



CATHOLIC EDUCATION
WILCANNIA-FORBES

2022

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 3 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 2021.

We look forward to continuing the next chapter in this journey with you all in 2022.

Parent Body Message

St. John's P & F have had another relatively quiet year due to COVID19 Restrictions this year. However, we were lucky enough to be able to hold a Mother's Day Stall, an Easter Raffle and also run the canteen for our annual Athletics Carnival at the beginning of the year before lockdown. Together these fundraising events raised over \$3000. We were also the lucky recipients of a \$1500 grant from the Essential Energy Community Choices Program - thanks again to everyone who voted for us. Finally, our last planned fundraiser for the year is our major fundraiser event - the Fun Run which will be held on the 10th of December and was postponed due to COVID19 Restrictions.

Thanks again to the 2021 committee for another year of awesome teamwork and thanks to our St. John's families for their continued support. See you in 2022.

Student Body Message

It has been a challenging year during 2021 with COVID19 lockdown and the restrictions that have been in place. The Student Representative Council (SRC) still managed to create safe and fun events for the students to enjoy. The SRC organised spiders for Wellbeing Week,

free zooper doopers for World Kindness Day, put on a Melbourne Cup dress up event (fancy fascinators, hair, hat or socks), purchased new footy tees, footballs, soccer balls, basketballs and soft foam balls. Students raised money to buy new whiteboard markers for the teachers and in return, the teachers would give the students their spare ones so that they could be used as a recess and lunch activity on the whiteboard in the playground. 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 154.

St. John's Parish School is located in a small rural-remote transient mining community in western New South Wales, with a structure of four stages in 2021.

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 St. 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 St. Joseph's School. From the 1930s the Cobar Catholic High School was called St. John's School and the Primary section was known as St. 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 and in January of 2021 this process was repeated in the Stage 1 classroom to open the spaces and support a flexible learning environment. New flexible learning furniture was purchased for these rooms 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 2021:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 97 | 91 | 5 | 188 |

* 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 2021 was 89.74%. 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 |
| 87.60 | 90.10 | 87.70 | 91.90 | 90.40 | 90.90 | 89.60 |

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 2021:

| | |
|------------------------------------|----|
| Total number of staff | 21 |
| Number of full time teaching staff | 9 |
| Number of part time teaching staff | 3 |
| Number of non-teaching staff | 9 |

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 5 teachers
- Provisional 28 teachers
- Proficient 217 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. Lyn Sharratt Clarity Modules Professional Learning: 14 parameters and high yield strategies to enhance student growth.

Term 2

Day 3. Curriculum Professional Development: Open Ended Maths Tasks with Peter Sullivan.

Term 3

Day 4. Curriculum Professional Development: Religious Education 'Educating In Christ' - Scriptures with Dr Gerard O'Shea (this PL was cancelled due to COVID-19 and will recommence later in 2021).

Term 4

Day 5. Curriculum Professional Development: Religious Education 'Educating In Christ' - Scriptures with Dr Gerard O'Shea (rescheduled from Term 3).

Day 6. End of the School Year Planning: Annual Improvement Plan for 2022, Evaluating Education Plans and Scope and Sequences, Planning for 2022.

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 2021 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
- DAILY 5 / CAFE 5 Professional Development
- Google Classrooms / Suite Training
- Principals Conferences
- School Visits
- Best Start Kindergarten Assessment Training
- Religious Education - Educating in Christ
- Religious Education - Spirituality
- Religious Education - Mustard Seed
- English - InitialLit Training
- Lyn Sharratt 'Clarity' Modules
- Latrobe University - Science of Reading Short Course
- Mathematics - Extended Mathematical Understanding (EMU) Training
- Restorative Practices
- Flexible Learning & Co-Teaching
- De-escalation and Understanding Behaviour
- Grow Your Mind Mental Health and Wellbeing Training
- Berry Street Trauma Informed Education
- Road Safety Professional Learning
- Pathways to Leadership

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 fourth year running. It was held on Sunday the 21st of March and we welcomed new members into our Catholic faith community. Father Paul has continued his support for this event and the candidates receiving their Sacrament of Baptism. The Sacrament was celebrated by 1 candidate in 2021.

Our other two Sacraments for 2021 were Reconciliation and First Holy Communion. We had 11 candidates for Reconciliation and the preparation was completed with Miss James on a special retreat day for candidates. There were 11 First Holy Communion candidates who prepared with a special retreat day for this special celebration with Miss James. This celebration was held on 6th June with families and the wider parish community in attendance. The morning concluded with a morning tea and cupcakes with the candidates, their families, Fr Paul 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 1 candidate for the Sacrament of Confirmation this year, as the majority of our students were up to date with Sacraments. This was celebrated with Bishop Columba on 18th July.

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 Liturgy was held in each classroom due to

COVID19, modifications needed to be made to adhere to restrictions. This is the fifth 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 continue our 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 as planned but we were able to host 3 with the assistance of Tom McKeown (Diocesan Youth Ministry Coordinator).

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. During 2021 all staff participated in Dr Lyn Sharratt's Clarity Modules. 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.

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/EMU (Extending Mathematical Understanding) Teacher and 5 teacher assistants who work in the classrooms assisting our students and teachers. Our Literacy and Numeracy Focus Teacher monitors student progress and works with teachers to support students individualised learning and to provide quality teaching and learning programs in English and Mathematics. The Literacy and Numeracy Focus Teacher is also the Extending Mathematical Understanding (EMU) specialist teacher and provides support to Year 1 students requiring assistance in this area. Our Additional Needs Teacher works closely with teachers, parents, support staff and outside agencies to support students with Additional Needs, also responsible for coordinating small group and individual assistance to students. Other areas of assistance offered include MiniLit and MacqLit programs, Reader Tutor Program, Afternoon Reading and small group and individual programs to assist a multitude of learning needs. Our Additional Needs Teacher also coordinates the teacher assistants timetables and support from outside agencies. We liaise and work with outside services to assist students. The biggest outside service that we work with is Royal Far West Telecare. Our Additional Needs Teacher coordinates this service, it works via video link and bridges the isolation gap, providing speech and

occupational therapy assessments. As a part of this service, students have accessed speech, occupational therapy and counselling therapy sessions. The school also has a number of students that receive Occupational Therapy from an allied health professional based in the town. The school works closely with parents and outside agencies such as Royal Far West and paediatricians based in other towns to ensure that the communication between school, home and therapy occurs so that the best support possible is made available to our students.

Aboriginal Education:

At the beginning of 2021 parents, teachers and students worked collaboratively together to create personalised learning plans (PLP's) for our Indigenous 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's have been working with students to support them in working toward their goals throughout the 2021 school year. Our AEW's have also been working with teachers within the classroom to ensure an Indigenous perspective is being strengthened throughout the curriculum.

Early in the year Aboriginal Education Workers from across our cluster met with Merindah Wilson and Mel Kupkee to introduce CCAT and ATSIE. The workshops provided opportunities to build connections with other Aboriginal Education Workers across the Dioceses. Later on in the year we formed our "A Team" and met together with Merindah to start the process of implementing the CCAT and ATSIE. The St. John's 'A Team' consists of both AEW's, both Principals, our Aboriginal contact teacher and our parent representative. Our contact teacher was allocated release days in 2021 to complete the required training and the CCAT and ATSIE. Our AEW's will also complete the same training in 2022.

In Term 2, St. John's Parish School participated in National Sorry Day and National Reconciliation Week to recognise and support these very important pathways towards reconciliation. This year we held our annual NAIDOC celebrations in November. Due to restrictions, NAIDOC was celebrated within each cohort, completing a range of activities planned by our AEW's and Contact Teacher. Some activities completed in the infant years were information about the Aboriginal, Torres Strait Islander and Australian flags as well as flag artworks, Traditional Indigenous Games, Dreamtime stories, 'Hello and Welcome' and 'My Culture and Me' storybooks as well as related artworks, holding a Yarning circle and more. Our Primary years completed Aboriginal Trivia, Traditional Indigenous Games, 'Hello and Welcome' and 'My Culture and Me' storybooks as well as related artworks, holding a Yarning circle and a T-shirt design competition. These designs were absolutely amazing and we have decided that we need to get an external judge and winners from Stage 2 and 3 will be presented a T-shirt with their design. Although this day was modified and we had to change all of our plans, it was still a very successful day!

In March 2021 Cobar Aboriginal Education Consultative Group (AECG) was reformed. This has seen both Principals, both AEW's and our Aboriginal Contact Teacher attend meetings in Weeks 3 and 7 of each term. We are grateful for this important partnership within our local community. We have also started consultation with the AECG on plans for our firepit/yarning circle which has seen many local Aboriginal community members give us input on what they believe would be great ideas for this project. Unfortunately, this has been a lengthy process partly due to COVID 19 restrictions and no visitors allowed on site, but we hope to have this up and running within the near future.

Overall 2021 was a very successful year. Let's hope that 2022 allows us to be able to celebrate all the exciting things we have planned with our community.

Curriculum Initiatives:

Curriculum Initiatives in 2021 included the continuation of InitialLit for the fourth year in 2021 in Infants and Daily and Cafe 5 training for Stage 2 and Stage 3 teachers. Continuation and review of the new Education Plans and Scope and Sequences in 2021 which were prepared in 2019. 21st Century pedagogy professional learning and implementation of flexible learning spaces and co-teaching were further embedded for all class teachers in 2021. Igniting students' interest in Science via National Science Week celebrations for the fourth year running, although local high school and specialist teachers were unable to provide exciting and hands-on learning experiences due to COVID19 interruptions, we acknowledged and celebrated this national event during home learning. Our annual Public Speaking competition was held, with restrictions due to COVID19. Preparations for and professional learning for Religious Education and the Scriptures was also undertaken during 2021. Peter Sullivan presented a valuable, rich and powerful professional learning experience for teachers enhancing knowledge and skills in open-ended mathematical tasks, also workshopping with students to allow staff to view this learning in action.

Student Performance in Tests and Examinations

NAPLAN

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 at St John's Parish School for 2021 is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top two bands are reported in the table.

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

| NAPLAN RESULTS 2021 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|--------------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 27% | 54% | 27% | 11% |
| | Reading | 27% | 55% | 27% | 10% |
| | Writing | 60% | 53% | 50% | 6% |
| | Spelling | 23% | 49% | 27% | 13% |
| | Numeracy | 18% | 36% | 14% | 13% |

| NAPLAN RESULTS 2021 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 44% | 35% | 35% | 14% |
| | Reading | 17% | 40% | 30% | 11% |
| | Writing | 44% | 20% | 30% | 18% |
| | Spelling | 22% | 38% | 39% | 14% |
| | Numeracy | 13% | 29% | 35% | 15% |

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 Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 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 Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2021 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 Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2021 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 Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 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 by being positive role models.

All students are encouraged to join Mini-Vinnies, the Student Representative Council (SRC), a weekly 'Making Jesus Real' lunchtime club, choir and participate in community service initiatives.

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. All staff were trained in the importance of Mental Health and Wellbeing via 'Grow Your Mind' during the course of the 2021 school year, and some staff trained in 'Berry Street' Trauma Informed Education, with plans to train additional staff in 2022.

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 interrupted and 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. Youth Group is also offered for Years 4-8 once per term. 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 2021:

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:

- Continue in the implementation of the new Diocesan Religious Education Curriculum: Educating in Christ.

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.
- One Professional Learning Day allocated to staff professional development to deliver the R.E. curriculum.

Status of priority 1:

- Achieved, with continued implementation and professional development in 2022.

Annual School Priority Two for 2021:

Focus on building teacher and leader capacity to increase student achievement and growth in an ongoing, sustainable way through the CLARITY Learning Suite.

CLARITY 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.

Steps taken to achieve priority 2:

- Engagement in the CLS Modules
- Establishing Norms and School expectations
- Learning Walks
- Assessment and Reporting Data/Student Growth/Data Wall
- Programming documentation
- PLPs & PPs
- Learning Progressions

Status of priority 2:

- Working towards completing the modules due to an interruption during COVID Lockdown.

Priority Key Improvements for Next Year

Annual School Priority One for 2022:

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.

Documentation should incorporate continual reference back to the primary catechetical goal:

“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)

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 and Stage 3 will be fully implemented.

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 and 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 “Moral Formation and Teaching to Pray” 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.

Annual School Priority Two for 2022:

Complete Clarity Learning Suite and find connections to embed the learning through Literacy.

Whole-school explicit Literacy instruction providing all children with the essential core knowledge and strong foundations to become successful readers and writers. i.e K-2 InitialLit, 3-6 Quality instruction.

Reason for priority 2:

- To 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).
- Making connections with the Clarity Learning Suite and Literacy, embedding protocols and practices to support student learning.

Steps taken to achieve priority 2:

- Completion of the CLS Modules and making connections with Literacy.
- Establishing norms and school expectations - Agreed Practice, non-negotiables for Literacy and embedding protocols.
- Learning Walks
- Assessment and Reporting Data/Student Growth/Data Wall
- Programming documentation (Content/Process/Product/Environment)
PLPs & PPs

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, all respondents strongly agreed (70%) and agreed (30%) that St John's Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst all parents strongly agreed (54%) or agreed (46%) that St John's Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 62% of parents strongly agreed with this statement, whilst 38% agreed. A majority of respondents strongly agreed (77%) or agreed (23%) that St John's Parish School meets their child's individual learning needs.

85% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 15% agreed with this statement. A further 70% of parents strongly agreed and 23% agreed that the school provides appropriate information about their child's progress.

All parents strongly agreed (77%) or agreed (23%) that St John's Parish School provides a safe and supportive environment for their children. Over 84% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst a further 16% agreed with this statement.

A further 85% of respondents strongly agreed and 15% agreed that teachers are genuinely interested in the welfare of their children, with the same percentage of parents strongly agreeing (85%) and agreeing (15%) that St John's Parish School, Cobarr effectively communicates information about activities and events.

Student satisfaction

All 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. 100% of students surveyed were proud of their school.

Forty per cent of students always believed, with the remaining sixty per cent of students stating that their teacher very often encouraged them to do their best in school activities, with all students understanding their rights and responsibilities when at St John's Parish School.

All students stated that they feel safe and believed that St John's Parish School offered them a range of sporting and curriculum choices. Most students (80%) understood who they could approach for help if needed at school, whilst the remaining 20% often knew who to approach at St John's Parish School, Cobar.

Teacher satisfaction

All staff surveyed enjoy working at St John's Parish School, they classified the school as extremely (67%) or very (33%) safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

Seventy-eight per cent of staff agreed that the school gave the right amount of attention to Standardised Testing, with the remaining 22% split between too little and too much attention. The expectation on staff for student growth was extremely (45%) and very reasonable (55%). The same percentage of staff responded that the feedback from the principals was extremely and very useful.

All staff felt that the school cared about their professional growth, with respondents extremely satisfied and very satisfied with their teaching experience at St John's Parish School, Cobar.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for St John's Parish School in 2021 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 2021 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,353,433 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$686,032 |
| Fees and Private Income ⁴ | \$238,977 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$24,713 |
| Total Income | \$3,303,155 |

| Recurrent and Capital Expenditure 2021 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$68,051 |
| Salaries and Related Expenses ⁷ | \$2,302,405 |
| Non-Salary Expenses ⁸ | \$790,358 |
| Total Expenditure | \$3,160,813 |

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 2021 REPORT