

# Annual School Report

## 2020 School Year

St Joseph's Primary School, Coraki



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



Adam Street

Coraki NSW 2471

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

## About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of 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 2021 following its submission to NESA.

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

Further information about the school or this *Report* may be obtained by contacting the school on 02 6683 2248 or by visiting the website at [www.crkilism.catholic.edu.au](http://www.crkilism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Joseph's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Primary School 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 2020. 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 2020 the school:

- Mathematics Assessment Interview (MAI) data indicated that we have 4 students who have now reached the maximum growth point in counting.
- Developed Student Data Cards to track student achievement across the school. This resulted in rich conversations around what data we wanted to track and a sharper focus on evidence to support student achievement. This resulted in opportunities for our school community to celebrate growth.
- As evidenced in our data tracking, we had a number of students who showed significant growth in their reading benchmark results. One student demonstrated a growth of 11 levels in the 12 month period. Many other students also exceeded our benchmark of 12 months growth in a given year.
- Surveyed our students to gain further insight into their attitudes to writing. The survey showed that we had wonderful growth in our students' attitudes to writing. This has been a focus for school improvement.

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 2020 the school:

- Welcomed our school community celebrating the beginning of a new school year. This was achieved with our Welcome Barbecue and gave our community a chance to come together and meet new families.
- Celebrated NAIDOC Week as a school community. Our Indigenous students led the day, showcasing what they had achieved in their engagement in our cultural program during 2020.
- Implemented a school Cultural Program as part of our successful Arts Grant application. We employed an Indigenous Mentor who worked with our students to develop cultural awareness and pride in our Indigenous students as our 'Leaders of Tomorrow'. This was a very successful initiative that also engaged local community members to celebrate Indigenous Culture as part of NAIDOC Week celebrations.
- Celebrated Book Week with our annual Book Parade. With Covid-19 restrictions in place, the parade was videoed by staff and shared with our school community. This was appreciated and enabled us to continue to celebrate Book Week as a community.



- Celebrated the end of our school year with our Christmas Carols Celebration and Nativity. Our community came together as our school leaders acted out the Nativity, which was followed by a picnic in our school grounds while listening to Christmas Carols, culminating in a visit from Santa Claus.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2020:

- Students participated in a whole school intensive swimming program run by Richmond Valley Council Swimming instructors at the local Coraki Pool.
- Six students participated in the Richmond Zone Swimming Carnival held at the Lismore Memorial Baths.
- Three students attended Richmond Zone Winter sports trials, two for Hockey and one for Rugby Union.
- Two students were selected in the Richmond Zone Hockey team to attend Diocesan Winter Sports Trials in Grafton.
- A team of 10 students from Years 3 -6 participated in a Rugby Union Gala Day held at the Lismore Rugby Club fields and run by NSW Rugby Development Officers.

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.

Brendan Moloney  
Principal

## 1.2 A Parent Message

St. Joseph's Parents and Friends Association (P&F) continued to promote the interests and welfare of our Parish School for the duration of 2020 by assisting in the provision of resources deemed necessary by the principal and teaching staff. We continued our endeavours in strengthening the partnership between the school, families, Catholic Schools Office and the wider community.

This year we focused on maintaining positive Parish relationships, strengthening our engagement with the broader community and supporting the school financially. Unfortunately, due to COVID, we were unable to hold many events at the school. Events organised in 2020 included collaborating with the school to hold a Christmas Carols evening, Mango Fundraiser, Tech Topper Fundraiser, Cookie Dough Fundraiser, Easter and Christmas Hamper Raffles. The P&F also provided a Mother's and a Father's Day stall for our students. These events enabled the P&F to engage in school events and offer support to the school for items such as sports tents and learning resources across stages.

Annually we also provide our graduating students with senior school shirts and parting gifts. Outside of fundraising we made efforts to support the community during the Covid-19 restrictions, by connecting with families in safe ways and providing support for families going through hard times. We also facilitated social gatherings when possible. Our meetings are held twice per term and are always promoted as open and welcoming to new members. The contribution of current serving members, the supportive relationships between the P&F, the principal and teaching staff is greatly appreciated by the school and parish community. We take pride in being a vital part of our school.

In 2021 we look forward to collaborating with the school for events to bring the community together and showcase our school such as a Biggest Morning Tea, Parent Information Evenings, Christmas Carols and providing support to enhance learning and physical activity.



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

Betty Stewart  
President  
Parents and Friends Association

## **2.0 This Catholic School**

### **2.1 The School Community**

St Joseph's Primary School is located in Coraki and is part of the St. Joseph's Parish which serves the communities of Coraki, Yorklea, Codrington, Bungawalbyn and Tatham, from which the school families are drawn.

Last year the school celebrated 124 years of Catholic education.

The parish priest Fr. Max Gow 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 promotion and facilitation of sacramental programs through newsletters and social media invitations and facilitating family engagement by hosting meetings and guiding families and children through their journey.
- Supporting the life of the parish by attending mass as a school community two to three times per term. We work closely with the wider parish in participating in Holy Days of Obligation and important weekday masses including Ash Wednesday.
- Supporting the life of the parish by promoting and supporting fundraising activities including Caritas Project Compassion Appeal and the St Vincent de Paul Winter and Christmas Appeals.
- Promoting one family parish ass per term where students and families are encouraged to attend the usual Sunday service of the parish. While this was impacted by the COVID-19 pandemic, it remains a focus for the school community.

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 *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. 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 2020	TOTAL 2019
<b>Male</b>	6	3	3	5	3	5	6	31	30
<b>Female</b>	6	3	6	6	6	3	3	33	29
<b>Indigenous *</b>	1	2	4	2	3	3	4	19	14
<b>EALD *</b>	0	0	0	0	0	0	0	0	0

\* 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 meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2020 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
88.6%	86.7%	81.2%	89.5%	88.3%	79.7%	86.2%	85.3%

### 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 82 teacher(s); Provisional 93 teacher(s); Proficient 946 teacher(s); Highly Accomplished 1 teacher(s); Lead 2 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 9 teacher(s) accredited with NESA, 5 teacher(s) with recognised qualifications to teach Religious Education, 2 Indigenous staff and 9 non-teaching staff.

### 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 93.3%. 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 2020 students were involved in a range of outreach activities, including fortnightly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.
- 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 2020, our draft Behaviour Policy was implemented after much community consultation in 2019. The new policy reflected a greater focus on celebrating positive learning behaviours with Respect and Responsibility being fundamental to the school's restorative justice program.
- Our Leaders of Tomorrow mentor program was implemented and supported our indigenous students to develop their leadership skills while developing pride in their culture.
- We reviewed our Student Wellbeing Program and implemented a number of group programs to support students in their friendships and conflict resolution strategies.

## 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.

- We used the Diocese of Lismore School Improvement Survey tool. This provided an opportunity for staff, students and families to provide feedback to the school across all aspects of school life. This data was used to support decision making in the development of school improvement plans.
- Staff were provided opportunities to engage in conversation at our weekly staff meetings. This provided a platform for staff voice to be recognized and expressed in the development of school priorities, policy and procedures as well as during identified professional learning.
- Our P&F meetings take place monthly. This is an opportunity for families to express their thoughts when policy and procedures are being reviewed. In consultation with school staff, it is also an opportunity to identify support for resourcing.
- During the Blended Learning period families had the opportunity to complete the Voices from The Field survey. This survey provided feedback to our school outlining what worked well and what needed further review during this period, outlining what learning could be taken from this period moving forward.
- Parent/Teacher/Student Conferences enhanced the opportunity for the celebration of student learning and the development of student goals for each child. This provided families the chance to join in partnership with the school in their child's learning.





### 3.0 Teaching and Learning

#### 3.1 School Curriculum

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

- A contemporary pedagogy underpinned by the Diocese of Lismore Catholic Schools Limited Learning and Teaching Statement guides staff to ensure the provision of the best learning environment for all students.
- The school prioritises providing access to technology for each student to enhance learning opportunities provided in the classroom. This is achieved through access to a variety of resources and opportunities for students to engage in Science, Technology, Engineering and Mathematics (STEM) activities including a lunchtime group.
- Our learning support programs are strongly based around our Professional Learning Teams (PLTs) and our Case Management Meetings. During these times, discussions are focused on student achievement and looking closely at what the data is telling us. This is supported with the use of our co-created data wall which continues to be refined. Individual plans are then developed to support student achievement.
- In 2020, we also reviewed and developed our Response to Intervention Plan. This document clearly identifies the processes and interventions utilized to support student learning. Programs implemented within the school to support identified student needs include, STAR Reading, MiniLit, Extended Mathematical Understanding (EMU), Levelled Literacy Intervention (LLI) and Support-A-Talker. A Speech Pathologist and an Occupational Therapist support our students on-site. All Kindergarten students were screened in 2020.
- Our School Counsellor also provides both individual and group intervention for identified students to support their ongoing wellbeing.

The school continues to work towards developing 21st Century pedagogy. This pedagogy underpins learning across the school.

In 2020 we continued the implementation of Walker Learning in our K-2 classrooms and explored opportunities to extend this to Year 3-6 classrooms. This continued to result in an increased engagement in our K-2 classrooms, particularly in our more vulnerable students and saw increased participation in our 3-6 classrooms as these students engaged in their interest based Educational Research Projects.

During 2020 our school engaged with Lyn Sharratt and her publication, *Clarity - What Matters Most in Learning, Teaching, and Leading*. This saw the introduction of a Lyn Sharratt Team at St. Joseph's being given the opportunity to engage in professional learning with Lyn focused on the 14 parameters. This learning was shared with our school community and saw the implementation of a number of initiatives, in particular a Case Management Approach to supporting student growth and a sharper focus on using data to inform practice.

In Religious Education staff participated in a number of workshops focused on Story Telling and World's of the Text. This experience built the capacity of our teaching staff to engage students in our Religious Education curriculum.

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

- Visits to our local nursing home where students take time to sit with residents and play bingo, when permitted during COVID-19 restrictions.





- A Youth Ministry program where a neighbouring Youth Ministry Officer comes to our school each week to work with students in developing faith experiences.
- The use of ICT resources to enhance learning opportunities across the school with each class having access to a variety of digital tools. This included the purchase of additional Chromebooks and iPads.
- Our Family Partnerships project which provided opportunities for our families to engage in community conversations around school initiatives, generating feedback to us. This engaged staff, parents and students in a shared dialogue.
- School sporting activities which provided our students the opportunity to compete in a friendly (COVID-19 safe) environment in Cross Country, Swimming and Athletics as examples.

### 3.2 Student Performance in National Testing Programs

#### 3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

### 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 2020 were:

Staff Professional Learning Activity	Date	Presenter
Staff Spirituality Day - Bishop's Modules 1&2	03/07/2020	Melissa Campbell
Lyn Sharratt - What Matters Most in Learning, Teaching and Leading	20/07/2020	Brendan Moloney, Sophie Taylor and Tracey Flaherty
Lyn Sharratt - What Matters Most in Learning, Teaching and Leading	25/09/2020	Brendan Moloney, Sophie Taylor and Tracey Flaherty
Lyn Sharratt and Learning & Teaching Domains	06/11/2020	Brendan Moloney, Sophie Taylor and Tracey Flaherty

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

Activity	Staff numbers	Presenter
Governance Training Modules	2	Catholic Schools NSW
SALT Training	13	Online
Bible Workshops	6	Edward Sri
Lyn Sharratt Collaborative	3	Lyn Sharratt
EMU OPL Day	4	Joanne Hall
Walker Learning 2 Day Intensive Workshop	3	Early Life Foundation



The professional learning expenditure has been calculated at \$2871 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 teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. The policy is available on the school's website. In 2020 our School Discipline Policy was implemented after extensive consultation throughout 2019 with our staff, parents and students. The new policy included an increased focus on our methods for acknowledgment of students' positive behaviours as communicated to us by our parent body.



#### 4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that 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 in the Parent Handbook on the school website.

#### 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2020 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2021
<b>Mission of Jesus Christ</b> During 2020 we successfully introduced our Youth Ministry Officer and implemented opportunities for our senior students to engage in developing ministry and faith formation opportunities.	<b>Mission of Jesus Christ</b> In 2021 identified key improvement targets will be to focus on the reinvigoration of Christian Meditation across the school while developing links between our Catholic Faith and Indigenous Spirituality.  We will also continue to develop our student discipleship program with a particular focus on 'Accendere' for our Year 4 students and Catholic Schools Youth Ministry Association group for our Stage 3 students.
<b>Learning and Teaching</b> During 2020 we engaged in the Lyn Sharratt initiative and unpacked the 14 parameters as outlined by Lyn. This led to a review of our whole school beliefs and the development of processes within the school to track and monitor student achievement. This also informed our decision making in supporting students through Tier 1 interventions and resulted in the review and implementation of our Response to Intervention Policy and procedures.	<b>Learning and Teaching</b> In 2021 we will continue our partnership with the Lyn Sharratt Collaborative. Our work will move to focus on unpacking the Assessment Waterfall Chart and developing our pedagogy in the area of Assessment to ensure our practices inform our instruction, thereby providing clarity for our teachers and students.
<b>Pastoral Care</b> In 2020 we focused on developing our leaders of tomorrow through our We Can All Lead initiative. This project supported our Indigenous students in developing their sense of belonging and nurturing their cultural identity.	<b>Pastoral Care</b> During 2021 we are fortunate to continue our partnership with Social Futures and our Family Connect Service. This service aims to support our families who require additional assistance in navigating the challenges they may be faced with as parents in our modern world. The key aim of this service is to connect families to the

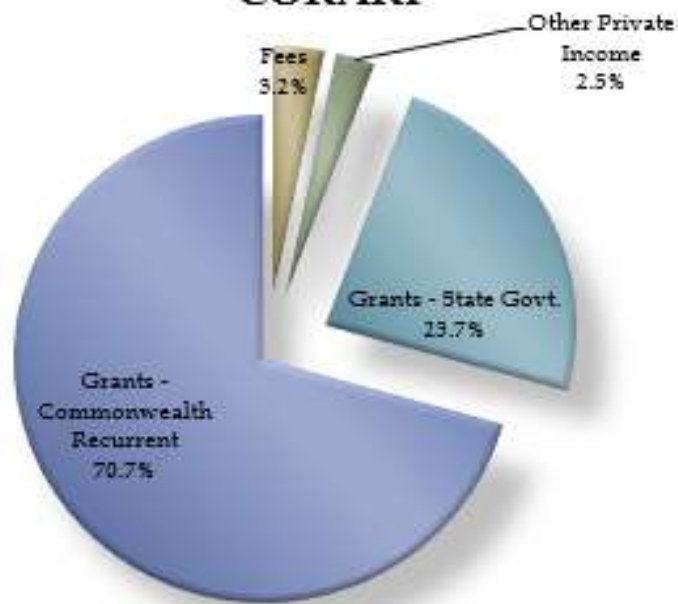
	services that they require and to accompany them on their journey.
<p><b>Leadership</b> A key aspect of 2020 was the formulation of our Lyn Sharratt Team. The team undertook learning with Lyn via workshops and then formulated a plan to bring the learning back to staff. This included work around the 14 parameters with a focus on our shared beliefs and student data tracking processes.</p>	<p><b>Leadership</b> In 2021, we will review our Leadership structures, roles and responsibilities.</p>
<p><b>Family School Partnership</b> In 2020, our school engaged with George Otero in developing Community Conversations in our school. This was a very successful evening with a large number of families represented, although socially distanced due to the Covid-19 restrictions, the response and feedback from families was very positive.</p>	<p><b>Family School Partnership</b> In 2021, we plan to revisit our Community Conversations as started in 2020. These conversations are an opportunity for parent and student voice and a mechanism for us to gain feedback. Our 2021 Community Conversations will begin with a focus on Friendship as a topic previously highlighted by our families.</p>

## 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 2020 is presented below:

## 2020 INCOME - St Joseph's Primary School CORAKI



## 2020 EXPENSE - St Joseph's Primary School CORAKI

