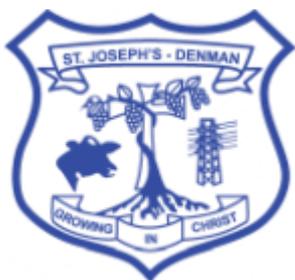


# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### St Joseph's Primary School

80 Palace Street, DENMAN 2328

Principal: Mrs Helen Whale

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

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## About this report

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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.

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## Message from key groups in our community

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### Principal's Message

I am pleased to present the 2021 Annual School Report for Saint Joseph's Primary School, Denman. This report provides parents and members of the wider community with information about St Joseph's activities and performance throughout that year.

St Joseph's is a community, inspired by Christ, striving for excellence. The staff at Saint Joseph's strive to know every child as a learner and as a person. We believe that every child, given the right opportunities, can learn to high levels. Collaboratively partnerships between teachers, students, parents and community, ensures quality, meaningful education for every student.

Students enjoy coming to school and enjoy the learning experiences offered to them, both inside and outside the classroom.

Health restrictions have limited many face to face learning opportunities in 2021. We have sought positive ways to keep parents and students actively involved in the life of the school, with the assistance of virtual technologies.

St Joseph's is a community oriented school. It has valued links with the local Denman community and the wider community. We plan opportunities to participate in civic celebrations, volunteer for local charities and centres and make good use of community facilities. Support for the school from local businesses is very much appreciated.

### Parent Body Message

2021 was tough. August saw us plunged once again into lock-down and home learning. The quality of teaching did not waiver. The preparation and learning schedules were outstanding with the transition to home learning appeared seamless. The focus on Collaborative Teaching and Learning over the last couple of years was no doubt a bedrock to this being able to happen. Every child in the school is known as a learner and as a person, by every teacher. Such a way of teaching means that at any one point a teacher can pick up teaching one of our children at the level they are learning. As a teaching concept this is amazing and when put to practice, it is fantastic.

In 2021, the P&F continued to run monthly meetings either face to face or via zoom. We have cancelled fundraising activities, but have remained focused on our reason for being - to support the school. Meetings are relaxed and coming along is a great way to learn what is happening at school. Parents gained insight into Collaborative Teaching and Learning. We

also met with the Director of the Catholic Schools and discussed support needed as a school community from the CSO.

### Student Body Message

SJD has a strong culture of student leadership . Student voice can be witnessed as students in Year 5 and 6 students form the SRC, Sport, Social Justice, Creative Arts, Environment, or Library groups. Activities included Wellbeing Week, Halloween celebration, sports activities, book week parades, talent shows and other events linked with Wellbeing and Social Justice.

We learned the importance of being kind and connecting to people outside of our school community We made Christmas cards for the local nursing home.

We participated in the Science and Engineering challenge and gained first place. We leave behind a legacy of participation and strong leadership. We saw 8 school captains provide great role modeling for our school, over the year.

Our Canberra excursion was cancelled due to COVID, but we did a virtual excursion instead. We learned the importance of being resilient, not letting it get us down.

There is such a kind, caring and nurturing atmosphere here. Our teachers provide great education. During our home learning we had weekly learning schedules, zoom sessions and well-being activities.

The year had a lot of challenges, and we were taught how to adopt a positive mindset. This has set us up for future success.

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## School Features

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St Joseph's Primary School is located on the Golden Highway in Denman. It draws students from the Denman, Martindale, Sandy Hollow, Bureen and Jerry's Plains regions. The school is part of St Bernard's Catholic Parish and the Diocese of Maitland- Newcastle. There are 80 students attending the school in 6 classes. There is a combined Kindergarten/Year 1 class and a class each from Year 2 - Year 6.

After completing their primary education, students can continue their Catholic education at St Joseph's High School, Aberdeen.

Saint Joseph's Primary School Denman is built on land traditionally owned by the Wanaruah people. The school was established by the Sisters of St Joseph who began education in the Denman area in the small town of Wybong in the early 1900's. The school was later moved to its current location in Denman to serve a growing township. Although boasting state of the art educational facilities in 2021, the Josephite charism, remains strong today.

While maintaining the small country atmosphere, the school is now an architecturally designed school, built to meet the students' learning needs into the 21st century. In 2021, we saw the alterations to and extension of the administration block, completed. This increased space, allows the teachers space to engage in collaborative learning practices with each other as well as affording a private space for the display of a dynamic data wall, tracking student learning across the grades. A dedicated Learning Support space, as well as a counselling/parent meeting room ensures that parents and students' needs can be addressed in welcoming, private physical spaces.

Engaging and differentiated learning is offered to all students, including school and inter-school debating, public speaking, spelling and Maths competitions. Learning is monitored closely through a carefully analysed PAT testing regime. ICAS testing is offered to families also. Co-curricular learning through annual class excursions, STEM groups, dance and singing groups, Cattle showing, Mini Vinnies and Meals on Wheels is offered to students. An active Student Representative Council, as well as student lead groups that run at lunchtimes, including Environmental, Social Justice, Sport, Creative Arts, and Information Technology groups, keep the young learners engaged at all times.

Sporting excellence can be developed through the sporting pathways program including swimming, athletics, cross-country running, rugby league, rugby union, soccer, cricket, hockey, netball, basketball and more.

St Joseph's has a very active Parents and Friends Association that meets monthly. The P&F provides a vital link between school and home, a forum for information.

sharing about education at the school, an opportunity for social networking and a fundraising avenue.

We are very proud of our past, our present and we look forward to a great future at St Joseph's Denman.

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## Student Profile

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### 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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
36	40	4	76

\* 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 2021 was 92.10%. 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
87.82	91.92	94.71	92.16	92.20	92.68	93.19

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	17
Number of full time teaching staff	7
Number of part time teaching staff	4
Number of non-teaching staff	6

### 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

Professional learning is key to successful learning at St Joseph's. The school operates as a Professional Learning Community and therefore emphasis is placed on collaborative practices at stage level as well as whole school level.

In 2021, *whole school PL was strategically planned to meet the needs identified in the School Improvement plan. Much of the PL was in the form of Train the Trainer, where one or more staff members received specific PL and then they in turn delivered it to the staff at a later date. Every staff meeting is an opportunity to deliver professional learning. Professional Learning topics included:*

- Faith, Reason and Miracles (Whole staff 1 x day)
- Faith Story Witness (New grad teachers)
- RE curriculum K-12. (Individual teachers as needed)
- Beginning teacher retreats.
- Effective, innovative and creative teaching practices for use in the RE classroom (Staff meeting delivered by REC)
- Building positive parent partnerships (All teachers - staff meeting. CSO personnel delivery)
- Leading Learning Collaborative - The executive Team as well as the Gifted Education Mentor received several days training, as part of a long term CSO strategy. Ongoing coaching, reporting and accountability check-in took place at regular intervals throughout the year.
- Embedding 14 parameters to improve student growth (All teaching staff - delivered by school executive team at various staff meetings)
- Quality classroom learning experiences and high level of student engagement and success in learning. (Staff meeting delivered by onsite Pedagogical mentor and followed up through classroom walks and talks by PM and Principal)
- Staff meetings scheduled weekly with gazetted allocation for Professional Learning Community engagement in Collaborative Case Management Meetings analysing student performance
- Using Learning Intentions and Success Criteria in every classroom.
- Further development of teacher skill in developing and de-constructing learning intentions and co-constructing success criteria for all teaching (PM in walks and talks - mentoring)
- Integrating First Peoples' perspective into KLAs. (Staff meeting delivered by Ab Ed teacher)
- Effective assessment as part of the learning cycle (PM - staff meeting)
- Collection, display, analysis and effective use of assessment data to improve teaching practice and student learning (several staff meetings led by PM and Principal)

