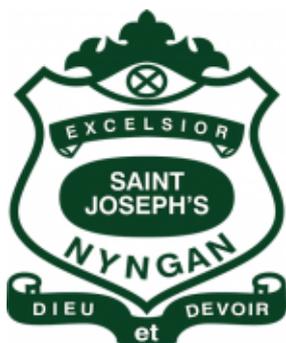




CATHOLIC EDUCATION WILCANNIA-FORBES

2020

ANNUAL SCHOOL REPORT



St Joseph's Parish School

23 Terangion St, NYNGAN 2825

Principal: Mrs Sharon Grimmond

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

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

The primary purpose of St Joseph's Parish Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the development and well-being of each individual student. Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic areas. This year cultural and sporting opportunities were limited due to the restraints of COVID-19.

The students' achievements and accomplishments were showcased, where possible, despite the interruption to regular classroom learning associated with the coronavirus pandemic. Throughout the periods of remote learning, our students remained resilient and continued to grow and learn due to the combined efforts of parents and staff. It has been an absolute privilege to be part of such a positive learning community where all stakeholders work together to improve student outcomes and provide opportunities for all to reach their full potential in any situation.

Parent Body Message

The Parents and Friends Association have had another successful year regardless of the restrictions imposed by the COVID-19 pandemic. Our sincere appreciation is extended to all members of the school community who have contributed in any way towards our fundraising efforts this year. Total fundraising for 2020 was approximately \$12 000 from our Fete Day Friday (which replaced our annual Saturday evening fete and was solely for the children at school), pie drive, 300 Club, children's art sales, school canteen sales and the 'Rain, Rain' guessing competition. This was a wonderful effort from all involved.

Significant donations to the school this year included the purchase of new playground equipment; help with the Year 6 Retreat; as well as assistance with the annual Year 6 Graduation luncheon. Despite the restraints associated with COVID-19 we have managed to have a prosperous year and we are grateful to all who have supported the Parents and Friends Association in 2020.

St Joseph's Parents and Friends Committee

Student Body Message

2020 has been quite different to other years because of the coronavirus however the virus has not stopped us from having a busy year. Sadly we were unable to visit the residents of the Mick Glennie Hostel this year but we sent them messages of support via video. We participated in different activities to raise money and show our support for various charitable organisations.

Some of the things we have helped organise in 2020 include: Cerebral Palsy Day; Project Compassion fundraising; Pyjamas Day; Hot Chocolate Fridays during Wintertime; Footy Fever Day and Fete Day Friday in Term 4. We ran tennis competitions at lunchtimes in Term 1 and, during this time of COVID-19, we soon learned how to sanitise the tennis gear and comply with the government guidelines! Our time on the SRC has been rewarding as we have had a chance to make a difference and support those in need.

Members of the St Joseph's Student Leadership Team

School Features

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Nyngan. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 110.

St Joseph's Parish School, Nyngan was founded in April 1884 by the Sisters of St Joseph. At that time, Nyngan was part of the Dubbo parish, within the Bathurst Diocese. In 1887 the Wilcannia-Forbes Diocese was formed. In 1911 Fr John Moran organised the building of the school at the corner of Terangion and Warren Streets. In 1914, he had the two-storey convent on the corner of Terangion and Bogan Street constructed. Fr John Sexton arrived as Parish Priest in 1932 and managed the parish for 36 years. In his time, he doubled the size of the building constructed in 1911, as well as approving the building of the Infants School in Bogan Street which was completed in 1967. The first Lay Teacher was employed at St Joseph's in 1965. The secondary section of the school was closed in 1972 and the two-storey convent was demolished in 1987. St Joseph's newest building, MacKillop Hall, was constructed through an initiative of the Federal Government - 'Building the Education Revolution'. MacKillop Hall was officially opened on Sunday, 1 May 2011.

At the end of 2005 the Sisters of St Joseph withdrew from St Joseph's School and at the end of 2016 they finished their association with St Joseph's Parish. Our Parish Priest divides his time between the parishes of Nyngan and Warren.

A number of our families live on farming properties and rely on sheep, wheat, wool and cattle for their livelihood. Copper and other minerals are mined near Nyngan and many of our parents are employed to work in different capacities within the mining industry.

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
49	57	0	106

* 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 89.97%. 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	89.30	88.50	92.50	89.50	88.20	90.20

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	18
Number of full time teaching staff	6
Number of part time teaching staff	3
Number of non-teaching staff	9

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

Day 1: Monday, 3rd February 2020

- The Literacy Block - implementing the Daily 5 Method from K to 6
- Child Protection Training

Day 2: Tuesday, 4th February 2020

- Mathematics - Unpacking the Maths Syllabus with Anita Chinn

Day 3: Friday, 27th March 2020

- Remote Learning - Using Google Classroom and See Saw

Day 4: Monday, 7th September 2020

- Religious Education - Celebrating The Sacraments

Day 5: Thursday, 16th December 2020

- CPR and Anaphylaxis Training

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.

St Joseph's Parish Primary School is fortunate to have a resident priest who is available to celebrate Mass on a regular basis. As a whole school, we were able to celebrate Mass on Ash Wednesday before the coronavirus pandemic impeded our ability to attend Mass. An ANZAC Day liturgy was celebrated in the school playground by staff and the students of essential workers. A NAIDOC Day liturgy was held at school in early November. Stage Masses were celebrated whenever possible.

This year, the Catholic children did not receive the sacraments due to the constraints of COVID-19. Normally the Religious Education Coordinator, along with the class teacher, plays an important role in the preparation of our students for the reception of the sacraments.

The children pray regularly during the school day, in the morning, before recess and lunch and at the end of the day. The school bell is rung at midday to signal the praying of the Angelus in all classrooms. The children are encouraged to take an active role in school liturgies and pray in a reverent and respectful manner.

This year, regardless of COVID-19, the teachers of St Joseph's School implemented 'Educating in Christ', the new diocesan Religious Education curriculum, in every classroom. Staff members have received a basic level of professional development to enable them to begin using this new curriculum. Learning spaces support the pedagogical practices of 'Educating in Christ'. There are concrete resources for the children to use as they explore the connection between these objects and the associated scriptures. Various materials are used by the students during reflection time to articulate their learning. Our students are making progress towards being engaged, independent learners. At their own level of understanding, the students will continue to develop in their abilities to express and analyse their learning through discussion with their teacher and by making entries into their learning journal.

Members of the staff are often readers at Sunday or Saturday night Masses and are ministers of the Eucharist. Staff members are involved in the events of the church as they arise. Our Parish Priest was invited to all major activities at the school.

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.

Students with Disabilities

In 2020 four children with learning disabilities were provided with Government funding for specifically allocated time to assist them in Literacy and/or Numeracy. These children are in Stage 2 and have been provided with intervention programs in Literacy and Numeracy. They complete their learning tasks with the assistance of support staff who work collaboratively with the classroom teachers to address their learning needs. One child in Year 3 has high needs and requires wheelchair access in order to enter school buildings. This student attends school daily, has a full time carer to assist in the classroom and is included in all activities.

Aboriginal Education

All Aboriginal children have a personalised learning plan (PLP) which focuses on achieving specific learning goals either in Literacy or Numeracy. Meetings are held each semester to discuss the children's PLPs with the principal, Aboriginal Education Workers (AEWs), teachers and parents in attendance. The AEWs usually work with the children in their classrooms however they may withdraw students to receive individual assistance; this depends on the children's needs at the time. The AEWs are also required to assist the students with cultural learning throughout the year.

STEM Initiatives

Our students have, for four years now, used Chromebooks as part of daily practice to enhance student learning in all classrooms. This year we have focused on the promotion of STEM activities which incorporates the use of digital technologies and construction materials. There have been numerous hands-on lessons throughout the year in every classroom that have challenged our children to be critical thinkers, collaborators and good communicators. The teaching staff has participated in professional learning opportunities to upskill them with

lessons designed to challenge the students in the areas of Science, Technology, Engineering and Mathematics.

PDHPE/Sport Programs

Students at St Joseph's participate 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 successful once again in securing Sporting Schools Grants where gymnastics sessions were conducted and athletics equipment was purchased. This was a wonderful opportunity for our students to learn new skills that were taught to them by professionals as well as their classroom teachers.

Extending Mathematical Understanding (EMU)

This is a whole school approach to the teaching of Mathematics and aims to develop strategies for improved Mathematics learning. Each child participates in a one-to-one Mathematical Assessment Interview (MAI) with their class teacher. The data collected from this interview places the child at a particular growth point. Lessons are created using concrete materials and open ended questioning to increase each child's mathematical understanding. EMU Maths includes an intervention program for students in Year 1 for those who need extra support to increase their mathematical understanding.

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.

- Making Jesus Real: This whole school 'way of life' focuses on respect, justice, fairness, tolerance and resilience and uses Jesus as a model to teach children to be better members of their community. Each fortnight there is a different emphasis and this is promoted in all classes from Kindergarten to Year 6;
- Student Leaders: All Year 6 students and a representative from Years 3-5 are invited to become student leaders. They are expected to be good role models and take on a

variety of responsibilities during the year, including representing the school at community gatherings, chairing assemblies and welcoming visitors to the school;

- Mini Vinnies: St Joseph's student leaders enthusiastically attended meetings at school in order to coordinate fundraising events to raise money for those less fortunate. During Terms 3 and 4 they also visited the elderly during Thursday lunch times to provide friendship and respectfully listen to stories from the past; and
- School Gardens: All students are encouraged to look after their class gardens throughout the year – watering, weeding, sowing the seeds and harvesting the produce. Under the guidance of our groundsman, they have created a sustainable garden that is well established and a great asset for our school.

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:

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)

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:

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

- 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 improve the teaching of Literacy in every classroom through the implementation of the Daily 5 method of teaching

Reason for priority 2:

- Daily 5 has been introduced in the primary classes. There has been success in many areas eg. reading independence, a more structured literacy block, children have embraced the method. With this success in mind, the intention is to fully implement the Daily 5 strategies from Kindergarten to Year 6.

Steps taken to achieve priority 2:

- Provide staff with the resources necessary for the implementation of the Daily 5 approach to reading and writing
 - Daily 5 and CAFE books read by Term 1
- Ensure that all staff members receive appropriate support in understanding Daily 5
 - Collaboration with 'buddy' teacher
- Designate time at staff meetings for discussions/reflections in regard to the implementation of Daily 5
 - 2 hour PL session led by the principal on the first day of 2020
 - Term 1 Week 5 Check-in and Co-planning in stages

Status of priority 2:

- Achieved

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:

- 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
 - 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.
- A professional learning day around the topic of “Using the Scriptures with Children” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be 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.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.
- The student learning journals are 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.

Projected Priority Two:

To improve the teaching of Mathematics in all classrooms through the implementation of a revised Scope and Sequence and Agreed Practice.

Reason for priority 2:

- It has become evident at St Joseph's that there is a significant divide between our students' ability to articulate their learning orally and our written results in diagnostic tests. Through whole staff discussion, we have come to the conclusion that we need to explore a new Mathematics Scope and Sequence/Agreed Practice as we believe that more attention needs to be given to mathematical language and the 'key ideas' in each stage of the syllabus.

Steps taken to achieve priority 2:

- Provide staff with the resources necessary for the implementation of a revised Mathematics Scope and Sequence/Agreed Practice
- Ensure that all staff members receive appropriate support in implementing the new scope and sequence/agreed practice.
 - Collaboration with 'buddy' teachers - Infants group and Primary group
 - Buddy school within the diocese.
- Designate time at staff meetings for discussions/reflections in regard to Mathematics Scope and Sequence in draft by the end of 2020 school year (2 staff meetings)
 - Term 1 Week 5 - initial check in and MAI data analysis
 - Term 1 Week 10- 50 day review

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 strongly agreed and agreed that St Joseph's Parish School, Nyngan helped their child to develop knowledge and understanding about Catholic tradition.

Parents were asked if their child was challenged to maximise their learning, over 90% of parents strongly agreed or agreed with this statement. All parents in the St Joseph's school community stated that the school strives to meet the learning needs of their children.

Over 95% of surveys found that St Joseph's provided appropriate information about their child's learning progress over time. With all parents in agreement that the school effectively communicates to parents about activities and event.

Half of all parents strongly agreed, whilst the remaining half agreed that St Joseph's provides a safe and supportive environment for their children. All respondents agreed that teachers are genuinely interested in the welfare of students.

Student satisfaction

Most 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. Students surveyed were proud of St Joseph's.

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

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

Teacher satisfaction

All staff members enjoy working at St Joseph's and classify 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 felt that the school cared a great deal about their professional growth and development.

All staff responded that they are extremely satisfied with their teaching experience at St Joseph's Parish School, Nyngan.

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	\$1,603,273
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$509,211
Fees and Private Income ⁴	\$149,973
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$17,469
Total Income	\$2,279,926

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$4,325
Salaries and Related Expenses ⁷	\$1,675,578
Non-Salary Expenses ⁸	\$657,692
Total Expenditure	\$2,337,595

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