



**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 the 2022 school year I extend my personal thanks to Father Paul, our dedicated staff, parents and most importantly, the students of St Joseph's for their efforts across all areas of their schooling this year.

School life transitioned to a more pre-pandemic mode of operation, with our students able to participate in a variety of sporting, cultural and spiritual experiences outside of the school gates. We were able to engage in our Year 5/6 excursion to Canberra, while Year 3/4 visited Swan Hill and spent the night at the Pioneer Settlement. We joined with our friends from Balranald Central School to celebrate NAIDOC Day and many students attended swimming, cross country, athletics and AFL carnivals and selection trials.

It was wonderful to welcome our parents and family members back to school for various celebrations held throughout the year, such as Catholic Schools Week, Grandfriends and Special Older People Day and our whole school assemblies. We value the important relationship between home and school and the staff and students were excited to see our special people back in our classrooms.

To our Year 6 students who are leaving to begin the next exciting chapter of their school journey - thank you for the positive impact that you have made to our school. I wish you every joy and happiness and we will miss you.

### Parent Body Message

We would like to congratulate all of the students and staff of St Joseph's on a year full of fantastic learning opportunities and wonderful achievements.

It has been a busy year for the P&F, getting back into the swing of things after a few challenging years where we were unable to do much fundraising. To date, we have catered luncheons and wakes, had a food and doughnut stall at the rodeo, run raffles and manned the races gate. However, our biggest achievement for 2022 was being able to finally hold our Annual Christmas Fete again. After hours of organisation, and a few hiccups, we managed to pull it off half a day later than scheduled – but it was very successful and we have had a lot of positive feedback from community members about how much it was enjoyed by both children and adults. We are extremely grateful to all of our families and anyone who contributed to the running of the fete, in particular, all of our sponsors including the major sponsors Limondale Solar Farm and Sunraysia Solar Farm for their kind donations.

We would like to wish all of our devoted staff, families and friends of St Joseph's a well-deserved safe, happy and prosperous Christmas and holiday break.

### Student Body Message

2022 was a great year at St Joseph's. We were able to go on excursions, attend sporting events and were at school for the whole year, with no home learning. 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.

Our Mini Vinnies group held some great fundraisers including Pyjama Day, Socktober and a Christmas Appeal. Thank you to everyone who supported these events. Thanks to the students who sold icy poles at lunchtime to support our fundraising.

We held Grandfriends and Special Older People day and we sang a song for them. We were so happy that so many people were able to come and see what we do in our classrooms and share morning tea with us.

Thanks to Father Paul for being part of our school family. Thank you for helping to prepare us for the Sacraments of Reconciliation and First Holy Communion.

Goodbye and thank you to Year 6 who are leaving to go to high school. We wish you good luck.

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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 50 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. In 2021 as a joint project between the P&F and CEWF, a new demountable classroom was installed. This multi-learning space is designed to support learning in Creative Arts and Science and Technology, especially in the STEAM component. In 2022 an oven was installed, a welcome resource that can be utilised by all members of the school community.

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 2022:

Girls	Boys	LBOTE*	Total Students
27	27	0	54

\* 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 2022 was 86.17%. 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
83.20	81.90	86.20	85.70	89.60	91.10	85.50

## 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 2022:

Total number of staff	15
Number of full time teaching staff	5
Number of part time teaching staff	3
Number of non-teaching staff	7

### Total number of teaching staff by NESA category

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

- Conditional 9 teachers
- Provisional 15 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 2022:**

- Child Protection
- Planning for 2022
- Review staff handbook
- Code of Conduct
- SALT training

### **Staff Development Day 2 2022:**

- DIBELS training - Day 1

### **Staff Development Day 3 2022:**

- DIBELS training - Day 2

### **Staff Development Day 4 2022:**

- Mathematics syllabus K-2

### **Staff Development Day 5 2022:**

- Religious Education - Moral Formation

### **Staff Development Day 6 2022:**

- 2023 Planning
- Scope & Sequence creation

### **Other Professional learning undertaken by staff in 2022 includes:**

- Early Reading Project
- Compliance Meetings
- Religious Education Meetings
- Principal's Meetings
- Literacy/Numeracy Focus Teacher & EMU Cluster Meetings
- Road Safety Meetings
- Aboriginal Education Workers Meetings
- MiniLit Sage training
- Berry Street Model of Inclusive Education Training
- First Aid course

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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 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.

We have been able to come together this year to celebrate whole school masses on a regular basis.

Our Parish Priest 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 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.

All members of staff participated in professional learning in *The Early Reading Project* (previously known as the Early Literacy Project), which consisted of 8 modules of professional learning that targeted skills and strategies to support our K-2 students in the acquisition of early literacy skills. This was a 12 month undertaking, with support from CEWF and the Association of Independent Schools (NSW) who produced and facilitated the course. This further consolidated the work we have undertaken in both The Science of Reading and our InitialLit training and implementation.

The teaching staff engaged in DIBELS training, an assessment tool that is aligned with the Science of Reading. We have successfully utilised this tool and have engaged in feedback sessions with the facilitator of the training to examine our student data and plan for future learning and focus areas, both at a whole school and individual student level.

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 and targeted small group interventions in other grades.

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. Our Aboriginal and Torres Strait Islander students create a Personalised Learning Plan in consultation with their classroom teacher and supported by our Aboriginal Education Worker. The PLP determines individual goals for each student and how they can be supported to reach that goal within the allocated time.

In 2021, the school received additional government funding to support our learners who were returning to school after remote learning in 2020. The extension of this funding into 2022 allowed us to provide targeted, individual support to our learners in both literacy and numeracy. We are very grateful for the extension of this financial support, 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 online dance program utilised across the school in Term 4. Our whole school engaged in a singing/dancing routine as part of our Presentation Night celebrations which was an excellent showcase of the skills the children have developed throughout the year.

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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 2022 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 2022		% 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>	29%	52%	0%	12%
	<b>Reading</b>	29%	54%	14%	11%
	<b>Writing</b>	50%	50%	0%	7%
	<b>Spelling</b>	43%	48%	14%	15%
	<b>Numeracy</b>	43%	34%	14%	15%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	30%	31%	40%	14%
	Reading	20%	39%	40%	11%
	Writing	20%	25%	30%	18%
	Spelling	30%	37%	30%	14%
	Numeracy	10%	25%	30%	16%

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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 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 2022 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 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the 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 school encourages student voice and maintains a commitment to listening to student concerns and suggestions.

Our whole school assemblies provide a wonderful opportunity to acknowledge the great strengths of 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 in need.

In 2022, the whole school continued to engage in 'The Resilience Project', a program that is designed to promote positive mental health by focusing 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.

Our school values our Buddy program, where the senior students support our beginning students as they transition into school life. The program begins during the transition to school sessions, with the beginning of respectful relationships cultivated during this time. The senior students take their responsibilities very seriously and admirably demonstrate their respect for their buddies.

Our K/1/2 students demonstrated their respect and gratitude for the various service groups in our community this year through the creation of thank-you cards. These cards were delivered by the children to community services such as Police, Fire Brigade, Ambulance service, hospital staff and our teachers. This experience encouraged the students to reflect on the services that are provided and acknowledge the impact on our community, thus increasing their respect for these important members of our community.

In all interactions at St Joseph's both respect and responsibility are encouraged and are underpinned with kindness.

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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 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.

#### **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:**

- Staff members receive professional training around each of the works that need to be introduced in the coming year.
- A professional learning day around the topic of "Moral Formation and Teaching to Pray" will provide, all teaching staff joining with their southern school colleagues via Zoom. The day will provide opportunities for sharing and reflection.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will demonstrate progress with reference to their own reflections in their learning journals and are working towards being engaged, independent learners.

### **Status of Priority 1:**

- Achieved and ongoing
- The teaching staff engaged in an external review of the RE program, providing valuable insights into the strengths, challenges and opportunities for growth contained within the program.
- The feedback provided will contribute to the overall review, with recommendations to be implemented in 2023.

### **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:**

- All staff will actively engage in face-to-face and online professional learning modules to enrich teachers' and support staff's understanding of effective, explicit, reading instruction.
- The Early Screening Tool Assessment-Literacy (ESTA-L®) to be utilised as an effective tool to identify early reading skills students have mastered, and still need to master across K-6.
- Conduct a parent workshop to guide parents in supporting their children's emerging reading skills.
- Teaching staff to conduct a review the Literacy Block and its agreed practices, implementing recommendations that will support the acquisition of literacy skills in all classrooms.

### **Status of priority 2:**

- Achieved

### **Priority Key Improvements for Next Year**

#### **Projected Priority One for 2023:**

To support our students as they learn to unlock the scriptures and to integrate this knowledge into their work as part of the *Educating in Christ* program.

#### **Reason for priority 1:**

- An understanding and awareness of the Scriptures underpins our work in Catholic schools.
- Building knowledge and understanding of how to unlock the Scriptures to make meaningful connections in our contemporary world is an important component of our RE program.

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

- Teaching staff will engage in professional learning to support their knowledge and understanding, with skills and strategies outlined to provide support for our students.
- The Principal in conjunction with the Religious Education Co-ordinator will support all staff in the implementation of practical and contemporary strategies to unlock the Scriptures in our modern world.

#### **Projected Priority Two for 2023:**

To support the mental and emotional wellbeing of our students through the implementation of programs (MESH and URSTRONG) that target building and maintaining positive relationships and dealing with friendships.

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

- Schools across the Balranald LGA give significant time and energy to Social and Emotional Learning and Wellbeing. Despite these efforts much of our mental health and wellbeing and vulnerability data continues to worsen.
- URSTRONG and MESH have been specifically selected by key stakeholders as programs that meet identified gaps in service delivery and models across our communities. For example, MESH offers a highly successful support group model which is currently not offered through any other long-term delivery into the community.

**Steps taken to achieve priority 2:**

- Staff will engage in three days of training in the MESH program. The skills and strategies gained in the training will be utilised in providing mental and emotional health support across the school.
- We will work in conjunction with our colleagues at Balranald Central School to embed the URSTRONG program.
- Staff will receive training and both schools will join together to implement the strategies for building and maintaining positive friendships and exploring how we deal with things when they go wrong.
- Students will engage in explicit lessons that target skill development in a sequential manner.

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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 75% of parents strongly agreed and 25% 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. All respondents strongly agreed (50%) or agreed (50%) that St Joseph's Parish School meets their child's individual learning needs.

75% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 25% agreed with this statement. A further 25% of parents strongly agreed and 75% agreed that the school provides appropriate information about their child's progress.

All parents strongly agreed (63%) or agreed (37%) that St Joseph's Parish School provides a safe and supportive environment for their children. 63% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst the remaining 37% agreed with this statement.

### Student satisfaction

All students at St Joseph's Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. 95% of students surveyed were proud of their school.

Ninety-five per cent of students believed that their teacher encouraged them to do their best in school activities, whilst all students surveyed stated that they understood their rights and responsibilities at school.

Ninety-five per cent of students feel safe and believed that St Joseph's Parish School offered them a range of sporting and curriculum choices. Most students (95%) 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 safe (75%) and very safe (25%) 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 to very reasonable.

All staff felt that the school cared about their professional growth, with 85% of respondents extremely satisfied and 15% moderately satisfied with their teaching experience 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 2022 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 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,080,712
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$328,610
Fees and Private Income <sup>4</sup>	\$186,405
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$1,595,727</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$10,938
Salaries and Related Expenses <sup>7</sup>	\$1,209,260
Non-Salary Expenses <sup>8</sup>	\$234,466
<b>Total Expenditure</b>	<b>\$1,454,664</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 2022 REPORT