

# Annual School Report 2016 School Year

**St Joseph's Primary School**



**Laurieton**

421 Ocean Drive, Laurieton, NSW 2443  
PO Box156, Laurieton, NSW 2443

Phone: (02) 65599466  
Fax: (02) 65596765

<http://www.larplism.catholic.edu.au>

## About this report

St Joseph's Primary School 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 2017 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) 6559 9466 or by visiting the website at [www.larplism.catholic.edu.au](http://www.larplism.catholic.edu.au)



## 1.0 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 2016. 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 2016:

- The school demonstrated a high level of student performance in the University of NSW International Competitions the school. The school achieved nine Credit Certificates, three Merit Certificates and one Distinction Certificate, in a wide range of subjects including English, Mathematics, Writing, Spelling, Science and Computer Skills.
- 68 students successfully completed the Premier's Reading Challenge, including all students in Kindergarten and Years 1 & 2.
- An amazing 85% of our Year 6 students gained credit ranking or higher in the Sydney Archdiocesan Religious Education Test. Included in these results were thirteen Credits, nine Distinctions and two High Distinctions. This was a great result from a cohort of 28 students;
- 40% of our Year 5 and Year 6 students gained a merit ranking or higher in the Newcastle Permanent Primary Mathematics Competition. Included in these results were fifteen Merit Awards and four Distinction Awards.

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 2016: the school:

- Participated in the Laurieton ANZAC Day and Remembrance Day ceremonies at the local cenotaph;
- Performed at concerts for school and community events, including Grandparent's Day and Carols on the Green at Bonny Hills;
- Continued the "Companions in the Faith" program throughout the year, thus allowing 18 parishioners to share their journey through life with our Year 3 and 4 students;
- Visited the Lakeside and Haven Aged Care Nursing Homes on a regular basis. The primary aged children attended Anointing Masses with the residents and then provided entertainment with a song or dance;
- Celebrated Easter ceremonies as a community event when the school enacted the Stations of the Cross on Pilot Beach with a large audience of parents, visitors and local residents;
- Expanded the school band under the tuition services of the BlueGum 2 Music Company and by the end of the year the band were able to perform at our School Concert Night, Grandparent's Day, and the School Fete ;
- Engaged the services of the Sydney based Dance Fever Company which travelled to St Joseph's in Term 3 to instruct all students in a gymnastics program ;
- Presented the cultural highlight of the year - a music, drama and dance Creative and Performing Arts spectacular in Term 4 in which all students were involved in putting on two high quality shows for parents, parishioners and members of our local community.

Students performed well at various sporting events throughout the year. The following list provides



some examples of sporting highlights. In 2016:

- More than 70 students represented the school at zone level in swimming, cross country and athletics. Twenty students went on to compete in diocesan carnivals with four going on to represent Polding at the state carnivals.
- Two students represented NSW at national titles, one in swimming and one in athletics in the special multi class events.
- An outstanding achievement for a small school this year was when our junior tennis team took out the regional round of the Todd Woodbridge Cup. The team then progressed on to Sydney and played the state final and came a very credible 4th out of 26 schools.
- St Joseph's competed against other schools in the Schubert Shield Rugby League Sevens competition and participated with boys and girls teams in the All Schools Touch Football Gala Day.
- St Joseph's hosted the Zone Soccer and Netball Gala Day in 2016.
- This year proved to be a very successful year in swimming, cross country and athletics where St Joseph's was a clear winner of the Hastings Zone Small Schools Trophy in swimming and cross country.

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 Laurieton is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Mr David Hughes  
Principal

## 1.2 A Parent Message

The official parent body is the Parents & Friends Association (P&F) which consists of school leaders and parent representatives who meet twice per term. As a member of the P&F I would like to report that it has been a rewarding year and I am thankful to have had the opportunity to contribute in my role as President. It is a privilege to serve alongside good people within our school community. Parents, staff and friends of the school have given selflessly in order to provide the best possible learning environment for our children.

In 2016 the P&F met 8 times and discussed a range of issues. Prominent on the agenda for the group were issues such as:

- Fundraising events such as Mother's and Father's Day stalls, the Walk-a-thon, tea towel sales and the Annual School Fete;
- Social occasions aimed at building school community e.g. morning teas for Grandparent's Day, Mother's Day and Father's Day, Family Pool Night, and Christmas in Bold Street.

As P&F President it has been a pleasure to witness the P&F's achievements and leadership this year which include:

- The reintroduction of fun events for children such as the Easter Hat Parade
- The use of, funds to purchase new performance shirts for the choir and band, and new swimming caps for students who reach representative level.
- The introduction of new school bags with the school crest to match existing uniforms.
- Support for the Parent Assembly in providing guest speakers on topics of parent interest
- Improvements to the school canteen

Finally, the Parents and Friends of the school appreciate the opportunity to work with the school in partnership and to have a voice in the decision making processes that affect our children. The



opportunity to provide feedback on a range of issues to school leaders is valued by the parents of St Joseph's.

Gayl Ellis (President – St Joseph's Parents & Friends Association)

## **2.0 This Catholic School**

---

### **2.1 The School Community**

St Joseph's Primary is located in Laurieton and is part of the Camden Haven Parish which serves the communities of Laurieton, Bonny Hills, Kendall, Dunbogan, Comboyne, Johns River and North Haven. School families are drawn from the towns and communities of Laurieton, Bonny Hills, Kendall, Kew, Dunbogan, Lake Cathie, and North Haven.

Last year the school celebrated 64 years of Catholic education.

The parish priest, Fr Michael Roohan, is involved in the life of the school.

St Joseph's Laurieton 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 the Sunday Liturgy by the provision of special Children's Liturgy of the Word and Masses;
- Active participation in the Parish Sacramental programs for Confirmation, Reconciliation, and Eucharist;
- Financial support for Caritas, Catholic Missions and the St Vincent de Paul through Mini Vinnies;
- Membership of the Parish based Companions in the Faith Program; and
- Inviting parishioners to school based liturgies and activities such as Mother's Day, Father's Day, Grandparent's Day, school feast day, Easter ceremonies etc.

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 caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
<b>Male</b>	11	10	13	14	17	9	13	87	82
<b>Female</b>	15	3	9	14	12	9	15	77	76
<b>Indigenous</b> <i>count included in first two rows</i>	3	3	3	1	5	1	2	18	15
<b>EALD</b> <b>(Language background other than English)</b> <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. 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 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance rates</b>	95.6	93.7	92.8	92.9	94.7	93.7	93.4	93.9

## 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.	11
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.	8
5.	Number of staff identifying as Indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	7

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. This figure is provided to the school by the CSO.

There were few changes in existing class teaching personnel during 2016; however, two additional staff were employed on temporary contracts for the second half of the year, one being a specialist music teacher and the other was employed to target gifted and talented students. Additional funding also enabled the appointment of a specialist Mathematics intervention teacher and another Teacher Assistant for supporting students with learning needs.

## 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:

- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program, which underpins all school discipline matters.
- In 2016, the school ran a number of support programs and initiatives to promote values and student well-being. These included Sand Play therapy & counselling services, passive play clubs, Seasons for Growth, Peer Support, Bounce Back Resilience, Making Jesus Real, and becoming a WEST (Welcoming, Encouraging, saying Sorry and being Thankful) school.
- In addition students were involved in a range of outreach activities, including twice per term visits to the local nursing homes where classes participated in Healing Masses and 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.

## 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.

- The school participated in the DOLSIS Insight SRC process supervised and supported by the Catholic Schools Office. Insight SRC offers the school the opportunity to review the effectiveness of all aspects of school life and to implement strategies for school improvement. During Insight SRC surveys of staff and a number of parents and senior students were conducted to gauge the opinion of all members of the school community. The results of this process contributed to the formation of our Strategic Management Plan and Annual School Plan. Additionally, a School Improvement Team was formed to address data provided by this process.



- Parents were also surveyed through the Parents & Friends Association with regards to the use of fundraising for major spending projects. As a result parents had a direct say in the purchasing of equipment and the organisation of community building activities as outlined in the parent report above.

### **3.0 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.

The school continues to work towards developing a 21st Century pedagogy. This pedagogy will underpin learning across the school, Kindergarten to Year 6 and is supported by the appointment of a Leader of Pedagogy teacher. Success Criteria and Student Goal setting were introduced as a result of Professional Learning Team meetings.

Using data gathered from the Insight SRC process, teachers identified student learning needs and implemented Inquiry Based Learning activities where possible into classroom practice. To extend Inquiry Learning opportunities students participated in design tasks in Science and HSIE.

In Semester 2 a Gifted & Talented teacher was employed to coordinate programs designed to provide high quality learning experiences. A highlight of Term 4 was the “Genius Hour” workshops which allowed all students in the school to explore their own passions and encouraged creativity in their classrooms.

#### **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, 28 students presented for the tests while in Year 5 there were 18 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 Laurieton, 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										
Reading	28.1	25.0	23.7	14.3	19.0	10.7	17.1	21.4	8.9	21.4	3.1	7.1
Writing	16.6	10.7	37.5	32.1	26.7	39.3	13.1	7.1	4.8	10.7	1.2	0.0
Spelling	27.4	10.7	27.0	17.9	21.7	21.4	11.5	25.0	9.2	21.4	3.1	3.6
Grammar and Punctuation	34.6	17.9	18.3	7.1	19.0	21.4	20.2	21.4	4.8	25.0	3.0	7.1
Numeracy	19.7	3.6	19.0	10.7	22.3	25.0	24.5	46.4	11.4	7.1	3.1	7.1

### 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										
Reading	15.4	11.1	23.2	38.9	23.7	27.8	18.8	11.1	12.9	11.1	6.0	0.0
Writing	5.2	11.1	13.5	22.2	31.3	11.1	33.7	50.0	11.1	5.6	5.3	0.0
Spelling	15.5	22.2	17.7	16.7	30.4	50.0	21.8	11.1	9.2	0.0	5.4	0.0
Grammar and Punctuation	20.9	22.2	19.9	22.2	23.4	44.4	20.4	11.1	11.4	0.0	4.0	0.0
Numeracy	15.5	16.7	15.0	22.2	26.6	38.9	25.8	22.2	12.9	0.0	4.3	0.0

The results show that students have performed well in the middle bands for most areas in 2016. This is largely due to the effectiveness of the school's targeted intervention programs which include STAR reading, MiniLit and MultiLit reading programs and QuickSmart and EMU (Extending Mathematical Understanding) to support numeracy. Results in this table have led teachers to focus on greater differentiation of lesson content and skills and to develop more individualised student learning programs which are aimed at moving students into the higher bands, whilst continuing intervention strategies to assist students experiencing learning difficulties.

Year 3 results are trending upwards from the previous year in Bands 5 and 6 for Reading and Writing. The Year 5 results indicate a very strong performance in the top two bands in all areas



assessed with a very low number of students in the bottom bands. The high percentage of Year 5 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.

### 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 2016 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat	8/4/16	School Leadership Team
Catholic Worldview Permeation	14/6/16	Josie Lulham & Lorna Aldridge
Australian Curriculum- Geography	22/8/16	Michael Marshall & Lorna Aldridge
Extending Mathematical Understanding	10/10/16	Kath Brazel & Vanessa Peck

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

Activity	Staff numbers	Presenter
K-12 Embedded Formative Assessment	6	Dylan William
CSO Lismore Child Protection	15	Catholic Schools Office
Extending Mathematical Understanding Intervention	4	Ann Gervosoni & Linda Parish
Deepening the Art & Science of Teaching	2	Michelle McDonald
Faith Leadership Seminar	3	Richard Rymaz
High Potential Learners	2	Erica Ryan & Kerrie Besgrove

The professional learning expenditure has been calculated at \$7 697 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 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Anaphylaxis Policy and Procedures	No Change	School Office
Animals in Schools Policy	No Change	School Office
Assessment Policy	No Change	School Office
Asthma Policy	No Change	School Website
Canteen Policy	No Change	School Office
Child Protection Policy	Reviewed	School Website
Communication Protocol Policy	No Change	School Website
Complaints Handling & Grievances Policy and	No Change	School Website



Procedures		
Digital Technologies and Social Media Policy	Reviewed	School Website
Discipline Policy	No Change	School Website
Discrimination Bullying and Harassment Policy	No Change	School Website
Dispensing Medication in Schools	No Change	School Website
Enrolment Policy	Updated	School Website
Evacuation and Lock Down Policy	Reviewed	School Website
Excursions	No Change	School Website
First Aid Policy	No Change	School Website
Grievances Policy	No Change	School Office
Guidelines for the Management of Student Attendance	Updated	School Office
Head lice Policy	No Change	School Website
Homework Policy	No Change	School Website
Indigenous Education Policy	No Change	School Website
Long Distance and Overnight Excursions	No Change	School Office
Maintenance Policy	No Change	School Office
Manual Handling Policy	No Change	School Office
Outside Tutors Policy/Contractors Policy	No Change	School Office
Pastoral Care	No Change	School Office
Playground Supervision Policy	No Change	School Office
Privacy Policy	No Change	School Office
No Change	No Change	School Website
Programming Policy	Updated	School Office
Reporting Policy	No Change	School Office
School Security Policy	No Change	School Office
Student Anti Bullying Policy	No Change	School Office
Student Attendance Policy and Procedures	Updated	School Website
Student Leadership Policy	No Change	School Website
Substance Management Policy	No Change	School Office
Visitor/Volunteer Policy	No Change	School Website
WHS Policy	Updated	School Website
Workplace Bullying Policy	No Change	School Office

## 4.2 Enrolment Policy

Every new enrolment at St Joseph's Laurieton 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 July 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.



### 4.3 Pastoral Care Policy/Student Welfare

St Joseph's aims to provide a happy and safe environment for all with a focus on respect, justice, equality, love and forgiveness. The ultimate aim is to develop self-reflection in all children by focusing on and promoting restorative justice. Restorative justice is based on the belief that when relationships are harmed we must work with the students, teachers and parents involved to restore those relationships. Restorative measures assist students to learn from their mistakes, reconcile their differences and resolve problems with others.

Pastoral care is the integration of the academic, social and religious dimensions of a school's ethos so that an atmosphere of care prevails within the school community. Each person of the school community – staff, students, parents and members of our wider parish community, is invited to become more fully human.

### 4.4 Discipline Policy

The principles of restorative justice are embedded in the school's Discipline Policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, 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 for self and others.

Students are required to abide by the school rules and to follow the directions of teachers and others 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 school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

### 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 school expects that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

The policy is available at the front office or from the school's website.

### 5.0 School Determined Improvement Targets

---

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 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 Identity and Mission**

Be a vibrant centre for the new evangelism for students and parents

Embed and foster a rich and engaging Religious Education Curriculum which includes opportunities for Social Justice activities

---

#### **Organisation and Co Leadership**

Continue to implement school improvements which reflect contemporary professional practices and standards

Enhance teacher performance through goal setting using AITSL framework and feedback of pedagogical practices

---

#### **Teaching and Learning**

Provide authentic and collaborative pedagogy that engages the contemporary learner

Continue to take advantage of opportunities to develop further professional learning of the Australian Curriculum in NSW to ensure that it is clearly understood and implemented

---



---

**Community and Relationships**

---

Elevate the profile of our school

---

Collaborate with the Aboriginal community to build partnerships that are responsive to the local community and cultural setting, linguistic background and history.

---

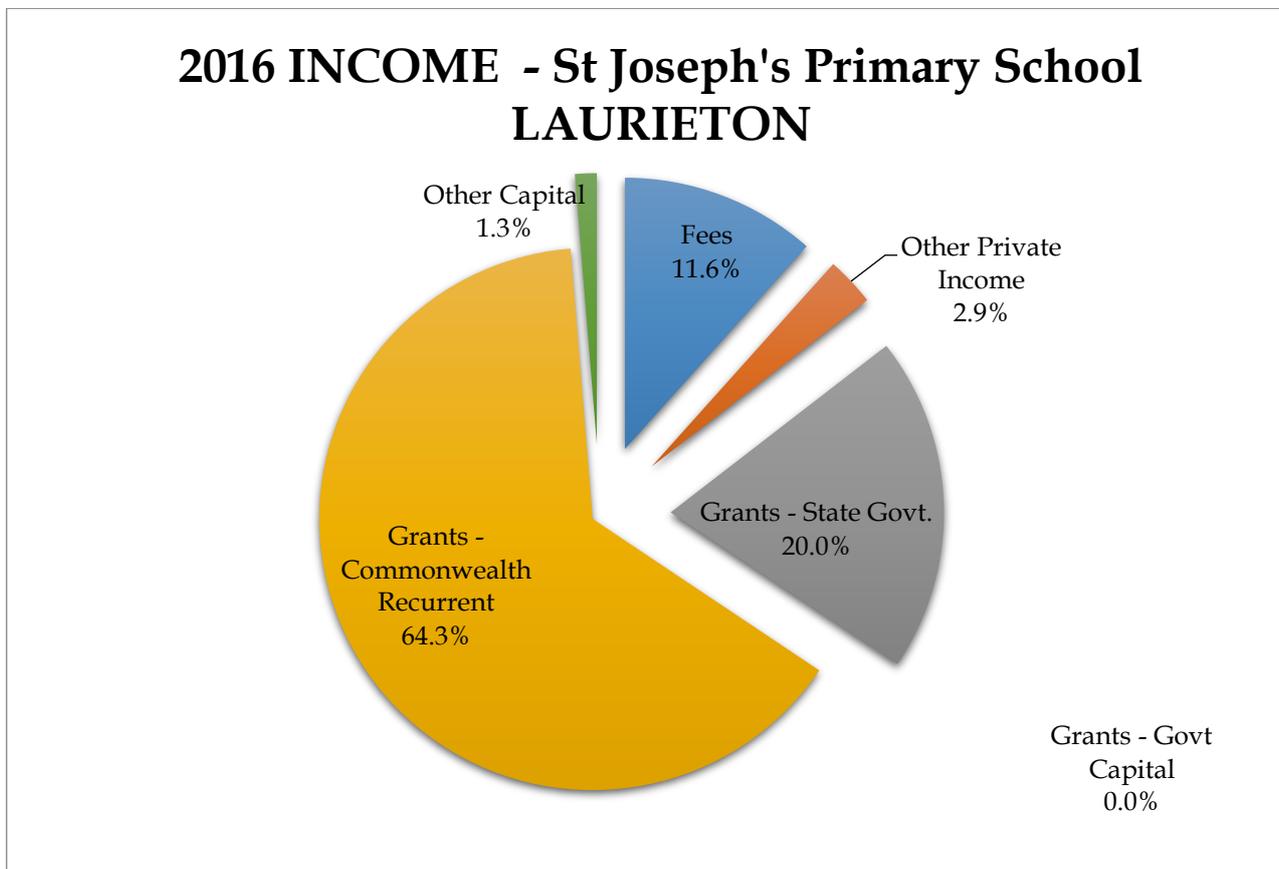
---

**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 2016 is presented below:



## 2016 EXPENSE - St Joseph's Primary School LAURIETON

