

Annual School Report 2018 School Year

St Carthage's Primary School, Lismore



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About this report

St Carthage's Primary School, Lismore 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, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2019 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 6621 5529 or by visiting the website at moodle.stcarthlism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Carthage's Primary School, Lismore 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 Carthage's Primary School, Lismore 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 2018. 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 Carthage's Primary School, Lismore has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Participated at Credit or Distinction level in various state and national competitions with our best result in the University of NSW Maths and Writing Competitions.
- Sent one team of Year 5 and Year 6 students to compete in the Social Science discipline at the regional, state and International finals of the Tournament of the Minds competition. This team won all three competitions and are International Tournament of Minds Champions.
- Achieved outstanding results in the Year 6 Religious Education test with the majority of students receiving High Distinctions, Distinctions and Credits.
- Implemented the Reading Intervention, STAR (Succeeding Together as Readers) and the EMU (Extending Mathematical Understanding) Programs and had 30 students from Year 1 and 12 students from Year 2 successfully exit the programs improving their reading and Mathematics skills.
- Participated in the Southern Cross University Science and Engineering Challenge and finished first.

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 2018 the school:

- Attended the local ANZAC Day March with a strong representation of students participating. School Captains laid a wreath at the cenotaph.
- Participated in the NAIDOC Week celebrations at the showground in Lismore where our Indigenous students were involved in cultural, art and music activities celebrating their Indigenous culture. All Students participated in NAIDOC activities at school level.
- Participated in the Richmond Zone Poetry & Public Speaking Festival, with three students gaining first or second place.
- Attended local charity organisations and preschools as part of Year 6 student discipleship initiative and assisted in their activities.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- St Carthage's Soccer Team won the Richmond Zone section of the Paul Wilson Memorial competition and travelled to Grafton to compete in the finals against Hastings, Tweed and Clarence zones, finishing joint winners.



- St Carthage's Netball Team were winners in the Zone NSW Schools Netball Cup and competed in Sydney where they performed admirably.
- St Carthage's students competed at Zone, Diocesan, Polding and All Schools levels in Athletics with the Junior Girl's Relay Team finishing second overall in the state.
- St Carthage's students competed at Zone, Diocesan, Polding and All Schools levels in swimming with many personal best times being achieved.
- St Carthage's had 8 students selected in Polding Teams for various summer and winter sports.

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 Carthage's Primary School, Lismore is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Janelle Heffernan
Principal

1.2 A Parent Message

Late in 2017 changes were made to the operating model of the Parent School Forum to address the changing needs and demands of Australian families. The focus of the Parent School Forum took on a new direction where we explored opportunities for families to connect with the school and be supported by others in the school community. A fundraising levy was introduced which enabled the Parent School Forum to take on a different role in the school. Our renewed focus is to build stronger partnerships within the parish community and enhance support and information sharing to families. I am pleased to report the Parent School Forum remains aligned, committed and engaged to support the school families, whilst still early in this change journey.

We also reduced our face to face meeting schedule to one meeting per term, improving work life balance for all, allowing reading/researching/deliberating offline, making meetings more purposeful & outcome focused. The treasury function was discontinued by the Parent School Forum role & returned to school for management. The Fundraising Levy supported the purchase of STEM hardware for classrooms in 2018 and beyond.

During our Parent Forum meetings, we were able to support the school in its mission by providing parental advice and feedback on a range of matters to the school leadership, such as feedback to the Catholic Schools Office Parent Assembly on their future offerings and school needs. Additionally, the Forum was briefed on educational and pastoral matters affecting the school community by school leadership, such as the Building Cultural Capacity project and School Improvement initiatives. The Parent Forum sub-committees of Class Parents and Faith Sharing were all maintained in 2018.

School community engagement efforts were again prioritised by Parent Forum, with much discussion and effort geared to further enhancing the partnership between the school and its families. The Class Parent network is a key way of achieving this, as information is gathered and disseminated organically within the school community. Formative events such as the Welcome BBQ, Class Parent representative meetings and Class Parent gatherings have culminated in solid school community involvement. In addition, parents have been involved in social events for student year groups, classroom initiatives, excursions, camps, sports carnivals, canteen rosters and meal donations for families experiencing hardship. Whilst the bi-annual school fete has been discontinued, other former fundraising initiatives are still held on a no cost basis to students, such as Fathers & Mother's Day celebrations, Easter and Christmas raffles, a school disco and a successful "colour run".



Members of the Parent School Forum look forward to continuing our important work in 2019, as how to best serve the school community by working in partnership and consultation with the wider Parish community.

Ray Dunn
Chair of Parish School Forum
St Carthage's Parish School Forum

2.0 This Catholic School

2.1 The School Community

St Carthage's Primary School, Lismore is located in Lismore and is part of the St Carthage's Cathedral Parish which serves the communities of Lismore, Goonellabah, Rosebank, Dunoon, Clunes, Modanville, Eltham, Tullera, Wyrallah and other small rural communities, from which the school families are drawn.

