



**CATHOLIC EDUCATION**  
WILCANNIA-FORBES

# 2022

## ANNUAL SCHOOL REPORT



**St John's Parish School**

89 Dandaloo St, TRANGIE 2823

Principal: Mrs Sharon Ferrari

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

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## About this report

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

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

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

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

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## Message from key groups in our community

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### Principal's Message

St John's is a small rural K-6 Catholic Parish School in the Wilcannia Forbes Diocese. For 2021, the school had an enrolment of 40 students (K-6) with an Indigenous enrolment of 46 per cent. St John's is committed to providing a comprehensive Catholic education in a caring, family-focused environment.

We celebrate Catholic life and have a focus on Gospel values in the daily life of the school community. Our core values include honesty, forgiveness, understanding, care, compassion, trust, respect, integrity, tolerance, acceptance and inclusion. We strive to foster the dignity, self-esteem and integrity of each person. The school recognises and celebrates God in everyday life by "Making Jesus Real". This year the students have developed a motto for St John's based on values they see are important to the school.

***We are STRONG***

***We are CARING***

***We all BELONG***

Whilst we have had individual and team successes in sporting, cultural and academic endeavours and general success as a school community over the year, by far our greatest achievements are in the students themselves.

I take this opportunity to sincerely thank the students, staff and parents for their hard work and ongoing commitment to the school. It has been a most rewarding year of learning and teaching with many highlights. It has been a pleasure working with committed staff, supportive families and enthusiastic students.

### Parent Body Message

St Johns Parish School Parents and Friends Committee is a very dedicated group of parents. Fundraising events for 2021 were limited this year due to COVID19. The funds raised helped contribute to the overall running of St John's and excursions.

Over the years our Committee has contributed to St John's with financial contributions, which does not include their time at fundraising events and working bees. These contributions have benefited every child that has walked through the gates of St John's. Some improvements to school include; library shelving, sunshade, outdoor tables, learning pods, tables and chairs for classrooms, sporting lessons, sports equipment, netball uniforms, pressure washer,

chilled water cooler, blinds for the hall and classrooms, excursion contributions, library books and the Christmas Tree presents.

We thank all the dedicated teachers and support staff for their ongoing commitment in providing quality Catholic education in the Trangie community.

### Student Body Message

To begin 2021, our whole school continued to explore the way we learn about our faith during Religion, reflecting on presentations that really allow us to connect with Christ. We have all really embraced this new way of connecting with God and Jesus. Connecting to God through Church continued all year and we would like to thank Father for leading our school into a stronger faith.

Once again our school went into quarantine to commence 'Learning From Home'. Despite the difficult conditions, our learning at St John's definitely did not experience any delays. We would like to thank all the teachers and staff at St John's for going above and beyond to ensure that our learning during this time was engaging, accessible and meaningful.

Year Six organised a very special day for our whole school to participate in. Rainbow Day was celebrated by all to remember our friend who we lost last year.

The school was able to organise a trip to Tea Gardens Aussie Bush Camp for our excursion. Kindergarten to Year 2 visited an alpaca farm and had an incredible day.

For sport, we were able to hold the swimming carnival, cluster and diocesan carnivals. We were fortunate enough to participate in our cross country and athletics carnival and the pathways for further representation before COVID restrictions were in place.

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## School Features

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St John's Parish Primary School is a Catholic systemic co-educational school located in Trangie. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 40 students.

Trangie is a small country service centre of some 1100 people, situated 493 km north-west of Sydney and 220 metres above sea-level in the Macquarie Valley Irrigation Area. It is located on the main western railway line and on the Mitchell Highway, between Narromine (35 km south-east ) and Nyngan (90 km north-west).

As you enter the town from the south you cross the Goan Waterhole which, at certain times, can be a spectacular display of mosses and water plants and home to many birds. The townscape is dominated by the Trangie silo, a testimony to the centrality of wheat to Narromine Shire. There are vast cotton fields outside the town. Sheep, wool, sorghum and fat lambs are also important to the area. The area is thought to have been occupied by the Wiradjuri and Wongaibon Aborigines. 'Trangie' is an Indigenous word said to mean 'quick'.

On 16 July, 1914, a community of five Mercy Nuns arrived in Trangie to establish the first Convent and school to instruct Catholic children. The Sisters continued to teach in Trangie until the end of 1981. Since then, there have been lay Principals and staff. Father Walter Curran was the first Parish Priest at Trangie. The Sisters of Mercy was founded by Sister Catherine McAuley. St John's sporting Teams are named Curran and McAuley in honour of these two important figures.

[St John's Parish School](#) celebrated 100 years of Catholic Education in Trangie in 2014.

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## Student Profile

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### Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
27	25	3	52

\* 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 90.74%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
88.70	93.30	90.40	87.30	93.30	87.70	94.50

## Managing Student Non-Attendance

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

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

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

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

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

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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	10
Number of full time teaching staff	4
Number of part time teaching staff	1
Number of non-teaching staff	5

### Total number of teaching staff by NESA category

Teachers at St John's Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 5 teachers
- Provisional 28 teachers
- Proficient 217 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

St John's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

## Summary of professional learning at this school

### **Day 1** -: Resilience Project

This project aims to sustainably enhance the positive mental wellbeing of staff, students and parents. By fostering a joint responsibility with our school and community, we aim to build the resilience of our children and parents through stronger, intentional relationships; a common emotional literacy curriculum component and a common resilience language.

### **Day 2** -Induction/SALT/Capacity Building :

Introduction to how things are managed at St John's, routines and procedures for all staff. SALT training in Discrimination, Bullying and Harassment. CPR training for all staff to be compliant.

### **Day 3** - Clarity Learning Suite

The CLARITY Learning Suite (CLS) is for all teachers and leaders. It is a long-term, online System and School Improvement Professional Learning (PL) suite to complement the strategic improvement directions set by the system and school.

CLS reflects the text CLARITY: What Matters MOST in Learning, Teaching and Leading (Corwin, 2019). It is a comprehensive 'Whole-System' and 'Whole-School Approach' that allows staff members to plan clear, self-determined pathways for their own improvement journeys. The premise is that teachers and leaders are practising while taking part in this ongoing learning experience that is self-paced and personalized to meet their needs. It models best teaching practices to improve knowledge, skills and results in all subject areas across all programs on behalf of ALL students – highlighting the priority on Equity and Excellence.

### **Day 4** -Religious Education-Moral Formation:

Teaching the Sacraments in school with the new Educating in Christ curriculum.

### **Day 5** -Resilience Project/Wellbeing

This project aims to sustainably enhance the positive mental wellbeing of staff, students and parents. By fostering a joint responsibility with our school and community, we aim to build the resilience of our children and parents through stronger, intentional relationships; a common emotional literacy curriculum component and a common resilience language.

***Due to COVID restrictions and lockdown pupil free days 3 and 4 were not completed.***

### **Professional learning undertaken by staff in 2021 includes:**

- Compliance Meetings
- Religious Education Cluster meetings

- Principal's Meetings
- Literacy/Numeracy Focus teacher & EMU Cluster Meetings
- Road Safety
- Aboriginal Education Workers Cluster meetings
- SALT - Child Protection
- InitialLit training
- Extending Mathematical Understanding training
- Peter Sullivan Maths
- Berry Street Model of Inclusive Education
- Clarity Learning Suite-Lyn Sharratt

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

The religious aspect is central to the functioning of our school. The staff are encouraged to lead by example, especially in the development of spontaneous prayer. Each day commences with prayer at the morning assembly. Prayer is included throughout the day, especially to begin a Religion lesson and to celebrate the conclusion of a unit of work. The Angelus is said at 12 o'clock every day by all students and staff in the school.

Staff are encouraged to develop their faith formation through opportunities to participate in retreats, pilgrimages and one day faith based reflection days.

The school year commences and concludes with the celebration of Masses and liturgies. We celebrate many significant liturgical feasts, notably Saint John, Mary Help of Christians, St Mary of the Cross, Mary MacKillop and NAIDOC Week.

Weekly Mass is celebrated at 12:00pm on a Wednesday. The school has helped with the preparations for students receiving the Sacrament of Reconciliation, the Sacrament of First Eucharist and the Sacrament of Confirmation. We celebrate many significant liturgical feasts, notably Saint John, Mary Help of Christians, St Mary of the Cross, Mary MacKillop and NAIDOC Week.

Thank you to our Parish Priest for supporting us with this, so that our Catholic school can remain committed to assisting parents with the faith development of their children. Our school newsletters are available in the church each week and the parish provides a copy of each week's parish bulletin for the families of the school. The Principal is a member of the Parish Council and attends their meetings. The Religious Education Coordinator was the parish leader for the preparation of all the sacraments received this year.

