

Annual School Report

2021 School Year

St Ambrose Primary School, Pottsville



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moodle.sapotlism.catholic.edu.au

About this report

St Ambrose 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 6676 0099 or by visiting the website at moodle.sapotlism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

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

- Received the prestigious award of being recognised as an "Apple Distinguished School". This internationally recognised award identifies St Ambrose as being a school that is innovative and progressive in the area of technology and pedagogical classroom practices.
- Finalist in the Northern Rivers Green Innovation Awards. This was a great result from Year 5.
- Commenced its own podcasts. This enabled parents and students to be connected to the school through an auditory format.
- Had opportunities to showcase the Creative and Performing Arts component of the school. This was achieved by recording performances and entering various Art competitions.

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:

- Conducted online simulated events in lieu of many events being postponed or cancelled due to COVID-19.
- Conducted ANZAC Day ceremony within all classrooms.
- Sent letters of support and thanks to frontline workers throughout the pandemic.
- Albeit adhering to restrictions and guidelines, the school was able to conduct a Graduation Mass and end of year School Award ceremonies. These were videoed and made available to all families.
- Provided an effective and comprehensive online education platform throughout COVID lockdown, which enabled students to continue with engaged and meaningful learning.

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

- Unfortunately the majority of inter-school carnivals were postponed due to COVID restrictions.
- The school did manage to conduct all three carnivals this year - Swimming Carnival, Athletics Carnival and Cross Country Carnival. Although families were unable to attend the students did compete and the days were very successful.
- The school competed in a Tweed Zone gala day for Rugby League and Netball. Our U/10 Rugby League team were successful in winning the carnival.



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

Brian Laybutt
Principal

1.2 A Parent Message

The official parent body is the Parish School Forum which consists of school leaders and five parent representatives who meet every term.

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 2021 the Forum met five times and discussed a range of issues. Prominent on the agenda were issues pertaining to online learning and addressing COVID guidelines within the school context. Other matters on which the Forum members were able to discuss were:

- School sun safe policy and the purchase of shade structures.
- Programs exposing students to other cultures and languages.
- Schools communication and technology platforms.
- Parent involvement in the school and volunteering.
- COVID challenges and how we can re-engage with the school community.
- Family social events and fund-raising activities in these challenging times.
- Feedback following specific events.
- Survey responses from parents.
- Efficient and effective organisation and administration of parent forum events.

All the meetings were available online to view as there were restrictions on people who could be present for the meetings for most of the year. This is the second year that the meetings have been live broadcast with the number of viewers and engagement continuing to be very high.

Whilst many school initiated Parent Forum events had to be cancelled, the school was able to conduct:

- Kindergarten families welcome barbecue.
- Mothers' Day Morning Tea.
- Year 6 End of Year Graduation and farewell.
- St Ambrose Feast Day activities.
- World Teachers Day Celebration.
- School Disco.
- Monster Raffle.
- Informative online webinars.

Jeff Bottle
Chairperson
Parent Forum



2.0 This Catholic School

2.1 The School Community

St Ambrose Primary School is located in Pottsville and is part of the St Anthony's Parish which serves the communities of School families are drawn from the towns and communities of Salt, Casuarina, Cabarita, Bogangar, Hastings Point, Tanglewood, Sea Breeze, Koala Beach, Pottsville, Cudgera Creek, Black Rocks, Wooyung, Burringbar, Billinudgal, Ocean Shores and Brunswick Heads., from which the school families are drawn.

Last year the school celebrated 7 years of Catholic education.

The parish priest Father Paul McDonald is involved in the life of the school.

St Ambrose 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:

- Participation in a School Parish Mass, twice a term, whereby the students involved in Sacramental classes share commitment pledges with Parishioners while teachers oversee the ministry roles. COVID restrictions did curtail this participation to a large extent.
- Support for students from Parishioners in the form of prayer. Parishioners choose a child to pray for throughout the preparation and receiving of the Sacrament.
- Involvement with weekly Parish Masses on Tuesdays on a rotational basis whereby students sing and read prayers. Again this activity was limited because of COVID restrictions.
- Support for comprehensive Sacramental Programs where students, families, teachers, Leader of Evangelisation and the Parish Priest have a shared responsibility, including parent/parish information sessions, some online.
- Encouraging and supporting the Parish Altar Serving Ministry where time is allowed at school to practice and promote this Ministry among the students.
- Promoting and advertising Parish Mass times, special Church services and the online Religious Education resource "FORMED."
- Three of St Ambrose staff were members of the St Anthony's Parish Pastoral Council which meets regularly on a Wednesday afternoon.
- Promotion of student Religious Education Learnings shared with Parishioners through QR codes and displays in the Church.

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

St Ambrose 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	26	32	21	28	30	24	27	188	175
Female	26	24	36	21	28	26	26	187	177
Indigenous *	2	0	2	1	2	0	2	9	7
EALD *	3	1	3	0	2	6	2	17	17

* 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 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 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%	93.0%	95.0%	93.0%	92.0%	93.7%

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 NESAs. 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 25 teacher(s) accredited with NESAs, 18 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 11 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.0%. This figure is provided to the school by the CSO.

2021 saw the employment of a specialist Speech Therapist three days per week. In addition to this the school also employed an additional teacher to assist with Literacy and Numeracy instruction in our



Year 1 and 2 classrooms. During the year we had two teachers take maternity leave. Apart from the disruptions resulting from the COVID-19 lock downs all other classes continued with little disruption.

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:

The school constantly revisits our three core values of being: Respectful, Responsible and Courageous. These are reviewed weekly and are embedded into the daily life of all students.

Our school wellbeing coordinator conducted welfare surveys with students, speaks at assemblies each week and provides focus areas for students and teachers to discuss.

Additionally, our school counsellor works with families and individual students as required. Programs such as those listed below were implemented throughout the year.

- Cool Kids - ten week anxiety program for Years 4-6.
- Cool Little Kids - six week parent only program for parents with students that are experiencing either separation, social or generalised anxiety.
- Season for Growth Program - The program runs for eight weeks and groups are divided into ages 6-8 years, 9-10 years and 11-12 years.
- Friendship Groups: Friendship Matters Years 4-6 and Swimming in a Sea of Friends Years K-3.
- Mental Health: myth or reality unit for Years 4-6.

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.

- At Parent Forum meetings, families are not only invited to join the live stream, they can comment on items being discussed and submit agenda items.
- The school has a designated Parent Forum email address whereby families can contact the Chairperson of the Parent Forum and make suggestions re school improvements, provide general feedback and/or seek clarification re issues/events pertaining to the school.
- A Parent Forum meeting is held each term and is live-streamed from Facebook to allow for many parents and caregivers to hear and be present to contribute.
- Parents can attend school event planning meetings and / or contribute suggestions or ideas e.g. Mothers' Day committee.
- Surveys are distributed to families seeking advice, feedback and comments.
- Student wellbeing survey - twice per year.
- Staff wellbeing survey.
- Parents are given the opportunity to add items to the forum agenda before the parent forum takes place.

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.

- Whole school agreed best practice informs the pedagogical approach to teaching English and Mathematics. Year level teachers work collaboratively to target individual learning goals in small guided groups. They meet on a regular basis to analyse student data and plan learning experiences to improve student learning outcomes. State, system and school assessments are used to track student learning growth.
- CASL (Collaborative Analysis of Student Learning) meetings occur weekly between specialist staff, teachers and the leadership team. In these meetings the academic, social and emotional needs of individual students are discussed, and action plans are formed to support students.
- At St Ambrose children have specialist teachers each week for Creative Arts (Dance, Drama, Music, Visual Arts) and Physical Education.
- A variety of Literacy and Numeracy intervention programs are offered across all year levels. These include Mini-Lit, STAR, Quick Smart, LLI, EMU and Support-A-Talker.
- There is a consistent approach to the use of Apple Technology from K-6. Teachers authentically embed technology across all Key Learning Areas. Students' skill development is mapped on a continuum.

21st Century pedagogy underpins learning across the school. Learning programs and teaching resources are developed in alignment with the school's agreed best practices, to improve subject knowledge and teaching strategies across all learning areas. A focus on consistent whole-school practices has also been embedded within the school.

Technology is integrated into the design of learning and an Apple skills continuum has highlighted areas for which the teachers can plan for improvement. The planning is underpinned by the five Elements of Learning (Teamwork, Critical Thinking, Personalisation of Learning, Real-world Engagement, Communication and Creation). In 2021 the school was acknowledged by Apple as a school that embeds and integrates technology across the curriculum, and was recognised as an Apple Distinguished School.

St Ambrose developed an Apple technology skills continuum. This allows teachers to focus on teaching specific skills that will in turn build on those already acquired.

Students from Year 3-6 need to bring in their own iPad. Hence, a 1:1 iPad program is run in these classes. In Years K - 2 the school provides banks of iPads that are used by the students.

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

Unfortunately 2021 was marred with COVID restrictions which significantly affected school involvement in many co - curricula activities. In saying this the school still managed to offer students participation in:

- The school choir, drum line and bands. There were restricted rehearsals, but they did perform on occasions when restrictions were lifted.
- The Year 6 Graduation Mass and farewell held at the end of the Year.
- Receiving the Sacraments of Reconciliation, Eucharist and Confirmation within the Parish.
- St Ambrose Feast Day celebrations, including games and jumping castles.



- Activity days which were held to replace the school camps, and included activities such as circus tricks, team building activities, splash run and games.
- Events within the school such as the School Talent Quest, Public Speaking and Assemblies. Although parent attendance was not available, in most cases the school recorded events and made these available to families.

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, 49 students presented for the tests while in Year 5 there were 48 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 Ambrose 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 St Ambrose 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	22.0	22.0	12.0	19.0	29.0	13.0	6.0	8.0	0.0	3.0	2.0
Writing	20.0	24.0	37.0	49.0	23.0	16.0	9.0	4.0	4.0	2.0	2.0	0.0
Spelling	23.0	27.0	23.0	29.0	20.0	27.0	13.0	10.0	7.0	4.0	5.0	2.0
Grammar and Punctuation	22.0	29.0	24.0	33.0	19.0	14.0	10.0	4.0	6.0	4.0	4.0	2.0
Numeracy	14.0	14.0	22.0	31.0	27.0	31.0	19.0	18.0	10.0	2.0	3.0	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										
Reading	16.0	15.0	25.0	35.0	27.0	21.0	18.0	17.0	8.0	0.0	3.0	2.0
Writing	8.0	19.0	17.0	23.0	33.0	31.0	27.0	19.0	10.0	6.0	3.0	0.0
Spelling	15.0	4.0	28.0	29.0	24.0	23.0	17.0	23.0	8.0	8.0	4.0	2.0
Grammar and Punctuation	13.0	15.0	21.0	29.0	27.0	27.0	20.0	15.0	9.0	6.0	5.0	2.0
Numeracy	10.0	8.0	21.0	29.0	29.0	27.0	24.0	27.0	10.0	6.0	3.0	0.0

As can be seen from the table, the percentage of students in the top two bands for Writing in both years 3 and 5 is pleasing compared to State figures.

The high percentage of students achieving above minimum standards is a testament to the focus on curriculum differentiation strategies implemented and developed in both Numeracy and Writing in recent years.

NAPLAN results will be further analysed to inform and guide the direction for future improvements.

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
2021 School Improvement Plan / Apple Showcase / Wellbeing for Educators	01/04/2021	Chelsea Fisher, Grace McMahon and Mike Lubans
Introduction to Brightpath- An online formative assessment tool.	25/06/2021	Kimberley Mathewson and Brian Laybutt.
Implementing Brightpath- An online formative assessment tool.	null	Kimberley Mathewson and Chelsea Fisher
School Retreat postponed	17/09/2021	NA

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

Activity	Staff numbers	Presenter
Mini Lit	4	Online
RENEW Training	8	Online - Lismore CSO
Apple Technology Day	8	Apple Presenters
EMU Training	2	CSO Lismore
Apple Distinguished Schools Conference	6	Various - Apple
Peter Sullivan Maths	9	Peter Sullivan
Data Analysis	5	CSO Lismore
Learning and Teaching Day	5	CSO Lismore
Assistive Technology	4	CSO Lismore
Walker Learning Training	4	School Visitations +.online
Digital Innovators Days	2	CSO Lismore

The professional learning expenditure has been calculated at \$4297 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 Ambrose 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 schools

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 students 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 on the school 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
Mission of Jesus Christ Stage 3 students were engaged more holistically in Religious Education through the introduction of Project Based Learning (PBL).	Mission of Jesus Christ The school will continue to introduce new pedagogies/strategies to support student engagement in Religious Education.
Learning and Teaching As evidenced in teaching programs and class practice technology was meaningfully embedded within the curriculum.	Learning and Teaching To ensure all students experience one year's academic growth in a school year.
Pastoral Care The school ensured that the newly appointed School Counsellor transitioned smoothly into the role at St Ambrose.	Pastoral Care The school implemented fortnightly focus areas to support the wellbeing of all students.
Leadership All staff were provided with Leadership opportunities whereby they could take ownership of specific school roles or work in a collaborative group setting.	Leadership The leadership team will work closely with all staff to ensure that conversations regarding student learning are rigorously and meaningfully conducted.
Family School Partnership Parents were given the opportunity to engage more fully within the school through various forms of technology.	Family School Partnership The school will continue to explore ways in which we can continue to improve communication and outreach to families.

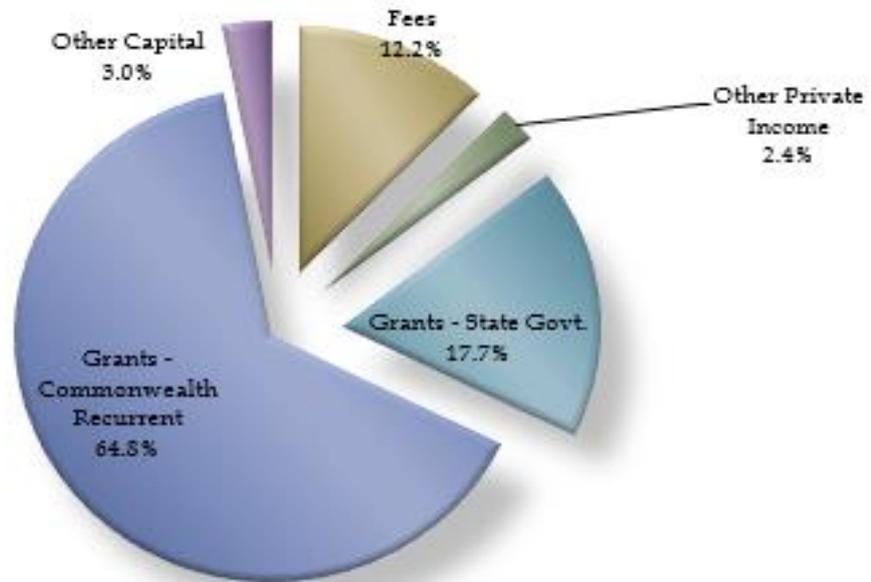
6.0 Financial Information

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 - St Ambrose Catholic Primary School POTTSVILLE



2021 EXPENSE - St Ambrose Catholic Primary School POTTSVILLE