Last year the school celebrated 132 years of Catholic education.

The parish priest Fr Jim Griffin (until May) and then Fr Bing Monteagudo is involved in the life of the school.

St Carthage's Primary School, Lismore 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:

- Involvement in facilitating the Children's Liturgy program and monthly family Mass and Barbeque at weekend Masses.
- Supporting Caritas by raising funds through our annual Cross Country Run and providing over 20 hampers for the St. Vincent de Paul Christmas Appeal.
- Preparing 58 students for the Sacraments of Reconciliation and Eucharist and 45 students for the Sacrament of Confirmation.
- Participating in the Parish Drought Relief Appeal by holding a 'Dress up as a Farmer' mufti day.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

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



2.2 School Enrolment

St Carthage's Primary School, Lismore 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 2018	TOTAL 2017
Male	32	49	41	49	51	60	43	325	331
Female	18	28	33	42	39	47	50	257	285
Indigenous <i>count included in first two rows</i>	2	3	2	2	2	2	5	18	19
EALD (Language background other than English) <i>count included in first two rows</i>	2	2	2	2	0	0	1	9	4

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal 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 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	95.9%	95.4%	95.0%	95.4%	95.3%	93.5%	92.8%	94.8%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	37
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	38
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	15

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.62%. 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 2018 students were involved in a range of outreach activities, including 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. Awards were presented at our fortnightly whole school assemblies, and special 'Let Your Light Shine' awards were presented at whole school assemblies, twice per term.
- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students



throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

- 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.

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 2018 the school participated in the School Review and Improvement process supervised and supported by the Catholic Schools Office. School Review and Improvement (SRI) offers the school the opportunity to review all aspects of school life and plan ahead for the next five years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- A group of 120 students from Years 3,4,5 and 6 completed the online DOLSIS surveys to determine their levels of satisfaction in a number of areas including wellbeing, faith, curriculum.
- A random selection of 100 parents were offered the online DOLSIS surveys to determine their levels of satisfaction in a number of areas including wellbeing, faith, curriculum etc.
- Data from all these surveys was reviewed and discussions held with school executive, staff, parents and consultants from the Catholic Schools Office to determine directions for the future and will form the basis of the Annual School goals for 2019.

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 one-on-one Reading Intervention program (formerly Reading Recovery) was implemented in Year 1, targeting students who had not achieved reading benchmarks in Kindergarten. Several students in Year 2 also received individual intervention in reading.
- Groups of students from Years 1 and 2 received group support in reading as part of the STAR (Starting Together as Readers).
- Year 1 students received intensive mathematics intervention as part of the EMU (Extending Mathematical Understanding) with a specialist teacher.
- Students in Stage 2 and Stage 3 received literacy and numeracy support with a teacher and/or teacher assistant through in class support or on a withdrawal basis.

The school continues to work towards developing 21st century pedagogy. This pedagogy will underpin learning across the school. Students in Years 5 and 6 participated in the Crazy Contraptions organised by the Diocese with one team winning the overall challenge in August this year. They were required to design and construct a 'contraption' that moved a toy car the greatest distance and participate in a series of performance challenges. The success of the Challenge has



enthused and inspired other students to participate at next year's event. Students were also provided with opportunities to learn and participate in lunchtime coding opportunities.

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

- The Diocesan Mass of the Chrism and the Ordination of three priests in St Carthage's Cathedral. Students regularly read, sing and attend Parish weekday Masses and monthly weekend Family Masses in the Cathedral.
- Drama and dance performances at local high schools as well as the Writer's Festival held at Lismore City Hall.
- A Science and Engineering Challenge at Southern Cross University and indigenous students attended NAIDOC celebrations at Lismore Showground.
- Local, regional and state sporting events and competitions, both competitive and non-competitive.
- The Tournament of Minds competition at local, state and international level.

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, 88 students presented for the tests while in Year 5 there were 105 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 Carthage's Primary School, Lismore, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Carthage's Primary School, Lismore students in each band compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School										
Reading	27.7	30.7	24.7	33.0	20.2	15.9	12.8	14.8	7.2	5.7	3.8	0.0
Writing	10.9	5.7	36.0	50.0	24.3	26.1	18.4	15.9	5.4	2.3	2.8	0.0
Spelling	25.8	18.2	25.0	25.0	21.0	30.7	13.7	18.2	8.0	5.7	4.4	2.3
Grammar and Punctuation	30.9	37.5	16.8	18.2	23.2	23.9	12.5	14.8	8.2	3.4	4.2	2.3
Numeracy	17.8	17.0	25.7	29.5	26.5	33.0	16.6	18.2	10.1	2.3	2.1	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										
Reading	17.4	15.2	20.9	25.7	23.8	24.8	19.6	25.7	11.2	6.7	4.5	1.9
Writing	4.6	1.0	11.5	6.7	27.2	31.4	35.9	46.7	11.5	11.4	7.0	1.0
Spelling	14.6	11.4	22.7	18.1	31.1	43.8	17.7	19.0	9.3	7.6	3.6	0.0
Grammar and Punctuation	18.1	14.3	18.1	23.8	29.1	31.4	16.2	17.1	11.0	8.6	4.9	4.8
Numeracy	12.5	7.7	19.7	22.1	25.9	30.8	26.3	29.8	12.1	8.7	2.6	1.0

As can be seen from the table the percentage of students in the top three bands in Reading, Spelling and Writing is pleasing compared to State figures. 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 Grammar and Punctuation 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 2018 were:

Staff Professional Learning Activity	Date	Presenter
Writing Shared Beliefs and Practices	23/07/2018	School Leadership Team
Writing Workshop	28/09/2018	Lee Denton
Spirituality Day	13/04/2018	Janelle Heffernan, Theresa Koning, Danny Hatchman

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

Activity	Staff numbers	Presenter
School Improvement Team Coaching	8	Mark McDonald, Ian Walton
Writing Leadership Workshop	2	Lee Denton
School Review and Improvement	5	Paul Milgate
Lesson Study	10	Nadine Slingsby
P2P/LE	4	Various
Religious Education- Godly Play	24	Sarah Debyl
Writing Workshop	12	Lee Denton
Digital Inclusion	5	Kristy Coster
Science and Technology Workshop	4	Kristy Coster
Indigenous Education Workers Training	2	Doreen Flanders
Positive Behaviour Management	8	Dr Bill Rogers

Quality Assurance Review	16	Samantha Donoghue
EMU	4	Jo Hall
Additional Needs	3	Viveca Larcher
Science Writing Workshop	3	Anna Moloney et al
Learning Progressions	8	Samantha Lynch et al
Graduate Teacher	2	Various

The professional learning expenditure has been calculated at \$9500 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 Carthage's Primary School, Lismore 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 website](#).

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.



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. Relevant sections of the policy are also published in the student diary.

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 also 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.

4.5 Complaints and Grievance Policy

The school follows the Diocesan CSO Policy that 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 upon request.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none">• Provide a Liturgical calendar and monthly Mass schedule which includes the designated celebrant where possible.• Continue to implement essential Pastoral School Programs.• Continue the Class Parent program.• Continue to develop the partnership with the Parent Assembly in support of this recommendation.	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none">• Further student discipleship opportunities for all students with teachers accepting responsibility for the development of some of these.• Further develop the relationship between home, school and parish acknowledging parents as the first and foremost educators in their children's faith.

<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Continue to liaise with the appropriate local entities to implement a traffic management plan to provide greater safety at the bus interchange. • Implement a passive play area to cater to students' needs. • Continue to become a more environmentally friendly school. • Raise the profile of environmental stewardship. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Investigate further ways that we can more efficiently manage resources. • Reduce our school's carbon footprint by more efficiently using power and water and reducing waste.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Develop a school response to the Australian Curriculum based on diocesan advice. • Further development and embedding of the school's shared beliefs and practices in mathematics. • Consolidation of the warm up and rich task phases of the Mathematics block. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Development of shared beliefs and practices in English. • Embedding of stamina writing and further development of the transition from reading to writing in the English block. • Further development on the Digital Technologies section of the Science and Technology curriculum as well as across all Key Learning Areas.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Office: Explore options to extend secretarial /office times to cater for working parents. • Staff: Encourage and improve communication between all levels of staff. • Staff: Review and consider innovative timetable strategies to support the introduction of professional learning communities. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Review communication procedures to ensure that all families are receiving information in a timely and efficient manner. • Continue to seek ways to authentically capture, hear and respond to student voice.

6.0 Financial Information

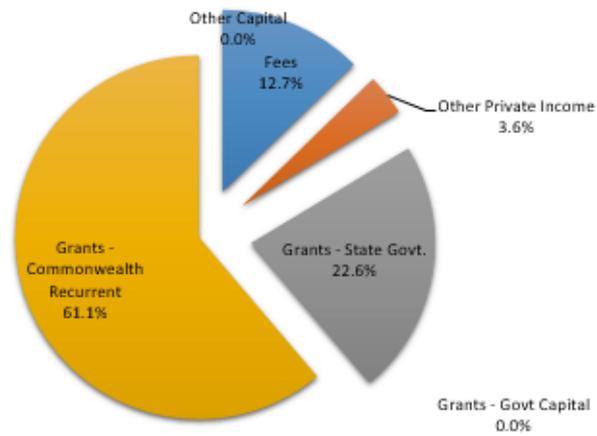
Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school.



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 2018 is presented below:

2018 INCOME - St Carthage's Primary School LISMORE



2018 EXPENSE - St Carthage's Primary School LISMORE

