



**CATHOLIC EDUCATION
WILCANNIA-FORBES**

2021

ANNUAL SCHOOL REPORT



St Joseph's Parish School

Aidan St, HILLSTON 2675
Principal: Ms Beverley Hayes
Web: www.wf.catholic.edu.au/schools/hillston/

About this report

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](#).

Message from key groups in our community

Principal's Message

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

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

As high yield strategies drive our work, our focus has been on the priorities of our Annual Improvement Plan. All members of staff are deeply committed to working collaboratively to support our students, families and members of the Parish Community, ensuring our students flourish as individuals and achieve learning outcomes in a nurturing environment.

As principal, I continue to feel a sense of deep pride as I work with, and walk alongside, all members of this blessed and vibrant learning community.

Parent Body Message

Yet again, parent involvement at St Joseph's continues to be strong. Despite the impacts of COVID again this year, the P & F has had a very successful year, raising funds for the school and providing some fun and exciting things for the children. The Executive Committee has shown strong and committed leadership, always warmly encouraging new parents to join in activities.

The P & F has catered for a variety of events including the school swimming and athletics carnivals, Hillston races and Youth Week. In August, they ran a lamington drive as well as a very successful community-focussed movie night. Both these events took a lot of time and energy to organise and run but teamwork made the task so much easier.

The canteen has operated for most of the year, swapping to days that enabled more volunteers to attend. Families and community members have been involved in the Easter Raffle, Mother's and Father's Day raffles and of course, the Annual Christmas Tree which was yet again impacted by COVID-19 restrictions.

A tree planting initiative along the Aidan Street fence line was also a very clever initiative. A line of Capital Pear trees and painted pavers will add to our beautiful setting. The year was concluded with the setting up of a Christmas nativity scene near this fence, and with the

addition of Christmas cutouts and lights decorating the fence line, it made a stunning sight for all the community to enjoy.

Again this year, the P&F donated \$12 000 to the school, which was combined with last years' donation to see a solid shade structure erected over the playground equipment. Given our current enrolment, this is an extraordinary effort. Our P&F President and her committee are to be congratulated and this fundraising effort is a testament to what can be achieved by hard-working, committed parents.

Parent voice is also actioned through membership on the School Advisory Committee.

Student Body Message

As the Year 6 Leadership team, we are that we have been resilient and pushed through to reach our goals this year, despite the impacts of COVID-19. We have modelled for our fellow students our school mantra, as we strive to be responsible, respectful learners. We have abided by our school rules to make sure everyone feels happy and safe. We have listened to the suggestions of our fellow students in all class groups and we have been guided by staff to see these ideas materialise. Our wish is that all students can go home each day feeling happy that they have done their best and had the best day possible.

The Resilience Project (TRP) has made us more mindful and aware of the importance of being empathetic and grateful. Gemma has been a great mascot! Our collective support of projects such as Catholic Missions, Project Compassion and Do It For Dolly has been the TRP in action. We have been lucky to have people such as Andrew Chinn and Fanny Lumsden sing and work with us because their messages are also ones that align with being GEM (Gratitude, Empathy, Mindfulness) people. We are thankful for the many ways all members of staff have cared, supported and connected with us. We would like to also thank Fr Chris for showing his care and support for us through masses and prayer, and also for his regular presence with us at school.

School Features

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Hillston, 527 kms due west of Sydney. The school caters for students in Kindergarten to Year 6, and has a current enrolment of 37.

St Joseph's has a long and proud history. Since its foundation by the Josephite Sisters in 1892, innumerable talented and dedicated teachers have embraced the Josephite charism as they guided and supported students to reach their full potential. We consistently honour the rich Josephite tradition we proudly enjoy and this gives us confidence as we continue to offer quality Catholic education.

Our school name indicates that we are inextricably linked to the Hillston Parish, where we serve the families of the local district. As part of the Diocese of Wilcannia-Forbes, we are supported in our work by Bishop Columba MacBeth Green and our Director, Mr Gordon and all members of the Education Services and RE Mission Catholic Education Wilcannia-Forbes Teams. We are guided by our Diocesan Statement of Faith, our Diocesan Annual Improvement Plan and our own School Improvement Plan.

We strive to provide a learning community where each individual student's social, emotional and physical wellbeing is nurtured through experiencing safe, trusting and respectful relationships. Our mantra *Respectful, Responsible Learners*, reflects our goals and helps each member of our community to stay focused and committed to our mission. We work closely with parents and carers as we guide and support each student to realise his or her own potential, to cope with the normal stresses of life, work productively and fruitfully so as to make a contribution to their community. This year we have begun a formal readiness for school programme known as Little Joeys in Training. Our aim was to showcase to our community what we have to offer students and families by inviting all preschool children to participate in age-appropriate activities focused on all areas of the curriculum.

Staff members are committed, collaborative and innovative. We possess a shared belief and understanding that all students can achieve high standards given the right time and the right support. We share a collective responsibility to understand the needs of every student. School improvement is at the heart of our work as teachers and leaders and we know that it needs to touch every classroom if it is to have a positive impact on each student. Staff model lifelong learning to their students and encourage shared knowledge and professional conversations that lead to shared success.

Our setting is unique and lends itself to creating a learning environment that is peaceful and linked to a natural love of the environment. Creatively designed outdoor areas such as the Mary MacKillop Reflection Garden and our Sensory Garden, provide a variety of settings

where students can learn, reflect and play. Our well kept outdoor spaces and maintained buildings reflect the pride we all have in our school.

Our remote location in inland NSW does not limit the learning opportunities we offer. We have a well-established relationship with Royal Far West Children's Service based in Manly, and targeted students receive speech therapy, occupational therapy and counselling through their Telecare Programme. Teachers have linked with a variety of online teaching opportunities this year, in particular the South West Music Conservatorium, through which our students and staff have learnt to bucket drum and play the ukulele. Our students have "virtually" visited the Sydney Opera House, venues in the Australian Capital Territory and zoomed to the International Space Station as part of Simultaneous Storytime. When required, our students moved seamlessly to remote learning, through the use of their personal Chromebook, Google Classroom and Zoom.

We have a well-organised and active P&F Association and School Advisory Committee. The P&F provides a canteen for our students as well as a variety of community-minded activities which promote our school out in the community, celebrate our community spirit while raising funds for the school. This year the group has donated \$12 000 and this, added to last year's contribution has seen the erection of a solid structure over the playground equipment, which they also funded in 2017.

Covid-19 has again impacted us all. We have not however allowed it to dampen our enthusiasm to provide a learning environment of which we can all be so proud.

Student Profile

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 2021:

Girls	Boys	LBOTE*	Total Students
33	21	0	54

* 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 92.59%. 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	96.40	93.00	94.20	91.00	93.90	88.70

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	10
Number of full time teaching staff	3
Number of part time teaching staff	2
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 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 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

Summary of professional learning at this school

Day 1: Planning the implementing the Annual Improvement Plan

- Focus on the three priorities: Educating in Christ, The Writing Project and The Resilience Project and planning how they will be implemented.
- Reviewing and updating mandated policies and handbooks
- School Vision Statement.

Day 2: Peter Sullivan - An Instructional Model of Mathematics Learning Experiences

- This professional learning opportunity provided teachers with hands-on exploration, reflection and collaboration of effective teaching strategies to motivate students to become active, skillful and successful learners of mathematics.

Day 3: Dr Gerard O'Shea - Teaching the Scriptures to Children

- A combination of lectures and practical work led by Dr O'Shea. Themes included Revelation and Typology, Incarnation, Ministry of Jesus and Paschal Mystery.

Day 4: divided into 2 twilight sessions

Twilight 1 - Dyslexia - led by Polly Drezins, Inclusive Education Specialist,

- to enhance teaching practice to effect positive change and impact on student/child learning progress and achievement,
- to make links to clear and relevant goals that are related to improving student/child outcomes.

Twilight 2 - Evaluation of Writing Project, The Resilience Project and Educating in Christ

- Writing - using collected data to inform student growth against Learning Progressions.
- TRP - reviewing student data from pre and post surveys to identify change in students and staff members understanding of TRP principles and the impact it has had on them.
- Educating in Christ - using data and anecdotal observations.

Day 5: The Resilience Project in action

- Wellbeing day providing opportunities for staff to reflect on the Principles of the TRP and actions to develop resilience and mindfulness.

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 Joseph's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

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

We are blessed to have Fr Chris Lim, our Parish Priest, who visits our school regularly. He models pastoral care and support to all members of the school community, taking every opportunity to encourage the deep connection our school has with the parish. He works closely with the Religious Education Coordinator to plan ways our students can be involved in liturgies, both here at school and at weekend parish masses. Father Chris also is supportive of the parents of our school community, connecting with them in a variety of settings, as part of his parish school ministry. Father Chris was also actively involved in our inaugural Little Joey's Programme, as we welcomed preschool children to our school site fortnightly during Terms 2 and 3. Our little visitors were always keen to engage with the Educating in Christ materials, giving them and their parents an entry into our religious education programme.

Honouring our Josephite Charism is extremely important to us and hence we pray our school prayer at our assemblies and other important gatherings. We are fiercely proud of our strong links to the Josephite religious sisters who began this school, with the beautiful song, *With a Josephite Heart*, now being adopted as our school song. The Feast of St Mary of the Cross MacKillop, holds great significance for us and our Mini Vinnies group wrote, organised and presented a beautiful liturgy which was held this year in our Reflection Space near her statue and we continued the tradition of planting a shrub in this space annually on this feast day.

Sacramental preparation is led by the Religious Education Coordinator who works closely with the class teachers and the Parish Priest to organise parent information sessions and opportunities for parents to continue to guide their children as the first educators of the faith. A parent information session led by Mr Chris Kupkee, our Mission and Religious Education

Officer was well attended. Sacramental retreat days were also offered as a part of their preparation. We were blessed to have Bishop Columba MacBeth Green in our Parish to celebrate the Sacrament of Confirmation at the end of October.

The importance of Catholic Social Justice teaching is evidenced in a variety of groups and activities. Our Mini Vinnies group responds to the needs of our parish through planned activities and acts of kindness and generosity including messages sent to Lachlan Lodge and Hillston Hospital, as visits were severely impacted by COVID. At Easter time and for Mother's Day, card making as a response in Educating in Christ was very popular. Unfortunately, due to Health Orders, our students were unable to sing carols at various venues and inclement weather caused the cancellation of the annual combined faith Christmas Carols. During Lent and October, our school supports Caritas and Catholic Mission respectively. This year the Mini Vinnie Group ran a very successful "Sock it to Poverty" awareness and fundraising activity. As we're not able to sing due to COVID, a lip sync battle was held, and this proved to be very successful.

Curriculum, Learning and Teaching

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.

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

We continue our commitment to the work of Dr Lyn Sharratt as we strengthen our collaborative learning community through shared responsibility and accountability. We collect data to improve teaching and learning. Student outcomes are enhanced through differentiation and effective teacher support in the classroom. We have formed a collaborative learning community with schools in our cluster as we focussed on aspects of the Writing continuum. In addition, the work of Peter Sullivan is being embraced, ensuring problem-solving and reasoning skills are incorporated into the planning and delivery of the Mathematics curriculum.

Our Literacy and Numeracy Focus Teacher and Additional Needs Teacher continue to work collaboratively with all staff as research suggests that early and targeted intervention can change a child's developmental path. Continued access to speech pathologists, occupation therapists and psychologists through the Royal Far West Children's Telecare Service has improved learning outcomes for students and built staff professional knowledge. Small group Extending Mathematical Understanding intervention led by our EMU Specialist teacher has bridged vital knowledge gaps for vulnerable students. Our Additional Needs Teacher

supports class teachers to complete and implement detailed Personal Learning Plans, ensuring effective adjustments are in place for students to access the curriculum. Co-planning has enabled this process to become more streamlined and effective. Parent involvement and support are also important to the success of these plans.

