

2022

ANNUAL SCHOOL REPORT



St Joseph's Catholic Primary School

20 Wrigley Street, GILGANDRA 2827

Principal: Mr Anthony Musgrave

Web: <http://www.stjosephsgilgandra.nsw.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

This year has given us the chance to return to some type of 'normality' after two disruptive years of COVID. We were all excited to be able to welcome visitors back to our school, enjoy class Masses and morning teas together, go on overnight excursions, perform a concert and enjoy our community fete.

Firstly, I would like to take the opportunity to express my gratitude to our Priests, Fr Greg, Fr Martin and Fr Dong who invest so much time and love into our school. We are blessed that they are part of the Joey's family.

We are very saddened to hear that Sr Robyn will be leaving us and that we won't have a Sister of St Joseph in the convent. We admire Sr Robyn for all that she does for our school, parish and community and also all those Sisters who came before her. We, as a school, have endeavoured to uphold the worthy traditions set by the Sisters of St Joseph. We wish Sr Robyn all God's blessings.

The parents, family and friends were able to be more present in their children's education this year and we here at Joey's acknowledge how vital the home and school partnership is if we are to provide a quality Catholic education for all our students. We thank our families for their wonderful support of our school. A special mention to the P & F Association. It was fantastic to be able to have the fete back, along with the ball, mother's day stall and father's day stall. Thank you to all who have supported the P & F this year.

Our incredible staff, teaching and non-teaching, again have gone above and beyond in ensuring each and every child has had the opportunity to reach their full potential. I am so thankful and appreciative of all their hard work and commitment to our fabulous school. And what a wonderful acknowledgement it was to our whole community when our Year 5 NAPLAN results were ranked first among all Catholic and independent schools over the last five years and second of all schools in the Central West. Congratulations to everyone!

I would like to take the opportunity to acknowledge the outstanding service given by Lisa Harvey for the past 22 years. Lisa has been a wonderful teacher whose work ethic is second to none. Her fabulous love and care of the children has been appreciated by all. May you enjoy the next phase of your life, Lisa, you certainly deserve it. A big thank you also to Ms Judy Gibson who came to Joey's on secondment for the year as Assistant Principal. I admire the commitment and dedication Judy has given to the school and wish her much success and happiness in her future endeavours.

Our school will always be judged by the actions of our students. Again, this year the Joey's kids have given us so much of which to be proud. Our Year 6 leaders have diligently carried out their duties to the best of their ability and have led the way. A perfect example of this was when we were on the Canberra Excursion. Our Years 6 leaders, along with the Year 5 students, were invited to be part of the Last Post ceremony at the War Memorial. For over half an hour all the children stood at attention in the freezing cold and showed the reverence and respect for which the Joey's kids are renowned. All the adults present couldn't have been prouder. To all our students I hope you have enjoyed great success and happiness this year and remember you don't have to be the best at doing things, you just need to do your best.

'FOR THE GLORY OF GOD WE GIVE OF OUR BEST'

Parent Body Message

Following two years of extraordinary learning, teaching, and living arrangements, this year we were back to a 'somewhat normal', or dare I say, our new kind of normal, school year. I would like to thank the committee for their ongoing dedication and support throughout the year to ensure that P & F projects made their return to the calendar. Volunteering your time to help out is a rewarding experience and I encourage new and existing members to join together for all the fun next year.

With fewer restrictions, many celebrations and activities were back on the calendar. What a success they were! In March, the debutante ball was a swinging success. A return to formalities and the dance floor was just what everyone needed to start the year, with 16 beautiful debutantes and their partners. It was great to see the concert, excursions and the Mother's Day and Father's Day stalls back on the agenda. The success of the school fete this year could be measured by the exciting amount of funds raised, or the many happy smiling faces throughout the wonderful evening. Our school canteen continues to contribute significantly to our annual monies raised. Thanks to our families and volunteers for the ongoing support and use of the school canteen.

The P & F has made many wonderful contributions over the 2022 school year. The recipients ranging from the Hear Our Heart Bus, to supporting talented students with sporting and cultural journeys.

After 41 years, we say 'see you later' to Mr Muz. For many of us, it has been an honour to have learnt from him, worked alongside him, and watched as he navigated our own children through their primary years of education. Although he rings the bell for the last time this year, he will always be a special member of the Joey's family.

Finally, I would like to say how much I have enjoyed this year as your president. I believe we have a fantastic P & F that works well, and that is because of the many great people involved. The P & F meet on the third Tuesday of every second month. See you there in 2023!

Damien Jordan – P & F President

Student Body Message

The following quotes were taken from the 2022 Year 6 Student Profiles under the headings of 'Proudest memory of St Joseph's School or 'Favourite Memory of St Joseph's School':

- "Becoming a school leader"
- "Everything – from the first day of Kinder to the last day of Year 6"
- "Receiving the Courteous Student Award"
- "The swimming and athletics carnivals"
- "Meeting my Kinder buddy"
- "Being a school leader and also a School Councillor"
- "When I said my Year 6 leadership pledge"
- "My aim was to be the best school leader"
- "When I won the Christmas Art competition and my artwork was selected for judging in Bathurst"
- "Receiving my badge in Kinder and then making my buddy her Kinder badge this year"
- "The excursions"
- "Being selected for the Bathurst Diocesan Spelling Bee"
- "Reading my Kinder buddy speech while she received her badge"
- "Representing our school/diocese in multiple sports and Moorambilla"
- "Coming to St Joey's and being greeted by so many kind people and finding new friends"
- "I can't pick a favourite, but I always loved St Joseph's Day and all our school socials"

School Features

St Joseph's Primary School is a Catholic systemic co-education school located in Gilgandra.

Staff members at St Joseph's are continually looking at ways of improving the teaching of all key learning areas to ensure a rewarding education for all students. Every child is a unique individual and the school endeavours to ensure each child is given the opportunity to develop in all aspects of life with Christ as the guiding light.

All Year 6 students are considered leaders of the school and each receive a badge and duty statement at the beginning of the year. The school is very proud of all the Year 6 students and how they lead by example. The students of St Joseph's School have a wonderful reputation for being polite and friendly.

Major excursions are arranged for various classes including the Years 5/6 Sydney and Canberra/Snowy Excursions, Year 4 Lake Burrendong/Wellington Caves Excursion, the Year 3 Taronga Western Plains Zoo Excursion and various smaller infants excursions. These excursions are not only an integral part of the syllabus but they provide additional stimuli for writing and speaking. Students attend a school performance once a term and all students from Years 1 to 6 participate in verse speaking choirs at the annual City of Dubbo Eisteddfod.

The school is most fortunate to have a very supportive and hard working parent organization in the St Joseph's Parents and Friends Association. The P & F raises a considerable amount of money each year for the school through its annual debutante ball, fete and mother's and father's day stalls.

'ST JOSEPH'S SCHOOL - A VERY SPECIAL PLACE'

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
100	80	4	180

* 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 89.42%. 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
91.37	90.69	91.46	85.50	89.93	88.21	88.80

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	20
Number of full time teaching staff	7
Number of part time teaching staff	6
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
- 1 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

Staff Development Days in 2022 were focused on the following:

- Developed a compliant Scope and Sequence for Creative Arts
- Wellbeing of young people and staff with Andrew Fuller
- Implementation of the K-2 English Syllabus with Kate Harris
- Staff Retreat with Fr Greg Kennedy

Other Professional Learning Activities included:

- CPR & First Aid skills update
- Continued collaboration to develop the K-6 Creative Arts Programs
- Analysis of the 2022 NAPLAN results
- K-2 Mathematics and English Syllabi

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.

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 Year 6 in Catholics 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 School offers a caring and loving environment in which Christ is the centre of all we do. We strive to educate the whole child in an atmosphere that values excellence in all areas of endeavour in a climate of love and acceptance.

A wonderful initiative at our school is the Buddy System. At the beginning of each year, a Year 6 student is assigned a Kindergarten buddy. The responsibility of the Year 6 student is to assist their Kinder buddy to settle into 'big school'. They have morning tea and lunch together, go to the tuck shop, help them to the toilet and bubblers and just show them how things 'work' at St Joey's. It is fantastic for both the Kinder and the Year 6 student. During first term the Year 6 students interview their buddy about various likes and even some dislikes. Then at the Kinder Welcome Liturgy we all hear about the newest members of the Joey's family and we officially welcome our Kinder class. The Year 6 student also makes a special badge for their buddy as a memento of this day.

The Junior Joeys is a voluntary organisation that is offered to Years 5 and 6 students at St Joseph's School. The aim of the organisation is to follow the example of Mary MacKillop – St Mary of the Cross, in word and deed. The Junior Joeys meet monthly at school and organise

ways to become involved in our local community. One way of doing this by visiting the residents of the Cooee Lodge Retirement Village on a regular basis.

STAFF SPIRITUALITY

At St Joseph's the aim is to create an atmosphere in which the Word of God is lived by the staff in a caring and loving environment, where respect for each other is shown in all aspects of school life. Staff pray as a group once a week before staff meetings on a Wednesday after school. Teachers take turns at being responsible for preparing a prayer and reflection. Staff participate in the Lenten program as a group. Each teacher takes turns in leading the discussion. Staff attend a weekly Mass on Tuesday at 9:00 a.m. with the local community. This Mass is optional for the students. Teachers are encouraged to visit the Church before attending classes. The staff celebrate a special Liturgy and participate in an Act of Dedication at the beginning of the year. Literature such as Inform, Gospel and Life Reflection are subscribed to by the school and are available for teachers to read. All staff are given the opportunity to plan and be involved in whole school Liturgical experiences. In consultation with the Parish Priest, staff are encouraged to accept a range of Liturgical ministries.

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.

The support teacher at St Joseph's School supports the teachers in the additional needs education and gifted and talented areas. This involves assisting in the identification of additional needs children through teacher conferencing and/or testing, sourcing appropriate programs for identified additional needs and gifted and talented children, and the monitoring of these children and programs to ensure achievement. It also involves setting a timetable for the school assistants to work with these targeted children. The support teacher has regular conferences with classroom teachers and school assistants to discuss those children on current programs and those children with whom they may have concerns. Meetings with the principal are also held on a regular basis, whereby the principal is kept informed of all that is happening in the support area. The support teacher contacts, refers and liaises with visiting professionals, ie, psychologist, speech pathologist, occupational therapist, Diocesan Special Education Consultants etc and provides feedback to the relevant teachers. As whole school testing is completed in March and November, results of the tests are evaluated by the support teacher, in consultation with the classroom teacher and principal, and recommendations are made.

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	37%	52%	0%	12%
	Reading	63%	54%	0%	11%
	Writing	79%	50%	0%	7%
	Spelling	74%	48%	5%	15%
	Numeracy	53%	34%	0%	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	35%	31%	0%	14%
	Reading	39%	39%	8%	11%
	Writing	39%	25%	0%	18%
	Spelling	39%	37%	4%	14%
	Numeracy	39%	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

It is clearly stated in the School Policy and Staff Handbook that all at St Joseph's School have rights and responsibilities and all have the right and responsibility to be treated with respect and to respect others. This is achieved through the day-to-day interactions of the school community. Special activities that are used to promote respect and responsibility include:

- Year 6 Leadership Program
- Year 6/Kinder Buddy Program
- Clean Up Australia Day
- Kinder students visit to Cooee Lodge and the elderly at Easter and Christmas
- Participation in ANZAC Day and Remembrance Day services
- Grandparents' Day
- Raising funds for Catholic Missions, Foster Child and Project Compassion
- NAIDOC Week activities
- Junior Joey's
- Fund raising for various organisations and those in need. In 2022 these fundraising ventures included:
 - Popcorn Day with all money raised going to Dolly's Dream - \$313.00
 - Red Day/ Hot Chip Day raising money for our Hear Our Heart Ear Bus - \$500.00
 - Crazy Sock Day/Hot Dog Day with money raised going to Love Your Sister - \$211.00
 - Dunk Day/Milkshake Day as a major fundraiser for St Joseph's School in Eugowra after being inundated by flood water in November. This event raised an astounding \$7,014.95

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

Faith

- Organised staff retreat with Fr Greg Kennedy and Year 6 Retreat with Fr Rob Galea using the Formation for Mission opportunities.

Learning

- Familiarised staff on new K-2 Maths and English Syllabuses.
- Analysed 2022 NAPLAN results to show strengths in the teaching and learning of Literacy and Numeracy and identified strategies to improve in certain areas of Literacy and Numeracy.
- Reviewed and updated Creative Arts Scope & Sequence.
- Reviewed and updated Creative Arts Teaching Programs.
- Analysed Essential Assessment data to improve teaching and learning.
- Teachers and aides continued to listen to children read individually every day.

Stewardship

- Continued to develop our Facebook page to celebrate school activities and achievements.

- Worked in collaboration with Aboriginal families to develop wider relationships and enhance the learning of Aboriginal students through Personal Learning Plans.
- Ensured NAIDOC Week activities allowed all students to learn about culture and histories of ATSI people.
- Reflected on and created SMART Goals

Priority Key Improvements for Next Year

Faith

- Continue the Junior Joeys mission and investigate other outreach opportunities.
- Organise Staff and Year 6 Retreat – outside school using the Formation for Mission opportunities.
- Systematically, as the 2023 year proceeds, update and revise all Masses, liturgies, music, powerpoints, sacramental programs, altar serving roster and requirements and store them digitally.

Learning

- Program and teach units of work from the English K-2 syllabus and Mathematics K-2 syllabus.
- Undertake professional learning to assist in the implementation in 2024 of the English 3-6 syllabus and Mathematics 3-6 syllabus.

Stewardship

- Participate in walk-throughs/team teaching
- Participate in walk-throughs at other schools

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

During 2022 parents completed a School Improvement Survey regarding three key elements of the school. These elements were:

1. Faith
2. Learning
3. Stewardship

The vast majority of parents indicated that they were pleased with the standard of education at St Joseph's School.

Below is a sample of comments received:

- I am extremely impressed by the school spirit and respect that the older children display towards the youngest members of the school community. As my children are in Kindergarten and Year 1, these students have a wonderful impact on my children's sense of wellbeing and belonging. I am a great believer in "if they are happy, they will learn". Geographically, my husband and I had a number of different towns and schools we could choose to send our children. It was the public perception and recommendations from parents that drew us to both St Joseph's and Gilgandra as a centre for our family. We couldn't be more pleased with our decision.
- A fabulous school with excellent teachers and staff.
- The school is very inclusive and welcoming to all students and families
- Great school and great staff
- Excellently run school with terrific principal and supporting administration staff.
- Joey's is a beautiful environment which nurtures children to learn and grow through support and encouragement.

- Tremendous school spirit shown by all students through the leadership shown by the teachers.
- Thank you for the prompt communication of student progress
- Strong school pride.
- The school has a wonderful supportive culture and is like a large family.
- The buddy system (including the actual students who are buddies), as well as the parents and teachers are just beautiful and have helped welcome us into the school. I have a child with a severe disability who is not yet school aged, but they have also welcomed him and celebrated his disability, accepted him as a sibling and have shown tremendous support for our family and the difficult times we endure from time to time. Huge kudos to the teachers and principal of Joey's Gil and a big tip of the hat to ALL of the students and parents. A little bit goes a very long way.

Student satisfaction

During 2022 students completed a School Improvement Survey regarding three key elements of the school. These elements were:

1. Faith
2. Learning
3. Stewardship

The vast majority of students indicated that they were pleased with the standard of education at St Joseph's School.

Below is a sample of comments received:

- The school gives students opportunities and help if needed. The education is amazing.
- The school has good sport opportunities.
- The school has fundraisers and donates to organisations in need and people (foster child) and makes things fun.
- The school does well at teaching and making sure every student has a great day.
- The school supports the children when they need help.
- The school lets all students have a say on what we should do to improve our school.
- They look after everyone very well.
- Care for the children and lots of opportunities for the Aboriginal kids.
- What the school does well is encourage one another and to care for each other. The school looks after the kids well and also cares for the environment.
- Help students learn and become independent learners
- There is nothing to improve on because my school is AWESOME!!!
- I honestly have no ideas of how you can make ant school better than it already is.

Teacher satisfaction

During 2022 staff completed a School Improvement Survey regarding three key elements of the school. These elements were:

1. Faith
2. Learning
3. Stewardship

The vast majority of staff indicated that they were pleased with the standard of education at St Joseph's School.

Below is a sample of comments received:

- Our school is a lovely place to work where all children are well cared for, valued and educated in an environment that is safe for all.
- St Joey's is a lovely place to work and have your children educated!
- Beautiful spirit within the school that is felt (and commented upon) by visitors to our school. New families cannot believe what the school is like.
- School pride, explicit mission and spiritual development of students are very strong. School discipline and behavior expectations are very high and adhered to.
- St Joey's offer a high standard of practice in both teaching and learning and is highly regarded within the community. It is a friendly and inviting environment with a high emphasis on respect by teachers and students.

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	\$2,382,048
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$656,847
Fees and Private Income ⁴	\$353,359
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$63,943
Total Income	\$3,456,197

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$145,156
Salaries and Related Expenses ⁷	\$2,241,012
Non-Salary Expenses ⁸	\$735,120
Total Expenditure	\$3,121,288

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