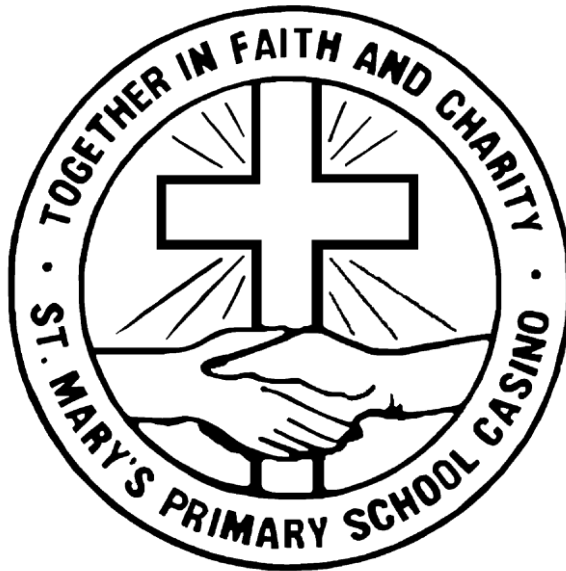


# **Annual School Report**

## **2018 School Year**

**St Mary's Primary School, Casino**



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Casino NSW 2566

Phone 02 6662 2566

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

## About this report

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

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

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

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 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 6662 2566 or by visiting the website at [www.casplism.catholic.edu.au](http://www.casplism.catholic.edu.au).



## **1.0 Messages**

### **1.1 Principal's Message**

At St Mary's Primary School Casino we do whatever it takes to lead the way in Love, Learning, Faith, School Spirit, Sport & Community. Our primary purpose is to support the members of the parish community in providing quality education and faith formation for their children. The school fosters a commitment to the individual person and provides many opportunities for academic, cultural and sporting achievement. St Mary's Primary School Casino offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our school continued to provide many opportunities for the students to live out our vision to do whatever it takes in Love, Learning, Faith, School Spirit, Sport & Community. Our staff are dedicated and passionate about what we do and ensure our school's vision was lived out daily in the life of the school. It is a privilege to lead such a vibrant and welcoming community.

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 Mary's Primary School, Casino has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Had over 150 students read 100 nights or more as part of the Home Learning program.
- Results for Year 3 were above the State average in NAPLAN scores in Writing and Numeracy and 54% of Year 3 students were in the top two bands in Reading.
- Had over 85% of students make or exceed expected growth in their Spelling age from February to September. No student in Year 5 had negative growth in their NAPLAN Spelling score.
- Had 30 students participate in ICAS tests with 5 Distinctions and 23 Credits. 18 Students participated in the Maths Olympiad and 60 students in the Maths Olympiad Games Competition from Stage 3.
- Whole School Writing has shown growth on the indicators on the Learning Progressions and clusters for the ELPs (Stage 2 and 3).

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:

- Had a huge turnout to the ANZAC Day March, Dawn Service & Casino Remembrance Day that all fell on non-school days.
- Students, staff & parents marched in the Casino NAIDOC Day March in the July holidays. After the holidays, we then had a very successful day to celebrate NAIDOC Day at school that involved special guests and members of the local community.
- Embraced Beef Week, cooked the Butchers BBQ, set up the Ball, and very much assisted and participated in this very special community event.
- Year 6 Acts of Mercy program ensured we gave good service to our community.

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

- St Mary's Primary experienced some tremendous individual and team sporting achievements. One student broke the Junior Girls 200m record (32.40) at our school athletics carnival. A record that previously stood for 26 years.
- We had 11 students progress to the Diocesan Athletics Carnival and then 4 of these students progressed to the Polding Athletics Carnival in Newcastle.



- Two students individually progressed to the Polding trials for their respective sports as well.
- Our Stage 2 Tennis Team made it through to the NSW State Finals in the Todd Woodbridge Cup for the second year in a row as well.

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

John O'Brien  
Principal

## 1.2 A Parent Message

St Mary's Parents & Friends Association is proud to support both St Mary's Primary School and St Mary's Catholic College. The P&F is a vital part of both schools, raising funds for much needed resources that may otherwise not be achieved through the school budget. We come together once a month with the School Principals to have a conversation about what is happening within our schools and find out how we can continue to contribute positively to the school community. Parents and friends of all St Mary's students are welcome to attend.

We are fortunate at St Mary's in having a dedicated P&F fundraising committee who, in 2018, held events such as: Krispy Crème donut drive, school fees raffle, Primex Field Days, St Mary's Cup race day and the Melbourne Cup sweep. In addition to contributing funds to resources, we have continued to honour our annual commitments such as Student of the Month badges, Year 6 and Year 12 Graduations and end of term celebrations and awards.

Some of the biggest days on our fundraising calendar include volunteering at the Primex Field Days in June. This year, we invited Casino Men's Shed to come on board with us to help out with ticket sales, car park coordination and parcel collection and delivery. It is a huge job to manage the number of volunteers required to cover all of the shifts over three days and I would like to thank our fundraising coordinator and treasurer for pulling it all together in 2018.

St Mary's Cup Race Day in October was once again a highly successful and enjoyable fundraiser. Race Day is so much fun and a fantastic way to bring our school community together with the broader Casino community. Again thanks to the committee for ensuring that this was another excellent event for us this year.

I wish to thank the principals, John O'Brien & Aaron Beach, and their staff, for the continued support of our endeavours as a committee. They both give freely of your time to prepare and come along to our meetings and participate in our fundraising activities.

We are grateful to everyone who buys tickets, comes to our events or volunteers to help us out. St Mary's is a wonderful community to be a part of and it is privilege to experience this as both a parent and P&F president.

Patrice Ramsay  
P & F President  
P & F



## 2.0 This Catholic School

### 2.1 The School Community

St Mary's Primary School, Casino is located in Casino and is part of the St Mary's Catholic Parish which serves the communities of The Greater Casino Area, from which the school families are drawn.

Last year the school celebrated 134 years of Catholic education.

The parish priest Father Peter Slack is involved in the life of the school.

St Mary's Primary School, Casino 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:

- Preparing our students to receive the sacraments of Baptism, Confirmation, Reconciliation and First Eucharist.
- Preparing over 30 students to serve as Altar Servers during Mass.
- Having Parishioners use their skills to assist Mr Sam Irvine and Mr John O'Brien with our 'Boys Pastoral Care Group' on a Friday.

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 Mary's Primary School, Casino 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	29	31	26	37	38	38	24	223	208
Female	38	32	25	24	29	43	32	223	205

<b>Indigenous</b> <i>count included in first two rows</i>	5	5	0	7	6	8	2	33	29
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	0	0	1	0	0	0	2	3	3

## 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
<b>Average Student Attendance rates</b>	97.8%	96.2%	96.3%	94.6%	96.7%	95.2%	92.5%	95.6%

## 2.4 Teacher Standards and Professional Learning

<b>Teacher Qualifications / Staff Profile</b>		<b>Number of Teachers</b>
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	2
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	23
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	25



6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	12

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.43%. 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, our Year 6 students were involved in a range of outreach activities under the umbrella of our Acts of Mercy program. This included fortnightly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents, washing business windows in town, cleaning graves at the cemetery and a free car wash.
- 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 including the Spreading Joy, Proclaim and MJR Awards. Respect and responsibility are fundamental to the school's restorative justice program.
- Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.

## 2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- In 2018 the school engaged parents, students and staff through the Diocese of Lismore School Improvement Surveys (DOLISIS) in Term 1. We received good feedback through this process that acknowledged the hard work and improvements that have been made and also pin pointed areas for further development and growth.
- The P & F meets once a month to provide support with feedback, advice and fundraising.
- In 2018 we provided numerous surveys to gauge parental feedback. One example of this was to seek feedback regarding moving parent teacher meetings to the end of Semester 1 after reports were given out. We had 38 responses that were all positive to this new process.
- At the beginning of the year we hold a parent information evening. At this evening we unveil our agenda for the year whilst also listening to the thoughts and needs of our parental community.
- Our Celebration of Learning Night allows parents to engage 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.

##### **Learning Support Programs:**

###### **Tier One Intervention**

Learning Support in-class for English and Mathematics blocks Monday - Thursday to support teachers in the pre-teaching and re-teaching of key concepts.

###### **Tier Two Intervention**

Kinder - Pre-Lit, Pre-Entry Letter Sound Program, Teacher Assistant Supported Reading Dr groups & additional small group guided reading groups with extra teacher.

- Year One - EMU, STAR, MiniLit and additional small group guided writing groups with teacher.
- Year Two - EMU (semester one) MiniLit, STAR, Support-a-Talker.
- Year Three - LLI, Support-a-Talker.
- Year Four - Letter Sound/Reading Dr Program & additional guided reading groups with teacher aide.
- Year Five - LLI.
- Year Six- Fast Forward Guided Reading, small group organisation/vocabulary program with speech pathologist.

###### **Tier Three Intervention**

Speech Pathologist small group/one on one support for students with significant needs.

Intensive support for student with ASD Level 3.

Occupational Therapy through the NSW Rural Student Placement Program.

##### **Enrichment Programs:**

Stage 3 Mathematics Enrichment Group with a teacher.

Year One Mathematics Enrichment Group with a teacher.

Reading/Writing Small Group Enrichment Program with a Speech Pathologist.

Formation of our 2019 Tournament of Minds group with a teacher.

##### **The School Approach to Technology:**

Students in Year 3 to Year 6 have individual access to a Chrome book. Students use technology as a learning tool to support their learning in all Key Learning Areas.

Students in K-2 access technology through the use of quality educational programs such as Reading Dr and Typing Programs on tablets and Chrome books.

Teachers recently participated in Text Help Professional Learning - use of assistive technology such as Read & Write extensions to support student learning.

##### **The School Approach to Literacy & Numeracy**

###### **A whole school focus on professional development for Writing and Mathematics through:**

The development of shared beliefs about writing and mathematics;

PD days for Writing & Mathematics led by the Leadership Team CSO staff;

Whole school writing assessments;

Analysing data from MAIs in PLT Meetings;

Developing a whole staff understanding of rich tasks/rich teaching in Mathematics.

The school continues to work towards developing 21 century learners and pedagogy that meets the needs of our students in Casino. This pedagogy underpins the learning across our school. Our big





focus is on developing and praising the effort and persistence our students display in their learning. Our School Vision urges us all to 'do whatever it takes to lead the way in Learning', so this drives us to continually strive to improve as educators. Home Learning is based around reading and real life activities back at school. We cater for all students as we quality differentiate to ensure we target the needs of all.

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

- Our Junk Drummers greatly contributed and entertained at the Lismore Lantern Parade.
- Our Proclaim Rally saw many students involved in Dance, Drama and Visual Arts.
- Our Christmas Concert saw all children involved in Music, Dance and Drama.
- Our school choir sung at many community events in 2018.
- Our school participated greatly in community events such as; Beef Week, Primex, Remembrance Day and ANZAC Day.

## **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, 62 students presented for the tests while in Year 5 there were 77 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 Mary's Primary School, Casino, 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 Mary's Primary School, Casino students in each band compared to the State percentage.

### Year 3 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	27.7	21.3	24.7	32.8	20.2	26.2	12.8	11.5	7.2	4.9	3.8	3.3
<b>Writing</b>	10.9	9.7	36.0	27.4	24.3	41.9	18.4	16.1	5.4	3.2	2.8	0.0
<b>Spelling</b>	25.8	16.1	25.0	19.4	21.0	38.7	13.7	21.0	8.0	1.6	4.4	3.2
<b>Grammar and Punctuation</b>	30.9	35.5	16.8	8.1	23.2	29.0	12.5	17.7	8.2	6.5	4.2	3.2
<b>Numeracy</b>	17.8	22.0	25.7	22.0	26.5	35.6	16.6	8.5	10.1	10.2	2.1	1.7

### Year 5 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	17.4	6.5	20.9	16.9	23.8	28.6	19.6	28.6	11.2	16.9	4.5	2.6
<b>Writing</b>	4.6	1.3	11.5	0.0	27.2	20.8	35.9	51.9	11.5	16.9	7.0	7.8
<b>Spelling</b>	14.6	3.9	22.7	22.1	31.1	27.3	17.7	18.2	9.3	24.7	3.6	3.9
<b>Grammar and Punctuation</b>	18.1	3.9	18.1	16.9	29.1	32.5	16.2	19.5	11.0	15.6	4.9	11.7
<b>Numeracy</b>	12.5	3.9	19.7	16.9	25.9	32.5	26.3	19.5	12.1	15.6	2.6	11.7

As can be seen from the table our Year 3 results are pleasing in particular in Reading, Grammar and Punctuation and Spelling. The school has put in great effort over the last three years in literacy & numeracy with a particular focus on pedagogy.



### 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
Rich Teaching & Tasks	16/07/2018	Leadership Team
Spirituality Retreat	12/04/2018	Brother Mark
First Aide Training	15/10/2018	St John's Ambulance

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

Activity	Staff numbers	Presenter
Positive Schools Conference	6	Various
Writing Workshops	6	Various
Extending Mathematical Understanding	4	Various

The professional learning expenditure has been calculated at \$8178 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 Mary's Primary School, Casino 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](#).

#### **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, anti-bullying, health and personal safety.

#### **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.

#### **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. 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 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.

## 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"> <li>• Worked on whole school classroom and playground expectations and vision intentions.</li> <li>• Provision of proactive, purposeful and targeted Well-being support for all students to ensure they receive the pastoral care they require.</li> <li>• Created a School wide approach to Pastoral Care based on the Pastoral Care Framework.</li> <li>• Servant Leadership was identified, modelled and communicated to staff.</li> <li>• Catholic World View (CWV) Permeation expectations were met in required programs and Scripture based activities were central to RE programs.</li> </ul>	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Embed whole school classroom and playground expectations and vision intentions.</li> <li>• Provision of proactive, purposeful and targeted Well-being support for all students to ensure they receive the pastoral care they require.</li> <li>• Create a School wide approach to Pastoral Care based on the Pastoral Care Framework.</li> <li>• Servant Leadership is identified, modelled and communicated to staff.</li> <li>• CWV Permeation expectations are met in required programs and Scripture based activities are central to RE programs.</li> </ul>
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Gained greater parent partnership in student learning.</li> <li>• Received greater voice and feedback from our students.</li> </ul>	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Gain greater parent partnership in their students' learning.</li> <li>• Seek greater voice and feedback from our students.</li> </ul>
<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Enacted upon and referred to the Shared Beliefs and Practices for Writing and Mathematics and provided practical and realistic examples of what they look like in action. Reflected on these.</li> <li>• Based our PLTs on Action Research.</li> <li>• Shared the experience and expertise of all staff in areas of strength.</li> <li>• Provided opportunities for further staff learning in Mathematics and Writing pedagogy.</li> <li>• Provided opportunities for Parent Engagement in the learning process.</li> </ul>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Enact upon and refer to the Shared Beliefs and Practices for Writing and Mathematics and provide practical and realistic examples of what they look like in action. Reflect on these.</li> <li>• Base our PLTs on Action Research.</li> <li>• Share the experience and expertise of all staff in areas of strength.</li> <li>• Provide opportunities for further staff learning in Mathematics and Writing pedagogy.</li> <li>• Provide opportunities for Parent Engagement in the learning process.</li> </ul>

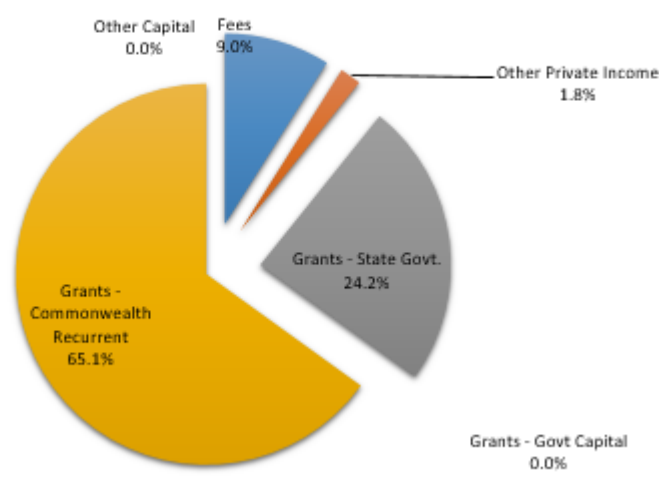
<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>Investigated opportunities to build the leadership capacity of Year 4 and 5 students in preparation for Year 6.</li> <li>Encouraged students to see their Leadership as an opportunity to serve others.</li> </ul>	<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>Investigate opportunities to build the leadership capacity of Year 4 and 5 students in preparation for Year 6.</li> <li>Encourage students to see their Leadership as an opportunity to serve others.</li> </ul>
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## 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 Mary's Primary School CASINO**



## 2018 EXPENSE - St Mary's Primary School CASINO

