



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

# 2022

## 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/](http://www.wf.catholic.edu.au/schools/balranald/)

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## About this report

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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](#).

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## Message from key groups in our community

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### Principal's Message

As we come to the end of 2021, it is timely to reflect on the many great things that have taken place at St Joseph's this year. We have taken delivery and have utilised our newest learning space, with the delivery of our new demountable classroom ready to begin the school year. We have successfully completed our Yarning Circle area in the playground and we look forward to welcoming our school community to celebrate the opening of these important facilities.

The impacts of COVID-19 continued this year, with a 4-week period of at home learning taking place in Term 3. I extend my thanks and appreciation to our families who once again supported their children and the school during this time.

My sincere and heartfelt thanks is extended to our staff group, who consistently bring their very best to the work that they do. It is a privilege to lead such a committed group that strive for the best outcomes for all of our learners.

Thank you to our students for making St Joseph's such a fantastic school. I wish our Year 6 graduates every joy and success as they begin the next exciting chapter in their educational journey.

### Parent Body Message

A sincere thank you goes out to our parents who have supported the P&F and school community this year. You all deserve a huge pat on the back from all of the school community as you all work tirelessly to make St Joseph's the best it can possibly be for the kids.

Our fundraising efforts come about in all different ways, from catering at various events, running raffles and cooking our famous hot donuts, just to name a few. All our fundraising efforts are used to financially assist the school in various ways that help support the teachers and staff to purchase essential items that enhance the quality of schooling for our kids.

This year in particular was time to upgrade the St Joseph's local phone book, which is an enormous job that takes a lot of time and effort to fulfil. Thank you to everyone involved.

### Student Body Message

We have had a great year this year. We were able to enjoy many events this year in a COVID safe way. We held our school swimming carnival, our cross country and school athletics

carnival. We were able to attend the ANZAC Day March and Remembrance Day memorial service.

We had 4 weeks of learning from home, which was ok as we knew what to expect from last year. The Year 6 students engaged in morning tea and meetings once a term with our Principal to discuss how we see things and if there are areas we need to look at as a school. The Mini Vinnies group were very active and engaged in fundraisers during the year such as pyjama day and Socktober.

We are very grateful for our new classroom which is named after one of our best teachers, Mrs Coates, who passed away. We have participated in *The Resilience Project* to help us to practise gratitude, empathy and mindfulness in our daily lives. Our Buddy program is very strong and we are looking forward to welcoming our new students next year.

We wish our Year 6 graduates the very best in high school.

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## School Features

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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 60 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.

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## Student Profile

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### 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 2021:

Girls	Boys	LBOTE*	Total Students
25	25	0	50

\* 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 2021 was 89.49%. 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
85.50	92.10	89.60	91.20	91.50	86.60	89.90

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	10
Number of full time teaching staff	4
Number of part time teaching staff	1
Number of non-teaching staff	5

### Total number of teaching staff by NESA category

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

- Conditional 5 teachers
- Provisional 28 teachers
- Proficient 217 teachers

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

### Professional Learning

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

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

## Summary of professional learning at this school

### **Staff Development Day 1 2021:**

- Exploring the Annual Improvement Plan: Educating in Christ
- Annual Improvement Plan
- Child Protection Training (SALT)
- Capacity Building

### **Staff Development Day 2 2021:**

- Peter Sullivan Challenging Mathematical Tasks

### **Staff Development Day 3 2021:**

- Peter Sullivan Challenging Mathematical Tasks

### **Staff Development Day 4 2021:**

- Annual Improvement Plan - Writing Focus
- Improving the standard of student's writing

### **Staff Development Day 5 2021:**

- Religious Education - Moral Formation

### **Other Professional learning undertaken by staff in 2021 includes:**

- Compliance Meetings
- Religious Education Meetings
- Principal's Meetings
- Literacy/Numeracy Focus teacher & EMU Cluster Meetings
- Road Safety Meetings
- Aboriginal Education Workers Meetings
- InitialLit training
- Extending Mathematical Understanding training
- Berry Street Model of Inclusive Education training
- Clarity Learning Suite-Lyn Sharratt

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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 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. When permitted, students have been participating in class masses.

Our Parish Administrator provides significant support to our community and provides guidance to students, staff and families in their faith formation. 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 household, 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.

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## Curriculum, Learning and Teaching

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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.

The staff of St Joseph's continue to work collaboratively to ensure the best outcomes for all of our students across all Key Learning Areas.

St Joseph's engaged in a very affirming external school review in Term 1. An external panel from Catholic Education Wilcannia-Forbes visited the school for two days to engage in the process. We will use the feedback provided to support our growth and direct our strategic priorities.

Members of staff participated in professional learning in The Berry Street Education Model, with their knowledge and understandings being shared with the rest of the staff. Strategies that support trauma-informed teaching have been implemented across all classrooms, with teachers engaging in opportunities for training in 2022 and beyond.

All teaching staff engaged in professional learning through La Trobe University based on the Science of Reading. This professional learning supports the work we are undertaking in English, which is reflected in the implementation of our InitialLit program in K-2.

Our focus on providing rich tasks into our Mathematics sessions has continued this year, with all teaching staff engaging in professional learning and lesson observations in this area. We continue to utilise data to determine areas of need in Mathematics and maintain our commitment to the EMU program for our Year 1 students.

All students who require additional support or modifications to their learning are provided with a personalised learning plan to ensure that their individual needs are being met.

The school received additional government funding to support our learners who were returning to school after remote learning in 2020. This funding allowed us to provide targeted,

individual support to our learners in both literacy and numeracy. We are very grateful for that financial assistance, which was used to support students across all grades.

We engaged in an external program to support our students in developing skills in the Creative Arts area, with an on-line dance program utilised across the school in Term 4. This is an option that we will consider using in the future.

Our new learning space has been utilised as the STEM/STEAM room, with great success. There have been many opportunities for collaboration across the school in this area. Chromebooks continue to be utilised effectively across all grades to support and enhance the learning experiences of our students.

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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 Joseph's Parish School for 2021 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 2021		% 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>	33%	54%	44%	11%
	<b>Reading</b>	44%	55%	56%	10%
	<b>Writing</b>	33%	53%	2%	6%
	<b>Spelling</b>	44%	49%	44%	13%
	<b>Numeracy</b>	11%	36%	56%	13%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	27%	35%	36%	14%
	Reading	91%	40%	18%	11%
	Writing	91%	20%	36%	18%
	Spelling	18%	38%	18%	14%
	Numeracy	10%	29%	30%	15%

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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](#) 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 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 2021 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 2021 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. We strive to ensure that the voices of all stakeholders are heard, with feedback sought from parents via school newsletters and our Parish School Advisory 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 student recommendations or takes to other forums such as staff meetings.

Our whole school assemblies provide a wonderful opportunity to acknowledge the great strengths 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 2021, the whole school continued to engage 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.

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## School Improvement

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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 2021:**

**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:**

- Continue in the implementation of the new Diocesan Religious Education Curriculum: Educating in Christ.

#### **Steps taken to achieve priority 1:**

- Designated and prepared learning spaces and timetables for Religious Education within our school.
- Ensured that all staff members received appropriate support in understanding the new methodology.
- Designated time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.
- One Professional Learning Day allocated to staff professional development to deliver the R.E. curriculum.

#### **Status of priority 1:**

- Achieved, with continued implementation and professional development in 2022.

### **Annual School Priority Two for 2021:**

**To engage in a Professional Learning Community that will improve student learning outcomes in writing.**

This collaborative process will build teacher and Professional Learning Team capacity and efficacy, strengthen instructional and shared leadership across the school that will develop a community of practice, within and beyond St Joseph's Parish School, Balranald.

### **Reasons for Priority 2:**

- Reflect on 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 Professional Learning Communities collaboration.

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

- Term 1 - Professional learning and upskilling of staff.
- Term 2, 3 & 4 - writing task and samples moderated against K-6 outcomes and the NSW Learning Progressions, across the three schools in Stages.
- Focus teachers and Educational Officers will lead the work in their respective schools, keeping the executive informed at School Literacy Leader meetings held twice a Term.
- Engage with professional learning to enrich teachers' understanding of effective, explicit teaching and the moderation process.
- Engage with other educators across our Southern Cluster in moderation meetings.
- Use the K-6 Syllabus outcomes as the basis of task design for moderation review the Literacy Block and its agreed practises around writing.
- Communicate writing improvement priorities throughout the school community.
- Feedback to parents twice a year - communicate with parents around the writing development of their child.
- Develop a Professional Learning Community (PLC) across our Diocese with Balranald, Hillston & Hay so collaborative networks can continue into the future.

### **Status of Priority 2:**

- Achieved, with ongoing implementation in 2022.

## Priority Key Improvements for Next Year

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

**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.**

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)

### **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 and Stage 3 will be fully implemented.

### **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 real 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.
- A professional learning day around the topic of “Moral Formation and Teaching to Pray” 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.

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

**St Joseph's Parish School will engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP 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 to the outcomes of the English K-6 Syllabus to meet their individual needs.
- Empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children.
- Use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching.
- Reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

#### **Steps 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 consultancy support to facilitate the transfer of learning to classroom practice.
- Apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6.
- Provide parent workshops to guide parents in supporting their children's emerging reading skills.
- Review the Literacy Block and its agreed practices.

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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 Joseph's Parish School from parents, students and teachers.

### Parent satisfaction

In a parental survey, all respondents strongly agreed (50%) and agreed (50%) that St Joseph's Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst 85% of all parents strongly agreed or agreed that St Joseph's Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 50% of parents strongly agreed with this statement, whilst 50% agreed. A majority of respondents strongly agreed (85%) or agreed (15%) that St Joseph's Parish School meets their child's individual learning needs.

70% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 30% agreed with this statement. A further 70% of parents strongly agreed and 30% agreed that the school provides appropriate information about their child's progress.

Parents strongly agreed (85%) or agreed (15%) that the school provides a safe and supportive environment for their children. All respondents strongly agreed or agreed that teachers at St Joseph's Parish School, Balranald are genuinely interested in the welfare of their students.

### Student satisfaction

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

Ninety-four per cent of students believed that their teacher encouraged them to do their best in school activities in understanding their rights and responsibilities at school.

Ninety-four per cent of students always feel safe at school, while the remaining 6% felt they very often felt safe. 85% of students surveyed stated that the school offered them a range of sporting and curriculum choices. All students understood who they could approach for help if at St Joseph's Parish School, Balranald.

## Teacher satisfaction

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

Ninety per cent of staff agreed that the school gave the right amount of attention to Standardised Testing, whilst the remaining 10% felt it was slightly too much attention. All staff stated that the expectation for student growth was extremely (75%) and very (25%) reasonable.

Staff stated that principal feedback was extremely (75%) and very (25%) useful for their professional development. All staff felt that the school cared about their professional growth at St Joseph's Parish School, Balranald.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for St Joseph's Parish School in 2021 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 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,025,392
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$366,418
Fees and Private Income <sup>4</sup>	\$99,526
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$6,801
<b>Total Income</b>	<b>\$1,498,137</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$0
Salaries and Related Expenses <sup>7</sup>	\$1,036,246
Non-Salary Expenses <sup>8</sup>	\$375,659
<b>Total Expenditure</b>	<b>\$1,411,905</b>

### Notes

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

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

END OF 2021 REPORT