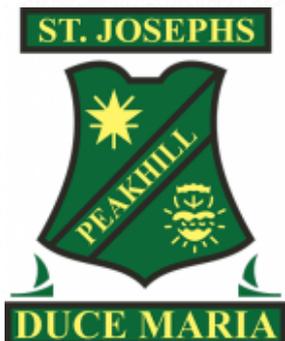




**CATHOLIC EDUCATION**  
WILCANNIA-FORBES

# 2022

## ANNUAL SCHOOL REPORT



### St Joseph's Parish School

157-161 Caswell St, PEAK HILL 2869

Principal: Mrs Regina Goodridge

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

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## About this report

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

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

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

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

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## Message from key groups in our community

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### Principal's Message

In 2021 we continued to provide a wide range of learning experiences to meet the social, sporting, academic and emotional needs of our students. When I reflect on this year, it is hard to remember anything pre lockdown and the learning from home period. A time that was challenging, not only for families but also for us as educators and most importantly the students who weren't able to connect with friends and staff face to face. I thank all of my staff for their dedication and for going the extra mile to provide quality learning opportunities and daily Zoom meetings during the lockdown period. Let's hope we don't have to endure another lockdown in 2022. We were so thankful though that our students could get back to face to face learning sooner than most in the state and we have made the most of a productive Term 4. The excitement was evident when the students returned to school in Term 4.

Although we have missed out on some extracurricular activities due to COVID restrictions. It is always good to be grateful and I think it is important to remember what opportunities the children did get in 2021. The children participated in a variety of sporting events at school, including cluster, diocesan and Polding levels. We had travelling shows visit the school including The Life of Mary MacKillop, a drumming experience and circus skills. The Primary class got to experience a week at The Great Aussie Bush Camp.

This year we celebrate 200 years of Catholic Education and our leadership team represented our school with pride at a diocesan celebration at Redbend College in Forbes. Students also represented St Joseph's at the ANZAC Day and Remembrance Day services. Our Primary students spent many hours researching a notable Australian and presented their work (in character) to their parents. The children have been provided with religious education learning experiences to strengthen their relationship with God and nurture their faith. Some children have made the Sacraments of Reconciliation, First Communion or Confirmation this year.

Our MiniVinnies committee was formed allowing for student voice and fundraising events were organised including - Be More Colour Day, Mad Hatters Tea Party, Milo Mondays, Toastie Tuesdays, PJ Day, Socktober for Missions and The Christmas Fair for this Thursday. The students strengthened our relationship with the community by regularly visiting the Preschool in Term 2 to read, sing and play.

There have been many moments to celebrate at St Joseph's Parish School in 2021 and I am very proud of the achievements of each student. We look forward to sharing further success in 2022 and helping each child reach for the stars. Thank you for all your support and I look forward to working with you all again next year.

## Parent Body Message

Comments from the Annual School Report 2021 Parent Surveys:

"I think the school did a great job looking after the kids and families in this challenging year!"

"The principal is amazing and I couldn't be more happier with the school in helping my son overcome and achieve so much. Regina is more than a principal she loves and is fully invested in the kids".

"Regina is absolutely remarkable, the difference in my son is life-changing for my husband and I".

"Thank you so much St Joseph's for providing our boys with such a wonderful schooling experience. We have so many fond memories of all the staff, families and friends since 2009. We have loved being part of the St Joeys school family and will miss you all but we promise to always call in to say hello. Thank you for the brilliant Year 6 graduation mass and dinner. These memories will last a lifetime".

"Thank you St Joeys for being the best little school. We feel so blessed and grateful for our time at St Joeys. Brilliant and caring staff, beautiful families and friends and most of all the best students ever".

## Student Body Message

This will be our final chance to say a few words as your school leaders. We would like to reflect on our time at St Joseph's. We would like to thank all of the staff and students for this unexpected year and a massive thanks to the P and F committee. Our school wouldn't be the way it is today if it wasn't for all of our wonderful staff for providing us with the education through this whole year with major difficulties and unexpected events.

We would like to thank our school community for all the different opportunities that have occurred this year. This year has not gone exactly to plan with all the setbacks but our marvellous school has just pushed right through it.

We would especially like to thank the school for all the fun activities when we have been at school like exergames, swimming, rugby opportunities and dressing up for fundraisers. We would like to acknowledge every one of our staff members for supporting us through this crazy year and keeping a smile on their face. We were lucky enough this year to enjoy some excursions, like Great Aussie Bush Camp, Japanese Gardens in Dubbo, Sporting Days With Trundle and other swimming events. Our school leaders also represented the school on ANZAC Day and Remembrance Day.

