

Annual School Report 2015 School Year

St Joseph's Primary School



South Murwillumbah

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About this report

St Joseph's Primary School, South Murwillumbah is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

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

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2015 following its submission to the BOSTES.

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 6672 1867 or by visiting the website at www.smurplism.catholic.edu.au



1. Messages

1.1 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 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 2015. 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. In 2015 the school:

- Showed impressive growth from Year 3 to Year 5 in both Literacy and Numeracy in NAPLAN.
- Achieved outstanding growth rates for selected Year 5 students participating in the QuickSmart Literacy and Numeracy programs.
- Participated at High Distinction, Distinction and Credit levels in the International Competitions and Assessments for Schools (ICAS) - Science, Mathematics, Spelling and Digital Technologies.
- Performed outstandingly in the Year 6 Religious Education Test receiving 3 High Distinctions, 11 Distinctions and 10 Credit certificates. This was a great result from a cohort of 26 students.
- All students in the school prepare and present a speech in our Public Speaking Competition where two school representatives from each Stage are selected to compete at the Tweed Regional Catholic Schools Public Speaking Competition.

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 2015:

- The school participated in the community centenary celebrations on Anzac Day; marching and attending the services.
- All classes performed successfully in the Murwillumbah Festival of Performing Arts in choral speaking. Our band and choir also competed successfully winning their sections.
- The school participated in the Murwillumbah Banana Festival Street Parade, Window Display Competition and School's Relay Race at the showground.
- The Band and Choir performed at the Parish St Patrick's Day concert.
- The Garden Club participated in the Murwillumbah district Seed Swap event at the Town Library.
- Students from Year 5 were inducted into our Mini Vinnies group at a Thursday morning Parish Mass. This group held fundraisers for local, Australian and overseas charities.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights in 2015:

- Cross Country – 48 students represented the school at the Zone Cross Country Carnival; 2 students represented the Tweed Zone at the Diocesan Cross Country Trials; 1 student represented at the Diocesan and Polding levels in Cross Country.
- Athletics – 46 students represented the school at the Zone Athletics Carnival; 6 students represented the Tweed Zone at the Diocesan Athletics Trials; 3 student represented at the Diocesan level and 2 students went on to Polding level.
- Swimming - 30 students represented the school at the Zone Swimming Carnival; 7 students represented the Tweed Zone at the Diocesan Swimming Trials; 1 student represented the Diocese at the Polding Swimming Trials.
- Tennis – 2 students represented the school at the Zone Tennis trials; 1 student went on to represent the Diocese at the Polding Tennis Trials.
- AFL – 2 students represented the Diocese at the Polding Trials; 1 student went on to make the Polding team and the NSWPSA squads. He was also selected for the Junior Gold Coast Suns Development Squad.



There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's is indeed blessed to have such generous, dedicated and enthusiastic people supporting the school.

Jason Clarke
Principal

1.2 A Parent Message

The St Joseph's School Forum once again played an active role in the life of the school throughout 2015.

The school Forum meets twice a term with all meetings being well structured and well attended, boasting attendance of at least 10% of our families being represented at each meeting.

We were actively involved in many community events and supported the school through major fundraising events such as the Annual Welcome Disco, Banana Festival, Mother's Day Cooking Competition, Bunnings Sausage Sizzle, Zone Cross Country Canteen Convening, School Walkathon, Open Air Movie Night and the Parish Christmas Carnival.

These fundraisers assisted us in purchasing teacher resources to support the teaching and learning needs of the school. Resources purchased will particularly help the school in the areas of technology integration, literacy, music and physical education. This fundraising also enabled the whole school to enjoy a day at Banora Pools to celebrate the successes and achievements of the year.

The parent group actively participated in the school's wellbeing focus and were provided with numerous opportunities to participate in all aspects of school life.

The active role of the School Forum reflects the positive parent/staff relationships that exist within our school.

Rebecca O'Keefe
Chairperson, St Joseph's School Forum

2. This Catholic School

2.1 The School Community

St Joseph's Catholic Primary School is located in South Murwillumbah and is part of the Murwillumbah Sacred Heart Parish which serves the communities of Murwillumbah, South Murwillumbah, Burringbar and Uki. School families are drawn from the towns and communities of Murwillumbah, Uki, Pottsville, Cabarita, Banora Point, Condong, Tumbulgum, Burringbar and surrounding areas.

Last year the school celebrated 46 years of Catholic education.

The parish priest, Fr Anthony Lemon, is involved in the life of the school and is a regular participant in school liturgies, class sacramental units and school community activities.

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 activities such as:

- Classes planning, attending and participating in weekly parish Masses and Reconciliation.
- Delivering Sacramental units to classes, organising and participating in Sacramental retreat days and participating in the Sacramental life of the church.
- Student and staff being involved in parish concerts and functions.
- Organising and running the BBQ stall at the annual Parish Christmas Carnival and Tableau.
- Supporting parish initiatives, activities and publications through the school newsletter.



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, the Foundational Beliefs and Practices – The Essential Framework*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of 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 Catholic Primary School caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2015	TOTAL 2014
Male	7	13	12	14	15	10	15	86	91
Female	8	9	3	10	12	12	11	65	70
Indigenous <i>count included in first two rows</i>	0	0	0	2	1	0	0	3	4
LBOTE (Language background other than English) <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 digitally every day and rolls are checked each week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by classroom teachers. Parents are alerted via text if their child is absent (if the school is uninformed) and are requested to provide a note to the teacher immediately the child returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2015 was 93.9%. School attendance rates disaggregated by Year group are shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance rates by Year group	94.1	93.3	93.4	94.6	92.5	94.5	95.1

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	13
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	9
5.	Number of staff identifying as indigenous employed at the school.	2
6.	Total number of non-teaching staff employed at the school.	9

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. This figure is provided to the school by the CSO. There were no significant staffing changes last year.

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 2015 we continued to develop and further embed our Well-being and Behaviour Management Policy and Procedures which fosters the values of respect and responsibility. The model we use within our school is centred on the key behaviours of Getting Along, Confidence, Organisation, Persistence and Resilience. Students are encouraged at all times to consider their thoughts, attitudes and actions and the implications that they have for others in their presence and/or community. The students are taught that they are responsible for their own behaviour and actions and that all they do will have an impact on someone else. In essence we try to 'Do unto others as we would have done unto us'. We respect the dignity of the human person and keep this foremost in our consciousness when dealing with others.
- We constantly encourage students to be responsible and to lead initiatives of respect and responsibility to our fellow community members through School Leadership, membership on the Student Representative Council, through belonging to Mini Vinnies and the Gardening Group as well as through various other spontaneous and short term programs designed to preserve the common good within our own and the broader community.



- 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.

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 2015 St Joseph's engaged with the Insight SRC survey process to explore our school culture and climate. This was conducted through a survey of students, staff and parents/carers. The results were very encouraging and will assist us in the management of our direction and community effort strategies in 2016.
- We offer regular feedback opportunities through the newsletter on specific aspects of school procedure and programs. Feedback is always collated and considered as an important aspect of our future decision making processes.
- Parent Forum meetings are held twice a term. Invitation is open to all parents and carers. These meetings provide opportunity for parents and carers to provide feedback and ideas to the principal and forum committee.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

St Joseph's Primary School continues to provide a contemporary 21st century approach to teaching and learning. This pedagogy underpins all learning from Kindergarten to Year 6. All classes have interactive learning environments, incorporating interactive Whiteboards, iPads and mobile laptop laboratories.

St Joseph's School values the well-being of its students and all students are immersed in a culture that promotes Getting Along with others, Confidence, Persistence, Organisation and Emotional Resilience. The school's well-being program is embedded within learning environments thereby promoting a culture of support for all students.

St Joseph's School offers an excellent Mathematics and English curriculum with a range of programs implemented to support and enhance student learning at all levels. Students participate in extension and enrichment programs designed to invigorate and inspire an intrinsic motivation to learn. Learning units are designed in an integrated manner to allow students to connect the learning outcomes from the various Key Learning Areas.

St Joseph's School promotes a healthy and active lifestyle through a range of opportunities and activities at class, school and representative level.

Students receive specialised instruction in music, physical education and technology with instrumental music and speech and drama programs also offered.



3.2 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, 24 students presented for the tests while in Year 5 there were 21 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.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Joseph's, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

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

Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	30.5	17.4	19.5	21.7	21.0	21.7	19.0	21.7	5.7	17.4	4.3	0
Writing	15.9	13.6	38.5	22.7	23.0	31.8	16.4	31.8	4.3	0	1.8	0
Spelling	27.1	8.3	20.1	12.5	20.8	20.8	18.4	23.1	9.6	29.2	4.0	4.2
Grammar and Punctuation	32.1	16.7	20.4	25.0	23.6	33.3	12.6	12.5	7.3	8.3	4.1	4.2
Numeracy	18.8	13.0	19.3	17.4	23.8	21.7	21.1	30.4	12.6	13.0	4.4	4.3

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	State	School	State	School	State	School	State	School	State	School
Reading	17.5	14.3	20.5	28.6	21.8	14.3	20.7	33.3	15.0	9.5	4.6	0
Writing	6.2	0	15.2	4.8	31.5	42.9	32.6	52.4	8.7	0	5.8	0
Spelling	12.9	4.8	27.0	9.5	25.2	23.8	20.0	47.6	10.4	14.3	4.5	0
Grammar and Punctuation	18.1	4.8	20.6	19.0	21.5	33.3	22.5	33.3	10.7	4.8	6.6	4.8
Numeracy	14.1	9.5	16.6	9.5	25.6	14.3	25.3	52.4	15.3	14.3	3.0	0

As can be seen from the table, the percentages of Year 3 students in the top three bands in Reading (57%), Writing (69%), Grammar & Punctuation (75%) and Numeracy (53%) are pleasing. In Year 5, the percentages of students in the top three bands in Reading (57%) and Grammar & Punctuation (57%) are also pleasing. Overall, all aspects were on par with State and Diocesan means. Year 5 students' Band 7 Reading achievement was significantly higher than the State.

A number of initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy, as well as the use of the Literacy and Numeracy Continuums to assess and track student learning and achievement. The priority for the coming years will be to move the large percentage of students clustering in the middle bands into the upper bands.

NAPLAN results will be further analysed, as a school and within Professional Learning Teams, to inform and guide the direction for future improvements and to promote student growth, particularly in the areas of Spelling, critical and creative thinking, understanding mathematical concepts and responding to and composing texts.

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 2015 were:

Staff Professional Learning Activity	Date	Presenter
Mathematics K-6	20/3/15	Anita Chinn
Staff Formation – Spirituality Retreat	26/6/15	School Executive
Australian Curriculum – History and Geography	18/9/15	Leader of Pedagogy, Leader of Curriculum & Principal
Australian Curriculum – History and Mathematics	6/10/15	Leader of Pedagogy, Leader of Curriculum & Principal

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



Activity	Staff numbers	Presenter
Online Course – Google Classroom	3	Online modules
P2P Learning Environments	2	Ed Services Catholic Schools Office
Australian Curriculum Workshop - English	4	Ed Services Catholic Schools Office
Insight SRC – School Culture / Improvement	2	Peter Hart
Christian Meditation Training	2	SEACS Catholic Schools Office
Leadership Formation Program	1	Catholic Schools Office
K-6 Science Workshop	4	Ed Services Catholic Schools Office
Autistic Spectrum Disorder Workshops	3	Ed Services Catholic Schools Office

The professional learning expenditure has been calculated at \$7352 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. School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2015.

Policy name	Status in 2015 (No change, new policy, changes made)	Access this policy at:
Child Protection	No change	www.smurplism.catholic.edu.au / office
Emergency Evacuation	Reviewed, updated	www.smurplism.catholic.edu.au / office
Lockdown	Reviewed, updated	www.smurplism.catholic.edu.au / office
WH&S	Reviewed	www.smurplism.catholic.edu.au / office
Enrolment	Reviewed	www.smurplism.catholic.edu.au / office
School Attendance	No change	www.smurplism.catholic.edu.au / office
Curriculum	No change	www.smurplism.catholic.edu.au / office
Whole School Spelling	Reviewed	www.smurplism.catholic.edu.au / office
Science	Revised Scope and Sequence, Australian Curriculum compliance	www.smurplism.catholic.edu.au / office
Assessment, Reporting and Whole School Data Tracking	New procedures and practice – Spelling, Literacy and Numeracy	www.smurplism.catholic.edu.au / office
Well being	No change	www.smurplism.catholic.edu.au / office
Pastoral Care	No change	www.smurplism.catholic.edu.au / office
Grievance	No change	www.smurplism.catholic.edu.au / office
Discipline/Behaviour Management	No change	www.smurplism.catholic.edu.au / office
Additional Needs	No change	www.smurplism.catholic.edu.au / office
Counselling	No change	www.smurplism.catholic.edu.au / office
Medication	No change	www.smurplism.catholic.edu.au / office
Asthma	No change	www.smurplism.catholic.edu.au / office
Communicable Diseases	No change	www.smurplism.catholic.edu.au / office
Sun Safety	No change	www.smurplism.catholic.edu.au / office
Head lice	No change	www.smurplism.catholic.edu.au / office
Child Protection for Casual Teachers	No change	www.smurplism.catholic.edu.au / office



External Tutors	No change	www.smurplism.catholic.edu.au / office
Homework	No change	www.smurplism.catholic.edu.au / office
Uniform	Reviewed	www.smurplism.catholic.edu.au / office
Canteen	No change	www.smurplism.catholic.edu.au / office
Site Maintenance	Being developed	www.smurplism.catholic.edu.au / office
Excursions and Camps	Reviewed	www.smurplism.catholic.edu.au / office

4.2 Enrolment Policy

Every new enrolment at St Joseph's Catholic Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school 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.

4.3 Student Welfare Policy, Pastoral Care Policy

The St Joseph's School Well-being Framework encourages the key foundations of Organisation, Persistence, Getting Along, Confidence and Emotional Resilience. The framework reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. St Joseph's School adopts a whole-school approach to well-being that includes parents, staff, students and community members. The school Behaviour Management policy and procedures are very clear and provide an excellent framework to support positive behaviours, relationships and interactions within the school. The school's Well-being Program has been developed in consultation with staff, parents and students.

The well-being of students is closely monitored by all staff and is facilitated by the work of the School Chaplain and Student Welfare Officer.

4.4 Discipline Policy

The principles of restorative justice are embedded in the St Joseph's School Behaviour Management policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships and learning and growing from experience. The policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities and is based on the Gospel teachings of love of self and others. A key focus of the Behaviour Management policy and procedures is clear and open communication between the home and school.

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

4.5 Complaints and Grievance Policy

Authentic school improvement is achieved through open communication and respect for the opinions and concerns of all stakeholders within the school community. All complaints and grievances are accepted and considered as a means of improving school practices and culture.

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.



5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2015 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:

Catholic Faith and Culture

- Promote Proclaim Lismore within the school, home and Parish links.
 - Immerse 'Making Jesus Real' practices as a 'Way of Life' throughout daily experiences at St Joseph's.
 - Reinvigorate Religious Education programming to ensure best practice and the backward design process to develop an animated curriculum.
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Teaching and Learning

- Develop contemporary learning practices, appropriate to our context, through professional development and collaboration.
 - Implement Key Learning Areas of the Australian Curriculum and develop whole school scope and sequences to ensure consistency through Kindergarten to Year 6.
 - Enhance pedagogy through developing rich tasks in all areas to promote higher student outcomes.
-

Organisation and Administration

- Develop a contemporary Moodle site to promote and share information about St Joseph's.
 - Review and reinvigorate the Whole School Behaviour Management policy and procedures.
 - Utilise data gathered from SRC to inform preparation and directions for Compliance and SRI (2016).
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Relationships

- Promote and publicise all aspects of school life to parents and carers to maintain an active partnership between home and school.
 - Implement new ways for staff to reconnect to build relationship and community within St Joseph's.
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6. 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 2015 is presented below:

