

# Annual School Report

## 2018 School Year

### St Joseph's Primary School, Coraki



**ST JOSEPH'S**  
PRIMARY SCHOOL **CORAKI**



Adam Street

Coraki NSW 2471

Phone 02 6683 2248

[www.crkilism.catholic.edu.au](http://www.crkilism.catholic.edu.au)

## About this report

St Joseph's Primary School, Coraki is registered by the NSW Education Standards Authority (NESA) 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 and the achievements arising from the implementation of the school Improvement Plan.

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

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 6683 2248 or by visiting the website at [www.crkilism.catholic.edu.au](http://www.crkilism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Joseph's Primary School, Coraki 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 Primary School, Coraki offers students a quality 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 students 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 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Primary School, Coraki has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Participated in the Lismore Musical Society Eisteddfod with our Percussion groups all being awarded first or second place.
- Had a number of students had artworks displayed successfully in the Coraki Art Display.
- Growth of our Year 5 students in their NAPLAN results was a wonderful achievement for these students. This growth was evident in Reading, Spelling and Numeracy.
- Our Year 6 RE Test results had two students receiving Distinctions and six students receiving Credits. This was a great result for our small cohort of 14 students.
- We held a Writers Festival that celebrated the work of our students with our families. Parents were able to view the student work samples and then vote on the pieces they liked.

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. In 2018 the school:

- Leaders participated in the Coraki community Reconciliation celebrations.
- Had one third of the student population support the Coraki ANZAC Day service, marching, reading a prayer as part of the service and laying a wreath on behalf of our school.
- Held its inaugural EXPO, showcasing the talents of our students and engaging our families more actively in the life of the school.
- Was awarded the Catholic Schools Office 'Fullness of Life Award' for Parent Partnerships in acknowledgment of the focus of our school in building this partnership to support our students.
- Leaders engaged in the community prayer service for World Day of Prayer.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- Students participated at school carnivals including Cross Country, Athletics and Swimming Carnivals.
- Many students represented the school at Richmond Zone level for carnivals including Cross Country, Athletics and Swimming. One student represented at Diocesan level for long jump.
- Stage 3 students participated in the Winter Sports Gala Day including a team for the soccer competition.
- All students from K-6 completed an Intensive Swimming Program. The program ran for 5 days and included 45 minutes of swimming instruction each day.



- A rugby union team made up of Stage 3 students competed in the Diocesan Rugby Gala Day.

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 Primary School, Coraki is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Brendan Moloney  
Principal

## 1.2 A Parent Message

St Joseph's Parents and Friends Association continued to promote the interests and welfare of our Parish School for the duration of 2018 by assisting in the provision of resources deemed necessary by the principal and teaching staff. We also aim to enhance the partnership between the school, families and wider community.

Annual events were organised with the aim of supporting the school financially, to maintain positive Parish relationships and to strengthen our engagement with the broader Coraki community.

Events organised in 2018 included a Bunnings BBQ, Cookie Dough Fundraiser, Pie Drive, Easter and Christmas Hamper Raffles. The P&F also provided a Mother's and Father's Day stall for our students.

These events enabled the P&F to offer monetary support to the school for items such as Guided Reading resources, freezer for the school canteen and a BBQ for the school's social events.

Our meetings are held twice per term and are always promoted as open and welcoming to new members.

The continued contribution of current serving members, the supportive relationships between the Association, the Principal and teaching staff is greatly appreciated by the school and Parish community.

The Parents and Friends Association looks forward to continuing its tradition of actively supporting and contributing to our school and the wider community by engaging in positive partnerships that in turn nurture the authentic and supportive learning environment of which we are very proud.

Mrs. Belinda Cox  
President  
Parents and Friends Association

## 2.0 This Catholic School

### 2.1 The School Community

St Joseph's Primary School, Coraki is part of the St. Joseph's Parish which serves the communities of Coraki, from which the school families are drawn.

Last year the school celebrated 122 years of Catholic education.

The parish priest Father Richard Foley is involved in the life of the school.



St Joseph's Primary School, Coraki 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 activities such as:

- Participation in Family Masses that are held each Term. Other events such as our Christmas celebrations are as a Parish community.
- Involvement in the Parish Family based Sacramental Program for the Sacraments of Reconciliation, Eucharist and Confirmation.
- Participation in Feast Day celebrations within the Parish. St Joseph's Feast Day was celebrated with our other Parish Primary School.
- Members of our student body altar serve at both School and Parish Masses.
- Students visiting the local Retirement Village to spend time with the residents and participate in bingo. We also had our Mini Vinnies Leaders who regularly volunteered at our local charity shop.

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 our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. 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 school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

## 2.2 School Enrolment

St Joseph's Primary School, Coraki caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

|  | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | TOTAL 2018 | TOTAL 2017 |
|--|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| <b>Male</b>  | 4      | 3      | 4      | 4      | 4      | 1      | 10     | 30         | 34         |
| <b>Female</b>  | 3      | 7      | 4      | 4      | 4      | 4      | 6      | 32         | 34         |
| <b>Indigenous</b><br><i>count included in first two rows</i> | 0      | 0      | 0      | 0      | 1      | 1      | 2      | 4          | 1          |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| <b>EALD</b><br><b>(Language background other than English)</b><br><i>count included in first two rows</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|---|---|---|---|---|

### 2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. 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 the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

|   | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|
| <b>Average Student Attendance rates</b> | 92.4%  | 95.0%  | 90.7%  | 95.7%  | 92.4%  | 92.6%  | 92.0%  | 93.0%     |

### 2.4 Teacher Standards and Professional Learning

| Teacher Qualifications / Staff Profile |  | Number of Teachers |
|--|--|--------------------|
| 1.                                     | Those teachers at the NESA Teacher Accreditation Provisional or Conditional level. | 2                  |
| 2.                                     | Those teachers at the NESA Teacher Accreditation Proficient level.                 | 8                  |
| 3.                                     | Those teachers at the NESA Teacher Accreditation Highly Accomplished level.        | 0                  |
| 4.                                     | Those teachers at the NESA Teacher Accreditation Lead level.                       | 0                  |
| 5.                                     | Teachers with recognised qualifications to teach Religious Education.              | 8                  |
| 6.                                     | Number of staff identifying as Indigenous employed at the school.                  | 1                  |
| 7.                                     | Total number of non-teaching staff employed at the school.                         | 5                  |

## **2.5 Teacher Attendance and Retention**

The average teacher attendance figure is 96.51%. This figure is provided to the school by the CSO.

2018 saw the employment of a new school principal on a twelve month contract with the previous principal gaining employment in another diocesan school. There were no other significant staffing changes in 2018.

## **2.6 Initiatives Promoting Respect and Responsibility**

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- During 2018 students were involved in a range of outreach activities, including fortnightly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.
- In 2018 our school community engaged in the Street Swag initiative as part of our Social Justice focus. This resulted in a significant achievement in raising funds to supply 11 Street Swags in conjunction with the Parish.
- 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.
- In 2018, the school held a special parent forum with George Otero to address these and other values identified by the school community. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's practices.

## **2.7 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.

- In 2018 the school participated in the School Review and Improvement process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next five years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- Parents, students and teachers were involved in joint goal setting at partnership meetings and at Parent/Student/Teacher Conferences.
- We engaged in the use of the Insight SRC survey tool. This provided, through the use of surveys, an opportunity for staff, students and families to provide feedback to the school. This data was used to inform our School Improvement Plan.
- Our Parents and Friends Association meets monthly where each person has the opportunity to express their thoughts on school policy and procedures.

- Staff are provided opportunities to table concerns for discussion at our weekly staff meetings. Staff meetings also include reviews of policies and procedures so that staff have an opportunity to have their voice heard.

