# Table of contents

1. A MESSAGE FROM KEY SCHOOL BODIES 3

2. THIS CATHOLIC SCHOOL 5

3. STUDENT PERFORMANCE IN STATEWIDE AND NATIONAL TESTS 6

4. PROFESSIONAL LEARNING AND TEACHER STANDARDS 7

5. TEACHER ATTENDANCE AND RETENTION 7

6. STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY N/A

7. SCHOOLS N/A

8. POST SCHOOL DESTINATIONS-SECONDARY SCHOOLS N/A

9. ENROLEMENT POLICIES AND PROFILES 7

10. SCHOOL POLICIES 8

11. SCHOOL DETERMINED IMPROVEMENT TARGETS 8

12. RESPECT AND RESPONSIBILITY 9

13. PARENT, STUDENT, TEACHER SATISFACTION 9

14. FINANCIAL INFORMATION 10
AMessage from Key School Bodies

Principal’s Message

At St Joseph's Coraki we support the parents and the parish in providing faith formation for our students. In doing this we must also ensure that we are a quality education institution where our mission is lived through our daily practice. During this year we have celebrated many individual and whole school success stories as we continue to build on the rich history of our school.

This year we focussed on some pedagogical changes to ensure that we provide the right educational environment for 21st century learning. All classes engage in interactive practices whether with an interactive whiteboard or through other means of technology. Our computer systems have been upgraded and wireless broadband internet is available in all classrooms.

Teachers have been conscientious in skilling themselves with behaviour management strategies which ensure minimal disruption to the curriculum. These whole-school strategies help to maintain stability and consistency in our behaviour management program through the use of positive reinforcement.

We have celebrated many successes this year at both parish and school community level as well as individual performances. Each student’s achievements are celebrated through teacher feedback, displaying work within the school and outside school boundaries, parent/teacher/student conferences and through formal recognition at assemblies. Students are asked to set goals and reflect on these at regular intervals throughout the year. We have also celebrated many community and religious events which reflect the rich culture of St Joseph's Coraki.

Many of our students performed very well at our sports carnivals. For the first time our swimming carnival was held at the Lismore Memorial Baths where we saw some fantastic performances. One student represented our school at the Polding Carnival in Sydney. We were also represented in Polding teams in hockey and soccer.

Our results in the National Assessment Program Literacy and Numeracy were very encouraging with our school continuing to show outstanding growth in literacy from year 3 to year 5.

In a year of many highlights one which stands tall is the partnership between the school and the parent body in working together to strive for excellence. It is very evident that all school activities are focussed towards providing the best opportunity for our students to reach their potential in an environment characterised by enthusiasm and cooperation.

Mark McDonald

Principal
St Joseph's Primary, Coraki
Parents and Friends Association

This has been an exciting year for the Parents and Friends Association of St Joseph’s Coraki. We have had record numbers attending our monthly meetings leading to greater representation in school decisions. 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.

A significant change initiated by the parent body this year has been the new school uniform. A committee investigated possibilities and was able to decide on a new uniform to be phased in over the next two years. We have moved from having different summer, winter and sports uniforms for both girls and boys, to having one universal uniform.

The canteen committee continues to provide a much needed and profitable service to our school families. During 2008 the committee continued to implement the Healthy Food Guidelines provided by the government. The volunteers who donate their time and talent are invaluable to the running of the canteen.

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.

Sharon Clark
President St Joseph’s, Coraki
Parents and Friends Association

2. THIS CATHOLIC SCHOOL

2.1 Faith and Mission.

2.1.1 St Joseph’s School is situated in the township of Coraki, on the Far North Coast of N.S.W., approximately 26 km. south of Lismore. The school is situated on the main road into and out of the town. It is adjacent to the former convent, the church and presbytery. It is situated on a site of approximately one hectare, including playing fields. The majority of our students come from the town of Coraki and the outlying farming areas.

2.1.2 The school consists of the original 1905 weatherboard building, a demountable building consisting of two classrooms and an Administration Building that was opened and blessed by the Most Reverend John Satterthwaite D.D. in 1988. Also constructed at the same time were the Canteen, storage room and cement play area and now includes the Outdoor Learning Area constructed under the Commonwealth Government Investing in our Schools Grant.

2.1.3 Our Mission

As a result of attending St Joseph’s children will have gained:

Friendship
“I can get along with others”

A Sense of Self
“I believe in myself…I believe I can do it”

Learning
“I have knowledge and skills and I know how to use them”

Faith
“God shows me how to live”
2.1.4 The faith 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. We implement the Diocese of Lismore K-6 Curriculum which is support by the text 'To Know, Worship and Love.' Religion lessons are taught mainly in morning sessions with many of these being integrated with other key learning areas. Students pray each day as a whole school and as a class. Time is also allocated for individual prayer during regular R.E. lessons. The Diocesan Daily Prayer Guidelines help enhance the school prayer experience. Staff meet for prayer twice a week with each staff member rostered to organise and present staff prayer experiences.

2.1.5 It is important to acknowledge that St. Joseph’s School is part of the Coraki Parish and wider community and as such we continue to be actively involved in community events. In addition to the sacramental programmes and as part of the Parish family:
- We celebrated the feast day of St. Joseph by attending a special mass and sports day with the staff and students of St Joseph’s Woodburn.
- We celebrated the Feast of the Presentation Sisters by holding a liturgy.
- Students actively engaged in Sunday Masses and served at these masses.
- Special school masses were held to celebrate Mothers’ Day and Fathers’ Day.
- The events of Holy Week and Easter were performed and presented to the parents and parishioners.
- Year 5/6 students attended a showcase day at St Mary’s High School Casino and were entertained by the Creative Arts Department as well as having the opportunity to view some of the creations from senior technology classes.

2.1.6 Three students were successful in being selected to represent the Diocese in the Polding Hockey team and one student went on to represent the diocese in swimming. A wide cross section of the community attended the Christmas Concert. This year the Christmas Theme was presented in an innovative play with all students in the school taking part. As usual the standard of production was extremely high. Our students attended a variety of Zone Sports Carnivals and Gala Days organised by the Diocese as well as our own swimming, athletics and cross country carnivals.

2.1.7 World Youth Day was a particular focus at our school with many of the classes using the World Youth Day prayer in the daily prayer routine. We also made use of most of the resources which were provided to enhance our liturgies and in-class experiences. A particular focus was holding a Multicultural Day where members of the community joined with our students to dress up in costumes from another country, take part in a variety of activities with an international flavour and participate in a liturgy celebrating World Youth Day.

Parent Partnership

2.2.1 Parents are a valuable resource at our school and their input into the operation of the school extends into many areas of school life including policy making, daily class activities, marketing and other important school functions. Opportunities for parent partnership at the school include:
- Parents and Friends Association
- School committees such as fundraising, canteen and uniform committees
- Parish representation at Diocesan Parent Assembly
- Presentations at information evenings
2.2.2 Formal written reports are produced twice yearly at the end of terms two and four. Students from years one to six are graded using the A-E reporting scale in keeping with the Plain English Reporting policy. At the end of term two all parents are required to attend a Parent/Teacher/Student conference where the report is discussed and goals for future development are set. Parents have the opportunity to request a conference to discuss the term four report if they so desire.

2.2.3 Parents have many opportunities to engage in school life and are encouraged to work closely with the class teacher and the school administration. Some ways parents chose to be involved include:

- Class reading programs
- Whole school liturgies
- Library assistant
- Computer assistant
- Community days
- Sports carnivals.

3. STUDENT PERFORMANCE IN STATEWIDE AND NATIONAL TESTS AND EXAMINATIONS.

All students in Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). Student results are reported in skills bands. These bands range from Band 1 (lowest) to Band 6 (highest) for Year 3 students and Band 3 (lowest) to Band 8 (highest) for Year 5 students. These skills bands indicate increasing levels of student ability in literacy and numeracy as measured by the test. Skills typical of each band are described in the report to parents.

<table>
<thead>
<tr>
<th>PERCENTAGE IN SKILL BAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Literacy year 3</td>
</tr>
<tr>
<td>Band 1</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>State</td>
</tr>
</tbody>
</table>

| Overall Numeracy Yr 3   |
| Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 |
| School | 0      | 22%    | 56%    | 22%    | 0%     | 0%    |
| State  | 3%     | 7%     | 23%    | 27%    | 22%    | 18%   |

In both Literacy and numeracy almost 80% of our students achieved in band 3 or above.

| Overall Literacy Yr 5   |
| Band 3 | Band 4 | Band 5 | Band 6 | Band 7 | Band 8 |
| School | 0%     | 0%     | 43%    | 43%    | 7%     | 7%    |
| State  | 4%     | 9%     | 24%    | 31%    | 22%    | 10%   |

| Overall Numeracy Yr 5   |
| Band 3 | Band 4 | Band 5 | Band 6 | Band 7 | Band 8 |
| School | 0%     | 21%    | 50%    | 21%    | 7%     | 0%    |
| State  | 5%     | 15%    | 27%    | 26%    | 15%    | 11%   |

Our literacy achievements were particularly pleasing with no students in bands 3 or 4.

National Benchmarks in 2008 compared with previous years
As this was the first year of NAPLAN it is not possible to make a comparison with benchmarks from previous years.
We can report that we had 100% of our students achieve beyond the National Minimum Standard.
4. PROFESSIONAL LEARNING AND TEACHER STANDARDS.

4.1 Teaching Standards. All teachers at St Joseph’s are qualified with qualifications from recognised universities. The breakdown of our teachers’ highest teaching qualification is as follows:

- Diploma in Education 1
- Bachelor of Teaching 1
- Bachelor of Education 3
- Masters of Education 1

4.2 Professional Learning. During 2008 professional learning was focussed on the areas of:
- Engagement through the effective use of interactive tools, particularly interactive whiteboards
- Quality teaching with a particular focus on teacher behaviour to manage student learning and effective delivery of the curriculum
- Numeracy teaching and the use of natural maths strategies.

Staff also participated in many other professional learning experiences including updating CPR qualifications and literacy workshops.

The average expenditure per teacher on professional development for 2008 was $2855.00.

5. TEACHER ATTENDANCE AND RETENTION.

5.1 The average attendance rate for teachers across the reporting period at St Joseph’s was 96.37%.

5.2 We engaged in the teacher exchange program with another school in the district with one teacher from each school agreeing to swap for twelve months. We also welcomed a new temporary teacher to the staff as well as a permanent member of staff returning from maternity leave. Another permanent teacher commenced maternity leave at the end of 2008. Our school secretary had terms 2 and 3 off on maternity leave and was replaced on a temporary basis.

8. ENROLMENT POLICIES AND PROFILES

8.1 All school policies are on display in the school office. The Parent Handbook, given to each family as a new student is enrolled, includes details of school policies as well as general information on school procedures.

The Diocesan Education Board has established enrolment guidelines for all schools within the Lismore Diocese which state that all children must turn five years of age by 31st March in their first year of school. Children who turn five years of age between 1st April and 15th May during the year of enrolment to Kindergarten may be admitted with the provision that parents be informed that it may be necessary for the child to repeat during the Primary years.

Priority is given to:
- Catholic families with a commitment to the faith life, worship and service of the parish;
- Other Catholic families of the parish;
- Catholic families from other parishes

In the case of enrolments of children of other faiths and beliefs the following will apply:
a. Consideration is given to those who already have siblings in the school and those who can show a commitment to Gospel Values.
b. Enrolment of children with special needs will be considered in accordance with Diocesan Catholic Education Office procedures.

The enrolment procedure consists of completing a Pre-enrolment Form and submitting it with the necessary documentation and attending an interview with the Principal. The Principal, in consultation with the Parish Priest may exercise discretion regarding any application.

An acknowledgement that all students will participate in the Catholic Religious Education programme and associated activities is essential when seeking enrolment.

9. SCHOOL POLICIES.
At St Joseph’s student welfare is paramount and is catered for through our Pastoral Care policy and our Student Support Groups. Our Pastoral Care policy includes strategies for positive reinforcement and a register of incidents to enable an accurate record of student behaviour. Student Support Groups meet regularly to discuss courses of action for students with academic, social, emotional, medical or behaviour modification needs. In addition to this, a resilience program is taught from Kindergarten through to Year 6.

