



St Joseph's Primary School,  
BULAHDELAH

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## About the Annual School Report

St Joseph's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

St Joseph's Bulahdelah is a small co-educational Parish primary school that draws its enrolment from the Myall coast towns of Bulahdelah, Tea Gardens and Hawks Nest, as well as the surrounding farming regions of Markwell, Wootton and Girvan. The school population consists of 40 students from Kindergarten to Year Six. As its principal my aim is to establish a community that places great trust in those that work within its walls, to provide a broad education for their children and to develop within the community the ability to see as intrinsically important, the development of their children in areas of both formal and informal curriculum. To create a pastoral environment that allows children to grow spiritually and socially. As a learning environment we strive to create a loving, caring, compassionate, just and forgiving environment where each child feels secure and happy. Within this environment we aim to provide high quality, educational activities that provide all students with the opportunity to achieve their full potential. As a Catholic school we aim to build our sense of community through meaningful liturgy, prayer, symbols and rituals. In 2016 the school has maintained educational growth with the continuation of a State Action Plan within the school. This was a government funded programme that focused in 2016 on Mathematics. This enabled the school to develop Mathematical workshops that catered for all learning abilities particularly in the area of Gifted and Talented. All students were placed on the continuum with goals to build and extend each and every child.

All staff continued their units on "Quality Teaching with all staff developing professional learning plans. The purchase of 'Beat Bots', Ziggy posts and three iPads ensured that our growth in technology and student achievement in this area would be maintained. The establishing of a video conference area took our learning to a whole new level with the children participating in workshops from parliament house and the opera house as well as lessons with other schools.

Naplan was a very exciting event for us with all of our students in Year Three and Five performing above the national standards. UNSW Competitions and the Newcastle Permanent Building Competition saw the children achieving distinctions at national and international levels. Many of the children who entered the Bulahdelah Show Art and Writing Competition received prizes and at the Pavilion Night three of our children gained places in the public speaking competition. This year St Joseph's Bulahdelah were runners up in the Manning regional debating competition and two children were finalist in the Diocesan Public Speaking.

I am so grateful to have such a dedicated, professional, enthusiastic staff who motivate me on a daily basis. They are to be congratulated for the people they are and for the care and outstanding results they achieve.

Joanne Trotter

Principal

### Parent Body

St Joseph's Primary school Bulahdelah has a very small P&F who work with the school for the benefit of the students. They provide much needed funds for excursions which is a great saving for the families in our care. This enables our children to be enriched in their learning and not disadvantaged by distance and the cost of travel. They are dedicated to the growth of technology within the school and keep our library well resourced.

This year the Bush Dance organised by our P&F raised \$400.00 for a local family whose little girl had cancer. The Colour Run and Christmas luncheon was very well attended.

### Student Body

Our student representative council continued to grow in confidence and competence with a student from each class being selected to represent their class. The council get to meet with the principal to discuss school and class issues. They organise class assemblies and co-ordinate fundraising for local charities and mission drives. They have opportunities to learn and represent the school in local events and occasions. The aim of the council is to create a sound student body that is independent and well developed to take

on leadership roles. This year they attended the naming of the new Catherine McAuley Medowie High School which is to be opened in 2020.

## SCHOOL FEATURES

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### History of the school

In 1954, Father Greg Ross, the parish priest of Bulahdelah invited the sisters of St Joseph from Lochinvar to come to Bulahdelah and open a Catholic school. In the following year, 1955, a primary school was opened. On the first day 60 children were enrolled. By the end of the year the enrolment was up to 81.

In 1957 the grades were extended to include secondary classes. These were continued until 1966 when it was decided to close the secondary section of the school.

The sisters of St Joseph lived in the convent next to the school. This was built in 1926. Today the convent is recognised as a heritage building.

In 2002 it was decided that a new school was to be built on the site. This was opened in 2006.

The school building while relatively new is still nestled under the beautiful Alum Mountain and very mindful of its historical significance.

### Location/Drawing Area

St Joseph's Bulahdelah is part of the Myall Coast region. It caters for families that live on the coast of Tea Gardens and Hawks Nest. The local families come from the town of Bulahdelah as well as the local villages of Wootton, Markwell and Girvan. Children travel from Coolongolok and Coomba Park. The children from Tea Gardens and Hawks Nest feed into San Clemente High School in Mayfield and the children from Bulahdelah feed into St Clare's in Taree. Both Catholic high schools are quite a distance from the school. St Joseph' Bulahdelah is 107 kilometres north of Newcastle and 87 kilometres south of Taree.

Parents from the Tea Gardens area are looking forward to the opening of Catherine McAuley High School in 2020 with interest in St Bede's in Chisholm also attracting local interest.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

St Joseph's Primary school was founded by the Sisters of St Joseph and the Josephite tradition lives on today through the rich Catholic tradition and culture that pervades the prayer and liturgical life of the school. Morning Prayer is done together on a daily basis with the school prayer incorporating and acknowledging 'the courage strength and faith of the sisters of St Joseph.'

Each class has a sacred space where the children are able to go to for prayer and meditation.

We also acknowledge and pay respect to the traditional owners of this land the Worimi people. We do this by acknowledging their custodianship at weekly assemblies and at the beginning of any formal gathering at the school. The Aboriginal flag is flown on significant occasions such as during NAIDOC Week and National Sorry Day.

Our pastoral care worker continues to work alongside our REC and Principal by supporting the implementation of the Minnie Vinnies group as well as visits to the local nursing home. This enables children to become involved in service learning and become aware of local and global needs.

### Family, Parish and Diocesan evangelising and catechesis

St Joseph's is an integral part of the Myall Coast Parish that includes mass centres at St Brigid's Parish, Bulahdelah; St Stephen's, Tea Gardens; and Our Lady of the Rosary, Karuah. Prayers, Liturgy and Masses are very much a part of school life and are celebrated each month on a Thursday with members of the parish community. In 2016 liturgies were held for the induction of the school council, prayer assemblies, liturgies for Holy Week, Mother's Day, Father's day, Grandparent's day, and Mission days. There are whole school attendance at Family Masses once a term in the various mass centres. Parish Masses or liturgies are held for special feast days and occasions such as Staff Commissioning, St Joseph's Day, End of Year Thanksgiving, Awards Night and Year Six Graduation. Family masses are held twice a term.

### Christian Discipleship

Father Kevin Kiem, Parish Priest of Raymond Terrace and his Assistant, Father Phil Doyle celebrates Mass at each of the centres. This year saw a new parish co-ordinator Sr Libbey Byrne, a Sister of Charity. Sr Libbey works closely with the school. The school is greatly indebted to her for the great care and concern she has for the students, families and staff and for the wisdom, vision, knowledge and leadership she provides as our Parish Pastoral Co-ordinator. We welcome Sr Libbey and thank her for all that she shares with us.

Parishioners are actively involved in the life of St Joseph's by volunteering to help in reading programs and attending school liturgies and special events and celebrations. Regular meetings are held between Sr. Libbey and the Principal and Religious Education Co-ordinator. The Principal is also a member of the two Parish Pastoral Councils and writes weekly items in the Parish bulletin.

We greatly value our partnership with the Parish community and the support of Sr. Libbey and the parishioners.

### Religious Education and Curriculum

St. Joseph's Primary School uses the mandatory, Diocesan K-12 Religious Education syllabus for the classroom teaching of Religion. The four major strands: Jesus and Scripture, History and Beliefs, Celebration and prayer and Justice and Morality are taught on a cyclic basis due to the composite formation of classes at St. Joseph's. saw the trialling of new Diocesan units of work in Religious Education in Stage 3 (Year 5/6).

Our Year Six children performed well in the Diocesan Religious Education Assessment.

## Initiatives Promoting Respect and Responsibility

The school provides opportunities for the spiritual growth of both staff and students through prayer, retreats and faith development programs. In 2016 these included daily prayer experiences for staff and students.

Staff also participated in an Aboriginal Spirituality Day facilitated by Louise Campbell and Mark Spencer

Staff also attended a Spirituality afternoon based on The Beatitudes led by Bernadette Gibson.

One teacher is currently enrolled with the Broken Bay Institute to complete their Masters in Theology and one teacher is studying her post graduate with ACU..

Our REC attended the conference " A Creed to Live By'.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
4	3	2

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St Joseph's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2016

Scholastic Year	Number of Students
K	3
Year 1	5
Year 2	9
Year 3	4
Year 4	5
Year 5	6
Year 6	7
Total	39

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
98	99	99	94	98	99	94	96.6



## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

Our Pastoral Care Policy is revisited every year with the focus being on positive behaviour by incorporating the 'You Can Do It' programme into the school. Under this programme the students are made aware of their own self-worth and the rights of others to a safe and secure environment. By immersing the children in the 'Five Keys to Happiness' the children were able to develop skills in: getting along, resilience, confidence, organisation and persistence. The school saw an upgrade in its Learning Support Plan with all students being evaluated in regards to their social and emotional well being. Some children worked with the learning support teacher using the 'Cool and Friendly' programme with our Year Six children working with our psychologist on a 'getting ready for high school programme'.

### Discipline Policy

As part of the school's ongoing commitment to improving pastoral care for students, the Discipline Behaviour Support Policy is fully reviewed every year. The aim of the Discipline and Behaviour Support Policy is to encourage and affirm positive behaviour. It clearly sets out the rights and responsibilities of all members of the school. It also focuses on respect, clear expectations, trusting relationships, positive communication and an emphasis on repair and restoration within our school community. The policy specifically states that the use of Corporal Punishment is excluded and prohibited in the school. An outline of the steps to ensure procedural fairness is also included in the policy. Incident reports are sent home when relevant, to ensure communication with parents and carers is immediate. The Discipline Policy includes a Behaviour expectation matrix which ties in with our school motto of 'Living, Loving and Learning Like Jesus. A copy of this policy is available from the school on request.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

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### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Joseph's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

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The Anti- Bullying policy was reviewed and updated in 2014. The policy is revisited annually by staff, parents and children.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

### School Improvement Plan

Leading teacher continued under SAP programme to target particular needs of the K- 2 cohort. Set targets for most able students to improve performance in top two bands. Continue and support development of Individual Assessment Profile (with Continuum clusters) for all students at the school. Continue with whole school agreed practices in literacy. Continue Mini-Lit in Year 1/2. Continue Multi-Lit in primary grades. Implement whole school agreed practices in English, Mathematics, Science and History and Geography. Reflect & evaluate the effectiveness of agreed practices and modify where required. Implementation of the NSW Australian Curriculum of English, Maths, Science and History and Geography. Leading Teacher part of Early Years Working Party. Continue implementation of School Wide Assessment Schedule. Refer to continuums when planning to guide student achievements. Maths Champion appointed in 2015 to guide improved achievement in Mathematics (K-6), continued in 2016. NAPLAN analysis to staff. Use of SMART data to guide teaching and learning- in particular the use of the Teaching Strategies section. Employ variety of assessment techniques to assist student's preparation for NAPLAN.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Teachers will set 2016 NAPLAN Targets-</p> <ul style="list-style-type: none"> <li>■ Yr 3 Reading – no students in Bands 1,2 or 3, at least 1 student in top bands</li> <li>■ Year 3 Writing – all students in Bands 3 and above</li> <li>■ Year 3 Numeracy – no students in bottom two bands, at least 1 students in Bands 5 or 6</li> <li>■ Year 5 Reading – no students in bottom two bands, maintain students in top two bands</li> <li>■ Year 5 Writing – no students in bottom two bands, more students in top two bands</li> <li>■ Year 5 Numeracy – no students in bottom two bands, maintain students in top two bands. All targets were met and results were exceptional with 100 % percent growth in all students in all areas. Results were well above National standards.</li> </ul>	<p>2017 NAPLAN Targets developed from analysis of SMART data.</p> <ul style="list-style-type: none"> <li>■ Yr 3 Reading – no students in Bands 1,2 or 3, at least 1 student in top bands</li> <li>■ Year 3 Writing – all students in Bands 3 and above</li> <li>■ Year 3 Numeracy – no students in bottom two bands, at least 1 students in Bands 5 or 6</li> <li>■ Year 5 Reading – no students in bottom two bands, maintain students in top two bands</li> <li>■ Year 5 Writing – no students in bottom two bands, more students in top two bands</li> </ul> <p>Year 5 Numeracy – no students in bottom two bands, maintain students in top two bands.</p>

<ul style="list-style-type: none"> <li>■ Undertake SENA on all students who are learning at Tier 3 and Year 1.</li> <li>■ Best Start Assessment for all newly enrolled Kindergarten students.</li> <li>■ Utilise professional development opportunities in the teaching of mathematics – including PLC framework employed my Manning Region.</li> <li>■ Develop agreed practice in the teaching of mathematics.</li> <li>■ Upgrade of Maths resources.</li> <li>■ Trial in 2015 of tiered Maths groups across the school – with an aim to continue this in 2016 according to needs identified in SMART data analysis.</li> <li>■ Provide professional development for teachers to consolidate literacy and numeracy student progress targets.</li> <li>■ Sharing professional learning/professional reading at PLC staff meetings.</li> <li>■ Staff to attend Hawker Brownlow Thinking and Learning Conference.</li> <li>■ For teachers to review where Tier 3 students are achieving and to set goals (PP) for intervention.</li> </ul>	<p>LT/LST identify resources needed for diagnostic assessment – e.g. PAT Comprehension, K-2 Spelling Assessment.</p> <p>Resources purchased for diagnostic assessment. SurfacePro tablets to be purchased for each teacher, Ziggi USB document cam to be purchased for each teacher, set of 6 BeeBots to be purchased, LED light table to be purchased, LittleBits Base kit to be purchased.</p> <p>Learning Technology to provide PD for all staff in order to successfully use purchased resources to embed within the curriculum.</p> <p>Staff meetings/PLCs to have regular agenda items/readings around STEM and technology.</p> <p>Revisit the ‘You Can Do It Programme’ with staff .. collate who has been trained and who hasn’t.</p> <p>Look at reforming the You Can Do It Programme within the school.</p> <p>Begin training in the ‘You Can do It Programme’</p>
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<ul style="list-style-type: none"> <li>■ Teaching and Learning Staff to work with staff &amp; students.</li> <li>■ Targeting specific need and professional development of staff – teachers to attend Thinking and Learning Conference 2016 and then collaborate during PLC meetings to develop new or improved approaches.</li> <li>■ Teachers share knowledge of literacy and numeracy requirements in each KLA. This will lead to consistency in the use of key language and terms and will inform student pre-requisite knowledge across KLA's.</li> <li>■ Continued implementation of the components of modelled, guided and independent teaching.</li> <li>■ Leading Teacher (0.4) employed to work with staff and students.</li> <li>■ LT models effective literacy and numeracy skills.</li> <li>■ LT supports Tier 2 students in the classroom in literacy and numeracy.</li> <li>■ LT supporting staff in use of literacy and numeracy continuum for planning and assessing.</li> <li>■ LT collates data on students, especially tier 2 and 3.</li> <li>■ Assisting class teacher with personalised learning for these students.</li> <li>■ LT to attend professional development provided by Education officer (T.G)</li> <li>■ Teacher to attend PD days for implementing new History syllabus and implement new Scope and Sequence and Units of Work.</li> </ul>	<p>Analysis of NAPLAN results through SMART data, targets set for school improvement, ensure professional development is linked to these targets.</p> <p>Leading teacher appointed in a .5 capacity to address areas of school improvement in K-2 through a 3-tiered approach.</p> <p>Work with individual students in appropriate intervention programs.</p> <p>Work with LST and class teachers in planning for the most appropriate intervention strategies.</p> <p>Kindergarten/Year One teacher to attend Explicit Writing Instruction PD with Alison Davis.</p> <p>Other professional development is selected throughout the year to address differentiated instruction.</p> <p>LT/LST conduct a resource audit to ensure appropriate resources are available for classroom teachers.</p> <p>Resources purchased for classrooms for differentiated instruction.</p>
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## Academic Achievements

There have been many significant initiatives this year with our continuation of the State Action Plan and School Improvement Plan. This saw major growth in our NAPLAN results. There was a major focus on Mathematics where a Maths Champion teacher was employed to improve the schools Maths standards.

Our Year 3 and Year 5 students performed very well in NAPLAN, with the Year 5's achieving 100 per cent growth in Reading and Numeracy. Our Year 5 students were also awarded one distinction in the Newcastle

Permanent Maths Competition. Many of the children who entered the Bulahdelah Show Art and Writing Competitions received prizes for their art work and pieces of writing. On Pavilion Night two of our students were awarded places in the public speaking competition. Students who entered the UNSW Technology, Maths and the Science competitions gained high distinctions, a distinction and credits. In the Commonwealth Maths Championships two of our students gained distinctions. The school trialled the Manga High Maths programme and used this resource during Maths lessons.

One student gained a place in the Regional Public Speaking Competition and went on to compete in the Diocesan Public Speaking Competition. Our senior debating team also performed well in the Manning Regional Debating Competition which was again hosted by our school. Our team were runners up in the grand final.

A major achievement this year was once again the school's participation in the Premier's Reading Challenge with 100% of the students completing the challenge and receiving a certificate.

Our Daily Physical Fitness program and 'Crunch and Sip' breaks continued each day.

Students also had access to GATE 21, a 21st Century computer based project. The school also continued with the Lexia Programme and introduced the SQWIRK programme for all students.

Congratulations to all our students for the wonderful effort they have made throughout the year!

## Cultural achievements

Students were given a variety of opportunities to be immersed in cultural activities throughout 2016. The school participated in a number of activities to promote cultural excellence, particularly in the area of Creative and Performing Arts. There were many and varied activities which included; participating in the Myall Festival, The Bulahdelah Cultural Evening, Walk on the Wild Side Photographic exhibition. The school also had a visit from 'The Magic Show' as part of the Kindergarten Orientation program. As in previous years the students also attended the Bulahdelah Show, the Myall Festival and the Anzac Day Dawn Service and march. The children performed 'Little Red Rocking Hood' for the CWA and hosted the annual Myall Coast Parish Picnic.

The highlight of the year however, was the Bush Dance where the children sang, danced and performed their way into the hearts of all who attended while raising money for a little girl with cancer.

At the end of the year we had our Christmas luncheon where the children sang Christmas carols for all who attended.

## Sporting achievements

Students were given the opportunity to participate in a variety of sports at school, regional, Diocesan and state levels. The school holds swimming, cross country and athletic carnivals each year.

Successful students were then encouraged to represent the school at regional level with our relay teams in swimming and athletics progressing to Diocesan and State championships. In 2016 we had one child compete in the National Cross Country Championships.

As part of the Federal government sports for fitness programmes our children participated in a ten week intensive swimming programme. The whole school were also able to participate in an athletics programme under the same government funded programme.

Students participated in numerous sporting activities throughout the year including 'World Health Day' as well as daily fitness and weekly school sports.

The school held a Beachathon Colour run where the children ran and got sprayed in various colours. A fun fit day was had by all.

## Student Achievements

### Performance in National Testing

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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	66.67%	49.40%	0.00%	13.30%
	Writing	100.00%	48.80%	0.00%	8.10%
	Spelling	100.00%	46.40%	0.00%	14.20%
	Grammar	100.00%	52.50%	0.00%	11.40%
	Numeracy	66.67%	35.60%	33.33%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	66.67%	35.30%	0.00%	17.30%
	Writing	0.00%	17.20%	0.00%	19.90%
	Spelling	33.33%	29.80%	0.00%	19.00%
	Grammar	66.67%	36.30%	0.00%	16.80%
	Numeracy	66.67%	28.30%	0.00%	18.30%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	5
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	5
Total non-teaching staff	3
Grand total	8
Percentage of teachers who are indigenous	0

### Teacher Attendance

94%

### Teacher Retention

2016 Retention: 100%

The school retained three full time teachers which includes a teaching principal on a .5 capacity.

There is one Learning Support Teacher and a .8 teaching staff member.

### Professional Learning Undertaken

Two teachers are studying for Masters in Theology and one post graduate.



## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff 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 staff.

### Parent Satisfaction

The level of community satisfaction with the school continues to grow. St Joseph's now has a significant number of families from the Tea Gardens/Hawks Nest area who send their children to the school. Student enrolments have varied over the year with a small increase in enrolments for 2015. The level of community involvement in school activities has also risen. Parents are involved and proactive in masses and liturgical events. Attendance of parents at fortnightly assemblies is encouraged. Parent workshops for strategies for use at home with literacy and numeracy were developed. Parents were invited into the school during Literacy and Numeracy week to share aspects of school programmes and activities. They were also invited to 'Story time' before school.

### Student Satisfaction

Students were able to participate in many activities in academic, cultural, sporting and social arenas. Their ability to develop and highlight their talents and achievements were seen through Literacy, Maths, Science and Technology Competitions. They were able to compete in debating and public speaking competitions. Events such as Bulahdelah Show, Cultural Evening and the Christmas concert saw children excel in all areas of performance, dance and drama.

Sports days and carnivals gave the students the opportunity to achieve at their highest level of sporting prowess.

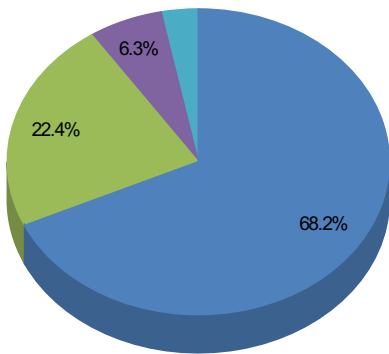
Fortnightly assemblies and the introduction of the weekly writing challenge allowed children to give of their best and be rewarded with a certificate of merit and publication in the newsletter.

Our awards night saw the culmination of all of the students and their hard work with children receiving awards for academic, sporting, cultural, pastoral and most improved trophies being given.

### Staff Satisfaction

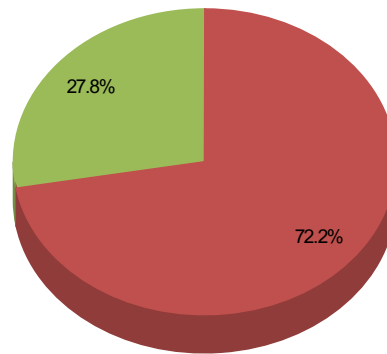
In a small school staff have the opportunity to show their talents and be very much a part of the decision making process in all aspects of school life. In 2015 the staff utilised professional development opportunities in the teaching of mathematics – including PLC framework employed by the Manning Region. and developed agreed practice in the teaching of mathematics. They participated in workshops in the analysis of NAPLAN data to enunciate higher expectations for the improvement of the academic standards of all students. All teachers shared professional learning/professional reading at PLC staff meetings. They investigated & promoted contemporary pedagogical & ICT approaches to support excellence in teaching & learning.

Income



- Commonwealth Recurrent Grants (68.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (22.4%)
- Fees and Private Income (6.3%)
- Other Capital Income (3.1%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (72.2%)
- Non-Salary Expenses (27.8%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$681,159
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$223,925
Fees and Private Income <sup>4</sup>	\$62,828
Other Capital Income <sup>5</sup>	\$31,242
<b>Total Income</b>	<b>\$1,018,726</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$307
Salaries and Related Expenses <sup>7</sup>	\$681,782
Non-Salary Expenses <sup>8</sup>	\$262,137
<b>Total Expenditure</b>	<b>\$944,226</b>

For the 2016 year the St Joseph's Primary School received \$19,572 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

**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.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mrs Trotter Joanne**

**St Joseph's Primary School**

**BULAHDELAH**

**Phone: 4997 4189**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>