St Joseph’s Catholic Primary School

CORAKI

CORAKI
Adam St
Coraki NSW 2471

02 6683 2248
02 6683 2988
www.crkilism.catholic.edu.au
About this report

St Joseph’s Catholic Primary School Coraki is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Education Office (CEO), 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 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 Education Office. This Report has been approved by the CEO 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 2011 following its submission to the Board of Studies.

All the information in this Report is public and its contents are open for discussion at various parent forums.

Further information about the school or this Report may be obtained by contacting the school on (02) 6683 2248 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 has 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 combine 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 2010. 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.
- The Coraki News recognised several students from St Joseph’s with Junior Journalist Awards with four students being presented with Highly Commended awards.
- The Coraki Tea-Tree Art Exhibition awarded their Junior Art Prize to a student in Year 6.

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:

- Our Year Six 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.
- Each class visited the Mid-Richmond Retirement Village regularly to play Bingo with the residents.
- St Joseph’s actively participated in the ANAZC Day march and took significant roles in the ceremony.
- As part of Clean Up Australia Day our students took responsibility for many areas around town.
- Our school held a “Biggest Morning Tea” to raise funds for the Cancer Council.
Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- Hockey continued to provide many highlights for our school. We were well represented in the Richmond Zone teams with all students who tried out making it into zone teams. One student went on to represent the Diocese.
- St Joseph’s students performed well at the Richmond Zone Athletics Carnival with our school being awarded the percentage points score award.
- 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 Coraki 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 has been extremely active and has 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.

In collaboration with the school we held successful social and fundraising events. Again a highlight was our end of year Family BBQ and Open Night where new families meet existing families and life-long friendships are formed. Through our fundraising efforts we were able to supply the school with new computer equipment, some resources for the parent library and contribute to a grounds maintenance project.

The school continues to be an active part of the local and parish communities 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 activities and are valued members of the school community.

The Parents and Friends Association has played an active role in the planning of new school buildings as part of the Building Education Revolution. This program has enabled the school to build facilities to support the excellent learning environment that already exists at 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.

Luke Gooley
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, Bungawalbin, Ellangowan, Tuckurimba and surrounding rural communities. Last year the school celebrated 113 years of Catholic education.

The Parish Priest, Father Richard Foley, is 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 such activities such as:
- participation in parish based Sacramental programs;
- support of the Meals on Wheels program;
- school representation on the Parish Pastoral Council;
- participation by members of the parish in the PAT program at school;
- invitations to parish representatives to all school functions.

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 implementation of the Diocesan Daily Prayer guidelines supports 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 2010</th>
<th>TOTAL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

There are currently 63 students enrolled in 4 classes.

**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 a creative and meaningful ways with the curriculum.

The commitment of the staff to continually assess and improve their practice through professional activities such as CORT and PEEL highlights the school’s focus on effective pedagogy and improving student outcomes.

With the purchase of a number of netbook computers, students 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 range of technology to research and present information.
Our outdoor education program was a great success with students in years 3 and 4 participating in overnight camps and engaging in activities which included kayaking, bush walking, sailing, archery and completing a challenging high ropes course. Our Year Five and Six students joined with another local school for a very interesting excursion to Brisbane which included visits to Suncorp Stadium, Parliament House, and the Planetarium as well as many other valuable educational experiences.

**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, 8 students presented for the tests while in Year 5 there were 7 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, space and geometry.

In both Years 3 and 5 there were 6 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 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.

The following data indicates the percentage of St Joseph’s students in each band compared to the state percentage.

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 Education Office led workshops and information sessions on NAPLAN and the associated data.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td>Reading</td>
<td>28</td>
</tr>
<tr>
<td>Writing</td>
<td>25</td>
</tr>
<tr>
<td>Spelling</td>
<td>21</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>29</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>22</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>14</td>
</tr>
<tr>
<td>Numeracy</td>
<td>15</td>
</tr>
</tbody>
</table>
### Year 5 NAPLAN Results in Literacy and Numeracy

<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>8</td>
</tr>
<tr>
<td>State School</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>17</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
</tr>
<tr>
<td>Spelling</td>
<td>12</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>17</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>22</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>14</td>
</tr>
<tr>
<td>Numeracy</td>
<td>15</td>
</tr>
</tbody>
</table>

The results show that students have performed extremely well in 2010. 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. 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 three years.
Teacher Standards and Professional Learning

### Table: Teacher Qualifications / Staff Profile

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Those having formal qualifications from a recognised higher education institution or equivalent. 7</td>
</tr>
<tr>
<td>2</td>
<td>Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. 0</td>
</tr>
<tr>
<td>3</td>
<td>Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge. 0</td>
</tr>
<tr>
<td>4</td>
<td>Teachers with recognised qualifications to teach Religious Education. 5</td>
</tr>
<tr>
<td>5</td>
<td>Number of staff identifying as indigenous employed at the school. 0</td>
</tr>
<tr>
<td></td>
<td>Number of non teaching staff employed in the school. 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 2010 were:

### Table: Staff Development Days

<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>Invigorating the Creative Arts</td>
<td>3</td>
<td>Marilyn Chaseling Southern Cross University</td>
</tr>
<tr>
<td>Rel8te Conference</td>
<td>4</td>
<td>CEO Lismore</td>
</tr>
<tr>
<td>School Development Plan</td>
<td>4</td>
<td>School Based</td>
</tr>
</tbody>
</table>

Additionally staff attended either singly or in groups a range of professional development opportunities including:

- Enrichment meetings to plan enrichment activities for students in our region;
- NAPLAN data analysis days where student needs are identified and a school plan is developed;
- Paediatric Care Team Meetings with local paediatricians, speechpathologists, occupational therapists and other medical staff involved in the care of our students with additional needs;
- Quick Smart Maths intervention program training;
- Indonesian language immersion days;
- Classroom Observation Sessions where each teacher is observed in action and works with a mentor to improve pedagogy.
The professional learning expenditure has been calculated at $2690.00 per staff member. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 96.53%. This figure is provided to the school by the CEO.

There were no significant staffing changes last year.

**Student Attendance**

School attendance is always high. 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. Parents are encouraged to arrange medical and other necessary appointments outside school hours. 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. 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 2010 was 91.5%. 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>94.3</td>
<td>88.2</td>
<td>90.8</td>
<td>90.3</td>
<td>92.4</td>
<td>92.8</td>
<td>92</td>
</tr>
</tbody>
</table>

**School Policies**

School policies are reviewed regularly. In 2010 the following policies were reviewed, updated or newly created:

- Evacuation and Lock Down Policy
- Literacy Policy
- Enrichment Education Policy.
Enrolment Policy

Every new enrolment at St Joseph’s Coraki necessitates parents attending an enrolment interview. The interview provides an opportunity for parents 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 and class 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. 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 include self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, and health and personal safety programs. 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. Relevant sections of the policy are also published in the student diary.

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 school’s five year Strategic Plan. 2010 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:

- promote parish community involvement in school based activities;
- continue the spiritual formation of staff through staff retreat days;
- explore and develop the use of electronic programming;
- upgrade computers in all classrooms;
- develop a maintenance and improvement plan for school grounds and buildings;
- engage in term evaluations and goal setting for staff and students;
- increase the number of students achieving in the higher band scores for NAPLAN;
- continue reflective practice as teachers to develop a culture of continual learning and improvement.

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 such as through

- our Whole School Values program;
- the Seasons program which is run every year;
- class visits to the Mid Richmond Retirement Village to play Bingo every term;
- school leaders assisting with Meals on Wheels;
- implementing the school code of behaviour and reviewing this each term;
- developing the School Community Behaviour Plan and the School Community Support Plan;
- positive behaviour being reinforced through presentation of awards at fortnightly assemblies.

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school’s commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school’s Whole School Community Behaviour Plan.
Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction. 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:

- All parents, teachers and students were asked to complete an online survey to assist in the compiling of a diagnostic inventory of school performance.

- 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 the Parents and Friends Association meetings. This has resulted in committees being formed or surveys being sent out to gauge opinion. The recent adoption of the School Community Behaviour plan by the Parents and Friends Association is an example of how this process works.

- Parents are regularly encouraged through the newsletter to contact their child’s teacher or the Principal to discuss any matters of concern.

- Teachers are asked at each staff meeting to table any concerns for discussion. Each teacher also meets formally with Principal every term and has the opportunity to discuss any matters of concern.

- Each class holds 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.
Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Education 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 Education Office are audited annually.

A summary of the income and expenditure reported to the Commonwealth Government for 2010 is as follows:

<table>
<thead>
<tr>
<th>Income Heading</th>
<th>School</th>
<th>Location</th>
<th>2010 INCOME</th>
<th>2010 INCOME Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>St Joseph's Primary School</td>
<td>CORAKI</td>
<td>$33,348</td>
<td>33348</td>
<td>$33,348</td>
</tr>
<tr>
<td>Fees</td>
<td></td>
<td></td>
<td>$22,032</td>
<td>22032</td>
<td>$22,032</td>
</tr>
<tr>
<td>Other Private Income</td>
<td></td>
<td></td>
<td>$123,837</td>
<td>123837</td>
<td>$123,837</td>
</tr>
<tr>
<td>Grants-State Govt</td>
<td></td>
<td></td>
<td>$557,153</td>
<td>557153</td>
<td>$557,153</td>
</tr>
<tr>
<td>Grants-Commonwealth Govt</td>
<td></td>
<td></td>
<td>$273,403</td>
<td>273403</td>
<td>$273,403</td>
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<tr>
<td>Govt. Capital Grants</td>
<td></td>
<td></td>
<td>$4,829</td>
<td>4829</td>
<td>$4,829</td>
</tr>
</tbody>
</table>
### 2010 EXPENSE - St Joseph's Primary School - CORAKI

#### Capital Expenditure

- **26%**

#### Other Expenditure

- **11%**

#### Salary & Related Expenditure

- **63%**

### Table: 2010 EXPENSE Data

<table>
<thead>
<tr>
<th>Expenditure Heading</th>
<th>School Location</th>
<th>2010 EXPENSE Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary &amp; Related Expenditure</td>
<td>St Joseph's Primary School</td>
<td>$663,389</td>
<td>663389</td>
</tr>
<tr>
<td>Other Expenditure</td>
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<td>110703</td>
<td>110703</td>
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<tr>
<td>Capital Expenditure</td>
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<td>270647</td>
<td>270647</td>
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</table>