A grievance procedure has been established to support families and to address parent concerns. In summary, if a parent has a concern or suggestion, the class teachers should be approached in the first instance. If resolution does not occur the Principal is always available. It is advisable to telephone for an appointment so that proper attention can be paid to arriving at a resolution.

9.1.1 The formation of the student Support Groups has been an important addition to our Pastoral Care policy during 2008.

9.1.2 All school policies are available in the Parent Resource section located in the entrance foyer to our school. Additional copies can be obtained on request.

10. SCHOOL DETERMINED IMPROVEMENT TARGETS FOR 2008
During 2008 St Joseph’s worked towards achieving the following goals:
• To revise reading resources in the school and build guided and home reading sets to enable effective implementation of guided reading groups and to promote reading as an integral part of the learning relationship between school and home.
• Develop a whole school approach to teaching numeracy using a combination of hands on, investigative and natural maths strategies.
• Develop interactivity as a prominent theme within the school acknowledging the benefits of this approach in improving student outcomes
• To focus on teacher behaviour and the impact this has on learning, through engaging in learning the Microskills and going through the profiling process

The main goals for 2009 are:
• Staff faith formation opportunities
• Review current student management policy and develop a new Whole School Community Behaviour Plan based on the four principles of safety, effort, respect and self responsibility
• Improve student performance in NAPLAN testing particularly in Numeracy
• Develop a school marketing and communications plan
• Develop an enthusiasm for learning within a climate of high expectations
• Have all classrooms equipped with interactive whiteboards
11. RESPECT AND RESPONSIBILITY.

11.1 During 2008 our school implemented a ‘Resilience’ program across all grades which was integrated with our Religious Education and P.D. H & P.E. programs. This program promotes mutual respect, empathy and reinforces that each individual is responsible for their own behaviour. Teachers also underwent extensive training in positive reinforcement as a classroom management strategy and committed to examining their own practice to ensure their classrooms promoted equity and mutual respect.

Each fortnight awards are presented at assembly for those students who act responsibly and reflect the values of our mission statement.

Our students also participate in Meals on Wheels, ANZAC Day ceremonies and regularly visit the Mid Richmond Retirement Village to play bingo and talk with the residents.

12. PARENT, STUDENT, TEACHER SATISFACTION.

12.1.3 During 2008 St Joseph’s underwent school review and development and parents were asked to contribute to the process in a variety of ways. Parents were interviewed by the review panel and all families were asked to complete a survey. The key findings of this process were:

- There is a strong sense of community in the school
- All members of the community feel welcome and are confident in being able to discuss issues with both teaching and administration staff
- Students are in a safe and caring environment where they are encouraged to achieve to the best of their abilities
- There is a strong sense of partnership between the school and home
- The introduction of interactive whiteboards is a very positive step in increasing student engagement with the curriculum
13. SUMMARY OF FINANCIAL INFORMATION

**Income**

<table>
<thead>
<tr>
<th></th>
<th>2008 INCOME</th>
<th>2008 INCOME Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Joseph’s Primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>CORAKI</td>
<td></td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td>42433</td>
<td>42433</td>
</tr>
<tr>
<td>Other Private Income</td>
<td>19926</td>
<td>19926</td>
</tr>
<tr>
<td>Grants-State Govt</td>
<td>124187</td>
<td>124187</td>
</tr>
<tr>
<td>Grants-Commonwealth</td>
<td>575958</td>
<td>575958</td>
</tr>
<tr>
<td>Govt.Capital Grants</td>
<td>26954</td>
<td>26954</td>
</tr>
<tr>
<td>Other Capital</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th></th>
<th>2008 EXPENSE</th>
<th>2008 EXPENSE Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Joseph’s Primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>CORAKI</td>
<td></td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary &amp; Related</td>
<td>704133</td>
<td>704133</td>
</tr>
<tr>
<td>Expenditure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Expenditure</td>
<td>139836</td>
<td>139836</td>
</tr>
<tr>
<td>Capital Expenditure</td>
<td>26058</td>
<td>26058</td>
</tr>
</tbody>
</table>