

# Annual School Report

## 2018 School Year

### Mary Help of Christians Primary School, Sawtell



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Toormina NSW 2452

Phone 02 6653 3122

[moodle.sawplism.catholic.edu.au](http://moodle.sawplism.catholic.edu.au)

## About this report

Mary Help of Christians Primary School, Sawtell is registered by the NSW Education Standards Authority (NESA) 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 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 2019 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 6653 3122 or by visiting the website at [moodle.sawplism.catholic.edu.au](http://moodle.sawplism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of Mary Help of Christians Primary School, Sawtell 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. Mary Help of Christians Primary School, Sawtell offers students a quality Catholic education based on the teaching of the Church and within the context of the strong faith community of Mary Help of Christians parish.

In 2018, our school continued to provide many opportunities for students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission, 'Walk Worthy of God', was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2018. 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 Mary Help of Christians Primary School, Sawtell has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- participated in a number of independent academic tests and achieved good results.
- achieved expected growth or higher than expected growth in standardised assessments overseen by the Australian Council of Educational Research.
- identified and responded to students requiring academic intervention, resulting in better than expected growth.
- identified and responded to students identified as High Potential Learners.
- achieved Distinctions and High Distinctions in the Lismore Diocese Religious Education test.
- entered four teams in the regional Tournament of Minds competition receiving Tournament Honours.

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 2018 the school:

- marched in the annual ANZAC March and laid a wreath at the ensuing memorial service.
- was represented by the 30-strong drum band at the ANZAC March.
- competed in the local Music Eisteddfod achieving highly commended awards.
- competed in the local Drama Eisteddfod achieving first and second place.
- supported members of the school parliament to organise many events, fundraisers and awareness-raising campaigns.
- attended and laid a wreath at the local Police Remembrance Ceremony.
- created collaborative art works which were sold to raise funds for the Jesuit Mission in Cambodia.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- 25 children represented the school at the Zone Swimming Carnival where Mary Help of Christians won the Zone shield. A further 18 children progressed to represent the Clarence Zone at diocesan level. At Polding, two students from Mary Help of Christians represented the Lismore Diocese.



- 37 children were selected to represent the school at the Clarence Zone Cross Country Carnival, with 21 moving through to diocesan level and six students representing the Lismore Diocese at the Polding carnival.
- 37 students represented the school at the Zone Athletics Carnival with 20 going on to represent the Clarence Zone at the diocesan level and one student progressing to Polding.
- In the Zone Summer Sports Trials, 13 children were selected for basketball, touch football and tennis. Five students progressed in basketball, and one student in tennis, to represent the diocese at Polding. In the Zone Winter Sports Trials, 19 children were selected for teams in netball, hockey, soccer and rugby, with one student progressing in hockey to represent the diocese at Polding.
- The school's soccer team competed in the Barney Barselaar Cup with local schools as well as in the Clarence Zone Football Tournament (Paul Wilson Cup).
- In Term 4, Students in Year 3, 4 and 5 participated in the Mary Help of Christians Sports Expo. This event provided Year 5 students with the opportunity for leadership in sport, while exposing students to a range of different team 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 all their generous efforts. Mary Help of Christians Primary School, Sawtell is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Elizabeth Watts  
Principal

## 1.2 A Parent Message

The official parent body is the Parish School Forum which consists of school leaders and nine parent representatives who meet monthly. 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.

2018 was an active and innovative year for MHOC parents and students.

As always, our grade breakfasts provided a great way for families to get to know each other and for parents and staff to meet and greet. This great sense of community continued throughout the year.

Our volunteers continued to be the heart of our social events, either through helping out when and where they could, with a kind word or an extra hand at the sausage sizzle, or in being part of the Parish School Forum Committees (PSF). Their contribution is greatly appreciated.

The Parish School Forum committees now include Alumni, Bingo, Canteen, Class Parents, Fundraising and Social, Grounds and Gardens, Parent Assembly and Uniform.

Every year MHOC families contribute in so many ways to making MHOC a thriving community that continues to encourage tolerance, acceptance, diversity and friendship not only for the children attending but for their families as well. Our families partner with our school and, in this partnership, everyone is working towards making MHOC a great place for our children. We are very fortunate.



In addition to all the amazing social events put in place by our Class Parents and our Social and Fundraising committee, the school provides wonderful opportunities for family engagement with the introduction of an Art Hub, Learning Showcases, Winter Family Art Nights and Family Maths Nights. Future events are eagerly anticipated.

The PSF would like to take this opportunity to thank the staff, families and friends of MHOC for all that they do. Without their efforts, both great and small, MHOC would lose what makes it so special.

Thank you.

Mrs Kylie Hyde  
Chairperson  
MHOC Parish School Forum

## **2.0 This Catholic School**

### **2.1 The School Community**

Mary Help of Christians Primary School, Sawtell is located in Toormina and is part of the Mary Help of Christians Sawtell Parish which serves the communities of Sawtell, Toormina, Boambee East, Middle Boambee, Bonville, Crossmaglen, from which the school families are drawn.

Last year the school celebrated 38 years of Catholic education.

The parish priest Father Michael Alcock is involved in the life of the school.

Mary Help of Christians Primary School, Sawtell is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- supporting the parish-based sacramental program.
- organising and encouraging participation in monthly Children's Masses.
- staff participation in parish ministries.
- sharing school news through the monthly Parish magazine and reporting school news regularly to the Parish Board.

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, Foundational values for Catholic Identity and Mission*. 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

Mary Help of Christians Primary School, Sawtell 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 2018	TOTAL 2017
<b>Male</b>	16	36	29	34	28	24	32	199	206
<b>Female</b>	26	45	24	41	24	32	23	215	218
<b>Indigenous</b> <i>count included in first two rows</i>	5	3	3	3	4	5	5	28	22
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	3	8	3	4	4	1	3	26	24

## 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 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, Skoolbag app 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 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance rates</b>	94.3%	94.1%	93.7%	93.7%	92.1%	94.2%	90.0%	93.2%



## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	3
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	27
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	27
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	21

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.87%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- 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. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative practices. Each week at assembly we presented either a Walk Worthy of God Good Citizen Award or a Good Sport Award to acknowledge students who demonstrated responsible and respectful behaviour. At our annual Awards Ceremony, we recognised Year 6 students who demonstrated outstanding leadership, empathy, compassion and responsibility.
- Our school Code of Conduct - Be safe, Be respectful, Be your best - is integrated into all community interactions and is the basis of our Behaviour Management Policies and Procedures. These concepts are taught explicitly in classrooms and in daily interactions between staff and students.

- The Mary Help of Christians School Parliament models the student leadership qualities of respect and responsibility. During 2018, all Year 6 students were involved in some form of community outreach. The school community contributed generously to social justice appeals organised through St Vincent de Paul, Mini Vinnies, Caritas and the Junior Josephite Associates.
- A Peer Support (Buddy) program, along with social skills programs taught by our School Chaplain, were implemented to support all students in the school with a particular focus on transitioning students.

## **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 2018, the staff developed the 2018-2019 Annual School Plan in light of feedback provided by staff, parents and students.
- The Principal conducted informal parent discussions around satisfaction and areas for improvement. This information was provided for staff and was reported to the Parish School Forum and school staff each term.
- The Assistant Principal and Leader of Pedagogy conducted interviews with student focus groups who gave feedback on how they best learn. This anonymous information was fed back to class teachers to help guide practice.
- The Parish School Forum meets regularly with frequent discussion and discernment around school policy and procedures.

## **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.

- Teachers meet weekly in Professional Learning Teams to plan the implementation of a rich curriculum that is inspiring and rigorous, based on assessment as, of and for learning.
- Twice a year, teachers meet at 'Impact Meetings' to scrutinise the learning pathway of each child.
- A skilled Intervention Team provide support for targeted learners in Maths and English. Reading Recovery, EMU (Extending Mathematical Understanding) specialist groups and Levelled Literacy Intervention are the programs employed by the school.





- The school's curriculum improvement goals are for all students to be mathematical thinkers, passionate readers and accomplished writers.
- The learning spaces in the school are agile to allow teachers to personalise learning for all students. The flexibility of these spaces allows teachers to group students according to individual learning needs. Children are encouraged to set learning goals and identify areas for growth.
- Pedagogy is designed to engage students and incorporate the use of technology. The school provides a range of devices to all classrooms and the ICT Policy and User Agreement allows for senior students to bring their own device for classroom use. There is a focus on teaching digital citizenship while embedding this technology into learning experiences.
- Teachers see themselves as learners and set regular goals to improve their practice. An improvement culture exists, with numerous avenues provided for coaching, modelling and professional discussion. Children 'showcase' their learning twice a year and these parent events are extremely popular and well-attended.
- A particular focus on STEM (Science, Technology, Engineering and Mathematics) encourages critical and creative thinking and problem solving to provide students with exciting, contemporary challenges.
- The school offers numerous extra-curricular clubs, catering for a wide range of interests. These include: coding, Minecraft, gardening, ukulele, drama, stitching, drawing and Maker-space.
- Play is highly valued and there are numerous areas in the school for children to imagine and create.

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

- specialist Japanese teacher-delivered Japanese language and culture lessons, which provide a conduit to local and national Japanese cultural events and other opportunities.
- specialist music teacher-delivered lessons. The music teacher not only teaches music, but provides a conduit to local music events and arranges for many performance opportunities.
- lessons with a specialist Art teacher who, as well as teaching Visual Arts, provides a conduit to local events and opportunities for students to showcase their art.
- performances and opportunities to showcase their learning at a variety of parish community venues and functions within the Sawtell Catholic community of which the school forms an integral part.

## **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, 71 students presented for the tests while in Year 5 there were 55 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 Mary Help of Christians Primary School, Sawtell, 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 Data Analysis workshops.

The following data indicates the percentage of Mary Help of Christians Primary School, Sawtell students in each band compared to the State percentage.

### Year 3 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	27.7	34.3	24.7	18.6	20.2	25.7	12.8	11.4	7.2	7.1	3.8	2.9
Writing	10.9	1.4	36.0	37.1	24.3	41.4	18.4	12.9	5.4	4.3	2.8	2.9
Spelling	25.8	17.1	25.0	30.0	21.0	25.7	13.7	12.9	8.0	10.0	4.4	4.3
Grammar and Punctuation	30.9	28.6	16.8	18.6	23.2	25.7	12.5	11.4	8.2	12.9	4.2	2.9
Numeracy	17.8	19.7	25.7	35.2	26.5	31.0	16.6	8.5	10.1	5.6	2.1	0.9

## Year 5 NAPLAN Results in Literacy and Numeracy

### Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	17.4	18.0	20.9	23.6	23.8	18.2	19.6	23.6	11.2	12.7	4.5	3.6
<b>Writing</b>	4.6	0.0	11.5	10.9	27.2	29.1	35.9	40.0	11.5	10.9	7.0	3.6
<b>Spelling</b>	14.6	13.1	22.7	17.5	31.1	27.5	17.7	25.0	9.3	10.0	3.6	5.0
<b>Grammar and Punctuation</b>	18.1	30.9	18.1	10.99	29.1	29.1	16.2	16.4	11.0	7.3	4.9	5.5
<b>Numeracy</b>	12.5	0.0	19.7	27.3	25.9	32.7	26.3	23.6	12.1	9.1	2.6	0.0

At Mary Help of Christians School, we analyse NAPLAN data, as well as other standardised assessment data, to measure both individual student growth and cohort growth in English and Mathematics. The cohort growth for Year 5 students in Numeracy, Reading, Writing, Grammar & Punctuation and Spelling was above the 0.8 effect size expected for two year's growth. This is a direct result of our teachers engaging in strategic, ongoing professional learning. Teachers will continue to monitor student progress and identify student needs in weekly Professional Learning Team meetings. To foster continued growth in Numeracy, the school will continue to provide ongoing professional learning for teachers in Mathematics including embedding Extending Mathematical Understanding (EMU). To foster continued growth in Writing the school will continue to access professional learning through Andrell Education.

### 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 2018 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Big Write/VCOP Assessment and Data Tracking	12/06/2018	Annie McKenzie-Andrell Education
Staff Spirituality Day	13/04/2018	School leadership Team
English-GRRM	06/07/2018	School Learning Team
Maths Block	28/09/2018	School Learning team

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

<b>Activity</b>	<b>Staff numbers</b>	<b>Presenter</b>
THRASS Training	3	THRASS Australia
Graduate Teacher Workshops	8	Lismore CSO
Best Start Training	3	Lismore CSO
Intro to Maths Block	3	Lismore CSO
Maths Block	4	Lismore CSO
EMU OPL	3	Lismore CSO
EMU Training	1	Lismore CSO
Professional Learning Communities	3	Colin Sloper
7 Habits of Highly Effective People	7	Lismore CSO
Understanding Behaviour	3	Lismore CSO
MAI Data Analysis	3	Lismore CSO
Learning Progressions	5	Lismore CSO
Cup of our Life	4	School leadership
Catholic Worldview	1	Lismore CSO
ACEL Conference	3	ACEL

The professional learning expenditure has been calculated at \$6733 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 Mary Help of Christians Primary School, Sawtell requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

### **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.

### **4.3 Discipline Policy**

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school Behaviour Management 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 consequence imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis.

### **4.4 Anti-Bullying Policy**

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which 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.



#### 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 on the [school's website](#).

#### 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Deepened and strengthened staff spirituality.</li> </ul>	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Increase engagement of all students and their families with the parish/school faith community.</li> <li>• Continue to deepen and strengthen staff spirituality.</li> <li>• Deepen and strengthen student prayer experiences.</li> </ul>
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Built leadership capacity in the student body.</li> <li>• Built leadership capacity of all staff.</li> </ul>	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Staff engaging in Action Research to improve student outcomes.</li> <li>• Continuing to build leadership capacity of staff.</li> </ul>
<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Raised the standard of student writing across the school.</li> <li>• Raised the profile of reading across the school.</li> <li>• Improved student skills in Working Mathematically.</li> <li>• Increased understanding around High Potential learners.</li> </ul>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Raise the standard of student writing across the school.</li> <li>• Raise standard of reading across the school.</li> <li>• Improve student skills in Working Mathematically.</li> <li>• Increase engagement of students in RE lessons.</li> <li>• Identify and cater for High Potential Learners.</li> <li>• Raise the profile of and promote Aboriginal culture within the school and in the wider community.</li> </ul>

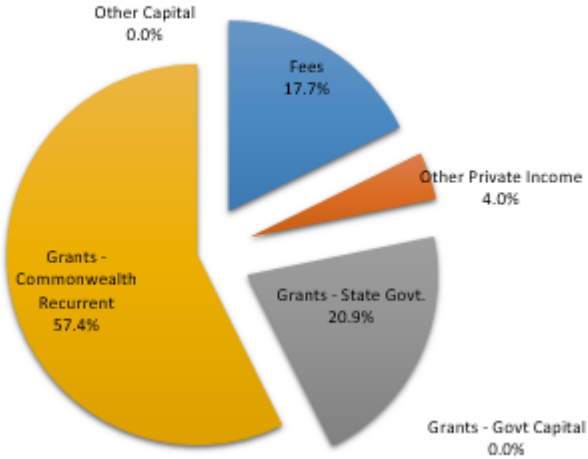
<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>Increased parent engagement in their children's learning.</li> </ul>	<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>Increase engagement of parents in their children's learning.</li> <li>Support &amp; promote student well-being.</li> </ul>
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**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 2018 is presented below:

**2018 INCOME - Mary Help of Christians Primary School SAWTELL**



## 2018 EXPENSE - Mary Help of Christians Primary School SAWTELL

