About this report

St Mary’s Primary School Bellingen 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 BOSTES requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report must be available on the school’s website by 30 June 2015 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 6655 1432 or by visiting the website at www.stmarysbellingen.nsw.edu.au
1. Messages

1.1 Principal's Message

The primary purpose of St Mary's Catholic Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Mary's 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 2015. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Mary's has earned as an exemplary school. The following list provides an indication of the school's academic achievements.

In 2015 the school:

- Received good news on the Year 6 Religious Education test where students received great results including two High Distinctions, five Distinctions, and seven Credits. This was a great result from a cohort of 22 students.
- Performed well in writing competition with a Year Two student and a Year Six student winning Silver Medals in the BOSTES WriteOn Competition and being published in the BOSTES WriteOn Anthology.
- Sent two teams of Year 5 and 6 students to compete in the regional Tournament of the Minds competition.

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 2015:

- Staff and students marched in the annual ANZAC Day commemoration in Bellingen.
- Students’ work was exhibited and the school choirs performed at the Bellingen Agricultural Show.
- Senior students attended a five day adventure leadership camp.
- The Violin Group performed with the Acacia String Quartet during Bellingen Music Festival.
- Students performed the musical, “A Christmas Carol”.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2015:

- Eleven students participated in Zone swimming.
- Twenty one students participated in Zone Cross Country with one student progressing to Diocesan level.

There were many people who assisted in the school’s quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Mary’s is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Claire Mellon
Principal
1.2 A Parent Message

The primary role of the Parent School Forum (PSF) is to be the link between the school body and the parents/carers of the children who attend St Mary’s Primary School, Bellingen. The committee consists of school leaders and parent representatives who meet monthly.

The goals of the PSF are:

- 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
- Assist in providing additional resources to the school through fundraising
- Provide support for School Programs such as reading, sport, art and music
- Provide opportunities for social interaction and for parents to form supportive networks, promote interaction between home and school
- Promote the school in the wider community.

The PSF is made up of an executive (president, treasurer, secretary), two ex-officio members (parish priest/principal), assistant principal and nominated staff member.

All parents/carers are encouraged to come along to the monthly meetings and participate in helping to make some of the decisions.

Our primary focus for 2015 was to reduce the fundraising burden on families by focusing more on regional grant applications where applicable, building the school community through social interaction, creating a healthier canteen, revision of girl’s uniform and allocation of funds as agreed at the beginning of the year.

Graziella Garrett  
President, Parish School Forum

2. This Catholic School

2.1 The School Community

St Mary’s Primary School is located in Bellingen and is part of the St Mary, Immaculate Mother of God, Parish which serves the communities of Bellingen, Dorrigo and Urunga. School families are drawn from the towns and communities of Bellingen, Valla and Urunga.

Last year the school celebrated 105 years of Catholic education. The parish priest Father Amila is involved in the life of the school.

St Mary’s 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 sacrament preparation and assistance with organisational details
- Membership of the Children of Mary group
- Support for the St Vincent de Paul Conference
- Participation in liturgies and adoration
- Student performance as requested for parish groups.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of our parish school are guided by Catholic Education in the Diocese of Lismore, 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 Mary’s Bellingen caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2015</th>
<th>TOTAL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>3</td>
<td>12</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>49</td>
<td>47</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>17</td>
<td>16</td>
<td>10</td>
<td>10</td>
<td>76</td>
<td>75</td>
</tr>
<tr>
<td>Indigenous count included in first two rows</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>LBOTE (Language background other than English) count included in first two rows</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents’ legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each 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. 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 2015 was 90.3. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.6</td>
<td>90.5</td>
<td>91.6</td>
<td>93.4</td>
<td>92.3</td>
<td>90.2</td>
<td>95.2</td>
<td></td>
</tr>
</tbody>
</table>

### 2.4 Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>11</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>6</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>2</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed at the school.</td>
<td>7</td>
</tr>
</tbody>
</table>

### 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. This figure is provided to the school by the CSO.

### 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 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.

Respect and responsibility are fundamental to the school’s Restorative Justice Program and Making Jesus Real Program.

Students participate in Mini Vinnies and are active participants in social justice, including St Vincent de Paul and Caritas.

Students in Stage 3 participate in a Leadership Program and the school also offers Seasons, a grief counselling program.
Respect and responsibility are acknowledged both in the school’s weekly awards and at the Annual presentation Assembly.

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 2015 the school participated in:

- The School Review and Improvement (SRI) process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next five years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- SRC Insight survey where staff, parents and students could voice their opinions on the climate of the school.
- A homework survey that was distributed to all parents.

As a result of these surveys the school has changed a number of policies and practices including homework, reporting and parent information nights.

3. 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.

The school continues to work towards developing a 21st Century pedagogy. This pedagogy will underpin learning across the school, Kindergarten to Year 6. The school offers extra-curricular clubs during the lunch hour including coding, knitting and art.

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, 22 students presented for the tests while in Year 3 there were 13 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.

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

The following data indicates the percentage of St Mary’s 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

<table>
<thead>
<tr>
<th>BAND</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>30.5</td>
<td>36.4</td>
<td>19.5</td>
<td>9.1</td>
<td>21.0</td>
<td>22.7</td>
</tr>
<tr>
<td>Writing</td>
<td>15.9</td>
<td>4.8</td>
<td>38.5</td>
<td>38.1</td>
<td>23.0</td>
<td>28.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>27.1</td>
<td>36.4</td>
<td>20.1</td>
<td>13.6</td>
<td>20.8</td>
<td>9.1</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>32.1</td>
<td>36.4</td>
<td>20.4</td>
<td>9.1</td>
<td>23.6</td>
<td>36.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>18.8</td>
<td>18.2</td>
<td>19.3</td>
<td>13.6</td>
<td>23.8</td>
<td>31.8</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8

<table>
<thead>
<tr>
<th>BAND</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td>Reading</td>
<td>17.5</td>
<td>23.1</td>
<td>20.5</td>
<td>30.8</td>
<td>21.8</td>
<td>7.7</td>
</tr>
<tr>
<td>Writing</td>
<td>6.2</td>
<td>0</td>
<td>15.2</td>
<td>15.4</td>
<td>31.5</td>
<td>23.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>12.9</td>
<td>0</td>
<td>27.0</td>
<td>7.7</td>
<td>25.2</td>
<td>15.4</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>18.1</td>
<td>0</td>
<td>20.6</td>
<td>38.5</td>
<td>21.5</td>
<td>23.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.1</td>
<td>7.7</td>
<td>16.6</td>
<td>7.7</td>
<td>25.6</td>
<td>46.2</td>
</tr>
</tbody>
</table>

As can be seen from the table the percentage of students in the top three bands in Year 3 in both Numeracy and Punctuation and Grammar is pleasing when compared to State figures.

A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Writing and Spelling. The high percentage of students achieving minimum standards in Writing and Grammar and Punctuation, compared to State figures, is testament to the focus on curriculum differentiation strategies developed and implemented over the last two years.

The results show that students in Year 5 have performed well in 2015. We are very pleased to report that 53.9% of students have achieved the top two bands in Reading and 61.6% achieved the top 3 bands in Numeracy which is well above State percentages. This can be attributed to targeting explicit teaching in both Reading and Maths.
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 inservices, meetings and conferences.

Whole staff development day professional learning activities in 2015 were:

<table>
<thead>
<tr>
<th>Staff Professional Learning Activity</th>
<th>Date</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Review and Improvement</td>
<td>13/7/15</td>
<td>C.Mellon, M.Gallery, L.Doolan</td>
</tr>
<tr>
<td>Australian Curriculum History and Geography</td>
<td>17/8/15</td>
<td>C.Mellon, L.Doolan, M.Gallery</td>
</tr>
<tr>
<td>Spirituality retreat</td>
<td>18/9/15</td>
<td>C.Mellon, C.Dagger, L.Doolan</td>
</tr>
<tr>
<td>Australian Curriculum Mathematics</td>
<td>6/10/15</td>
<td>C.Mellon, M.Gallery, L.Doolan</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Staff numbers</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Technology</td>
<td>2</td>
<td>Jacki Moore</td>
</tr>
<tr>
<td>ACER Testing</td>
<td>2</td>
<td>ACER</td>
</tr>
<tr>
<td>English Concept Planning</td>
<td>1</td>
<td>Michael Murray</td>
</tr>
<tr>
<td>Transforming Schools – PLT, RTI</td>
<td>2</td>
<td>Hawker Brownlow</td>
</tr>
</tbody>
</table>

The professional learning expenditure has been calculated at $7170 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. 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 2015.

<table>
<thead>
<tr>
<th>Policy name</th>
<th>Status in 2015 (No change, new policy, changes made)</th>
<th>Access this policy at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Mary’s WHS Procurement</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Mary’s Housekeeping</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Mary’s Complaints and Grievance</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Marys Safe Driving</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Mary’s first Aid</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Marys lifting and transferring students</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Mary’s Medication</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Mary’s No Smoking</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Mary’s outside Contractors</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Marys overnight excursion risk assessment</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Marys Overnight excursion Policy (2017)</td>
<td>No change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Mary’s Overseas and Interstate (2017)</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Mary’s Policy Guidelines</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
<tr>
<td>St Marys risk assessment policy for sport &amp; day excursions (2017)</td>
<td>No Change</td>
<td>School Handbook</td>
</tr>
</tbody>
</table>
4.2 Enrolment Policy

Every new enrolment at St Mary’s Bellingen 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.

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 30 June 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

The school’s Student Welfare Policy is based on the principles of restorative justice and procedural fairness and is concerned with the fostering of students’ self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are balanced by responsibilities.

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, anti-bullying, drug awareness, health and personal safety. The student welfare program has been developed in consultation with staff, parents and students.

4.4 Discipline Policy

The principles of restorative justice are embedded in the school’s Behaviour Management Policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, learning and growing from experience. 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 this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities, and is based on the Gospel teachings of love for self and others. 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 always maintained. The policy is available at the front office or from the school’s website.

5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2015 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

3. Review and implement Behaviour, Pastoral Care and Wellbeing policies to ensure links to Catholic Worldview are evident.

Strategies
1. Build teacher capacity and whole school practice through Positive Behaviour Training.
2. Design and create playtime structures and spaces that enhance inclusivity for marginalised students by focussing on dignity and respect.
3. Renew parent involvement with Parish through once a semester Children’s Sunday Mass (combine with morning tea). (Smart Goal: Children’s Sunday Mass, apart from Sacraments, will be run once a semester.)
4. Create in collaboration with Parish Priest more opportunities to engage community in Parish life.

Teaching and Learning

1. Raise achievement for all students, using data, through collaborative inquiry and whole school agreed practices aligned with the Contemporary Learning Framework (CLF) & AITSL standards.

Strategies
1. Create policies, structures and processes that support the direct link between Professional Learning Communities (PLC), 4 critical questions and delivery of Response to Intervention (RTI) including enrichment.
2. Design systems and processes that enable the development of K-6 Essential Learnings in Maths & English to support PLC & RTI.
3. Review and refine data collection process to better inform teaching and learning, differentiation and to show growth (ELK2, Continuums, PAT, Reading Benchmarks).
4. Build teacher capacity in writing through implementing Professional Learning NAPLAN Writing Criteria.
5. Increase student engagement through discipline based inquiry pedagogies (History & Geography).

Organisation and Administration

2. Align evidence based whole school practices with School Vision through establishment of whole school Vision Statement for Maths, including shared beliefs and its impact on practice to deliver a charter of whole school agreed practice.

Strategies
1. Create Maths Leaders through implementation of EMU training.
2. Build whole school Maths Vision through completion of final two Maths Moodles.
3. Increase the opportunities to work collaboratively and plan for learning spaces to accommodate for this pedagogy.
4. Design and implement timetable structures to enable collaboration e.g. teachers meeting as Professional Learning Teams (PLTs); to establish systemic RTI to deliver one to one feedback to students; to enter data and attend goal setting meetings.
5. Integrate processes and systems to provide clarity on direction and feedback for teachers (e.g. P2P) and on implementation of Whole School Practices.
Relationships

Build social capacity to increase parent involvement and wider community involvement.

Strategies

a. Implement class breakfasts once a term.
b. Establish additional social events for parent involvement.
c. Include student participation in extracurricular activities in School Report.
d. Explore options for enhancing two way communication for staff, classrooms and parents.

6. 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 2015 is presented below: