



**CATHOLIC EDUCATION**  
**WILCANNIA-FORBES**

# 2022

## ANNUAL SCHOOL REPORT



### **St Joseph's Parish School**

Aidan St, HILLSTON 2675

Principal: Ms Beverley Hayes

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

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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

St Joseph's Parish School continues to deliver quality teaching and learning in the Josephite tradition, this year celebrating 130 years since its establishment. 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 have continued to focus on high expectations, relationships and wellbeing, always putting the students at the centre of our work. Students continue to be supported and guided to develop as respectful learners who build, maintain and restore healthy relationships.

Fostering a positive attitude towards learning and working collaboratively has seen students make gains in all areas of the curriculum. In particular, staff have developed their knowledge of the science of reading, through the priorities of our Annual Improvement Plan. This has enabled the teaching of reading to be targeted and data-driven.

All members of staff are deeply committed to working collaboratively to support our students, families and members of the Parish Community.

Despite the ongoing impact of Covid and flooding, the likes of which had not been seen in the area in over fifty years, all members of staff have shown deep commitment to working flexibly and collaboratively to support our students, families and members of the Parish Community.

As principal, I feel so incredibly blessed and honoured to be part of this amazing little school and the community that we serve.

### Parent Body Message

2022 was challenging and made successful by the hard work and dedication of our P&F Executive and the families of our school.

With the organisational skills of some very committed women, the P&F managed to coordinate many fundraising activities throughout 2022. These included, catering for lunches on the lawn, the 130 year anniversary event, the athletics carnival, Doing it for Dolly and the Carrathool Shire staff day. Raffles including one at Easter and Mother's Day, and Lola's Pie Drive were also very successful fundraising activities.

The return of the Annual Christmas Tree, the major fundraising event for our school, saw a resurgence of the community focus for which this event is so well renowned. Holding the event on a Friday evening and involving as many local businesses and various groups,

allowed this to be a truly community-focused event. The P&F recognised the great support and contribution of the school staff and Fr Chris in this event and throughout the year.

As we come to the end of 2022, and reflecting on what has been achieved, the P&F has and will continue to focus, not only on fundraising but will endeavour to reach out to all associated with the school to build a friendly, welcoming and pastoral community that reflects a truly Catholic ethos and seeks to involve all its members.

This school belongs to all of us. All our families need to feel equal and important as they are. Belonging to a community is a feeling, you can't see it, you just know it's there and there is nothing more wonderful. Going forward, all associated with St Joseph's are urged to ensure this vibe remains the true spirit of this great little school,

### Student Body Message

As the Year 6 leadership team, we may be a small group, but we cooperate and put teamwork into action. We have strived to follow our mantra and motto, modelling these in the classroom, on the playground, at sporting events and when leading peer support sessions. We value our teachers, fellow students, parents and other members of our school and community who have taught us and shown us how to value education and the importance of lifelong learning.

This year as COVID restrictions have relaxed we have had more opportunities to go on excursions, invite people into our school and finally visit Lachlan Lodge and the hospital. Our biggest gathering was in May with the launch of our celebrations of 130 years of St Joseph's in Hillston. We welcomed past students and their families, Josephite Sisters and our Bishop and other invited guests to watch us enact the arrival of the original Josephite Sisters in 1892 and share a meal catered by the P & F and an amazing 130 brightly decorated cupcakes. It was a wonderful celebration with an aerial drone shot taken of the number "130" from above.

We also had the opportunity to develop our creative talents and skills, through performing with peers and in front of our parents and friends. We have benefitted from our relationship with South West Music Conservatorium, learning to play instruments and singing as a choir. The SRC events we have had, and we have had so many, are not just about money and food, they have been about giving back to our school and letting our fellow students have a voice.

Having a safe school environment is important to us all and we are all aware of the importance of being kind, showing empathy and gratitude in building a positive place to learn. This year we have had highs such as our recent Christmas Tree and the beginning of a Year 6 Wellness Garden space, and lows like the flooding which has impacted many families in Hillston, but we have all shown teamwork.

We are proud to have been part of this school and we pass on our best to the 2023 Year 6 leaders. Our wish is for this school to be here for many years to come.

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## School Features

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St Joseph's Parish Primary School is a Catholic systemic co-educational school in Hillston, 527 km west of Sydney. Located on the banks of the Lachlan River, the school serves a richly diverse agricultural district.

Our setting is unique and lends itself to creating a learning environment that is peaceful and encourages gratitude for creation and the importance of stewardship. Our well kept outdoor spaces and maintained buildings reflect the pride we all have in our school. The school caters for students in Kindergarten to Year 6, and has a current enrolment of 31.

The words of our school song encapsulate our proud tradition of providing continuous quality Catholic education to the Hillston community. One hundred and thirty years ago, in 1892, "Mary MacKillop started something small that turned out great!" The launch of our year of celebrations was in Catholic School Week which fittingly began with the Feast of St Joseph the Worker. In the presence of Bishop Columba Macbeth-Green, our Parish Priest, Fr Chris Lim, invited guests including Sr Maureen McDermott, Religious Sister of St Joseph and Pastoral Associate, Ardlethan/Ariah Park Parish, members of fellow faith communities in Hillston, ex-students, families and friends, we came together to celebrate more than just bricks and mortar. We celebrated the years of faith, perseverance, learning, joy and hardship; all modelled on the message of Jesus and enriched and enlivened by the Josephite charism.

Our school serves the families of the township and local district. As part of the Diocese of Wilcannia-Forbes we are supported in our work by Bishop Columba MacBeth Green and our Director, all members of the Education Services and RE Mission Team. We are guided by our Diocesan Statement of Faith, our Diocesan Annual Improvement Plan and our own School Improvement Plan.

Our mantra Respectful, Responsible Learners, reflects our goals and guides each member of our community to stay focused and committed to our vision statement. We strive to provide a safe and encouraging learning community where each individual student's social, emotional and physical wellbeing is nurtured through safe, trusting and respectful relationships. We encourage parents and carers to accept their important role as partners in their child's learning.

Staff members are committed, collaborative and innovative sharing a belief that all students can achieve high standards when given targeted teaching, timely feedback and the right support. We share in a collective responsibility to know each student as an individual with unique qualities, strengths and challenges.

Our geographical location in far western NSW does not limit the learning opportunities we offer. In fact this year, we have focused much of our learning on the great resources we have "right on our doorstep. Linking many field trips to learning outcomes across all KLAs, has

reinvigorated an awareness that our local community and environment is a valuable resource. Visits to a sustainable cotton farm and then the cotton processing gin, field trips to almond and citrus farms and environmental sessions with a local expert on the management of the Lachlan Catchment, have given all students first-hand experiences of how people work and interact with the environment. A Walk on Country experience was also a wonderful way to better understand how traditional owners have cared for their land for centuries. This understanding resonates with a line from our school song, "With a Josephite heart we can build a better world together", and where better than starting in our own community.

Staff and students continue to benefit from our 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. We have also deepened and benefited from our connection with South West Music Conservatorium, taking part in the River Song Project. A focus on the Creative Arts, especially music and drama, has had a positive impact on students' skill development and attitudes, with many students learning to play either the keyboard, flute or recorder.

We have a well-organised and active P&F Association and School Advisory Committee. The P&F has provided a weekly canteen for our students as well as a variety of community focused activities that promote our school out in the community, celebrate our community spirit while raising funds for the school. This year the group has donated \$8 000 and this has allowed us to purchase a wide range of decodable texts and other resources to support our systematic, explicit and direct instruction in the teaching of all key learning areas, especially classroom practice aligned with the Science of Reading and the new K-2 English curriculum.

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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 2022:

Girls	Boys	LBOTE*	Total Students
20	16	0	36

\* 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 2022 was 87.29%. 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
88.90	86.20	89.50	90.40	87.80	79.00	89.20



## 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 2022:

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 9 teachers
- Provisional 15 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:

- **ELP Module 1 Early Literacy & Screening and ELP Online- Facilitator: Mrs Melissa Hill**
  - Teachers gain knowledge and understanding of the research behind contemporary best practices of teaching early reading skills. They will become proficient in the use of the ESTA-L screener by assessing students. This will be evident in teaching programs and observation of classroom practice.
  - Teachers reflect and consolidate their knowledge of the contemporary best practices of teaching early reading skills.
- **School Business**
  - Reviewing and Updating mandated policies and handbooks

### Day 2:

- **DIBELS Training 2 Day 1/Episode 1 - Facilitator: Dr Sarah McDonagh**
  - Teachers will gain an understanding of using procedures and measures for assessing the acquisition of literacy skills to implement in their classrooms.

### Day 3:

- **DIBELS Training 2 Day 1/Episode 2 - Facilitator: Dr Sarah McDonagh**
  - Teachers will gain an understanding of using procedures and measures for assessing the acquisition of literacy skills to implement in their classrooms.

### Day 4:

- **ELP Module 2 Explicit Instruction & Phonological /Phonemic Awareness & ELP Online**
  - Teachers gain knowledge and understanding of explicit instruction and phonological/phonemic awareness concepts. This will be evident in teaching programs and observation of classroom practice.
  - Teachers reflect and consolidate their knowledge of the contemporary best practices of teaching early reading skills.
- **New K-2 English Syllabus - Episode 1 and Episode 2**
  - Teachers will gain knowledge and understanding of the new K-2 English Syllabus over the 4 modules in readiness for implementation in 2023.

### Day 5:

- **New K-2 Mathematics Syllabus (4 Episodes)**
  - Teachers will gain knowledge and understanding of the new K-2 Mathematics Syllabus over the 4 modules in readiness for implementation in 2023.

**Day 6:**

- **Religious Education Moral Formation**
  - Teachers will gain knowledge of Anthropology, Moral Formation & the 12 Foundations to support the delivery of curriculum content.

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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.

2022 marked 130 years since the Sisters of St Joseph first arrived in Hillston to establish a school. Honouring our Josephite Charism is extremely important to us so celebrating this milestone was ongoing throughout the year. As a school community, we held a special Mass and lunch in Catholic Schools Week on May 6, which included a reenactment of the sister's arrival into Hillston. The play, written by Ann Chatham, was very well received by the many parents, family and current and former students in attendance. We were fortunate to have Sr. Maureen McDermott SJS as a special guest. As a Parish community, we again celebrated this occasion on November 5, with a parish Mass followed by a shared meal in Mary MacKillop Hall.

We continue to pray our school prayer each morning as we gather under the COLA. We are fiercely proud of our strong links to the Josephite religious sisters who began this school, and the beautiful song With a Josephite Heart has been adopted as our school song. It is sung at our fortnightly school assembly and is known by all of our staff and students. A powerpoint to display the lyrics of the song is regularly updated with current photographs of school events.

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.

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 takes 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. Each term they

ensure there are opportunities for students to take part in various forms of liturgies and Masses especially for Feast Days significant to the school community. Fr Chris attends Parents and Friends and School Advisory Committee meetings as is required of a responsible person of the school.

Educating in Christ entered the third year of its implementation as our diocese's Religious Education curriculum. Stage Three presentation units were made available for use with resources and professional development for staff provided by the CEO Mission and Identity team. A review of the curriculum was conducted across the diocese with many recommended adjustments and modifications to be made ready for use in 2023.

The parish sequence for when children receive the Sacraments was reviewed in 2022 to be more in line with Educating in Christ and child developmental understanding. With the new sequence, only Confirmation was celebrated in 2022 and this occurred on June 4 with Bishop Columba Macbeth-Green present in our parish. In May to celebrate this occasion. As part of the preparation to receive the sacrament, the students took part in a time of retreat.

Hillston Youth Group was able to gather on two occasions throughout the year. Students in Year 4 and upwards enjoyed activities led by Mr Tom McKeown, our Diocesan Youth Leader. From the smiles on the faces of those who participated, they enjoyed the fun, friendship and food.

The importance of Catholic Social Justice teaching is evidenced in a variety of groups and activities. Our Mini Vinnies group responded 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 limited by COVID. At Easter time and for Mother's Day, card making as a response in Educating in Christ was very popular. After two years of restrictions due to Covid, our students were able to sing Christmas Carols at various venues in the community and the annual combined churches Community Christmas Carols hosted by the Catholic Parish was held in our school hall. Normally this is an outside event, but as there were swarms of mosquitoes in plague proportions due to the flooded Lachlan River water surrounding the Hillston township, it was decided to move this celebration indoors.

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. They also sent a combined message of support to the people of Ukraine in the form of a card decorated with sunflowers and students during break times, wrote personal messages on the petals. This beautiful card was delivered in person to the Ukraine embassy in Canberra.

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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.

Our shared beliefs and understandings based on the work of Dr Lyn Sharratt drive our work. As a collaborative learning community, we believe all students can achieve high standards given the right time and the right support. We also believe all teachers can teach to high standards given time and the right assistance and that high expectations and early and ongoing intervention are essential. We collect data to improve teaching and learning and student outcomes are enhanced through differentiation and effective teacher support in the classroom.

During 2022, curriculum development has continued to be a high priority. We have continued to develop our Literacy and Numeracy practices. In English, the focus has been on all staff engaging in professional learning with the Australian Independent Schools NSW Early Literacy Project. Based on the most current research on the science of reading, teachers and teacher assistants were upskilled on the most effective way to teach all students to read. The program targeted high-impact, evidence-based teaching strategies to improve reading skills. The program empowered the teachers to use systematic, direct and explicit instructional strategies in the classrooms to enhance students' literacy skills. Teachers also gained knowledge and understanding of the new K-2 English Syllabus, in readiness for 2023, through the delivery of four modules facilitated by our Literacy Instruction Leader.

In Mathematics, professional learning was focussed on the new K-2 Mathematics Syllabus to be implemented in 2023. All staff members undertook two professional learning sessions on the new K-2 Mathematics Syllabus led by our Education Officer. The school based Numeracy Instructional coach then supported teachers to apply their knowledge of the syllabus to develop engaging teaching activities in the classrooms. The ongoing fidelity to the work of Peter Sullivan has seen problem-solving and reasoning skills embedded in the planning and delivery of the Mathematics curriculum.

We have continued to connect with South West Music Conservatorium and with the employment of a music teacher, all students have had a variety of opportunities in Creative Arts, where skills and knowledge have been deepened; particularly in the strands of Music, Drama and Dance. We did form a school choir in connection with the RiverSong Project, which saw a staff member from the Conservatorium visit to work with our choir in readiness for the massed choir event in Deniliquin. Our participation at the event was not possible due to flooding and this was a disappointment to students, families and staff. Every student has been given the opportunity to learn to play an instrument, including either flute, guitar, keyboard and /or recorder. Bucket drumming also continued. A Night with the Stars, an event where students' music and drama skills were showcased, was a great success. It highlighted how these aspects of the Creative Arts Curriculum can build self-confidence, develop positive attitudes to creative expression and improve wellbeing.

A focus on our local community as a resource for rich learning in many areas of the curriculum has also been explored. The teaching of content and skills to meet the outcomes of both Geography and History has been enriched by our students visiting many local farming enterprises, working with environmental specialists in the district and learning from First Nations people on Country. Stimulating students' interest and engagement with people, places and environments as well as interest and enjoyment in exploring the past and developing critical historical inquiry skills, have been achieved through taking every opportunity to leave the four walls of the classroom, and learning from what's on our doorstep. Our Year 5/ 6 students travelled to Bendigo Ballarat to deepen their understanding of the Gold Rush and its impact on Australia. Our focus continued to be equipping our students to participate as active, informed and responsible citizens.

Our Aboriginal Education Worker has been vital in organising our Walk on Country days as well as continuing to work with staff and students to ensure Aboriginal perspectives are incorporated in a meaningful way in each stage. Participating in the Stronger Smarter Workshop in Queensland was planned as a highlight of the year for our AEW and two fellow staff members, but this was unfortunately cancelled due to circumstances beyond our control. This member of staff began her Diploma of Teaching as part of the Wilcannia-Forbes Teacher Hub Initiative. This is very exciting and she is appreciating the support offered by her mentor at the Catholic Education Office and her mentor here at school.

Likewise, providing as many opportunities to develop our students skills in Physical Education and Health, continued to be a focus. At a school level we have run a successful swimming carnival, cross country event and athletics carnival. In addition, students were involved in the Jump Rope for Heart programme. Our students who have particular strengths in an area of sport have accessed pathways through the Diocesan Sport Programme. A highlight of the year was our Small School Swimming Relay Team representing our school in the Polding Trials in Sydney. The relaxing of COVID regulations as the year progressed also allowed for a gradual return to parent involvement in these activities. Our Year 3/ 4 students also attended the Borambola Sport and Recreation Camp for a three day programme.



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.

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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 2022 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 2022		% 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>	50%	52%	17%	12%
	<b>Reading</b>	50%	54%	17%	11%
	<b>Writing</b>	20%	50%	0%	7%
	<b>Spelling</b>	0%	48%	17%	15%
	<b>Numeracy</b>	40%	34%	20%	15%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	0%	31%	25%	14%
	Reading	25%	39%	25%	11%
	Writing	0%	25%	100%	18%
	Spelling	0%	37%	25%	14%
	Numeracy	0%	25%	50%	16%

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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 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 2022 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 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the 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 2022, initiatives to promote respect and responsibility include:

- training our senior student leaders to lead Peer Support across the school;
- encouraging and supporting students to nominate for leadership positions;
- incorporating Making Jesus Real ethos into all policies and procedures;
- celebrating liturgies and assemblies with a focus on the uniqueness of each individual and the Josephite charism, in particular, social justice;

- celebrating 130 years of St Joseph's in Hillston and inviting past students and those involved with the school to share their experiences to engender a sense of respect and responsibility to live meaningful lives;
- promoting the SRC as a vehicle for leadership and promotion of responsible student voice;
- demonstrating and affirming ways all students can follow our school mantra to be Respectful, Responsible Learners through positive behaviour system;
- supporting the work of Mini Vinnies and Caritas;
- accessing open counselling through Royal Far West Children's Service Telecare Programme;
- participating in ANZAC Day and Remembrance Day events;
- continuing to connect with the Diocesan Youth Development officer;
- involvement in days such as Do it For Dolly, Bullying No Way Campaign;
- a buddy system where older students support younger students.

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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 2022:**

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:**

- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities;
- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities;
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks;
- Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities. One professional learning day has been allocated.

### **Status of Priority 1:**

- Achieved, with continued implementation and professional development in 2023.

### **Annual School Priority Two for 2022**

St Joseph's 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:**

- To enable and empower all teachers, using extensive meta-analyses of the empirical evidence through international research, to inform, know, implement and embed deep pedagogical practices in;
  - How to teach Literacy - explicitly & systematically
  - What to teach in Literacy - the 5 key components of Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension.

### **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;
- Review the Literacy Block and its agreed practices;
- Provide students with decodable texts to support their reading development;
  
- Provide parent workshops to guide parents in supporting their children's emerging reading skills.

### **Status of priority 2:**

- Achieved, with continued implementation and professional development in 2023.

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

### **Annual School Priority One for 2023:**

To implement the updates to Educating in Christ.



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

- Sydney Catholic Schools Stage 3 units will be contextualised/learning & teaching activities further developed for WF schools.
- Implement the use of the new format Learning Journal reflection slips for each unit/presentation.
- The RE learning journal will continue to be a key evidence source in relation to assessment/reporting but there will no longer be Learning Journals printed. Learning Journal slips are available on the Unit planning Google Docs found on the stage Scope & Sequence prepared by the WF Identity & Mission team.
- Provide staff with opportunities to develop and/or understand better the Knowledge of the Faith which may lead to a deeper understanding of their own faith journey and where they are at on their journey.

### **Annual School Priority Two for 2023:**

Staff at St Joseph's Parish School will use the resource Teaching Elementary School Students to be Effective Writers to know the most effective way to teach all students the writing process with a focus on sentence structure, punctuation and writing for a purpose. Using research on the impact of high-impact, evidence-based teaching strategies, will bring about improved growth in writing skills and outcomes.

### **Steps taken to achieve priority 2:**

- To empower all teachers to be informed, know, implement and embed pedagogical practices into their teaching of writing they will:
  - study extensive meta-analysis of the empirical evidence gathered through international research;
  - apply this research in how to explicitly and systematically teach writing;
  - implement the four key recommendations.
  - Provide time each day for students to write
  - Teach students to use the writing process for various purposes
  - Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing and Create an engaged community of writers.
- Through collaboration, we hope to build teacher capacity and efficacy, strengthen institutional and shared leadership across the school and continue to develop high expectations of all our students.

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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 survey to all families, all who responded strongly agreed or agreed that the hands on activities in the Educating in Christ Religious Education curriculum helped their child to develop knowledge and understanding about Catholic tradition. 80% of parent strongly agreed and 20% agreed that the school is inclusive of the different faith traditions of all its families.

Parents were also surveyed as to whether their child was challenged to maximise his/her learning whilst being encouraged to meet high expectations and 80% strongly agreed and 20% agreed this was their experience.

When surveying the success of the musical instrument programme, 80% of respondents strongly agreed and 20 % agreed that their child's knowledge and skills in the area of music had greatly increased. Parents commented that their child's musical abilities had been uncovered, their child had shown a strong passion to learn new skills and there was a marked increase in their child's confidence to perform publicly.

Similarly, parents gave the same response scores for the 'out of the classroom' learning activities that had been offered. Parents commented that these opportunities allowed their child to gain a broader awareness of their local community as well as valuable practical experiences.

60 % of parents strongly agreed and 40% agreed that each child at St Joseph's is seen as an individual and is supported in their learning to achieve their full potential. 80% of parents strongly agreed and 20% agreed St Joseph's offers a safe learning environment for all children and is genuinely interested in the wellbeing of each child.

Parents also commented that the diocese and school should explore strategies to ensure the school continues to be promoted as a school of choice in the area.

### Student satisfaction

Students at St Joseph's value their teachers, fellow students, parents and other members of the school community. They feel they are encouraged and supported to be lifelong learners

Having a safe school environment is important to students and they are aware of the importance of being kind, showing empathy and gratitude in building a positive place to learn. Students know who they can approach at school for help if it is needed.

Students have enjoyed the opportunity to join with South West Music Conservatorium, in addition to having a musical instrument programme in place. Students also commented on the many out of school activities they have had this year with the relaxing of COVID restrictions. In particular, Stage 2 and Stage 3 students relished their overnight excursions.

Students valued having an active SRC. They felt it gave them a voice to improve the school as well as a way to give back.

Students believed that St Joseph's Parish School offered them a range of sporting and curriculum choices. They particularly mentioned the return of the Annual Christmas Tree to the school grounds at the end of the year and the 130 year celebrations in May. Both events really brought the community together and the students enjoyed all the fun activities.

### Teacher satisfaction

All staff surveyed were positive about the structures and policies in place to ensure the school is a safe and supportive workplace. Despite the challenges of staff shortages and extensive flooding in the area, collaboration and teamwork between class teachers, teacher assistants and administration staff is evident

All staff felt that the school cared about their professional growth, with the focus placed on all staff members to participate in the professional development associated with the Early Literacy Project. Support for this to occur was acknowledged and appreciated.

All staff agreed that the relaxing of COVID-19 restrictions allowed them to meet with parents more often and afforded a variety of opportunities for parents to be partners in the learning and to celebrate student learning in a variety of settings.

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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 2022 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 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,881,361
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$572,146
Fees and Private Income <sup>4</sup>	\$252,883
Interest Subsidy Grants	\$889
Other Capital Income <sup>5</sup>	\$21,200
<b>Total Income</b>	<b>\$2,728,480</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$7,292
Salaries and Related Expenses <sup>7</sup>	\$933,647
Non-Salary Expenses <sup>8</sup>	\$214,335
<b>Total Expenditure</b>	<b>\$1,155,274</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 2022 REPORT