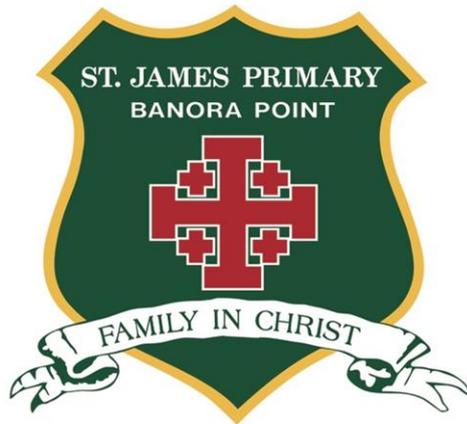


Annual School Report 2017 School Year

St James Primary



Banora Point

About this report

St James Primary 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 to the parish school community 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 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 2018 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 [07] 5524 9404 or by visiting the website at <http://www.bpplism.catholic.edu.au/>



1.0 Messages

1.1 Principal's Message

The primary purpose of St James 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 James Primary 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 2017. 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 James primary has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2017 the school:

- Participated in the NAPLAN assessments, where good growth was demonstrated.
- Received good news on the Year 6 Religious Education test where students received Distinction and Credit certificates.
- Participated at a high level in various state and national competitions including the University of NSW Maths Competition.
- Commenced the Extending Mathematical Understanding (EMU) program with students in Years 1 & 4 completing the Mathematical Assessment Interview at the commencement and end of the year, with excellent progress illustrated.
- Sent teams of Year 5 and 6 students to compete in the regional Tournament of the Minds competition.

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 2017 the school:

- Created and implemented a full school communication strategy that enhanced communication between home and school.
- Enhanced the physical development of the school plant, including the installation of two wonderful playgrounds (equipment structures).
- Celebrated the arts with a 'Disney Spectacular' where the students entertained their family and friends through song and dance.
- Participated in the Murwillumbah Eisteddfod and the Tweed Public Speaking events.
- Redeveloped and restructured The Parent Forum to enhance parental engagement in our school.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2017:

- All students participated in the school cross country, athletics carnival and swimming carnival.
- Students further developed their sporting prowess through attendance at Diocesan and Polding level events.
- St James students were complimented on their terrific sportsmanship displayed at various events.

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 James Primary is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Mr. Nicholas McTaggart
Principal



1.2 A Parent Message

1.3

The official parent body of St James Primary is the School Forum, which is organised by the forum executive consisting of school leaders and parent conveners (Pastoral Care, Parent Assembly/Engagement and Fundraising). The forum meetings are open to all families and we meet regularly throughout the year to support our school community. The Forum's role is to:

- Enhance the partnership between the school and families;
- Give parental advice and feedback on a range of issues to school leaders;
- Provide a link with parents;
- Represent parents of the school when required;
- Review school policies and procedures;
- Assist with parent education and parent forums.

In 2017 the Forum reinvigorated itself by developing its Charter and by opening the meetings to all parents. The forum met on various occasions to discuss a range of issues and to plan for functions/events. Items on the agenda for 2017 were:

- Supporting the installation of air conditioning in the school;
- Discussing the future directions of the school and how parents can be a vital part of future actions;
- Developing the forum to enable more parents to be engaged in the school community;
- Supporting the new principal as he settled into his role as principal at St. James.
- Organising functions for the community, e.g. Mother's Day Breakfast, Father's Day Breakfast, Trivia Evening and the Welcome BBQ;
- Assisting with the purchase of Shade Sails and Shade Tents for the Sports Carnivals.

The forum concluded the year well and has set up a future agenda that will enhance parent engagement, ownership and voice within our school.

Mrs. Jodie Smith
Fundraising Convener
St. James Parent Forum

2.0 This Catholic School

2.1 The School Community

St James Primary is located in Banora Point and is part of the St Joseph's Catholic Parish which serves the communities of Tweed Heads. School families are drawn from the towns and communities of Banora Point, Terranora and Bilambil Heights.

Last year the school celebrated 24 years of Catholic education.

The parish priest Fr. Michael Brady and school chaplain Fr Gabriel Ezenwa are involved in the life of the school.

St James Primary 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:

- Participation in the monthly Parish Family Mass at St Joseph's Church where students and staff lead the music, provide children's liturgy in the parish hall and participate in the Mass through a specific year group activity and the presentation of the gifts at the offertory procession.
- Involvement with the parishioners through the Companions in Faith program. This involves parishioners sharing their faith story with Year 3 students.
- Support of the Parish Sacramental program through promoting a Parent Information evening, highlighting students receiving the Sacraments and participating in the liturgical celebrations.
- Involvement in the Reflection day for Confirmation at the Hoade Hall parish centre. This includes organising appropriate activities for students and grouping students from the two parish schools and state school.
- Encouragement of staff participation and engagement in the ministries of the Parish.



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 James Primary caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2017	TOTAL 2016
Male	27	16	20	30	17	34	29	173	175
Female	25	22	28	35	33	29	28	200	206
Indigenous <i>count included in first two rows</i>	3	2	6	4	2	9	2	28	26
EALD (Language background other than English) <i>count included in first two rows</i>	7	9	5	3	2	5	2	33	29

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. 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 2017 is shown in the following table.

	Kindergart en	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	96%	94.4 %	91.2 %	94.4 %	93.9 %	93.8 %	91.9 %	93.9 %



2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	26
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	26
5.	Number of staff identifying as Indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	15

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. 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:

- Positive Behaviours in Schools program prepared in 2017 for launching in 2018.
- Counselling and Psychological services available for parents and students at school.
- Promoting of mantras in child friendly language that promotes respect and responsibility: Leave no Trace, Hands Off, Wear it with pride, etcetera.

The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2017, the school held a special parent forum to address these and other values identified by the school community. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

2.7 Parent, Student and Teacher Satisfaction

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

- Insight SRC survey tool for parents, staff and students
- Building Cultural Capacity Program to gauge and engage voice, ownership and engagement with staff
- Relaunching of the Parent Forum
- Development and feedback on the school's communication strategy

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 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 embrace and develop a 21st century pedagogy underpinned by an inquiry approach. With this in mind, in 2017 forward curriculum planning was commenced with a view to implementing a specialist Science and Technology program incorporating computational thinking and problem solving in 2018. Jolly phonics, a child centred program was introduced into the Kindergarten classrooms to build an even stronger foundation for literacy through synthetic phonics. Students in Year 3 and 4 participated in the Diocesan “Crazy Contraptions” competition where our students were engaged in the design and building of marble runs likened to a Rube Goldberg machine. Four teams of students from Year 4, 5 and 6 participated in the “Tournament of Minds” competitions receiving awards for their participation. With Mathematics as a St James learning priority, we introduced EMU (Extending Mathematical Understanding) into the school. We also implemented the new CSO Mathematics block. Both initiatives resulted in a pedagogical shift where students found themselves in the “learning pit”, where they work through rich mathematical challenges and are supported to discover, explore and apply effective strategies to extend their mathematical understanding.

3.2 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, 66 students presented for the tests while in Year 5 there were 65 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.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St James Primary 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 SMART 2 Data Analysis workshops.

The following data indicates the percentage of St James Primary 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	29.2	32.3	21.8	27.4	22.7	19.4	15.7	16.1	6.5	4.8	4.0	0.0
Writing	14.5	14.3	38.7	42.9	23.1	27.0	17.7	12.7	4.3	3.2	1.6	0.0
Spelling	28.3	25.4	24.4	33.3	21.1	22	14.1	15.9	9.1	3.2	3.1	0.0
Grammar and Punctuation	35.8	41.3	26.5	33.3	14.4	11.1	10.7	12.7	6.9	1.6	6.0	0.0
Numeracy	23.0	17.5	20.3	19.0	27.3	27.0	17.0	28.6	9.6	6.3	2.9	1.6

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	18.4	16.9	21.3	23.1	26.1	33.8	17.0	16.9	12.7	7.7	4.5	1.5
Writing	5.3	3.1	12.8	10.8	30.0	33.8	36.0	35.4	9.3	15.4	6.5	1.5
Spelling	17.4	16.9	20.8	21.5	29.5	29.2	29.2	20.0	8.1	12.	5.0	0.0
Grammar and Punctuation	21.8	18.5	14.4	12.3	25.7	24.6	16.0	24.6	15.6	13.8	6.4	6.2
Numeracy	13.4	4.6	19.1	30.8	29.3	24.6	23.6	23.1	11.6	16.	3.0	0.0

As can be seen from the table, in Year 3 St James outperforms the State with the percentage of students in the top two bands in Reading and Grammar and Punctuation. In the second band (5) for Writing St James outperforms the State. In Year 3 further analysis of the Numeracy data shows the overall percentage in the top three bands has remained consistent with 2016 data. Researched initiatives now in place should result in future growth. In Year 3 and Year 5 there is a lower percentage



of students in the bottom band compared to the State. This may be a result of targeted intervention strategies. Further analysis has informed planning for growth with a continued priority on Numeracy and Writing.

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 and professional learning activities in 2017 were:

Staff Professional Learning Activity	Date	Presenter
Mathematics EMU & the MAI	24/04/17	Rhonda Cree & Susan Jones
Catholic Worldview Permeation into English & Geography Curriculum	09/06/17	Louise Kuhn & Susan Jones
School Improvement Balloons & Weights	6/11/17	Nic McTaggart, Jacinta Condon, Liana Bordin, Gavin Holmes, Lisa Fitzhugh, Rosemary Vickery, Chris Burton,
Staff Spirituality Retreat Day		Rhonda Cree, Jacqui Malone, Louise Kuhn
Twilight Session The Mathematics Block	Week 4 T2 (May 17 th)	Tim Waugh
Professional Learning Community High potential learners, student data, gradual release of writing, Whole School Mathematics Beliefs, Mathematics EMU activities, developing a Rich Mathematics Task, English curriculum, numeracy across the curriculum, Differentiation and learning adjustments, sustainability, STEM, Catholic Identity	Wednesday afternoon each week	Susan Jones, Rosemary Vickery, Kylie Cane, Anne Nethery, Ann Ricketts Megan Robertson, Tarri-Leigh Johns, Alisha Farga, Jacqui Malone, Louise Kuhn

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

Activity	Staff numbers	Presenter
Leadership EMU Training	2	Ann Gervasoni
Specialist Teacher EMU Training	1	Ann Gervasoni
Catholic Schools Office Math PL	2	Tim Waugh

The professional learning expenditure has been calculated at \$7,096 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 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2017.

Policy name	Status in 2017 (No change, new policy, changes made)	Access this policy at:
Annual Action Plan & Literacy and Numeracy Plan	Alterations made to plans	School Website or by request at the school office



Camps and Incursions/Excursions Policy	New Policy developed	School Website or by request at the school office
Communication Strategy	New Policy developed	School Website or by request at the school office
Enrolment Policy	New Policy developed	School Website or by request at the school office
Maintenance Plan & Physical Plant Development Plan	New Policy developed	School Website or by request at the school office
Road Safety Management Plan	Dialogue commenced	School Website or by request at the school office
Aboriginal Education Policy	No change	School Website or by request at the school office
Anti-Bully Policy	No change	School Website or by request at the school office
Anti-Harassment Policy	No change	School Website or by request at the school office
Behaviour Management Policy	Dialogue commenced for the introduction of the PBS program	School Website or by request at the school office
Building Safety Management Policy	No change	School Website or by request at the school office
Complaints Handling Policy	No change	School Website or by request at the school office
Copyright Policy	No change	School Website or by request at the school office
Emergency Evacuation Policy	No change	School Website or by request at the school office
First Aid Policy	No change	School Website or by request at the school office
Infectious Diseases Policy	No change	School Website or by request at the school office
Learning and Teaching Policy	No change	School Website or by request at the school office
Medication Policy	No change	School Website or by request at the school office
Pastoral Care Policy	No change	School Website or by request at the school office
Playground Supervision Policy	No change	School Website or by request at the school office
Student Attendance Policy	No change	School Website or by request at the school office
Student Leadership Policy	No change	School Website or by request at the school office
Student Presentation Policy	No change	School Website or by request at the school office
Sun Protection Policy	No change	School Website or by request at the school office
Visitors Policy	No change	School Website or by request at the school office
WHS Policy	No change	School Website or by request at the school office

4.2 Enrolment Policy

Every new enrolment at St James 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.

4.3 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.

4.4 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 parent handbook.

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. The policy is available at the front office or from the school's website.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2017 was a very rewarding year.

Key improvements for next year	Key Improvements for next year
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • <i>Identify, analyse and plan from data to strengthen the Catholic Life of the school.</i> • <i>Develop a wellbeing scope and sequence, which includes the Positive Behaviours in Schools Framework that reflects the Catholic world view.</i> 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Continue to permeate the Catholic World view into the curriculum of the school. • Implement religious identity into the physical landscape of our school e.g.: naming of buildings, adding outdoor icons, prayer flags, mosaics etc. • Restructure the PBS team. • Audit the current behaviour management procedures. • Develop and align all behaviour management systems to the Foundational Values, Catholic World



	<p>View and current Diocesan and Legislative processes.</p> <ul style="list-style-type: none"> • Implement the PBS framework via the clear and concise plan that was developed in 2016.
<p>Organisation and Co Leadership</p> <ul style="list-style-type: none"> • <i>Ensure effective and consistent organisation/communication procedures.</i> 	<p>Organisation and Co Leadership</p> <ul style="list-style-type: none"> • Audit communication processes and procedures. • Align communication processes to ensure consistency. • Consolidate all staff working documents into our Staff Handbook to support staff systems.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • <i>Refine teacher practice in mathematics leading to more engaged students and improved outcomes.</i> • <i>Strengthen systems to ensure a culture of inquiry and collaboration that lead to enhanced teacher practice and improved student outcomes.</i> 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Review the mathematics belief statement and begin processes that measure its implementation. • Implement EMU (Extending Mathematical Understanding) as per the Catholic Schools Office Lismore directive. • Complete Anita Chin (Mathematics) modules. • Provide supporting strategies and processes for parents to engage families in the mathematical learning of their children • Revisit the purpose and practices of PLT's in creating a vibrant Professional Learning Community. • Embed the four critical questions to drive improved teacher mathematical pedagogy. • Collect data to further embed the practice of Solo Taxonomy as a framework for visible learning. • Introduce the COI process with a shared school goal in mathematics focussing on formative assessment strategies. • Undertake the actions as outlined in the Numeracy and Literacy Action Plan.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • <i>Explore opportunities to promote strong parent partnerships, through the parent forum.</i> 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Relaunch and investigate potential new parent forum committees. • Redevelop the parent forum



	constitution <ul style="list-style-type: none"> • Provide opportunities for social connections.
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2017 Outcomes achieved from our Strategic Annual Plan:

Catholic Identity and Mission

- We identified, analyzed and planned from data to strengthen the Catholic Life of the school.
- We strengthened the Catholic life of our school by embedding the Catholic Identity of St James.
- We provided opportunities for student discipleship.

Organisation and Co Leadership

- We implemented a traffic management strategy, which included working alongside the Surfside Bus Company and transport NSW.
- We continued to develop voice, ownership and engagement of all staff through the Building Cultural Capacity Program.

Teaching and Learning

- We raised student engagement and outcomes in literacy.
- We raised student engagement and outcomes in numeracy.
- We co created agreed/aligned practices to embed “Mathematical Belief Statement.”

Community and Relationships

- We continued to encourage and improve communication between all levels of staff via the school’s communication strategy.
- We planned for an innovative timetable strategy to support the introduction of professional learning communities.

6.0 Financial Information

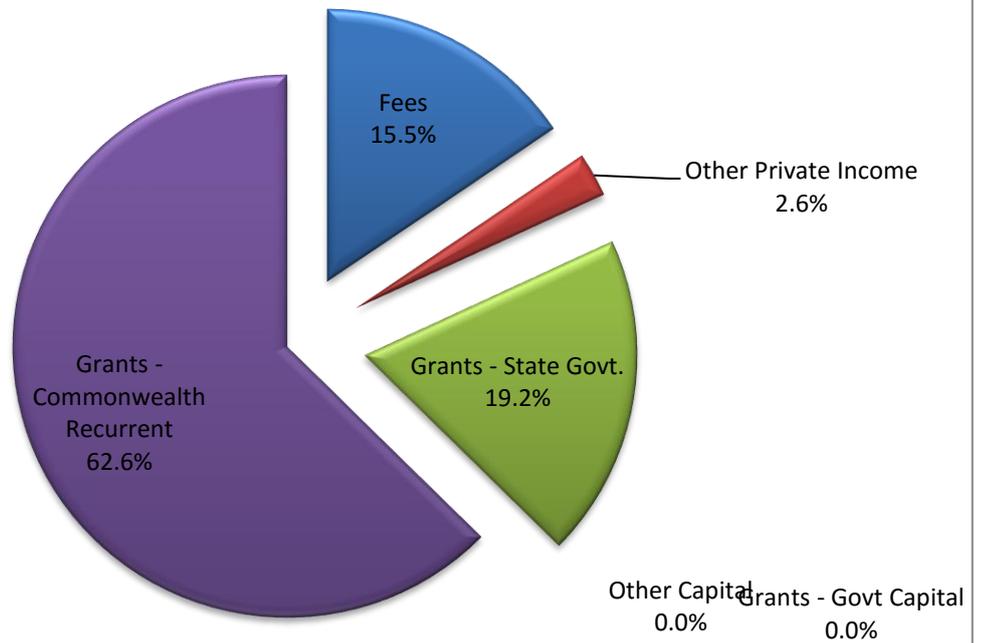
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Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details 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 2017 is presented below:



2017 INCOME - St James Primary School BANORA POINT



2017 EXPENSE - St James Primary School BANORA POINT

