



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

# 2022

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

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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

The primary purpose of St Joseph's Parish Primary School is to support the members of the parish community in providing 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 P & F Association has had a profitable year considering that the Annual School Fete, our main fundraiser, had to be cancelled once again this year due to the pandemic. Throughout the year we have: sold raffle tickets in our Easter raffle; operated a canteen at the St Joseph's and Cluster Athletics Carnivals; held a pie drive and Mothers' Day stall; and raised money through the recycling of cans and bottles. Thanks to the generosity of our families and the wider Nyngan community we have been able to support the school by contributing \$20 000 to help with the construction of a shade structure over the new playground equipment. It has been another successful year of fundraising for St Joseph's P & F Association despite the restrictions associated with COVID-19. We are very happy to do our bit to support the staff and students of St Joseph's School.

St Joseph's Parents & Friends Committee

### Student Body Message

This year the Student Representative Council has been busy participating in different activities to fundraise and show our support for charitable organisations. We have raised money for Cerebral Palsy Alliance by holding a mufti day and selling cupcakes. During Lent we have supported Caritas Australia by holding a Meal Deal day, selling cookies and ice-cream and spelling out 'BE MORE' using five cent pieces. We also participated in the Bogan Shire's Tree Planting Day where we planted seedlings in Pangee Street. Two students

represented St Joseph's at a Mass to commemorate 200 years of Catholic Education in Australia which took place at Red Bend Catholic College in Forbes. We have enjoyed our time on the SRC and the opportunities we have had to take on leadership roles and help others who need our support.

Members of the St Joseph's Student Representative Council

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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 Nyngan. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 119.

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. This year work has commenced on the refurbishment of both the Primary and Infants buildings along with an extension to the Primary building for administration offices. This project should be finished in 2022.

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.

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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
59	51	1	110

\* 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 89.74%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
89.40	91.40	90.00	91.60	92.70	89.20	83.90

## 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	16
Number of full time teaching staff	7
Number of part time teaching staff	1
Number of non-teaching staff	8

### 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 learning undertaken by staff in 2021 includes:

- Recent Graduate Professional Learning
- Principals' Conferences
- Governance Training
- Religious Education Coordinator Conference
- EMU Specialists' Workshops
- Berry Street Training (Mental Health and Wellbeing of Students)
- Peter Sullivan - Mathematics Workshops
- NCCD Training
- Clarity Learning Suite - Lyn Sharratt
- Pathways to Leadership

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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.

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, St Joseph's Day, the feast of St Mary of the Cross MacKillop and during Catholic Schools Week in April. An ANZAC Day liturgy and NAIDOC Day liturgy were also held at school in April and November. Stage Masses were celebrated whenever possible.

This year five Catholic children from our community (ranging from Year 3 to Year 9) received the Sacrament of Baptism in March. Thirty-one students received the Sacrament of Reconciliation for the first time, also in March, and twenty-one students received Eucharist for the first time in June. 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.

During this year the teachers continue to embed 'Educating in Christ', the new diocesan Religious Education curriculum, in every classroom. Staff members continue to be provided with professional development to enhance their knowledge and understanding of 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 their abilities to express and analyse their learning through discussion with their teacher and by making entries in their learning journals.

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.

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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.

### **Students with Disabilities:**

In 2021 ten 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 classrooms from Year 1 to Year 5 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 5 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) that 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 many years now, used Chromebooks as part of daily practice to enhance student learning in all classrooms. We continue to focus on the promotion of STEM activities that 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. Students are provided with opportunities to follow sporting pathways in a wide variety of sports particularly swimming, athletics and cross country. This year one student was successful at the NSW PSSA Swimming Carnival, placing in the 11 Years Girls 50 metre butterfly event. A wonderful achievement for a student from a small rural school.

**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.

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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>	31%	54%	25%	11%
	<b>Reading</b>	25%	55%	19%	10%
	<b>Writing</b>	38%	53%	77%	6%
	<b>Spelling</b>	25%	49%	25%	13%
	<b>Numeracy</b>	63%	36%	19%	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	18%	35%	27%	14%
	Reading	18%	40%	14%	11%
	Writing	48%	20%	29%	18%
	Spelling	23%	38%	91%	14%
	Numeracy	19%	29%	24%	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.

- **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.

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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:**

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

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

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

- Provide staff with the resources necessary for the implementation of the 2021 Mathematics Scope and Sequence/Agreed Practice
- Attend Peter Sullivan Professional Learning sessions
- Ensure that all staff members receive appropriate support in implementing the AIP Collaboration with 'buddy' schools - Warren, Broken Hill and Narromine
- Designate time at staff meetings for discussions/reflections in regard to Mathematics Scope and Sequence in draft by the end of 2021 school year (2 staff meetings)  
Term 1 Week 5 - initial check in and MAI data analysis  
Term 1 Week 10- 50 day review

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

- Achieved with new scope and sequence and agreed practice in draft by end of the year with review 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:**

**To continue with CLARITY Learning Suite (CLS) professional learning for all teachers and leaders. It is a long-term, online System and School Improvement Professional Learning (PL) suite to complement the strategic improvement directions set by the system and school.**

#### **Reason for priority 2:**

- ensures the focus is students’ learning through evidence-proven teaching approaches (Parameters #3 and #13);
- begins with a clear vision based on ‘shared beliefs and understandings’ (Parameter #1);  
engages learners, teachers and leaders in reflection and data-wise decision-making to put FACES on data and take action (Parameter #6);

- targets 'just-in-time' resources to interdependently achieve the vision of every student succeeding – beyond what is thought possible (Parameter #9);
- focuses on a culture of learning to create shared responsibility and accountability for students' growth, attainment and wellbeing (Parameter #1 #4 #6 #14);
- provides ongoing opportunities to network across registrant-selected 'communities of practice' (Parameter #4 and #14) that could last 12 months and beyond.

### **Steps taken to achieve priority 2:**

- **Module 6: Assessment**
  - Session 1: Big Ideas of Assessment
  - Session 2: The Waterfall Chart, Big Ideas, Essential Questions
  - Session 3: Learning Intentions
  - Session 4: Success Criteria
  - Session 5: Descriptive Feedback
  - Session 6: Peer and Self- Assessment
  - Session 7: Individual Goal Setting
- **Module 7: Instruction**
  - Session 1: The Big Ideas in Instruction
  - Session 2: Oral Language and Accountable Talk
  - Session 3: Reading Comprehension
  - Session 4: Critical Literacy
  - Session 5: Writing
  - Session 6: Gradual Release of Responsibility
  - Session 7: Differentiated Instruction
  - Session 8: Higher-Order Thinking and Robust Performance Tasks
- **Module 8: Processes That Support Collaborative Inquiry with Students**
  - Session 1: Collaborative Inquiry in the Classroom

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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 (35%) and agreed (65%) that St Joseph's Parish School, Nyngan, helped their child to develop knowledge and understanding about the Catholic tradition.

Parents were asked if their child was challenged to maximise their learning, 35% of parents strongly agreed with this statement, whilst 60% agreed. A majority of respondents strongly agreed (30%) and agreed (65%) that school strives to meet the learning needs of their children, whilst 95% of parents agreed or strongly agreed that St Joseph's Parish School meets their child's individual learning needs.

60% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 40% agreed with this statement.

All parents strongly agreed (55%) or agreed (45%) that St Joseph's Parish School provides a safe and supportive environment for their children. All parents respondents strongly agreed or agreed that teachers are genuinely interested in the welfare of the students.

### Student satisfaction

Ninety-one per cent of students at St Joseph's Parish School, Nyngan strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. 93% of students surveyed were proud of their school.

Ninety-nine 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 feel safe and believed that St Joseph's Parish School offered them a range of sporting and curriculum choices. Most students (98%) understood who they could approach for help if needed at school.

## Teacher satisfaction

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

All staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely (56%) and very reasonable (34%).

All staff felt that the school cared about their professional growth, with 45% of respondents extremely satisfied and 45% satisfied at St Joseph's, Nyngan.

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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>	\$1,659,342
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$574,563
Fees and Private Income <sup>4</sup>	\$162,028
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,031,376
<b>Total Income</b>	<b>\$3,427,309</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$1,697,021
Salaries and Related Expenses <sup>7</sup>	\$1,712,110
Non-Salary Expenses <sup>8</sup>	\$568,872
<b>Total Expenditure</b>	<b>\$3,978,002</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