In 2021, COVID-19 Intensive Learning Support Funding has been accessed to support students whose literacy or numeracy development may have been adversely impacted by a loss of access to face to face teaching due to Health Orders. Students worked in small groups with a paraprofessional under the guidance of classroom teachers.

The implementation of The Resilience Project this year has empowered the whole school community to employ strategies to build students' social and emotional wellbeing. Naming and unpacking the three principles of this project, has enabled students to learn skills that give them agency, leading to happier students who are therefore more open to taking risks with their learning, at all times ensuring a safe and supportive learning environment is maintained.

Enrichment opportunities continue to be offered to all students each term. These may be connected with STEM such as the Fermi Challenge, the Rube Goldberg Ingenious Invention Challenge or the Premier's Reading Challenge and other literacy-based activities. Our designated Maker Zone continues to provide a great space in which these challenges can be undertaken.

Our Aboriginal Education Worker also has an important role in the school. This year she has worked alongside the Principal, a designated teacher and parent, to lead a committee focusing on unpacking the Cultural Competence Assessment Tool. This tool will support all staff members to better understand, appreciate and interact with Aboriginal and Torres Strait Islander peoples and cultures, assisting our development of whole-school improvement in Aboriginal Education. She also supports staff in ensuring Aboriginal perspectives are incorporated and embedded in the curriculum in each stage.

We have continued to deepen our students' access to Music education through our continued relationships with South West Music Conservatorium. Students from Kindergarten to Year 6 have learnt to bucket drum. Our belief that Music, and indeed all elements of Creative Arts, are important for building self-confidence, expressing attitudes and ideas and relaxing, has driven this work. Unfortunately, our plan to establish a school choir was thwarted by COVID-19; however, students were given the option to resume their ukulele playing skills instead.

At St Joseph's we strive to offer a broad and balanced curriculum providing our students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.

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 Joseph'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	67%	54%	17%	11%
	Reading	67%	55%	17%	10%
	Writing	67%	53%	17%	6%
	Spelling	50%	49%	17%	13%
	Numeracy	67%	36%	0%	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	33%	35%	17%	14%
	Reading	33%	40%	17%	11%
	Writing	33%	20%	33%	18%
	Spelling	67%	38%	17%	14%
	Numeracy	33%	29%	33%	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 ensuing 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

During 2021, initiatives to promote respect and responsibility included:

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

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

School Improvement

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 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 is 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:

Writing

St Joseph's will engage as a staff and with the Southern Cluster Professional Learning Community to improve writing outcomes for all students. This collaborative process will build teacher and Professional Learning Team capacity and efficacy, strengthen instructional and shared leadership across the school, as well as the cluster (Balranald, Hillston & Hay) and develop a community of practice, within and beyond the school.

Reasons for Priority 2:

- Data has shown the need to maintain a focus on improving writing outcomes for all students, especially in specific priorities in the Learning Progressions.
- Teachers have identified the need to develop our whole-school agreed practice in writing, encompassing planning, teaching, monitoring, assessment moderation and review.
- Teachers seek to be upskilled and empowered to use explicit instructional strategies that have shown to be effective in enhancing the writing skills of all children
- Middle leadership development and teacher network through cross-school PLC collaboration has been identified as a powerful driver to improve outcomes.

Steps Taken to Achieve Priority 2:

- Planned, strategic professional learning and upskilling of staff during Term 1 using NSW Curriculum and the Learning Progressions.
- Engage Focus teacher & NAPA in their respective schools to lead the work and keep the executive informed at School Literacy Leader meetings held twice a term. Education Officer to oversee the project.
- Moderate student writing samples against K-6 outcomes and the NSW Learning Progressions, across the three schools in stages.
- Communicate with, and feedback to parents, twice a year on writing improvement priority throughout the school community (Newsletters, Compass, Social media etc)
- Develop a Professional Learning Community (PLC) across our Diocese with Balranald, Hillston & Hay so collaborative networks can continue into the future

Status of Priority 2:

Achieved though some goals were not reached due to the impact of COVID -19; particularly the development of the Professional Learning Community in the manner it was intended. Going forward, teachers are more aware of, and committed to, providing students with

effective and timely feedback and the importance of communicating with parents about student success and areas for ongoing improvement.

Annual School Priority Three for 2021

Reasons for Priority 3:

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

Research shows that 1 in 7 primary students will experience a mental health problem and 50% of mental health issues develop before the age of 15

Research also shows that the key to reducing these figures is prevention.

As educators, we were concerned for each individual student's well being and we wanted to know how best to support them.

Steps taken to achieve Priority 3:

- All staff enrolled in The Resilience Programme.
- Allocation of a key person to lead the programme.
- Devising a clear plan of how the lessons would be delivered and creating space for this in the PDHPE KLA allocation to teach and expose students to GEM language and behaviours.
- Designated time at staff meetings for discussions/reflections in regard to the progress of the initiative.
- Ensuring The Resilience Programme was visible for parents: regular spots in the newsletter, posters in the admin building, posts on our Facebook page.
- Pre and post student surveys

Status of Priority 3:

Achieved with continued implementation and professional development. This will not however be an AIP priority, though it will continue to be embedded in our practice.

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 their abilities to articulate and reflect upon their learning through discussion with the teacher and by making entries in their learning journals.
- 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:

St Joseph's Parish School will engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all

students to read. The program targets high impact, evidence-based teaching strategies to improve reading skills and growth.

Reason for priority 2:

- improve student learning through evidence-based pedagogy that aligns to the outcomes of the English K-6 Syllabus to meet their individual needs
- empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children
- use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching
- reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

Steps taken to achieve priority 2:

- strengthen whole school capacity through the ongoing development of instructional coaching;
- engage with face-to-face and online professional learning modules to enrich teachers' understanding of effective, explicit, reading instruction;
- use consultancy support to facilitate the transfer of learning to classroom practice;
- apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;
- provide parent workshops to guide parents in supporting their children's emerging reading skills;
- review the Literacy Block and its agreed practices.

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

Parent satisfaction

In a parental survey, all respondents strongly agreed or agreed that St Joseph's Parish School, helped their child to develop knowledge and understanding about Catholic tradition and their children are enthusiastic about the Religious Education curriculum, Educating in Christ. All parents agreed that St Joseph'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, 45% of parents strongly agreed with this statement, whilst 35% agreed. Over 80% of respondents agreed that their child's knowledge and skills in the area of music, visual arts, dance and drama have flourished through the school's focus on the Creative Arts Syllabus, whilst 78% of parents agreed and strongly agreed that St Joseph's Parish School meets their child's individual learning needs.

56% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 44% agreed with this statement.

All parents surveyed strongly agreed (67%) or agreed (33%) that St Joseph's Parish School provides a safe and supportive environment for their children. Over 68% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst the remaining 32% agreed with this statement. Furthermore, all parents strongly agreed (66%) or agreed (44%) that staff members are genuinely interested in the wellbeing of their children.

Student satisfaction

Ninety-eight per cent of students at St Joseph's Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic faith. All students surveyed were proud of their school.

Ninety-eight per cent of students believed that their teacher encouraged them to do their best in school activities, as to understanding their rights and responsibilities at school.

All students feel safe at school, with 98% responding that St Joseph's Parish School offered them a range of sporting and curriculum choices. Most students (97%) understood who they could approach if there was a problem at school.

Teacher satisfaction

All staff surveyed enjoy working at St Joseph's Parish School, they classified the school as a safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

All staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student achievement was extremely (20%), very (50%) or moderately (30%) reasonable.

All staff felt that the school cared about their professional growth, with 40% of respondents extremely satisfied or 60% moderately satisfied with their teaching experience at St Joseph's Parish School, Hillston.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for St Joseph'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	\$937,911
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$264,568
Fees and Private Income ⁴	\$84,721
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$6,309
Total Income	\$1,293,509

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$25,500
Salaries and Related Expenses ⁷	\$913,759
Non-Salary Expenses ⁸	\$302,393
Total Expenditure	\$1,241,652

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