



CATHOLIC EDUCATION
WILCANNIA-FORBES

2022

ANNUAL SCHOOL REPORT



St Joseph's Parish School

157-161 Caswell St, PEAK HILL 2869

Principal: Mrs Regina Goodridge

Web: www.wf.catholic.edu.au/schools/peakhill/

About this report

St Joseph's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

When I reflected on 2022, a quote from Mother Teresa that has guided me for many years came to mind; ***"Not all of us can do great things. But we can all do small things with great love."*** The key word here is **LOVE**.

That led me to our vision statement to reflect on how we are going at achieving our goal for all students who attend St Joseph's. Sure enough in the opening of our Vision statement, the word **LOVE** is again prominent. Our vision statement is:

Guided by the love of Jesus Christ, St Joseph's Parish School strives to provide an inclusive, nurturing environment where individuals are encouraged to be resilient, empowered learners who contribute positively to the wider community.

My teaching compass has been focused on loving the child first and everything else will come. When I look at the students at St Joseph's I see them filled with love. Love for themselves, love for God, love for their teachers and support staff, love for their families, love for their gifts, love for nature, love for learning and love for each other.

That led me to a further quote about LOVE from Nicholas Sparks; ***"Love is like the wind, you can't see it but you can feel it."***

When I'm at St Joseph's each day, I feel love when we greet each other every morning, when I see the children interacting and helping each other, when I see staff members respecting each other and going above and beyond for the students, when we talk about being grateful at morning assemblies, when parents smile and put faith in us, when we gather in the church or to pray, when Fr Sabbas smiles at us, when I see staff members working closely with children to achieve personal goals, when I see the children look up to their teachers or other students they see as role models, when I hear the students singing or playing. St Joseph's is a school that is filled with LOVE. I am honoured to be the principal of such a caring, loving school.

Thank you to Fr Sabbas for the trust you put in me to lead the school, your support when needed and the love you show our community. To the staff of St Joseph's, I would like to thank each and every one of you for your dedication and hard work over 2022. The way you all work together as a team is outstanding. I am exceptionally lucky as the leader to be surrounded by you all to provide a nurturing, loving learning environment where children are supported to believe in themselves and achieve their personal goals. Thank you to the parents who have helped in any way this year and especially those on the P&F or School Advisory committees.

There have been many moments to celebrate at St Joseph's Parish School in 2022 and I am very proud of the achievements of each student. We look forward to sharing further success in 2023 and helping each child reach for the stars.

I will finish with another quote from Mother Teresa; ***"Reach high, for stars lie hidden in your soul. Dream deep, for every dream, preceded the goal."***

Parent Body Message

It's a pleasure to share in the celebration of all the amazing work of St Joseph's School throughout 2022.

I would like to thank Mrs Goodridge and all the staff for their amazing work every day in providing the best education for our children.

The P&F has been very fortunate to have built a strong relationship with the staff here at St Joseph's and had the support of many hard-working members of the school community.

Working in any school provides challenges, particularly a small rural school which highlights for us the generosity of both the school and the extended community who have all contributed in various ways to strengthen the opportunities for our students.

I would like to share with you some of the highlights from the P&F throughout 2022 and invite you to celebrate the outstanding achievements of St Joseph's.

Some of our fundraising achievements include:

- Crazy Sock Day And the crazy sock fundraising boxes
- Peak Hill Show which included a vast array of items for sale including crazy socks, Father's Day cookies (generously donated by Bridget at Crumbs with Love)
- Decodable readers were purchased using a generous donation from North Parkes Mine
- Westray Merinos cap sale
- Our recent Barefoot Bowls Day included many donations from a huge number of generous businesses and members of the community.

We are very pleased to know that the funds raised by the P&F continue to support Mrs Goodridge and the staff here at St. Joseph's to provide learning opportunities for the students that are both unique and enriching. Some of these experiences include the Great Aussie Bush Camp, the visit to the Alpaca farm, a variety of NAIDOC celebrations and funds which support the upkeep of the grounds.

P & F President

Student Body Message

Firstly, we would like to thank all of the staff and students for this exciting year and a huge thanks to the P and F committee for all you do. St Joesph's teachers and staff provide us with many wonderful opportunities for us to learn and grow into great leaders and role models.

We would like to thank our school community for all the different opportunities that have occurred this year. This year we were very fortunate to be able to get back into the community after two years of COVID restrictions.

We would especially like to thank the school for all the fun activities that we have had at school like; tennis, rugby, swimming, Zumba, Indigenous dancers, Mime-O-Rama , virtual excursions, the author Phil Kettle visit, Dads in Schools, and dressing up for fundraisers. We would like to acknowledge all the staff members for supporting us through this busy year and keeping a smile on their faces.

We were fortunate this year to enjoy many excursions. We visited the Alpaca Farm as a whole school and enjoyed meeting the alpacas, making crafts with alpaca wool and flying kites. Each class visited Dubbo Regional Theatre. Primary saw Robot Song and Infants enjoyed Edward the Emu. Primary were privileged to have their teachers organise excursions to support their learning. For History, they visited the Bathurst Gold Fields and for Science, they went to the Parkes Dish to learn more about the solar system.

We would like to thank the staff for providing us with fun educational activities and having fun with each and every one of us. We would also like to thank the parents and parishioners of our school community for all the help that they have given us. We especially enjoyed the Bare Foot Bowls Day and the BBQs. It was great to be able to have so many opportunities to have families visit us at school including, Catholic Schools Week, Mothers Day, Fathers Day and Grandparents Day liturgies and activities, St Mary McKillop celebrations, NAIDOC Day and today we welcome everyone back to our Presentation Day.

We had many opportunities to represent our school in the community, sports and public speaking. The school was represented at ANZAC and Remembrance Day ceremonies. We went to Trundle for swimming and athletics. This was the first year we invited Trundle here for the Cross Country. Students represented St Joesph's at the Cluster and Diocesan carnivals. Our small schools' relay team represented the Wilcannia-Forbes Diocese at Polding Swimming and Athletics trials.

We want to thank everyone for the wonderful year we have had.

Stage 3 Leadership Team

School Features

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Peak Hill. The School caters for students in Kindergarten to Year 6 and has a current enrolment of 22.

Peak Hill is a small country town in Central West New South Wales with an approximate population of 750 people. We acknowledge the traditional custodians of the land, the Wiradjuri people.

St Joseph's was established by the Sisters of St Joseph in 1895 and later in 1930, the Sisters of Mercy arrived to take over the running of the school. St Joseph's acknowledges the huge contribution that these religious orders made to the history of our school. Today we have a well-resourced school, staffed by committed and dedicated teachers.

Fr Sabbas Assenga is our Parish Administrator. He is very supportive of our small school and interacts with staff and students in a kind and caring way, showing us how to be true disciples of Jesus.

St Joseph's Parish School provides pathways for sporting success through Cluster and Diocesan events that help children qualify for Polding and then State or National competitions.

We are proud of the opportunities we provide our students within the Peak Hill community and surrounding areas. This year the children participated in many extra-curricular activities including; tennis clinics, rugby league coaching, swimming, Zumba, athletics, cross country, Indigenous dancing, Mime-O-Rama, virtual excursions, author Phil Kettle's visit, Dads in Schools, and dressing up for fundraisers.

The children visited the Alpaca Farm as a whole school and enjoyed meeting the alpacas and making crafts with alpaca wool and flying kites. Each class visited the Dubbo Regional Theatre. Primary saw *Robot Song* and Infants enjoyed *Edward the Emu*. For History, the Primary class visited the Bathurst Gold Fields and for Science, they visited the Parkes Dish to learn more about the solar system.

Student Profile

Student Enrolment

St Joseph's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022:

Girls	Boys	LBOTE*	Total Students
14	7	0	21

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 84.21%. 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
89.60	85.90	84.30	80.10	85.30	75.70	88.60

Managing Student Non-Attendance

Regular attendance at St Joseph's Parish School is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	11
Number of full time teaching staff	3
Number of part time teaching staff	3
Number of non-teaching staff	5

Total number of teaching staff by NESA category

Teachers at St Joseph's Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 9 teachers
- Provisional 15 teachers
- Proficient 217 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

St Joseph's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

Summary of professional learning at this school

Day 1 - Governance and Organisation

Annual staff policies, timetables and procedures to follow for the year. Completion of SALT WHS, Child Protection, Discrimination, Harassment and Bullying training.

Days 2 and 3 - DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Training

This training included the underlying principles, guiding research and purpose of the DIBELS assessments. It also provided instruction on administering, scoring and entering data for the reading assessment tests.

Day 4 - Mission & Religious Education - Finding Peace In Uncertain Times

A Cluster Faith Formation Day led by Christopher Kupkee to stop, reflect, pray, participate in listening circles, and consider the question, What Can We Learn From Jesus? Some new *Educating in Christ* Stage 3 materials were also introduced in the final session.

Day 5 - Introduction to the New K-2 Mathematics Syllabus - Melissa Kupkee

Session 1 focused on the evidence and research behind the new K-2 Mathematics Syllabus. Activities highlighted the importance of developing strong number sense in the early years. Session 2 focused on what is new in the K-2 Syllabus, with an emphasis on becoming familiar with the digital platform. Session 3 focused on making connections between content areas and looking at program writing.

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Joseph's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Prayer, Liturgical Life and Faith Experiences

2022 was a wonderful year filled with many liturgical celebrations as well as opportunities for faith formation and faith in action.

We welcomed two students into the parish through the Sacrament of Baptism. This was a wonderful celebration that all of our staff and students were able to attend. We also had two students make their Sacrament of First Reconciliation. These students were capably prepared by their teachers and had a special retreat and reflection day to assist in their preparations. We celebrated the following feast days: Ash Wednesday, St Patrick's Day, St Joseph's Day, Our Lady Help of Christians, The Annunciation of the Lord, The Ascension of the Lord, The Sacred Heart of Jesus, The Transfiguration and Saint Mary of the Cross. The school conducted liturgies for ANZAC Day, Reconciliation Week, NAIDOC Week, Catholic Schools' Week, Mothers' Day, Fathers' Day, Grandparents' Day and Remembrance Day. We also held a special liturgy for Father Manoj Manuel, our much loved former parish priest who sadly passed away at the beginning of the year. We finished our year with a combined Graduation and Farewell Mass.

We continued our connection with Miss Veronica Hinglak, an Indian dentistry student suffering financial hardship this year. We met Veronica and heard of her story through Father Manoj. We have been fundraising for her since 2020 and will continue to do so until the completion of her studies. We have developed a lovely pen-pal relationship with her as well.

Our Mini Vinnies students successfully organised many initiatives including Milo Mondays, Munchie Mondays, Crazy Sock Day, Pyjama Day and a Christmas Fair to raise funds for various causes. The students collected non-perishable goods and made Christmas cards to go into hampers for our local community members. They also participated in Socktober for the Catholic Missions.

Parish Partnerships

Members of staff regularly attend Mass and serve on the liturgy roster. Principal, Regina Goodridge, also serves on the Parish Council. All staff members are invited to parish events. Father Sabbas is also invited to all major activities held at school. We are fortunate to have Bishop Columba celebrate Latin Mass with us each month, continuing the tradition set by Father Perry.

Our most exciting achievement this year has been the continuation of our new curriculum, "Educating in Christ." This curriculum is based on the work of Maria Montessori and Sofia Cavalletti and involves using concrete materials specifically designed to stimulate students into logical thought and independent discovery. The learning experiences are aligned to the liturgical seasons of the Church with content that increases in complexity from year to year and reinforces previous learning. The learning environment caters for each student's developmental stage with a focus on learning from the concrete to the abstract. Our primary goal is to bring each student into closer intimacy with Jesus Christ. The students have embraced this new learning approach and are looking forward to new experiences in 2023.

Curriculum, Learning and Teaching

St Joseph's Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Joseph's Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

Explicit Research-based Literacy Programs

This year was the fourth consecutive year of embedding InitialLit from Kindergarten - Year 2.

InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school (Foundation to Year 2). We have tracked our pilot class, Year 3 (Kinder 2019), to provide assessment data to justify the use of this program. All Year Three students are at or above grade level on DIBELS reading assessments and PAT Reading tests. Our 2022 Kindergarten are all well above average on DIBELS, ESTA-L and PAT Reading assessments.

In 2020, we also began implementing Spelling Mastery in Years 3-6. The Spelling Mastery program has 6 levels of explicit, systematic scripted daily lessons. Since implementing this program, we have seen a significant increase in students applying spelling rules and patterns to their own writing.

Embedding Formative Assessment

One of our priority areas in our Annual Improvement Plan was embedding formative assessment K-6. At the end of 2020, we started to introduce the professional learning package from Dylan Wiliam, "Embedding Formative Assessment" at a Pupil Free Day. Over the course of 2021 and 2022, we have prioritised this professional learning at staff meetings and trialled implementing and embedding new formative assessment practices in the classrooms. This focus will continue in 2023.

Meeting the Additional Needs of Students

This year we continued to embed a whole school Berry Street Education Model approach to meet the needs of our most challenging students. The Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices. Some of the strategies include a morning circle to greet and connect with each other, timely and appropriate brain breaks, self-regulation techniques and meditation.

Adjustments have been made for students with a disability which are reflected in personalised planning (PPs). Indigenous students are catered for through the development of Personalised Learning Plans in collaboration with families, staff and the Aboriginal Education Worker (AEW).

PDHPE/Sport Programs

Students at St Joseph's participated in a wide variety of sporting events throughout the year. Fundamental Movement Skills are taught to all students from Kindergarten to Year 6 at a level appropriate to their age and ability. This year St Joseph's was once again successful in securing Sporting Schools Grants where rugby league, Zumba dancing, swimming and tennis sessions were conducted and sporting equipment was purchased. This was a wonderful opportunity for our students to learn new skills that were taught to them by specialists as well as their classroom teachers.

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 at St Joseph's Parish School for 2022 is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top two bands are reported in the table.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	67%	52%	0%	12%
	Reading	67%	54%	0%	11%
	Writing	50%	50%	0%	7%
	Spelling	100%	48%	0%	15%
	Numeracy	0%	34%	0%	15%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	20%	31%	60%	14%
	Reading	20%	39%	0%	11%
	Writing	0%	25%	40%	18%
	Spelling	0%	37%	20%	14%
	Numeracy	0%	25%	40%	16%

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 Wellbeing and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the CEWF website or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2022 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

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

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

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Initiatives promoting respect and responsibility

The values of respect and responsibility are reflected across all dimensions of school life. Building on our updated vision statement created in 2018, the children, K-6, worked together to write six norms of behaviour in 2019 to inform what the "St Joseph's way" looks like. The children are proud of these norms and we refer to them daily. The norms are:

- We are respectful and listen to each other.
- We are ready to learn and on task to do our best.
- We share and play fairly in a calm environment.
- We are happy and helpful.

- We are kind and we celebrate each other's success.
- We are positive and learn from our mistakes.

St Joseph's Parish School celebrates liturgies and assemblies where compassion, kindness, reconciliation, tolerance, respect and justice are encouraged and affirmed. We implement Restorative Practices as part of our daily interactions. We have embedded Making Jesus Real (MJR) into daily school life.

Our small school provides a nurturing environment where older children care for younger students. Our Stage 3 Leadership Team provides an opportunity for all children to develop leadership and lifelong skills. We provide counselling services to improve well-being where required. This year we strengthened our partnership with the Peak Hill Preschool with regular visits where our students could read, play and sing with the preschoolers.

As part of our Catholic mission, this year we continued to have a Mini Vinnies Committee that met regularly to discuss fundraising initiatives to help those less fortunate than us. Our Mini Vinnies team has been proactive in organising fundraising events for Catholic Missions, donating goods for Christmas hampers, making personalised Christmas cards and raising money and donating books to give to St Joseph's Catholic School, Eugowra which were devastated by floods that destroyed their whole school this year.

School Improvement

The focus for St Joseph's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Joseph's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2022:

To further the goal of bringing students into closer intimacy with Christ, by continuing to implement Educating in Christ, with emphasis on moral formation and teaching to pray.

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school, with an emphasis on moral formation and teaching to pray.

Steps taken to achieve priority 1:

- Staff members will receive continued professional development to enable them to incorporate the dimensions of moral formation and teaching to pray, using the Religious Education Curriculum "Educating in Christ"
- Professional development day - Moral Formation and Teaching to Pray.
- Begin the cyclical implementation and revisiting of Level B formation.
- Record RE PD attainment for everyone in the diocese using the PHRIS system.
- Offer and sponsor Level D formation through the Grad Cert RE.

Status of priority 1:

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

Annual School Priority Two for 2022:

St Joseph's Peak Hill will continue to embed the most effective way to teach all students to read.

Learnings from the Early Literacy Project will target high-impact, evidence-based teaching strategies to improve reading skills and growth.

St Joseph's will continue to use formative assessment to improve teacher quality and increase student learning.

Reasons for Priority 2:

Within our school we want to:

- improve student learning through evidence-based pedagogy that aligns with the outcomes of the English K-6 Syllabus to meet their individual needs
- empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children
- use diagnostic and developmentally appropriate assessment (ESTA-L and DIBELS) whilst
- undertaking regular, collaborative monitoring and reporting of individual progress to inform the next steps in teaching
- reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.
- Embedding Dylan William - Formative Assessment Professional Learning

Steps Taken to Achieve Priority 2:

Suggested evidence practices:

- Programs demonstrate systematic and explicit teaching practices
- ESTA -L Data
- DIBELS Data
- Pre and post assessment completed by teachers to determine growth in pedagogical content knowledge
- Literacy block and agreed practice
- Teacher application of knowledge within the classroom
Formative assessment strategies, observations and records.

We will:

- strengthen the whole school's capacity through the ongoing development of instructional coaching;
- engage with face-to-face and online professional learning modules to enrich teachers' understanding of effective, explicit, reading instruction;

- use consultancy support to facilitate the transfer of learning to classroom practice;
- apply Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;
- provide parent workshops to guide parents in supporting their children's emerging reading skills;
- review the Literacy Block and its agreed practices.
- continue to participate in Dylan Wiliam's Embedding Formative Assessment Professional Learning at Staff Meetings and actively implement new assessment strategies in the classroom.

Status of Priority 2:

- Achieved with an ongoing focus again in 2023.

Priority Key Improvements for Next Year

Annual School Priority One for 2023:

Embedding the New Religious Education Curriculum “Educating in Christ”

Promote the religious education and faith development of students in diocesan schools

Continue the rollout of the Educating in Christ RE Program

Strengthened Connections & Engagement Between School, Home & Parish

Build deep partnerships across the school, family, parish and community organisations to improve faith formation, learning and wellbeing opportunities and outcomes for students

Reason for priority 1:

- To deepen students' knowledge of religious education and provide rich faith experiences.

Annual School Priority Two for 2023:

St Joseph's Peak Hill will continue to embed the most effective way to teach all students to read, with a particular focus on using research to source the best evidence-based programs and resources for Years 3-6 to align with the new syllabus.

Focus on data analysis of assessment to differentiate teaching and learning programs and provide different levels of tiered instruction to increase the learning for the most vulnerable students.

St Joseph's will continue to use formative assessment to improve teacher quality and increase student learning through timely feedback that moves learners forward.

Focus on implementation of the new K-2 Mathematics Syllabus and embedding the instructional model (Peter Sullivan Work).

Reason for priority 2:

- Maintain a continuing focus on system and school improvement through ongoing implementation of the 14 Parameter Framework (Sharratt & Fullan)
- Monitor assessment data and provide feedback to ensure every child is on track to make one year of growth in reading
- Activate students as owners of their own learning
- Clarify and create learning intentions and success criteria to enable student success

Steps taken to achieve priority 2:

We will:

- strengthen whole school capacity through the ongoing development of instructional coaching
- apply Early Screening Tool Assessment-Literacy (ESTA-L®) and DIBELS to identify early reading skills students have mastered, and still need to master across K-6
- review the Literacy Block and its agreed practices
- continue to participate in Dylan Wiliam 'Embedding Formative Assessment' Professional
- Learning at Staff Meetings and actively implementing new assessment strategies in the classroom
- Monitor student learning in Mathematics to ensure a minimum of one year's learning growth.

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, a variety of processes have been used to gain information about the level of satisfaction with St Joseph's Parish School from parents, students and teachers.

Parent satisfaction

In a parental survey, 65% of respondents strongly agreed and 35% agreed that St Joseph's Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst all parents strongly agreed that St Joseph's Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 60% of parents strongly agreed with this statement, whilst 40% agreed. A majority of respondents strongly agreed (80%) or agreed (20%) that St Joseph's Parish School meets their child's individual learning needs.

All parents strongly agreed that the school effectively communicates to parents about activities and events. A further 80% of parents strongly agreed and 20% agreed that the school provides appropriate information about their child's progress.

All of the parents surveyed strongly agreed or agreed that St Joseph's Parish School provides a safe and supportive environment for their children. Over 80% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst a further 20% agreed with this statement.

Student satisfaction

Eighty-six per cent of students at St Joseph's Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. All students surveyed were proud of their school.

All of the students believed that their teacher encouraged them to do their best in school activities, as to understand their rights and responsibilities at school.

All students reported that they feel safe at school always or very often and believed that St Joseph's Parish School offered them a range of sporting and curriculum choices. All students understood who they could approach for help if needed at school, at any time.

Teacher satisfaction

All staff surveyed enjoy working at St Joseph's Parish School, they classified the school as a safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

All staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely reasonable(100%).

All staff felt that the school prioritised their professional growth, with 100% of respondents extremely satisfied with their teaching experience at St Joseph's Parish School.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for St Joseph's Parish School in 2022 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$4,372,179
Government Capital Grants ²	\$697,717
State Recurrent Grants ³	\$1,287,935
Fees and Private Income ⁴	\$527,597
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$45,449
Total Income	\$6,930,877

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$4,254
Salaries and Related Expenses ⁷	\$906,587
Non-Salary Expenses ⁸	\$129,814
Total Expenditure	\$1,040,655

Notes

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

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT