

Annual School Report 2016 School Year

**St Joseph's Primary
Port Macquarie**



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About this report

St Joseph's Primary, Port Macquarie is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW NESTES 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 2017 following its submission to the BOSTES.

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 6583 3848 or by visiting the website at www.pmacjism.catholic.edu.au



1.0 Messages

1.1 Principal's Message

The core purpose of St Joseph's Catholic primary school is to support the members of the parish community in providing faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Primary, Port Macquarie offers students a quality Catholic education based on the teachings of the Church and within the context of a strong faith community.

The students' achievements and accomplishments were showcased throughout 2016. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Primary, Port Macquarie has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016 the school:

- Achieved pleasing growth in Reading K- 6 evidenced through the implementation of Learning Plans.
- Implemented a Whole School Approach to Writing, with associated professional development and improved student achievement evident across a range of writing disciplines.
- Implemented Extending Mathematical Understanding (EMU) pedagogy, including administering the Mathematical assessment Interview (MAI) for all Kinder-Year 5 students.
- Achieved pleasing results in Year 3 & 5 NAPLAN, especially in the areas of Writing, Reading and Punctuation and Grammar. We are consistently above schools of a similar background. As can be seen from the table the percentage of students in the top three bands in Reading, Writing, and Grammar & Punctuation is pleasing compared to State figures in both Year 3 and Year 5.
- Achieved excellent results in the Year 6 Religious Education test where five students received a Distinction and thirty-one received Credit certificates.
- Supported three teams of Year 5 & 6 students who competed in the regional Tournament of Minds competition.
- Participated in the regional Da Vinci Decathlon to challenge and extend senior students with teams achieved pleasing results.
- Participated in the International Competition and Assessment for Schools in English, Mathematics, Science, Spelling and Information Communication Technology with many participants receiving High Distinctions, Distinctions, and Credit or Merit certificates.
- Implemented a STEM Program which included a Paper Plane Club in Term 3 and a Coding Club in Term 4.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following activities provide an insight into the school's cultural program and community involvement. In 2016 the school:

- Implemented an extensive Speech and Drama program which enabled student participation in Eisteddfods and other community events. Students achieved excellent results in the Trinity College of London Speech Exams.
- Implemented the K- 6 'Dance Fever' program and entered St Joseph's Dance Teams – Infants, Primary Girls and Primary Boys into the Port Macquarie Dance Eisteddfod – all of which received a Highly Commended.
- Experienced significant growth and development in the School Band and Music Tuition Program



with students performing at the 'Time Please' concert, Carols by Candlelight and Aged Care facilities. Continued the provision of lunchtime clubs and activities and after school classes in Dance, ICT, and Speech and Drama.

- Participated in community events such as the Anzac Parade and Remembrance Day.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016 the school:

- Entered teams and individuals in Gymnastics, Dance, and Skipping, Intensive Swimming, Hot Shots Tennis, Touch, Hockey, Softball, Basketball, Cricket, Soccer, Netball, Rugby League and Rugby Union competitions/experiences.
- Encouraged a high level of participation in community events such as triathlons, gymkhanas, Little Athletics, local team sports, Martial Arts and Junior surf life-saving.
- Achieved representation in all sports at School, Zone and Diocesan levels with four students representing Polding at the PSSA (State) carnival in the sports of Rugby League, Touch, Tennis and Swimming.
- Won the right for the school Rugby League team to travel to St Marys (Sydney) to compete at the NSW Open Primary Rugby League competition- a first for the school.
- Participated in a non - competitive Touch Gala day, where the emphasis was on participation, learning basic skills and the associated social and well-being benefits. Participated in School Athletics, Cross Country and Swimming Carnivals.
- All students participated in Sporting Schools Australia program where qualified coaching was provided to allow the students to develop fundamental skills to compete in a variety of sports.

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 their generous efforts in providing and supporting diverse opportunities for our children.

Geoff Leary
Principal

1.2 A Parent Message

Parent involvement is highly valued and encouraged at St Joseph's Primary School. We have a group of very hard working parents that supports the school's Parents and Friends Association (P & F) and other parent initiatives such as the Parent Assembly.

During 2016 a Parent Assembly representative addressed Kinder Parent meetings, Parent and Friends meetings and whole school meetings. There were opportunities for parents to listen to several guest speakers throughout the year, covering a range of areas to help develop parenting skills. The P&F provided a welcoming face to new kinder parents at pre-enrolment orientation days encouraging community and school liaisons. They implemented the Faith Development Program which provided information and activities for parents to share with their child thereby enabling them to support and journey with their children through the school Confirmation Program. The Parent Assembly continues to add to the Parent Resources for the school library in the form of books and DVDs.

During 2016, the P&F organised the Pool Party, BBQs and a Trivia Night. These and other events held throughout the year provide parents with an opportunity to organise and participate in fundraising ventures and in turn instil a sense of pride, when the proceeds can be directly connected to student engagement within the school, such as new computers in the IT Lab and contemporary furniture in classrooms. Whilst providing extra funds for the school, many events such as the school Christmas Carols night, were organised as an opportunity for families to gather in a social setting to foster relationships within the school community, an aspect which is embraced by St Joseph's Primary School.



A network of Class Parents is promoted through parents nominating to be on the list as contact members. These people provided meals to families in need during the year and support staff and the school community when required.

Parents are also involved as tutors, mentors and presenters in areas of interest, as well as assistants at sports carnivals, library, canteen, and excursions. Parent/Teacher interviews were offered in Term 1 and parents received a written report in Terms 2 and 4 with interviews if requested. Parents are able to request a "Cohort Comparison Chart" which showed distribution of the common grade scale (A-E). Parents of students with Additional Needs are invited to Personalised Planning (PPs) meetings and are able to request a modified Student Progress Report for their child.

Peta Rourke
Parent Assembly Cluster Organiser
Hastings Macleay Region

Bree McDonald
St Joseph's Primary
Parent and Friends President

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Port Macquarie and is part of the St Agnes' Parish which serves the communities of Port Macquarie. School families are drawn from the towns and communities of Port Macquarie, Wauchope, Lake Cathie, Telegraph Point, Rawdon Island, Blackmans Point and Bonny Hills.

Last year the school celebrated 103 years of Catholic education.

The assistant parish priest Father Roland is involved in the life of the school.

St Joseph's 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 at Parish Sunday Youth Masses, Kids Church and morning teas
- Participation in Parish Sacramental Programs
- involvement with and support for Mount Carmel House and Emmaus within St Agnes' Aged Care
- Rosary bead making with the students from St Joseph's supported by local parishioners
- the Mini Vinnies Team and support for the Parish Soup Kitchen
- Implementation of the Making Jesus Real resource, and provision of faith leadership opportunities for Stage 3 students
- Student Discipleship opportunities in Stage 3 with invitations to attend 'Exuro' in Year 5 and 'Incitare' in Year 6
- Ministries such as Altar Serving, Reading and Offertory procession

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework*. 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 Joseph's Primary, Port Macquarie caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
Male	21	28	23	33	30	28	34	197	210
Female	31	23	36	24	29	26	25	194	197
Indigenous <i>count included in first two rows</i>	3	3	4	2	3	7	3	25	29
LBOTE (Language background other than English) <i>count included in first two rows</i>	7	3	4	4	4	2	5	29	15

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 parent's' 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 term by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school, or reply to the text message generated on the day of absence by the school. 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 2016 was 92.3%. School attendance rates disaggregated by Year group are shown in the following table.

	Kinder- garten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance rates by Year group	94.1	93.1	92.7	92.6	90.4	92	91.9



2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	24
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	16
5.	Number of staff identifying as indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	19

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94%

St Joseph's currently has a number of full-time staff on maternity leave or returning in a part-time capacity from maternity leave. A number of staff took extended Long Service leave in 2016.

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 values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2016, the school promoted 'Making Jesus Real' to address these and other values identified by the school community. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's Behavioural Care and Education Policy, underpinning our interpersonal relationships and characterising our methods of learning. The implementation of the Peer Support Program, the Year 5/6 & K/1 Buddies and Mini Vinnies Team exemplify student discipleship. During 2016 our Anti-Bullying and Behavioural Care and Education Policy were reviewed with staff and parents.

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 2016 the school community participated in Insight SRC surveys, data collection and analysis. Insight SRC is now be an annual method of gauging student, parent and teacher evaluation of our school.



3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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.

This year the Human Society and its Environment revised curriculum was implemented at St Joseph's. This saw the planning, programming, assessing and learning in the disciplines of History and Geography. These syllabuses provide frameworks for all children to acquire essential knowledge, understanding, skills, values and attitudes pertinent to each discipline.

The school curriculum provides programs, strategies and initiatives that cater for a diverse range of student interests, talents and abilities. St Joseph's Primary School delivers targeted intervention to students requiring learning support, including Mini and MultiLit, Reading Recovery, Personalised Plans and Indigenous Personalised Learning Plans. The school also extends gifted and talented students across the curriculum and through a range of programs and activities including appropriate classroom pedagogy, Da Vinci Decathlon, Talented Writers, Tournament of the Minds, sporting representation, Speech and Drama, Visual Arts, Dance and Music tutoring and performances. The school continues to develop curriculum adjustments, differentiation and goal setting to personalise and enhance the learning for each child. The assessment procedures of the school are informing quality teaching and learning experiences to promote high standards in learning for each child.

The introduction of a Leader of Pedagogy in 2013 has been instrumental in embedding the practices of a Professional Learning Community and 21st Century learning through the lens of the Contemporary Learning Framework (CLF). The staff is involved in continuous, job-embedded professional development through their participation in Professional Learning Teams, which focus on changing pedagogy and responding to assessment data to support all children learning at high levels.

This year St Joseph's has sought the support and expertise of Professional Learning Community Coach, Jeff Waite. Jeff has provided professional learning for all teaching staff and has facilitated and engaged them in learning conversations to maximise the potential of Professional Learning Teams for enhanced learning.

EMU refers to Extended Mathematical Understanding. This year at St Joseph's teaching staff has been introduced to EMU pedagogy and resourcing to diagnostically assess and plan for the teaching of Mathematics from Kinder to Year Six. This has been a major tool in promoting success in Number for all children as well providing effective feedback and other high leverage practices. Moving into 2017 this will continue to be a focus.

Student wellbeing and pastoral care scaffolds the curriculum at St Joseph's. The Religious Education curriculum and other initiatives such as Making Jesus Real, LAP, Peer Support, clubs and the School's Behavioural Care and Education Policy are significant components of our total effort to improve students' social and emotional well-being and their ability to access the curriculum.

A worldview influences how we look at everything in life, and how we think and act in particular circumstances. The Catholic Worldview has its foundation in Scripture and Tradition, that is, the world is viewed through the eyes of divine revelation. This year saw teaching staff engage in professional development which allowed further understanding and application of Catholic Worldview and Permeation to the teaching and learning program for Science and Technology. This will continue to be a focus moving into 2017.

3.2 Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 54 students presented for the tests while in Year 5 there



were 53 students.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

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

At St Joseph's Primary, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St 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										
Reading	28.1	33.3	23.7	22.2	19.0	27.8	17.1	13.0	8.9	3.7	3.1	0
Writing	16.6	31.5	37.5	40.7	26.7	18.5	13.1	5.6	4.8	1.9	1.2	1.9
Spelling	27.4	29.6	27.0	29.6	21.7	25.9	11.5	9.3	9.2	3.7	3.1	1.9
Grammar and Punctuation	34.6	46.3	18.3	20.4	19.0	24.1	20.2	9.3	4.8	0	3.0	0
Numeracy	19.7	15.1	19.0	34.0	22.3	26.4	24.5	20.8	11.4	3.8	3.1	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	15.4	13.2	23.2	17.0	23.7	34.0	18.8	18.9	12.9	11.3	6.0	5.7
Writing	5.2	5.7	13.5	13.2	31.3	24.5	33.7	41.5	11.1	11.3	5.3	3.8
Spelling	15.5	5.7	17.7	24.5	30.4	32.1	21.8	20.8	9.2	9.4	5.4	7.5
Grammar and Punctuation	20.9	18.9	19.9	18.9	23.4	32.1	20.4	26.4	11.4	1.9	4.3	7.5
Numeracy	15.5	3.8	15.0	24.5	26.6	32.1	25.8	26.4	12.9	5.7	4.3	7.5

As can be seen from the table the percentage of students in the top three bands in Reading, Writing, and Grammar & Punctuation is pleasing compared to State figures in both Year 3 and Year 5. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in writing and grammar and punctuation. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the area of Numeracy and the growth of students in the top quartile. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation and the strategies implemented and developed over the last two years.



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 2016 were:

Staff Professional Learning Activity	Date	Presenter
Whole School Planning and Organisation	27.1.16	Leadership Team
Catholic Worldview	1.6.16	Leadership Team
Australian Curriculum: Geography	15.8.16	Leadership Team
Australian Curriculum: English	10.10.16	Leadership Team

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

Activity	Staff numbers	Presenter
Senior First Aid; Defibrillator Training	40	Parasol
Australian Curriculum: Mathematics, Science & Technology	25	CSO/ Leadership Team
Additional Needs	40	CSO/ Leadership Team
Learning Plans/ Best Start/ MAI	25	CSO/ Leadership Team

The professional learning expenditure has been calculated at \$7297.00 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Anti-Bullying	Reviewed	School website
WHS Policies	Reviewed	School intranet
Critical Incidents	Reviewed	School Intranet
Behavioural Care and Education Policy	Reviewed	School Website
Enrolment	No change	School Website
Student Attendance	Reviewed- changes made	School Website
Complaints and Grievance	No change	School Website
Electronic Users Agreement	Reviewed	Hard Copy via Office
Social Media Policy	Reviewed	School Website

4.2 Enrolment Policy

Every new enrolment at St Joseph's Primary, Port Macquarie 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 procedures, policies and current school



expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 31 July are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Student Welfare Policy, Pastoral Care Policy

St Joseph's Pastoral Care Policy is based on the Gospel truth 'love one another as I have loved you.' It determines our school behaviours, responses and structures. To live out this policy, the school has adopted various programs aimed at helping students value themselves and experience positive well-being. These programs include promoting self-esteem, interpersonal relationships, Catholic social teaching, moral development and education about sexuality, anti-bullying, drug awareness, child protection, health and personal safety.

4.4 Discipline Policy

The Behavioural Care and Education Policy is founded on the policy of Pastoral Care. The Behavioural Care & Education Policy is aimed at fostering self-discipline through students appreciating the power of free choice and the ability to bring about change in behaviour. We believe that Reconciliation is essential to the understanding of Behavioural Care & Education, and that procedures will be restorative rather than reactive. The policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through the policy and are supportive of the need to provide a safe and caring learning environment. A clear 'Line of Consequence' is applied to evaluate and support positive student behaviour. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

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

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Faith and Culture

- Improve student's understanding and engagement with the Mass.
 - Educate and evangelise parents through their children's RE program and whole school initiatives such as 'Making Jesus Real' (MJR) and Social Justice.
 - Support to accreditation through Work, Lead and Teach.
-

Teaching and Learning

- Implement the HSIE: History and Geography curriculum with associated pedagogy.
 - Build and celebrate a culture of learning excellence and high engagement.
 - Develop more effective feedback and higher order thinking skills to engage and promote improved student
-



growth in the top quartile.

Organisation and Administration

- Develop systematic ways to assess and build staff engagement and productivity whilst monitoring and supporting staff wellbeing.

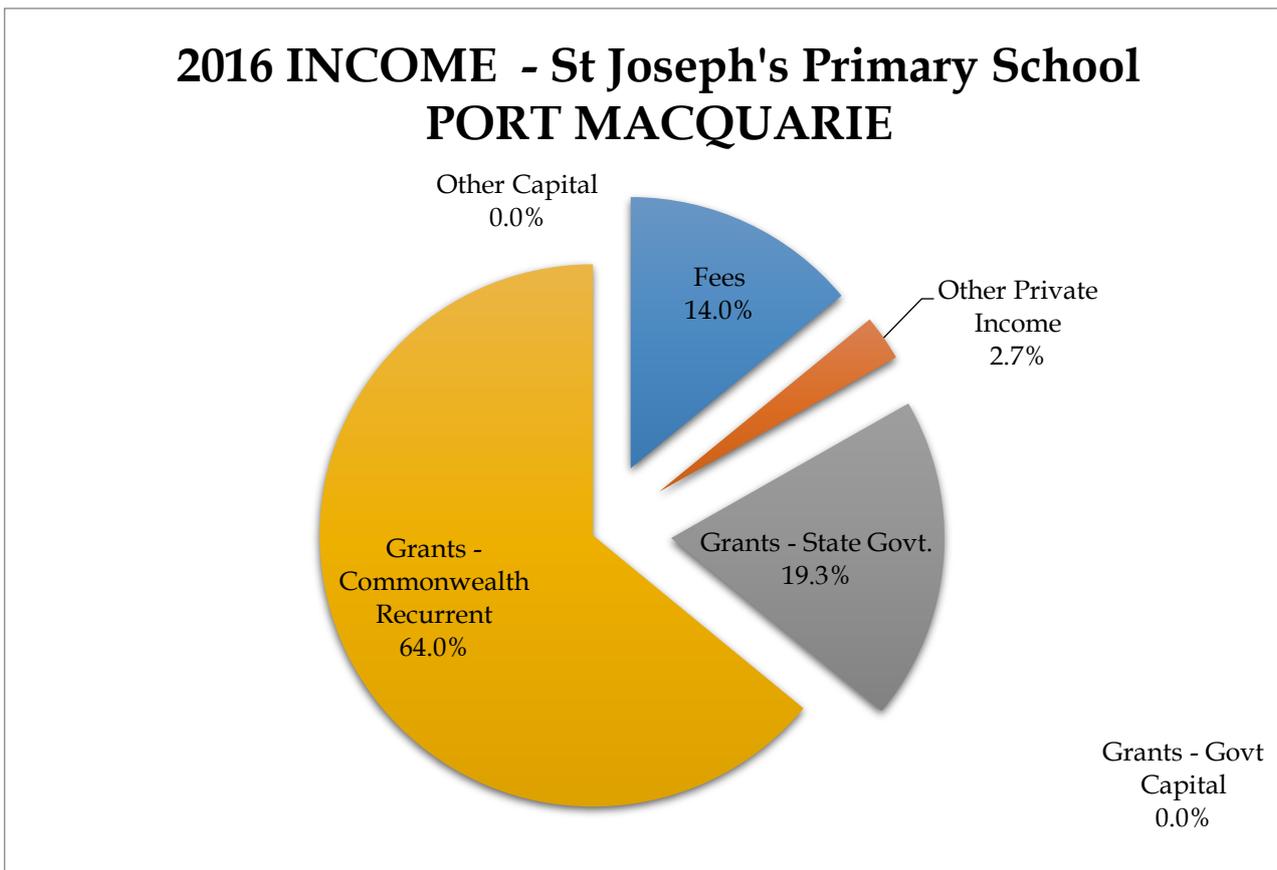
Community and Relationships

- Promote high expectations, engagement and partnership with and between all stakeholders.
 - Investigate and improve student connectedness to school, peers, learning and well-being.
 - Explore the Safe Schools Framework.
 - Prioritise Social and Emotional Learning (SEL)
-

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 2016 is presented below:



2016 EXPENSE - St Joseph's Primary School PORT MACQUARIE

