feast days: Ash Wednesday, St Joseph's Day, Sacred Heart and Saint Mary of the Cross. The school conducted liturgies for ANZAC Day, Mothers' Day, National Sorry Day, Reconciliation Week, NAIDOC Week, World Peace Day, Fathers' Day and Remembrance Day. We finished our year with the Year 6 Graduation Mass. We also held special liturgies for our dearly departed friends Mrs Antonia Francis, Mr Geoff Sullivan and Mr Wes Bush who were much loved members of our community.

We welcomed some special visitors into our school including Bishop Columba and Mr Andrew Chinn. Andrew is an accomplished performer who provides some of our favourite liturgical music. He gave us a high energy, fun, COVID safe concert in Term 4.

We continued our connection with St John the Baptist School in Freshwater. We have a wonderful pen pal relationship with their Year 3 cohort who annually fundraiser to help pay for parts of our student Christmas party. We also formed a relationship with Miss Veronica Hinglak, an Indian dentistry student suffering financial hardship this year. We met Veronica and heard of her story through Father Manoj. We have been fundraising for her this year and will continue to do so until the completion of her studies. We have developed a lovely pen pal relationship with her as well.

Our Mini Vinnies students successfully organised many initiatives including a Dress to Impress Day, Pyjama Day and Crazy Hair Day to raise funds for various causes. The students made Christmas cards to go into the hampers for our local community members. They also participated in Socktober for the Catholic Missions.

### **Parish Partnerships**

Members of staff regularly attend Mass and serve as readers, cleaners and Eucharistic Ministers on the liturgy roster. Principal, Regina Goodridge, also serves on the Parish Council. All staff members are invited to parish events. Father Manoj is also invited to all major activities held at school. We are fortunate to have Bishop Columba celebrate Latin Mass with us each month, continuing the tradition set by Father Perry.

Our most exciting achievement this year has been the introduction of our new curriculum, "Educating in Christ." This curriculum is based on the work of Maria Montessori and Sofia Cavalletti and involves using concrete materials specifically designed to stimulate students into logical thought and independent discovery. The learning experiences are aligned to the liturgical seasons of the church with content that increases in complexity from year to year and reinforces previous learning. The learning environment caters for each student's developmental stage with a focus on learning from the concrete to the abstract. Our primary goal is to bring each student into closer intimacy with Jesus Christ. The students have embraced this new learning approach and are looking forward to new experiences in 2021.

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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.

### **Targetted Literacy Groups**

This year one of our key priorities was Literacy. We were fortunate to be able to have three small differentiated Literacy groups K-6 for the first two hours of each day. Each group was lead by a teacher who was supported by a teacher assistant. K-2 implemented the research-based, InitialLit programs which had been informed by participating in the Early Literacy Project in 2019. The other group used Spelling Mastery and boys interest-based units to cater for the learners. The data gathered showed significant growth in reading, writing and spelling for all students.

### **Meeting the Additional Needs of Students**

This year we used a whole school *Berry Street Education Model* approach to meet the needs of our most challenging students. The Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices. Some of the strategies include a morning circle to greet and connect with each other, timely and appropriate brain breaks and meditation.

Adjustments have been made for students with a disability which are reflected in personalised planning (PPs). Indigenous students are catered for through the development of Personalised Learning Plans in collaboration with families, staff and the Aboriginal Education Worker (AEW).

### **PDHPE/Sport Programs**

Students at St Joseph's participated in a wide variety of sporting events throughout the year. Fundamental Movement Skills are taught to all students from Kindergarten to Year 6 at a level appropriate to their age and ability. This year St Joseph's was once again successful in securing Sporting Schools Grants where gymnastics, swimming, cricket and Exergames sessions were conducted and sporting equipment was purchased. This was a wonderful opportunity for our students to learn new skills that were taught to them by professionals as well as their classroom teachers.

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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

The values of respect and responsibility are reflected across all dimensions of school life. Building on our updated vision statement created in 2018, the children, K-6, worked together to write six norms of behaviour in 2019 to inform what the "St Joseph's way" looks like. The children are proud of these norms and we refer to them daily. The norms are:

- We are respectful and listen to each other.
- We are ready to learn and on task to do our best.
- We share and play fairly in a calm environment.
- We are happy and helpful.

- We are kind and we celebrate each other's success.
- We are positive and learn from our mistakes.

St Joseph's Parish School celebrates liturgies and assemblies where compassion, kindness, reconciliation, tolerance, respect and justice are encouraged and affirmed. We implement Restorative Practices as part of our daily interactions. We have embedded Making Jesus Real (MJR) into daily school life.

Our small school provides a nurturing environment where older children care for younger students. Our Stage 3 Leadership Team provides an opportunity for all children to develop leadership and lifelong skills. We provide a counselling service to improve wellbeing when needed.

As part of our Catholic mission, this year we took on the initiative to sponsor a young lady from India to complete her dentistry studies. Veronica is known to our parish priest and the Minnie Vinnies team held fundraising events to help her reach her dream. This partnership will continue in 2021. Our Minnie Vinnies team have been proactive in organising fundraising events for Catholic missions and to give to others.

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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:

- Designate and prepare learning spaces and timetables for Religious Education within our school.
- Ensure that all staff members receive appropriate support in understanding the new methodology.
- Designate 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:**

**Implement and embed programs informed by the Early Literacy Project and strategies to improve the Literacy outcomes for all students.**

Reason for priority 2:

- The need for consistency in the delivery of literacy teaching and learning activities across the school.
- For teachers to implement and embed research-based practices in Literacy to have a positive impact on student learning and growth.

Steps taken to achieve priority 2:

- Strategically planning and resourcing staff to target the needs of students, through three differentiated vertical Literacy groups K-6.
- Whole staff collaboration and moderation of writing on a data wall.
- Using learning progressions when moderating writing to inform next steps for student learning.
- Continuation of the InitialLit program in Kinder and Year 1. Implementation of InitialLit 2 for the first time.
- Protected Literacy Block of two hours a day.
- Pre-testing of reading skills at beginning of 2020 to inform student groupings and organisation for Literacy.
- Principal as lead learner and prioritising the budget to support this project.
- Embedding the Literacy teacher in Literacy group 1 to model and support writing development with the youngest learners.
- The embedding of Learning Intentions and Success Criteria for Literacy.
- Updated timetable to include all English block components.
- Continuing to embed the assessment waterfall chart (Lyn Sharratt).
- Ongoing Reading Data Wall analysis.
- Leadership team reflections after Learning walks and talks.

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 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” 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 use formative assessment to increase teacher quality and increase student learning. For teachers to use assessment for learning to increase student’s achievement.**

### Reason for priority 2:

- Through principal reflection around the next steps of implementation of Lyn Sharratt's 14 Parameters work, the focus needed to shift to quality assessment.
- Through learning walk observations and conversations with students about their learning staff noticed;
- the need to set higher expectations for students.
- the need to help students to be self-motivated learners who are motivated to extend themselves.
- that students need to be more responsible learners.
- that more focus needs to be placed on peer feedback to activate students to be instructional resources for on another.
- the need for more purposeful, ongoing, timely teacher feedback to extend student learning.

### Steps taken to achieve priority 2:

- For the leadership team, in conjunction with the Education Officer, to facilitate the delivery of the Dylan Wiliam 'Embedding Formative Assessment" professional development program.
- Journey commenced with a Pupil Free Day in Week 10, 2020 where we covered Workshops 1 and 2.
- Implement teacher learning communities in action.
- Collaboration and reflection through professional learning communities.
- For all teachers to clarify and share learning intentions and success criteria for professional growth.
- Ongoing implementation throughout 2021 with two staff meetings per term.

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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 that the teachers are genuinely interested in the welfare of their children and that the school effectively communicates information about activities and events.

Parents were asked if their child was challenged to maximise their learning and all parents agreed or strongly agreed with this statement. When asked about meeting the individual needs of students, 90 per cent of respondents strongly agreed, whilst the other 10 per cent of respondents agreed.

All parents surveyed, strongly agreed or agreed that St Joseph's Parish School provides opportunities for parents to become involved and that the school provides appropriate information about their child's progress.

The majority of parents expressed that they strongly agreed that St Joseph's helps children to develop a knowledge and understanding of the Catholic tradition, the other respondents agreed as well. All parents also strongly agreed or agreed that St Joseph's provides a safe and supportive environment.

One parent commented; "An exceptional school with a strong, kind and empathetic leadership team. The School and the staff go above and beyond to create a safe, supportive and nurturing environment where the students feel valued and confident to learn and thrive".

### Student satisfaction

All students at St Joseph's School agreed that the school helped them in developing knowledge and understanding of the Catholic tradition.

All students surveyed were proud of St Joseph's Parish School. All students believed that their teacher encouraged them to do their best in school activities and believed that St Joseph's offered them a wide range of sporting and extra-curricular choices.

A majority of students agreed that they feel safe at school and if they had a problem at school there is someone they could approach for help.

## Teacher satisfaction

Every staff member at St Joseph's Parish School reported that they enjoy working in the School, felt safe in the school environment and were extremely satisfied with the teaching experience at this school. All staff felt the feedback from the Principal was either very or extremely useful.

All staff surveyed felt that the school cared about their professional growth and development, with staff agreeing that the school gave the right amount of attention to Standardised Testing. The majority of those surveyed responded that the staff collaborate with each other extremely well, the other respondents reported that the staff collaborated very well.

All staff agreed that the expectations for student achievement at St Joseph's is either extremely or very reasonable.

One staff member commented; "A great school with very lucky students who receive pretty well one on one attention. Great staff who all get along and work well together to create a happy, positive, supportive and engaging environment. A very generous, understanding and compassionate Principal who has the best interest of her staff and students at heart".

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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>	\$797,550
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$204,238
Fees and Private Income <sup>4</sup>	\$68,828
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$7,642
<b>Total Income</b>	<b>\$1,078,258</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$26
Salaries and Related Expenses <sup>7</sup>	\$824,278
Non-Salary Expenses <sup>8</sup>	\$259,427
<b>Total Expenditure</b>	<b>\$1,083,731</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