



2018

ANNUAL SCHOOL REPORT

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Together in Christ



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St Josephs Primary School, BULAHDELAH

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About the Annual School Report

St Josephs Primary School is registered by NESA 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 2017 and gives information about 2018 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

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, Cooloolook and Girvan. The school population consists of 51 students from Kindergarten to Year Six. 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 reach their potential. As a Catholic school we aim to build our sense of community through meaningful prayer, liturgy, symbols and rituals.

I hope all families feel welcome and part of our school community as parents are a vital and valued component of the school. We are firmly committed to the ideal of working in partnership with each family. By working together we can help your child develop for a future in the third millennium.

As well as the key learning areas we have; choir, debating, public speaking and many sporting activities with our relay running team competing at State level. Stewardship of our environment is highlighted through our environmental groups and social justice initiatives are part of our ethos. We strive to develop discerning students who are able to use the knowledge gained not only for themselves, but also for the good of society as a whole.

In 2018 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 2018 on Mathematics and Literacy. This enabled the school to update diagnostic assessment with the use of PAT comprehension and also develop quality educational with 100 minutes of English and 60 minutes of Mathematics. 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 particularly in the area of spelling. The establishing of a video conference area took our learning to a whole new level with the children participating in workshops and communicating with NSW parliament and various children's authors.

Naplan was a very exciting event for us with all of our students in Year 3 performing above the national standards. UNSW Competitions, Maths Olympiad 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.

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.

Activities such as the Pizza Pyjama night, Disco Evening, Cultural Evening, Colour Run and Christmas luncheon saw the P&F raise funds for excursions, library resources and playground equipment. This year the parent body also contributed to the building of a retaining wall for the playground area.

The parents are actively involved in the library, canteen and classroom areas as well as volunteers for out of school events.

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 Catholic Schools Week Mass, ANZAC ceremonies in both Tea Gardens and Bulahdelah, visited the local nursing home and preschool. They organised and ran the school disco and participated in the Remembrance 100 Year Anniversary Ceremony in Tea Gardens.

SCHOOL FEATURES

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. Our school crest signifies our Catholic heritage and makes links to the local area.

We pay respect to the Worimi people as the original and ongoing owners and custodians of this land.

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.

Bulahdelah is an Indigenous word meaning 'the meeting of the waters.'

Catholic Identity and Mission

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. Meditation was formally introduced in 2017 with the whole school stopping at 10.00 am each morning to meditate.

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. The school is developed the Making Jesus Real project in 2018.

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 2018 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 Farewell liturgy and Year 6 Graduation. Family masses are held twice a term.

This year a smoking ceremony was held during NAIDOC celebrations.

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 has worked 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 by 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. In 2018 we implemented the new Diocesan units of work in Religious Education in Stage 3 (Year 5/6).

Our Year 6 children performed satisfactorily in the Diocesan Religious Education Assessment.

Next year children at our school will receive the Sacraments of Initiation; Confirmation, Eucharist and Reconciliation.

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 2018 these included daily prayer experiences for staff and students.

Students and staff participated in a liturgy and a smoking ceremony experience during NAIDOC week which included a community painting of our community. The Spiritual message of the Worimi people was very evident.

Staff also attended a Spirituality day presented by Sam Clear with the theme spreading Jesus's message.

Student Profile

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

LBOTE*	SWD*	Indigenous
10	8	6

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	10
Year 1	7
Year 2	8
Year 3	3
Year 4	11
Year 5	8
Year 6	3
Total	51

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	99	99	94	99	94	94	96

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

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 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'.

The school continued with it's Early Starters Programme which was held for a full day every Friday for school aged children starting school next year.

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.

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 Josephs 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 2017. The school and CSO 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 key learning area. 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. Continue implementation of School Wide Assessment Schedule. Refer to continuums when planning to guide student achievements. Maths Champion continued in 2018 to guide improved achievement in Mathematics (K-6), 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 2018 NAPLAN Targets-</p> <ul style="list-style-type: none"> ■ Yr 3 Reading – no students in Bands 1,2 or 3, at least 1 student in top bands ■ Year 3 Writing – all students in Bands 3 and above ■ Year 3 Numeracy – no students in bottom two bands, at least 1 students in Bands 5 or 6 ■ Year 5 Reading – no students in bottom two bands, maintain students in top two bands ■ Year 5 Writing – no students in bottom two bands, more students in top two bands ■ 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. ■ !00% growth for all students 	<p>Tiered intervention strategies used across the school.</p> <p>Identify G&T students.</p> <p>Measurable improvements in learning outcomes and growth for all students particularly in literacy and numeracy.</p> <p>.Improve differentiated instruction in mathematics</p> <p>NAPLAN Analysis for goal setting</p> <p>Strengthening the focus on instructional leadership in the school.</p> <p>Improve staff and student wellbeing</p>

<p>Undertake SENA on all students who are learning at Tier 3 and Year 1.</p> <ul style="list-style-type: none"> ■ Best Start Assessment for all newly enrolled Kindergarten students. ■ Utilise professional development opportunities in the teaching of mathematics – including PLC framework employed my Manning Region. ■ Develop agreed practice in the teaching of mathematics ■ Develop PLC for spelling practices. ■ Common goal for minutes in Literacy and Numeracy ■ Trial in 2015 of tiered Maths groups across the school – with an aim to continue this in 2018 according to needs identified in SMART data analysis. ■ Provide professional development for teachers to consolidate literacy and numeracy student progress targets. ■ Sharing professional learning/professional reading at PLC staff meetings. ■ Staff to attend YOur Can Do It for child well- being. ■ For teachers to review where Tier 3 students are achieving and to set goals (PP) for intervention. 	<p>Develop partnerships that provide for consultation and engagement with local indigenous community</p> <p>WHS External Audit Compliance</p> <p>COMPASS Attendance System- training, implementation and parent portal</p> <p>Service and Safety- training and accreditation</p>
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<p>Teaching and Learning Staff to work with staff & students.</p> <ul style="list-style-type: none"> ▪ Targeting specific need and professional development of staff through self review and follow National Standards. t ▪ 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. ▪ Continued implementation of the components of modelled, guided and independent teaching. ▪ Leading Teacher (0.4) employed to work with staff and students. ▪ LT models effective literacy and numeracy skills. ▪ LT supports Tier 2 students in the classroom in literacy and numeracy. ▪ LT supporting staff in use of literacy and numeracy continuum for planning and assessing. ▪ LT collates data on students, especially tier 2 and 3. ▪ Assisting class teacher with personalised learning for these students. ▪ LT to attend professional development provided by Education officer (T.G) ▪ Staff executive to attend in servicing on National School Improvement Tool ▪ Staff executive to study progressions for implementation 2019 	<p>Knowledge and use of progressions</p> <p>Implementation of Science and Technology</p> <p>Professional development in PDHPE</p> <p>You Can Do It for staff well being</p>
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Academic Achievements

Distinctions in Newcastle Permanent

Distinctions in UNSW English, Maths, Science and Spelling

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.

Our Year 3 and Year 5 students performed very well in NAPLAN, . Our Year 5 students were also awarded two distinctions 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 three 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 reintroduced Mathletics and the Lexia programmes and used these resources during Maths and English lessons.

. Our senior debating team also performed well in the Manning Regional Debating Competition which was again hosted by our school.

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 twice a week.

There has been two intensive swimming programmes in both term one and term four with all students receiving awards in water safety.

The children participated in a gymnastic programme and developed skills in this area.

Students also continued with the Lexia Programme and introduced the Mathletics 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 2018. 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 Pavilion Student Night, The Bulahdelah Cultural Evening, Walk on the Wild Side Photographic exhibition. The school also had a visit from 'The Giggalees' as part of the Kindergarten Orientation program. As in previous years the students also attended the Bulahdelah Show, the Anzac Day Dawn Service and march. The children also participated in the Remembrance 100 year anniversary service in Tea Gardens.

At the end of the year we had our Christmas luncheon where the children sang Christmas carols for all who attended and the students who learn piano gave us a beautiful recital.

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 2018 we had our relay team compete in the National Athletics Carnival at Homebush.

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

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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	33.30%	75.70%	0.00%	0.00%
	Writing	33.30%	71.70%	33.30%	10.00%
	Spelling	66.70%	69.60%	33.30%	12.50%
	Grammar	66.70%	73.10%	33.30%	11.30%
	Numeracy	100.00%	66.80%	0.00%	0.00%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	87.50%	65.50%	0.00%	0.00%
	Writing	50.00%	43.70%	0.00%	0.00%
	Spelling	75.00%	63.90%	0.00%	0.00%
	Grammar	75.00%	64.40%	0.00%	0.00%
	Numeracy	62.50%	57.50%	12.50%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	8
II. Teachers at Highly Accomplished/Lead	0

Principal- Masters in Educational Leadership

REC - Masters in Theology

All other teaching staff with Bachelor of Education.

Workforce Composition

Number of Staff	
Total teaching staff	5
Total non-teaching staff	4
Grand total	9
Percentage of teachers who are indigenous	0

Teacher Attendance

95%

Teacher Retention

2018 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.

There will be an EAL/D appointment continuing for 2019

Professional Learning Undertaken

One teacher is studying a Post Graduate Certificate in Religious Education.

Parent, Student and Teacher Satisfaction

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 significant increase in enrolments for 2018. 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. Parents are also encouraged to be involved all carnivals and school events. Attendance at Mother's day, Father's Day and Grandparents day was particularly high this year.

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 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 allowed children to give of their best and be rewarded with a certificate of merit and publication in the newsletter.

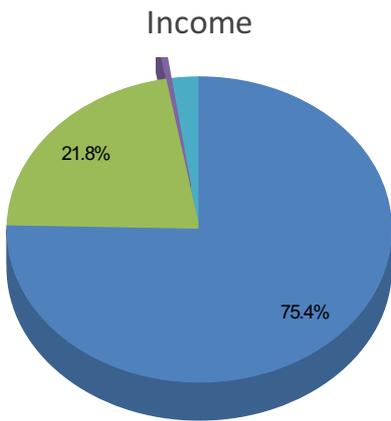
Our awards ceremony saw the culmination all the students' hard work with children receiving awards for academic, sporting, cultural, pastoral and most improved trophies being given. Plus a You Can Do It for the primary and Infants.

Sports awards from the CSO were also received.

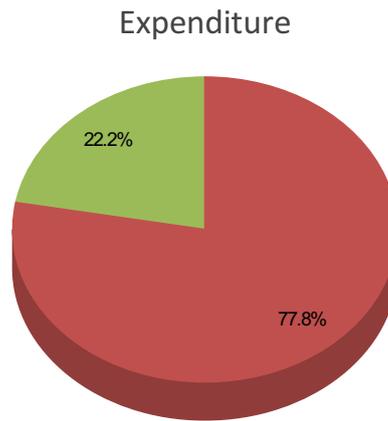
Staff Satisfaction

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 2018 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 and literacy. 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 and ICT approaches to support excellence in teaching & learning. The school participated in a WHS external review which gave us great insight into what the school is doing well and where the school may develop in 2019.

Staff participated in You Can Do It conference with the well being of children at the centre.



- Commonwealth Recurrent Grants (75.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (21.8%)
- Fees and Private Income (0.5%)
- Other Capital Income (2.3%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (77.8%)
- Non-Salary Expenses (22.2%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,037,153
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$300,634
Fees and Private Income ⁴	\$7,346
Other Capital Income ⁵	\$31,250
Total Income	\$1,389,211

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$52
Salaries and Related Expenses ⁷	\$1,039,869
Non-Salary Expenses ⁸	\$296,110
Total Expenditure	\$1,335,979

For the 2018 year the St Josephs Primary School received \$12,828 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

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, 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:

St Josephs Primary School

BULAHDELAH

Phone: 4997 4189

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