Annual School Report
2009 School Year

St Joseph’s Catholic Primary School

CORAKI

CORAKI
Adam St
Coraki NSW 2471

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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 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 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 and other regular communications. The Report will be available on the school’s website by 30 June 2010 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 good education which includes 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 2009. 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:

- The Coraki News recognised several students from St Joseph’s with Junior Journalist Awards. One student came first in their category with three others achieving Highly Commended awards.
- The Coraki Tea Tree Junior Art Prize was awarded to a student in Year 5.
- Students in Years 3-6 were selected to participate in Enrichment Days in a wide range of subjects and performed very well.

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:

- St Joseph’s actively participated in the ANAZC Day march and took significant roles in the ceremony.
- 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.
- As part of Clean up Australia Day our students took responsibility for many areas around town.
- Jump Rope for Heart was a significant event in our school. All our students were enthusiastically involved and their enthusiasm was rewarded with a visit from one of the Jump Rope for Heart show teams.

Students performed well at various sporting events in 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 and one student went on to represent NSW in the PSSA team.
• St Joseph’s students performed well in Cross Country Running with a great team performance at the Richmond Zone carnival. One student went on to represent the Diocese at further competitions.
• Swimming saw many great results during 2009. We were well represented at Zone and Diocesan carnivals as well as having one student being placed at state level.

There were many people who assisted in the school’s quest for excellence. In particular special thanks is 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 has been an exciting year for the Parents and Friends Association of St Joseph’s Coraki. Our monthly meetings and other activities have been very well supported. This association is very active and provides many resources for our school as well as being the medium through which parents can express their hopes and visions for the school.

The Parents and Friends Association worked collaboratively with the school on a number of successful activities during 2009. One of the most successful activities was the Open Night where we invited families of prospective students to join us for a school tour, information and discussion session and a family barbeque.

Following on from last year when the new uniform was introduced a new school badge was designed which depicts the Catholic nature of the school as well as incorporating the unique geographical features of the area.

The parents of the school continue to support the Information Communication Technology plan of the school with all classrooms now using interactive whiteboards. The teachers and students are keen users of this technology and the promotion of interactive learning continues to boost the learning culture of 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, Tuckarimba 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
- Parish representatives are invited to all school functions.
- Members of the parish participate in the PAT program at school.

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 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.

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 characteristics:

*Complete from the August census.*

<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 2009</th>
<th>TOTAL 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td>7</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There are currently 65 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 practise through professional activities such as CORT and PEEL highlights the school’s focus on effective pedagogy and improving student outcomes.

The Year 5/6 class engaged in a program with Rous Water to be ‘Water Rangers’ in the school and monitor how the school uses water. This led to changes in some school activities and also a greater awareness of how best to use precious natural resources.

Our outdoor education program was a great success with students in years 3-6 participating in overnight camps and engaging in activities which included kayaking, bush walking, sailing, archery and completing a challenging high ropes course. All students from the school participated in a rock climbing challenge which was quite a daunting prospect for some. The spirits of many students received a boost as they discovered that they could complete a seemingly impossible task.

**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 there were six achievement bands with Band 6 being the highest level of attainment. In Year 5 students were placed in achievement bands from the highest Band 8 to Band 3.
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 Year 3, 6 students presented for the tests while in Year 5 there were 15 students.

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

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

In Year 3, students who achieved Band 2 or higher have achieved at or above the minimum standard. In Year 5 those students who achieved at Band 4 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 Education Office led workshops and information sessions on NAPLAN and the associated tests.
### Year 3 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in bands 1 to 6

<table>
<thead>
<tr>
<th>BAND</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>25</td>
<td>17</td>
<td>23</td>
<td>50</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>23</td>
<td>17</td>
<td>29</td>
<td>50</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>25</td>
<td>0</td>
<td>26</td>
<td>50</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>22</td>
<td>17</td>
<td>31</td>
<td>17</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td><strong>Overall Literacy</strong></td>
<td>23</td>
<td>17</td>
<td>28</td>
<td>33</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td><strong>Number, Patterns and Algebra</strong></td>
<td>22</td>
<td>33</td>
<td>20</td>
<td>50</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td><strong>Measurement, Data, Space and Geometry</strong></td>
<td>13</td>
<td>50</td>
<td>21</td>
<td>0</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>18</td>
<td>33</td>
<td>23</td>
<td>67</td>
<td>24</td>
<td>0</td>
</tr>
</tbody>
</table>
The 2009 results show a significant shift in our school’s performance. There has been an improvement of almost a whole achievement band in all areas when comparing data over the last three years. Significantly, our numbers of students achieving in the bottom two bands has decreased dramatically. A whole school focus on how we teach numeracy has proven to be very beneficial as is indicated by our results.

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 two 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>5</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>5</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 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 2009 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Spirituality Day</td>
<td>2</td>
<td>Martin Scroope</td>
</tr>
<tr>
<td>Project for Enhancing Effective Learning</td>
<td>2</td>
<td>John Bourke/Ann Dawson</td>
</tr>
<tr>
<td>Interactivity 3</td>
<td>4</td>
<td>Catholic Education Office</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, Speech Pathologists, Occupational Therapists and other medical staff involved in the care of our students with additional needs.

• Reading review meetings to discuss strategies for the improvement of teaching reading in the Diocese.

• Promethean Parties to share and develop interactive whiteboard resources.

• Classroom Observation where each teacher is observed in action and works with a mentor to improve pedagogy.

The professional learning expenditure has been calculated at $2 662.00 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 95.53%. 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. 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 2009 was 86%. 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>87.9%</td>
<td>85.85</td>
<td>90.35</td>
<td>79.2%</td>
<td>91.7%</td>
<td>85.0%</td>
<td>81.8%</td>
</tr>
</tbody>
</table>
School Policies
School policies are reviewed regularly. In 2009 the following policies were reviewed, updated or newly created:

- School Community Behaviour Plan
- School Community Support Plan
- Pastoral Care Policy
- Reading Policy

Enrolment Policy
Every new enrolment at St Joseph’s Coraki 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 present 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 31 March 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. The School Enrolment Policy explains the Parish enrolment guidelines.

Student 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 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 the School Behaviour Code is displayed in all classrooms. Each class develops class rules in keeping with the School Behaviour Code.
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 and is also in the parent handbook.

School Determined Improvement Targets
Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2009 was a very rewarding year and 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:

- Develop Student Faith Leadership opportunities.
- Review and develop the school’s Pastoral Care Policy.
- Develop a comprehensive and up to date teachers’ handbook to align with recent changes in practice, OH&S requirements and industrial relations issues.
- Have Interactive Whiteboards in all classrooms.
- Engage in Term Evaluations and Annual Goal Setting referencing the NSW Institute of Teachers Standards.
- Improve Student performance in Numeracy and Literacy.
- Review NAPLAN data and develop relevant whole school teaching strategies to target specific improvements.
- Focus on Teachers as continuous learners and leaders of learning.
- Develop a Whole School Community Behaviour Plan with explicit reference to anti bullying strategies and policy.

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:

- Through our Whole School Values program.
- The Seasons program is run every year.
- Each class visits the Mid Richmond Retirement Village to play Bingo every term.
- School leaders assist 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 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. In 2009, the school developed a new Community Behaviour Plan in consultation with the Parents and Friends Association. Many of the awards presented to students throughout the year are indicative
of these values. Respect and responsibility are fundamental to the school’s Pastoral Care Policy.

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 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. 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
Do not complete this section. This section will be completed by the CEO Finance and Resources Consultant. It will be added in direct by the CEO. This section cannot be completed until our accounts are audited, usually around March. Leave the black text as it stands in this document.

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 2009 is as follows: