

# **St Joseph's Parish Primary School, Hillston**

## **Annual School Report**

### **2015**



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**Principal**  
***Judith Ryan***

## ABOUT THIS REPORT

St Joseph's Parish Primary School Hillston, is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW BOSTES, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

## MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

### Principal's Message

I am proud to present to you the 2015 Annual School Report for St Joseph's Parish Primary School, Hillston. Our mission is to be a contemporary centre of learning which integrates gospel values and quality education, whilst focusing on the needs of the children in a changing and complex world. In keeping with our motto, **Let Your Light Shine Before All**, we share our faith and work together to develop in each community member a love of learning. We follow the model of Jesus, the Good Shepherd, who inspires us to hope in the future and to set high expectations for our students. We encourage all children to accept responsibility for their learning and behaviour, and to become confident, independent, creative thinkers who will contribute to a just society.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Judith Ryan  
Principal

### Parent Body Message (P & F)

Significant funds were raised for the school this year, which have in turn, been spent on resources and assets, which benefit the children. The school has been extremely fortunate to have such a dedicated executive and general committee who have worked collaboratively with the Principal. A social gathering for parents was also held this year to help new parents make connections and purely to enjoy each other's company. This proved to be a successful night with future evenings to be planned. Many major resources have been purchased this year which include the following:

- Shade shelters
- Advertising banners for our annual Christmas tree
- Science resources
- A portable stage

### Student Body Message

During 2015 the students and leaders of our school were involved in many opportunities. One of our most memorable was our Mini-Vinnie's sleepover in Mary Mackillop Hall. We planned various fundraisers including a talent quest to raise funds to support social justice programs. The Peer Support program gave us the chance to lead our small groups and develop good friendships with the younger students. This year each class went on an excursion. We all really

enjoyed experiencing different places and activities outside of Hillston. The SRC has given us many opportunities to share our ideas and become involved in school decision making.

## **SCHOOL FEATURES**

St Joseph's Parish Primary School is a Catholic Systemic co-educational school located in Hillston. The School caters for students in Kindergarten to Year Six, with a current enrolment of 80 students. St Joseph's was established in 1892 by the Sisters of St Joseph. As educators our ministry is to work in partnership with the home, parish and wider Church community to help children develop a personal understanding and relationship with Jesus. The school is situated on the banks of the Lachlan River in Hillston. The town has a population of approximately 1300 and services vast areas of pastoral and irrigation properties.

### **Our Achievements and Significant Programs**

- Participation in community events such as the Anzac Day march, Senior Citizens' Week, Education Week, Book Week activities, Country Women's Association National Day, Meals on Wheels, Carols by Candlelight and visits to the local Retirement Village
- Transition to school program for Kindergarten children
- Year Six participated in the orientation program for their secondary education
- Literacy and numeracy week celebrations
- Catholic Schools' Week celebrations
- Various students have entered in the International Competitions and Assessments for Schools (ICAS) for different curriculum areas and receiving commendable results
- Various students represented the school and diocese in sporting events
- Students representing Polding for AFL
- Achieving positive results in the NAPLAN for 2015
- Peer Support leadership program
- School visits from Country Rugby League and Australian Football League
- Staff meetings following a set cycle to ensure staff are kept up to date with professional issues
- Participation in professional development for the NSW Syllabus
- Continuation of Restorative Practices throughout the school and retraining of parents for Restorative Practices
- Making Jesus Real sleepover
- Excursions for all grades to places outside of Hillston
- Achieving a commendation in the Mini-Vinnies social justice competition
- Hosting a school talent quest

## Multicultural Education

The principles of awareness, respect and understanding of all people from different backgrounds and cultures are incorporated into all curriculum areas. St Joseph's participated in a whole school assembly to highlight the significance of "Harmony Day" and students also took part in planned activities to focus on various countries. St Joseph's consists of various multicultural backgrounds and students are encouraged to be welcoming and respectful to all.

## STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. Students attending this school come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
40	40	NDA	80

\* Language Background Other than English

### Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs that state -

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the Parish Priest and Principal.
- The decision to enrol a student with a disability will depend on an appraisal of a number of factors including: the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication; the expressed desires of parents and caregivers; and the capacity of the school to provide the level of support services required. Appraisals will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling will be considered.

## Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was **92.5%**.

School attendance rates aggregated by year group are shown in the following table.

<b>Attendance Rates by Year Group</b>	
Kindergarten	93.5%
Year 1	93%
Year 2	94%
Year 3	93.5%
Year 4	91%
Year 5	91.5%
Year 6	92%

Attendance rates at St Joseph's are monitored regularly and there are no evident cases of concern.

## Managing Student Non-attendance

Regular attendance at 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, monitors part or whole day absences.

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.
- Unexplained absences are followed up by the Principal in consultation with the school consultant. Resolution of attendance difficulties may require a range of school based strategies including:
  - telephone contact with parents;
  - student and parent interviews;
  - reviewing the appropriateness of the student's educational program;
  - development of a school based attendance improvement plan;
  - support from school based personnel.
- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.

- Absences are recorded on the student’s report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

## STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
7	5	12

\*This number includes 5 full-time teachers and 2 part-time teachers.

Percentage of staff who are indigenous	<b>7%</b>
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## Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Joseph’s Catholic Primary School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held five whole school development days this year with the areas of focus as follows:

<b>Term 1</b>	Day 1 -Return day planning, child protection, Anaphylaxis & Asthma training Day 2 -Technology - Chromebook professional development
<b>Term 3</b>	Day 3 -Religious education - Statement of Faith: Hallmark Statements and MJR program
<b>Term 3</b>	Day 4- HSIE – NSW History K-6 Syllabus
<b>Term 4</b>	Day 5- Literacy & Numeracy data analysis and connecting to improving student outcomes

## Other professional learning activities provided

Mini-Lit In-service for AEW Hay, Principal Conference Forbes, Religious Education conference Forbes, Restorative Practices, Leaders of Curriculum, Extending Mathematical Understanding (EMU), Learning Support Teacher/Special Education, AEW Annual Conference Wagga, Asthma & Anaphylaxis training, Scripture In-service, Life Guard Course, Behaviour Management, Athletics and Reading Eggs, express and anxiety in children webinars, Child Protection training, Spell IT training Canberra.

## Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	7
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	

## Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 99.16%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100%.

## CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The school is enriched by many liturgical celebrations. Our Parish Priest and the staff of St Joseph's work closely together to ensure the liturgical life of the school includes the parish, families and wider community. Celebrating Masses and liturgies is a fundamental part of St Joseph's. Special feast days are recognised by whole school and parish mass celebrations. Grades 4-6 also attend reconciliation during each term. Sacramental preparation is conducted by the class teachers for the Sacraments of Confirmation, Reconciliation and Eucharist. A strong emphasis is placed on parental commitment towards preparing their children for each sacrament. The Religious Education Coordinator and the Parish Priest support the teachers and parents during the preparation for these important sacraments.

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story*: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up

to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our schools average result (as a mark out of 35) was 20.5.

## CURRICULUM

The school provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office, Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

**The diverse needs of the students** are catered for through personalised learning programs. This consists of teachers programs consisting of adjusted, core and extended activities. Student data is analysed and teachers use the skill of moderating to cater for diverse needs. Individual students are targeted using personalised literacy & numeracy programs such as Mini-lit, Multi-lit, Speech programs, 'passion projects', EMU, Spell-It and teacher designed programs.

**Special Education** is of high importance at St Joseph's. Students with special needs are identified as soon as possible. All commonwealth funded students have individual learning plans which involve all stakeholders to ensure essential information can be shared. Individual plans consist of adjustments for curriculum, communication, mobility, personal care, safety and social skills. The special education teacher works closely with classroom teachers and school support staff, parents and allied health services to ensure the best outcomes for students with special needs can occur.

**Extension programs** at St Joseph's involves teachers setting tasks which have been adjusted to suit specific individuals. All classes engage in an hour each week to research 'passion projects' of their choice. Students work through their topics at different stage levels addressing essential elements set by the teacher. At the completion of the research the students choose their own form of presentation. Within all key learning areas teachers aim to pose open ended questions of varying difficulty to provide extension for students.

**Aboriginal Education** is aimed to be integrated throughout all key learning areas. Teachers are supported by the employment of an Aboriginal Education Worker (support person). Personalised Learning Plans are created for all Aboriginal students to cater for their diverse learning needs. It is essential that parents and family members of all St Joseph's Aboriginal students are involved in developing these learning plans. Annual celebrations of National Sorry Day and National Aborigines and Islanders Day Observance Committee (NAIDOC) Week are

recognised as major events in our school. Students and visitors participate in activities each year to highlight their importance.

**Physical Education programs** include the teaching of BOSTES specified units for each stage. Students participate in a 'get-skilled get-active' program three mornings a week to target essential fundamental developmental skills. Training for various annual sports such as swimming, cross country and athletics are also incorporated into the physical education program. Students also have opportunities to trial for various representative winter and summer sports offered by the diocese.

**Technology** is embedded throughout all the curriculum areas. All Students have their own individual device (Chromebook). Students from Years 1 to 6 are able to take them home each night. All students have their own diocesan user names and passwords which enable them to access various on-line educational programs for literacy and numeracy. Students and parents are taught essential skills for safety on the internet and individual user agreements are signed by each student and their parents. The integration of technology has supported our students in becoming more confident, creative and innovative in their learning.

**Excursions** have provided various opportunities for our students. During 2015 students travelled to Altina National wild Life Park, Shear Outback, Old Hay Gaol, and Canberra. All of these excursions enabled the students to enhance classroom learning, to build stronger relationships with their peers and to visit places they do not have ready access to in the township.

## STUDENT PERFORMANCE

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

**Year 3 band distributions and % of students at or above national minimum:**

		<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6 (+)</b>	<b>% at or above national minimum</b>
<b>Reading</b>	School	<b>0.0</b>	<b>0.0</b>	<b>22.2</b>	<b>33.3</b>	<b>33.3</b>	<b>11.1</b>	<b>100%</b>
	State	<b>4.3</b>	<b>5.7</b>	<b>19.0</b>	<b>21.0</b>	<b>19.5</b>	<b>30.5</b>	<b>95.7%</b>
<b>Writing</b>	School	<b>0.0</b>	<b>0.0</b>	<b>11.1</b>	<b>44.4</b>	<b>44.4</b>	<b>0.0</b>	<b>100%</b>
	State	<b>1.8</b>	<b>4.3</b>	<b>16.4</b>	<b>23.0</b>	<b>38.5</b>	<b>16.0</b>	<b>98.2%</b>
<b>Spelling</b>	School	<b>0.0</b>	<b>0.0</b>	<b>33.3</b>	<b>44.4</b>	<b>11.1</b>	<b>11.1</b>	<b>100%</b>
	State	<b>4.0</b>	<b>9.6</b>	<b>18.4</b>	<b>20.8</b>	<b>20.1</b>	<b>27.1</b>	<b>96%</b>
<b>Grammar &amp; Punctuation</b>	School	<b>0.0</b>	<b>0.0</b>	<b>11.1</b>	<b>44.4</b>	<b>44.4</b>	<b>0.0</b>	<b>100%</b>
	State	<b>4.1</b>	<b>7.3</b>	<b>12.6</b>	<b>23.6</b>	<b>20.4</b>	<b>32.1</b>	<b>96%</b>
<b>Numeracy</b>	School	<b>0.0</b>	<b>0.0</b>	<b>33.3</b>	<b>22.2</b>	<b>33.3</b>	<b>11.1</b>	<b>100%</b>
	State	<b>4.4</b>	<b>12.6</b>	<b>21.1</b>	<b>23.8</b>	<b>19.3</b>	<b>18.8</b>	<b>95.6%</b>

The school will continue to focus on ensuring growth across all areas for every student with a particular focus on students in the lower bands. Inferential Comprehension continues to be an area requiring ongoing focused teaching and learning. Teachers will work on setting targets each term to ensure student growth. Numeracy will also be a focus in 2016. Diagnostic assessments will help students and teachers set and monitor targets in numeracy. A detailed analysis and plan has been prepared by all staff for Kindergarten to Year 6. This plan is reviewed and amended each term to systematically address areas of need across the school. The Learning Support Teacher (LST) and class teachers have highlighted areas from the NAPLAN analysis to target children for explicit teaching.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

**Year 5 band distributions and % of students at or above national minimum:**

		<b>Band 3 (-)</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8 (+)</b>	<b>% at or above national minimum</b>
<b>Reading</b>	School	<b>0.0</b>	<b>38.9</b>	<b>22.2</b>	<b>0.0</b>	<b>16.7</b>	<b>22.2</b>	<b>100%</b>
	State	<b>4.6</b>	<b>15.0</b>	<b>20.7</b>	<b>21.8</b>	<b>20.5</b>	<b>17.5</b>	<b>95.5%</b>
<b>Writing</b>	School	<b>11.1</b>	<b>5.6</b>	<b>38.9</b>	<b>38.9</b>	<b>5.6</b>	<b>0.0</b>	<b>89%</b>
	State	<b>5.8</b>	<b>8.7</b>	<b>32.6</b>	<b>31.5</b>	<b>15.2</b>	<b>6.3</b>	<b>94.3%</b>
<b>Spelling</b>	School	<b>5.6</b>	<b>22.2</b>	<b>16.7</b>	<b>33.3</b>	<b>11.1</b>	<b>11.1</b>	<b>94.4%</b>
	State	<b>4.5</b>	<b>10.4</b>	<b>20.0</b>	<b>25.2</b>	<b>27.0</b>	<b>12.9</b>	<b>95.5%</b>
<b>Grammar &amp; Punctuation</b>	School	<b>11.1</b>	<b>11.1</b>	<b>33.3</b>	<b>22.2</b>	<b>11.1</b>	<b>11.1</b>	<b>88.8%</b>
	State	<b>6.6</b>	<b>10.7</b>	<b>22.5</b>	<b>21.5</b>	<b>20.6</b>	<b>18.1</b>	<b>93.4%</b>
<b>Numeracy</b>	School	<b>5.6</b>	<b>5.6</b>	<b>33.3</b>	<b>27.8</b>	<b>16.7</b>	<b>11.1</b>	<b>94.5%</b>
	State	<b>3.0</b>	<b>15.3</b>	<b>25.3</b>	<b>25.6</b>	<b>16.6</b>	<b>14.1</b>	<b>96.9%</b>

The school will continue to focus on improving reading and numeracy results. In 2016 the staff will continue to focus on teaching number skills to lift the Band 3 and 5 students. Writing, Grammar and Punctuation will also be a strong focus in the Year 5 and 6 classes. A detailed analysis and plan has been prepared by all staff for Kindergarten to Year 6. This plan is reviewed and amended each term to systematically address areas of need across the school.

## **PASTORAL CARE AND WELLBEING**

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet.

### **Student Welfare Policy**

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others.

The full text of the School's Pastoral Care Policy may be accessed on the school's website or at the administration office.

## Discipline Policy

The school expressly prohibits the administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

At St Joseph's, Behaviour Management and Restorative Practices (RP) are closely linked. Both practices offer teachers, parents and students a way of working together to build, maintain and restore healthy relationships. Restorative Practices complements our Behaviour Management Policy by reinforcing the idea that we are all responsible for our own behaviour. We have implemented the student reflection sheets from RP to support our current Behaviour Management Policy.

This year no changes were made to this policy. Staff were reminded of school protocols and procedures.

The full text of the School's Behaviour Management Policy may be accessed on the school's website or at the administration office.

## Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace. **All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.**

When an incident of bullying occurs, the procedures outlined in the policy are followed. This year no changes were made to this policy. Staff were reminded of school protocols and procedures.

## Complaints and Grievances

The diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. St Joseph's Parish Catholic Primary School Hillston follows these procedures.

This year no changes were made to this policy. Staff were reminded of school protocols and procedures.

## Initiatives Promoting Respect and Responsibility

The "Making Jesus Real" (MJR) focus has increased the respect and responsibility of the students especially towards other students. Initiatives are used in the classroom and teachers and students actively noticed when others were "Making Jesus Real" on the playground. The MJR language has been promoted. A MJR sleepover in Mary Mackillop Hall this year was a great

way for the students to mix and participate in planned Peer Support training. Students also spent the next day learning how to communicate and deliver planned lessons to their Peer Support groups. The Buddy System is in place across the school with older students buddied to a younger student. Friendships are formed and they participate in regular joint activity time as well as attending Mass together once per term. The upper primary students are all members of the Mini-Vinnies committee and various projects covered have promoted respect and responsibility. The introduction of the 'Garden Club' has allowed for students to volunteer to nurture the garden and develop further social skills when working in the garden at lunch times.

**During the year, as part of the cyclical improvement process, our school community has reviewed the following policies:** Maintenance, Child Protection, WHS, Critical Incident, Excursion, Codes of Conduct, Behaviour Management, Anti-bullying, Complaints & Grievances, Pastoral Care, Medication, Homework, Attendance, Assessment and Reporting, Enrolment, Staff and Parent Handbooks.

**We formulated new school policy/ies for;** Procedures for Ensuring New Staff are Aware of Child Protection Issues, Agreed Practices for Improving Educational Outcomes, Procedures for Riding to School on Wheels.

Access to all policies and guidelines can be obtained by contacting the school office.

## SCHOOL IMPROVEMENT

St Joseph's Parish Primary School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

## KEY IMPROVEMENTS ACHIEVED IN 2015

### Priority Area 1: Leading learning

Many opportunities were provided for **students' learning to be personalised**. This was achieved through the implementation of Google Apps and the use of the student's 1:1 Chromebooks. By embedding technology into all curriculum areas, students were exposed to more opportunities to become confident, creative, successful and actively informed citizens. A strong focus was also placed upon differentiation in spelling. This was achieved by teachers analysing class spelling data to inform their teaching and personalising students' work

## **Priority Area 2: Implementation of high yield strategies**

This was a focus for the Principal and staff. This was achieved through the continued focus on the creation of explicit learning intentions and collaboratively planned success criteria to meet learning outcomes. Data walls created in the staff room have enabled staff to have collaborative conversations about improving student outcomes. Strong emphasis has been placed on putting 'faces on the data' to ensure there is a collective ownership of student growth for all students at St Joseph's. Instructional walks were carried out by the Principal and Catholic Education Office staff to promote growth in instructional leadership and to gain constructive insights to improve student learning. Case management of students for a period of 3 to 4 weeks has enabled teachers to target specific learning needs and to gather evidence of improvement.

## **Priority Area 3: Learning**

The major curriculum focus for 2015 was the implementation of the HSIE – NSW History K-6 Syllabus

This initiative was supported by the Catholic Education Office (CEO) through the provision of a Leader of Curriculum (LOC). The staff also engaged with the CEO staff to ensure programming and planning was consistent across the school. During 2015 staff engaged in an Early Mathematics Understanding program called EMU, guided by Monarch University. This program has enabled staff to evaluate their practice of teaching Mathematics and conduct a survey on all students in the area of Number. The results of this survey revealed many students were vulnerable in Place Value. An extensive Mathematics maintenance program was implemented across the school to target skills in Place Value.

## **Priority Area 4: Religious Education**

The Religious Education focus was to further develop the staff's knowledge of the Diocesan Statement of Faith by unpacking the five major hallmarks. This was achieved through an in-service to ensure that the hallmarks are transparent in the daily practice at St Joseph's school. Staff worked in groups to identify how we have been successful in connecting our faith with others.

## **PRIORITY IMPROVEMENTS FOR 2016**

### **Priority Area 1: Explicitly assess the learning needs of students**

Strategies to achieve this priority area include:

- Best start initiative
- Administering school planned diagnostic assessments for learning
- Teachers will be supported by the LST and LOC teachers for programming

- Parents provided with information about their child’s progress and how they can assist
- Continuing collaborative conversations around school data walls
- Assessment tracking records kept up to date to inform teaching

### Priority Area 2: Using tiered intervention

Strategies to achieve this priority area include:

- Targeting students for MiniLit/MultiLit
- Targeting students through EMU intervention program
- Utilising literacy/numeracy focus teacher roles to assist class teachers in catering for ability based groups and individual intervention in areas of need
- Instructional leaders and teachers developing skills in the use of Tier 2 intervention

### Priority Area 3: Using programs that strengthen home, school and community partnerships

Strategies to achieve this priority area include:

- Regular parent/teacher meetings to discuss students’ personal learning goals
- Conducting regular parent information evenings to assist parents in supporting the teaching of literacy and numeracy
- Ensuring weekly newsletters contain educational support for parents
- Inviting parents into the classroom to celebrate students’ “passion projects”
- Providing regular feedback to parents on students’ achievements ie letters of commendation

### Priority Area 4: Strengthening the focus on whole school instructional leadership

Strategies to achieve this priority area include:

- Continuing to strengthen the focus on high yield strategies to build capacity of leadership i.e **Learning intentions/success criteria, case management, instructional walks, data walls and professional conversations.**
- Focusing on the process of coach and mentor teachers in effective pedagogical practice. i.e. “Feedback”- expert teachers monitor learning and provide feedback (Hattie, 2003).

## **Priority Area 5: Focusing on school based professional development for teachers in personalised learning and diagnostic assessment.**

Strategies to achieve this priority area include:

- Conducting regular meetings to discuss what the data is saying about student learning needs
- Conducting regular team meetings to discuss students who are stuck or need acceleration
- Conducting case management meetings with all stake holders
- Staff meetings to look at formative assessment as the key driver for determining student learning needs
- Promotion of the school culture to foster greater professional collaboration and high expectations for student learning

## **PARENT, STUDENT AND TEACHER SATISFACTION**

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

### **Parent Satisfaction**

Client satisfaction surveys indicate that satisfaction with the school is high. From conversations and meetings with the School Committee and the Parents and Friends Committee it is evident that the parent community is very satisfied with the work, care and effort of the staff to provide a quality learning environment for all students. Parents feel the school has provided and promoted many school community activities for parents to participate in and feel connected to their child's school. Many activities have been held outside school hours to allow working parents to attend. Parent comments made during the events were affirmative and directed at students, teachers and leadership. Parents regularly report during dialogue with staff that they were appreciative of the open communication between home and school and the ability to resolve issues through discussions and action.

### **Student Satisfaction**

The students reported they are very grateful for attending a Catholic school. The majority of students think St Joseph's is a safe environment to learn and the staff display genuine concern and care for all students. They are actively involved in decision making through the student representative council. Extra school activities such as excursions are always fun and help them to form stronger friendships.

## Teacher Satisfaction

The anecdotal evidence and the written feedback provided by the staff indicate that they are very satisfied with the work environment. They strongly agree that the school supports the rich traditions of the Catholic faith and they feel most students understand their rights and responsibilities. They are aware of the importance of consistent moderating to ensure the best possible learning for all students. Teachers continue to discuss their concerns about the overcrowded curriculum and pressures of compliance. They are appreciative of the professional development opportunities and the buildings and facilities.

## FINANCIAL REPORT

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME			RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Grants	Recurrent	<b>\$217,122</b>	Capital Expenditure	<b>\$4,347</b>
Government Capital Grants		<b>\$0</b>	Salaries and Related Expenses	<b>\$889,122</b>
State Recurrent Grants		<b>\$723,388</b>	Non-Salary Expenses	<b>\$338,697</b>
Fees and Private Income		<b>\$132,858</b>	Total Expenditure	<b>\$1,232,166</b>
Other Capital Income		<b>\$9,702</b>		
Total Income		<b>\$1,083,071</b>		

### Notes

**Commonwealth Recurrent Grants** include recurrent per capita grants and special purpose grants.

**Government Capital Grants** include all capital grants received from the Commonwealth and State governments.

**State Recurrent Grants** include recurrent grants per capita, special purpose grants and interest subsidy grants.

**Fees and Private Income** include diocesan and school-based fees, excursion and other private income.

**Other Capital Income** includes building levies and capital donations used to fund capital expenditure.

**Capital Expenditure** includes expenditure on school buildings, furniture and equipment.

**Salaries and Related Expenditure** includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

**Non Salary Expenses** include all other non salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.