

# 2024

## Annual School Report

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### St Joseph's Primary School

26C Bulahdelah Way, BULAHDELAH 2423

Principal: Mrs Amanda Pomplun

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

## About this report

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St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic 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

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### Principal's Message

St Joseph's Catholic Primary School is located in Bulahdelah. The school was founded by the Sisters of St Joseph in 1955 and is built on the land of the Worimi people. St Joseph's is a co-educational Kindergarten to Year 6 Systemic school situated in the Manning Region of the Catholic Diocese of Maitland-Newcastle.

Our school is an integral part of the Myall Coast Parish community. Together we are committed to deepening each child's knowledge of the Catholic Story and Catholic Social Justice Teachings, modelling Christian values and providing opportunities for prayer, liturgy and service to others. Our Catholic identity positively impacts the life of the school.

St Joseph's is a place of learning excellence, providing quality teaching and learning programs that challenge and nurture creativity, critical thinking and innovation. We strive to provide a quality, inclusive Catholic education and our professional, highly qualified, dedicated staff work together to ensure the best outcomes for each child. All children are encouraged to work hard and achieve their personal best in all academic, cultural and sporting activities.

It is anticipated that this report will generate an awareness of our school's achievements and strategic improvement agenda, as well as provide thoughtful discussion regarding future direction.

### Parent Body Message

2024 provided some wonderful opportunities for parents, families and the wider community to connect with our school and students. Two highly engaging, fun activities that were hosted by the Parent Engagement Group were the Colour Run and bake sale and the Movie Night which saw the children and families of our school embrace being part of our school community.

It is wonderful to see so many new families being welcomed by the long-standing families within our school community as well as the ongoing care, commitment and support that all the St Joseph's staff demonstrate towards all of the students in their care.

### Student Body Message

In 2024, we really enjoyed going to the Great Aussie Bush Camp. It showed us that you never know what you can do, unless you try it.

We also had a great time in science when we did our paddock to table science experiment where we picked a food or dish, and we had to research how this item is made. Another thing we enjoyed was working in groups to create shelters in the bush behind our school. We used a mix of human-made items and found items in the bush.

In Physical Education we learnt new skills in gymnastics and hockey. And in Creative Arts we got to participate in the very first Manning ASPIRE production at the Manning Entertainment Centre in Taree. It allowed us to sing, dance and act with the students from the other Manning Catholic primary schools and high school.

Year 5/6 also got their new demountable classroom to accommodate for the growth of our school. The senior students had a formation day experience where they chose the Year 6 shirts for 2025. This meant that we were got very excited for them to arrive.

We ended the year with a fantastic school play called Creepy Crawly Christmas. It was so much fun.

## School Features

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In 2024, St Joseph's School continued its growth in enrolment. We ended the year with 75 children from Kindergarten to Year 6 enrolled from Coolongolook in the North to Medowie in the South. We had four classrooms - Kindergarten, 1/2, 3/4 and 5/6. Each year, our senior students transition to St Clare's High School Taree or Catherine McAuley Catholic College Medowie, for their secondary education.

In 1955, the Sisters of St Joseph came from Lochinvar to Bulahdelah and opened a Primary School. In 1957, the grades were extended to include secondary classes. These continued until 1966, when the secondary campus closed. While in Bulahdelah, the Sisters lived in the Convent adjacent to the school. The Convent was built in 1926. Today, the Convent is listed as a heritage building. Unfortunately, in February 2023 the convent suffered an arson attack and was burnt beyond immediate repair. The Myall Coast Parish and the school are now in discussions about the future of the convent building site, keeping in mind the local heritage listing.

A new Primary School was built and opened on the site in 2006. The school is nestled under the beautiful Alum Mountain. Our school crest signifies our Catholic heritage and links to the local area. The school is located next to St Brigid's Catholic Church in Bulahdelah.

During 2023, the school began planning for a fourth classroom for our increasing enrolment. We acquired a demountable and work began on this in mid-December and this was ready when students began in January 2024.

In 2024, we continued our involvement in community events. We continued to enjoy a close relationship with Bulahdelah Pre-School. Students took part in the local ANZAC March in April and the Bulahdelah Show in November.

We continued to engage our parents and friends' community through our Parent Engagement Group. While in its infancy, this group has gained a commitment from parents in their child's educational journey and to begin fundraising for the school.

Many children represented at Regional and Diocesan level in Swimming, Athletics and Cross Country. Our students also participated in Regional and Diocesan competitions in Spelling, Mathematics, and Public Speaking. The Stage 3 Camp to Aussie Bush Camp was successful and we joined together with St Joseph's, Gloucester for this camp.

## Student Profile

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### 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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
48	25	4	73

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2024 was 85.81%. 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
85.30	86.26	84.43	86.53	85.83	84.47	87.85

## 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 Professional Officer for School Enrolment is 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	16
Number of full time teaching staff	6
Number of part time teaching staff	2
Number of non-teaching staff	8

### Total number of teaching staff by NESA category

Teachers at this School are either 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 (systemic schools) at these levels is as follows:

- Conditional 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

St Joseph's Catholic identity is foundational to who we are in our local community. It is part of everyday school life here at St Joseph's. Catholic perspectives and the charism of the Sisters of St Joseph are woven throughout the curriculum and every aspect of school life. The sense of Catholic community at the school is reflected in the supportive and caring attitude of staff who always promote the school vision and motto of "Loving, Learning and Living Like Jesus".

Our Make Jesus Real formation groups that our Year 6 leaders led throughout the year continued to be an important part of our school routine. Each fortnight they would meet with their peer support group in the school and lead them through a formation session that touched on the themes of Make Jesus Real, Catholic teachings, behaviour and social justice.

The partnership between the parish and school supports student faith formation in the Catholic tradition. The school communicates with the parish through parish bulletins, school newsletters and meetings between the Principal and REC. The principal is a member of the parish team and the staff regularly attended parish events and the parish was always invited to school Masses, liturgies, and special events.

Our student leaders, REC and Principal attend Diocesan Masses and ANZAC Day Community Services. This year our students planned a Community Christmas Picnic to celebrate the link between students, families and our parishioners in the Myall Coast Parish. Our students also decorated St Brigid's Church for Christmas Masses in the parish, and they also made Christmas cards for the parishioners in Bulahdelah.

Catholic Mission, Caritas and Catholic Care are a focus for our school's social justice initiatives. Each year we hold a Mission Fun Day where the students run a Mini Mission Fete with all fundraising going to Catholic Mission. We also held other fundraising events through Lent with money raised going to Caritas (e.g. St Joseph's Day).

St Joseph's implements the Diocesan K-12 Religion Syllabus. Religion is timetabled for 150 minutes per week and units include curriculum differentiation and a variety of learning activities to encourage deep knowledge and thinking and creative responses. This year, staff have taken part in formation opportunities around the Pedagogy of Encounter and taught the new units in the RE Syllabus. Our staff spiritual formation day was held in October to continue reflecting our mission statements and was themed "Begin with the Heart".

## Curriculum, Learning and Teaching

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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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

**Religious Education:** Religious Education takes place in both the formal and informal curriculum of the classroom and school. The formal curriculum deals with the knowledge, skills, attitudes and values related to religion and faith. As the children move through their schooling, their capacity to understand concepts and the teachings of Jesus and Church grows and develops. The new Religious Education curriculum covers four areas of learning: Faith, Story, Witness, and Wisdom.

### Other Key learning Areas

All content from the Key Learning Areas of English, Mathematics, Science, HSIE, Creative Arts, PDHPE is governed by the NSW Education Standards Authority (NESA) and can be found on their website <https://educationstandards.nsw.ed.au>

**English:** Daily English Blocks of 120 minutes includes activities with the strands of Speaking and Listening, Reading and Viewing, Writing and Representing and Grammar, Spelling and Punctuation. This year in English, our focus was Writing - improving the pedagogy and outcomes of the children K-6. We also continued to progress monitor all students' reading using DIBELS to develop their fluency and accuracy when reading.

**Mathematics:** Daily Mathematics Blocks of 60 minutes include learning focuses across the following strands in K-6: Number and Algebra, Measurement and Space and Statistics and Probability.

**Human Society and Its Environment:** History and Geography (90 minutes each week), encourages students to study relationships between people, cultures, languages, with a special focus on civics and citizenship.

**Science and Technology:** (90 minutes per week), helps students understand their environment, both man-made and natural, by investigating, designing, making and using technology.

**Personal Development, Health and Physical Education:** helps students develop self esteem, social responsibility, personal fitness, fundamental motor skills and the ability to make informed decisions about health and lifestyle choices.

**Creative Arts:** Students participate in dance, drama, music and visual arts through creating and making their own works.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Joseph's Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	43%	43%
	Reading	43%	66%
	Writing	57%	77%
	Spelling	43%	45%
	Numeracy	43%	53%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	60%	51%
	Reading	60%	71%
	Writing	40%	56%
	Spelling	40%	47%
	Numeracy	60%	55%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The Tell Them From Me survey is conducted every two years.

Overall parents are very satisfied with and supportive of St Joseph's. The 2024 TTFM survey captured the following responses from parents:

- The staff is always welcoming, and my child doesn't just feel like a number. They are aware of children's academic needs and capabilities.
- Communication is outstanding. Students and parents feel welcome and valued.
- It's a very relaxed pace but still maintains a great learning environment. They show great care, love and patience to all students. Basically, I have only praise for the school to be honest.
- The school has been very good for my kids. They have a great education curriculum and the staff is very professional and they are very welcoming. Educators are so welcoming and inviting. They take an interest in our children and encourage our children's interests and abilities. We love that the principal even does playground duty.
- In life we have challenges. Thank God we have good teachers like these guys. My child is lucky to have them. The sense of community here is amazing.

### Student satisfaction

The 2024 TTFM survey captured the following responses from students:

- It's a small school and not too many people and I like most of the teachers.
- I like that the teachers can give us our own level of work sometimes and that we have a big area to play on. I like how we get to do swimming lessons and gymnastics.
- I like how it is so tidy and clean, and people do not litter that often.
- I like doing Maths and sport and HSIE and Science is so much fun.
- I really like how they care about our safety and wellbeing, but one thing to improve is maybe instead of punishing for wrongdoing you should reward the people who do the right thing.
- I love my school! I never used to like school but now I love it.

- My favorite thing about our school is the people and the playground of course. I DON'T think we should change anything at our school at all.
- The main thing I really like about the school are the teachers. They are kind and helpful, and they explain and introduce certain activities well.

### **Teacher satisfaction**

The 2024 TTFM survey highlighted the following responses from staff around what we could improve in teaching and learning at St Joseph's:

- Teachers making judgements about what to teach next to their class based on formative assessment data. Teachers planning ahead to make sure they're confident in their learning intentions and success criteria for their students.
- Critical analysis of student data and how this impacts on student learning and using this data to inform teaching and learning activities. Formulate specific learning goals in English and Maths so students know what they are working towards.
- I think the focus on using assessment as a guide to planning and differentiation we are focusing on will be significant. I also think increased number of learning walks by executive would assist with consistency and learning intentions and success criteria.
- Actively and authentically implement the advice our Gifted Education Project Officer gave us around feedback.

## Financial Statement

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,417,347
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$393,161
Fees and Private Income <sup>4</sup>	\$172,264
Interest Subsidy Grants	\$5,651
Other Capital Income <sup>5</sup>	\$56,226
<b>Total Income</b>	<b>\$2,044,649</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$25,856
Salaries and Related Expenses <sup>7</sup>	\$1,693,112
Non-Salary Expenses <sup>8</sup>	\$472,036
<b>Total Expenditure</b>	<b>\$2,191,004</b>

### 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 2024 REPORT