

2020

ANNUAL SCHOOL REPORT

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Together in Christ

ST JOSEPH'S
PRIMARY SCHOOL
MERRIWA



St Joseph's Primary School

Marquet Street, MERRIWA 2329

Principal: Ashley Borg

Web: <http://www.merriwa.catholic.edu.au>



www.mn.catholic.edu.au

About this report

St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) 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 be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is with a great sense of accomplishment that I present the 2020 Annual School Report to the community. St Joseph's Primary School Merriwa is a small, rural school situated in the Upper Hunter town of Merriwa. Demographically, we are the furthest school from the Diocesan offices, but we are never left wanting!

Our mission is to be a community of catholic faith where the uniqueness of each child is nurtured and valued; where students are empowered and challenged to become lifelong learners with optimism and hope for the future.

This year, we established the very first elected School and Vice Captains since 2005. Our elected leaders did a fantastic job of serving the St Joseph's School community during the most difficult of times.

With COVID-19 decimating many of the general activities throughout schools, St Joseph's Merriwa students continued to thrive and learned to work under different conditions. For the first time, Microsoft Teams was utilised by each teacher and class throughout the school in order to continue the previously established learning from home routine and continue the terrific links between home and school.

Staff this year have undergone significant professional learning and collaboration related to the advanced and enhanced teaching of Reading, through our expert Lead Teacher. Student achievements and improvements in the area of Reading, based on PM Reading Levels and PAT Reading Comprehension were outstanding. We hope to continue this method of Professional Learning and Growth throughout future years.

I express my personal gratitude to all of the staff for their continued hard work, dedication and genuine love for each other, the students and families and our beautiful school.

A special thanks to our families. Your cooperation, patience and trust in the staff to keep your children safe, continue the great learning and to follow COVID safe procedures was very much appreciated.

We look forward to continuing to improve the standard of our learning and academic outcomes throughout 2021 and beyond.

Mr Ashley Borg

Principal

Parent Body Message

2020 – what a tumultuous year, but with every challenge and disappointment comes the silver lining of a greater blessing.

“It takes a village to raise a child.” For many years, this has been the mantra of our school, and our strong ties with community have never been as tested as they were this year.

Severe drought and major bushfires had devastated so many families in our school community coming into the new year, and then with early news of the Novel Coronavirus dominating our media reports from overseas at the commencement of the year, little did we know that devastating impact that COVID-19 would have on our small school.

As social uncertainty became more apparent, and the challenges of panic buying, social isolation, physical distancing and home-based-learning, our best made plans for our annual fundraising Fete and Camp-Draft were soon halted.

Staring down the barrel of no major fundraising income for the year, and our contribution to school expenses continuing, the P&F were well supported with a sock-fundraiser with many sharing their home-learning opportunities sporting brightly coloured socks.

As families remained isolated, P&F members delivered Mother’s and Father’s Day gifts to parents, and supported ongoing running costs at the school whilst grappling with the challenges of home-based learning ourselves. Our P&F facilitated the Canteen, cleaning of the Aberdeen Bus as a fundraiser thanks to parents and students, operated Uniform Shop, and supported the school with financial contributions as we too remained isolated from our School.

Whilst it has been a year like no other, we should be proud of the achievements of not only our students, but of our “village” in the remarkable support afforded to each and every child.

To all P&F members, thank you for your contributions throughout the year, and a massive thank you to our P&F members who have held positions. We cannot do what we do on our own, and together, we can make our “village” the best it can be for our students and teachers.

Here’s wishing for a safe, happy and healthy 2021, where our school, its teachers and students continue to grow and learn in a supportive, faith-enriched and well-resourced school.

Student Body Message

My time at St Joseph has been such a great experience. I've even been lucky enough to even go through pre-school all the way through till year six with some of the great friends I have made including the ones I've made on this journey of primary school. I cannot thank this

school enough for all the things it has taught me academically and just life lessons that are more than likely going to be used in the future. I have had so many opportunities here at St Joseph's from Kindergarten through till now. I would definitely think that all the students that attend here will all become very smart, independent people when they grow up. Thank you to all the teachers that I was lucky enough to be taught by.

School Captain - 2020

At my time here at St Joseph's it has been quite a different year to what I thought it was going to be with COVID and countless other matters have held us back from some of our school and class events. St Joseph's has taught me lots of different things and given me lots of fantastic opportunities such as Spelling Bees, Maths Bees, and Public Speaking as well as a cricket trial too. I have especially enjoyed learning different methods of doing things such as the Area Model, Lattice Method and BODMAS as well as the PEEL method for debating.

Being here for 7 years, I think has made me a better person given me confidence as well. I loved the responsibility of being Vice-Captain I felt that I really stepped up.

I will really miss St Joseph's and the Merriwa community.

Vice Captain - 2020

School Features

History of the school

St Joseph's Primary School was founded in 1883 by the St Anne's Catholic Parish Merriwa. In 1885 the Sisters of St Joseph took up residence in Merriwa and assumed responsibility for the education of the children at the school. They were the first Foundation formed from Lochinvar, which had come into existence only two years earlier in 1883. The Sisters of St Joseph continued a teaching presence at the school until the early 1990s.

In 1886, the total enrolment was 77 - 39 girls and 38 boys. On 25th November, 1928, Bishop Dwyer blessed the new school in Marquet Street. In 1954, Bishop Toohey blessed the new infants' classroom and in 1961, blessed the new school building of three classrooms.

Secondary classes operated at St Joseph's Merriwa from the early 1950's to 1968. In 2008 the Honourable Joel Fitzgibbon opened and Fr Des Harrigan blessed the new Kindergarten classroom giving the school a total of four classrooms.

In 2016 the school gained a new library which boasts state of the art facilities. In 2019 the total refurbishment of the student toilet blocks was completed.

For over 130 years, St Joseph's Catholic School has provided quality education to the children of the Merriwa district.

Location/Drawing Area

St Joseph's School is located in the rural township of Merriwa in the New South Wales Upper Hunter Shire Council area. It is the most western school in the Maitland-Newcastle Diocese.

Students travel from within the town limits, as well as from outlying rural properties. The villages of Cassilis to the west, and Gungahlin to the east are served by this school. Although the geographical drawing area dwarfs other Diocesan urban schools, the population within the drawing area is small as is the school enrolment (2019 - 56 students).

Neither the small population nor the 180 odd kilometre distance to our Newcastle based Catholic Schools Office can dampen the St Joseph's School Community's passion for education. St Joseph's Primary School Merriwa is a small school with a big heart!

Students at St Joseph's are offered Catholic education from K-12. Students completing Year 6 are able to travel by coach daily to St Joseph's High School Aberdeen.

Student Profile

Student Enrolment

The 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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
21	27	0	48

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle 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 and secondary schools within the Diocese of Maitland-Newcastle.
- 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 2020 was 93.56%. 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
93.83	93.67	94.44	91.87	95.33	93.38	92.38

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, 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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	13
Number of full time teaching staff	5
Number of part time teaching staff	3
Number of non-teaching staff	5

Total number of teaching staff by NESA category

Teachers at this 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 260 teachers
- Provisional 136 teachers
- Proficient 2060 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 Schools Office (CSO). The 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. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Staff development was mainly focused in delivering a whole school reading program, which was developed by the school's Leading Teacher. Her expertise, skillset, knowledge and extensive research led to an outstanding professional learning experience for all teachers. Inclusive of this professional learning with theory, teachers were given practice to undertake in class, along with mentoring and feedback, to improve the quality of the teaching within the school.

This particular approach was integral to the school's effectiveness in 2020 as the school was blessed with the arrival of two Targeted Graduate teachers from the CSO, as well as another first year teacher through Merit Selection. This meant that the opportunity to embed critical and extremely important pedagogical practices was at its greatest.

St Joseph's also re-established the Positive Behaviour Four Learning (PB4L) program and held several professional learning sessions on effective discipline, the PB4L process and re-wrote the Restorative Justice Matrix, in order to create a greater consistency amongst decision making for teachers in matters of discipline.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Catholic Imagination and Spirituality

St Joseph's Primary School Merriwa's mission is to be a community of Catholic faith, where the uniqueness of each child will be nurtured and valued. Where students will be empowered and challenged to become lifelong learners with optimism and hope for the future. There were many opportunities for students to celebrate Catholic mission and identity at St Joseph's school.

Daily prayer, Opening School Mass, Commissioning Mass, liturgies for St Joseph's Day and many other areas of focus. The Year 6 students have a Retreat and all students help the community wherever we find a need. Wherever possible the school community attends significant parish liturgical celebrations, although this was not possible due to COVID during 2020.

During Monday assembly each week the students reflect on the Sunday Gospel and apply the salient message to their everyday lives. When able during 2020 many parents share this Liturgy with the students. Staff members also gather for prayer once a week which focuses on the Gospel message applying this to their personal and school lives.

The staff participated in a Lenten Program to which parish members also attended. This focused on the 2020 Plenary Council- Let's Listen and Discern- How is God calling us to be a Christ-centred Church?

A positive relationship between the school and Parish continues to be a high priority at St Joseph's school. During Catholic Schools Week students and teachers prepared displays for the main street to highlight the Catholic identity of the school. A school parish dinner is also held during this week. The Year 6 leaders and teachers were commissioned and made their service pledge at a Parish weekday Mass. The fortnightly school newsletter was placed in the church and in the local newspaper to ensure our message is spread. Students served on the altar at special Masses. The school supported the local St Vincent de Paul Society through its appeals. The parish priest maintains a good relationship with the Principal, REC and others.

Christian Discipleship

Prayer and reflection begin all meetings, gatherings and the parent newsletter. In each prayer there is a call to action. At the end of the school year, Year 6 students participated in a retreat. During this retreat, the Year 6 students took time to reflect on their years at school and what direction they see themselves and their friends going and what special gifts they are to themselves and others. Our weekly liturgy provides opportunities for students, staff and parents to reflect on the message of the Gospel. A relevant hymn/song is also used at times to help staff and students fully understand the Gospel message of the week.

Throughout the teaching of Religion, students are given the opportunity to reflect and participate in meditations which allows for the formation and development of their own spirituality. Each classroom and the staffroom has a sacred space designed and refreshed regularly.

Religion lessons at St Joseph's follow the curriculum set by the Maitland–Newcastle Diocese. All class teachers are responsible for the teaching of Religious Education in their classes and are formally accredited to teach Religious Education or are in the process of satisfying the academic requirements needed for accreditation. Each structured lesson develops the knowledge and understandings of Catholic faith. Class and school liturgical, sacramental and prayer celebrations form an important aspect of the Religious Education curriculum.

Religious literacy is a priority in the classroom with added resources and support given to teachers and students particularly a focus of Religious Literacy vocabulary- which directly link up with the units taught. Teachers attend relevant professional development on the Religious Education curriculum.

Curriculum, Learning and Teaching

The 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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

At St Joseph's, a culture of "High Expectations, No Excuses" is embodied throughout. Staff are dedicated to the pursuit of excellence, this was highlighted by the end of year parent surveys distributed throughout the school.

All staff in 2020 were fully accredited or graduate teachers with NESA and conducted themselves professionally in their work. St Joseph's were blessed with three teachers in their first year of teaching. Two of them came through the CSO Graduate Teacher Program, the other was Merit selected.

When the pandemic struck Australia early in 2020, St Joseph's along with all schools, faced a plethora of challenges, which we proudly took on and conquered. Staff worked diligently to create an online presence and platform for students and parents to continue learning from home. Student and parent satisfaction for the program created was extremely positive and has been continued throughout the year as a platform for homework and communication.

The school's learning support programs, which included MiniLit, Multi Lit, Core Word Challenge and assistance with Literacy and Numeracy Groups, provided students with excellent pathways to success. This year, we introduced, with the help of our Lead Teacher, the "Word of the Week". This was highly visible throughout the school and placed in all newsletters and on Facebook.

Whole school approaches to improve student achievement included the use of previously created Learning intentions and Success Criteria in Mathematics, which highlighted strengths and areas of improvement for students. This gave students a greater clarity in their learning and allowed staff to hone in their teaching.

Student work samples in Writing allowed for a closer examination as to the areas for development for students, which were worked on during class time. This was a continuation of the 2019 improvement cycle and allowed for a greater focus on aspects of writing, such as sentence structure. Infants focused on Colourful Semantics.

Staff work in two Professional Learning Teams (PLT's), Infants (K-2) and Primary (3-6). These teams are highly collaborative and professional in their diligence and pursuit of high performance throughout the school. The teams worked closely with our Lead Teacher (LNAP), to achieve strong growth in PAT Maths and Comprehension Testing.

A further initiative held this year was the "Leading Learning Collaborative", a CSO initiative based on the work of Lyn Sharratt, Canadian Educational Researcher. We have willingly and enthusiastically engaged with the initial tasks as a staff and look forward to continued school improvements.

Our Performing Arts program was further enhanced this year, with the regular visit of Anna Kerrigan, Head Producer of ASPIRE. Her input, influence and expertise were invaluable in assisting all students and staff in the formation of the highly successful School Play. With COVID this year, we successfully negotiated the filming and production of "The Year of Corona", which was streamed to all interested families and proved to be a hit.

St Joseph's worked diligently with students throughout the year in Mental Maths and Spelling, as well as Public Speaking. The school held school-wide competitions, but unfortunately no further progress was made due to the pandemic.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

St Joseph's willingly and wholeheartedly participates in Positive Education and Visible Wellbeing Programs, as a member of the Where There's A Will Foundation Upper Hunter Cluster. The Principal attends regular meetings each term to keep in touch with the latest information. These continued via Zoom in 2020.

We engaged with Annabelle Knight, from Melbourne, who is an expert on Positive Education. We met online with her once per term to speak about how we can enhance our teaching and learning in the area of Positive Education.

In 2020, a regular Character Strength of the Week focus was placed in newsletters and on our Facebook page, to keep the public informed of our initiatives. A Character Strength of the Week Merit Award was introduced, to great effect.

Well Being Weeks continued, which were in Week 5 or 6 of every term. The emphasis was on "No Homework, No Meetings" and opportunities for staff and students to enhance wellbeing on a personal or spiritual level. Activities were organised by teachers and were proven to be a great success and change from the regular routine during lunchtimes! Yoga, mindfulness colouring, thankful cards and meditation were some of the terrific initiatives provided by the school staff.

Due to COVID, St Joseph's Merriwa students were unable to participate in any community gatherings, as these were all cancelled. Our School Captains attended the Remembrance Day and ANZAC Day ceremonies, which were greatly appreciated and definitely noticed in the town.

In 2020, we were granted funding to employ a Pastoral Care Worker. Our PCW worked diligently to provide services such as a Science Club, Gardening Club and provided meaningful and local support for students and families where necessary.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Catholic Formation and Mission

Staff undertook several professional learning sessions and regular staff prayer. Each staff member, as part of their formation, were asked to contribute to liturgy during the year. A previously planned spirituality day was cancelled due to COVID.

Staff also completed the Lenten program with members of the St Anne's Parish.

Learning and Teaching

Staff were successful in using Learning Intentions and Success Criteria into the Key Learning Area of Mathematics. Staff were given opportunities to write and implement Learning Intentions and Success Criteria in an aspect of English. Writing was the commonly selected.

Significant improvements were made in the area of Reading. The school reports 95% reading proficiency in Kindergarten and 85% in Infants, which has eclipsed previous results.

Staff have been engaged in the Leading Learning Collaborative and have learned about creating Data Walls for the purposes of school improvement.

Leadership

The Executive Team (REC and Principal), attended Executive Leadership training courses, provided by the Catholic Schools Office and run externally, during 2020. Both members have fully completed the course as a result.

Wellbeing and Partnerships

All aspects of community partnerships in 2020 were very difficult to uphold and maintain, although students created cards and letters for the sick and elderly in Gummun Place and to the Merriwa Hospital. Our partnership with the local Newsagency, who sponsor our "Spirit of St Joseph" award, was continued.

The major success in wellbeing was the Online E-Counselling Project as part of a reduced timeframe for counselling in the Upper Hunter Region. St Joseph's is the only school in the Diocese who have adopted this program, with the assistance of the CSO, our school counsellor and the cooperation of the parent community. This provided our students in a remote, isolated school with an added opportunity to seek counselling and support in school, online.

St Joseph's also reintroduced and implemented Positive Behaviours For Learning (PB4L) throughout the school. This will be ongoing.

Priority Key Improvements for Next Year

The 2021 School Improvement Plan (SIP) was drafted late 2020, with the view to consolidating many of the wonderful initiatives throughout the school. These included:

Catholic Formation and Mission

The improvement of the overall teaching of Religion

All staff working towards establishing and attaining Graduate Certificates / Masters Degrees in Religious Education from accredited educational providers, as per the Catholic Schools Office Faith Education Accreditation (FEA) Policies

Learning and Teaching

The formation of a Whole School Writing Professional Learning program to enhance and build the capacity of the teaching staff, in order to improve the student's performance.

Continuation of the development of Writing Sample Data analysis for the purposes of improving student results and pedagogy of teachers in this Key Area

The overall improvement of student results in K-2 Literacy, as defined by the Literacy and Numeracy Action Plan (LNAP)

Creation of "Bump it Up Walls" and "Common Formative Assessment Tasks" in Numeracy as part of the Leading Learning Collaborative.

Leadership

To continue to enhance the quality of the Principal and REC and their leadership capacity.

Continuation of Mentoring and Observation of teachers throughout the school, including Instructional Walks and Talks, to enhance leadership capacity and build teacher capacity.

Wellbeing and Partnerships

Continue to enhance and implement the PB4L program throughout St Joseph's.

Visible Wellbeing Professional Learning for all staff - this will be in the form of an online course, through the SEARCH framework and Lea Waters.

Community 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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In the recently held "Tell Them From Me" survey, conducted by the CSO in 2020, parental satisfaction of the school was high.

In all areas of the survey, St Joseph's ranked higher than the Diocesan Means, in particular, learning, welcome, inclusivity and leadership.

100% of parents either "Strongly Agreed" or "Agreed" that they would "recommend this school to others".

Parents anecdotally report high levels of satisfaction with the teaching and learning quality in the school and are very supportive of enhancing educational outcomes for their children.

Student satisfaction

Student satisfaction within the school at present is also high.

The "Tell Them From Me Survey" held in 2020 indicated:

- high motivation and effort in student learning compared to Diocesan Means
- students find learning relevant and meaningful (8.8/10)
- positive student-teacher relationships
- high expectations from student success

Further investigation and work with students is being conducted with regards to:

- reporting incidents at school
- understanding the restorative justice matrix
- using the "High Five" for issues at school

Teacher satisfaction

Teacher morale and satisfaction within the school is generally high at St Joseph's Merriwa.

The staff are collegiate, collaborative and consistently friendly towards one another.

Some staff have engaged in the local tennis competition to enhance their personal wellbeing and relationships.

High levels of satisfaction are reported in the following areas of the COSI Staff Survey:

- quality of education
- quality of feedback
- student behaviour and management
- policies related to discipline and behaviour management
- quality communication with parents
- leadership and organisation

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$848,787
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$246,259
Fees and Private Income ⁴	\$82,369
Interest Subsidy Grants	\$4,668
Other Capital Income ⁵	\$23,975
Total Income	\$1,206,058

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$9,221
Salaries and Related Expenses ⁷	\$982,656
Non-Salary Expenses ⁸	\$180,876
Total Expenditure	\$1,172,753

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 2020 REPORT