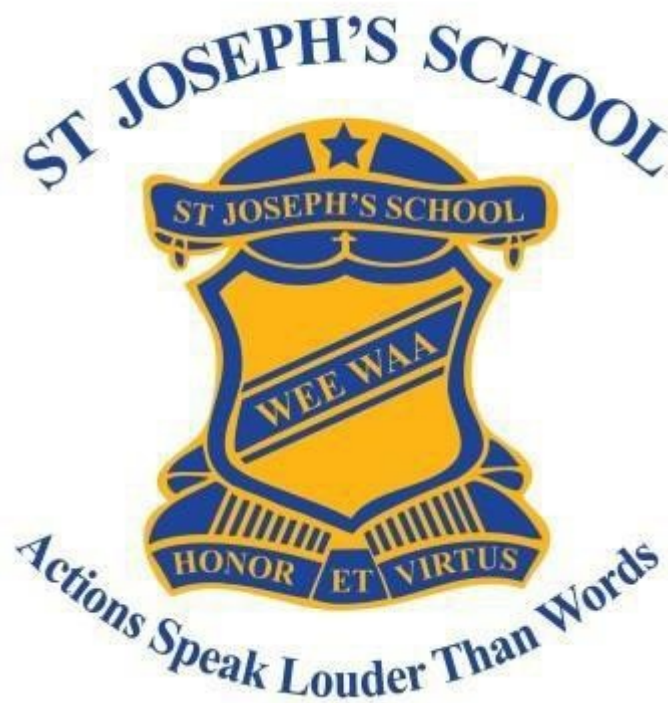


Annual School Report 2019 School Year

St Joseph's Primary School, Wee Waa



52 Alma Street
Wee Waa NSW 2388

Phone 02 6795 4038
<https://stjosephsweewaa.catholic.edu.au>

Principal
Alistair Stewart

About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale 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 provides the 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 school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2020 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6795 4038 or by visiting the school's website <https://stjosephsweewaa.catholic.edu.au>.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Joseph's 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.

This year, the school continued to build upon its strong learning culture and fostered a commitment to the individual person. Student accomplishments were showcased via social media avenues.

St Joseph's Primary School offers students a quality Catholic education based on the teachings of the Church and within the context of a strong faith community. On behalf of St Joseph's Primary School, I am happy to present the 2019 Annual Report.

Alistair Stewart
Principal

1.2 A Parent Message

This year, St Joseph's Primary School welcomed new Principal Mr Alistair Stewart to Wee Waa. He arrived with much enthusiasm and working with him has been a positive experience.

The main points of discussion for the year revolved around the following:

- Air conditioning upgrades - After much investigating and planning the school's air conditioning system was upgraded to a much more efficient system (both for power use and effectiveness). The learning spaces became a far more comfortable place for students, teachers and visitors.
- Tennis court options - Alistair has investigated options for additional funding to aid the development of the area, increasing and improving the playground.
- A big thank you needs to go to the school's Parents & Friends Association for their on-going fundraising efforts.
- Financial budget planning and comparison.

New teachers to the school this year were Ms Olivia Robertson, Miss Lucy Suttor, Mr Mark Rottger and Mrs Anna Baird. Thank you to all the teachers and administration staff for making St Joseph's a pleasure to be part of.

Finally, thank you to my fellow School Advisory Council members: Fr Joseph, Elise Vinson (Teachers' Representative) and fellow parents Kate Lennon (Secretary), Lorna Gleeson and Jono Baird.

Steve Carolan
Chairman
School Advisory Council

2.0 This Catholic School

2.1 The School Community



St Joseph's Primary School is located in Wee Waa and is part of the St Andrew's Parish which serves the communities of Wee Waa, Burren Junction, Piliga and Yarrie Lake, from which the school families are drawn.

Last year the school celebrated 109 years of Catholic education.

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

2.2 Catholic Life and Religious Education

St Joseph's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The St Joseph's School community came together to celebrate a number of liturgies throughout the year. Whole school masses were held to celebrate the beginning and end of the school year. Various feast days were celebrated such as St Joseph's and St Andrew's. Holy Week activities were a significant element of the school's liturgical life as were the Sacramental Programs, including Reconciliation and Eucharist.

As well as a regular class and school prayer time, the children were involved in celebrating times of importance in the school and wider community, such as ANZAC Day and NAIDOC Week. St Joseph's participated in the following social justice opportunities: Caritas Project Compassion, Catholic Mission, St Vincent de Paul Winter and Christmas Appeals. This year saw the continuation of the great work of the Mini Vinnies committee, which helped to fundraise for SVDP. They also ventured into the community to work with the local Aged Care Home and spent time with the residents providing outreach. The establishment of a Junior Joey's committee was welcomed at the school. Their role is to help make positive impacts on the lives of families in the school community.

The school had regular communication with our Parish Administrator, Fr Joseph, throughout the year. The Religious Education Coordinator organises the Sacramental Program for the Parish. Staff regularly attend Sunday Mass and were rostered for reading and as Eucharistic Ministers at our community Mass.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

| Our School's average result (as a mark out of 50) | |
|--|----|
| Year 6 | 21 |

2.3 School Enrolment

St Joseph's 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 2019 | TOTAL 2018 |
|---------------|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| Male | 13 | 10 | 6 | 6 | 10 | 9 | 7 | 61 | 57 |
| Female | 4 | 7 | 5 | 8 | 6 | 8 | 8 | 46 | 53 |
| Totals | 17 | 17 | 11 | 14 | 16 | 17 | 15 | 107 | 110 |



2.4 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 2019 is shown in the following table.

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|----------------------------------|--------|--------|--------|--------|--------|--------|--------|-----------|
| Average Student Attendance Rates | 91.0% | 89.0% | 93.0% | 89.0% | 92.0% | 89.0% | 90.0% | 90.4% |

Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non attendance is an issue and previous strategies have failed, the Principal and the School Consultant will convene



a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

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

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:

St Joseph's Primary School prides itself on promoting respect and responsibility with high expectations placed on behaviour.

School leadership is promoted by the school through the cultivation of Year 6 as school leaders. St Joseph's continued to develop the leadership potential of students through different student groups, Mini Vinnies and Junior Joeys. There were opportunities throughout the school year to lead events such as school tours during the enrolment period, assemblies, masses and liturgies, as well as other community events. St Joseph's students attended events such as ANZAC Day, Remembrance Day, Senior Citizens' luncheon, Grandparents Day, NAIDOC Week, House Days and the Wee Waa Show.

Social competency was developed through the Buddy Program, which ensures a safe and enjoyable transition for Kindergarten students and helps build relationships between the older and younger students. Positive learning behaviour was promoted, encouraged and celebrated via the weekly Recognition of Learning assemblies. Further recognition was celebrated when children were seen demonstrating the "Spirit of Jesus" in areas of their learning, both inside and outside the learning environment.

2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the



School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

An independent organisation was engaged to survey parents with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. 53% of parents participated in this survey. Parents surveyed were happy overall with their child's education, support for students with additional needs and the pastoral care provided to families.

Parents had the opportunity to comment on areas they would like to see improved at St Joseph's Primary School. There were a range of suggestions. Some suggestions were more parental involvement in volunteering in the school, increased play space and upgrades to the existing buildings and structures, such as the COLA and toilet block.

Student Satisfaction

An independent organisation was engaged to survey students with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. 86% of Years 4-6 participated in this survey. Students surveyed were generally happy about their education, their safety and learning opportunities.

Students would like to see the school improve play and leisure facilities and increase the opportunity for more play and sports.

Staff Satisfaction

An independent organisation was engaged to survey staff with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. 93% of the school's staff completed the survey. Overall, staff found St Joseph's a safe and rewarding workplace. They feel valued and challenged.

Staff indicated that they would like to attend more professional development across the curriculum, as well as making some changes to the physical areas of the school, such as the COLA, sporting facilities and the administration area.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on and taught in accordance with the 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. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Joseph's Primary School is committed to providing a quality education that meets the needs of all students.

St Joseph's Primary School uses a variety of assessment strategies at key points in the learning framework. There was a focus on formative assessment to inform teaching and self and peer assessment guided by success criteria. The school also participated in the nation-wide literacy and numeracy testing program which helps identify individual learning needs and the review of whole-class teaching programs.



Information on student progress was communicated on a regular basis and opportunities existed for external assessment results to be discussed with parents on an individual basis. The school also participated in the Best Start Kindergarten Assessment, MiniLit Program and MacqLit Program to support classroom learning.

St Joseph's Primary School has, under the NSW Literacy and Numeracy Action Plan (LNAP), received a proportionate allocation of teacher time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy.

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, 14 students presented for the tests while in Year 5 there were 17 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 Joseph's 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.

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



| Year 3 NAPLAN Results in Literacy and Numeracy | | | | | | | | | | | | |
|--|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Percentage of students in Bands 1 to 6 | | | | | | | | | | | | |
| BAND | 6 | | 5 | | 4 | | 3 | | 2 | | 1 | |
| | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading | 16.5 | 25.0 | 26.2 | 33.3 | 18.5 | 41.7 | 15.5 | 0.0 | 6.7 | 0.0 | 1.8 | 0.0 |
| Writing | 15.1 | 33.3 | 38.7 | 33.3 | 28.7 | 33.3 | 12.1 | 0.0 | 3.8 | 0.0 | 0.8 | 0.0 |
| Spelling | 24.3 | 25.0 | 26.3 | 16.7 | 17.0 | 33.3 | 6.1 | 8.3 | 3.1 | 8.3 | 0.9 | 0.0 |
| Grammar and Punctuation | 4.1 | 8.3 | 10.9 | 50.0 | 18.7 | 25.0 | 12.0 | 8.3 | 6.3 | 0.0 | 2.4 | 0.0 |
| Numeracy | 12.8 | 0.0 | 24.3 | 16.7 | 29.4 | 53.3 | 19.8 | 16.7 | 6.7 | 8.3 | 2.6 | 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 | State | School | State | School | State | School | State | School | State | School |
| Reading | 10.5 | 12.5 | 27.4 | 12.5 | 32.6 | 43.8 | 16.0 | 18.8 | 8.5 | 6.3 | 2.3 | 0.0 |
| Writing | 3.5 | 0.0 | 10.9 | 6.3 | 30.8 | 31.3 | 36.7 | 37.5 | 11.6 | 6.3 | 6.5 | 18.8 |
| Spelling | 7.9 | 6.3 | 21.6 | 18.8 | 30.4 | 18.8 | 24.7 | 31.3 | 9.1 | 12.5 | 3.0 | 12.5 |
| Grammar and Punctuation | 8.4 | 6.3 | 17.5 | 18.8 | 27.5 | 25.0 | 24.9 | 25.0 | 11.9 | 18.8 | 3.7 | 0.0 |
| Numeracy | 4.0 | 0.0 | 13.0 | 6.3 | 37.8 | 25.0 | 30.4 | 37.5 | 10.0 | 31.3 | 2.1 | 0.0 |



3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The school takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Whole staff development day professional learning activities in 2019 were:

| Staff Professional Learning Activity | Date | Presenter |
|--------------------------------------|------------|----------------------------------|
| VCOP - Big Write Training | 05/02/2019 | Elise Baird |
| CSO System Conference | 11/06/2019 | Catholic Schools Office Armidale |
| CSO System Conference | 12/06/2019 | Catholic Schools Office Armidale |
| Syllabus Mapping | 13/12/2019 | Alistair Stewart & Elise Baird |

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <https://stjosephsweewaa.catholic.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Joseph's Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Joseph's Primary School have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the school's 'Pastoral Care Policy' may be accessed on the school's website <https://stjosephsweewaa.catholic.edu.au> or at the administration office.



4.3 Student Discipline Policy

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

No changes were made to the 'Student Discipline Policy' this year.

The full text of the school's 'Student Discipline Policy' may be accessed on the school's website <https://stjosephsweewaa.catholic.edu.au> or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's website <https://stjosephsweewaa.catholic.edu.au>, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's website <https://stjosephsweewaa.catholic.edu.au> or the administration office.

5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.



| Key improvements achieved this year | Key Improvements for 2020 |
|--|---|
| <p>Nurture Our Catholic Society</p> <ul style="list-style-type: none"> • Staff developed processes to have the school's REC team teaching areas of Religious Education. • Staff reflected upon the school's charism and where it came from and reflected upon what it means to be a school made in a Josephite tradition. This helped staff to understand how "When we see a need, we are to do something about it" (Mary MacKillop). | <p>Nurture Our Catholic Society</p> <ul style="list-style-type: none"> • Further understand and teach students the Core Principles and Values identified within the Diocese. • These will be embedded within teachers' programming and throughout lessons taught. |
| <p>Improve Learning</p> <ul style="list-style-type: none"> • Further embedded focus on improving Literacy and Numeracy outcomes by refining best practice in the English and Mathematics Blocks. • New staff were provided with additional Professional Learning and Coaching opportunities to reinforce teaching processes. • This was evident through the continued success of students in school-wide assessment. | <p>Improve Learning</p> <ul style="list-style-type: none"> • Focus on improving teaching strategies in Spelling and Mathematics using the Catholic Schools Office pilot MaST Project. • This is aimed at implementing best practice structures within a maths lesson, with additional teachers in the room to enhance student growth. • All classrooms will be utilising the Spelling Stars program to assist in spelling improvements. |
| <p>Lead Learning</p> <ul style="list-style-type: none"> • The Principal and Leader of Pedagogy attended growth coaching. This is a strategy that enhances the Principal and Leader of Pedagogy role and makes them more of an Instructional Leader. • Coaching sessions were held to improve the individual practice of all teaching staff. | <p>Lead Learning</p> <ul style="list-style-type: none"> • The role of Instructional Leader will encompass the Religious Education Leader. • Improvements in practice from all staff, via specialised interventions, will be expected. |
| <p>Sustain Our People</p> <ul style="list-style-type: none"> • There was a concerted focus on the development of new staff. • Active Role Statements were developed, supporting them to build capacity within their new roles. | <p>Sustain Our People</p> <ul style="list-style-type: none"> • Primary aim to retain staff and develop Personalised Learning Plans for all staff, to ensure that they are goal orientated and focused on student growth and achievement. |
| <p>Create the Right Environment</p> <ul style="list-style-type: none"> • The air conditioning in the school was upgraded to ensure that learning areas were the right temperature to enhance learning. • A number of smaller works were implemented that enabled a more safe and secure school, in line with Child Safe Standards. • 2500m² was turfed to enable children to have a larger area on which to be active and for use during PDHPE lessons. | <p>Create the Right Environment</p> <ul style="list-style-type: none"> • Develop ICT infrastructure to ensure that all students have access to contemporary technology and have the rights and ability to learn in a contemporary manner. |

6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf

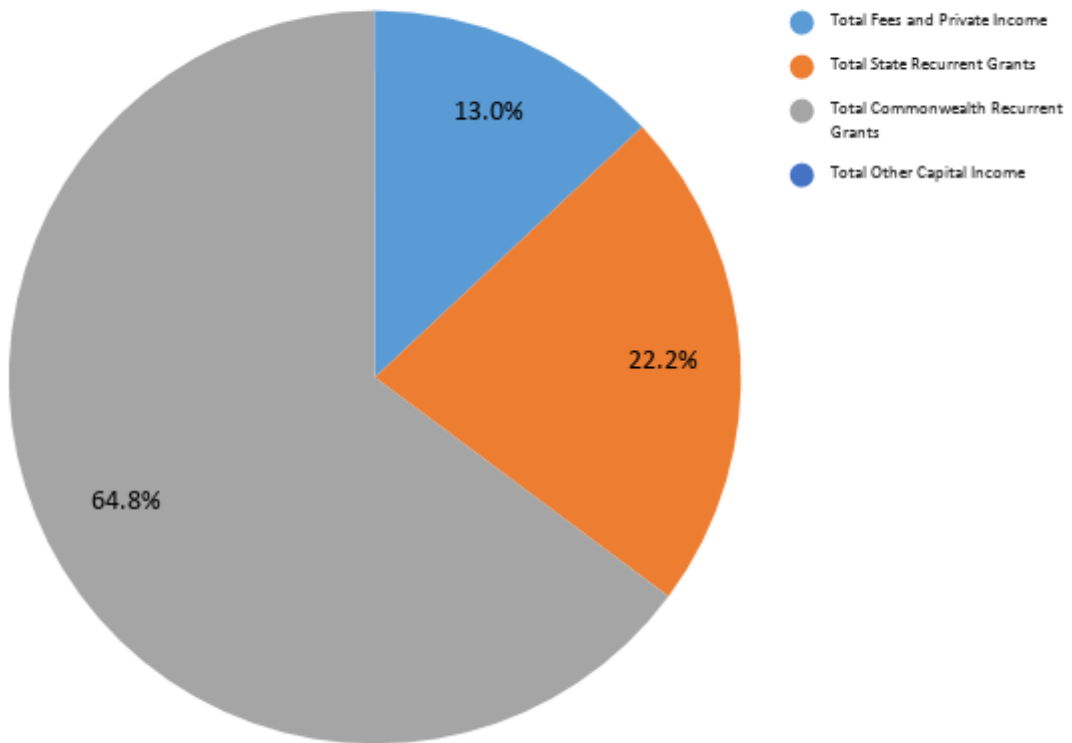


of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:



2019 Income - St Joseph's Primary School, Wee Waa



2019 Expenditure - St Joseph's Primary School, Wee Waa