We would like to thank our Principal, Teachers and Staff for providing us with fun educational activities and having fun with each and every one of us. We would also like to thank the parents and parishioners of our school community for all the help that they gave us.

We would like to welcome Brady and sadly say goodbye to Tiarni but wish her the best of luck with her new baby. We would also like to thank Mrs Laing for all her care and help over the last 3 years. We hope you enjoy spending more quality time with your family and granddaughter.

Before we go we would like to say our thanks to all the beautiful people in our school and the nice conversations we have with each other. This has led to many good relationships with our friends and a lot of good memories with each other.

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## School Features

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St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Peak Hill. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 23.

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

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

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

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

This year we improved the school aesthetics by adding an Indigenous mural designed for our school by local artist Scott "Sauce" Towney. The theme of the mural is "Faith, Community, Connection" and features our Wilcannia-Forbes diocesan indigenous logo in the centre.

We are proud of the opportunities we provide our students within the Peak Hill community and surrounding areas.

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## Student Profile

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### Student Enrolment

St Joseph's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
15	13	0	28

\* 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 89.69%. 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
85.60	92.00	89.20	91.80	89.10	92.80	87.30

## Managing Student Non-Attendance

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

School staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	9
Number of full time teaching staff	3
Number of part time teaching staff	2
Number of non-teaching staff	4

### 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

### **Day 1 - Governance and Organisation**

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

### **Day 2 - Challenging Mathematical Tasks Professional Learning - Peter Sullivan**

Peter Sullivan, a professor of Mathematics and leading educator in this field presented professional learning to model teaching challenging open-ended mathematical tasks to students.

### **Day 3 - Mandatory First Aid Training**

Staff completed a full first aid course at Assurance Training in Dubbo. The course covered units on CPR and Advanced Resuscitation, Providing First Aid, Remote First Aid, Advanced First Aid, Occupational First Aid and Childcare First Aid.

### **Day 4 - Religious Staff Retreat Day**

Mission and Religious Education Officer, Chris Kupkee presented a reflective, meditative, prayerful staff retreat day to end the year.

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## Catholic Identity and Mission

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

### **VISION STATEMENT:**

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

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

This year we welcomed our new Parish Administrator, Father Sabbas Assenga. Father Sabbas was a great support and ensured that our liturgical celebrations continued despite the evolving COVID shutdowns and restrictions.

This year we welcomed two students into the parish through the Sacrament of Baptism. This was a wonderful celebration that all of our staff and students were able to attend. We had three students make their Sacrament of First Reconciliation, four students for First Eucharist and three students for Confirmation. These students were capably prepared by their teachers and had a special retreat and reflection day to assist in their preparations.

We celebrated the following feast days: Ash Wednesday, St Patrick's Day, St Joseph's Day, Our Lady Help of Christians, The Annunciation of the Lord, The Ascension of the Lord, The Sacred Heart of Jesus, The Transfiguration and Saint Mary of the Cross. The school conducted liturgies for ANZAC Day, Mothers' Day, National Sorry Day, Reconciliation Week, NAIDOC Week, Fathers' Day, Remembrance Day, All Saints' and All Souls' Day. Other celebrations included Catholic Schools' Week and 200 Years of Catholic Education. We finished our year with the Year 6 Graduation Mass.

We continued our connection with Miss Veronica Hinglak, an Indian dentistry student suffering financial hardship this year. We met Veronica and heard of her story through Father Manoj. We have been fundraising for her since 2020 and will continue to do so until the completion of her studies. We have developed a lovely pen pal relationship with her as well.

Our Mini Vinnies students successfully organised many initiatives including a Caritas Colour Day, Mad Hatters' Day, Pyjama Day, Milo Mondays, Toastie Tuesdays and a Christmas Fair to raise funds for various causes. The students collected non-perishable goods and made Christmas cards to go into hampers for our local community members. They also participated in Socktober for the Catholic Missions.

### **Parish Partnerships**

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

Our most exciting achievement this year has been the continuation of our new curriculum, "Educating in Christ." This curriculum is based on the work of Maria Montessori and Sofia Cavalletti and involves using concrete materials specifically designed to stimulate students into logical thought and independent discovery. The learning experiences are aligned to the liturgical seasons of the church with content that increases in complexity from year to year and reinforces previous learning. The learning environment caters for each students' developmental stage with a focus on learning from the concrete to the abstract. Our primary goal is to bring each student into closer intimacy with Jesus Christ. The students have embraced this new learning approach and are looking forward to new experiences in 2022.

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## Curriculum, Learning and Teaching

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

St Joseph's Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

### **Embedding Formative Assessment**

One of our priority areas on our Annual Improvement Plan was embedding formative assessment K-6. At the end of 2020, we started to introduce the professional learning package from Dylan Wiliam, "Embedding Formative Assessment" at a Pupil Free Day. Over the course of 2021, we have prioritised this professional learning at staff meetings and trialled implementing and embedding new formative assessment practices in the classrooms. This focus will continue in 2022.

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

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

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

### **PDHPE/Sport Programs**

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

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## Student Performance in Tests and Examinations

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### 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
<b>Year 3</b>	<b>Grammar and Punctuation</b>	75%	54%	0%	11%
	<b>Reading</b>	75%	55%	0%	10%
	<b>Writing</b>	75%	53%	0%	6%
	<b>Spelling</b>	75%	49%	0%	13%
	<b>Numeracy</b>	25%	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	0%	35%	100%	14%
	Reading	0%	40%	100%	11%
	Writing	0%	20%	100%	18%
	Spelling	0%	38%	100%	14%
	Numeracy	0%	29%	100%	15%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

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

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

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the 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. Building on our updated vision statement created in 2018, the children, K-6, worked together to write six norms of behaviour in 2019 to inform what the "St Joseph's way" looks like. The children are proud of these norms and we refer to them daily. The norms are:

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

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

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

Our small school provides a nurturing environment where older children care for younger students. Our Stage 3 Leadership Team provides an opportunity for all children to develop leadership and lifelong skills. We provide a counselling service to improve wellbeing where required. This year we strengthened our partnership with the Peak Hill Preschool with regular visits where our students could read, play and sing with the preschoolers.

As part of our Catholic mission, this year we continued our initiative to sponsor a young lady from India to complete her dentistry studies. Veronica is known to our parish priest and the Minnie Vinnies team held fundraising events to help her reach her dream. This partnership will continue in 2022. Our Minnie Vinnies team have been proactive in organising fundraising events for Catholic missions, donating goods for Christmas hampers, making personalised Christmas cards and raising money to give to others.

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## School Improvement

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

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

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

### Key Improvements Achieved

#### **Annual School Priority One for 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:**

**To use formative assessment to improve teacher quality and increase student learning. For teachers to use assessment for learning to increase student's achievement.**

#### **Reasons for Priority 2:**

- Focus on giving timely feedback to improve student learning.
- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

#### **Steps Taken to Achieve Priority 2:**

- Pupil Free Day and regular staff meetings to participate in the Dylan William 'Embedding Formative Assessment' professional learning workshops.
- Peer observation of colleagues and professional feedback on assessment practices.
- Trialling, implementing and embedding new formative assessment practices.
- Collaborating with staff from another school to complete writing moderation and feedback rubrics.
- Staff sharing successes, failures, observations and achievements about formative assessment strategies trialled, openly and collaboratively to learn from each other.

#### **Status of Priority 2:**

- Ongoing again in 2022 to continue the second year of implementation.

### **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:**

**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.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with St Joseph's Parish School from parents, students and teachers.

### Parent satisfaction

In a parental survey, all respondents strongly agreed (88%) and agreed (12%) that St Joseph's Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst 63% of 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, 63% of parents strongly agreed with this statement, whilst 37% agreed. A majority of respondents strongly agreed that school strives to meet the learning needs of their children, whilst all parents strongly agreed (88%) or agreed (12%) that St Joseph's Parish School meets their child's individual learning needs.

88% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 12% agreed with this statement.

All parents strongly agreed (75%) or agreed (25%) that St Joseph's Parish School provides a safe and supportive environment for their children. Over 88% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst the remaining 12% agreed with this statement.

### Student satisfaction

Ninety-two 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 tradition. The same number of students surveyed stated that they were proud of their school.

All students believed that their teacher encouraged them to do their best in school activities, with 84% of students stating that they understood their rights and responsibilities at school.

Ninety-two per cent of students feel safe and believed that St Joseph's Parish School offered them a range of sporting and curriculum choices. All students understood who they could approach for help if needed 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.

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

All staff felt that the school cared about their professional growth, with 84% of respondents extremely satisfied and 26% moderately satisfied with their teaching experience at St Joseph's Parish School.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for St Joseph's Parish School in 2021 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$843,879
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$238,328
Fees and Private Income <sup>4</sup>	\$55,957
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$536
<b>Total Income</b>	<b>\$1,138,700</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$0
Salaries and Related Expenses <sup>7</sup>	\$862,149
Non-Salary Expenses <sup>8</sup>	\$229,241
<b>Total Expenditure</b>	<b>\$1,091,390</b>

### Notes

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

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

END OF 2021 REPORT