About This Report

St Joseph’s Catholic primary school 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 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 2014 following its submission to the Board of Studies.

The contents of this Report may be tabled for discussion 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 2013. Student work was proudly displayed in classrooms, in the newsletter, on school noticeboards, in the school office and on our website. 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:

- All students in Kindergarten to Year 6 participated in purposeful and empowering activities over a range of Key Learning Areas designed to enrich their learning experience.
- Students were selected for and successfully participated in the Lismore Catholic Schools regional Enrichment Days across a variety of Key Learning Areas.
- All Stage 3 students were immersed in Science and Creative Arts interactive enrichment at St Mary’s College, Casino.
- Students from Kindergarten to Year 6 actively engaged in the Reading Eggs and Mathletics interactive programs.
- The Read for the Stars program involves all students in the school with many achieving certificates outlining the great number of books read.

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 successful and very enjoyable Christmas concert that was very well attended by the Coraki community.
- We celebrated a NAIDOC week mass with good involvement from our Aboriginal students.
- Each stage regularly visited the Mid Richmond Retirement Village to play Bingo with the elderly residents.
- St Joseph’s was very well represented during the ANAZC Day march during our school holidays.
- All students competed in our Public Speaking & Poetry competition. The winners represented our school at the Richmond zone finals.
Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights:

- St Joseph’s students performed well at the Richmond Zone Athletics Carnival with one student going on to represent at Diocesan level. We competed in every event.
- All students participated in rugby league clinics held by the Country Rugby League. This valuable 3 week program covered many areas of health and fitness.
- Qualified gymnastic teachers instructed the students in knowledge and skills from our PDHPE curriculum.
- We held a very successful school swimming carnival and had our highest number of representatives progress to the zone level.
- We competed in both the Paul Wilson Football Cup and the Lismore Diocesan Netball competition.
- Our Stage 3 students received professional golf training from the Coraki Golf Club President at the Coraki Golf Club.

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 supporting the school.

John O'Brien
Principal
A Parent Message

This year, yet again, 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, whole school discos, a movie night, 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 Easter Hat Parade continue to attract people to attend long after their children have left the school.

We look forward to ongoing support from the parent community as we continue in partnership with the school to provide an authentic and powerful 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 116 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 a range of activities.

- Our school community is actively involved in parish based Sacramental programs.
- The school is represented on the Parish Pastoral Council.
- We organise and facilitate two Parish/ School Masses per term on a Sunday.
- We Involve and invite parishioners, the Presentation Sisters and our Parish Priest to school events.
- Our Parish Priest visits the classrooms every Wednesday to contribute to our Religious Education curriculum and faith formation of students, staff and families.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate 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 aims and direction of this parish school St Joseph’s is guided by 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 the essence of this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.
St Joseph’s Catholic primary school 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 2013</th>
<th>TOTAL 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>44</td>
<td>34</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
<td></td>
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<td></td>
<td>1</td>
<td>1</td>
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<tr>
<td>LBOTE (Language background other than English)</td>
<td>1</td>
<td></td>
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</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.

St Joseph’s is a 21st century learning facility. A contemporary pedagogy as underpinned by the Lismore Catholic Schools Contemporary Learning Framework continues to guide our staff to ensure we provide the best learning for our students. We have one netbook/tablet per student allowing more frequent and timely use of technology to complement and enhance student learning. Our Year 6 students lead our school in faith, friendship and fitness activities each week ensuring a sense of belonging and acceptance of all.
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 tested. In Year 3, 10 students presented for the tests while in Year 5 there were also 10 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 are six achievement bands with Band 6 being the highest level of attainment 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 achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve 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 staffs have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 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>Subject</th>
<th>Percentage of students in bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>BAND</strong></td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Reading</td>
<td>27.9</td>
</tr>
<tr>
<td>Writing</td>
<td>17.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>25.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>30.7</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.3</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>12.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14</td>
</tr>
</tbody>
</table>
The results show that students have performed well in 2013. 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 student learning has improved through the increased use of technology, personalised learning for individuals and the focus on learning intentions and success criteria. The move towards more visible learning ensuring learning intentions and success criteria are made clear to students will continue to assist our students in their learning.

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 and a whole school focus on numeracy over recent years. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Spelling and Writing in 2014.

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 3 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>15.3</td>
</tr>
<tr>
<td>Writing</td>
<td>7.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>13.2</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>19</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.8</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>13.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.8</td>
</tr>
</tbody>
</table>
**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>3</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 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclaim</td>
<td>2</td>
<td>CSO</td>
</tr>
<tr>
<td>Staff Retreat Day</td>
<td>2</td>
<td>Staff</td>
</tr>
<tr>
<td>John Hattie Visible Learning</td>
<td>3</td>
<td>John Hattie</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>2 &amp; 3</td>
<td>CSO</td>
</tr>
</tbody>
</table>

Additionally, staff attended individually or in groups a range of professional development opportunities including:

- Assessment
- visiting other schools to identify quality pedagogy & learning experiences
- Autism workshops
- Hawker Brownlow Conference in Melbourne
- NAPLAN Data Analysis days to develop a school approach to the data

The professional learning expenditure has been calculated at $7785 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 96.37%. This figure is provided to the school by the CSO. There were no significant staffing changes last year.

Student Attendance

School attendance is pleasing. 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 2013 was 91.48%. 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>95.51%</td>
<td>91.60%</td>
<td>93.35%</td>
<td>92.07%</td>
<td>90.02%</td>
<td>86.93%</td>
<td>90.85%</td>
</tr>
</tbody>
</table>

School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

- School Community Behaviour Plan
- Attendance Policy
- Student Leadership Policy
- Technology and Internet Policy
- Anti-Bullying Policy
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 incorporating 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 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, sexuality, anti-bullying, friendships, drug awareness, health and personal safety. The school’s pastoral care program has been developed in consultation with staff, parents and students. In Terms 2 and 3 the Year 6 students and principal lead the school in a pastoral care program tailor-made for our school.

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 School Community Behaviour Plan 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 and on colourful pencils in the playground. These are referred to at least once a week at assembly.

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 School Improvement Plan. 2013 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:

- ensure students are learning at their level and improve the level of learning for all students;
- continue to improve upon the Professional Learning Teams within our Professional Learning Community;
- re-examine our school and local history and share this story with the community;
- open up more opportunities to express our faith and beliefs in a relaxed environment.

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 contributed generously to social justice appeals, including St Vincent de Paul, Catholic Missions Australia and Caritas.
- Citizenship awards were presented at our fortnightly whole school assemblies. The school has adopted the philosophies of restorative practice.
- We established our weekly ‘Jumping Joeys’ program for all students. In these sessions we discussed, modelled and role-played our school vision, values and rules. We also utilised values from the Make Jesus Real program.

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:

- Parents, students and teachers were involved in joint goal setting at partnership meetings and at Parent/Teacher/Student conferences.
- We conducted parent, staff and Stage 3 surveys as part of our School Review and Development. All Stage 3 students and staff completed the survey with 30% of families completing. From these surveys we established our 5 Year School Improvement Plan.
• Parents are 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.
• Teachers are asked at each staff meeting to table any concerns for discussion. Each teacher also meets with the principal regularly and has 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 2013 is presented below: