

# 2025

## ANNUAL SCHOOL REPORT

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TOGETHER IN CHRIST



### 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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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

2025 brought many meaningful opportunities for families, parish members and the wider community to engage with our school and celebrate the vibrant spirit of St Joseph's. This year, the Parent Engagement Group once again led a number of highly enjoyable events, including a Family Movie night and the much-loved Colour Run, both of which encouraged families to come together, connect and support one another. We also hosted Paint and Sip evenings, bake sales and stalls for mother and fathers' days. Our school community continued to grow, with new families warmly welcomed and quickly embraced by those who have long been part of St Joseph's. The ongoing dedication, compassion and commitment shown by all staff remained a defining feature of our school, ensuring every student felt valued, supported and encouraged throughout the year.

## Student Body Message

2025 was a very fun filled year for the students at St Joseph's Primary School in Bulahdelah. There were multiple fun events that took place in this wonderful year, so here is a little snapshot of the events.

First up, let's talk about athletics/cross country. This gave the students the opportunity to show off their skills and compete against other schools!

Then we have the mini mission fete! At St Joseph's Bulahdelah, we have a mini mission fete every year to raise money for Catholic Mission. The students set up fantastic stalls such as trash and treasure, crazy hair, mystery tasting, blind painting and more. In conclusion, the whole school raised approximately \$400! We really enjoyed this event.

We also enjoyed watching the ASPIRE productions, too. Year 3 all the way to year 6 went on an excursion to go and watch students from different schools in the diocese perform a play. The students that participated put it all together in just 3 days!

Another event that was extremely fun was the 5/6 camp. We travelled to Sydney and stayed at the Sydney YHA for 2 nights. We did so many fun activities, such as walking across the Sydney Harbour Bridge to Luna Park, visiting NSW Parliament House, going to The Rocks and dancing to music on the way, visiting Mary Mackillop's house, and more! The whole of 5/6 surely had a fun-filled time.

## School Features

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In 2025, St Joseph's School maintained its steady enrolment from the previous years. We ended the year with 73 children from Kindergarten to Year 6 enrolled from Coolongolook in the North to North Arm Cove in the south. We had four classrooms - Kindergarten/1, 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 2025, 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 Sydney 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 2025: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 43    | 29   | 6      | 72             |

\* 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.

### Student Attendance Rates

The average student attendance rate for 2025 was 86.85%. 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 |
| 87.03                          | 86.55  | 89.13  | 86.95  | 88.46  | 84.63  | 85.17  |

### Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

## Staffing Profile

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### Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 25 |
| Number of full time teaching staff | 6  |
| Number of part time teaching staff | 6  |
| Number of non-teaching staff       | 13 |

### Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Joseph's Primary School in 2025:

|                      |    |
|----------------------|----|
| Conditional Teachers | 1  |
| Provisional Teachers | 0  |
| Proficient Teachers  | 11 |

## 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 Masses in the parish.

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 "The Josephite charism and your personal spiritual journey".

## 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 embeds capabilities and priorities within curriculum content points in all KLAs. These include 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.edu.au>

**English:** Daily English Blocks of 120 minutes:

The focus areas for each stage support students' growing knowledge and understanding in the areas of:

- Oral language and communication
- Vocabulary
- Phonological awareness
- Print conventions
- Phonic knowledge
- Reading fluency
- Reading comprehension
- Creating written texts
- Spelling
- Handwriting
- Understanding and responding to literature

This year in English, our focus continued to be on 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 2025 is reported in the table below.

| NAPLAN RESULTS 2025 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|-----------------------------------------------------------|-----------|
|                     |                         | School                                                    | Australia |
| Year 3              | Grammar and Punctuation | 20%                                                       | 54%       |
|                     | Reading                 | 30%                                                       | 66%       |
|                     | Writing                 | 89%                                                       | 76%       |
|                     | Spelling                | 20%                                                       | 62%       |
|                     | Numeracy                | 70%                                                       | 64%       |
| NAPLAN RESULTS 2025 |                         | Percentage of students in the top 2 proficiency standards |           |
|                     |                         | School                                                    | Australia |
| Year 5              | Grammar and Punctuation | 55%                                                       | 63%       |
|                     | Reading                 | 73%                                                       | 73%       |
|                     | Writing                 | 73%                                                       | 65%       |
|                     | Spelling                | 73%                                                       | 69%       |
|                     | Numeracy                | 55%                                                       | 69%       |

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

### Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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:

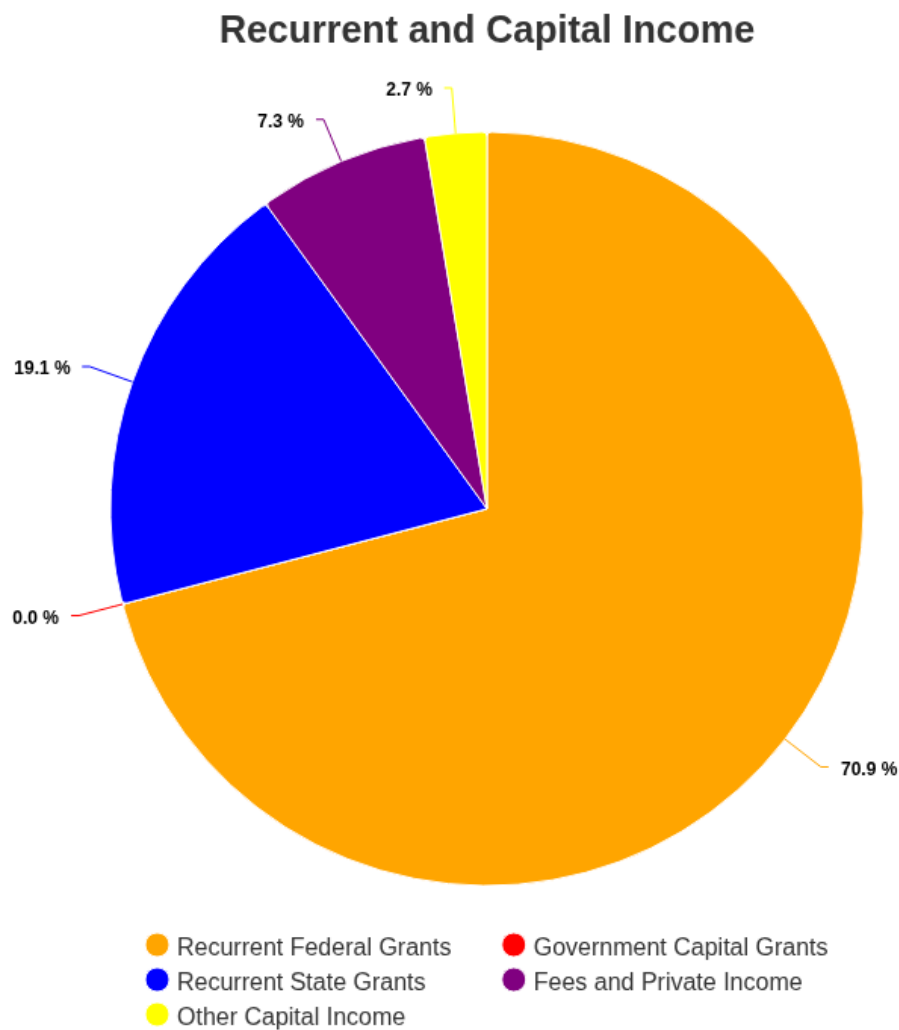
- Teachers making judgements about what to teach next to their class based on formative assessment data. Teachers planning ahead to make sure they're confident in their learning intentions and success criteria for their students.
- Critical analysis of student data and how this impacts on student learning 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

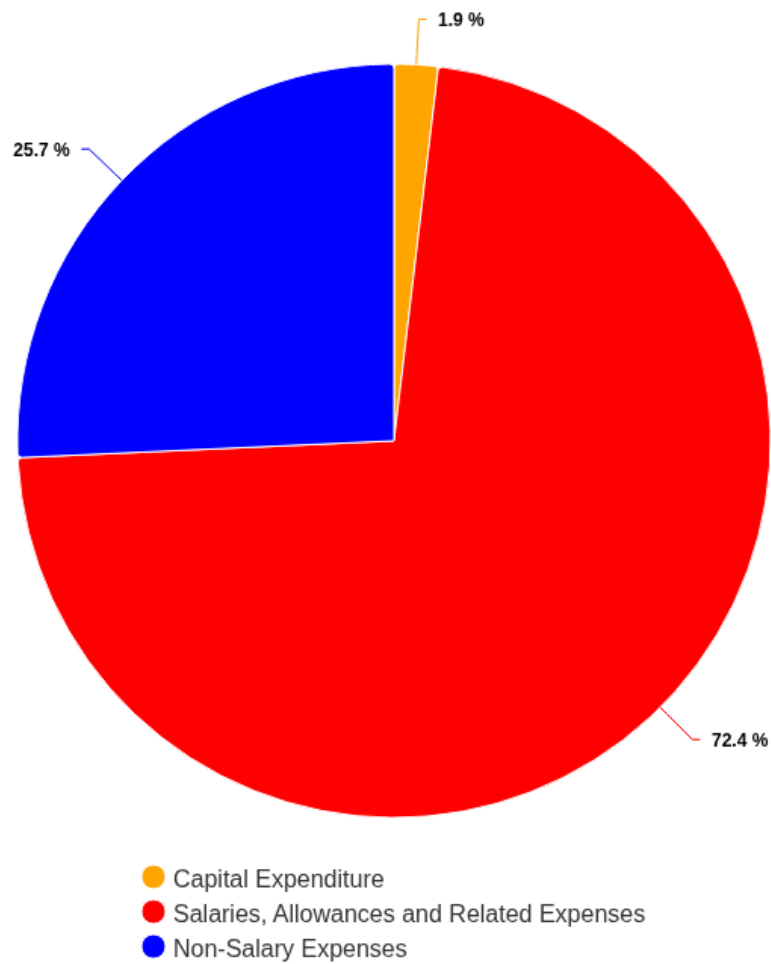
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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



## Recurrent and Capital Expenditure



END OF 2025 REPORT