About the Annual School Report

St Joseph’s Primary School Bulahdelah is registered by the Board of Studies as a member of the Catholic system in the Dioceses 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 priorities in 2014 and gives information about 2014 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Messages from Key School Bodies

Principal

St Joseph’s Bulahdelah is a small Catholic 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 region. St Joseph’s Bulahdelah is a Catholic co-educational school in the Diocese of Maitland Newcastle. The school population consists of 42 students from Kindergarten to Year Six. As the principal of a country school my aim is to establish a community that places great trust in those that work within its walls, to provide a broad education for their children and to develop within the community the ability to see as intrinsically important, the development of their children in areas of both formal and informal curriculum. To create a pastoral environment that allows children to grow spiritually and socially. To aim for their children, to receive from their teachers, positive modelling they may not only learn from but may identify with and seek to emulate. With this in mind my role as principal is vitally important to the growth and continuous development of this school. My aim as a leader in an educational community is to be exemplary as a teacher and leader, as a manager and organiser, as challenger and supporter of all the people in my care.

Educational growth has been sound with the implementation of a State Action Plan within the school. This was a professional development programme that enabled the school to focus on literacy learning particularly with the children from Kindergarten to Year Three. All students were placed on the continuum with goals to build and extend each and every child implemented. Executive staff continued their units on Executive Leadership. The ‘You Can Do It Programme was continued with meetings and workshops conducted for parents. The purchase of a class set of laptops insured that our growth in technology and student achievement in this area would be maintained.

Naplan was a very exciting event for us this year with every Year Three student performing above national levels. Our Year Five children gained significant growth in their Naplan results as well as gaining distinctions in the Newcastle Permanent Maths competition. One of our Year Four students entered the UNSW Technology, Maths and the Science competitions and gained two high distinctions and a distinction. Many of the children who entered the Bulahdelah Show Art and Writing Competition received prizes at the Pavilion Night with two of our children gaining places in the public speaking competition. This year we had a team enter the Regional Debating Competition for the first time and two of our infants children went on to compete in the Diocesan Public Speaking Competition.

A highlight of the year was the introduction of an ‘Early Starters Programme’ which began in term four. This involved the whole community who were invited to enrol their child (who would be starting school in 2015). This programme was free of charge and open to all of the local community. We saw growth in our Kindergarten and school enrolments for 2015.

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

I believe that as a Catholic school in a rural setting we have an obligation to provide for the whole community and be an example of the sacramental presence of God. We can achieve this by making God visible in the community, authentically educating in all areas of learning and acting in accordance with social justice at all times. Combining staff, students and families I see this as the vision for our school and will endeavour to achieve this at all times and to the best of my ability.

Joanne Trotter

Principal
**Parent Body**
St Joseph's Primary school Bulahdelah has an active 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.

**Student Body**
St Joseph's Bulahdelah is a good school because it gives us many opportunities to learn and participate in events. The teachers are kind and the Principal is very encouraging. We have beautiful grounds with lots of areas to play in and do sport. The veggie garden provides us with food that we can eat. The chooks provide us with eggs. All of the children are very friendly and we play together often. Our school is surrounded by beautiful mountains and our school captains show us how to live, love, and learn like Jesus. Finally St Joseph's teaches us to care, share and respect things. We are also taught never to give up on anything.”

**Who We Are**

**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. The following year, 1955, a primary school was opened. 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.

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

The Catholic schools office provides a free private bus service to cater for the growing number of students coming from the Hawkes Nest Tea Gardens area.

2013 saw the opening of the Bulahdelah by-pass and St Joseph's was no longer on the Pacific Highway. The new address became 26C Bulahdelah Way.

**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 Hawkes Nest. The local families come from the town of Bulahdelah as well as the local villages of Wootton, Markwell and Girvan. The children from Tea Gardens and Hawkes Nest feed into San Clemente High school 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.

**Characteristics of the Student Body**
The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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

**Religious Dimension and Culture of School Life**

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

Each class has a sacred space where the children are able to go to for prayer and meditation.
We also acknowledge and pay respect to the traditional owners of this land the Worimi people. We do this by acknowledging their custodianship at weekly assemblies and at the beginning of any formal gathering at the school. The Aboriginal flag is flown on significant occasions such as during NAIDOC Week and National Sorry Day.

Priorities included the appointment of a pastoral care worker who oversees the emotional needs of the community. The Seasons of Growth Programme was run by our pastoral care worker as well as the implementation of the Mini Vinnies group. This enabled children to become involved in service all learning

The School as part of Parish and Diocesan Life

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 throughout the year with members of the parish community. In 2013 these included liturgies for the induction of school captains, prayer assemblies, liturgies for Holy Week, Mother’s Day, Father’s day, Grandparent’s day, Mission days, as well as whole school and class attendance at Children’s Masses once a month, Parish Masses for special feast days and occasions as Staff Commissioning, Family Masses twice a term, St Joseph’s Day, End of Year Thanksgiving, Awards Night and Year Six Graduation.

This year Bishop Bill presided over the receiving of the Sacraments of Confirmation and Eucharist which was received by eight of our children.

The school is greatly indebted to Sister Margaret, our Parish Pastoral Co-ordinator, for the great care and concern she has for the students, families and staff and for the wisdom, vision and knowledge and leadership she provides as our Parish Pastoral Co-ordinator.

This year we saw the introduction of a Pastoral Care Worker to our school. This enabled the school to give more individual care for children and families in need. Our Pastoral Care Worker ran the ‘Seasons for Growth Programme’ and introduced the Mini Vinnies programme to the children. The Pastoral Care Worker also supported visits to the nursing home.

This year the children were active participants in the prayers of intercession at the Catholic Schools Week mass.

Family Masses at both the Tea Gardens and Bulahdelah Mass Centres continued during the year to encourage young families to participate more fully in Parish life.

Father Kevin Kiem, Parish Priest of Raymond Terrace and his Assistant, Father Phil Doyle celebrated Mass at each of the centres.

Sr. Margaret Valentine, a Sister of Charity, is the Parish Pastoral Coordinator and works closely with the school.

Regular meetings are held between Sr. Margaret 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.

Parishioners are actively involved in the life of St Joseph’s by volunteering to help in reading programs and attending school liturgies and special events and celebrations.

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

Teaching of Religion

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. 2013 saw the trialling of new Diocesan units of work in Religious Education in Stage 3 (Year 4/5/6).

Our Year Six children performed very well in the Diocesan Religious Education Assessment with great results: 1 distinction and 3 credits.

The children held a Mini Fete to raise money for Catholic Mission.
Retreats and Faith Development Programs

The school provides opportunities for the spiritual growth of both staff and students through prayer, retreats and faith development programs. In 2014 these included daily prayer experiences for staff and students.

Staff also participated in a Spirituality Day facilitated by Mark Spencer on Spirituality for teachers in the Manning Region. The Principal attended a retreat facilitated by Father Andrew Doohan on a study of The Christmas Gospels.

Three teachers are currently enrolled at the University of Newcastle (in partnership with the Broken Bay Institute) to complete their Masters in Theology.

Values and initiatives to promote respect and responsibility

The school’s vision and mission Statement has a focus on Christian values, with particular emphasis on celebrating and treasuring the uniqueness of individuals and the need for ‘loving, learning and living like Jesus.’

Students are encouraged to be responsible for their own actions and contribute to both the local community and wider society.

Examples of this commitment and the promotion of respect and responsibility throughout 2013 included participation in community events such as the local ANZAC Day march, the local Bulahdelah Show, Myall Festival and NAIDOC Week celebrations.

The school’s involvement in social justice initiatives included fundraising for Catholic Mission, Project Compassion / Caritas. The students also made regular visits to the local nursing home.

Through National Partnerships the school was able to introduce the ‘You Can Do It’ programme. You Can Do It! Education’s (YCDI’s) main purpose is to support communities, schools, and homes in a collective effort to optimise the social, emotional, and academic outcomes of all young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships, including making contributions to others and the community (good citizenship).

The school Pastoral Care and Discipline policy was updated with this programme being incorporated in its processes. Signage was purchased and is displayed at the front of the school. Awards in the ‘five keys to happiness’ areas were implemented while updates of articles and You Can Do It procedures were published in the newsletter for parents to read and use. Lessons for the programme are done on a weekly basis with whole school assemblies reinforcing the messages in the programme. An incident form was also introduced so that parents and carers are made aware of incidents that may occur in the classroom or on the playground.

Policies

Enrolment Policy

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

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

Student Welfare

A revised Pastoral Care Policy was implemented in 2013 with the focus being on positive behaviour by incorporating the ‘You Can Do It’ programme into the school. The students are made aware of their own self-worth and the rights of others to a safe and secure environment, based on the Gospel values. By immersing the children in the ‘Five Keys to Happiness’ the children were able to develop skills in: getting along, resilience, confidence, organisation and persistence. A matrix of behaviour was added so that children are well aware of expectations and consequences.
**Discipline**

As part of the school’s ongoing commitment to improving pastoral care for students, the Discipline Behaviour Support Policy was fully reviewed during 2013 to incorporate the implementation of ‘You Can Do It’. This new programme lent itself well to the already functioning Positive Behaviour for Learning Programme.

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. A copy of this policy is available from the school on request.

The matrix of behaviour was also sent home in the newsletter so that parents are aware of the roles rights and responsibilities of all members of the community. Parts of the Pastoral care and Discipline Policy were also published in the school newsletter.

**Anti-Bullying Policy**

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

An incident form was also introduced so that parents and carers are made aware of incidents that may occur in the classroom or on the playground.

The Anti- Bullying policy was reviewed and updated in 2014 and the children and community were made aware of this.

**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. The policy and associated support material was updated in 2013.

To ensure procedural fairness, the process for responding to complaints and grievances is explicitly stated. The process includes the need to treat all complaints seriously, ensure confidentiality, document appropriately, be time efficient and time effective, and notify all parties of the outcome. The emphasis is on the process being just, fair and formalised.

**Student Achievements**

**Academic Achievements**

There have been many significant initiatives this year with our major incentives being the implementation of a State Action Plan and School Improvement Plan. This saw major growth in our NAPLAN results particularly Year Three where all students were above the national average. There was a major focus on literacy where a lead teacher was employed to improve the schools literacy standards particularly in the Kindergarten to Year Three cohort.

Our Year 3 and Year 5 students performed very well in NAPLAN, with the Year 5’s achieving 100 per cent growth in Reading and Numeracy. Our Year 5 students were also awarded 1 distinction in the Newcastle Permanent Maths Competition. Many of the children who entered the Bulahdelah Show Art and Writing Competitions received prizes at the Pavilion Night with two of our students awarded places in the public speaking competition. One of our Year Four students entered the UNSW Technology, Maths and the Science competitions and gained two high distinctions and a distinction.

Several others achieved great success in our ‘Reading Plus’ trial and the children involved in the MultiLit and MiniLit intervention programmes have shown great improvement. Two students gained places in the Regional Public Speaking Competition and went on to compete in the Diocesan Public Speaking Competition. Our senior debating team also performed well in the Manning Regional Debating Competition which was hosted by our school in 2014.
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.

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

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

Students also had access to GATE 21, a 21st Century computer based project.

**School Academic Priorities**

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand and enhance the focus on instructional leadership in Years K-2</td>
<td>Improved and enhanced pedagogy in numeracy and literacy for teachers and students.</td>
</tr>
<tr>
<td></td>
<td>Improvement in NAPLAN results from the lower bands.</td>
</tr>
<tr>
<td></td>
<td>Collation of Literacy and Numeracy Continua data to indicate improvement</td>
</tr>
<tr>
<td></td>
<td>Analysis of NAPLAN data for 2015</td>
</tr>
<tr>
<td>Expand and enhance the focus on differentiated learning and tiered interventions in Years K-2</td>
<td>For teachers to review where Tier 3 students are achieving and to set goals for intervention.</td>
</tr>
<tr>
<td></td>
<td>For students to participate in intervention which is effective and success measured.</td>
</tr>
<tr>
<td></td>
<td>For teachers to improve their knowledge on tired assessment and the numeracy continua</td>
</tr>
<tr>
<td>Improve attention on:</td>
<td>To analyse the performance of boys and girls in both Literacy and Numeracy.</td>
</tr>
<tr>
<td>- teaching numeracy and mathematics;</td>
<td>For teachers to analyse the performance of their students on the writing aspect of the continuum.</td>
</tr>
<tr>
<td>- poor literacy performance of boys compared to girls;</td>
<td>For teachers to analyse a set piece of writing according to NAPLAN marking guide and improve student results in writing.</td>
</tr>
<tr>
<td>- teaching writing;</td>
<td>performance of ATSI students particularly in non-metro areas</td>
</tr>
</tbody>
</table>

**Performance in National Testing**

**National Assessment Program - Literacy and Numeracy (NAPLAN) 2014**

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.