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## Curriculum, Learning and Teaching

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

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

At St John's all staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The 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.

St John's committed staff ensures that targets for improvement in the curriculum area are set and achieved, through positive approaches to curriculum development, the planning and preparation of detailed programmes, the monitoring of learning and teaching across the curriculum area and the support and development of staff.

Our committed staff, under the guidance of our Literacy and Numeracy Focus teacher, have extensive knowledge of educational issues and work in conjunction with the Principal on improving pedagogy and practice. Together we aim to promote the development of curriculum, foster high achievement and excellence and support the professional and personal development of staff.

The learning assistance program at St John's includes a Literacy and Numeracy Focus teacher and Additional Needs teacher. The roles provide coaching and mentoring to all teachers K-6 and support the implementation of balanced literacy and numeracy programs. All children are assessed in order to determine their learning goals and learning guidance is provided to those students who require extra help in the areas of literacy and numeracy.

Delivery also includes the effective use of digital technologies e.g. teachers using technology with a clear mathematical purpose, students using digital manipulatives to develop conceptual understanding, recording their thinking, with the ability to share beyond the classroom. Each student at St John's has been issued with a Chromebook which supports the curriculum and is used in addition to workbooks. It is a fast-paced and user-friendly personal computer. It features built-in Google Apps and Cloud Storage. Using these

computers, students are engaged in effective 21st Century Learning throughout all stages of school.

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

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

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Grammar and Punctuation</b>	13%	54%	38%	11%
	<b>Reading</b>	13%	55%	38%	10%
	<b>Writing</b>	25%	53%	0%	6%
	<b>Spelling</b>	25%	49%	25%	13%
	<b>Numeracy</b>	13%	36%	63%	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%	50%	14%
	Reading	0%	40%	50%	11%
	Writing	0%	20%	0%	18%
	Spelling	0%	38%	50%	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. The school is embarking on the "Stronger Smarter" journey, with school-based training for all staff. The Stronger Smarter philosophy acknowledges and respects the dignity of every human being.

"The Stronger Smarter philosophy honours a positive sense of cultural identity, acknowledges and embraces positive community leadership, enabling innovative and dynamic approaches and processes that are anchored by high expectations relationships. High expectations relationships honour the humanity of others, and in doing so, acknowledge

one's strengths, capacity and human right to emancipatory opportunity." (Stronger Smarter Institute)

This philosophy aligns with the Restorative Practices program which has already been embedded in the school to nurture and restore relationships. The values of compassion, empathy, kindness, tolerance and reconciliation underpin all we do at St John's and are promoted into the community through our newsletters, assemblies and community involvement in events.

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## School Improvement

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

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

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

### Key Improvements Achieved

#### **Annual School Priority One for 2021:**

**To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school, Phase 3.**

#### **Reason for priority 1:**

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school.
- Specifically, Early Stage 1, Stage 1, Stage 2 will be fully implemented. Stage 3 part 1 will be introduced.

#### **Steps taken to achieve priority 1:**

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have: Something concrete, Something affective 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 “Using the Scriptures with Children” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

**Status of Priority 1:**

- Achieved

**Annual School Priority Two for 2021:**

**The implementation of CLARITY Learning Suite (CLS) is for all teachers and leaders to model best teaching practices to improve knowledge, skills and results in all subject areas across all programs on behalf of ALL students – highlighting the priority on Equity and Excellence.**

**Reason for priority 2:**

- New staff members who have had no experience or training of the Lyn Sharrat 14 parameters.
- Review and consolidation of this work for experienced or previously trained teachers.
- Continue to implement and improve data walls and the notion of the “Third Teacher”.
- Positive data already established in the school of the 14 parameters indicates the effective measures and value of this approach.
- Previous data has indicated the success of implementing the parameters in student learning.

**Steps taken to achieve priority 2:**

- Completion of Modules 1- 5
- Staff meetings allocated for professional learning

## **Status of Priority 2:**

- Ongoing over a two-year cycle

## **Priority Key Improvements for Next Year**

### **2022 Improvement Priority #1 - RELIGION**

**To further the goal of bringing students into closer intimacy with Christ, by continuing to implement Educating in Christ, with emphasis on moral formation and teaching to pray.**

#### **Reason for priority 1:**

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school, with an emphasis on moral formation and teaching to pray.

#### **Steps taken to achieve priority 1:**

- Staff members will receive continued professional development to enable them to incorporate the dimensions of moral formation and teaching to pray, using the Religious Education Curriculum “Educating in Christ”
- Professional development day - Moral Formation and Teaching to Pray. Begin the cyclical implementation and revisiting of Level B formation. Record RE PD attainment for everyone in the diocese using the PHRIS system. Offer and sponsor Level D formation through the Grad Cert RE.

### **2022 Improvement Priority #2 - LEARNING**

**To continue with CLARITY Learning Suite (CLS) professional learning for all teachers and leaders. It is a long-term, online System and School Improvement Professional Learning (PL) suite to complement the strategic improvement directions set by the system and school.**

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

- ensures the focus is students’ learning through evidence-proven teaching approaches (Parameters #3 and #13);
- begins with a clear vision based on ‘shared beliefs and understandings’ (Parameter #1); engages learners, teachers and leaders in reflection and data-wise decision-making to put FACES on data and take action (Parameter #6);
- targets ‘just-in-time’ resources to interdependently achieve the vision of every student succeeding – beyond what is thought possible (Parameter #9);

- focuses on a culture of learning to create shared responsibility and accountability for students' growth, attainment and wellbeing (Parameter #1 #4 #6 #14);
- provides ongoing opportunities to network across registrant-selected 'communities of practice' (Parameter #4 and #14) that could last 12 months and beyond.

**Steps taken to achieve priority 2:**

- **Module 6: Assessment**
  - Session 1: Big Ideas of Assessment
  - Session 2: The Waterfall Chart, Big Ideas, Essential Questions
  - Session 3: Learning Intentions
  - Session 4: Success Criteria
  - Session 5: Descriptive Feedback
  - Session 6: Peer and Self- Assessment
  - Session 7: Individual Goal Setting
- **Module 7: Instruction**
  - Session 1: The Big Ideas in Instruction
  - Session 2: Oral Language and Accountable Talk
  - Session 3: Reading Comprehension
  - Session 4: Critical Literacy
  - Session 5: Writing
  - Session 6: Gradual Release of Responsibility
  - Session 7: Differentiated Instruction
  - Session 8: Higher-Order Thinking and Robust Performance Tasks
- **Module 8: Processes That Support Collaborative Inquiry with Students**
  - Session 1: Collaborative Inquiry in the Classroom

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

### Parent satisfaction

In a parental survey, all respondents strongly agreed or agreed that St John's Parish Primary School, Trangie helped their child to develop knowledge and understanding about Catholic tradition and provided opportunities for students to be involved in school life and activities. Parents were asked if their child was challenged to maximise their learning and all parents agreed or strongly agreed with this statement. In meeting the individual needs of students, the respondents strongly agreed or agreed. All families felt that St John's provided appropriate information about their child's progress, with the parents strongly agreeing or agreeing with the procedures in place that inform parents of student progress. The majority of families strongly agreed that St John's provided a safe and supportive environment for their children. To summarise the overall feeling of the parents I would like to quote one of the families:

*"Amazing little school. Teachers are fantastic and very caring."*

### Student satisfaction

All students at St John's School strongly agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. All students surveyed were proud of St John's. All students strongly believed that their teachers encouraged them to do their best in school activities, and students understand their rights and responsibilities at school. The majority of students feel safe at school and can approach adults to ask for help. The students believe that St John's offered them a wide range of sporting and curriculum choices.

### Teacher satisfaction

Members of St John's staff enjoy working in the school and believed that St John's is an extremely safe and supportive working environment. All staff felt the feedback from the Principal was very useful. Teachers and support staff felt that they had the opportunity for input into decision making and that they collaborated to plan for instruction and school activities and used assessment information to plan for instruction. They indicated that there are opportunities for professional development, that there is a positive work environment and that the school is a welcoming and inclusive community. All staff surveyed felt that the school

provided ample opportunities for professional growth and development, with staff agreeing that the school gave the right amount of attention to standardised testing. The staff at St John's indicated that they are extremely satisfied with the teaching experience at St John's Parish School, Trangie.

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## Financial Statement

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

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,014,055
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$346,041
Fees and Private Income <sup>4</sup>	\$132,656
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$909
<b>Total Income</b>	<b>\$1,493,661</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$0
Salaries and Related Expenses <sup>7</sup>	\$995,872
Non-Salary Expenses <sup>8</sup>	\$389,504
<b>Total Expenditure</b>	<b>\$1,385,376</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