

2020

ANNUAL SCHOOL REPORT



St Joseph's Catholic Primary School

Pye Street, EUGOWRA 2806

Principal: Mrs Catherine Eppelstun

Web: <http://www.stjosephseugowra.catholic.edu.au>

About this report

St Joseph's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB 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 CEDB. 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 School Improvement Plan (SIP) 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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

In 2020 St Joseph's Eugowra had a very different and unprecedented year. In 2020 the school commenced with 27 students from Kindergarten to Year 6.

2020 was a difficult year with the impact of COVID. The staff, students and parents need to be congratulated on facing the challenges of learning online with great positivity and hope displayed. Each student took home a chrome book and were able to zoom with their teacher for lessons. Staff did home drop offs when students needed items. I zoomed with the students, staff and parents during the lockdown to keep check on everyone. We are very proud of our successful zooming during lockdown.

Parish Priest Father Laurie Beath, has supported the school throughout the year with the celebration of Mass with the school children. Father Laurie attends assemblies and gatherings which supports our school spiritual development. This was limited due to COVID. The Parents and Friends Association financially and morally support the school by fundraising to purchase needed resources for the school and supplying food at social functions. But due to COVID no fund raising was conducted.

The Student Representative Council is very active at St Joseph's School. A student representative is elected from Years 1 - Year 5 with all Year 6 automatically on the Council. The SRC hold fundraising activities and purchase resources when needed.

Parent Body Message

St Joseph's School has an active Parents and Friends Association (P and F), we meet once a term or when the committee decide a meeting is needed. We support the school by providing funds for additional resources needed at the school, in the classroom and on the playground. The staff are asked if new resources are needed in areas and the P & F provide the funding. During 2020 the P and F purchased classroom books for Book Week and paid for buses for small excursions after COVID restrictions were lifted.

We also helped with funding the Life Education Van visit and paid for food at the Year 6 Graduation Mass.

The P & F is an important part of the school and provides parents with a time to get together and socialize while having our meetings.

Student Body Message

The Student Representative Council (SRC) at St Joseph's is made up of students from Year 6 and a representative from every class except kindergarten. The children are voted for by their peers from Year 1 -Year 5. We meet monthly with the Principal to discuss needs of the students in the school. These meetings are held formally and minutes are recorded. A President, Secretary and Treasurer are voted for in the first meeting. At the end of the year the SRC vote for a primary and infants student to receive the All Rounder Trophy at the End Of Year Prize Giving.

We organize our own fundraising within the school such as crazy hair days, movie nights, raffles, and treat days in order to raise money for resources, missions, books and sporting equipment.

The SRC is an important part of the Students voice in the school.

School Features

St Josephs Primary School is a Catholic systemic Co-Educational School located in Eugowra.

St Joseph's is a small Diocesan Catholic School in a remote rural community in the Central West of NSW. St Joseph's was established in 1882 by the Perthville Sisters of St Joseph to provide Catholic education for the growing community.

In 2020 the school consisted of three composite classes. The three classes have been able to form due to extra teaching time allocated by Catholic Education Diocese of Bathurst.

Classes are Kindergarten, Year 1 and 2, Years 3 and 4, and Years 5 and 6. The classes are organized this way due to the numbers in each classroom. On completing Year 6 the children further their education at local High schools in Canowindra and Forbes or at Red Bend Catholic College Forbes.

Student Profile

Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
17	10	1	27

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has established an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#)

Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.19%. 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
98.00	96.50	89.00	97.30	97.60	91.80	96.10

Managing Student Non-Attendance

Regular attendance at 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 Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	12
Number of full time teaching staff	3
Number of part time teaching staff	9
Number of non-teaching staff	6

Total number of teaching staff by NESA category

Teachers at this School are 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 at these levels is as follows:

- Conditional teachers 36
- Provisional teachers 50
- Proficient teachers 857
- Highly Accomplished and Lead Teachers 1

Additionally, there are approximately 8 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 Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of three of these professional learning days.

Summary of professional learning at this school

The Staff from St Joseph's school for 2020 were involved in the following professional development days. These were limited due to COVID but staff used zoom effectively for the days.

School focus for PLC - Literacy workshops on writing and vocabulary

Mathematics as a focus in the classroom

Explicit phonics teaching

Staff Spirituality Day

Indigenous Cultural Competency

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

St Joseph's Catholic School Eugowra is a Catholic school which forms a very important part of the Eugowra Parish. It is a place of quality learning and teaching where young people are supported in developing their awareness and acceptance of their personal strengths in the catholic tradition.

St Joseph's has a rich tradition of prayer and liturgy. Faith formations for students and staff include: school Masses, retreats, school prayer, Sacramental preparation, Christian Living Camp, and events that encompass our whole school living Mission Statement. These include assembly, singing for senior citizens, Mission appeals, St Joseph's Day and ANZAC Day.

Pastoral care is the responsibility of everyone in the school community. Teachers, parents, support and ancillary staff and especially students are just some of the groups who contribute to Pastoral Care. They are continually encouraged to act in accordance with Christian Values and be sensitive to the dignity of each person. An Opening School Mass is held at the beginning of each school year where our student leaders are inducted and new kindergarten children and their families are welcomed. Liturgies are held regularly to celebrate Sacramental Celebrations and the Liturgical Year of the Church. The Graduation Mass concludes the year and allows us to celebrate as a School Community.

The Parish Priest Fr Laurie Beath can be contacted at the Cowra Presbytery on 0263 421369.

Students in Years 6 and 8 in Catholic Schools in the Diocese of Bathurst undertake the Diocesan religious test annually. The test consists of fifty multiple choice questions. results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Curriculum, Learning and Teaching

The 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 are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Support is provided for the delivery of high quality education, with all staff knowledgeable about emerging National Curriculum and National Statements of Learning through Catholic Education Diocese of Bathurst, in-services and learning programmes.

The school is supported by the Catholic Education Diocese of Bathurst and NESA with innovative and proactive approaches to curriculum provision, which responds to the diverse needs of learners. We strive to ensure the programs are effective, efficient and accountable.

Learning Support Programs include Multilit, Macqlit, Prelit and Quicksmart.

Co-curricular programs include dance/drama, ICT, sport and music. Community service activities such as Nursing Home visits, Senior Citizens Week and ANZAC Day occur regularly.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

Due to the restrictions of COVID-19 in 2020, NAPLAN was cancelled, meaning students in Years 3, 5, 7, and 9 did not have the opportunity to undertake these tests.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing Policy, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

No changes were made to the Diocese of Bathurst Pastoral Care and Wellbeing Framework this year. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline Policy and procedures are aligned to the Pastoral Care and Student Wellbeing Framework. The School's policy operates 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 for all students. It supports the development of positive 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 respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Student Wellbeing Framework. 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.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has established a Complaints Management Policy which is implemented across the diocese. The policy recognises that misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policies and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the [CEDB website](#).

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

Initiatives promoting respect and responsibility

St Joseph's children are continually involved in activities to promote respect and responsibility in the community such as: marching on ANZAC Day, attending public functions on weekends, performing for the elderly during Senior Citizens week, visiting residents of the local Nursing Home, inviting the

community to St Joseph's performances and assemblies throughout the year and playing an active role in religious celebrations and Masses throughout the year. In 2020, most of these activities were cancelled due to COVID.

School Improvement

Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School office.

Key Improvements Achieved

- Staff retreat
- Implement updated Assessment Policy and Plan
- PLC for Writing with a focus on vocabulary
- Successful Catholic Schools week with Grandparents and Book fair
- Successfully zoomed all students during lockdown
- New Ready for Learning for Kindergarten program implemented
- Excellent Religious Test results
- Completed building of Multipurpose court
- Second Steps K - Year 6 implemented

Priority Key Improvements for Next Year

- Organise a Religious lesson/event every second Thursday when Fr Laurie doesn't come out to have Mass with the children.
- Encourage greater attendance of our families at Mass Services
- Attend Religious Retreat with Sr Ann Morrison
- Increase our result average in the Year 6 RE test
- Attend Christian living Camp
- 10 Gems for the Brain Exercises K - 6

- PLC focus on Vocabulary and sentence structure, written and orally
- Implement explicit teaching of sounds with the Sound Waves program K-6
- Review practices of digital citizenship
- Dash bots for the children
- Staff complete the NCCD online units
- Look at a master plan for the school - wellness room, update classrooms, carpet and blinds in Infants and Primary room

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. Additionally CEDB undertakes extensive surveying of all stakeholder groups through School Improvement Surveys. This data is used to further inform school improvement.

Parent satisfaction

Parent 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, the school has used a variety of processes to gain information about the level of satisfaction with the school from parents.

In the School Improvement Survey parents commented:

Excellent with children participation in all areas and with children working/playing together with care and cooperation (Parent Year 2,Year 3)

Friendly staff and students. My children are very happy at school and are enjoying learning. (Parent Year 4,Year 6)

At P and F meetings the parents give feed back about school activities and the direction they wish areas to proceed. Concerns are voiced at these meetings also.

I also check in with parents on a personal level to see that they are satisfied with the school, staff and buildings.

Student satisfaction

Students satisfaction is gathered from a variety of sources.

The following comments are from the School Improvement Survey;

Help when needed

the learning and making shore the students are safe

helps us and keeps us save

helps us learn in fun ways

provides stuff for us

Students report on satisfaction through the SRC meetings and verbal conversations with staff members.

Children are confident to voice their concerns and opinions.

Teacher satisfaction

The teachers at St Joseph's Eugowra are dedicated to helping to nurture, teach and develop the students into responsible caring people.

Results of the staff School Improvement Survey include

The school is very welcoming. Staff are dedicated to educating the students and go over and beyond their teaching time to provide the very best education for the children by researching and attending professional development workshops.

The school classrooms, grounds and equipment are modern and very well maintained. The school provides extra support learning programs for different children's needs.

The children are happy and want to come to school.

The school provides an excellent learning environment.

Parents are very welcome and support the school in many ways.

Excellent multi purpose court in the playground.

The school is highly regarded in the community.

Dedicated team of staff, nurturing happy children

Our school is driven in all aspects outlined in this survey.

The staff, parents, P and C and students strive every day to do their best work in line with the ethos and practices of a catholic diocese school.

During COVID19 online learning, our school values were placed at the forefront of how our school community taught, learnt and further understood education. Thanks for the opportunity!

Other ways of gathering the satisfaction of staff is by their personal engagement in their teacher learning lessons, staff outings and night gatherings, I personally talk to all staff to check in on them and their professional development and personal welfare.

Our Consultant visits the school each term and staff know they can approach her with issues.

At staff meetings staff have a time slot to comment on any areas of a positive nature or if there is a concern.

Financial Statement

School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$710,193
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$197,804
Fees and Private Income ⁴	\$30,805
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$10,201
Total Income	\$949,003

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$73,651
Salaries and Related Expenses ⁷	\$777,703
Non-Salary Expenses ⁸	\$186,757
Total Expenditure	\$1,038,111

Notes

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

END OF 2020 REPORT