### 3.0 Teaching and Learning

#### 3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) 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.

- A contemporary pedagogy underpinned by the Lismore Catholic Schools Contemporary Learning Framework continues to guide our staff to ensure we provide the best learning environment for all our students.
- The school prioritizes providing access to technology for each student to enhance the learning opportunities provided in the classroom.
- Our Learning Support programs are strongly based around our Professional Learning Teams, providing the forum to discuss student achievement and determine the learning needs for each student.
- Programs implemented within the school to support identified student needs include, STAR, Mini Lit, Extended Mathematical Understanding, Levelled Literacy Intervention, Support-A-Talker.
- During 2018 we also continued to be supported as an Action Plan school to focus on improving student outcomes in our K-2 Literacy and Numeracy.

The school continues to work towards developing 21st century pedagogy. This pedagogy will underpin learning across the school. Students engaged in a shared STEM learning day across our Cluster to enhance student learning opportunities and provide professional learning for staff in implementing STEM activities in the classroom. Additionally, students engaged in our Writers' Festival where they worked on producing a writing sample that they then shared with parents that used a variety of mediums for the presentation. The success of the festival has enthused and inspired other students to participate at next year's event.

The parish primary school offers a strong co-curricular program which includes student participation in:

- Student Proclaim for our Stage 3 students was held at St Mary's Primary School, Casino. This was a great faith experience for our students as well as a wonderful opportunity to connect with other Stage 3 students.
- The Lismore Musical Festival Society's annual Eisteddfod provided an opportunity for our students to present their learning from their music lessons throughout the school year.
- Drama was a big focus for our school community as our Drama teacher prepared a whole school performance focused on 'emotions', This performance was the culmination of an extensive drama program and was present to our school families as well as the broader community.
- STEM Day was held at St Joseph's, Alstonville. This day was attended by our ES1 and S1 and was a successful initiative aimed at exposing our students to STEM based activities.
- Richmond Zone Carnivals provided the opportunity for our students to represent our school in Cross Country, Swimming and Athletics. We also engaged with the local Public School for the annual cricket challenge.



## 3.2 Student Performance in National Testing Programs

### 3.2.1 NAPLAN

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 4 students.

In Literacy there were four elements tested. These were reading, writing, spelling and 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.

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

The following data indicates the percentage of St Joseph's Primary School, Coraki students in each band compared to the State percentage.

#### Year 3 NAPLAN Results in Literacy and Numeracy

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

| BAND                    | 6     |        | 5     |        | 4     |        | 3     |        | 2     |        | 1     |        |
|-------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
|                         | State | School |
| Reading                 | 27.7  | 37.5   | 24.7  | 25.0   | 20.2  | 25.0   | 12.8  | 12.5   | 7.2   | 0.0    | 3.8   | 0.0    |
| Writing                 | 10.9  | 12.5   | 36.0  | 12.5   | 24.3  | 37.5   | 18.4  | 25.0   | 5.4   | 12.5   | 2.8   | 0.0    |
| Spelling                | 25.8  | 12.5   | 25.0  | 12.5   | 21.0  | 37.5   | 13.7  | 25.0   | 8.0   | 12.5   | 4.4   | 0.0    |
| Grammar and Punctuation | 30.9  | 12.5   | 16.8  | 12.5   | 23.2  | 62.5   | 12.5  | 12.5   | 8.2   | 0.0    | 4.2   | 0.0    |
| Numeracy                | 17.8  | 12.5   | 25.7  | 12.5   | 26.5  | 50.0   | 16.6  | 12.5   | 10.1  | 12.5   | 2.1   | 0.0    |

## Year 5 NAPLAN Results in Literacy and Numeracy

### Percentage of students in Bands 3 to 8

| BAND                           | 8     |        | 7     |        | 6     |        | 5     |        | 4     |        | 3     |        |
|--------------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
|                                | State | School |
| <b>Reading</b>                 | 17.4  | 0.0    | 20.9  | 25.0   | 23.8  | 25.0   | 19.6  | 0.0    | 11.2  | 50.0   | 4.5   | 0.0    |
| <b>Writing</b>                 | 4.6   | 0.0    | 11.5  | 0.0    | 27.2  | 25.0   | 35.9  | 25.0   | 11.5  | 25.0   | 7.0   | 25.0   |
| <b>Spelling</b>                | 14.6  | 0.0    | 22.7  | 25.0   | 31.1  | 50.0   | 17.7  | 0.0    | 9.3   | 25.0   | 3.6   | 0.0    |
| <b>Grammar and Punctuation</b> | 18.1  | 0.0    | 18.1  | 25.0   | 29.1  | 25.0   | 16.2  | 25.0   | 11.0  | 0.0    | 4.9   | 25.0   |
| <b>Numeracy</b>                | 12.5  | 0.0    | 19.7  | 25.0   | 25.9  | 0.0    | 26.3  | 25.0   | 12.1  | 50.0   | 2.6   | 0.0    |

In Reading all Year 3 students are at or above expected level with 37.5% featuring in Band 6. This reflects the focused attention to providing quality reading instruction and timely intervention in K-3 at Coraki. Year 5 students displayed pleasing growth but 2 students were below expected level. Further intervention and support will be provided in Stage 2 and Stage 3 accordingly.

In Writing Year 3 students have performed well with 87.5% of students scoring at or above expected level. Again in Year 5 2 students have not performed to expected level and it has been noted that the girls did not show the growth expected for Year 3 to 5. Writing will be a key professional learning focus within the school, K-6 in 2019.

2018 Spelling results have been very pleasing with healthy growth noted from Year 3 to 5 students and 87.5% of Year 3 students performing at or above expected level.

In Numeracy our Year 3 students have again performed well with 87.5% of students achieving at or above expected level. Maths intervention is strong in Stage 1 and strengthening pedagogy is a key focus. Year 5 students have not experienced the use of the learning pit focused maths block and use of EMU strategies and interventions for as long as the Year 3 students and continued support of Stage 2 and 3 will be a focus in 2019.

### 3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional 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 2018 were:

| <b>Staff Professional Learning Activity</b> | <b>Date</b> | <b>Presenter</b>                              |
|---|-------------|---|
| Staff Spirituality Day                      | 13/04/2018  | School Leadership Team                        |
| STEM  | 30/04/2018  | Meridith Ebbs                                 |
| Pastoral Care                               | 23/07/2018  | Kristie Coster, Cate Costello and Karen Evans |
| Maths Block:K-6 Reflection Workshop         | 23/05/2018  | Joanna Hall and Judy Rogers                   |
| School Review and Improvement               | 15/10/2018  | Paul Wilson and Brendan Moloney               |

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

| <b>Activity</b>                                      | <b>Staff numbers</b> | <b>Presenter</b> |
|--|----------------------|------------------|
| CWV Permeation                                       | 7                    | Melissa Campbell |
| EMU Data Analysis                                    | 7                    | Samantha Lynch   |
| Social and Emotional Learning links to PD Curriculum | 9                    | Jean McKay       |
| Writing  | 7                    | Lee Denton       |
| First Aid Training                                   | 10                   | Allen's Training |

The professional learning expenditure has been calculated at \$7363 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

#### **4.0 School Policies**

##### **4.1 Enrolment Policy**

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Joseph's Primary



School, 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 current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

#### **4.2 Pastoral Care Policy**

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on 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.

#### **4.3 Discipline Policy**

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

#### **4.4 Anti-Bullying Policy**

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

#### **4.5 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.



## 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

| Key improvements achieved this year  | Key Improvements for 2019  |
|--|--|
| <p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• We compiled a Liturgical calendar and Mass schedule which was communicated to staff and families each Term.</li> <li>• Continued to implement essential Pastoral School Programs.</li> <li>• Implemented yearly retreats for each Stage group across the school.</li> <li>• Professional learning was undertaken by all staff in Catholic Worldview Permeation.</li> <li>• Continued to develop our partnership with the Parent Assembly.</li> <li>• Continued to visit the local nursing home where students spent time with the residence on a regular basis.</li> </ul> | <p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Fr. Richard will continue his weekly visits with each class with a focus on developing students understanding of the Mass and knowledge of the responses required.</li> <li>• Our Mini-Vinnies group will lead the school in learning songs for our Liturgical celebrations to increase student engagement.</li> <li>• Align our regular Family Mass celebrations with Parish Eucharistic celebrations.</li> <li>• Engage all school staff in Lismore PROCLAIM.</li> </ul> |
| <p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Continue to liaise with the appropriate local entities to implement a traffic management plan, particularly for a school crossing at the front of the school.</li> <li>• Undertook our School Review and Improvement process to determine our School Improvement focus for the next three years.</li> <li>• Undertook the DOLSIS (Diocese of Lismore School Improvement Survey) process in order to provide voice within our community and to inform our decision making processes.</li> </ul>  | <p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Continue to review the effectiveness of our school processes with an aim to maintain an effective school structure.</li> <li>• To engage in the Lynn Sharrett Clarity Workshops as a leadership team to support clarity around our writing goals and inform future direction.</li> <li>• To further develop our family partnerships by engaging in the George Otero process as we continue to support conversation with our families.</li> </ul>                          |
| <p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• As an Action Plan School we used the Literacy Learning Progressions as a tool to track student achievement.</li> <li>• Reviewed the school approach to our agreed practices and shared beliefs in writing.</li> <li>• Student voice was used to inform learning for all our students in writing.</li> <li>• All teachers developed a Cycle of Improvement goal that was focused on writing.</li> </ul>   | <p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• To continue to develop our use of PLAN2 to track student growth and inform learning decisions through the use of the Learning Progressions.</li> <li>• To revise the Whole School Approach to Spelling.</li> <li>• To develop teacher capacity to match appropriate rich tasks with specific maths goals.</li> <li>• To develop teacher capacity in leading student reflection following learning experiences.</li> </ul>  |



|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Undertook Professional Learning in developing our pedagogy in Mathematics and the Maths Block in implementing rich tasks and reflection.</li> </ul>  |   |
| <p>Community and Relationships</p> <ul style="list-style-type: none"> <li>Implemented initiatives to build and support the engagement of our families in school life, this included our school Writing EXPO</li> <li>Staff: Encourage and improve communication between all levels of staff.</li> <li>Staff: Reviewed and consider innovative timetable strategies to support the introduction of professional learning communities.</li> <li>Took opportunities to engage in wider community events as a school, these included events such as Remembrance Day and Reconciliation Day community events.</li> </ul> | <p>Community and Relationships</p> <ul style="list-style-type: none"> <li>To continue to provide opportunities to engage families in learning.</li> <li>Using George Otero and the Parent Forum to support community conversation to inform school direction.</li> <li>To engage in professional learning opportunities as a staff to enhance our understanding of our student backgrounds and the impact this has on their school life.</li> </ul> |

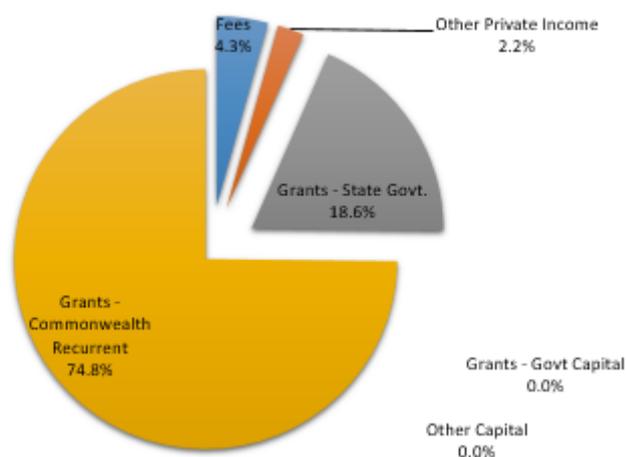
## 6.0 Financial Information

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 2018 is presented below:

### 2018 INCOME - St Joseph's Primary School

#### CORAKI



**2018 EXPENSE - St Joseph's Primary School  
CORAKI**

