



CATHOLIC EDUCATION WILCANNIA-FORBES

2020

ANNUAL SCHOOL REPORT



St Joseph's Parish School

106 Church St, BALRANALD 2715

Principal: Ms Natalie Lay

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

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

2020 has been a year like no other. Term 1 started off normally, with life as we know it changing at the end of the term. The staff were frantically preparing for learning from home, parents were determining what was going to work best for their family situation and our students were getting excited about staying at home to do their schoolwork for a while. We moved into Term 2 with some students coming to school and others learning from home. This dual form of teaching and learning continued until the middle of Term 3 when we were all able to come back to school together.

The one thing that has remained constant during the trials and tribulations of 2020 is our laser-like focus on ensuring that all of our learners were supported to make academic gains despite the various obstacles that we all faced. I would like to commend the outstanding efforts of all members of our staff group, our students and our parents and carers who did an exceptional job of supporting their children with the various modes of learning that they were engaged with throughout the year.

My happiest memory of 2020 will be the look of joy on the faces of our learners when they all returned to school to see their fellow students and members of staff after being away from school for an extended period. I look forward to 2021 with optimism and hope.

Parent Body Message

Schooling at the beginning of the outbreak of COVID -19 was a learning curve for all the teachers, staff, parents and children of St Joseph's. We all had to adapt to a new form of teaching and learning.

Communication from the school to parents throughout the year has been fantastic, the use of the compass app and weekly newsletters kept parents/caregivers continuously updated with anything that is happening at the school. These methods proved to be very helpful this year with keeping us all up to date with the goings on at the school as no one was allowed to attend events held, eg; assemblies and school mass. The children of St Joseph's should be commended for their ability to continue to stay positive and understanding throughout these difficult and challenging times.

This year has been extremely difficult in terms of not being able to host our annual events, including our various raffles and our biggest fundraiser for the year, the Christmas Fete. All of these events play a huge role in our fundraising efforts to financially support the school in

many ways. Thankfully because of the hard work from previous years we were still able to financially support the school when needed.

Student Body Message

2020 has been an unusual year. We started off the year normally, with things changing at the end of Term 1. The majority of our students began learning from home in Term 2, which was something that was new to us all. We missed seeing our friends and teachers and it was great when we could come back to school. When we came back to school, the playground was in class zones, we couldn't have our parents and family come to our assemblies or school masses and we couldn't go on our excursions or other outside activities.

We have enjoyed spending time with our buddies and Term 4 has allowed us to enjoy some of the things we have been missing out on. It is great that we can gather together each morning. We have enjoyed our time as school student leaders and hope 2021 brings joy to us all.

School Features

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Balranald. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 69 students.

The Sisters of St Joseph established the school in the late 1880's, followed by the Sisters of Mercy in 1894. The last Mercy nun to teach at St Joseph's was Sister Patricia Higgins in 1984. These Sisters were brave and courageous women of deep faith and dedication to the education of the children. They gave service to St Joseph's for 90 years. Lay teachers have now replaced the nuns.

Our school motto is 'Follow Mary' and stems from our heritage with the Sisters.

Our school strives to create an atmosphere of care and concern where the development of the whole child - academic, social, emotional and spiritual - is our highest priority. A new school foundation stone was blessed and laid by The Most Reverend D. Mannix, Archbishop of Melbourne in 1922. Three new classrooms were built in 1963 and a further extension in the late 1980's.

As part of the 'Building the Education Revolution' program in 2009, our library has undergone a total refurbishment, a covered walkway has been built, joining the school to the toilet block and we have a new Covered Outdoor Learning Area (COLA). The classrooms have been refurbished as part of this program. We have also undergone a technology upgrade, with wireless internet access across the school.

We are a 1:1 device Diocese, with Chromebooks a key learning tool for all students across the school.

We are very proud of our Catholic heritage and strive to provide a welcoming environment where the strong links between the school and the parish are evident. St Joseph's is a centre of learning, and a place of celebration and pastoral care.

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 2020:

Girls	Boys	LBOTE*	Total Students
36	34	0	70

* 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 2020 was 89.74%. 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
91.60	88.70	89.10	91.80	87.10	89.80	90.10

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 2020:

Total number of staff	13
Number of full time teaching staff	5
Number of part time teaching staff	1
Number of non-teaching staff	7

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 23 teachers
- Proficient 220 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

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

Day 1: Non-Negotiables for Catholic Schools and the Catholic Education Office in the Diocese of Wilcannia-Forbes. In line with the Non-Negotiables for Catholic Schools and the Catholic Education Office in the Diocese of Wilcannia-Forbes Parameter 14: Shared Responsibility and Accountability was explored by the staff.

Day 2: Child Protection and the implementation of the school Annual Improvement Plan. All staff were trained in the area of Child Protection and given an opportunity to write, review and consult on St Joseph's Annual Improvement Plan.

Day 3: Digital Learning Platform. Staff engaged in training and preparation for student online learning.

Day 4: Sacraments of the Catholic Church. In accordance with Catholic Education Strategic Priorities for 2020, the school set aside adequate time and resources for the implementation of the new RE curriculum.

Day 5: Standard of Teaching and Engagement of Learning. Staff engaged in workshops to support the implementation of NESAs and CEWF Framework, with the inclusion of the new program drive map and school-based planning templates.

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 is an integral part of St Joseph's Parish Primary School. Each class begins the day with prayer. Grace is said before recess and lunch. We pray together at each Morning Assembly following recess. At 12:00pm the whole school takes time to pray The Angelus in their classrooms. At the end of the school day, all students pray for God's blessing before they leave.

Each student at St Joseph's is actively involved in the liturgical life of the school and parish. Catholic symbols, icons and Sacred Spaces are evident throughout the school. School masses are celebrated as often as possible and we begin the year with a Welcoming Mass, where student leaders are inducted and blessed and our Kindergarten children are welcomed. Students actively participate in whole school masses filling the roles of altar serving, reading, presenting the Gifts and singing.

COVID-19 has had a detrimental effect on our ability to gather together as a school community for whole school masses or liturgies. We have been participating in class masses during Term 4, with all classes going to celebrate mass at least once a month.

Our Parish Administrator, Fr Chris Lim is of significant support to our community and provides guidance to students, staff and families in their faith formation. Due to the change in the timetable for the reception of the Sacraments, we did not have any sacramental programs in 2020. Feast days and the events of the liturgical seasons were acknowledged and celebrated during the year.

St Joseph's School is a central part of St Dymphna's Parish. The staff members of St Joseph's are involved in the life of the parish through participation in the liturgy as readers, commentators and Eucharistic ministers as well as taking Holy Communion to the house-bound, leading parish sacramental preparation, printing the church bulletin and other prayer and education initiatives within the parish.

The students and families are invited to be connected to the parish community through participation and inclusion in parish activities. St Joseph's Parish Primary School encourages the involvement and participation of the parish community with the school. Our parish

community is invited to school celebrations such as liturgical celebrations, concerts, presentation evenings, sporting events and social activities such as the school fete. Parish members are actively involved in our school Masses, often supplying the music. A column in our weekly school newsletter is devoted to Parish news. Copies of our newsletter are placed in the Church foyer, so parishioners are kept updated on school news. Important school events and dates are also printed in the church bulletin.

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.

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We continue to embed the work of Dr. Lyn Sharratt's 14 Parameters into all learning environments.

The students in Kindergarten, Year 1 and Year 2 have participated in the 'InitialLit' program this year. The overall results have been very pleasing, with all students making sound academic gains across the course of the year.

We have made a significant commitment to the creation of a STEM/STEAM area within the school that is accessible to all students. We are exploring options for the utilisation of our resources for the best outcomes for all students. Our primary children received a highly commended placing in the Rube Goldberg Challenge, a diocesan wide competition that involved children using their STEM skills to create an ingenious invention to drop a can into a recycling bin.

We have incorporated rich tasks into our Mathematics sessions, with a greater focus on problem solving. This will be a continued focus in 2021.

We continue our focus on sustained, uninterrupted learning time in Literacy and Numeracy based on agreed protocols.

Adjustments have been made for students with a disability which are reflected in personalised planning.

The staff have worked collaboratively on planning for the introduction of the new PDHPE syllabus document across all grades.

The whole school was engaged in a collaborative science project that was based on the Southern Bell Frog, a local endangered species that is a focus for the whole Balranald community. All students were actively engaged in rich learning experiences.

There have been a number of opportunities for collaboration with our local Art Gallery via engagement in local art competitions, with great recognition of the skills and talents of our students.

Student Performance in Tests and Examinations

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

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

NAPLAN testing was cancelled in 2020. This decision was made to assist principals, teachers and school staff focus on student learning during the COVID-19 outbreak.

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

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](#) 2020, 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 CEO.

The Wellbeing and Pastoral Care Policy was updated in 2020 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 CEO.

The Behaviour Management and Student Discipline Policy was updated in 2020 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 CEO.

The Anti-Bullying Policy was updated 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 CEO.

The Concerns and Complaints Handling Policy was updated in 2020 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. We strive to ensure that the voices of all stakeholders are heard, with feedback sought from parents via school newsletters and our School Committee.

The principal meets with the Year 6 cohort once a term to discuss any issues that they feel need to be discussed. The principal actions recommendations made as appropriate or takes recommendations to other forums such as staff meetings.

Our whole school assemblies provide a wonderful opportunity to acknowledge the great things about our students, with the St Joseph's Award (for displaying the attitudes and values we strive to achieve) and the Catherine McAuley Award (for showing kindness and compassion to others) awarded each term. We also acknowledge at each assembly the child who 'Makes Jesus Real' at St Joseph's by their words and deeds.

St Joseph's utilises the Restorative Practices approach when things go wrong. The focus of this approach is repairing relationships and adopting a non-blame approach to solving problems.

Our 'Mini Vinnies' group is responsible for raising money to support our sponsored child as well as supporting local appeals. Our students are very committed to helping those who need it most.

In 2020 the whole school was engaged in 'The Resilience Project', a program that is designed to promote positive mental health through focussing on the key messages of gratitude, empathy and mindfulness. All students have completed a gratitude journal, where they identify three things that they are grateful for and the reasons behind that sense of gratitude. The program ties in beautifully with our 'Making Jesus Real' program.

We have a section in the weekly school newsletter that is devoted to celebrating 'proud principal moments' where random acts of kindness, respect, care and concern are shared with the school community.

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 2020:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.

Reason for priority 1:

A review of the Religious Education Curriculum "Sharing Our Story" was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC's) 16 recommendations were identified.

A key recommendation was to: "Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes."

Steps taken to achieve priority 1:

- Designate and prepare learning spaces and timetables for Religious Education within our school.
- Ensure that all staff members receive appropriate support in understanding the new methodology.

- Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Status of priority 1:

- Achieved

Annual School Priority Two for 2020:

To successfully implement learning walks and talks for all staff to support the ongoing whole school focus on learning intentions and success criteria which are data-driven.

Reason for priority 2:

- Feedback provided by our School Consultant indicated that learning walks and talks needed to be taking place across the school on a more consistent basis.
- Staff have identified that great things are taking place in other rooms and would like a more robust opportunity to be able to observe and engage in learning walks to share in this professional knowledge.
- The creation of living data walls for Reading and Writing. MAI data will be compared across years to identify growth and target vulnerable students for intervention.

Steps taken to achieve priority 2:

- All students will have visible learning goals that they can articulate when asked.
- Learning Intentions and Success Criteria will be evident in Mathematics and English as a starting point, and introduced to other KLA's as appropriate.
- The data wall for reading and writing will be visible and accessible to all staff.
- Staff meetings will begin at the data wall each week.
- Learning Walks and Talks reflections are factored into staff meetings twice a term to provide feedback and ongoing focus.

Status of priority 2:

- Ongoing

Priority Key Improvements for Next Year

Projected Priority One:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school, Phase 3.

Reason for priority 1:

The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically,

Early Stage 1, Stage 1, Stage 2 will be fully implemented. Stage 3 part 1 will be introduced.

Steps taken to achieve priority 1:

- Designate and prepare learning spaces and timetables for Religious Education within our school.
- Use the Presentation Overview and RE Process documents to unfold the programme in a systematic way across the school.
- The MRE team will continue to offer support at an individual school level, and where possible in classrooms.
- Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum. It is recommended that there will be two staff meetings each term set aside for Religious Education. (The Professional Development Day will replace one of these meetings during the term in which it takes place.
- Ongoing Accreditation input at Level B will be required for all teachers in their first three years in the Diocese.
- Compulsory Accreditation at Level D (Grad Cert RE) will be required for all teachers who do not already have this Accreditation and have completed three years of teaching in the diocese at an FTE of 0.8 or above.

Projected Priority Two:

St Joseph's will engage as a staff and with the Southern Cluster Professional Learning Community to improve writing outcomes for all students

Reason for priority 2:

- Link to the CEWF Strategic Plan in the priority areas of Literacy & Numeracy Acquisition, as embedding 14 Parameter Framework, Leadership Development and Professional Learning & Training.
- Data suggests that we need to improve our writing outcomes, with a collaborative approach the preferred method of improving outcomes.

Steps taken to achieve priority 2:

- Reflect upon and develop our whole-school agreed practice in writing, encompassing planning, teaching, monitoring, assessment moderation and review.
- Improve student writing data through the implementation of a whole school best practice approach that aligns to the outcomes of the English K-6 Syllabus.

- Empower teachers using explicit instructional strategies based shown to be effective in enhancing the writing skills of all children
- Improve the quality of teacher judgements in relation to assessment data and the ability to use data to inform teaching practices across the school
- Undertake regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching
- Develop middle leadership and teacher network through cross-school PLC collaboration

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, all respondents agreed that St Joseph's Parish School, Balranald helped their child to develop knowledge and understanding about Catholic tradition and provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, all parents agreed or strongly agreed with this statement. All respondents strongly agreed that school strives to meet the learning needs

All families strongly agreed that St Joseph's provided appropriate information about their child's learning progress and that the school effectively communicates to parents.

Every parent survey result, strongly agreed that St Joseph's Parish School provides a safe and supportive environment for their children and that the teachers are genuinely interested in the welfare of the students.

Student satisfaction

All 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 St Joseph's. Most students believed that their teacher encouraged them to do their best in school activities, as too understanding their rights and responsibilities at school.

A majority of students agreed that they feel safe at school and believed that St Joseph's offered them a wide range of sporting and curriculum choices. All students understood who they could approach a staff member for help if needed at school.

Teacher satisfaction

Every staff member enjoys working at St Joseph's and classifies the school as an extremely safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

Staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely reasonable.

Most staff surveyed felt that the school cared about their professional growth and felt Principal feedback was very or extremely useful in their maintaining their professional growth.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for St Joseph's Parish School in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$1,069,246
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$340,262
Fees and Private Income ⁴	\$127,041
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$5,613
Total Income	\$1,542,162

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$79
Salaries and Related Expenses ⁷	\$1,069,243
Non-Salary Expenses ⁸	\$512,791
Total Expenditure	\$1,582,113

Notes

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

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

END OF 2020 REPORT