- Differentiated teaching to cater for Learning needs including Gifted students and ABTSI students. (Staff meetings delivered by school Ab Ed, Learning Support and Gifted Learning teachers)
- Whole teaching staff PL day Noella Mackenzie "Teaching Writing in the Current Era"  
OR
- Whole teaching staff PL day Sheena Cameron "Developing an effective Writing Plan".
- Whole teaching staff PL day Christine Topfer Effective Spelling Course
- Whole teaching staff PL day Grammar and Vocabulary workshop (Presented by principal)
- Acadience training (ALL teachers at Staff meeting delivered by PM)
- Mathematics -Big Ideas, linking strands and S&S (PM with Ed Officer CSO)
- NAPLAN meeting via Teams (Executive with Ed Officers CSO –discussion on 2021 NAPLAN data and suggestions moving forward)
- Literacy and Numeracy progressions (presented to all teachers at Staff meeting by PM and REC)
- Writing Differentiation ( CSO Ed Officer delivered at Staff meeting)
- Moderating writing samples (Staff meeting delivered by exec team)
- Participate in Successful Foundations Action Research (Kinder Teacher)
- Individual participation in Professional learning opportunities relating to their role and the expectation of training other staff upon their return to school - (Principal, Assistant Principal, Religious Education Coordinator, Pedagogical Mentor, Gifted Education Mentor, Aboriginal Education Teacher, Learning Support Teacher, Librarian. Delivered by CSO staff and or external providers)
- Smiling Mind Introduction (All teachers delivered by AP and REC after their course completion)
- Visible Wellbeing modules (many teachers took the opportunity to complete these as part of the school's wellbeing strategy.
- Individual teacher mentoring, both voluntary and accreditation requirement ( Learning Walks and Talks Principal and PM)
- Whole day Child protection training for all staff (Delivered by Staff from Office of Safe Guarding)
- All staff have completed mandatory First Aid and CPR.

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## Catholic Identity and Mission

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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)

### *Forming strong partnerships in the local and broader Church community*

St Joseph's Primary School, Denman is a Parish school that plays an important role in the mission of the Church. As such it links with the Parish, St Bernard's of Clairvaux, to celebrate important feasts and also the preparation for the sacraments. Throughout 2021, the school celebrated as a worshipping community with liturgies and specific liturgical celebrations either at school or via Zoom technology. This was due to the restriction put in place to prevent the spread of COVID19 virus.

In 2021 the Sacramental program was run via zoom lessons. The Sacramental program is supported by the school curriculum and school community. St Joseph's Denman school is proud to be part of a wider Diocesan community.

### *Expressing and witnessing to our Catholic identity*

St Joseph's School Denman is proud of its Catholic identity which is clearly visible throughout the school, from the office and the classrooms as well as the playground. The close proximity of the school and the church helps in visually reinforcing the school's Catholic identity. Religious symbols, both traditional and contemporary can be found throughout the school and the classrooms. As part of our Faith development program, staff and students engage in spirituality and prayer activities. We provide opportunities in spiritual formation for the students and staff.

These include:

- Leadership program for all students in Stage 3
- Prayers, liturgies, Masses and opportunities for meditation
- Religious Education Coordinator Assembly Days
- Catholic Schools Week celebrations
- Staff spirituality day

*Living out our Vision and Mission*

St Joseph's Denman's vision - '**A community inspired by Christ, striving for excellence**'. is realised through the high quality teaching and pastoral care for students. Positive relationships are fostered in the school community through the commitment to maintain and enhance quality education, support and service.

The school community is inspired by Christ through the active living of the Gospel values and by teaching for and witnessing to justice, peace and ecological conversion. Regular student experiences with Mini Vinnies, Mission fundraisers, Social justice leadership group as well as Environmental group, ensure students 'walk the talk' of Gospel living.

With a commitment to developing leadership qualities in all students, the school works collaboratively and reflectively, inspiring all to achieve as successful, life long learners in an ever changing world.

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## Curriculum, Learning and Teaching

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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

St Joseph's Primary School, Denman honours its commitment to quality Catholic education through its provision of high-quality educational programs by which each child is enabled to reach their full potential.

We are a learning community, characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose, within an environment that engages, empowers and enables.

The curriculum at St Joseph's is aligned to the NSW Education Standards Authority (NESA). Policy development and review is ongoing at St Joseph's to ensure policies reflect the changes in curriculum and current pedagogical practices in all Key Learning Areas.

Analysis of student data, including NAPLAN, ACER PAT, formative assessment and student work samples determine areas of learning needs at St Joseph's, and is one of the key drivers for whole school approaches to improve educational outcomes. In 2020 our Leading Learning Collaborative journey continued as a school and Diocese with Lyn Sharratt and her research "Clarity", informing a deliberate and purposeful analysis of data and pedagogical practices throughout the school. In 2021 this continued to be a strategic focus for our school and Diocese. The use of a data wall, with a writing focus based on the Literacy progressions, guides discussions and future teaching during collaborative meetings. The continuation of a Pedagogical Mentor role in the school and further Professional Learning around the Sharratt's 14 Parameters, Assessment and moderation of student work samples has enabled teachers to refine and change their practice to ensure student growth is evident. The introduction and refinement of regular, purposeful Case Management Meetings in 2021 has supported the teachers to modify their classroom practice to ensure growth in student outcomes. The effectiveness of the pedagogical mentor's role remains evident in the

engagement and willingness of teachers to be guided in identifying goals to improve their teaching practices to improve student outcomes.

Regular review of established agreed practices for English and Mathematics support teachers to focus on what is important when planning, programming, and teaching to maximise student learning and growth in these Key Learning Areas.

The role of Gifted Education Mentor (GEM) supports the classroom teachers in the identification and enrichment of students who are gifted academically. The school is able to enrol gifted students in the Virtual Academy enabling them to learn with like minded peers.

The Learning Support Teacher provides support to teachers to identify students with additional needs in all classes. Programs and strategies are utilised to enhance the student's learning with the support of Learning Support Assistants in and out of the classroom. We encourage a collaborative approach with teachers, parents and the wider community, in striving to meet all learning needs in accordance with the principles of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005).

Equitable distribution of school funds supports these additional needs. There is ongoing effective communication between all stakeholders and preparation of individual plans for students who meet the criteria for inclusion in the Nationally Consistent Collection of Data (NCCD).

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	33%	54%	17%	11%
	Reading	25%	55%	33%	10%
	Writing	45%	53%	9%	7%
	Spelling	25%	50%	42%	13%
	Numeracy	25%	37%	25%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	21%	35%	36%	14%
	Reading	21%	41%	21%	11%
	Writing	7%	20%	21%	18%
	Spelling	29%	38%	14%	14%
	Numeracy	21%	29%	14%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student 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](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2021.

### 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

Respect and responsibility are integral values instilled in the education of children at St Joseph's. The Pastoral Care and Positive Behaviour policies at the school highlight the emphasis and method followed for this process.

The students are explicitly taught what respect feels, looks and sounds like. Respect is modeled by teachers at all times - to each other, to parents and to students. Following breaches of the positive behaviour guidelines, restorative practices are agreed upon to ensure that students learn that they are responsible for their actions and for rebuilding harmonious relationships.

The continuation of school leadership system and SRC in 2021, is a positive strategy to teach students that they have a voice in the school and they have a right and responsibility to use this for the common good of the students they represent. Student leaders are taught to conduct meetings, survey students and plan projects. This collaboration between teachers and students demonstrates and builds upon the deep respect each participant has for the other in the education journey at school.

In 2021 the SRC led the student body to :- discuss student issues and concerns, raise money for missionary causes, foster responsibility for the stewardship of creation through the Environmental group, learn and educate others about recycling, reusing, and reducing waste.

The spirit of collaborative learning at the school was enhanced by the participation in goal setting meetings between parents, students, and teachers. At designated times throughout the year these meetings were held which formulated learning goals for each child and contracted parent, teacher, and student to play a specific role in the achievement of the learning goal. Follow up meetings measured progress of the set goal and planned for the next phase. This practice clearly articulates the responsibility of each participant in the

process and assists in the building of great respect for the role each has in the education of our students.

Where covid prevented face to face meetings and teaching the teachers organised meetings and lessons using technologies such as ZOOM, Microsoft teams, and seesaw. Families without internet and the associated technologies were assisted by the school with the physical resources necessary to ensure continuity of learning opportunities for all students.

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## School Improvement

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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

The Religious Education focus was quality faith formation that builds staff capacity and inspires students, staff and families to have a deeper relationship with Christ. COVID isolation made it very difficult to work with parents.

Social Justice plan was collaboratively constructed by student leaders and teachers it included:

Mini Vinnies; Caritas and Catholic mission activities; environmental projects; and aged care interactions.

Teachers completed learning on Faith, Reason and Miracles as well as Faith Story Witness; RE curriculum K-12; Beginning teachers and experienced teacher retreats.

We continued to develop the Leading Learning Collaborative (LLC) based on the 14 Parameters of Lyn Sharratt, with the purpose of raising all learning levels for all students at all times. The main focus for the year was using assessment data to narrow the teaching focus to ensure continuous improvement. The introduction of case management meetings which involved all teachers analysing targeted student data and recommending strategies for improvement was successful and will continue in 2022. We have developed the shared belief that the learning of all students is the responsibility of all teachers. Right intervention at the right time for students to learn to high levels is understood and high expectations of all learners is accepted.

## Priority Key Improvements for Next Year

Catholic Formation and Mission will see the introduction of the See, Judge, Act social justice model in conjunction with increased awareness of the Josephite Charism through the study of the life of Mary MacKillop.

Writing continues to be the major curriculum focus in the School Improvement Plan for the first semester of 2022. The focus will change in the second semester to include teaching and learning in Mathematics. Assessment for, as and of learning will be a major focus for the year.

Continue to implement the LLC framework and include parents by using Sharratt's 5 questions.

Teachers will focus on the development of high-impact teaching strategies and will use data to collaboratively evaluate the success of these.

There will be an increased focus on differentiation within the classroom to meet the learning needs of all students.

In line with the shared belief that all students can achieve to high standards and all teachers can teach to a high standard, embed the belief that everyone is responsible and accountable for every learner.

Re-formulation of agreed non-negotiables of pedagogy for the teaching of Literacy and Numeracy, including the development and use of Learning intentions and Success Criteria, in all classrooms, and the confident, articulation responses by students and teachers to the "Five Questions".

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, 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

Parent satisfaction can be gauged from the results of the Parent TELL THEM FROM ME SURVEY as well as anecdotal evidence gathered throughout the year. Parent voice has been sought through the parents and Friends Association meetings and the invitational "Coffee with Helen" meetings held throughout the non-lockdown periods of the year. Overwhelmingly, the parents value the welcoming atmosphere of the school. They feel that the teachers are very talented and that they have high expectations of their students. Parents believe that the school has their children's interest at the forefront of all they do. Some parents feel that they would like more funds spent on improving the playground. Some feel that the time taken to deal with behaviour problems is not quick enough.

Many parents have expressed how blessed they feel to have a school of such high standard in this small regional school. One comment captured many opinions-"It's an amazing little school that is small in numbers but is also more personal and caring about our children and their education. Teachers and staff are always proactive, welcoming, and helpful. The children feel involved, safe, and in a caring positive environment to strive for success."

### Student satisfaction

Students felt a high level of satisfaction with their school. They expressed feeling safe in the environment both physically and socially, also focusing on the understanding that other students and staff were there to help them with what they needed. A student commented, "when someone feels even the slightest bit worried, there will always be someone around to help". Students stated that the school was "a great little community, we all get along and every day I feel that I can be myself around my friends and others". The theme of community and support was a key area in students' responses. Students felt comfortable in their own community and had an understanding that they have many people to talk to including teachers. Students would like to see improvements to outdoor areas such as seating around trees so they can sit in the shade and having covered areas to play like the sandpit.

Student leadership groups serve to ensure that all students have a voice at the school and that this voice is heard.

## Teacher satisfaction

Teachers perceive that the school is successful based on individual staff members using their personal strengths well and active school leaders in learning and who “lead by example”. The school staff has a culture of collaboration, of helping others and a focus on knowing all students and their needs. Staff have continued to show growth in all situations, particularly during lockdowns. The teachers feel supported by the school leadership. Some teachers see the value in providing more time for collaboration to write teaching programs and for moderating assessments to include the use of fluid grouping across stage groups.

Teachers are happy with daily routine at the school and collectively strive to set high learning expectations for students.

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## Financial Statement

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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 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,330,214
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$404,899
Fees and Private Income <sup>4</sup>	\$133,254
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$41,833
<b>Total Income</b>	<b>\$1,910,200</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$399,844
Salaries and Related Expenses <sup>7</sup>	\$1,491,973
Non-Salary Expenses <sup>8</sup>	\$288,149
<b>Total Expenditure</b>	<b>\$2,179,966</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT