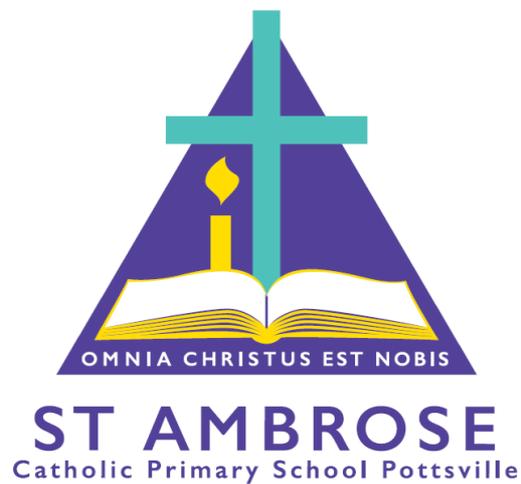


Annual School Report 2015 School Year

ST AMBROSE PRIMARY SCHOOL



POTTSVILLE

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About this report

St Ambrose Primary School 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 6676 0099 or by visiting the website at www.sapotlism.catholic.edu.au



1. Messages

1.1. Principal's Message

The primary purpose of St Ambrose 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 Ambrose 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 notice boards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to establish a school that would have an exemplary reputation within the community. The following list provides an indication of the school's academic achievements. In 2015 the school:

- Entered two teams in the regional Tournament of the Minds competition, both receiving a Highly Commended recommendation.
- Participated in the Tweed Catholic Schools Public Speaking Competition and was successful in winning the Stage 2 category.
- Participated in a variety of University of NSW competitions, obtaining 1 High Distinction and 1 Credit in Science, 1 Distinction and 2 Credits in Spelling , 1 Distinction and 3 Credits in Writing and in English 2 Distinctions and 5 Credits.

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 the school:

- Had its Official Opening on the 11th March and hosted a variety of dignitaries who witnessed this historic occasion.
- Marched and participated in the annual ANZAC Day and Remembrance Day commemorations.
- Participated in the NAIDOC week celebrations.
- Took part in the Lions International Peace Poster Competition with the Yr 5 students all submitting entries.
- Participated in National Clean Up Australia Day .

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

- The school won its inaugural inter-school carnival trophy, winning the Tweed Catholic Primary Schools aggregate shield for Cross Country.
- St Ambrose was runner up in the Tweed Catholic Primary Schools aggregate shield for Swimming.
- 16 students were selected to represent the Lismore Diocese in various sports including Soccer, Netball, Swimming, Athletics, Hockey, AFL and Cross Country.
- St Ambrose participated in a variety of school carnivals that included, Cross Country, Athletics, Swimming, Rugby Union, Rugby League, Netball, Hockey, Soccer, AFL and Cricket.

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

Brian Laybutt
Principal



1.2. A Parent Message

The official parent representative body of St Ambrose Catholic Primary School is the St Ambrose Parent Forum. The Parent Forum consists of a committee – chairperson, secretary, treasurer and two nominated ordinary members – and the parents and carers of students enrolled at the school, collectively known as the members. General meetings of the Parent Forum are held twice a term in the second and seventh weeks of each term, that is, eight times per year.

The Parent Forum's role is to:

Enhance the partnership between the school and families: The Parent Forum meetings provide an opportunity for parents and carers to liaise with other families and the school principal and/or representatives in a friendly and open meeting place which welcomes discussion and suggestions for the continued growth and welfare of students and the school environment.

Formalise the Organisation of School Community Events and Fundraising Activities: At the start of the school year Parent Representatives for each class are selected and they nominate at least one event for the year which their class will organise. Suitable dates are chosen for these events which are a mixture of school community only activities such as a disco and wider-community activities such as a fete or a fundraising activity such as a raffle. Reports from the respective parent representatives on the progress and outcome of these events is given at each Forum meeting.

Review Fundraising Objectives: The Parent Forum votes on the allocation of monies raised with a view to contributing to the needs of the students and the enrichment of the school environment. Donations to the school are made periodically as determined by the votes of meeting attendees.

Provide a Link with Parents: A number of communication methods (Parent Forum Newsletter, Class Messenger, Skoolbag, Class Parent Rep liaisons, school website) have been adopted by the Parent Forum as a means of distributing and receiving information for upcoming events, volunteer requests, contact details and general interest notes. The Parent Forum executive meets with class organisers to assist in the management and running of each event and to pass on past experience where possible.

Represent Parents of the School When Required: Members of the Parent Forum liaise with various businesses and individuals when organising events, e.g. purchasing food, arranging services, asking for donations, etc. Communication on behalf of the parent body is disclosed at Parent Forum meetings and, when possible, agreed to by the attendees. The Forum's Constitution outlines the protocols and expectations of the members in their role as parent representatives.

Assist with Parent Education: As a result of parents' requests and feedback the School holds several 'in-house' training and information evenings throughout the year. Two members of the Parent Forum regularly attend Parish Assembly meetings which decide on Parent Education sessions at various locations within the Parish.

2015 was the St Ambrose Parent Forum's inaugural year. The newly formed parent body established the platform for discussing ideas and suggestions for fundraising, community-building and improvements to the student environment and resources. While the membership organised a variety of well-received events and activities, the formalities of establishing a legal entity became a matter of high priority.

Projects for 2016 include developing Organisation Kits for event planners and working towards raising funds for the school's Environment Enrichment Program following the completion of new building work.

Lisa Stella
Treasurer, St Ambrose Parent Forum

2. This Catholic School

2.1. The School Community

St Ambrose is located in Pottsville and is part of the St Anthony's Kingscliff Parish which serves the communities of Fingal Head, Kingscliff, Cudgen, Salt, Casuarina, Cabarita Beach, Bogangar, Hastings Point, Tanglewood, Sea Breeze, Koala Beach, Pottsville, Cudgera Creek, Black Rocks, and Wooyung.



School families are drawn from the towns and communities of Salt, Casuarina, Cabarita, Bogangar, Hastings Point, Tanglewood, Sea Breeze, Koala Beach, Pottsville, Cudgera Creek, Black Rocks, Wooyung, Burringbar, Billinudgal, Ocean Shores and Brunswick Heads.

Last year the school celebrated its first year of Catholic education.

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

St Ambrose 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:

- Celebrating Sunday School Masses once a month.
- Promoting and coordinating Sacramental programs which are conducted within the Parish.
- Attending weekly Mass - Yrs 3 - 6 one week, Yrs K - 2 the alternate week.
- Involving students in the "Student Proclaim" program initiated by the Lismore Diocese.
- Promoting family retreat days.

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 Ambrose Primary School, Pottsville caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2015	TOTAL 2014
Male	20	16	15	12	10	7	0	80	N/A
Female	14	9	8	11	14	12	0	68	N/A
Indigenous <i>count included in first two rows</i>	2	1	1	0	0	1	0	5	N/A
LBOTE (Language background other than English) <i>count included in first two rows</i>	4	3	5	2	2	4	0	20	N/A



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 94.53%. School attendance rates disaggregated by Year group are shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance rates by Year group		94.79	93.13	94.70	95.08	94.96	NA

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.	11
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.	10
5.	Number of staff identifying as indigenous employed at the school.	0
6.	Total number of non-teaching staff employed at the school.	5

2.5. Teacher Attendance and Retention

The average teacher attendance figure is 98% This figure is provided to the school by the CSO.

2015 was the Foundation Year for St Ambrose Primary School, Pottsville. The school commenced with 9 full time teachers, 5 part time teachers, 3 Ancillary Staff and 4 Music tutors.



2.6. Initiatives Promoting Respect and Responsibility

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

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

- The school introduced three CORE VALUES - Being Respectful, Responsible and Courageous. Students who display these core values are rewarded by receiving a “bee”. These bees are placed into a container and each Friday two names are selected from each class. They become the “busy bees” for the following week and are given special responsibilities by their teacher.
- Every five weeks, “special assembly” awards are given to students from each class who have displayed our school values.
- Our Core Values are referred to constantly at school assemblies and by teachers reinforcing the qualities and expectations we have of students within this school. The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures at St Ambrose.

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 an “Insight SRC” program which consists of surveys issued to parents, students and staff and which provide information and data on how well our school is operating. From the School Improvement surveys, St Ambrose scored approval ratings of:
 - 91.3% Organisational Climate (73% is the mean)
 - 93.9% Teaching Climate (78% is the mean)
 - 88.5% Student Wellbeing (78% is the mean)
 - 88.2% Community Engagement (76% is the mean).

The school is extremely pleased with these very positive results.

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 staff of St Ambrose Primary School design units of work, guided by the BOSTES Syllabus documents, which seek to be responsive to the needs of each learner. While incorporating 21st Century technologies such as iPads in each grade, we also value formative assessment so that we can best track student progression at the point of need.

Professional Learning Teams operate at St Ambrose with the sole purpose of enhancing the learning sequences our students in which our students are engaged. The staff of St Ambrose work collaboratively and collegially in order to track student progression through the Syllabus outcomes and to identify students who are in need of curriculum adjustments.

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, 24 students presented for the tests while in Year 5 there were 19 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 Ambrose, 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 Ambrose 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	30.5	39.1	19.5	8.7	21.0	30.4	19.0	8.7	5.7	4.3	4.3	8.7
Writing	15.9	26.1	38.5	43.5	23.0	17.4	16.4	8.7	4.3	0	1.8	4.3
Spelling	27.1	17.4	20.1	21.7	20.8	26.1	18.4	8.7	9.6	17.4	4.0	8.7
Grammar and Punctuation	32.1	34.8	20.4	8.7	23.6	34.8	12.6	0	7.3	13	4.1	8.7
Numeracy	18.8	8.7	19.3	26.1	23.8	8.7	21.1	30.4	12.6	26.1	4.4	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	17.5	10.5	20.5	42.1	21.8	10.5	20.7	31.6	15.0	5.3	4.6	0
Writing	6.2	5.3	15.2	5.3	31.5	31.6	32.6	47.4	8.7	10.5	5.8	0
Spelling	12.9	0	27.0	31.6	25.2	36.8	20.0	10.5	10.4	21.1	4.5	0
Grammar and Punctuation	18.1	5.3	20.6	21.1	21.5	31.6	22.5	31.6	10.7	10.5	6.6	0
Numeracy	14.1	5.3	16.6	5.3	25.6	42.1	25.3	21.1	15.3	26.3	3.0	0

Year 3 Writing is showing significantly high data. 69.6% of our students are placed in Bands 5 & 6 compared to 47.7% for CSO and 54.4% of State. As this is our foundation year data there is a need for NAPLAN results to be further analysed to inform and guide the direction for future improvements across all areas of Literacy and Numeracy. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented in our first year.

52.6% of our Year 5 students achieved in the top two bands of Reading, compared with 40.4% CSO and 38% of State students. The Literacy and Numeracy results for all students reflect the entry data collected on students. Our focus for this particular cohort is to remain aware of each students' personalized learning goals and to offer adjustments and other high yield strategies to best cater to the individual and collective learning needs of the students.

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 2015 were:

Staff Professional Learning Activity	Date	Presenter
Mathematics K-6	19th March	Anita Chin
BOSTES audit / compliance preparation	20th April	Principal / Assistant Principal
Staff Retreat Day	26th June	School Leadership Team
Aust. Curriculum History / Geography	6th Oct	Nic Constable & Chelsea Fisher



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

Activity	Staff numbers	Presenter
Early Years Learning Plans	3	CSO
Insight SRC	2	Peter Hart
EMU Mathematics Intervention	3	CSO – Ann Gervasoni
HSIE Curriculum Leaders Training	3	CSO – Ed Services Team

The professional learning expenditure has been calculated at \$7,470 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.

Policy name	Status in 2015	Access this policy at:
Anti-Bullying	No Change	Policies Page – SAPOT Moodle
Child Protection Procedure	No Change	Policies Page – SAPOT Moodle
Excursions Policy & Procedure	No Change	Policies Page – SAPOT Moodle
Housekeeping	No Change	Policies Page – SAPOT Moodle
Overseas & Interstate Excursion	No Change	Policies Page – SAPOT Moodle
Suspension & Exclusion	No Change	Policies Page – SAPOT Moodle
WHS Procurement Policy	No Change	Policies Page – SAPOT Moodle
Digital Devices Policy	No Change	Policies Page – SAPOT Moodle
Student Retention Policy	No Change	Policies Page – SAPOT Moodle
Copyright	No Change	Policies Page – SAPOT Moodle
Reporting Student Achievement	No Change	Policies Page – SAPOT Moodle
Substance Management	No Change	Policies Page – SAPOT Moodle
Private Transportation	No Change	Policies Page – SAPOT Moodle
Anti Harassment	No Change	Policies Page – SAPOT Moodle
Driving Safety Management	No Change	Policies Page – SAPOT Moodle
Excursion Policy	No Change	Policies Page – SAPOT Moodle
Building and Safety Management	No Change	Policies Page – SAPOT Moodle
Child Protection Policy	No Change	Policies Page – SAPOT Moodle
First Aid	No Change	Policies Page – SAPOT Moodle
Homework	No Change	Policies Page – SAPOT Moodle



No smoking	No Change	Policies Page – SAPOT Moodle
Critical Incident Policy and Plan	No Change	Policies Page – SAPOT Moodle
Flexible Working Arrangements	No Change	Policies Page – SAPOT Moodle
Violence in Schools	No Change	Policies Page – SAPOT Moodle
Illicit Drugs	No Change	Policies Page – SAPOT Moodle
Pastoral Care	No Change	Policies Page – SAPOT Moodle
Risk Management	No Change	Policies Page – SAPOT Moodle
Behaviour Management Program	No Change	Policies Page – SAPOT Moodle
Professional Conduct	No Change	Policies Page – SAPOT Moodle
Student Records Policy	No Change	Policies Page – SAPOT Moodle
Animals at School	No Change	Policies Page – SAPOT Moodle
Working with Children Check: SOP	No Change	Policies Page – SAPOT Moodle

All policies available through the school Web Page and a referred to in the Parent and Staff Handbooks.

4.2. Enrolment Policy

Every new enrolment at St Ambrose Primary School Pottsville 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

Our Pastoral Care Policy seeks to reinforce and extend Christian teachings within the school environment. This is achieved by all members – teachers, children, parents, parishioners and members of the community - leading and caring for each other in a way that expresses the teachings of Christ in our daily lives.

We believe that all members of the community should be treated with dignity and respect. All members of our community should feel that they are valued and loved infinitely. This conviction affects what we teach and how we teach.



4.4. Discipline Policy (St Ambrose Behaviour Management Plan)

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

At St Ambrose, we believe our purpose is to provide educational outcomes for our children in a safe and supportive school where each student is actively encouraged by all members of our community to set high expectations for their academic, personal and spiritual growth. St Ambrose Catholic Primary School, Pottsville is a place where each member of our community is provided with boundless opportunities to flourish and prosper as a successful learner, a confident and creative individual and an active and engaged citizen. The policies and procedures outlined within this plan will help to nurture an engaging, firm and friendly learning environment valuing the best efforts and personal achievement for each of our students, parents and staff members

Our Behaviour Management Plan acknowledges teacher and student rights and responsibilities, and is based on the Gospel teachings of love for self and others.

4.5. Complaints and Grievance Policy

This policy embodies and guides the living out of Catholic Education in the Diocese of Lismore: Foundational Beliefs and Practices – The Essential Framework in parish school communities. In a spirit of partnership between home and school there must be a commitment to respond positively to critical feedback to ensure that people have the opportunity to contribute to the continued improvement of parish schools. It is expected that all staff will ensure that a culture of consultation and open dialogue is nurtured at every level. It is acknowledged that parents/caregivers can feel concerned about an incident or something that they believe is happening in their child's school. The satisfactory resolution of any concern or complaint is vital to the Christian life and the wellbeing of the community. It is recognised that parents and caregivers must have access to processes that allow them to resolve concerns and complaints in a supportive, conciliatory environment. Concerns and complaints need to be addressed as far as possible at the local level, responsively, openly and in a timely manner.

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

Ensure that religious icons & symbols are clearly visible, known and understood by students, staff and parents.

Provide opportunities for all in our community to possess an understanding of our Patron Saint, St Ambrose, his life and values.

Develop a series of effective and contemporary teaching programs and Scope & Sequences which are responsive to students' needs, prior understandings and contextual elements (liturgical season, feast days etc).

Provide opportunities to immerse students and their families more deeply into a life giving relationship with the Parish e.g. Parish school Masses, Retreats.

Teaching and Learning

Design learning sequences that provide opportunities for metacognition and for students and staff to engage in reflective practice.

Compose scope and sequences and learning programs based on the needs of students, utilising powerful models of student inquiry.

Implement and continue to refine the practice of designing short learning cycles to maximise use of student growth data.

Promote a balance between traditional teaching practices and digital pedagogy.

Organisation and Administration

Ensure all legislative requirements are implemented and adhered to.

Utilise technology to develop an effective means of communication across the community and for data collection e.g. Schoolworx, class messenger, Schoolbags.

Implement a process of review and refinement so that high expectations of accountability are sustained.

Provide opportunities for leadership that involve collaboration, co-operation and exhibit professional standards e.g Professional Learning Teams(PLT s) and Staff / Leadership meetings according to the needs and interests of staff members.



Relationships

Ensure a school presence at all significant community events e.g. ANZAC Day.

Create opportunities that nurture family members as partners in student learning and growth e.g. parent information evenings.

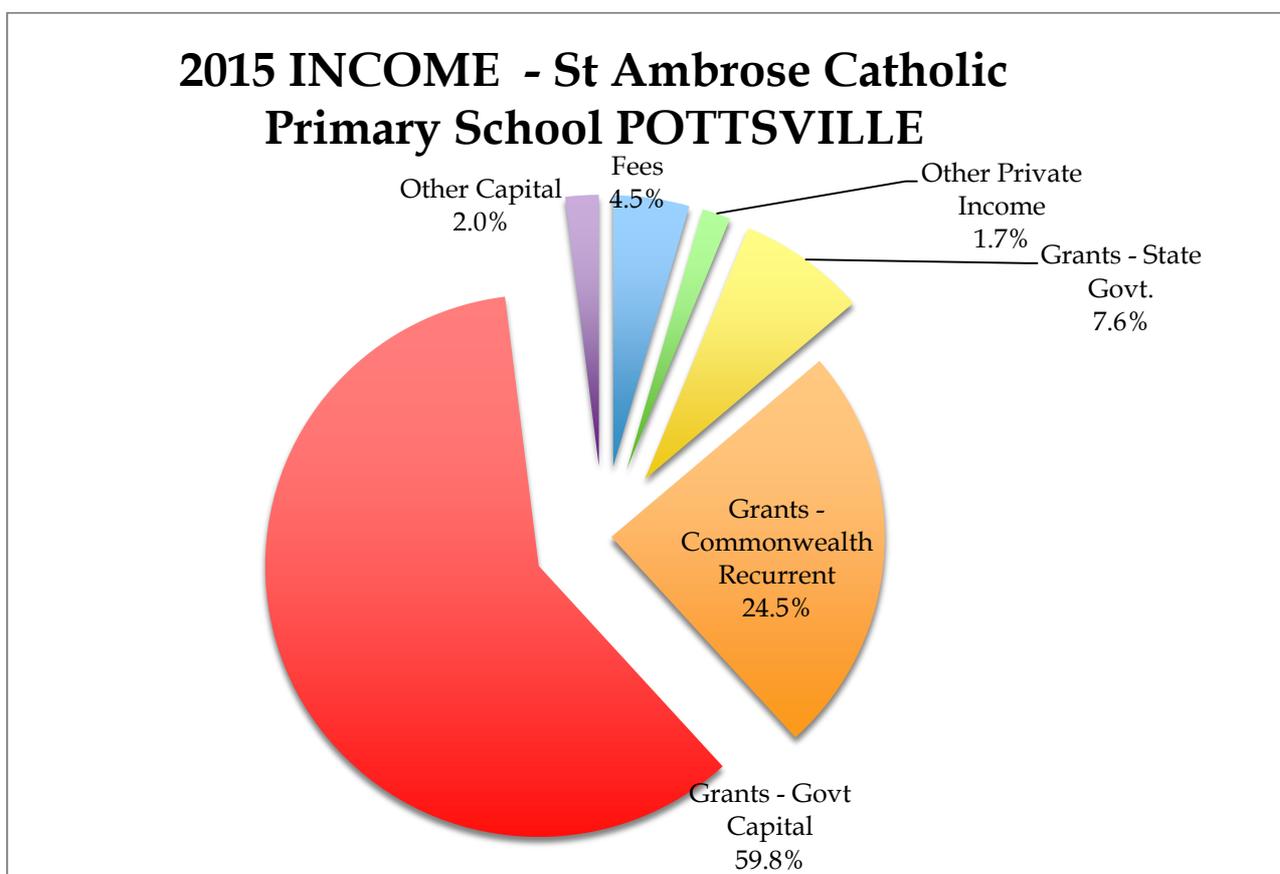
Create a culture where diversity and difference is celebrated.

Provide opportunities that ensure that decision making is collaborative and transparent.

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:



2015 EXPENSE - St Ambrose Catholic Primary School POTTSVILLE

