About this report

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

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

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

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

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2013 following its submission to the Board of Studies.

The contents of this Report are able to be discussed 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 07 55362519 or by visiting the website at www.twdplism.catholic.edu.au
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 Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continues to provide many opportunities for the faith and spiritual growth of our students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school’s mission is lived out daily in the life of the school.

The students’ achievements and accomplishments were showcased throughout 2012. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph’s has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- Combined Tweed Catholic School’s Public Speaking competition – This year St Joseph’s was highly successful against all the other Tweed Catholic Primary Schools, achieving first place in every section: Early Stage 1, Stage 1, Stage 2 and Stage 3. The school was awarded overall champions for 2012.
- NAPLAN - For the second year in a row our Spelling results have improved quite dramatically. For the third consecutive year our Year 3 Reading results have also been extremely high.
- Throughout the school year several students sat the University of NSW educational assessment tasks with pleasing results in Mathematics (2 Distinctions, 3 Credits), Spelling (2 Distinctions, 2 Credits) and English (4 Distinctions, 3 Credits).

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:

- Throughout the year the school participated in a wide variety of community events including ANZAC Day, Vietnam Veterans Day and Legacy Week activities.
- Once again our Year 3 students participated in the Aboriginal Cultural program (Dolphin Dreaming) at Byron Bay.
- Our School Choir was once again in great demand, performing at a variety of community events including the Amcal Christmas launch in the Mall, the Murwillumbah Eisteddfod and at our own Christmas carnival.
- The Mini Vinnies group organised a variety of community awareness programs to raise funds to support the homeless locally and to sponsor a number of overseas students.
Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- The school had Polding representation in Soccer, Athletics, Swimming, Touch Football, Softball and AFL.
- A number of students were further selected to represent at State level in Soccer, Swimming and AFL.
- This year K-3 experienced great success in a 5 day Intensive Swim Program. Year 4-6 participated in the “Surf Grommits” Surf Skill Program. Students from K-3 were actively involved in an 8 week Hip Hop Dance Program. Year 3-6 participated in a 10 week dance program facilitated by “Dance Fever” instructors, culminating in an interschool “Dance Off” evening.
- Students participated in further skills sessions run by local development officers in the areas of AFL, Touch Football, Soccer, Rugby League and Cricket.

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

Tony Boyle
Principal

A Parent Message

“Always Faithful Always Proud” our motto was ever present again in 2012, from our students’ amazing sporting achievements to the awesome public speaking results and our Mini Vinnies events. The students of St Joseph’s Primary School have shown that they truly embrace the school spirit and Christian living.

We were extremely lucky this year to have been the recipients of a $38,000.00 Federal National Solar Schools Program grant to install a state of the art Solar System on the roof of the school. It was officially opened by our local Federal MP Justine Elliot in August of this year. This amazing system would not have been possible without the financial assistance of the Australian Federal Government for which we are extremely grateful.

A visit from Former Prime Minister Kevin Rudd to our School in September was very exciting. Mr Rudd attended along with Labor Candidates Michael Armstrong, Reece Byrnes and local Federal MP Justine Elliot to launch the “Safer Schools, Safer Kids Plan”. Mr Rudd took time to chat to children about various topics and attend a morning tea in his honour.

Our fundraising committee had a successful year with several school discos, Easter Festivities and chocolate drive, with the pinnacle being the Christmas Carnival where all classes participated each choosing a different activity. Families came in droves and enjoyed a marvellous night out with an amazing flash mob performance put on by all the students. Mrs Teitzel, our Music Teacher, did a fantastic job of organising the timing of such a great display and the children had such a great time.
The students of St Joseph's Primary put on an amazing end of year play “The Star”. It was performed well and enjoyed by all. Congratulations goes to all involved for such an awesome effort.

Finally a big thank you must go out to the students, teachers and parents of St Joseph's Primary School for again helping to make our school one we are all proud to be a part of.

Vanessa Jarrett
Treasurer
St Joseph's Primary School Forum

This Catholic School

St Joseph’s is located in Tweed Heads and is part of the St Joseph’s Parish which serves the communities of Tweed Heads, Banora Point and Bilambil. School families are drawn from the towns and communities of Tweed Heads, Coolangatta, Tugun, Bilambil, Cobaki, Piggabeen, South and West Tweed.

Last year the school celebrated 95 years of Catholic education.

The Parish Priest Fr. Michael Brady 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 a range of activities.

1. The parish school uses the mandated Diocesan Religious Education curriculum and Mini Vinnies Program. Students from Year 5 & 6 are invited to be part of the Mini Vinnies Program. The program is coordinated by Re Co Min and Mission & Values Facilitator. The students meet weekly with Miss Eppich to reflect, pray and identify ways to demonstrate outreach on local, national and International levels. Outreach at the St Joseph’s Primary this year has been as follows:
   a) Can Day - class competition to bring in as many cans of food as possible to help local charity ‘You Have a Friend’;
   b) National Child Protection Week - raising awareness of the need to feel safe in the home, school and wider community;
   c) Mini Vinnies Fashion Parade - for the St Vincent de Paul Winter Appeal;
   d) Assist-a-Student Program - student support for the education of overseas students in disadvantaged countries. In 2012 we raised funds to support 5 students from the Philippines & Indonesia;
   e) SOCKTOBER- Catholic Mission 2012 project to ‘sock-it-to-hopelessness’ and help overcome poverty in Philippines;
   f) Christmas Care Packages- for the local homeless.
2. School Masses & Liturgies:
   St Joseph’s Primary School extends an open invitation to the parish family to attend all masses and liturgies organised by the school. These celebrations include Mother’s Day Liturgy, Father’s Day Liturgy, Grandparents’ Day Liturgy, Beginning and End of Year Masses and the Graduation Mass. The school often hosts a follow up community BBQ or morning tea to celebrate the occasion. Children from Year 3-6 celebrate the Sacrament of Reconciliation during Lent and Advent. The whole school participated in the ‘National Rosary Day’ in October. All students from K-6 were also involved in performing musical plays: ‘That We Might Live’ for Holy Week and ‘The Star’ for Christmas.

3. The Beacon:
The quarterly parish publication ‘The Beacon’ is a good way to keep the parish and school connected. Stories and photos about what’s been happening in the school are collated by Miss Eppich, and then forwarded for publication to the parish office.

4. Seasons For Growth Program:
   This program runs in Term 2 and reaches out to any students / families experiencing grief or loss.

5. Parish Sacramental Programs:
The Sacraments of Reconciliation, Confirmation and Eucharist are offered to baptised students from Catholic families. Programs are run throughout the year and are facilitated by teachers, parents and catechists from the parish community.

   Also the whole school community was involved with the 100 years St Joseph’s Parish Centenary celebrations.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeates 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 purposes of this parish school are centred on Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate this statement into all aspects of parish school life. Religious Education is always given priority in our school when organising and planning takes place.

The parish school Mission Statement highlights the nature and calling of the school.
St Joseph’s caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2012</th>
<th>TOTAL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>30</td>
<td>28</td>
<td>27</td>
<td>14</td>
<td>21</td>
<td>19</td>
<td>18</td>
<td>157</td>
<td>152</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>21</td>
<td>25</td>
<td>22</td>
<td>31</td>
<td>22</td>
<td>27</td>
<td>174</td>
<td>165</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td>11</td>
</tr>
</tbody>
</table>

**School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies 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 21stC pedagogy embracing the Diocesan initiative to develop a contemporary learning framework (CLF). The school has also been involved in the cluster enrichment initiative, identifying children who demonstrate a talent in a particular area and giving them the opportunity for further enrichment.

Supporting students with additional needs continues to be a strong focus in the school. A full time Additional Needs Teacher is employed to co-ordinate an ‘inclusive’ style of education for children with a disability. The school is moving towards ensuring teachers are skilled in curriculum differentiation and disability needs of students.

This year 32 students with disabilities were integrated into K – 6 mainstream classes. These students presented with a range of disabilities including a mild or moderate cognitive disability, disorders on the Autistic Spectrum, William’s Syndrome, mental health disorders, and language disorders. Six of these students have multiple disabilities.

To complement the full time Additional Needs Coordinator the school employs 9 teachers’ aides trained in working with children with a disability. These aides work with classroom teachers and the additional needs teacher to support students with disabilities or learning difficulties to access the curriculum.
The Additional Needs Teacher is responsible for supporting teachers to implement the children's Individual Education Plans. In addition, the coordinator assists with the curriculum adjustments when needed, provides resources, teacher and staff support and is able to liaise with other agencies to ensure the child's needs at school are met. The school fosters a team approach with parents, therapists and teachers setting realistic goals for the child to ensure progress at an individual's level. These formal learning support meetings are held up to 4 times a year depending on the child’s level of need to ensure continuity and communication in their learning programs.

The Additional Needs Coordinator implemented a new initiative called “The Sandpit”. The group met fortnightly after school to learn about and practise programs and resources currently being used at the school. This was a non-compulsory meeting that attracted approximately 8 staff members each fortnight.

The new garden was utilised during lunch breaks and for relaxation activities during the school day. Students with disabilities especially liked the cool, calm place to unwind or participate in learning tasks.

Three students attended the Gold Coast Annual Athletics Championships. This carnival allows children with disabilities to spend a fun day outside engaging in physical activity whilst also allowing them to compete against peers of the same ability. Our students were placed first in at least one of their races and had an enjoyable day.

The school participated in the More Support For Students With Disabilities (MSSD) project. Six teachers worked closely with a speech pathologist to develop their skills in teaching students with language disorders.

The school employed a speech pathologist to speak and inform the parents at Kindergarten orientation about oral language and the important role it plays in children’s literacy development.

Five Year 1 students who were at risk in literacy were given an intensive withdrawal reading program. The group made progress in reading with two students moving from Level 1 to 7. The other students also made gains in reading, letter sound awareness and sight word knowledge. The group proved very successful and students found an enjoyment with literacy that they didn’t have before. It is anticipated that this group may continue in 2013.

Well Being funds were utilised to employ a psychologist one day per week over 35 weeks. This valuable resource allowed parents to access quality information regarding children’s behaviour, while teachers were assisted with ideas to improve classroom behaviour. The psychologist was integral to the support of students with mental health needs such as anxiety. Parents attended an “Anxiety Information Evening” run by the school psychologist to learn how to support their anxious children. Approximately 50 children and 12 families were supported directly using these funds. Eight teachers also accessed this support to assist with classroom behaviours and management of particular students.
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, 39 students presented for the tests while in Year 5 there were 40 students.

In Literacy there were four elements tested. These were reading, writing, spelling, 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 were 6 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 achieved Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieved 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 led information sessions on NAPLAN and the SMART Data Analysis workshops.

The following data indicates the percentage of St Joseph’s students in each band compared to the State percentage.
## Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 1 to 6</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>BAND 6</td>
</tr>
<tr>
<td>Reading</td>
<td>26.4</td>
</tr>
<tr>
<td>Writing</td>
<td>15.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>30.1</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>33.7</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>13.9</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>12.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>17.7</td>
</tr>
</tbody>
</table>
Year 5 NAPLAN results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 3 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td>8</td>
</tr>
<tr>
<td>State School</td>
<td>27.0</td>
</tr>
<tr>
<td>Reading</td>
<td>13.8</td>
</tr>
<tr>
<td>Writing</td>
<td>8.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>16.5</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>20.7</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>16.9</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>13.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>15.8</td>
</tr>
</tbody>
</table>

As can be seen from the table the percentages of students in the top three bands in Numeracy, Reading, Writing and Spelling in Year 3 are very pleasing. Year 5 results this year were impacted by a very large number of new students who required intensive teaching. When this new cohort is removed from the whole group, the class results show student growth from the Year 3 results in 2010. A number of initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Measurement, Data, Space and Geometry.
All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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 2012 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities</td>
<td>1</td>
<td>Gavin Grift</td>
</tr>
<tr>
<td>Ignation School staff Reflection Day</td>
<td>2</td>
<td>School Executive</td>
</tr>
<tr>
<td>Contemporary Learning Framework</td>
<td>2</td>
<td>School Executive</td>
</tr>
<tr>
<td>National Curriculum – English and Science</td>
<td>4</td>
<td>Principals LOP Curriculum Co</td>
</tr>
</tbody>
</table>

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

- Best Start Training and implementation
- NAPLAN Persuasive Writing,
- Charles Lovett – Mathematics Stage 2
- Autism Symposium and Spectronics Technology
- Story Grammar Marker - Oral Language
- CoRT Training,
- PART,
- Read Write Gold Training
- ACARA Students With Disabilities Trial
- Every fortnight the staff attended a twilight Professional Development called “Sand Pit” where they were instructed on resources in the school and how to use them in the classroom such as PODDs Clicker 5, Read and Write Gold, Numicon, Twitter, Audacity
- MSSD – More support for Students with Disabilities.

The professional learning expenditure has been calculated at $2,690.00 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**
The average teacher attendance figure is 96.24. This figure is provided to the school by the CSO. With the addition of a 13th class this year along with the exchange of a long term staff member to another local school, the school was able to employ two graduate teachers to fill the positions available. 2012 also saw a number of changes to teaching staff brought about by teachers being on maternity leave.

**Student Attendance**
School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the Principal to discuss their leave request.

The average student attendance rate for the school during 2012 was 93.1%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90.6%</td>
<td>96.2%</td>
<td>94.1%</td>
<td>93.2%</td>
<td>93.7%</td>
<td>90.6%</td>
<td>92.8%</td>
</tr>
</tbody>
</table>
School Policies

School policies are reviewed regularly. In 2012 the following policies were reviewed, updated or newly created:

- Bus Duty Policy
- Enrolment and Procedures Policy
- Fire Drill & Evacuation
- Health Professional Onsite Policy
- Lock Down Procedures
- New Staff Orientation Procedures
- Road Safety Management Plan
- Student Leadership Policy
- Uniform Policy
- Work Health and Safety Policy
- Work Site Safety Policy

Enrolment Policy

Every new enrolment at St Joseph’s Primary 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.

Student Welfare Policy, Pastoral Care Policy

The School’s Pastoral Care 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 well-being. These programs include 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.
Discipline Policy

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Emphasis is placed on the children taking responsibility for their own actions and addressing them accordingly. The policy is discussed with students, staff and parents on a regular basis.

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.

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.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2012 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

- investigate ways to increase student/parent participation in weekend Parish Masses;
- continue the Ignation spirituality exercises for staff;
- investigate ways to use technologies to enhance home/school relationships and communication;
- develop a Professional Learning Community (PLC) within the school;
- introduce and implement the Diocesan Contemporary Learning Framework (CLF);
- continue to collect and analyse Literacy/Numeracy data so as to implement data driven teaching programs and teaching strategies;
- consolidate QuickSmart Maths Programs for remediation for Stage 3 Children;
- implement environmentally sound school by such structures and programs as the new solar panels, gardening for the canteen and the recycling program.
Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. 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 weekly awards presented to students throughout the year are indicative of these values. Our special monthly School Spirit Awards are focused on students who have lived out these important values. Respect and responsibility are fundamental to the school’s Discipline Policy.

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:

St Joseph’s completed a survey based on the weekly Newsletter to gauge future directions for communication. As a result of this survey in 2013 we will be organising the implementation of an email distribution of the weekly Newsletter as well as for receipts and class group emails.

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 2012 is presented below: