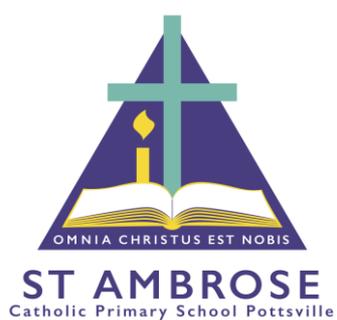


Annual School Report

2018 School Year

St Ambrose Primary School, Pottsville



1 Charles Street

Pottsville NSW 2489

Phone 02 6676 0099

moodle.sapotlism.catholic.edu.au

About this report

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



1.0 Messages

1.1 Principal's Message

The primary purpose of St Ambrose Primary School, Pottsville is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Ambrose Primary School, Pottsville 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 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 St Ambrose Primary School, Pottsville has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Student achievement in the NSW University ICAS testing was at a very high level in 2018, particularly for the Writing and Mathematics tests.
- Experienced exceptional growth across all NAPLAN tests in both Year 3 and Year 5.
- Robotics team made the Lego Robotics Competition Australian final.
- Commenced the year with the lowest percentage of mathematically vulnerable Kindergarten - Year 2 students in the Diocese through MAI testing.

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:

- Students from St Ambrose school marched and participated in the Pottsville ANZAC Day commemoration.
- Hosted the Tweed Shire Council Senior Citizens awards and presentation day.
- Students participated in "Clean Up Australia Day", assisted with the local Dune Care program and participated in "World Environment Day".
- Students from Year 3 helped make "Boomerang Bags" that were then provided to local shopkeepers.
- Celebrate NAIDOC week the school engaged an indigenous dance group to perform and speak to the students about local indigenous history.

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

- Two students selected for Polding teams in Cross Country and AFL.
- Open Rugby League Grand Finalists in the Far North Coast Rugby League Carnival.
- Casuarina Cup Rugby Union Team were Junior Grand finalists.
- Students at the school were given the opportunity to participate in a wide variety of sports including AFL, Hockey, Rugby League, Rugby Union, Swimming, Athletics, Cross Country, Oz Tag, Netball, Gymnastics, Dance and Soccer.



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

Brian Laybutt
Principal

1.2 A Parent Message

The Official body of the Parent Forum consists of school leaders and six parents. In addition to the "official body" all parents/friends are very welcome to attend all Parent Forum meetings which are held twice a term.

In addition to the Parent Forum the school has "class representatives". The role of the "Class Rep" is to work with parents/friends from within their class and coordinate one school event during the year. This event is allocated at the beginning of the school year.

Additionally, the school has Parent Assembly representatives. These Parent Assembly representatives meet once a term with other parents from surrounding Catholic Schools. The Parent Assembly provides a variety of opportunities for families such as a conference in Coffs Harbour, which was attended by a number of parents from St Ambrose and a Parent Assembly Retreat was held at Tyalgum, where again a number of St Ambrose families attended.

Our Parent Forum, through the Class Representative organised and coordinated a number of school events. These included a Disco Night, a Mothers' Day stall and morning tea, Fathers' Day Stall and breakfast, Grandparents Day and a School Trivia Night.

Parents were actively involved in the school. This was reflected in so many ways, for example, as classroom helpers (reading, mathematics, art etc.), assisting on school excursions, Athletics, Swimming and Cross-Country carnivals, school canteen, school uniforms, administrative assistance and as library helpers.

The Parent Forum meetings provide an avenue for parents to participate in the running of the school, by contributing to the policy making process, raising questions, providing feedback, allowing discussion and advising the Principal. Minutes of all meetings are loaded onto the school web page.

The Parent Forum provided the school with financial support in 2018 allowing a school bus shelter to be erected.

Katie Tucker
Treasurer
Parent Form

2.0 This Catholic School

2.1 The School Community

St Ambrose Primary School, Pottsville is located in Pottsville and is part of the St Anthony's Parish, Kingscliff which serves the communities of School families are drawn from the towns and communities of Salt, Casuarina, Cabarita, Bogangar, Hastings Point, Tanglewood, Sea Breeze, Koala Beach,



Pottsville, Cudgera Creek, Black Rocks, Wooyung, Burringbar, Billinudgal, Ocean Shores and Brunswick Heads., from which the school families are drawn.

Last year the school celebrated 4 years of Catholic education.

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

St Ambrose Primary School, Pottsville 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 Mass once a month, whereby students lead the singing including the parts of the Mass and teachers fulfil the ministry duties.
- Promoting and coordinating Sacramental programs which are conducted within the Parish.
- Involving students in the “Student Proclaim” program initiated by the Lismore Diocese, including involvement from parents and families.
- Promoting Family Retreat days (Parent Assembly).
- Facilitating the Parent Lenten group and an ongoing reflection group.
- Attending weekly Masses - Years 3-6 one week, Years K-2 the alternate week with students leading the singing, including parts of the Mass.
- Participating and promoting the “Children of the Light” parish based program.
- Co-coordinating and supporting a parish altar servers’ program.
- Promoting and advertising the online Religious Education resource “FORMED.”

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

St Ambrose Primary School, Pottsville 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
Male	23	30	24	26	16	19	13	151	136
Female	19	27	21	26	14	11	11	129	123

Indigenous <i>count included in first two rows</i>	2	1	0	2	1	1	0	7	5
	EALD (Language background other than English) <i>count included in first two rows</i>	0	3	3	3	2	3	2	16

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, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases parents / guardians must submit an Application for Extended Leave, following this students and their parents may be requested to 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
Average Student Attendance rates	94.7%	93.51%	93.35%	92.54%	93.93%	94.2%	91.08%	93.3%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	2
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	18
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0

5.	Teachers with recognised qualifications to teach Religious Education.	15
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	8

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.20%. This figure is provided to the school by the CSO.

At the end of 2018 with increased enrolments and two temporary staff leaving the school, St Ambrose employed three classroom teachers for 2019. The school also employed an additional Teacher Aid who will support students in the area of mathematics.

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's three CORE VALUES are 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. Twice a term awards are presented to students that reflect these 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. They lie at the heart of St Ambrose Primary School, and underpin all policies and procedures. These Core Values are located around the school and in our school prayer and song, reminding all members of the community of the importance of our values. Parents/carers 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.
- Teachers plan meaningful experiences that engage students so they become more aware of the values of respect and responsibility in our world. Students develop a deeper understanding of these values through the consistent and deliberate permeation of Catholic Worldview in units of work across Key Learning Areas.
- In 2018 the school appointed a teacher to coordinate Student Well Being and Pastoral Care initiatives. This included the development of a school based resource file which allowed teachers to access a wide variety of resources, hard copy and digital, that demonstrated and supported our core values.

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.



The school seeks feedback and input at all Parent Forum meetings. This can entail school based policies, capital expenditure and ongoing direction of the school. Items are listed as "agenda" items, these are openly discussed and feedback is readily sought.

Class student surveys are administered regularly, these ask students to comment on student well being, school policies and pastoral care. As a result of these surveys class teachers can implement appropriate measures as required, be reaffirmed and importantly inform teaching and learning.

In 2018 the school participated in a School Improvement Survey. The results from the survey were very favourable. The survey results were shared with the Parent Forum and all staff. Consequently the survey results were used to set goals for 2019.

Through the Cycles of Improvement (COI) process, teachers are asked to set personal and professional goals. Working with a mentor and the Principal, teachers are supported in developing and achieving these goals throughout the school year. Meetings with all teachers are scheduled which enable staff to talk about their goals but also to share views and discuss general issues pertaining to the school.

In 2018 the school participated in the School Improvement Surveys. 60 families were randomly selected to complete the survey. Data received was overwhelmingly supportive of the school. This data was shared with families at a Parent Forum meeting and staff were given the opportunity to evaluate the data, which contributed significantly to our 2019 planning.

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.

- In support of students experiencing some vulnerability in Mathematics, we offer EMU for students in Stage 1 to strengthen aspects of Number. Students in Stage 2 who are showing signs of vulnerability are supported through a small group intervention using the Mathematics program. Students of Stage 3 are supported through the facilitation on QuickSmart Mathematics Intervention.
- To assist with the maintenance of a strong school English program, we have built a student-centred, research informed English Block which promotes the pedagogical implementation of the Gradual Release of Responsibility Model. Students who require additional support with the development of English skills and knowledge are provided with small group interventions such as Support a Talker, STAR (Succeeding Together As Readers) and LLI (Levelled Literacy Instruction).
- St Ambrose is a technology rich learning environment with Apple devices in each classroom. Teachers are continually refining ways of utilising the technological tools we provide in order to design authentic and engaging learning experiences. We employ a Coordinator of STEM to work with teachers on deepening their confidence when using technology in the classroom and broaden teacher knowledge of the NSW Science and Technology Syllabus.
- St Ambrose boasts an enviable Creative Arts program from Kindergarten to Year 6. We have employed highly skilled, passionate and experienced teachers covering Visual Arts, Drama and

Music. We firmly believe that a strong Creative Arts program not only encourages the holistic growth of our students but supports active participation and engagement in all aspects of learning. Our Creative Arts teachers work tirelessly to integrate components of literacy and numeracy into their programs and align workflows to themes the students are covering within humanities subjects such as History and Geography.

The components of the school educational program are guided by Registration and Accreditation requirements. St Ambrose develops curriculum programs that foster deep learning and supports critical and creative thinking. The development of Scope and Sequences provides a clear outline of the learning for the entire year and these are evaluated and modified on a regular basis. All teachers plan using the St Ambrose unit templates to ensure consistency from K-6. Twice a term, programs are reviewed by the leadership team in collaboration with classroom teachers. Teachers adopt effective research-proven pedagogy to challenge and engage learners in purposeful tasks. Evidence about student learning is gathered using a broad range of strategies and used to give authentic feedback about student progress and inform future planning.

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

- The local parish. St Ambrose works in partnership with Fr Paul McDonald (PP - Kingscliff Parish) in order to deepen the spiritual growth and development of our students, their families and our staff. As a worshipping community, our staff are encouraged to be active parishioners and our families are supported to offer their gifts and talents to various ministries with the parish. All members of the school community are capably supported by the Lismore Diocesan Proclaim initiatives and our students are particularly excited to be involved in the Diocesan Student Retreats.
- School based sporting carnivals and the achievements of students who continue on to Zone and other representative teams are celebrated by the whole community.
- Dance Fever Gymnastics and Dance each year in Terms 2 and 3. These programs are run weekly for each class from Kindergarten to Year 6.
- Local community significant events and observances. Each year, our students represent the school through involvement with localised events such as: ANZAC Day, Lion's Australia Day Awards, Dune Care, Mini Vinnies, Clean Up Australia Day, Green Innovation Awards, Boomerang Bags.
- The Kindergarten Transition program. We have built trusted relationships with all of the Early Years Education Providers in our area and consult closely with key people in these Preschools and Day Care organisations.

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, 53 students presented for the tests while in Year 5 there were 30 students.



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

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

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

At St Ambrose Primary School, Pottsville, 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 St Ambrose Primary School, Pottsville 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	27.7	57.0	24.7	28.0	20.2	13.0	12.8	2.0	7.2	0.0	3.8	0.0
Writing	10.9	11.0	36.0	57.0	24.3	28.0	18.4	4.0	5.4	0.0	2.8	0.0
Spelling	25.8	25.0	25.0	40.0	21.0	25.0	13.7	11.0	8.0	0.0	4.4	0.0
Grammar and Punctuation	30.9	45.0	16.8	19.0	23.2	26.0	12.5	2.0	8.2	6.0	4.2	2.0
Numeracy	17.8	40.0	25.7	25.0	26.5	21.0	16.6	13.0	10.1	0.0	2.1	0.0

Year 5 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School										
Reading	17.4	47.0	20.9	20.0	23.8	23.0	19.6	7.0	11.2	3.0	4.5	0.0
Writing	4.6	7.0	11.5	23.0	27.2	40.0	35.9	27.0	11.5	3.0	7.0	0.0
Spelling	14.6	20.0	22.7	13.0	31.1	50.0	17.7	10.0	9.3	7.0	3.6	0.0
Grammar and Punctuation	18.1	30.0	18.1	23.0	29.1	40.0	16.2	3.0	11.0	3.0	4.9	0.0
Numeracy	12.5	27.0	19.7	23.0	25.9	43.0	26.3	7.0	12.1	0.0	2.6	0.0

St Ambrose Primary School, Pottsville has been recognised and congratulated by ACARA for having demonstrated substantially above average gain in NAPLAN across both 2018 Year 3 and Year 5 cohorts.

Year 3

Very High Achievement

Reading (.83 above State Mean), Writing (.54 above State Mean), Grammar and Punctuation (.56 above State Mean) and Numeracy (.73 above State Mean),

High Achievement

Spelling (.27 above State Mean)

Year 5

Very High Achievement

Reading (.80 above State Mean), Writing (.52 above State Mean) and Numeracy (.50 above State Mean).

High Achievement

Spelling (.23 above State Mean) and Grammar and Punctuation (.27 above State Mean)

At St Ambrose, we are appreciative of NAPLAN as a reliable resource to highlight areas of growth and to look for areas that can be strengthened. We are very proud of our students for achieving these wonderful results and commend our families for the support they offer the school in our pursuit of enabling each of our students to achieve high standards of success.

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:

Staff Professional Learning Activity	Date	Presenter
Consolidating Writing (Term 2 PLC)	03/07/2018	AP & Instructional Leader
Engaging Maths Sessions (Term 3 PLC)	25/09/2018	AP & Instructional Leader
Apple Distinguished School Project	10/04/2018	Executive
Parish Schools Retreat	03/04/2019	Retreat Organisers
Andrew Chinn Staff Workshop	13/07/2018	Andrew Chinn
Data Analysis (K-6)	20/09/2019	Executive
NAPLAN Data Analysis	06/07/2018	Executive

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

Activity	Staff numbers	Presenter
Tweed Cluster Executive Meeting	4	CSO
Parish School Spirituality Training Day	3	CSO
Learning Progressions Training	8	Mary Walsh
Lee Denton Literacy work	8	Lee Denton, Mary Walsh
Apple Education Session	5	Bev Babbage
7 Habits (Covey Course)	5	CSO HR Trainers

The professional learning expenditure has been calculated at \$8115 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in



honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also “open to all who want to share its educational and faith goals inspired by Christian principles” (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Ambrose Primary School, 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. 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. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 Discipline Policy

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

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

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 at the front office or from 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.

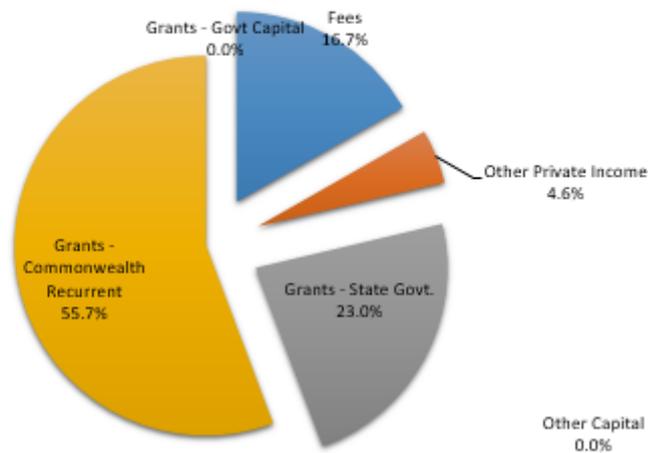
Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Introduced Year level retreats. • Music retreats, which incorporated neighbouring Catholic Schools, were developed and implemented. • Embedded meditation within the school. • Supported youth programs. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Develop a greater understanding of Religious Literacy. • Ensure that class prayer services are more inclusive. • Seek and offer more PD opportunities pertaining to Faith Formation.
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Developed committees that focus on specific areas, such as Apple Technology, Pastoral Care and STEM. • Provided PD opportunities to further enhance areas of individualised expertise. • Through collaborative planning meetings evaluated and set specific directions for the school. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • To ensure that the COI goal setting process is truly embedded within the school. • Promote Apple proficiency with all staff. • Continue to provide PD opportunities whereby staff can develop an area of "expertise".
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Focused on writing highlighting and embedding the seven steps of writing within the English unit. • Used formative assessment tasks. • Focused on lesson design and understanding of the syllabus. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Create a leadership position - "Leader of Literacy" - specifically to oversee the development of a scope and sequence, support teaching practice and action plans in the area of spelling, grammar and punctuation. • Follow up on data and provide feedback to staff.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Continued to work with community organisations e.g. Dune Care, Keep Aust. Beautiful, Boomerang bags, Environmental awareness, Green Team. • Ensured parents felt connected with the school by providing opportunities for involvement and participation. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Provide opportunities for Parent / Community involvement e.g. "Living Library". • Parent Assembly to reach out to the wider community by providing invitations to retreats/workshops/conferences.

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 - St Ambrose Catholic Primary School POTTSVILLE



2018 EXPENSE - St Ambrose Catholic Primary School POTTSVILLE

