

St Joseph's Parish School Condobolin

ANNUAL SCHOOL REPORT 2015



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Principal	Mr Jim Ireland

ABOUT THIS REPORT

St Joseph's Parish School, Condobolin 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

St Joseph's Parish School is registered by the NSW Board of Studies and is part of a recognised system of schools managed by the Wilcannia-Forbes Diocesan Office.

A wonderful year of growth and learning for all has been evident within our school community in 2015. Of significant focus was our involvement in Numeracy to extend Mathematics understanding to support learning, practice and professional development. This was a major transformation of the way Mathematics is taught across the school from Kinder to Year 6. Our other major focus in 2015 was the implementation of the Soundwaves Spelling Program. This program had a long lead up time with research being carried out in the previous year, and to date indications of the success of the program have been positive with some good growth being evident.

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.

Mr Jim Ireland
Principal

Parish Priest's Message

It's a privilege to be asked again this year to contribute to the 2015 Annual Report for St Joseph's Parish School. I firstly congratulate the Principal, Mr Jim Ireland for steering the School successfully through another year. I appreciate the selfless and professional contribution of the whole school staff: professional teachers, the teacher aides, cleaners, gardeners, canteen workers, and of course the administrative staff. Parish Schools in the Diocese of Wilcannia-Forbes receive enormous support from the Catholic Education Office in Forbes. This support includes professional development and supervision, financial oversight and even sometimes financial support, asset management and regulatory compliance, human and industrial relations, and pastoral care. I gratefully acknowledge this great effort. The work of our loyal P & F Committee, our School Committee, parents generally, and our wonderful St Joseph's children have all helped to maintain the reputation of St Josephs as the fine school it is. We are grateful too for much generous support from Government and private donors from the local community.

Parent Body Message (P & F)

2015 has been a busy year for our P & F Committee with considerable fundraising and fun on the agenda. The P & F Committee held some significant fund raising activities, with the organisation of the Debutant Ball, Art Exhibition and the Quiz Night being the major events. Funds raised are going towards a new audio visual system in the hall.

Parents and Friends Committee

Student Body Message

2015 has been a great year of learning as well as personal growth and individual achievements. At our school we have many opportunities to shine in our own ways. For example we again held our Public Speaking Competition along with sporting and academic opportunities too. At St Joseph's we are proud of our school and as a student group we are looked after by the staff that always support us. St Joseph's is a restorative school and we always try our best to work together and include each other. Having a happy and safe place to come to school is important.

School Captain

SCHOOL FEATURES

Profile/History

St Joseph's Parish School is a Catholic Systemic co-educational school located in Condobolin. The school caters for students in years Kindergarten to Six and has a current enrolment of 141 students. St Joseph's is a centre of learning, and a place of celebration and pastoral concern. Our educational community of children, teachers and parents is bound together with a distinctively Christian awareness, outlook and purpose. We consistently aim to foster a community of care. St Joseph's School is part of a long tradition of Catholic education in Condobolin. The first Catholic school was established in 1862. Over the years since then, lay men and women and religious sisters from the Sisters of St Joseph and Mercy congregations have provided quality Catholic education. The Catholicity of St Joseph's school permeates all elements of the school community and is constantly enriched through the religious education program. A Christian awareness and perspective is evident across all key learning areas with policies and procedures guided by the faith culture of the school. It governs all contact between community members as we strive to promote the dignity of each person and create a faith community which reflects God's love.

Liturgical Life

Throughout each term all classes accept the responsibility for preparing and leading a Mass or Liturgy of the Word. These occasions are celebrated with the entire school community including families and friends who are warmly invited to participate. Our Parish Priest Father Gunn, actively supports the liturgical life of the school and provides guidance to students, staff and families in their faith formation.

Additionally students learn about the sacraments of the church, and are assisted in their preparations to receive these sacraments with the parish community.

The Parish Priest and Religious Education Coordinator support the teachers and parents in this area of preparation. Feast days and the events of the Liturgical seasons were acknowledged and celebrated during the year.

Parish Involvement

During 2015, the children of St Joseph's have continued to be involved in parish life with particular involvement in special celebrations including Senior Citizens Week, Holy Week and Sacramental celebrations. The school has continued to be supported by the loyal parishioners with their attendance at school liturgical celebrations. The connectedness between parish and school has continued to be a focus and the celebration of school news through the parish has been encouraged and supported by our Parish Priest. During the year the parish in conjunction with school staff established a Parish Youth Group for children in Years 4 -10. This has been a wonderful addition to the fabric of the parish and another example of building a connection between school and parish.

Religion Program

St Joseph's school supports student faith formation through the religion program Sharing Our Story. The program draws on the lived experiences of the children and, using scripture, links these experiences to the life and teachings of Jesus. The Sharing Our Story program has been implemented across all grades K-6. The Religious Education Coordinator and staff have been in-serviced in using this program and are encouraged to make suggestions as to any necessary variations.

This year we have continued our efforts to develop all staff and students in an understanding of the life of Mary MacKillop and Catherine McAuley, as the tradition of the school is based on the spirituality and charism of these two people. This focus will continue into the future.

Our Achievements

Community Involvement:

- ANZAC March
- St Joseph Feast Day Celebrations
- International Women's Day
- CWA Public Speaking
- NAIDOC Celebrations
- Catholic Schools Week
- Seniors Week – Community Mass and Morning Tea
- Condobolin Show
- Scholastic Book Fair
- March against family violence

Sport

- 12 representatives at Polding Swimming
- 4 representatives at Polding Cross Country
- 1 representative at NSW PSSA Cross Country
- 8 representatives at Polding Athletics
- 1 representative at NSW PSSA Athletics
- 1 representative Wilcannia-Forbes Boys Soccer team
- 5 representatives Wilcannia-Forbes Rugby League teams
- 2 representatives Wilcannia-Forbes Rugby Union team
- 1 representative Polding Cricket Team –Only WF rep and State runner up
- 1 representative Wilcannia Forbes Hockey
- District Rugby 7's winners in Parkes, played in zone finals in Dubbo
- Successful Swimming, Athletics and Cross Country Events

Public Speaking

- Four students from Years 3-6 represented the school at the Oxley Group CWA Public Speaking Competition
- Annual St Joseph's Public Speaking Competition

- Three student representatives spoke at International Women’s Day

Excursions

- Kinder - Year 2 students engaged in a day excursion to Japanese Gardens – Cowra
- Years 3 - 4 students enjoyed a curriculum based excursion to Mount Canobolas and Orange PCYC for Gymnastics
- Year 5 – 6 students attended a 3 day excursion to Canberra – Discovering Democracy
- Local walking excursions also took place to further enhance student learning or allow participation in community based events.

Significant Programs

- QuickSmart Numeracy
- Athletics
- Athletics – expert sessions and activities
- ASD Programs and Workshops – Autism Spectrum Disorders
- Restorative Practices
- Road Safety
- Daily PE Programs
- Crunch and Sip
- Kindergarten Buddies – ‘Better Buddies’
- Mini Vinnie’s Conference
- Public Speaking Program
- Parent Spelling Information Workshops
- Learning Support – Speech and Language/Occupational Therapy programs
- Quiet Space – Let’s Do Lunch
- Structured Playground – scaffolded collaborative games

Aboriginal Education

All classroom teachers particularly planned and integrated indigenous perspectives and specific units during the year, within key learning areas. The continued employment of an Aboriginal Education Worker in 2013 enhanced the indigenous perspectives in the classroom and allowed

for greater community contact. A traditionally rich NAIDOC mass and celebration day was held during the school year led by our AEW and other indigenous community members.

Student Welfare and Pastoral Care

At our school we are guided by the Catholic Education Office policy on Workplace Health and Safety and other relevant policies, procedures and guidelines that are located on the CEO Intranet. These include:

Policies

- Students-Pastoral Care, Restorative Practices, Use of Student Images
- Staff-Critical Incidents, Gender and Equity, Flexible Working Arrangements, No Smoking, Professional Learning

Procedures and Guidelines

- Students-Anaphylaxis
- Staff-Child Protection PowerPoint, School Uniform, Complaints and Grievances
- Community-Brochures on Attendance, Child Protection, Volunteers

We have our own school policies and procedures that refer to:

- personnel responsible for pastoral care including use of and access to counselling
- health and the distribution and monitoring of medication; and
- response to critical incidents and emergencies

These policies include:

Pastoral Care, Child Protection, Behaviour Management, Anti-Bullying, Medication, Critical Incident, Evacuation, WHS, Staff Responsibilities on Wet Days, Safe Play on Playground Equipment, End of Day Procedures, Road Safety and Riding Bikes to School.

Reference is made to these policies and procedures in various school documents such as the staff handbook. They can be found in their entirety in St Joseph's Policies and Procedures Folder.

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
70	71	6	141

* Language Background Other than English

Enrolment Policy

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

- 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 enrolment meeting where 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. The enrolment meeting 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 89%.

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

Attendance Rates by Year Group	
Kindergarten	87.5%
Year 1	86%
Year 2	89.5%
Year 3	92.5%
Year 4	91%
Year 5	92.5%
Year 6	89%

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
11	8	19

*This number includes 8 full-time teachers and 3 part-time teachers.

Percentage of staff who are indigenous	10.5%
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Professional Learning

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

The school held 5 whole school development days this year with the areas of focus as follows:

Term 1	CHILD PROTECTION
Term 2	ICT
Term 3	RELIGION - SPIRITUALITY
Term 4	HISTORY LITERACY – NUMERACY PLAN

Other professional learning activities provided throughout 2015 included EMU Maths where three teachers were trained by Ann Gervasoni in open ended maths teaching. Another member was trained in EMU maths intervention mathematics teaching. Two staff were involved in Quicksmart professional learning. All other staff participated in training at staff meetings run by the mathematics leaders. Whole staff did training on sign language in preparation for a Down Syndrome student who is arriving in 2016. Staff also participated in Guided Reading and ELK and Running Records training as well. ICT training at school level was also participated in by staff members.

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.	11
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 97.97%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 87.50%.

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.

Throughout each term all classes accept the responsibility for preparing and leading a Mass or Liturgy of the Word. These occasions are celebrated with the entire school community including families and friends who are warmly invited to participate. Our Parish Priest Father Gunn, actively supports the liturgical life of the school and provides guidance to students, staff and families in their faith formation.

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This year we have continued our effort to develop for all staff and students an understanding of the life of Mary MacKillop and Catherine McAuley, as the tradition of the school is based on the spirituality and charism of these two people. This focus will continue into the future.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education Test annually. The test consists of fifty multiple choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our school's average result (as a mark out of 50) was 23.6.

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 17.8.

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.

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:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	2.7	2.7	18.9	29.7	24.3	21.6	97.3
	State	5.8	6.3	17.5	21.6	17.8	30.9	94.2
Writing	School	5.4	5.4	16.2	21.6	43.2	8.1	94.6
	State	2.7	4.2	16.5	20	37.4	19.2	97.3
Spelling	School	0	10.8	18.9	32.4	24.3	13.5	100
	State	5.6	10.7	17.2	16.9	17.6	32	94.4
Grammar & Punctuation	School	2.7	2.7	8.1	32.4	21.6	32.4	97.3
	State	5.4	8.2	11.3	22.1	18.8	34.2	94.6
Numeracy	School	5.4	13.5	16.2	35.1	16.2	13.5	94.6
	State	6	14.3	17.9	20.3	18.8	22.7	94

Children in grade three have achieved at a similar rate across the curriculum areas. Next year our emphasis will continue in mathematics with the introduction of EMU this year. There has been a lot of professional learning in this area of study and teachers are making the appropriate changes to make the shift in mathematics teaching. The new approach is led by Dr Ann Gervasoni, Associate Professor of Monash University and is based on the latest research in Mathematics. We will also continue to focus on Spelling as we have implemented the Sound Waves spelling program across the school which is gaining momentum and showing positive results. The other major focus for us will be in writing across the school.

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:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	4.0	16	18	22	24	16	96
	State	5.4	16.2	17.9	21	21.1	18.4	94.6
Writing	School	6	12	32	32	12	6	94
	State	5.5	8.7	31	29.6	16.8	8.4	94.5
Spelling	School	2	10	26	32	12	18	98
	State	4.7	10.3	19	23.7	23.6	18.8	96.3
Grammar & Punctuation	School	8	6	20	28	20	18	92
	State	7.3	9	21.7	19.9	20.9	21.3	92.7
Numeracy	School	0	20	30	24	14	12	100
	State	3.6	16.7	20.5	22.8	15.5	20.9	96.4

Children in grade five have achieved at a similar rate across the curriculum areas. Next year our emphasis will continue in mathematics with the introduction of EMU this year. There has been a lot of professional learning in this area of study and teachers are making the appropriate changes to make the shift in mathematics teaching. The new approach led by Dr Ann Gervasoni, Associate Professor of Monash University and is based on the latest research in Mathematics. We will also continue to focus on Spelling as we have implemented the Sound Waves spelling program across the school which is gaining momentum and showing positive results. The other major focus for us will be in Writing 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.

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.

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 School follows these procedures.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies: *Parent Handbook, Aboriginal Education, Special Education Local Procedures, Critical Incident, Digital Resources, Maintenance and Anti Bullying*. Access to all policies and guidelines can be obtained by contacting the school office.

We run a very successful buddies program where our Year 6 children match up with Kindergarten children on a fortnightly basis. The relationships become strong and it helps the younger children feel secure in the school environment.

As part of our Special Education, we run a vegetable garden program and have some chooks. Children who need alternative programs feed the chooks and collect the eggs. Vegetables are planted, looked after, and harvested when ready. Children involved have a say in the next stage of the process involving cooking, eating or sharing produce around. This is a useful program and really enjoyed by children.

SCHOOL IMPROVEMENT

St Joseph's Parish 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.

Progress on 2015 Targets

Target 1

BUILD A CAPACITY AND TEACHER CONFIDENCE IN PLANNING AND IMPLEMENTING RICH LITERACY LEARNING THROUGH THE LENS OF THE NEW ENGLISH CURRICULUM

Our achievements include:

- Improved confidence in planning and implementing rich literacy tasks through the lens of the new English curriculum.
- Developing a bank of rich literacy tasks.
- Collaborative and shared planning times, decision making in regard to best practice planning strategies.
- Strong and purpose driven professional dialogue in regard to rich literacy tasks.

Target 2

PROFESSIONAL LEARNING OPPORTUNITIES TO SUPPORT THE FURTHER DEVELOPMENT OF QUICKSMART STRATEGIES AS COMMENCED THROUGH THE LITERACY NUMERACY NATIONAL PARTNERSHIP IN 2013

Our achievements include:

- Select teachers trained in Quicksmart
- Continued support with Quicksmart
- Regular parent communication about Quicksmart

Target 3

LEARNING WALKS (INSTRUCTIONAL WALKS) TO SUPPORT PROFESSIONAL GROWTH AND CAPACITY BUILDING

Our achievements include:

- Teacher discussion about purpose of Learning Walks
- Learning Walks taking place across the school
- Questions placed in every classroom and procedure cards given to staff members

Target 4

TARGETED FOCUS ON VISUAL ARTS WITHIN THE CREATIVE ARTS CURRICULUM

Our achievements include:

- Art Exhibition – Major class pieces of work produced
- Every class produced four pieces of artwork for the exhibition
- Children's enjoyment and improvement in output and teacher capacity improved
- Opportunity for Art Club participation for students wishing to utilise special interest activities during the lunch break

Targets for 2016

Target 1

BUILD A CAPACITY AND TEACHER CONFIDENCE IN PLANNING AND IMPLEMENTING RICH MATHEMATICS LEARNING THROUGH THE LENS OF THE NEW MATHEMATICS CURRICULUM

Strategies to achieve this target include:

- Professional learning in new EMU Mathematics
- Collaborative planning of open ended tasks by teachers to develop a range of models for planning
- Access online learning tools to support the new EMU Mathematics

Our success will be measured by:

- High quality teaching programs based on new Maths
- High quality Maths units ready to be shared with peer colleagues
- Digital Planning models

Target 2

CONTINUE WITH SOUND WAVES SPELLING PROGRAM

Strategies to achieve this target include:

- Targeted Professional Learning
- Embedding Soundwaves Spelling into agreed whole school practice
- Ongoing leadership support and program/practice feedback

Our success will be measured by:

- Evidence of Sound Waves strategies in classroom practice and programs
- Increased student confidence and ability to spell in general literacy activities
- Policy development and inclusion of practices to Literacy Education Plan

Target 3

FULLY IMPLEMENT LEARNING WALKS

Strategies to achieve this target include:

- Professional learning focusing on the purpose and aims of Learning Walks
- Capitalise on collaborative and team approach within teaching team
- Clear and transparent communication between principal and teaching team
- Providing meaningful and constructive feedback based on whole school practices

Our success will be measured by:

- Teaching team confident and comfortable with the Learning Walk process
- Teacher engagement in the feedback element of the process
- Implications of Learning Walks evident within classroom practice and teaching and learning programs
- Feedback from staff in relation to the learning walks process

Target 4

IMPLEMENT NEW AND REFINE EXISTING WHS PROCESSES

Strategies to achieve this target include:

- Every person takes ownership and responsibility as part of the team
- Appropriate PD for staff
- Access templates from Broken Bay or CCI to use in school
- Develop appropriate systems to keep the school safe

- Elect a WHS person within the staff to take carriage of the process

Our success will be measured by:

- Effective and simple procedures operational within school
- Appropriate records produced and improvements made across the school

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

From anecdotal evidence and written feedback provided by parents and carers in the community, parents appear satisfied with the quality of teaching and the care provided for their children and the attention given to all areas of learning and personal development. They are pleased with the development of the faith life of their children. Our parents support the Behaviour Management and Restorative Practices frameworks in place at the school and are comfortable to communicate concerns through our open door policy to communication in regard to concerns. It is evident that the majority of parents with a query or concern will contact the relevant staff member directly and follow appropriate procedures. Parents are satisfied with the buildings and facilities at the school, and have enjoyed raising funds for school ground enhancement.

Student Satisfaction

The students appear to be very happy in their classrooms and on the playground. They readily interact with teachers and visitors to the school.

From anecdotal evidence and written feedback provided by the students it appears that the students are most satisfied with what the school provides, the quality of teaching and the opportunities provided for them. They believe that they are learning and that the teachers help them when they require assistance.

Teacher Satisfaction

The anecdotal evidence and the written feedback provided by the staff indicates that they are very satisfied with the work environment, the quality of teaching and learning, and the progress of the students in the school. Team morale indicates that staff work in a supportive environment. It was evident that staff members agreed that a great sense of care and trust between staff members increased staff morale. 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 Recurrent Grants	<i>\$419,384</i>	Capital Expenditure	<i>\$19,345</i>
Government Capital Grants	<i>\$0</i>	Salaries and Related Expenses	<i>\$1,707,083</i>
State Recurrent Grants	<i>\$1,411,963</i>	Non-Salary Expenses	<i>\$568,796</i>
Fees and Private Income	<i>\$225,384</i>	Total Expenditure	<i>\$2,295,223</i>
Other Capital Income	<i>\$25,236</i>		
Total Income	<i>\$2,081,967</i>		

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.