

Annual School Report

2021 School Year

Holy Family Catholic Primary School, Skennars Head



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About this report

Holy Family Catholic Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of 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 2022 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 6687 5311 or by visiting the website at moodle.skhpplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of Holy Family 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. Holy Family Catholic Primary School 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 2021. 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 Holy Family Catholic Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2021 the school:

- Had a team of Year 6 students selected to participate in the STEM MAD National event.
- Achieved National Assessment Program Literacy and Numeracy NAPLAN Writing means scores which were notably higher than that of the Statistically Similar Schools Group (SSSG) and showed great growth.
- Participated in the Nestle and Australian Institute of Sport (AIS) Good Village competition and a Year 6 student won the competition's National Award.
- Year 6 cohort won the National Journalism award.
- Had the writing of multiple students selected to be published in the Write 4 Fun book.

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 2021 the school:

- Participated in and was selected to be featured in the Australian Olympic Team Promotional Video for Tokyo 2021.
- Were successful in winning various categories in the Nestle's The Good Village' Competition.
- Participated in the 'International Day of People with Disability Grow Inclusion' Competition and were the overall winning school.
- Also took part in the 'Junior Journalism' Competition and were successful in winning in various categories.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

- One student earned selection in the NSW Primary Schools Sports Association (PSSA) Boys Hockey Merit Team.
- One girl came 18th in the 8-year-old Girls 50m Freestyle at the NSW Primary Schools Sports Association (PSSA) Swimming Championships.
- One boy was selected for the Polding Rugby Union team.
- Two students represented the Lismore Diocese at Polding Level for Cross Country.
- Two students were selected for Polding Hockey teams.

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. Holy Family Catholic



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

Murray Deeps
Principal

1.2 A Parent Message

The official parent body is the Parish School Forum which consists of the Principal, one Executive staff member, two staff members and five parent representatives. We meet each term as well as communicate on a regular basis, especially in the lead up to an event, via WhatsApp. The Forum's role is to:

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

Due to the COVID-19 pandemic and the Level Three Restrictions imposed on schools, the Forum was only able to meet once at the beginning of the year. Also, there were no planned Forum events for 2021 as a result of the COVID-19 pandemic and the Level Three Restrictions.

Michelle Jones-White
Secretary
Parish School Forum

2.0 This Catholic School

2.1 The School Community

Holy Family Catholic Primary School is located in Skennars Head and is part of the Saint Francis Xavier Parish which serves the communities of Skennars Head, Ballina, Lennox Head, Cumbalum, Tintenbar, Federal, Alstonville, Wollongbar, Goonellabah, from which the school families are drawn.

Last year the school celebrated 24 years of Catholic education.

The parish priest Father Peter Padsungay and Father Anselm Okeke is involved in the life of the school.

Holy Family Catholic Primary School 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:

- Supporting the local St Vincent de Paul Society through our Mini Vinnies group. In 2021 the school community donated items to create hampers which were distributed by the Ballina St Vincent de Paul Society to individuals and families at Christmas.
- The celebration of Mass and Reconciliation at school and at St Francis Xavier Church. Father Anselm leads Mass for students and parents are invited to attend. Classes also participate in reconciliation within the year.
- Involvement with the Catholic School Youth Ministry Australia (CSYMA) students from Xavier Catholic College as they work with the Year 4 students throughout the year.



- Participation in the Student Discipleship experiences (Accendere, Exuro and Incitare) and Reflection Days. Students from each year level have the opportunity to be a part of a day that focuses on faith.
- Involvement in the Sacramental program. During the preparation for the Sacraments of Confirmation, Reconciliation and First Holy Communion students and their families are involved, in particular ways, in the weekend masses. The Parish Pastoral Associate also works in partnership with the school to assist in the preparation of the Sacraments.

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 two and a half 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 *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. 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

Holy Family Catholic Primary School 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 2021	TOTAL 2020
Male	33	32	39	30	38	29	33	234	232
Female	27	27	21	30	22	31	27	185	184
Indigenous *	0	1	3	2	1	3	0	10	13
EALD *	0	0	0	0	0	0	0	0	2

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

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, staff monitor attendance each day as a part of their duty of care. 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 N.S.W. 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 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years

95.0%	94.0%	94.0%	94.0%	93.0%	94.0%	93.0%	93.9%
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2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 27 teacher(s) accredited with NESA, 15 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 25 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 97.0%. 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:

- In 2021 students from Holy Family were involved in a range of social service outreach activities including the support of social justice organisations such as St Vincent de Paul, Caritas, Project Compassion and Catholic Missions.
- Celebration of student awards was presented throughout the year at whole school assemblies and promoted throughout our school community to acknowledge positive examples of students displaying respect and responsibility towards others and self.
- The values of respect and responsibility are ongoing foundational beliefs within our school community 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 2021, special events such as National Aborigines and Islanders Day Observance Committee (NAIDOC) Week celebrations, support of Children's Hospitals and communication and discussion with Olympic Ambassadors, all celebrated achievements around positive respect towards others and self-responsibility.

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 2021, the school introduced Compass, an online student information system. Compass offered parents and students the opportunity to be informed about all aspects of school life. Surveys were communicated to parents via Compass to gauge the opinion of all members of the school community in relation to a range of topics including Blended Learning and our Information Communication Technology (ICT) Levy.

In 2021, Seesaw, an excellent interactive learning platform for all grade levels, continued to be used for communicating classroom learning and student growth to parents. Seesaw enabled parents to view students' work and make comments regarding their achievements. Seesaw offered all parents the opportunity to remain informed about the educational priorities of the school.

In 2021, Parent Partnership meetings were held in Term 1. These meetings were an opportunity for parents, students and teachers to discuss learning goals and students' achievements in relation to their Mathematical Assessment Interview (MAI). These meetings were beneficial in allowing teachers to build a relationship with parents and to better understand the needs of their students.

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.

- The school provides support to students through Learning Support programs from Kindergarten to Year 6. These programs include an oral language program called Support-A-Talker, Macquarie Literacy Program (MacqLit), MiniLit, one on one Reading intervention, Succeeding Together At Reading (STAR) and Extending Mathematical Understanding (EMU) Maths.
- Enrichment programs provided by the school this year included extension Maths groups, Science, Technology, Engineering, and Mathematics (STEM) opportunities and small group tasks.
- Holy Family approaches technology as a tool for learning and teaching. Each class is equipped with interactive Whiteboards (IWB) or Promethean Panels, iPads, Chromebooks and hover cams. Students learn technology skills through specific Science and Technology lessons as well as incorporated through Key Learning Areas.
- Literacy and in particular Writing have been a strong focus for Holy Family. Our teachers emphasise Writing skills and behaviours in all Key Learning Areas.

Holy Family Catholic Primary School is a Christ-centred learning community. Through the promotion of wellbeing, quality teaching and engaging in a meaningful curriculum, learners are inspired and challenged to achieve their personal best. Children are empowered to become collaborative lifelong learners prepared to make a positive difference in an ever-changing world.

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

- 'STEM MAD' - a student showcase that celebrates students learning and is designed to acknowledge and promote STEM learning initiatives that address real-world problems and encourages students to make a difference (MAD) in the world by acting for justice and the



common good. Holy Family were successful in winning at the NSW state level and progressing to the national finals in 'STEM Mad',

- The Mini Vinnies Winter Appeal Mufti Day and supported the donation of class Christmas Hampers to support St Vincent de Paul in caring for local families in need.
- In a number of interschool sports and games days to strengthen relationships across our local schools.
- A successful and rewarding Parish/School Sacramental Program which was focused on supporting families in the sacramental preparation of their children.

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, 60 students presented for the tests while in Year 5 there were 59 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 Holy Family Catholic Primary School, school and student performance are 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 Holy Family Catholic Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

**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	22.0	20.3	22.0	16.9	19.0	16.9	13.0	13.6	8.0	5.1	3.0	1.7
Writing	20.0	30.0	37.0	45.0	23.0	13.3	9.0	3.3	4.0	1.7	2.0	0.0
Spelling	23.0	22.0	23.0	28.8	20.0	20.3	13.0	10.2	7.0	6.8	5.0	1.7
Grammar and Punctuation	22.0	25.4	24.0	27.1	19.0	22.0	10.0	3.4	6.0	3.4	4.0	3.4
Numeracy	14.0	16.9	22.0	23.7	27.0	40.7	19.0	10.2	10.0	5.1	3.0	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										
Reading	16.0	22.0	25.0	33.9	27.0	20.3	18.0	15.3	8.0	1.7	3.0	1.7
Writing	8.0	11.9	17.0	30.5	33.0	33.9	27.0	18.6	10.0	5.1	3.0	0.0
Spelling	15.0	10.2	28.0	30.5	24.0	27.1	17.0	23.7	8.0	3.4	4.0	1.7
Grammar and Punctuation	13.0	13.9	21.0	28.8	27.0	27.1	20.0	23.7	9.0	5.1	5.0	0.0
Numeracy	10.0	10.2	21.0	28.8	29.0	44.1	24.0	11.9	10.0	5.1	3.0	0.0

As can be seen from the table the percentage of students in the top three bands in Reading is pleasing compared to State figures. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy. National Assessment Program Literacy and Numeracy (NAPLAN) results will be further analysed to inform and guide the direction for future improvements, particularly in the area of Spelling, Grammar and Punctuation. The high percentage of students achieving minimum standards, compared to State figures, is a testament to the focus on curriculum differentiation strategies, and whole school approaches, implemented and developed over the last two years.

With our focus on Writing, it was pleasing to see our average writing scores outperformed both state and Statistically Similar Schools Group (SSSG).



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 2021 were:

Staff Professional Learning Activity	Date	Presenter
Managing Elective PD	08/08/2021	Emma Fisher
Professional Learning: Aboriginal and Torres Strait Islander Learners	07/07/2021	Sarah McManus
Surf Life Saving Australia First Aid Certificate	01/04/2021	Surf Lifesaving Australia
Maintenance of Accreditation	26/08/2021	Emma Fisher
Strengthening our understanding of Scripture to enhance our teaching of Religious Education	25/10/2021	Dr Dan White
Proclaim Lismore	05/05/2021	Kylie Hyde and Cheryl Winkler
Lyn Sharratt	12/07/2021	Murray Deeps, Emma Fisher, Sarah McManus, Nicole Sullivan, Marg Gill, Jenny Melville
Lyn Sharratt	19/04/2021	Murray Deeps, Emma Fisher, Sarah McManus, Marg G, Jenny Melville, Nicole Sullivan

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

Activity	Staff numbers	Presenter
Learning and Teaching Collaborative	2	Michelle McDonald
Learning and Teaching Collaborative- Knowledgeable Others Workshop	2	Lyn Sharratt
Lyn Sharratt Learning Collaborative	5	Lyn Sharratt
PETAA- Play-based Language Literacy Learning	3	PETAA
Stage 3 Mathematics: CoSpaces in Mathematics 2021	4	cso
Leading Implementation of the New K-2 Mathematics & English Syllabus- school leaders	2	Kerrin Cronin
EMU OPL	2	Jo Hall
Preparation for the Australian Early Development Census (AEDC) 2021	3	Christy Ismay
Learning Collaborative Cohort 1: Lyn Sharratt Days	6	Lyn Sharratt
AWTL Category C Leadership Formation	1	Martin Scroope, Joan Lancaster
ES1 Mathematics: Age Appropriate Pedagogies, Planning & Assessment Workshops 2021	2	Debbie Dwyer

K-2 Syllabus	3	Debbie Dwyer
Understanding Dyslexia	3	Online
Mentoring Graduate Teachers	1	CSO
Graduate Formation Program	1	CSO

The professional learning expenditure has been calculated at \$3886 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 Holy Family Catholic Primary School 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](#). There have been no changes to this policy this year.

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 and is available on the [school's website](#). There have been no changes to this policy this year.

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. The policy is available on the [school's website](#). There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that 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. There have been no changes to this policy this year and it is available on the [school website](#).

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. There have been no changes to this policy this year and it is available on the [school website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2021 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2022
<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> Religious Education units included exploration of Scripture and engaging learning experiences. Preparation for the Sacramental program was reviewed and the preparation for the Sacrament was successfully incorporated into the classroom. 	<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> Service - The students at Holy Family engage in actions of service to strengthen their connection with Religious Education content and become advocates for positive change in the world. Mission of Jesus Christ (MOJC) discernment tool will reflect growth in the Service Foundational Value.
<p>Learning and Teaching</p> <ul style="list-style-type: none"> All teachers' individual and collective knowledge, skills and capacity to use evidence and data-informed practices to improve their teaching of literacy and numeracy were developed. Staff analysed and used a range of assessment and learning data to determine students' progress, teaching actions and to monitor the effectiveness of teaching practices. 	<p>Learning and Teaching</p> <ul style="list-style-type: none"> Develop all teachers' individual and collective knowledge, skills and capacity to use evidence and data-informed practices to improve their teaching of literacy and numeracy. Use the Assessment Waterfall chart to improve students' writing growth, so that all students achieve success in writing.
<p>Pastoral Care</p> <ul style="list-style-type: none"> Successfully piloted and introduced Compass and Technology One to staff. 	
<p>Family School Partnership</p> <ul style="list-style-type: none"> Successfully rolled out the Compass package to the parent community. 	

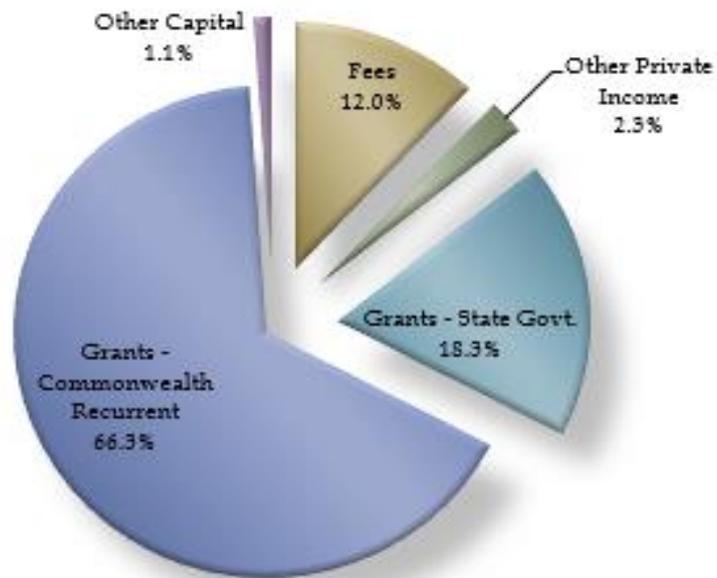
6.0 Financial Information

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 2021 is presented below:



2021 INCOME - Holy Family Catholic Primary School SKENNARS HEAD



2021 EXPENSE - Holy Family Catholic Primary School SKENNARS HEAD

