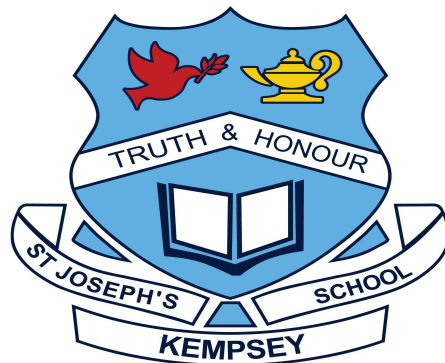


Annual School Report

2019 School Year

St Joseph's Primary School, Kempsey



36 Kemp Street

Kempsey NSW 2440

Phone 02 6562 5501

moodle.kmpplism.catholic.edu.au

About this report

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

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

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

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2020 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6562 5501 or by visiting the website at moodle.kmapplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Joseph's Primary School is to support the members of the parish community in providing faith formation for their children. St Joseph's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement.

All of these areas combined to ensure that our school's mission was lived out daily in the life of the school. In 2019 we celebrated 125 years of Catholic Education in the Macleay Valley.

The students' achievements and accomplishments were showcased throughout 2019. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- Participated in the Science and Engineering Challenge with a school representative team awarded local Champions.
- Received good news on the Newcastle Permanent Maths Competition where four students received a Distinction and 25 students received Credit certificates. This was a great result from a cohort of 82 students.
- Saw academic growth across all areas in our NAPLAN results.

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 2019 the school:

- Supported ANZAC Day commemorative services across the Macleay Valley with students and staff marching at multiple locations.
- Submitted many entries in the local Kempsey Eisteddfod and received placings and commendations across many areas including singing, dancing, instrumental music and verse speaking.
- Students connected with residents of the Vincent Court Aged Care by visiting the facility fortnightly and sharing stories, while the Primary Choir and Music Group students visited both Vincent Court and Macleay Valley House aged care facilities to perform for the residents.
- Organised NAIDOC celebrations, acknowledging the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- Sporting Schools Netball Clinics were held for Stage 2 and Stage 3 children. Three Stage 3 Teams then participated in Netball NSW Schools Cup held in Kempsey.
- The Annual Rugby League 7s and Oz Tag Gala Day was well attended with 10 teams participating from across Years 3-6.
- 10 teams of touch players from Years 3-6 took part in the NSW Touch Gala Day held in Macksville.
- Years 3 and 4 had the opportunity to participate in Hot Shot Tennis and represent their school at a Regional Hot Shots Tournament. From there a team of nine players qualified to represent their Region at the State Finals of Hot Shots Tennis held in Sydney.



- Six children represented their Diocese at Polding Trials and four were chosen for the Polding Team to participate in the New South Wales Primary Schools Sports Association (NSWPSSA) Event.

Overall the participation levels were very high in Sport this year and students benefited from the preparation time for each event. Their fundamental skills are consolidating and students will be better equipped to participate in sport as young adults.

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

Melissa Turner
Principal

1.2 A Parent Message

The Parents and Friends Association (P&F) of St Joseph's Primary School Kempsey, meet once per month in the school library. We encourage all parents, carers and friends of our school community to attend.

The primary focus of the P&F is to provide support through our many fundraising activities. This assists the teaching staff and Leadership Team with funds to purchase resources and equipment to aid the children in our school community, making school life enjoyable and a positive experience for all.

At the beginning of each school year our P&F Annual General Meeting (AGM) is held. At this time we encourage all interested parties to attend and if desired, to stand for election of one of the following positions: President, Vice President, Secretary or Treasurer. For those within our community who may not wish to be directly involved in the running of the P&F, we encourage them to attend our monthly meetings as committee members. Our members are an integral part of our association and play a vital role. After all, many hands do make light work.

Our meetings are a wonderful opportunity to hear what is happening within our school community by way of the Principal's Report as well as an opportunity to bring forward ideas for future fundraising activities.

As in previous years the committee has worked hard to support community events and fundraising opportunities.

Our school year started with our annual "Tea and Tissues". This event aims to primarily support parents, carers and families whose children have started Kindergarten and is held on the morning of their first day of Kinder. It is a wonderful opportunity for morning tea, a cuppa and a much needed chat. Our family community partnership initiative is also enhanced at our Annual Fathers' Day Breakfast aimed at bringing families together. This year's fundraising included our Annual Mothers' Day Stall, Easter Egg Raffle, Guessing Competition and School Disco.

Through these fundraising efforts we are able to assist the school by funding events held through the year including two Visiting Performances, Parish Children's Choir Vouchers, the purchase of aids and materials for teachers including a subscription to an online teaching program; sunscreen for our students and a school maintenance contribution that assisted in funding the purchase of two water tanks. The purchase of new microphones for our school hall, much needed sports equipment as well as 13 new iPads and iPad covers for our students were also supported by the P&F.

2019 was a successful year for our P&F. I'd like to thank the school leadership team and the staff for all of their support as well as the dedicated P&F committee members. Our ongoing partnership ensures our children are enabled to achieve success in life and in learning.

Amanda Lewthwaite



2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Kempsey and is part of the Macleay Valley Catholic Parish which serves the communities of Kempsey, Crescent Head, South West Rocks, Gladstone, Smithtown, and surrounding villages, from which the school families are drawn.

Last year the school celebrated 125 years of Catholic education.

The parish priest Father James Foster is involved in the life of the school.

St Joseph's Primary School 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:

- The Year 5 and 6 Diocese of Lismore Exuro and Incitare programs, which extend a students' faith development and relationship with God.
- Connecting with residents of the Vincent Court Aged Care facility by visiting the service fortnightly and sharing stories, music performances and learning tasks.
- Celebrating Grandparents' Day, with a special assembly, prayer, classroom visits and a Devonshire morning tea.
- A Men and Boys Night, where fathers, uncles, grandfathers and special friends came together for an evening of Lego challenges and fun, led by visiting guest speaker, Dr George Otero from the Centre for Relational Learning in New Mexico.
- A Making Maths Fun evening with families intended to show parents and caregivers how to make Mathematics' learning fun.

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 two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

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

2.2 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2019	TOTAL 2018
Male	14	19	18	22	18	21	21	133	154
Female	19	26	20	16	23	17	25	146	157
Indigenous *	8	8	8	6	5	5	6	46	53
EALD *	1	1	1	4	4	5	8	24	31

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

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, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents are asked to meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2019 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
93.3%	88.9%	92.5%	92.9%	92.2%	90.5%	91.0%	91.1%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 30 teacher(s) accredited with NESA, 8 teacher(s) with recognised qualifications to teach Religious Education, 2 Indigenous staff and 25 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 93.9%. 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 2019 students were involved in a range of outreach activities, including fortnightly visits to the local nursing home where students spent time celebrating mass and speaking with elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Awards were presented at our weekly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly with awards from the Rotary Club and our local Member of Parliament.
- 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. In 2019, the school held several community conversations to hear the voices of students, staff and families to address values and concerns identified by the school community. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

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 2019 the school participated in a Parent Partnership Pilot program to continue to build the connections and partnership between home and school. As part of this the school hosted community conversations to discuss the strengths and areas of development in our community. The school facilitated a Harmony Night evening with games and a shared meal, a Men and Boys' evening with Lego Masters and a shared meal and our annual Grandparents' Day with an assembly, classroom visits and a shared morning tea.
- In 2019, we hosted our first Learning Walk. This was an opportunity for families to engage in a facilitated walk through learning spaces to see what learning looks like in 2019. Family members were invited to share the wonderful learning opportunities they viewed in the new learning spaces.

3.0 Teaching and Learning

3.1 School Curriculum

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

The school has well developed pedagogical practices embedded in everyday learning opportunities to meet the needs of all learners. Classes have trialled innovative and flexible learning spaces and new furniture in classrooms supported this.

The school has focused on developing best practice in Mathematics with a clear focus on data driven warm ups to improve Numeracy, rich open mathematical tasks to build stamina in problem solving, and critical thinking and reflection sessions where students are able to discuss their thinking and work collaboratively. The school has been tracking data on four number domains (counting, place value, addition and subtraction and multiplication and division) and has seen great growth in our students' Mathematical Understanding.

The school has focused on developing a range of rich, authentic learning experiences for our students across the curriculum. Students engaged in hands on learning, inquiry and project based



learning and rich learning tasks across all Key Learning Areas. Science, Technology, Engineering and Mathematics (STEM), Digital Technologies, Enrichment and Intervention opportunities were also been integrated into learning experiences.

The school also has a rich extra-curricular program that includes student participation in:

- The Annual School Spectacular, School Band, Choir, Dance and Drama groups that had opportunities to perform for our school and Parish community and at larger community events.
- Combined masses with St Paul's College.
- Dance Fever and Gymnastics programs facilitated by Dance Fever Multi-sports.
- Various opportunities to engage in sporting events.

The school continues to work towards developing 21st Century pedagogy. We have innovative learning environments with rich and engaging curriculum based experiences that meet the needs of all students. The school teaching staff work in Professional Learning Teams, to collaborate and develop learning opportunities to engage all students to be critical and creative thinkers.

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

- A Sporting Schools Basketball Program for Year 5 and 6 boys and girls, which ran for four weeks.
- A Swimsafe Intensive Swimming Program for our Year 2 students.
- A T20 Cricket Gala Day held locally for all our Year 3-6 students.
- The 125 Year Celebrations of St Joseph's Primary School, which included the preparation of a time capsule exploring the history of the school.
- A Colour Run with student, staff and family participation.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 37 students presented for the tests while in Year 5 there were 39 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

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

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.



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	22.7	11.1	24.5	22.2	19.9	19.4	13.1	19.4	9.0	13.9	2.2	0.0
Writing	19.4	8.3	38.6	38.9	25.5	36.1	11.3	8.3	4.0	5.6	1.2	2.8
Spelling	23.2	11.1	24.8	19.4	20.2	22.2	14.3	33.3	6.6	2.8	4.6	8.3
Grammar and Punctuation	27.9	19.4	21.8	16.7	16.4	22.2	12.9	16.7	6.8	8.3	3.5	8.3
Numeracy	15.3	5.6	23.4	16.7	25.9	41.7	18.6	16.7	9.5	16.7	2.8	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	15.0	2.6	22.8	28.9	28.2	34.2	18.4	18.4	9.1	13.2	3.8	2.6
Writing	5.6	2.6	13.4	7.9	32.2	36.8	31.9	28.9	10.9	7.9	4.4	10.5
Spelling	13.1	15.8	25.2	18.4	27.0	26.3	20.8	21.1	7.5	10.5	3.5	2.6
Grammar and Punctuation	13.9	7.9	22.0	23.7	21.5	18.4	20.1	21.1	10.9	13.2	5.7	7.9
Numeracy	10.5	2.6	19.3	10.5	28.5	47.4	25.3	18.4	11.0	15.8	2.7	2.6

There has been significant growth in the percentage of students in the top two Bands in both Writing and Grammar and Punctuation across Years 3 and 5. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in Literacy and Numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Spelling and Numeracy. The high percentage of 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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Data Analysis & Support	01/02/2019	School Leadership Team
7 Habits of Highly Effective People	29/04/2019	Catholic Schools Office, HR Team
7 Habits of Highly Effective People	30/04/2019	Catholic Schools Office, HR Team
Pastoral Care and Wellbeing	14/10/2019	School Leadership Team and School Wellbeing Team

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

Activity	Staff numbers	Presenter
Professional Learning Communities	18	Colin Sloper
Rich Mathematics Tasks	25	Peter Sulliavn
Quality Literature and Writing	10	Lee Denton
Extending Mathematical Understanding	2	Jo Hall
Better Conversations	2	Jim Knight
Mathematics Assessment Opportunities	8	CSO Lismore - Amanda Thompson
Clarity- Leading Learning	5	Lyn Sharratt

The professional learning expenditure has been calculated at \$4073 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

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



enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#). There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

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

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of staff and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. The Policy is available on the school's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the school website.

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. There have been no changes to this policy this year and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
Mission of Jesus Christ The school focused on further developing an engaging Religious Education curriculum through rich learning experiences.	Mission of Jesus Christ The school will provide a Christ-Centred Education that ignites and builds disciples within our parish school community.
Learning and Teaching The school was committed to the implementation of all elements of the Catholic Schools Office K-6 Mathematics Block. Particular emphasis was placed on the use of rich mathematical tasks.	Learning and Teaching The school is engaging with Lyn Sharratt as a part of an Action Learning Collaboration to change practice, foster leadership capabilities and improve student outcomes in Writing.
Pastoral Care The School made sure that all members of the school community understood their roles and responsibilities in the provision of pastoral care and that it encompassed all aspects of School life.	Pastoral Care Pastoral care and wellbeing will fall directly under the Assistant Principal-Mission, who will support staff and students in regards to all pastoral care and wellbeing issues.
Leadership The leadership roles of Assistant Principal (Learning and Teaching), Assistant Principal (Mission), and Leader of Diversity were introduced in our community. Ongoing faith and educational leadership formation was provided as a part of the organisational and leadership support for the staff involved.	Leadership The Assistant Principal (Learning and Teaching), Assistant Principal (Mission), and Leader of Diversity will be supported through formation in faith, educational and organisational leadership.
Family School Partnership The school committed to building an effective Parent School Partnership Program through dedicated action research. This was made possible through the development and implementation of a sustainable researched based approach that reflected and supported the needs of our school community.	Family School Partnership The school will commit to consolidating and building on established Family-School Partnership initiatives and to improving relationships, connectivity and outcomes for all in our community.

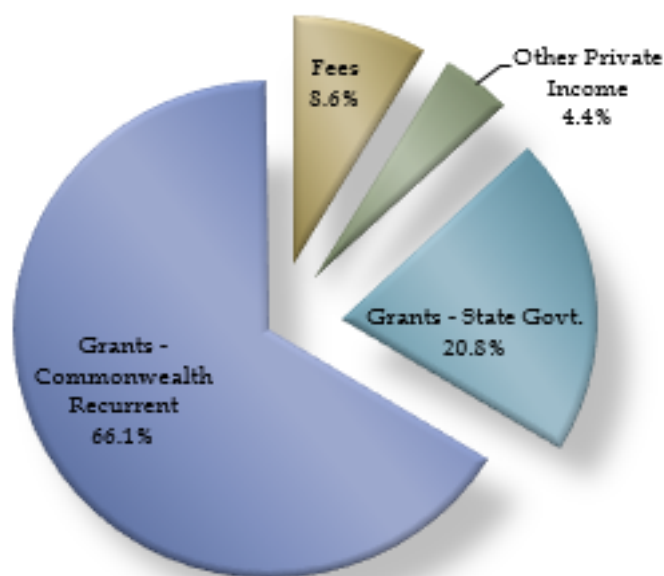
6.0 Financial Information

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 2019 is presented below:



2019 INCOME - St Joseph's Primary School WEST KEMPSEY



2019 EXPENSE - St Joseph's Primary School WEST KEMPSEY