While we saw our Year 3 children achieve above the National Standards in 2014 the whole school needs further consolidation in the areas of literacy and numeracy. This will be co-ordinated by a leading teacher in 2015 which will be funded by the State Action Plan.
# Cultural Achievements

Students were given a variety of opportunities to be immersed in cultural activities throughout 2014. The school participated in a number of activities to promote cultural excellence, particularly in the area of Creative and Performing Arts. There were many and varied activities which included; participating in the Myall Festival, The Bulahdelah Cultural Evening, Walk on the Wild Side Photographic exhibition. The school also had a visit from ‘The Magic Show’ as part of the Kindergarten Orientation program.

As in previous years the students were also attended the Bulahdelah Show, the Myall Festival and the Anzac Day march.

The school held an art exhibition in Tea Gardens with the children’s art work being displayed along with local artists.

The children also participated in the ‘Hawkes Nest Get Wild’ photographic competition.

The school held a World Health Day with the children and parents participating in ‘health trivia’, physical activities and ‘healthy food taste testing’.

The students entered the ‘Doodle for Google’ competition.

The school hosted the annual Myall Coast parish Picnic as well as the Manning Regional Debating Competition. The highlight of the year however, was the school musical ‘Little Red Rocking Hood’ where the children sang, danced and performed their way into the hearts of all who attended.

At the end of the year the whole school went on an excursion to Forster Bowling Alley followed by a picnic in the park.

# Sporting Achievements

Students are 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 are then encouraged to represent the school at regional level and may then progress to Diocesan and State championships. In 2013 we had one child compete in the NSW soccer championships as well as one child competed in the NSW Athletics championships in the fifty metres running. Our small schools relay team also made it to the state championships.

St Joseph’s participated in the Soccer and Netball Gala Days in Taree and had representatives attend the Diocesan Cross Country Championships. Other major sporting achievements included one child being chosen to represent the school and Polding Team in high jump.

Students participated in numerous sporting activities throughout the year including ‘World Health Day as well as Daily Fitness and weekly school sport.

Other Highlights for 2014
The purchasing of a school set of Laptops ensured that the students were given every advantage in technology.

Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>6</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>0</td>
</tr>
<tr>
<td>III. (a) Teachers not having qualifications as described in I or II above but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>(a) 1 (b)</td>
</tr>
<tr>
<td>III. (b) Of these which are New Scheme Teachers.</td>
<td></td>
</tr>
</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>6</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>3</td>
</tr>
<tr>
<td>Grand total</td>
<td>9</td>
</tr>
</tbody>
</table>

Percentage of teachers who are Indigenous    | 0                |

Professional Learning Undertaken
Members of the school staff participated in a variety of professional development days during 2014. These activities included CPR and Emergency Care training, and ongoing Faith Education Accreditation.

Staff also attended a variety of Professional Development Days including Learning Support Assistant’s Day, Teacher Librarian Days, Principals’ and Religious Education Co-ordinator’s Assembly Days and School Clerical SAS training. The staff participated in Pupil Free Days on Spirituality, professional development days on Quality Teaching, Learning Technology and the new NSW Maths Syllabus.
The average teacher attendance rate for this school is 95%.

The teacher retention rate from 2013 to 2014 was 100%.

Enrolments

Actual Enrolments 2014

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>7</td>
</tr>
<tr>
<td>Year 1</td>
<td>7</td>
</tr>
<tr>
<td>Year 2</td>
<td>4</td>
</tr>
<tr>
<td>Year 3</td>
<td>6</td>
</tr>
<tr>
<td>Year 4</td>
<td>6</td>
</tr>
<tr>
<td>Year 5</td>
<td>7</td>
</tr>
<tr>
<td>Year 6</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
</tr>
</tbody>
</table>

The closure of the hospital and the factory plus the opening of the by-pass saw a marked drop in our enrolments.

Percentage of student attendance by Year level and school average for 2014:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Managing non-attendance

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

Annual School Priorities

The major areas identified for improvement during 2014 were Catholic Identity, quality teaching and learning, community and partnerships, student welfare, financial planning and leadership.

A major priority for the school was to continue to improve student achievement levels in literacy and numeracy particularly for indigenous and special needs students.
There was a continued focus on students' participation in Creative and Performing Arts. This included a public Art Exhibition and an end of year performance of 'Little Red Rocking Hood.'

Staff Professional Development to support quality teaching and learning programs established in the school also continued to be a priority.

The school implemented a revised Aboriginal and Torres Strait islander Policy with all KLA’s particularly HSIE and RE incorporating an Indigenous perspective.

An ‘Early Starters’ programme was continued and open to all of the community to support preparation for all school-aged children in the local community.

The school continued to market and promote St Joseph's in the community, with the goal of increasing enrolments. School brochures were distributed throughout the local area.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher programs reflect the multi staged nature of the school in planning and pedagogy</td>
<td>Curriculum maps are designed to ensure coverage of all curriculum outcomes and units of work</td>
</tr>
<tr>
<td>Further work on the teaching of English be carried out to ensure a Balanced Literacy Program and the multi staged nature of classes</td>
<td>Programs and assessment tasks contain outcomes that reflect the multi stage nature of classes.</td>
</tr>
<tr>
<td>NAPLAN data be analysed and used to inform and develop teaching programs</td>
<td>Agreed practices implemented and monitored in literacy to achieve student growth at or above expected level of achievement</td>
</tr>
<tr>
<td>The Discipline / Behaviour Support Policy, and practices related to managing challenging behaviour, are reviewed and updated as soon as possible to allow for an increased focus on positive behaviour support.</td>
<td>In KLA organisation when relevant Expectation Matrix of Behaviour displayed in classrooms</td>
</tr>
<tr>
<td></td>
<td>Signage displayed around school promoting PBL and You Can Do It!</td>
</tr>
<tr>
<td></td>
<td>Classroom displays</td>
</tr>
<tr>
<td></td>
<td>Weekly PD lessons</td>
</tr>
<tr>
<td></td>
<td>Teacher’s programs</td>
</tr>
<tr>
<td></td>
<td>School policies</td>
</tr>
<tr>
<td></td>
<td>Student internet</td>
</tr>
<tr>
<td></td>
<td>Internet code of conduct agreements are kept in filing cabinet in principal’s office under LT</td>
</tr>
<tr>
<td>The school ICLT plan is developed for next 3 years based on ISTE standards for students. The Internet Policy is updated next year based on CSO policy currently being approved. Student internet user agreements will reflect this policy</td>
<td>Teachers participate in skill snack activities and Learning Technology forums</td>
</tr>
<tr>
<td></td>
<td>PD meetings with Education Officer (LEARNING TECHNOLOGY/ICT)</td>
</tr>
<tr>
<td></td>
<td>Code of conduct for student internet use is adhered to every year</td>
</tr>
</tbody>
</table>

**Community Satisfaction**

There were many opportunities provided for authentic and creative Liturgical experiences throughout the year. Of particular significance was the celebration of Family Masses at Parish centres. In addition there was a focus on the formation of staff through participation in a spirituality day, with continued visits to the local nursing home.

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 2015. The level of community involvement in school activities has also risen, with a significant number of parents, families and parishioners attending and supporting school functions and events. Although no formal surveys were undertaken during the year, anecdotal feedback from parents, parishioners and the local community has been positive and affirming of the school. Our Art Exhibition was very well attended, as was our ‘an end of year performance.
The staff and the general community were very affirmed by our review process which was very positive.

Financial Information

The following graphs represent the income and expenditure for St Joseph’s Primary School, Bulahdelah for the school year ending 31 January 2015 as aggregated from the annual returns to the Australian Government’s Department of Education, Science and Training.

Recurrent & Capital Income

- C'wealth, 78%
- State, 12%
- Fees & Private, 6%
- Other Capital, 4%
- Govt. Capital, 0%

Recurrent & Capital Expenditure

- Salaries, 72%
- Capital, 0%
- Non-salary, 28%
Concluding Statement

St Joseph’s has had a wonderful year in all aspects of school life. 2014 has been a year full of academic, sporting, cultural and spiritual highlights and achievements that the students and staff can be very proud of. Many of these events have only been possible through the generosity and tremendous support of our staff, parents and parishioners, who have worked tirelessly throughout the year for the benefit of the students.

I would like to acknowledge the great contribution our staff has made in making such a difference to the lives of the students in their care and thank them sincerely for their dedication, professionalism, hard work, enthusiasm and support. We are also extremely grateful for the pastoral guidance and ongoing support we receive from Sr. Margaret, our Parish Pastoral Co-ordinator.

We are very lucky to have such generous and supportive parents and Parish representatives who give so willingly of their time and themselves.

We appreciate working in partnership with other community members and organisations whose support we deeply value. I offer my sincere thanks to everyone who has contributed to the life of the school during 2014.

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, The Board of Studies, 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:

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