

Annual School Report 2017 School Year

St Joseph's Primary School



Laurieton

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About this report

St Joseph's Primary School Laurieton 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 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 NESA 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 2018 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 6559 9466 or by visiting the website at 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 2017. Student work was proudly displayed in classrooms, on school notice boards, 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 2017 the school:

- Received letters of congratulations and commendation from ACARA (Australian Curriculum, Assessment and Reporting Authority) and the Director for Catholic Schools in the Diocese of Lismore, for outstanding growth from Years 3 to 5 in NAPLAN, especially in the area of Numeracy.
- Performed strongly in the Sydney Archdiocesan Religious Education Test with 87% of our Year 6 students gaining credit ranking or higher. Included in these results were sixteen Credits and four Distinctions. This was a great result from a cohort of 23 students.
- Participated in the Premier's Reading Challenge in [which 74](#) students successfully completed the challenge, including all students in Kindergarten and Years 1 & 2.
- Participated in the Newcastle Permanent Primary Mathematics Competition with 62% of our Year 5 and Year 6 students gaining a Merit ranking or higher. Included in these results were eight Merit Awards, sixteen Distinction Awards and six High 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 2017 the school:

- Participated in the Laurieton ANZAC Day and Remembrance Day ceremonies at the local cenotaph.
- Choir performed at concerts for school and community events, including Grandparents' 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 where the school enacted the Stations of the Cross before a large audience of parents, visitors and local residents.
- Expanded the band under the tuition services of the BlueGum 2 Music Company. By the end of the year the band was able to perform at our School Concert Night, Grandparents' Day, and the School Fun Fair.
- Celebrated NAIDOC Day with cultural activities including dance, art and bush tucker sampling and unveiled culturally significant totems representing local areas of the Birpai nation people.
- Engaged the services of the Sydney based Dance Fever Company which travelled to St Joseph's in Term 3 to teach all students a dance program.
- Presented the cultural highlight of the year - a music, drama and dance Creative and Performing Arts spectacular in Term 3 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 2017:

- More than 70 students represented the school at zone level in swimming, cross country and athletics. Nine students went on to compete in diocesan carnivals with three going on to represent Polding at the State carnivals and one student then made the NSW team in Rugby League at the National Titles.
- In team events, our Year 5&6 Boys Rugby 7's team made the Mid North Coast Finals at Crescent Head and our Senior Girls Netball team won the Zone Netball knockout and competed in the Diocesan finals.
- 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 2017.
- This year proved to be a very successful year in swimming, cross country and athletics where St Joseph's was the 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.

David Hughes
Principal

1.2 A Parent Message

The official parent body is the Parents & Friends Association of St Joseph's Primary School Laurieton which consists of school leaders and parent representatives who meet twice per term.

In 2017 the P&F met 7 times and discussed a range of issues. Also the fundraising subcommittee and the "Fun Fair" subcommittee met on a number of occasions to ensure events ran smoothly for the school and children. Prominent on the agenda for the association were issues such as:

- Fundraising events such as Mother's and Father's Day stalls, Grandparents' Day, Easter Egg Raffle, the Disco, the Town Stall at Christmas in July, tea towel and school bag sales and the new school "Fun Fair" and our "Come Fly With Me" Theatrical production.
- Social occasions aimed at building school community e.g. morning teas for Grandparents' Day, Mother's Day and Father's Day; the Disco Night, and the involvement of parents in many school events such as the cross country race.
- Changes to school uniforms, Soft Fall in the play areas, Athletic equipment, continued shortages of volunteers in the canteen and parent/student surveys for 2017.
- We were also happy to assist with the Parent Assembly in a number of great events including morning teas with the children after a P&F funded Movie at the local cinema.

Finally, the Parents and Friends of the school appreciate the opportunity to work with the school in partnership and to have the ability to raise money, be part of our children's community and fund infrastructure that positively benefits our children. The opportunity to provide feedback on a range of issues to school leaders is valued by the parents of St Joseph's who hope an honest, frank and productive conversation continues well into the future.

Blair Maxwell
President
St Joseph's Laurieton Parents & Friends Association

2.0 This Catholic School

2.1 The School Community

St Joseph's 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 65 years of Catholic education.

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

St Joseph's is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in the Sunday Liturgy through 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.
- Inviting parishioners to school based liturgies and activities such as Mother's Day, Father's Day, Grandparents' 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 Laurieton caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2017	TOTAL 2016
Male	9	10	12	17	14	17	12	91	87
Female	19	17	4	11	14	13	11	89	77
Indigenous <i>count included in first two rows</i>	4	3	2	4	1	6	3	23	18
EALD (Language background other than English) <i>count included in first two rows</i>	1		1	1					

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 2017 is shown in the following table.

	Kin der gar ten	Ye ar 1	Ye ar 2	Ye ar 3	Ye ar 4	Ye ar 5	Ye ar 6	All Ye ars
Average Student Attendance rates	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.	12
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.	1
6.	Total number of non-teaching staff employed at the school.	10

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 few changes in existing class teaching personnel during 2017 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 a STEM teacher. Additional funding also enabled the appointment of a specialist Mathematics Intervention teacher, another Teacher Assistant for supporting students with learning needs and the part time services of a Speech Therapist.

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 2017, 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, Zones of Regulation, Making Jesus Real, and becoming a WEST (**W**elcoming, **E**ncouraging, saying **S**orry and being **T**hankful) 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 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 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 NSW Education Standards Authority 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 into classroom practice where possible. To extend Inquiry Learning opportunities students participated in design tasks in Science and STEM. A specialist STEM teacher was employed by the school in 2017.

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 27 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 [school name] 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	29.2	17.9	21.8	28.6	22.7	25.0	15.7	21.4	6.5	3.6	4.0	3.6
Writing	14.5	0	38.7	35.7	23.1	35.7	17.7	25.0	4.3	3.6	1.6	0.0
Spelling	28.3	21.4	24.4	28.6	21.1	21.4	14.1	14.3	9.1	14.3	3.1	0.0
Grammar and Punctuation	35.8	39.3	26.5	25.0	14.4	7.1	10.7	10.7	6.9	10.7	6.0	7.1
Numeracy	23.0	28.6	20.3	14.3	27.3	21.4	17.0	17.9	9.6	17.9	2.9	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	State	School	State	School	State	School	State	School	State	School
Reading	18.4	14.8	21.3	22.2	26.1	29.6	17.0	18.5	12.7	7.4	4.5	7.4
Writing	5.3	0.0	12.8	11.1	30.0	37.0	36.0	40.7	9.3	11.1	6.5	0.0
Spelling	17.4	10.7	20.8	14.3	29.5	39.3	19.3	21.4	8.1	10.7	5.0	3.6
Grammar and Punctuation	21.8	32.1	14.4	21.4	25.7	28.6	16.0	3.6	15.6	7.1	6.4	7.1
Numeracy	13.4	11.1	19.1	25.9	29.3	44.4	23.6	18.5	11.6	0.0	3.0	0.0

The results from NAPLAN demonstrate pleasing growth in a number of areas in 2017. When considering the average scaled score for growth from Year 3 to Year 5 students from St. Joseph's Primary school Laurieton, outperformed the state in every element of NAPLAN and when considering growth from Year 5 to 7, students outperformed the state in Spelling. This is a testament to a multitude of Tier One, Two and Three intervention programs that have been adopted across the school, as well as to the dedication of staff to continually improve their teaching practice.

Specifically, as can be seen from the results in the table, the percentage of students from Year 5 reaching the top two bands in Numeracy and Grammar and Punctuation, is higher than that of the state. Similarly, our Year 3 students, when compared with the state, achieved a higher percentage of students in the top band for Numeracy and Grammar and Punctuation. This is the result of restructuring teacher timetables and the implementation of various Mathematics programs that are known for increasing student engagement and results.



When considering trend data, our school is trending up in a multitude of areas across Stages. In Year 3, data is trending up in Numeracy, Reading, Spelling and Grammar and Punctuation; in Year 5 data is trending up in Grammar and Punctuation; and in Year 7 data is trending up in Reading and Spelling.

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 2017 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat	24 April	Leadership Team
Proclaim - Staff	22 May	CSO SEACs Team
Catholic Worldview Permeation and Pedagogy	17 June	Josie Lulham
The New K-6 Maths Block	9 October	Stacy Mullin
Development of Mission & Vision Statement	13 November	Leadership Team

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

Activity	Staff numbers	Presenter
CSO Lismore Child Protection	16	Catholic Schools Office
Faith Leadership Seminar	3	Faith Leadership Seminar
Differentiation of Place Value	8	Anita Chin
EMU Specialist Mathematics	2	Dr Ann Gervasoni
NSW Literacy and Numeracy Action Plan Schools	4	Dept of Ed NSW

The professional learning expenditure has been calculated at \$7,096 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 2017.

Policy name	Status in 2017 (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	Reviewed	School Office
Asthma Policy	No Change	School Website
Canteen Policy	Updated	School Office
Child Protection Policy	Reviewed	School Website
Communication Protocol Policy	No Change	School Website
Complaints Handling & Grievances Policy and Procedures	No Change	School Website
Digital Technologies and Social Media Policy	Reviewed	School Website



Discipline Policy	Reviewed & Updated	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 Lockdown 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	Reviewed	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 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 Pastoral Care Policy

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 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. 2017 was a very rewarding year. [BE1]

Key improvements achieved this year	Key Improvements for next year
Catholic Identity and Mission Embedding of a stronger relationship with the parish. Being a vibrant centre for the new evangelism for students and parents.	Catholic Identity and Mission To immerse our community in the mystery of God's presence. To strengthen opportunities for all members of our school community to live as Christian disciples.
Organisation and Co Leadership School improvements have reflected contemporary professional practices and standards.	Organisation and Co Leadership Develop organisational strategies to improve communication with parents, teachers and the Parish.
Teaching and Learning Provision of authentic and collaborative pedagogy to engage the contemporary learner.	Teaching and Learning

Embedded structures, programs and procedures to ensure students achieve their personal best.	All students will exhibit learning growth through whole school agreed practices in high yield teaching strategies.
Community and Relationships Strengthened and maintained positive and personal relationships through collaboration and communication	Community and Relationships Strengthen opportunities for all members of our school community to live as Christian disciples

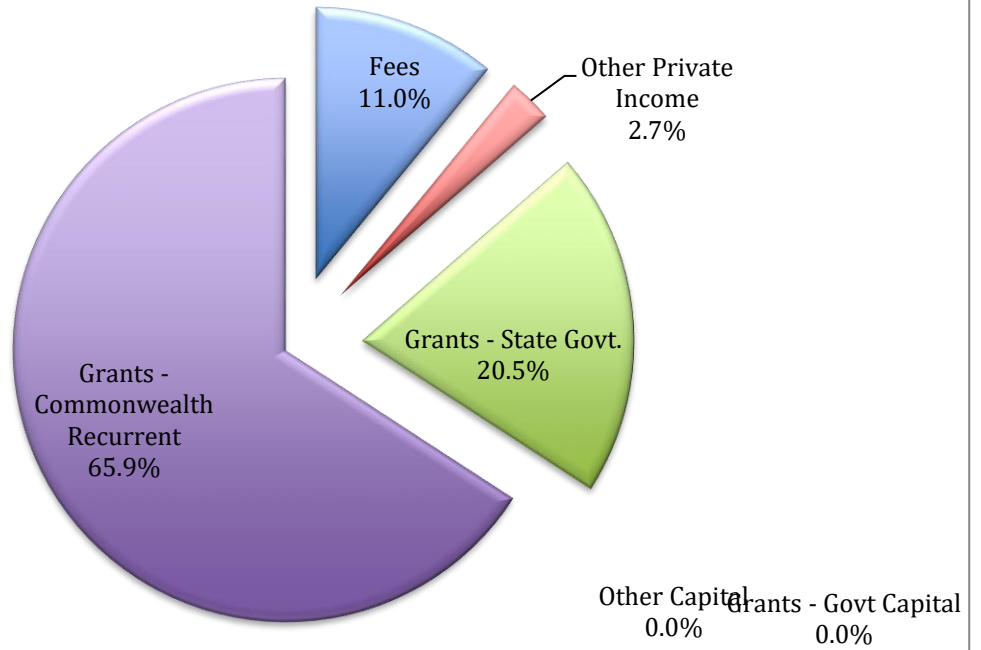
6.0 Financial Information

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 2017 is presented below:



2017 INCOME - St Joseph's Primary School LAURIETON



2017 EXPENSE - St Joseph's Primary School LAURIETON

