About this report

St Joseph’s Primary School, Coraki is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the Parish School Community for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community during the year and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

The Report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This Report has been approved by the CSO which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2013 following its submission to the Board of Studies.

The contents of this Report are able to be discussed at various parent forums and all information is public.

Further information about the school or this Report may be obtained by contacting the school on (02) 66832248 or by visiting the website at www.crkilism.catholic.edu.au
**Principal’s Message**

The primary purpose of St Joseph’s Catholic Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph’s offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school’s mission was lived out daily in the life of the school.

The students’ achievements and accomplishments were showcased throughout 2012. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph’s has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- Students selected to attend regional Enrichment Days performed very well. Students in Years 3-6 participated in a variety of activities over a range of Key Learning Areas designed to enrich their learning experience.
- Inquiry Learning in Mathematics was used widely across the school with great benefits for the students.
- Stage 2 and Stage 3 students participated in a National online investigation and were well placed in the overall rankings.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school’s cultural program and community involvement:

- The school presented a very successful Christmas concert for the whole community which was well attended by a wide cross section.
- Each class visited the Mid Richmond Retirement Village regularly to play Bingo with the elderly residents.
- Our Year 6 leaders helped out with Meals on Wheels in Coraki on a regular basis, delivering meals and also taking the time to get to know some of the people visited.
- St Joseph’s actively participated in the ANAZC Day march and took significant roles in the ceremony.
- All classes participated in the Lismore Musical Eisteddfod and performed well.
Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- St Joseph’s students performed well at the Richmond Zone Athletics Carnival with some students achieving personal bests and one student going on to represent at Diocesan level.
- All students participated in Rugby League clinics held by the Country Rugby league. This valuable five week program covered many areas of health and fitness and was well received by families.
- We held a very successful school swimming carnival and had many students progress to the zone level. One student progressed to Diocesan and State finals and performed exceptionally well.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph’s is indeed blessed to have such dedicated and enthusiastic people.

Mark McDonald
Principal

A Parent Message

This year the Parents and Friends Association of St Joseph’s Coraki have been extremely active and have contributed in many ways to the school community. We have a very active membership and we welcomed a few new faces onto the various committees during this year.

There were many successful events held which included family BBQs, a whole school disco, parent information evenings and social activities for the parents of the school.

The Parents and Friends Association continues to support the school by running the canteen on a voluntary basis. As a group we see this as a vital service for the school and we are committed to ensuring we offer healthy canteen options.

The school continues to be an active part of the parish community and is a vital part of the wider community. Many families who no longer have students at the school continue to attend school events and are still valued members of the school community. Events such as the Book Week Parade continue to attract people long after their children have left the school.

We look forward to continued support from the parent community as we continue in partnership with the school administration to provide an exciting and worthwhile learning and faith environment for our students.

Belinda Meuffels
President
Parents and Friends Association
This Catholic School

St Joseph’s is located in the town of Coraki and is part of the Coraki Catholic Parish which serves the communities of Coraki, Woodburn and Evans Head. School families are drawn from the towns and communities of Coraki, Tatham, Bungawalbyn, Ellangowan, Tuckurimba and surrounding rural communities. Last year the school celebrated 115 years of Catholic education.

The Parish Priest Fr Richard Foley is very much involved in the life of the school.

St Joseph’s is a Parish School with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through:
- participation in parish-based Sacramental programs;
- support of the Meals on Wheels program;
- school representation on the Parish Pastoral Council;
- Assistance with the organisation of Parish Family Mass;
- participation in Family Groups and associated activities.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeates school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The purposes of this parish school are centred on Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.
St Joseph’s caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2012</th>
<th>TOTAL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
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<td>9</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td></td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>34</td>
<td>38</td>
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<tr>
<td><strong>Indigenous</strong></td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>LBOTE</strong></td>
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<td>1</td>
<td>1</td>
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</tr>
</tbody>
</table>

**School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies 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.

The school continues to work on developing a 21st Century pedagogy. This pedagogy underpins learning across the school with a large emphasis on students being actively engaged in learning. The effective use of interactive whiteboards in all classes provides many opportunities for students to interact in creative and meaningful ways.

Inquiry Learning continues to be a focus for development with teachers planning to significantly engage the students in their learning while giving them an opportunity to develop some of their own interests and display a wide variety of skills.

Students and teachers have been active in integrating information communication technologies into their learning. In keeping with our philosophy of providing a flexible learning environment, students use a variety of technology to research and present information. This has been aided significantly with the addition of new technologies such as netbook and tablet computers and through increasing the internet bandwidth at the school.

Our outdoor education program was a great success with students in Stage 2 participating in overnight camps and engaging in activities which included kayaking, bush walking, sailing, archery and completing a challenging high ropes course. Our Stage 3 students enjoyed a week in Brisbane engaged in many worthwhile learning opportunities.
**Student Performance in National Testing Programs**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 assessed. In Year 3, 8 students presented for the tests while in Year 5 there were 12 students.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, and space and geometry. In both Year 3 and Year 5 there were 6 achievement bands with Band 6 being the highest level of achievement in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 3, students who achieved Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieved at Band 5 and higher have achieved above the minimum standard set by government.

At St Joseph’s, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office led information sessions on NAPLAN and SMART Data Analysis workshops.

The following data indicates the percentage of St Joseph’s students in each band compared to the State percentage.
## Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 1 to 6</th>
<th>BAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26.4 28.6 23.8 14.3 20.6 0 15.6 28.6 10.1 28.6 3.5 0</td>
<td>BAND</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15.9 0 41.3 37.5 22.3 37.5 13.8 12.5 5.0 12.5 1.7 0</td>
<td>BAND</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30.1 14.3 20.2 28.6 25.4 0 13.4 42.9 7.5 14.3 3.4 0</td>
<td>BAND</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33.7 14.3 22.0 28.6 19.0 28.6 12.7 0 7.4 28.6 5.1 0</td>
<td>BAND</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13.9 12.5 29.3 0 20.5 12.5 23.8 50.0 9.2 25.0 3.4 0</td>
<td>BAND</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.6 0 28.5 25.0 22.1 12.5 23.8 37.5 8.1 25.0 4.8 0</td>
<td>BAND</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17.7 12.5 21.2 0 27.8 25 20.2 37.5 9.3 25 3.8 0</td>
<td>BAND</td>
</tr>
</tbody>
</table>
The results show that students have performed well in 2012. This is largely due to the effectiveness of the school’s targeted intervention programs and a commitment from teachers to adopt a school-wide pedagogy. Additionally, teachers at the school believe that motivation levels have improved through the increased use of interactive white boards and other interactive devices as well as a new approach to teaching in Mathematics. Students appear to be more engaged with the lesson content and are willing to practise their new found skills using this technology. The percentage of students achieving minimum standards has followed previous years’ achievements and is indicative of the focus placed on individualised student learning programs and intervention strategies adopted by the school.

A number of other initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of spelling and writing. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last four years.
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>7</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>6</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>0</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>2</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole-staff development day professional learning activities in 2012 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retreat Day</td>
<td>2</td>
<td>Martin Scroope</td>
</tr>
<tr>
<td>Contemporary Learning Framework</td>
<td>2</td>
<td>CSO</td>
</tr>
<tr>
<td>IDEAS</td>
<td>3</td>
<td>University of Southern Queensland</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>4</td>
<td>CSO</td>
</tr>
</tbody>
</table>

Additionally, staff attended individually or in groups a range of professional development opportunities including:
- The School and the Law The Accidental Counsellor
- The Accidental Counsellor
- Formative Assessment and developing Professional Learning Communities
- NAPLAN data analysis days to develop a school approach to the data.

School expenditure on PD = $5144.00 per staff member

The professional learning expenditure has been calculated at per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.
Teacher Attendance and Retention
The average teacher attendance figure is 96.16%. This figure is provided to the school by the CSO.

Student Attendance

School attendance is good. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the Principal to discuss their leave request.

The average student attendance rate for the school during 2012 was 89.2%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89.3%</td>
<td>89.1%</td>
<td>93.5%</td>
<td>90%</td>
<td>87.5</td>
<td>87.8</td>
<td>87.5</td>
</tr>
</tbody>
</table>

School Policies

School policies are reviewed regularly. In 2012 the following policies were reviewed, updated or newly created:

- School Vision
- Attendance Policy
- School-wide pedagogy
Enrolment Policy
Every new enrolment at St Joseph’s requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy
The school’s Pastoral Care Policy includes the School Behaviour Plan and the School Support Plan both of which incorporate the principles of restorative practice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, effort, respect and self-responsibility. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience well-being. These programs include self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school’s pastoral care program has been developed in consultation with staff, parents and students.

Discipline Policy
The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters and aspects of the policy are displayed in all classrooms.

Complaints and Grievance Policy
The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The policy is available at the front office or from the school’s website.

School Determined Improvement Targets
Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2012 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school’s main goals and priorities were to:

- complete the Visioning Process as part of the IDEAS program with the University of Southern Queensland.;
- implement a school-wide focus on formative assessment leading to fortnightly learning intentions;
- develop Professional Learning Communities within the school;
- engage in Inquiry Learning in Mathematics across all grades.

**Initiatives Promoting Respect and Responsibility**

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

Students were involved in a range of outreach activities, including fortnightly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Citizenship awards were presented at our fortnightly whole-school assemblies. The school is committed to adopting the philosophies of restorative practice and the staff have been trained in the effective use of these techniques.

**Parent, Student and Teacher Satisfaction**

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

- Each class held regular class meetings which follow a set protocol where students are encouraged to talk about things at school which may be of concern. If these cannot be solved at a class level the teacher will bring the student concerns to the staff meeting. Older classes are also encouraged to engage in journaling where they can look at both positive and negative aspects of school life.
- Parents were encouraged to attend Parents and Friends Association meetings where each person has the opportunity to express their thoughts on school policy and procedures. Any policies which are being developed or reviewed are advertised in advance for discussion at P&F meetings. This has resulted in committees being formed or surveys being sent out to gauge opinion.
- Parents, students and teachers were involved in joint goal setting at partnership meetings and at Parent/Teacher/Student conferences.
- Teachers were asked at each staff meeting to table any concerns for discussion. Each teacher also met formally with the Principal every term and had the opportunity to discuss any matters of concern.

**Financial Information**

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.
A visual summary of the income and expenditure reported to the Commonwealth Government for 2012 is presented below: