

# Annual School Report

## 2018 School Year

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



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Bellingen NSW 2454

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[www.stmarysbellingen.nsw.edu.au](http://www.stmarysbellingen.nsw.edu.au)

## About this report

St Mary's Primary School, Bellingen 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 6655 2578 or by visiting the website at [www.stmarysbellingen.nsw.edu.au](http://www.stmarysbellingen.nsw.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

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

- Received good news on the Year 6 Religious Education Test where, from a cohort of 22 students six were awarded Distinctions and 11 were awarded Credits.
- Was very pleased that of the 27 students who participated in Bebras Computational Thinking Competition seven earned High Distinctions, one Distinction, four Credits and seven Merits.
- Students participated in the Newcastle Permanent Maths Competition receiving three Distinctions and two Credits.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2018 the school:

- Staff and students marched in the annual ANZAC Day commemoration in Bellingen.
- Students' work was exhibited and the school choirs performed at the Bellingen Show.
- Senior students attended a five-day adventure leadership camp in Canberra and Sydney including a sleepover at Taronga Park Zoo.
- Violin Group performed with the Acacia String Quartet during the Bellingen Music Festival.
- Hosted a Harmony Day Feast celebrating Harmony Day with the wider community.

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

- Nine students progressed to Zone Swimming Carnival.
- 23 students progressed to Zone Cross Country Carnival.
- 30 students progressed to Zone Athletics Carnival.
- Two students progressed to Diocesan Athletics carnival.
- 26 students participated in Stage 2 Gala Day.

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, Bellingen is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Claire Mellon  
Principal



## 1.2 A Parent Message

The St Mary's Parents & Friends Committee (P&F) is the link between the school body and the parents/carers of children who attend St Mary's Primary School, Bellingen. This Committee is integral to building a strong school community, which is facilitated by fundraising for supplies and events that enrich student life.

In 2018 key achievements of the P&F included:

- Financial support to reduce the cost of school swimming lessons.
- A school disco.
- Father's Day breakfast and Mother's Day stall.
- Financial support for the Year 6 Formal.
- Renovations to the toilet block.
- Financial contribution to the school Welcome BBQ.

In 2019, P&F priorities will include supporting the planning and implementation of the St Mary's Spring Fair, working with the Lismore Diocese and Aboriginal communities on how to maximise cultural safety for Aboriginal families at the school, as well as the purchase of new home readers and a mud kitchen.

The P&F is made up of an Executive (President, Treasurer, Secretary) and two ex-officio members (Parish Priest/Principal). All parents and carers are encouraged to come along to the monthly meetings as we firmly believe the more voices that contribute to the Committee, the more relevant and purposeful the Committee's activities will be.

Tara Flemington  
President  
St Mary's P&F

## 2.0 This Catholic School

### 2.1 The School Community

St Mary's Primary School, Bellingen is part of the Bellingen Parish which serves the communities of Bellingen, Urunga, Valla and Dorrigo. from which the school families are drawn.

Last year the school celebrated 108 years of Catholic education.

The parish priest Father Joseph Holloway is involved in the life of the school.

St Mary's Primary School, Bellingen 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 sacrament preparation and organisational details.
- Membership of the Children of Mary group.
- Support for the St Vincent de Paul Conference.
- Participation in liturgies and adoration.
- Student performance as requested for parish groups.

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, Bellingen 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
<b>Male</b>	9	14	9	7	6	10	8	63	48
<b>Female</b>	10	7	4	6	10	4	15	56	71
<b>Indigenous</b> <i>count included in first two rows</i>	0	2	1	2	1	0	3	9	9
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	0	0	0	0	0	1	1	2	0

## 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>	91.54%	91.51%	91.74%	90.65%	92.62%	91.87%	91.75%	91.7%

## 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.	10
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.	8
6.	Number of staff identifying as Indigenous employed at the school.	0
7.	Total number of non-teaching staff employed at the school.	0

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.56%. 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:

- Respect and responsibility are fundamental to the school's restorative justice program and Making Jesus Real Program.
- Students participate in Mini Vinnies and are active participants in social justice, including St Vincent de Paul and Caritas.
- Students in Stage 3 participate in a Leadership Program and the school also offers a Seasons, grief counselling program.



- Respect and responsibility are acknowledged both in the school's weekly awards and at the annual presentation assembly.
- The Positive Behaviour Support Program both promotes and celebrates respect and responsibility.
- The Incredible Flexible You Program implemented.

## **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 Building Cultural Capacity (BCC) process supervised and supported by the Catholic Schools Office. BCC offers the school the opportunity to review all aspects of school life and plan ahead for the next two years. During BCC a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- The school participates annually in The Diocese of Lismore School Improvement Survey, which engages student, staff and parents. The feedback from this survey informs planning for the following year.

## **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.

- Digital literacy is embedded across the curriculum. Students have access to robotics and a 3D printer to expand their digital literacy skills and understandings in finding solutions to real life problems.
- Recognizing students' individual gifts, the school offers extra-curricular clubs during the lunch hour including coding, dance, environment, building, knitting and art.
- Addressing students' individual needs in Numeracy and Literacy the school offers support programs including Extending Mathematical Understanding, Toe by Toe Synthetic Phonics Program, STAR small group reading Program and Levelled Literacy Reading Program.
- The Arts are celebrated with a dedicated music teacher offering choir, drumming, and recorder groups.

The school continues to work towards developing a contemporary pedagogy promoting collaboration, creativity and critical thinking.

Students are offered a balance of explicit teaching and inquiry based learning where they are invited to identify real life problems and design solutions. Student voice is valued and students have input into their learning experiences. On a weekly basis teachers work collaboratively to deliver personalized learning by answering four critical questions:

- What do we want the students to know and do?
- How will we know when they have got it?



- What will we do for those who have got it?
- What will we do for those who don't?

By knowing exactly each student's learning needs teachers are able to nurture yet challenge students. This coupled with goal setting and scaffolding encourages persistence and a growth mindset.

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

- School Choir performances at community cultural events.
- School Recorder group performances at community cultural events.
- Drumming Group performances at community cultural events.
- Weekly activities in Coding and Robotics Club.
- Weekly gardening activities and recycling art activities in Environmental Club
- Knitting squares for blankets for Nepalese babies.

## **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, 12 students presented for the tests while in Year 5 there were 14 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, Bellingen, 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, Bellingen 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										
<b>Reading</b>	27.7	25.0	24.7	50.0	20.2	12.5	12.8	0.0	7.2	12.5	3.8	0.0
<b>Writing</b>	10.9	12.5	36.0	12.5	24.3	12.5	18.4	50.0	5.4	12.5	2.8	0.0
<b>Spelling</b>	25.8	25.0	25.0	12.5	21.0	25.0	13.7	25.0	8.0	0.0	4.4	12.5
<b>Grammar and Punctuation</b>	30.9	12.5	16.8	25.0	23.2	50.0	12.5	0.0	8.2	0.0	4.2	12.5
<b>Numeracy</b>	17.8	12.5	25.7	37.5	26.5	25.0	16.6	25.0	10.1	0.0	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										
<b>Reading</b>	17.4	25.0	20.9	33.3	23.8	25.0	19.6	8.3	11.2	8.3	4.5	0.0
<b>Writing</b>	4.6	0.0	11.5	16.7	27.2	8.3	35.9	58.3	11.5	16.7	7.0	0.0
<b>Spelling</b>	14.6	16.7	22.7	25.0	31.1	33.3	17.7	25.0	9.3	0.0	3.6	0.0
<b>Grammar and Punctuation</b>	18.1	16.7	18.1	25.0	29.1	41.7	16.2	8.3	11.0	8.3	4.9	0.0
<b>Numeracy</b>	12.5	16.7	19.7	16.7	25.9	16.7	26.3	50.0	12.1	0.0	2.6	0.0

As can be seen from the table 100 percent of students are in the top four bands in numeracy. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies based on whole school approaches to the learning and teaching of Mathematics based on the work of Anita Chin and Extending Mathematical Understanding (EMU).

In reading 75% of students in Year 3 and 58.3% of students in Year 5 are in the Top two bands for reading. We will continue our strong focus on reading across the whole school at a cohort and individual level to ensure we stay strong in this area.

The data from 2018 reinforces the need to look more deeply and analytically at what is happening in the area of spelling. We will be spending 2019 working through this, accessing professional development, working on whole school agreed practices and developing a scope and sequence.

### 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 Maths Tasks	05/07/2018	Pr. Peter Sullivan
Writing In The English Block	07/05/2018	Lee Denton
Spirituality Retreat	06/07/2019	Leadership Team
Building Cultural Capacity	28/09/2018	School Improvement Team

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

Activity	Staff numbers	Presenter
Building Cultural Capacity	6	Dr. Peter Hart
Scout Training NAPLAN	3	Kate Salmon
Understanding and Supporting Behaviour	2	Narelle Edmonds
Understanding and Supporting Dyslexia	17	OLT - Narelle Edmonds
Extending Maths Understanding	4	Dr Anne Gervasoni
Implementing Science Curriculum	2	Kate Salmon

The professional learning expenditure has been calculated at \$9,770 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 Francis Xavier Primary School, Ballina 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, 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 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 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 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>Delivered an animated Catholic culture that permeated all KLAs and the management of the school.</li> <li>Promoted and embedded a permeated Catholic Worldview across all KLAs.</li> <li>All staff now understood the link between Catholic World View and Pastoral Care and wellbeing.</li> <li>All staff understand that Pastoral Care is at the heart of how we relate to each other and is an integral component of Catholic World View and should be reflected in all interactions and pedagogy.</li> <li>Delivered an engaging religious education program which encourages deep thinking and action.</li> </ul>	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>To deliver a life giving Catholic culture that permeates all KLAs and management of the school.</li> <li>Link Mini Vinnies activities to scripture to ensure that everyone understands the direct link between Faith and Social Justice and Environmental Stewardship.</li> <li>Develop a relationship with our new Parish Priest and strengthen links between the Bellingen Parish to foster staff, parent and student faith formation opportunities.</li> <li>Explore and engage school community with different forms of prayer.</li> <li>Look for creative ways to share our faith in our school community e.g.: learning showcases, retreats, display boards, social media, newsletter.</li> <li>Ensure Catholic World View statements in each KLA are understood and made visual in the classroom.</li> </ul>
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>Built Distributive Leadership through Building Cultural Capacity.</li> </ul>	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>Embed Cultural Capacity Building processes.</li> </ul>
<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>Improved student outcomes through implementation of evidence based high yield practices.</li> <li>Embedded high yield strategies in Quality Tier One Maths teaching.</li> </ul>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>Improve student outcomes through implementation of evidence based high yield practices.</li> <li>Data driven dedicated Professional Learning Teams at least twice a term - analyse Mathematics Assessment</li> </ul>



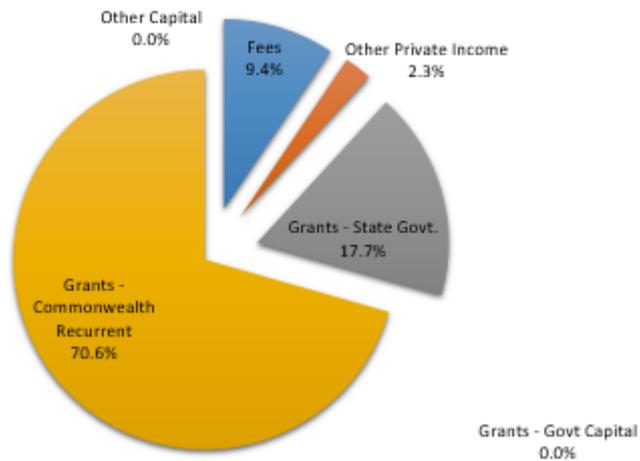
<ul style="list-style-type: none"> <li>• Decreased number of vulnerable students.</li> <li>• Increased student growth in Maths.</li> <li>• Embedded purposeful high yield pedagogy to ensure high levels of success in student learning.</li> <li>• Created a cycle of reflection and refinement of classroom practice to enhance student learning outcomes.</li> <li>• Provided rich, relevant learning experiences to enhance the growth and outcomes for students.</li> </ul>	<p>Interview data to inform teaching and learning</p> <p>Develop teachers pedagogical capacity and confidence to independently track &amp; monitor student growth on Student Diagnostic data website</p> <p>Meeting teachers at their point of need deliver ongoing PL at PLTs, to develop understanding of place value and effective pedagogies</p> <ul style="list-style-type: none"> <li>• Numeracy: Increase students understanding of place value across all domains To be reviewed on analysis of 2019 MAI data.</li> <li>• Literacy: Improved student outcomes in spelling and writing. Co-construct Whole School Agreed Practice and Scope and Sequence in Spelling.</li> <li>• Develop teachers' pedagogical capacity by analysing data to track, monitor, and inform teaching and learning to ensure all students receive the appropriate support in spelling using learning progressions.</li> <li>• Use student voice data to facilitate growth in teacher practice.</li> <li>• Collect and use student feedback to improve teacher practice (e.g. surveys, interviews, self-reflection)</li> </ul>
<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• Developed a culture based on the Pastoral Care Wellbeing Framework that through dialogue and discernment promotes a flourishing organisation climate supporting the wellbeing of all.</li> <li>• All staff have a deep shared understanding of the Pastoral Care Framework</li> <li>• Enabled staff voice through team-based, engaging practices</li> <li>• Continued to embed PBS through planning and implementation of evidence-based Tier 2 interventions.</li> <li>• Created adaptive, organised and orderly spaces to enable a safe school community environment.</li> </ul>	<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• Develop a culture based on the Pastoral Care Wellbeing Framework that through dialogue and discernment promotes a flourishing organisational climate supporting the wellbeing of all.</li> <li>• Ensure that St Mary's is a welcoming and supportive environment that encourages positive parent partnerships to support student learning and wellbeing.</li> <li>• Provide opportunities for consultation with parents and carers in school decision making (e.g. PBL, homework / other policy input, surveys).</li> <li>• Provide opportunities for parents to develop relationships with staff and each other (E.g. Stage breakfast, Special occasion breakfast).</li> <li>• Student created newsletter.</li> </ul>

**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  
BELLINGEN**



**2018 EXPENSE - St Mary's Primary School  
BELLINGEN**

