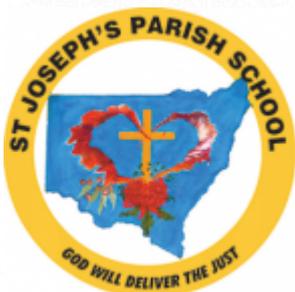




CATHOLIC EDUCATION
WILCANNIA-FORBES

2022

ANNUAL SCHOOL REPORT



St Joseph's Parish School

William St, CONDOBOLIN 2877

Principal: Mrs Judith Ryan

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

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

At St Joseph's Parish School we cultivate an environment of building common understandings and sowing seeds for change. Being a principal gives me a privileged position from which to impact students' learning outcomes.

Research confirms that teacher quality is a major factor in improving students' outcomes. As a leader, it is part of my role to build teacher capacity, to lead teachers to develop strong pedagogical frameworks and understandings of what constitutes best practice for the developmental level of the students in their care. Conversations about teaching, analysing data together, sharing readings, walk-throughs and formal observations with an intentional focus all contribute to my knowledge of the teachers and their willingness to seek and take on board feedback to improve their practice.

This report highlights the work teachers, school support, students and myself have been engaged in over the past twelve months.

Parent Body Message

The school has continued to promote a culture of parental involvement with student leadership and shared responsibility. Various opportunities for parents to be engaged in the life of the school has been encouraged by the principal and the Parents & Friends group.

Parents feel welcome and are encouraged to attend meetings and social events where there is an opportunity to contribute ideas. 2021 has certainly been challenging for parents with the ongoing COVID 19 pandemic restrictions to school. This year, the outdoor covered area was erected and the Parents and Friends are very proud of this achievement. Various fundraising events have strengthened links with the wider community.

Parents, staff and students worked together as a team to continue the tradition of St Joseph's Primary School by providing excellent educational opportunities for all.

Student Body Message

Being elected Captains at St Joseph's is a privilege and the role is accepted with honour.

This year has been an especially difficult one because of the COVID-19 pandemic and online learning. We are very proud to say that our school has pushed through these difficult times and proved that we can rise to the challenges we may encounter.

Year Six Captains have been involved in many leadership opportunities. We have all thoroughly enjoyed our time as leaders at St Joseph's and learnt a lot in our roles which will guide us in our years at high school.

School Features

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Condobolin. The School caters for students in Kindergarten to Year 6 and has a current enrolment of 102 students. Our school was founded in 1889, and was enriched by the devoted service of the Sisters of St Joseph and the Sisters of Mercy over many years.

The school is an integral part of the Parish and of the wider church community. Along with sound educational practices, the spiritual growth and welfare of every student is fostered and developed and is a responsibility shared with the Parish Priest, Principal, staff and parents.

St Joseph's is a centre of learning, and a place of celebration and pastoral concern. Our educational community of children, teachers and parents is bound together with a distinctively Christian awareness, outlook and purpose.

Parents are very active within the school, which is encouraged and highly valued, both inside and outside the classroom. Students are engaged in an exciting, inspiring curriculum which promotes deep learning. Extra curricular programs enhance this powerful learning and includes- speech and drama, choir, sport, Mini Vinnies, Peer support and much more.

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 2021:

Girls	Boys	LBOTE*	Total Students
57	52	5	109

* 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 90.76%. 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
92.00	92.00	91.00	92.70	89.80	88.70	89.10

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 2021:

Total number of staff	14
Number of full time teaching staff	5
Number of part time teaching staff	3
Number of non-teaching staff	6

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

Professional Development undertaken by staff in 2021 includes:

- 2021 Planning Day
- Association of Independent Schools (AIS) Early Literacy Project : Modules 1-8 (all staff)
- Term 1 Religious Education Coordinator Cluster Meetings
- Sacraments Professional Development
- Literacy/Numeracy Focus Teacher Professional Learning
- Principals Conference (Term 1, 2, 3, 4)
- Cardiopulmonary Resuscitation (CPR) Refresher
- Principal Compliance Meetings
- Early Mathematical Understanding (EMU) Specialist Teacher Training
- National Assessment Program Literacy and Numeracy (NAPLAN) Online Training
- Religious Education Professional Development
- Aboriginal Education Worker (AEW) Cluster Meeting
- Religious Education (RE) Moral Formation
- Berry St Professional Learning (Day 1 & 2 - Course 2)
- Cyber Safety Online 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 School shares in the Diocesan mission to Proclaim and give witness to the essential message of Christ. Each student is gently guided as they pursue their own personal relationship with Christ. The rich diocesan Religious Education program, allows the children to make their own connections with God.

The mission of the school is to provide excellent Catholic education, through quality teaching and learning, providing a safe and creative learning environment, challenging students to strive for academic excellence and being a place where faith and values are enriched and shared within the Catholic tradition.

The school recognises the different contexts of parents and families as well as those of their staff and students. The formation of our students is not limited to the Religious Education program offered in the classroom. The formation of students permeates the whole life and environment of the school. This occurs in a number of ways such as sacramental preparation, youth ministry, opportunities for participation in practical outreach and support for Catholic agencies such as Catholic mission, Caritas and St Vincent de Paul.

As a Catholic School, within the Parish Community, our keystone is the Gospel Values of Jesus who is our model. We are committed to the development of the whole person ensuring the integration of Faith, life and culture.

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.

During 2021, we have continued to focus on the school's Annual School Improvement Plan, which incorporates the Early Literacy Project (ELP) goals for teaching students the most effective way to read and the Religious Education program 'Educating in Christ'. Teachers have been engaged in professional development for the implementation of high yield strategies to improve student outcomes. This professional development is based on the research of Michael Fullan and Lyn Sharratt (14 Parameters).

2021 has also seen the school continue developing a close working relationship with Royal Far West (Telecare and Paediatric Developmental Program). Working in partnership has involved the school, parents and local clinicians. The Telecare for Kids program has offered assessment, therapy and capacity building for teachers and parents, covering speech, occupational therapy, and psychology disciplines. These programs are evidence-informed, delivered by specialist paediatric allied health staff, and have enabled many students in 2021 to achieve their goals. Early intervention for those students who are struggling has also been supported by many programs. such as the MultiLit Reading Tutor Program, PreLit & MiniLit Early Intervention Programs, and the MacqLit - the Macquarie for small groups of older low-progress readers.

Student Performance in Tests and Examinations

NAPLAN

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

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN at St Joseph's Parish School for 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
Year 3	Grammar and Punctuation	54%	54%	77%	11%
	Reading	54%	55%	77%	10%
	Writing	23%	53%	77%	6%
	Spelling	23%	49%	77%	13%
	Numeracy	54%	36%	23%	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	45%	40%	36%	11%
	Writing	30%	20%	40%	18%
	Spelling	45%	38%	27%	14%
	Numeracy	27%	29%	36%	15%

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 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 endeavour to ensure respect for others is consistently taught and demonstrated across all facets of school life. The Christian values, which are the antithesis of bullying, are continually affirmed in words and actions in all stage levels throughout the school.

Strategies to promote respect and responsibility fall within the following broad categories: 'Moral Education' in the context of religious education, liturgies and assemblies where the

value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged.

Sustained implementation of the Restorative Practices Framework has provided the opportunity to teach more positive ways of resolving conflict, such as working cooperatively within the classroom and playground whilst maintaining the dignity of the individual staff and students as role models, particularly those in leadership roles such as peer support and school captain.

- Counselling provided through the Royal Far West (RFW) Telecare program or other support services is provided when needed for all members of the school community and parents are supported through information seminars and support networks.
- RFW and the Be You website provide an avenue to promote respect and responsibility through nurturing the social and mental well-being of students.
- School Mantra promotes “Safe Respectful Learners.”
- Making Jesus Real (MJR) initiatives throughout the school Peer Support program.
- Year 6 students facilitate peer lead groups around student wellbeing.
- Mini Vinnies has focused on social justice issues and pastoral care issues.
- Religious Education lessons.
- Restorative Practices initiatives.
- Leading school assembly for school captains.
- Altar serving for school and parish masses.
- Newsletter MJR and Restorative Practices weekly focus areas.
- Stage Three students have weekly jobs to do around the school.
- Buddy system for new students to the 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 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:

St Joseph's Parish School, Condobolin 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.

Reasons 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:

- Tracking against the Reading & Viewing Learning Progressions.
- Programs demonstrate systematic and explicit teaching practices ESTA -L Data.
- Pre and post assessment completed by teachers to determine growth in pedagogical content knowledge.
- Literacy block and agreed practice.
- Teacher application of knowledge within the classroom.

Status of Priority 2:

- Achieved, ongoing development 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 realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have something concrete, something affective and something for the mind.
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- 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 continue to 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:

- To 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;
- 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;
- Engage in face to face delivery of Modules for the Dynamic Indicators of Basic Early Literacy Skills.

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, respondents strongly agreed (67%) and agreed (33%) that St Joseph's Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst 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, 45% of parents strongly agreed with this statement, whilst 55% agreed. Parents strongly agreed (34%) or agreed (66%) that St Joseph's Parish School meets their child's individual learning needs.

67% of parents agreed and 33% strongly agreed that the school provides appropriate information about their child's progress. Seventy-three per cent of parents strongly agreed or agreed (27%) that St Joseph's Parish School provides a safe and supportive environment for their children. A further 78% of respondents strongly agreed and 15% agreed that teachers are genuinely interested in the welfare of their children.

All parents agreed that the school offers a range of co-curricular activities and that St Joseph's Parish School, Condobolin effectively communicates information about activities and events to families.

Student satisfaction

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

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

All students were in agreement that they feel safe and believed that St Joseph's Parish School offered them a range of sporting and curriculum choices. Most students understood who they could approach for help if needed at school.

Teacher satisfaction

All staff surveyed enjoy working at St Joseph's Parish School. They classified the school as an extremely (71%) or very (29%) safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

Eighty per cent of staff agreed that the school gave the right amount of attention to Standardised Testing, whilst the remaining 20% were split between too much and too little. Staff felt that the expectation for student growth was extremely (50%) and very reasonable (50%).

All staff felt that the school cared about their professional growth, with 72% of respondents extremely satisfied, 22% moderately satisfied and eight per cent slightly satisfied with their teaching experience at St Joseph's Parish School, Condobolin.

Financial Statement

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.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$1,760,530
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$602,036
Fees and Private Income ⁴	\$181,559
Interest Subsidy Grants	\$1,687
Other Capital Income ⁵	\$42,995
Total Income	\$2,588,807

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$0
Salaries and Related Expenses ⁷	\$1,755,587
Non-Salary Expenses ⁸	\$642,885
Total Expenditure	\$2,398,471

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