



**CATHOLIC EDUCATION**  
**WILCANNIA-FORBES**

# 2022

## ANNUAL SCHOOL REPORT



### St John's Parish School

2-4 Prince St, COBAR 2835

Principal: Mrs Stacy Tranter and Mrs Benetta Townsend

Web: [www.wf.catholic.edu.au/schools/cobar/](http://www.wf.catholic.edu.au/schools/cobar/)

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## About this report

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St John'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](#).

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## Message from key groups in our community

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### Principal's Message

At St. John's Parish School, our mantra: 'Welcoming, Respecting, Learning, Creating Community' along with our vision of 'A Catholic community of empowered, engaged and resilient learners centred within Jesus Christ' is at the centre of all that we aim to achieve. At the heart of these two statements is the importance of quality education, with a particular focus on educating the whole child (spiritually, academically, socially, and emotionally) and building positive relationships between the staff, students, families and our parish community.

We have continued the important work of Dr Lyn Sharratt's 14 parameters along with other initiatives to enhance student growth. In addition, our focus has continued towards incorporating 21st-century pedagogy, engaging our students in learning opportunities that foster computational, critical and creative thinking, collaboration and problem solving, as well as working towards creating flexible learning spaces and flexible learning opportunities. We would like to thank our staff, students, families and parishioners for all of your contributions to the St. John's journey in 2022.

### Parent Body Message

St. John's P & F have had a very successful year, thanks to our St. John's families for baking, buying raffle tickets, purchasing items at the Mother's and Father's Day stalls and voting for us in grant competitions.

This year we have held our traditional and popular Mother's Day Stall, Easter Raffle, Athletics Carnival canteen and Father's Day stall and raffle. Our annual fun run/colour run, Christmas street parade, snow cone stall and also a new event - a creative raffle have also proven popular and successful.

We were also once again the lucky recipients of a \$1500 grant from the Essential Energy Community Choices Program - thanks again to everyone who voted for us. We have also been successful in receiving another grant for \$7500 from PEAK gold mines. We applied for this grant to assist us in covering the costs of the 'Drive Through Duty' shade cover which will protect children and staff from the weather during drop off and pick up.

This year to date with the above fundraising events and successful grant applications we have raised just under \$14,000.

We are hopeful to see some new faces on the 2023 committee as a few of the current committee members are stepping down after serving for many years on the P&F Committee, which has proven a very rewarding way to be involved within the school.

Thanks again to the 2022 P&F Committee for another year of awesome teamwork and a massive thanks to our St. John's families for their continued support.

### Student Body Message

This year, the Student Representative Council (SRC) has had the opportunity to host a number of enjoyable, fun and exciting events for our students.

The SRC organised ice cream spiders a number of times throughout the year, raising money for new sports equipment for the children to use at playtime. We were able to purchase brand-new netballs, soccer balls, basketballs and football posts. We sold warm Milos with Oreos and had a casual clothes day.

Our most exciting event was the school disco in Term 4 where we raised a large amount of money to put towards more exciting purchases/events in 2023. The students had a fantastic time when they participated in dance challenges, shared delicious treats with their friends and wore Hawaiian-themed outfits. It has been a successful year for the St John's Student Representative Council.

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## School Features

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St. John's Parish School is a Catholic systemic co-educational school located in Cobar. The school caters for students from Kindergarten to Year 6 and has a current enrolment of 145.

St. John's Parish School is located in a small rural-remote transient mining community in western New South Wales, with a structure of four stages in 2022.

St. John's is part of a long tradition of Catholic education in Cobar. The first Catholic School in Cobar was founded in 1884 as a Parish School at the request of the Most Reverend J. Dunne, the first Bishop of the Wilcannia-Forbes Diocese. At this time, Cobar was a gold mining town. The school, with an enrolment of 95 students, was originally known as St. Xavier's Convent School.

By 1900 there were 225 students, a staff of seven Sisters, a new brick building had been constructed (the current Kindergarten - Special Ed building) and the school became known as St. Joseph's School. From the 1930s the Cobar Catholic High School was called St. John's School and the Primary section was known as St. Mary's School. The schools maintained a combined enrolment of about 250 students until 1964 when the High School closed. The primary section then took the name St. John's Parish School. St. John the Apostle is acknowledged in our school pledge.

In 1965 new school buildings, consisting of two classroom blocks (still in use today), a hall with a canteen and storage areas were constructed. In 1975, under a Government initiative, an extensive program of terracing and improving the grounds was carried out. In 1998 the last of the Sisters of Mercy left Cobar and in 1999 the Sisters of St. Joseph began their ministry in Cobar until the end of 2003. For the first time in 118 years, there would be no religious staff at the school, and so in recognition of the service of the Sisters, the two sporting houses were named McAuley – (Gold house) for the Sisters of Mercy and Mackillop – (Green) for the Sisters of St. Joseph.

The first lay Principalship commenced at the beginning of 2004 with Mrs Deborah Fryer and Mrs Jennifer Nicholson, sharing this role for five years as Co-Principals until 2009 - the first Co-Principals in the Diocese of Wilcannia- Forbes. Mrs Fryer continued in the Principal role until 2011. In 2011 the current School Hall was completed with State Government 'Building Education Revolution' funding and major refurbishment of the classroom blocks took place.

In January 2020, two walls were removed in the Stage 2 classroom and in January of 2021, this process was repeated in the Stage 1 classroom to open the spaces and support a flexible learning environment. New flexible learning furniture was purchased for these rooms and teachers participated in professional learning to enhance their knowledge and skills in

this area. In June 2022, operable walls were installed in the Stage 1 & 2 classroom blocks to complete the final phase of the flexible learning environment renovations.

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## Student Profile

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### Student Enrolment

St John'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
71	74	2	145

\* 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 84.81%. 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
88.50	83.90	83.80	83.00	86.20	82.30	86.00

## Managing Student Non-Attendance

Regular attendance at St John'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.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	20
Number of full time teaching staff	9
Number of part time teaching staff	4
Number of non-teaching staff	7

### Total number of teaching staff by NESA category

Teachers at St John'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 John'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

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CEO. The school takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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.

The school held the equivalent of six staff development days this year with areas of focus as follows:

#### Day 1:

- Beginning of the School Year Professional Learning: Induction, Wellbeing, Collaborative and Strategic Planning, Child Protection, Policies and Handbooks

#### Day 2:

- Curriculum Professional Development: Literacy- DIBELS Training

#### Day 3:

- Curriculum Professional Development: Literacy- DIBELS Training

#### Day 4:

- Curriculum Professional Development: Religious Education 'Educating In Christ' - Scriptures and staff faith formation with Christopher Kupkee

#### Day 5:

- Curriculum Professional Development: New Mathematics Syllabus Training

#### Day 6:

- Wellbeing, Self Care, Mental Health Continuum, Additional Needs and Behaviour Management with Educational Psychologist

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, in-services, university courses and professional conferences.

**Professional learning undertaken by staff in 2022 includes:**

- NAPLAN Training
- MAI/Benchmarking Training
- Wellbeing - Trauma Training
- Royal Far West Capacity Building Units
- First Aid/CPR
- SALT Child Protection, Workplace Health and Safety Training & Discrimination, Harassment &
- Bullying
- Principals Conferences
- School Visits
- Religious Education - Educating in Christ
- Religious Education Conferences
- English - InitialLit Training
- Lyn Sharratt 'Clarity'
- Mathematics - Extended Mathematical Understanding (EMU) Training
- Restorative Practices and Behaviour Management
- Flexible Learning & Co-Teaching
- De-escalation and Understanding Behaviour
- Grow Your Mind Mental Health and Wellbeing
- Berry Street Trauma Informed Education
- Road Safety Professional Learning
- Aboriginal Education Conferences
- Additional Needs Training
- New English Syllabus Training
- Science of Reading Professional Learning
- Franciscan Online Units - Religious Education
- First Aid/CPR Course
- Accidental Counselor Course

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## Catholic Identity and Mission

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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 John'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.

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

### **Prayer, Liturgical Life and Faith Experiences**

Our collective Baptism continued this year for the fifth year running. It was held on Sunday the 26th of June and we welcomed new members into our Catholic faith community. Father Paul has continued his support for this event and the candidates receiving their Sacrament of Baptism. The Sacrament was celebrated by 3 candidates in 2022.

Our other three Sacraments for 2022 were Reconciliation, First Holy Communion and Confirmation. We had 9 candidates for Reconciliation and the preparation was completed with Miss James on a special retreat day for candidates. There were 9 First Holy Communion candidates who prepared a special retreat day for this special celebration with Miss James. This celebration was held on 30th October with families and the wider parish community in attendance. The celebration concluded with a morning tea and cupcakes with the candidates, their families, Fr Paul and the St. John's staff.

This year we had 3 candidates for the Sacrament of Confirmation as the majority of our students were up to date with Sacraments. This was celebrated with Bishop Columba on the 19th of November 2022. The evening concluded with cupcakes with the candidates, their families, Fr Paul, Bishop Columba and the St. John's staff.

### **Parish Partnerships**

A highlight of this year was our annual St Barbara Feast Day Mass on the 2nd of December. This is a special celebration as we are a mining community here in Cobar and St Barbara is the patron saint of miners. A special St Barbara's Mass was held in the church and during

this, Fr Paul gave all people attending a special blessing. This is the sixth year we have held this event.

Another school and parish combined initiative were to continue our Youth Group for students in Years 5-8. Our Youth Group offered an opportunity for students to meet and spend time with each other, strengthen their faith and take part in activities that were both fun, age-appropriate and a bit of a challenge. We were able to host 5 groups this year (one each term and two in Term 3) with the assistance of our Diocesan Youth Ministry Coordinator.

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## Curriculum, Learning and Teaching

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St John'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 John'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.

### **Dr Lyn Sharratt - The 14 Parameters:**

Following on from training in 2017 and 2018, the Principals, Assistant Principals and Religious Education Coordinator and staff continued the work of Dr Lyn Sharratt and the 14 Parameters throughout 2019 and 2020. During 2021 all staff participated in Dr Lyn Sharratt's Clarity Modules. During 2022 these 14 parameters continued to be further embedded as all teaching staff continue to strengthen their understanding and implementation of High Yield Strategies, including Learning Intentions, Success Criteria, Learning Walks and whole school ownership of student learning.

### **Learning Support:**

The learning support unit at St. John's includes our Additional Needs Teacher, our Numeracy Instructional Lead (NIL) Teacher, our Literacy Instructional Lead (LIL) Teacher, and six teacher assistants who work in the classrooms assisting our students and teachers.

Our Additional Needs Teacher works closely with teachers, parents, support staff and outside agencies to support students with additional needs, also responsible for coordinating small group and individual assistance to students. Other areas of assistance offered include MiniLit and MacqLit programs, Afternoon Reading Program and small group and individual programs to assist a multitude of learning needs. Our Additional Needs Teacher also works in collaboration with our Numeracy Instructional Lead Teacher (NIL) and Literacy Instructional Lead Teacher (LIL), along with the teaching staff to support student learning needs and teacher delivery. The Additional Needs Teacher also collaborates with teachers and parents to create personalised plans to support a diverse range of students to meet their educational needs. Our Additional Needs Teacher also works in collaboration with our Catholic Education Office (Wilcannia-Forbes) to work towards funding for the National Consistent Collection of Data for students with disabilities.

Our Additional Needs Teacher coordinates the teacher assistants' timetables and support from outside agencies. We liaise and work with outside services to assist students in a number of areas. The biggest outside service that we work with is Royal Far West Telecare. Royal Far West services our school via video link bridging the isolation gap, providing speech and occupational therapy assessments. As a part of this service, students also have access to speech, occupational therapy and counselling therapy sessions.

The school also has a number of students that receive occupational therapy from an allied health professional based locally and a visiting counsellor who works with members of our school community. The school works closely with parents and outside agencies such as Royal Far West and other allied professionals to ensure that the communication between school, home and therapy occurs and the best support possible is made available to our students.

### **Aboriginal Education:**

At the beginning of 2022 our AEW, along with parents, teachers and students worked collaboratively together to create Personalised Learning Plans (PLPs) for our Indigenous students. AEWs have been working with students on a weekly basis to support them in working towards both their personal goals as well as academic goals throughout the 2022 school year. Our AEWs have also been working collaboratively with the teachers to ensure cultural and Indigenous perspective is being strengthened in day-to-day classroom teachings and throughout the curriculum.

We started Term 3 by participating in NAIDOC celebrations in Week 3 and it was a very successful day! Finally being able to invite guests into the school after a very long wait with COVID restrictions previously in place was very uplifting and we made the most of it! Children were able to engage in traditional dancing, art, language and making Johnny cakes throughout the day. We ate lunch together with our guests enjoying a sausage sizzle, students loved the engagement with the community and enjoyed learning about as well as participating in aspects of Aboriginal culture. Children also participated in activities within the classroom throughout the week which involved traditional Dreamtime stories, learning information about the Aboriginal flag and country as well as participating in creating artwork.

In June our AEW attended the combined clusters meeting for Aboriginal Education via Zoom and worked with representatives from our Catholic Education Office (Wilcannia-Forbes) participating in professional development to learn about assisting children with literacy tasks within the classrooms and personalised learning plans, also working together on strategies to bring people together through culture and sharing culture with the children within our schools.

In October one of our Aboriginal staff members attended the Transforming with Spirit Catholic Schools NSW Aboriginal and Torres Strait Islander State Conference in the Blue Mountains. The conference focussed on how schools can continue to make efforts to close the gap for

our Aboriginal and Torres Strait Islander students. All guests experienced three keynote speakers throughout the conference which included: Aunty Miriamm Rose, the first Aboriginal lady fully qualified teacher from the Northern Territory who went on to get a Bachelor of Arts at Deakin University and then her Honorary Doctorate for her service to arts and education; Brooke Boney an Aboriginal television journalist, TV presenter and cultural activist; and Isaiah Dawe, Founder of ID Know Yourself and board director of TAFE NSW. All speakers shared their unique stories and expressed the importance of needing to be the voice for our Aboriginal and Torres Strait Islander students and the need to be keeping culture alive in our schools. This experience was very insightful and the importance of their message was inspiring.

Our staff have also continued their community connections and partnerships with our local AECG Committee and other local schools, networking to ensure a local perspective of Aboriginal education and community support is continued.

Our Aboriginal Education Team at St John's also continued this year, working collaboratively to begin an action plan for Aboriginal Education Improvement, which will continue into 2023.

Overall 2022 has been a very successful year with lots of learning and planning for an even bigger year next year! We enjoyed collaborating with many stakeholders on the best ways to continue to incorporate connection, culture and learning within our school community and look forward to continuing this into 2023.

### **Curriculum Initiatives:**

Curriculum Initiatives in 2022 included the continuation of InitialLit for the fifth year in 2022 in Infants and Daily and Cafe 5 in Primary. The implementation of Dibels in the 2022 school year to assist teachers in data collection to direct their teaching and student learning was a positive and purposeful curriculum initiative implemented in 2022. New learning about the new syllabus documents for English and Mathematics in 2022 to be implemented in 2023 was conducted. 21st Century pedagogy professional learning and further implementation of flexible learning spaces and co-teaching were further embedded for all class teachers in 2022. Igniting students' interest in Science via National Science Week celebrations for the fifth year running, with the support of our local high school specialist teachers providing exciting and hands-on learning experiences also took place. Our annual Public Speaking competition was held, along with Literacy Week activities during Literacy/Book Week to highlight the importance of this important curriculum area continued this year. Preparations and professional learning for Religious Education and the Scriptures were also undertaken in 2022.



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## Student Performance in Tests and Examinations

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### 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 John'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
<b>Year 3</b>	<b>Grammar and Punctuation</b>	35%	52%	24%	12%
	<b>Reading</b>	35%	54%	35%	11%
	<b>Writing</b>	31%	50%	19%	7%
	<b>Spelling</b>	47%	48%	30%	15%
	<b>Numeracy</b>	35%	34%	30%	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	24%	31%	18%	14%
	Reading	30%	39%	18%	11%
	Writing	11%	25%	28%	18%
	Spelling	18%	37%	18%	14%
	Numeracy	24%	25%	47%	16%

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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 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.

### **Empowered Students:**

Our students are encouraged to become fully involved in our school. All our Year 6 students are leaders and this defies a traditional model of school captains. This leadership program empowers and teaches all our Year 6 students to be leaders and provides them with opportunities to host assemblies, help Kindergarten students and build the 'Make Jesus Real' attitude at our school by being positive role models.

All students are encouraged to join Mini-Vinnies, the Student Representative Council (SRC), a weekly 'Making Jesus Real' lunchtime club, choir and participate in community service initiatives.

### **Engaged Learners:**

The commitment to the work of Dr Lyn Sharratt's 14 parameters and high-yield strategies and our aim to create flexible learning spaces and incorporate 21st-century pedagogy and co-teaching continues, by engaging our students in learning opportunities that foster computational, critical and creative thinking, collaboration and problem-solving supports our students as engaged learners.

### **Resilient Learners:**

Resilience can be defined as the capacity to recover quickly from difficulties. Learners need to be able to do this to learn something new. Our school has continued the implementation of Restorative Practices in which we encourage our students to build resilience. We also focus on holistically supporting students emotional, social, academic and spiritual growth and wellbeing. All staff were trained in the importance of Mental Health and Wellbeing via 'Grow Your Mind' during the course of the 2021 and 2022 school year, and some staff were trained in 'Berry Street' Trauma Informed Education, with plans to train additional staff in 2023.

### **Centred with Jesus Christ:**

For over 10 years our Year 6 students have met with students from Nyngan, Bourke and Brewarrina for a day of spirituality and leadership (although interrupted and modified this year due to COVID19). Our Religious Education Coordinator and staff ensure our students connect to the scripture with weekly Masses and daily school prayer. Students engage in a fortnightly 'Making Jesus Real' focus and meet weekly with staff in our Making Jesus Real club which connects students to our school focus and connecting with Jesus Christ. Youth Group is also offered for Years 4-8 once per term. Our Catholic faith is at the centre of all we do at St. John's.

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## School Improvement

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The focus for St John'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 John'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 1 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, further embedding this diocesan priority.

Formation in Catholic Identity is the central goal of a Catholic Education. It stands above all of the other categories and should be addressed in some way every year. Documentation should incorporate continual reference back to the primary catechetical goal:

"...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity." (Catechesi Tradendae, 5)

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

### **Steps Taken to Achieve Priority 1:**

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have something concrete, something affective and something for the mind.
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team or by the school Religious Education Coordinator.
- A professional learning day around the topic of “Staff Faith Formation and Scripture” provided.
- Learning spaces and resources relocated to a more central and useable space and resources continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Students demonstrating progress with reference to their own reflections in their learning journals.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal. The student learning journals being effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.
- MJR further developed focus throughout the school.

### **Status of Priority 1:**

- Achieved

### **Annual School Priority 2 for 2022:**

Implement learning from the Modules of the Clarity Learning Suite to sustain and embed a culture of learning to create shared responsibility and accountability for students’ growth, attainment and wellbeing (Parameter #1#4 #6 #14). Making connections with the Clarity Learning Suite and Literacy, embedding protocols and practices to support student learning.

### **Reason for Priority 2:**

Whole-school explicit Literacy instruction providing all children with the essential core knowledge and strong foundations to become successful readers and writers. i.e K-2 InitialLit, 3-6 Quality instruction.

## **Steps Taken to Achieve Priority 2:**

- Whole staff training in Dibels Assessment.
- Embedding InitialLit protocols - explicit teaching model, teaching strategies/ engagement, pace (short/sharp/engaging) to enhance reading, writing and spelling skills, utilising InitialLit in K-2 classes and implementing the 'I do, we do, you do' model of explicit teaching K-6.
- Literacy Block- co-planning within each stage the non-negotiables, specifically focusing on explicit instruction during the literacy block.
- Making connections between the Clarity Professional Learning and the literacy block, including Learning Intentions, Success Criteria, knowing students and how they learn, whole school ownership of student learning.
- Staff meetings delivered by our Literacy Specialist/Education Officer from CEWF developing teacher capacity and professional learning in explicit instruction, particularly the 'I do, we do, you do' model.
- Staff meetings with Dibels Assessment Specialist to analyse whole school data and brief teachers on 'where to next' to extend student learning.
- Learning walks with Schools Consultant and Literacy Specialist/Education Officer from CEWF, providing constructive feedback to staff regarding literacy instruction.
- Targeted learning groups and programs based on student results to improve learning outcomes.
- Collegial support between staff; sharing ideas, strategies, and programs to improve teaching and learning.
- Support from Literacy Specialist/Education Officer from CEWF to extend knowledge, understanding and skills in quality literacy instruction directly linked to student learning goals.

## **Status of Priority 2:**

- Ongoing (2023 Priority will build upon what we have already achieved during 2022).

## **Priority Key Improvements for Next Year**

### **Projected Annual School Priority 1 for 2023:**

To further the goal of bringing students into closer intimacy with Christ, by consolidating the implementation of Educating in Christ, with emphasis on aligning learnings from Dr Dan White (Breathing Life into the R.E Classroom: Contemporary and Practical Teaching Strategies to help 'unlock' the Wonder and Beauty of the Scriptures).

### **Reason for Priority 1:**

- The diocesan Religious Education Curriculum will continue to be implemented and consolidated in all classes throughout the school, further embedding this diocesan



priority, in addition aligning this with new learning from Dr Dan White with our Educating in Christ Curriculum.

- Formation in Catholic Identity is the central goal of a Catholic Education. It stands above all of the other categories and should be addressed in some way every year. Documentation should incorporate continual reference back to the primary catechetical goal:
- "...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity." (Catechesi Tradendae, 5).
- Embedding the New Religious Education Curriculum "Educating in Christ" with additional learning from Dr Dan White.
- Promote the religious education and faith development of students in diocesan schools.
- Continue the rollout of the Educating in Christ RE Program with additional learning from Dr Dan White.

### **Steps Projected to Achieve Priority 1:**

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have something concrete, something affective and something for the mind.
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team or by the school Religious Education Coordinator.
- In addition, engaging in further learning from Dr Dan White (Breathing Life into the R.E Classroom: Contemporary and Practical Teaching Strategies to help 'unlock' the Wonder and Beauty of the Scriptures).
- Learning spaces and resources relocated to a more central and useable space and resources continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student's learning journal. The student learning journals being effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.
- MJR further developed focus throughout the school.

### **Projected Annual School Priority 2 for 2023:**

Engage with the AISNSW Early Literacy Project and the CEWF Teaching and Learning / School Improvement Team to know the most effective way to teach all students to read. The program targets high-impact, evidence-based teaching strategies to improve reading skills and growth.

#### **Reason for Priority 2:**

- Improve student learning through evidence-based pedagogy that aligns with the outcomes of the new English K-2 Syllabus and 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 assessment) 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.

#### **Steps Projected to be Taken to Achieve Priority 2:**

- Strengthen whole school 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 Literacy Specialist support to facilitate the transfer of learning to classroom practice.
- Apply the Early Screening Tool Assessment-Literacy (Dibels and 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 implement explicit teaching (as per 2022 Priority).
- Continue to implement Dibels Assessment (as per 2022 Priority).

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

### Parent satisfaction

In a parental survey, all respondents strongly agreed (50%) and agreed (50%) that St John's Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst all parents strongly agreed or agreed that St John'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, with the majority of parents strongly agreed or agreed. A majority of respondents strongly agreed or agreed that St John's Parish School meets their child's individual learning needs.

90% of all parents strongly agreed or agreed that the school effectively communicates to parents about activities and events. A further 90% of parents strongly agreed or agreed that the school provides appropriate information about their child's progress.

All parents (100%) strongly agreed or agreed that St John's Parish School provides a safe and supportive environment for their children. While 80% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students.

### Student satisfaction

99% of students at St John's Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. 80% of students surveyed were proud of their school at all times.

Ninety-nine per cent of students believed that their teacher encouraged them to do their best in school activities, and eighty-five per cent of students understood their rights and responsibilities at school at all times.

Students identified they feel safe and believed that St John's Parish School offered them a range of sporting and curriculum choices. Most students (96%) understood who they could approach for help if needed at school.

## Teacher satisfaction

All staff surveyed enjoy working at St John'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 (80%) and very reasonable (20%).

All staff felt that the school cared about their professional growth, with 80% of respondents extremely satisfied and 20% satisfied with their teaching experience at St John's Parish School.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for St John'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.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,288,723
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$396,299
Fees and Private Income <sup>4</sup>	\$125,521
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$1,810,543</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$29,371
Salaries and Related Expenses <sup>7</sup>	\$2,366,282
Non-Salary Expenses <sup>8</sup>	\$618,873
<b>Total Expenditure</b>	<b>\$3,014,525</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 2022 REPORT