

2022

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 faith formation, 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 2022 St Joseph's Eugowra had another different and unprecedented year. In 2022 the school commenced with 28 students from Kindergarten to Year 6.

2022 was again a difficult year with the impact of COVID sickness on staff, students and parents. The school operated through out the year developing the children spiritually, academically and physically. The school was involved in the Eugowra community including the show, ANZAC march, CWA speeches and projects.

On November 14th 2022 Eugowra experienced a flood that can only be described as an inland tsunami. The school had 2 meters of water through the building, 2 meter in the hall and 2 meters in the church. Eugowra people were air lifted by helicopters to safety. Seven of our families lost their homes and 4 staff members. Two people lost their lives in the flood. School was cancelled for a week while the town came to terms with the disaster.

The school was set up in the library of the Public School. One room, all the children and all staff. We had no office areas. The children and staff were traumatised. With the assistance of the CEDB, Centacare and many other agencies we survived for 5 weeks on the Public school grounds.

Parish Priest Father Laurie Beath, supported the school throughout the year with the celebration of Mass with the school children, or a prayer service. Father Laurie attends assemblies and gatherings which supports our school spiritual development.

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.

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 which meets once a month or when the committee decides a meeting is needed. We support the school by fundraising to supply additional resources needed at the school, in the classroom or on the playground. The staff are asked what new resources are needed in the Key Learning Areas and the P & F provide the funding.

During 2022, the P & F provided books for the classroom from the Book Week Book Fair and paid for buses for excursions.

We also helped with funding for the Life Education Van and paid for some catering at the Graduation Mass.

The P & F is an important part of the school and provides parents with an opportunity to fund raise and get together and socialise 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 organise 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 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 2022 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 organised 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 2022:

Girls	Boys	LBOTE*	Total Students
18	10	0	28

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has 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](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 88.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.27	89.64	94.41	87.17	73.61	88.33	90.56

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 2022:

Total number of staff	12
Number of full time teaching staff	3
Number of part time teaching staff	2
Number of non-teaching staff	7

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:

- 30 Conditional teachers
- 37 Provisional teachers
- 859 Proficient teachers
- X1 Highly Accomplished and Lead Teacher

Additionally, there are 13 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 these professional learning sessions.

Summary of professional learning at this school

These included:

- NCCD training
- First Aid training plus EpiPen and Anaphylaxis
- Andrew Fuller, child well being
- REC Cluster Day
- Literacy...through Kate Harris
- Writing & the writing teacher
- Teachers draw, talk, write
- RE Retreat Day
- Trauma workshop before the flood
- Maths Workshop days in Bathurst
- Principal meetings
- Admin Conference
- Child Protection

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 and 8 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. In 2022, due to the flood our graduation liturgy and end of year concert were held together at the Eugowra Bowling Club.

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

Students in Years 6 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, Minilit Sage, Spelling Mastery and Quicksmart.

Community service activities such as Nursing Home visits, Senior Citizens Week and ANZAC Day occur regularly - COVID regulations permitting.

Student Performance in Tests and Examinations

NAPLAN

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.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	40%	52%	40%	12%
	Reading	60%	54%	40%	11%
	Writing	40%	50%	20%	7%
	Spelling	40%	48%	40%	15%
	Numeracy	60%	34%	20%	11%
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	33%	31%	0%	14%
	Reading	67%	39%	0%	11%
	Writing	67%	25%	0%	18%
	Spelling	33%	37%	0%	14%
	Numeracy	0%	25%	0%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, 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.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework revision began in 2021 and will continue in 2022. 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 policies and procedures are aligned to the diocesan Pastoral Care and 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 policies 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 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 a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. 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 Policy 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.

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

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

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 community functions
- 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
- playing an active role in religious celebrations and Masses throughout the year
- Carols by candle light
- The Eugowra Show

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 viewed on the school website or obtained from the School office.

Key Improvements Achieved

- Staff retreat to update the Vision and Mission statement
- Writing with a focus on vocabulary and sentence structure
- Successful Catholic Schools week and Book fair
- Ready for Learning for Kindergarten program implemented
- Excellent Religious Test results
- Second Steps K - Year 6 implemented
- 10 gems implemented for K - Yr 2
- Kinder to Y 2 teacher implemented the new Maths and Literature as a trial school for the CEDB.
- Maths, revising the scope and sequence
- Attending Maths PD provided by the CEDB
- Successfully ran a religious whole school lesson/prayer session on alternate Thursdays when Fr Laurie was unavailable for Mass

Priority Key Improvements for Next Year

Rebuilding of the school from the ground up after the flood in November 2022

Working with and supporting traumatised children, staff and families

Implementing InitialLit into the classroom program

Implementing the new Maths syllabus K-Y6

Holding open days to attract enrolments

Inviting the Pre-school to special activity days at school

Encourage greater attendance of our families at Mass Services

Staff complete the NCCD online units

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 2022, 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 annual School Improvement Surveys. This data is used to further inform school improvement.

Both Data and Comments from these School Improvement Surveys are summarised here.

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. Last 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:

We as a family have felt so welcomed by the teachers and school as a whole.

It makes you feel assured that your child is receiving the best education and care possible.

Our teachers are accommodating to individual children's needs.

The staff take a lot of pride in our school and are some of the most kind people we know.

Great staff Great facilities Individual learning plans to the benefit of each child

Staff are amazing they go above and beyond for the students and their families

Excellent staff who successfully create a wonderful learning environment for all students. The School principle and staff I feel are very devoted to seeing that each child achieves and develops to their full potential.

I believe the best part of St Joseph's is the caring factor the staff play

Excellent teachers and support staff who all give 110% to their teaching & the students

The children are so happy and feel safe at school, which encourages them to learn and develop new skills.

The staff are supportive and understanding of individual needs.

Areas of recommendation:

On occasion when we've needed to speak to a teacher it would be beneficial if there was a private room or space where we could speak.

I think we need a place for meetings with staff where we won't be interrupted

I feel there is a need for a space or room when students are seeing OT's, Speech pathologists, counsellors etc. and where parent meetings can be held so that there can be full concentration and privacy.

The staff keep us well informed of our children's progress and are always looking to set improvement plans to help progress them.

Open door always feel I l'me you can drop in if l'm worried or stressed out .. staff always has a smile

Staff just go that extra mile to make you feel welcome and are so non judgemental and easy to talk to about my son

The knowledge that every day your child is being loved

Student satisfaction

Students satisfaction is gathered from a variety of sources.

The following comments are from the School Improvement Survey;

The school does well in helping the students learn about things more

they keep us safe

good teachers, friends

the school does well looking after all the students and staff that word of support our school

help children learn things they don't

they do well to keep us safe and let us have chance on sports we like

St Joseph's Eugowra does good in learning with younger students and older in education

the multi purpose court

How could we improve our school?

We could improve our school in helping the students to pack away after they are playing with it

i think we could improve our school by packing up the equipment at the end of the day not just the end of the week

have more color runs

Teacher satisfaction

The staff work as a team. Staff continually attend professional development workshops on the latest educational developments. Students are happy and love coming to school. The school grounds and buildings are well maintained. Resources are up to date and the students and staff are catered for excellently. Classroom work is displayed and presented very well. The students and staff are proud of their school.

Support in all areas is outstanding. Children are happy and thriving. Staff have a healthy and positive attitude towards work and encouraging learning. Strong sense of belonging and teamwork evident from all staff.

Our school provides for all children and their individual needs. Families are supported with encouragement, education, external resources and financial accommodations. The children treat each other with respect and the staff are a team of professionals supporting each other, their students, their families and the community of Eugowra.

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 2022 year is detailed here:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,706,370
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$481,225
Fees and Private Income ⁴	\$180,426
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$9,724
Total Income	\$2,377,745

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$65,424
Salaries and Related Expenses ⁷	\$990,366
Non-Salary Expenses ⁸	\$1,056,517
Total Expenditure	\$2,112,307

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