

# Annual School Report

## 2018 School Year

### St James' Primary School, Banora Point



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Phone 07 5524 9404

[www.bpplism.catholic.edu.au](http://www.bpplism.catholic.edu.au)

## About this report

St James' Primary School, Banora Point 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 07 5524 9404 or by visiting the website at [www.bpplism.catholic.edu.au](http://www.bpplism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St James Primary School, Banora Point 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 James Primary School, Banora Point 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.

I am very proud to be leading such an innovative and organised school environment, whereby all students are known and loved, and their learning, spirituality and well-being is central to the entire enterprise.

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 James' Primary School, Banora Point has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Had many students from Years 1-6 enter the Les Peterkin Portrait Competition. Two of our students had their work displayed in the gallery and several students received Highly Commended awards.
- Received good news from the Year 6 Religious Education Test with a significant increase in High Distinctions.
- Offered several students from Years 2-6 the opportunity to compete in a variety of assessments from ICAS (UNSW).
- Had many students enter the Write-On Competition. Two of our students, one in Year 2 and one in Year 5 had their writing published in The Best of Write On 2018.
- Had significant development and growth in Mathematics Assessment Interview data.

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:

- In 2018 St James Primary engaged in the 'Deadly Choices Program' based around a Healthy Lifestyle which includes traditional Indigenous games. This was a one hour a week program, that went for 8 weeks. The program was run by Deadly Choices Ambassadors who are ex-elite Indigenous athletes. A health check was also done in partnership with the local Aboriginal Medical Service.
- NAIDOC Week also featured in the St James Primary calendar in Term 3. We joined with St Joseph's College in a NAIDOC Assembly, the local Aboriginal Dance troupe 'Jellurgal Dancers' performed and a local Indigenous Aunty performed the Welcome to Country, which was followed by a celebratory morning tea.
- St James Primary also participated in significant community events such as the Tweed Heads Coolangatta Anzac Day March and Service, as well as the Murwillumbah Eisteddfod and Tweed Public Speaking competition.



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

- A number of students from St James Primary represented the school at Zone, Diocesan and Polding levels in a variety of sports including; cross country, athletics, swimming, netball, soccer, rugby league and AFL.
- The Senior Girls' Netball Team won the NSW Netball Gala and advanced to the Far North Coast Regional Final.
- The Under 10s Rugby League team won the Tweed All Schools Rugby League day and were invited to compete at the All Schools Rugby League event in Sydney;
- All students participated in a 2-week intensive water safety program.
- All students from Years 3 to 6 participated in a Term 4 rotational sporting program which offered a variety of sports including: Water Polo, Skating, Lawn Bowls, Tennis, Gymnastics, Skating and Martial Arts.

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 James' Primary School, Banora Point is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Nicholas McTaggart  
Principal

## 1.2 A Parent Message

We were a new family to St James Primary in 2018 and I was very impressed with the opportunity and openness of communication between the school and parents, allowing strong partnerships to build within the school community.

Although the Forum meetings in 2018 had been open to all, attendance was still quite low. We did however, find that parents were still actively volunteering and helping out at specific fund-raising and social events throughout the year. So, in an attempt to encourage more attendance at the meetings, during the AGM in August, the forum decided to trial a less formal approach for 2019. The new model will take the perceived pressure away from parents over the more traditional roles of a structured committee.

As a parent, I greatly appreciate that the School leadership takes the time to listen to concerns of the children and families, and that they are willing to think outside the box while trying to eliminate the gap between the needs of the school and the needs of families.

Katrina Renwick  
Member  
Parent Forum



## 2.0 This Catholic School

### 2.1 The School Community

St James' Primary School, Banora Point is located in Banora Point and is part of the St Joseph's Catholic Parish which serves the communities of Banora Point, Terranora and Bilambil Heights, from which the school families are drawn.

Last year the school celebrated 25 years of Catholic education.

The parish priest Fr Michael Brady and school chaplain Fr Gabriel Ezenwa are involved in the life of the school.

St James' Primary School, Banora Point 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:

- Involvement in the Parish Schools Choir. The students practice on a weekly basis with the Parish pastoral associate and participate in the monthly family Masses at St Joseph's Church Tweed Heads;
- Encouragement of staff participation and engagement in the ministries of the Parish;
- Participation in the monthly Parish family Mass at St Joseph's church. Staff and students lead the music via the band and the choir. Involvement with providing children's liturgy in the parish hall and participation in the Mass by reading, altar serving, presentation of the gifts at the offertory procession and through a specific year group activity which includes Gospel dramatisation and singing;
- Support of the Parish Sacramental program via the promotion of a parent information evening, teacher participation in running the sacramental sessions at the Parish Hall and highlighting the students receiving the sacraments and participating in the liturgical celebrations;
- Involvement in the Reflection day for Confirmation at the Parish hall. This includes coordinating and organising appropriate activities for students from both parish schools and state schools.

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 James' Primary School, Banora Point 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>	26	28	19	20	28	17	33	171	173
<b>Female</b>	24	25	26	28	35	32	28	198	200
<b>Indigenous</b> <i>count included in first two rows</i>	7	3	2	6	4	2	9	33	28
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	4	6	9	5	2	2	4	32	33

### 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 completing an absentee form via our school app (School Stream), phone call, or by replying to our sms message preferably on the first day of absence before 3pm, 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>	95.3%	94.9%	92.3%	95.2%	91.3%	95.9%	91.9%	93.8%

### 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.	21
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	19



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.	17
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	8

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.43%. 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:

- During 2018 students and staff contributed generously to social justice appeals, including St Vincent de Paul Winter Appeal and Caritas.
- Awards for outstanding citizenship and school spirit were presented by Rotary at our end of Year 6, assembly.
- Students struggling with grief were given the opportunity to complete the Seasons For Growth Program.
- As a Positive Behaviour School underpinned by Catholic values, 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. All awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.
- The Student wellbeing policy was addressed through the discernment of a staff action team.

## 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 school participated in the Building Cultural Capacity Program supervised and supported by the Catholic Schools Office. BCC offers the school the opportunity to review aspects of school life and plan ahead. During BCC a number of staff meetings were conducted to gauge the opinion of all members of the staff community. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy, and school procedures:



- Insight SRC survey tool for parents, staff, and students;
- Building Cultural Capacity Program to gauge and engage voice, ownership, and engagement with staff;
- Developing the Parent Forum;
- Implementing a new role of Parent Partnerships Officer whose role was to engage with parents to enhance partnerships;
- Development and feedback on the school's canteen strategy.

### **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.

- An emphasis on data driven learning support was implemented through the school Intervention Plan and delivery of targeted literacy and numeracy strategies. The Castl strategy, involving a team analysis inquiry cycle of student work samples also facilitated targeted learning plans to support individual needs. A continued focus on extending mathematical understanding through the implementation of EMU strategies and the Diocese Mathematics Block was also supported through professional learning and the training of an additional EMU Specialist Teacher.
- A shared whole school belief statement and practices about writing was co-created by staff, and students were encouraged to enter writing competitions including; the NSW Education Standards Authority Writeon Competition. Other enrichment opportunities included: entry into The Les Peterken Portrait Prize, 61 students participated in the Premiers' Reading Challenge and Year 5 and 6 students were awarded first places in their sections at the Murwillumbah Performing Arts Choral Verse Speaking competition. All students applied their Creative Arts learning, performing at the Dance Spectacular, which was held at the Civic Centre in Tweed Heads. Friday clubs also provided an opportunity for student voice, enabling nomination and exploration of a learning area of passion.
- Further purchase of chrome books, facilitated greater student access to digital technologies across the curriculum and an innovative Science & Technology Specialist learning space, incorporating a Discovery Zone, Makerspace and Lab, resulted in increased student engagement, as revealed in student voice surveys.

At St James Primary, our curriculum approach is underpinned by the Understanding by Design (UbD) model to guide educator teams in the design and implementation of inquiry units. Educators at St James, plan and review the curriculum, in collaborative professional learning teams. We use Du Four's "Four Critical Questions," to address data, informing curriculum and pedagogical delivery to meet student needs. The learning and teaching and assessment cycle is underpinned by this inquiry. Educators and students use learning intentions and success criteria to support the philosophy of "Visible Learning". At St James Primary we use the SOLO Taxonomy (Biggs & Collis 1982) to help classify, design and co-construct intended learning intentions and success criteria. To further encourage student ownership of their learning students set individual learning goals.

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

- Significant religious events throughout the liturgical year including masses, liturgies, whole school prayer, fundraising for Caritas Australia's Project Compassion and Catholic Mission, community service activities such as Mini Vinnies and whole school donations of food, toiletries and clothing for the disadvantaged and homeless.
- The school community Fete which raised additional funds to supply a shade sail over the school playground.
- The Evolution of Dance Spectacular where the students entertained their family and friends through song and dance.
- Various sporting events throughout the year as highlighted in the Sporting Achievements section of this report.
- The inception of the revised Science and Technology Program at St James Primary. A snapshot of this new program was highlighted in an article in the September 2018 issue of Catholic Life - Diocese of Lismore magazine. ICT at St James continues to guide students to explore, explain, design and create to make sense of the world around them and how it works.

## **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, 48 students presented for the tests while in Year 5 there were 49 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 James' Primary School, Banora Point, 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 James' Primary School, Banora Point 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										
<b>Reading</b>	27.7	22.92	24.7	16.67	20.2	43.75	12.8	10.42	7.2	6.25	3.8	0.0
<b>Writing</b>	10.9	16.67	36.0	29.17	24.3	33.33	18.4	16.67	5.4	2.08	2.8	2.08
<b>Spelling</b>	25.8	20.83	25.0	37.5	21.0	16.67	13.7	12.5	8.0	12.5	4.4	0.0
<b>Grammar and Punctuation</b>	30.9	39.6	16.8	18.8	23.2	22.9	12.5	12.5	8.2	6.25	4.2	0.0
<b>Numeracy</b>	17.8	10.42	25.7	35.42	26.5	33.33	16.6	12.5	10.1	6.25	2.1	2.01

**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										
<b>Reading</b>	17.4	22.45	20.9	22.45	23.8	26.53	19.6	24.49	11.2	4.08	4.5	0.0
<b>Writing</b>	4.6	2.04	11.5	16.33	27.2	26.53	35.9	40.82	11.5	8.16	7.0	4.08
<b>Spelling</b>	14.6	8.16	22.7	22.49	31.1	57.14	17.7	4.08	9.3	6.12	3.6	0.0
<b>Grammar and Punctuation</b>	18.1	18.37	18.1	18.37	29.1	38.73	16.2	20.41	11.0	4.08	4.9	0.0
<b>Numeracy</b>	12.5	8.16	19.7	38.78	25.9	34.68	26.3	14.29	12.1	4.08	2.6	0.0

The importance of literacy and numeracy skills is well established. These skills have a significant impact both on individuals and on society as a whole. At St James, NAPLAN data is analysed and triangulated with other student data to inform learning and teaching, intervention resourcing, and inform future goal setting.

Year 3 average school scores were above the average state scores in writing, grammar and punctuation, and on par in spelling.



Year 5 average school scores were above the average state scores in writing, reading, grammar and punctuation and numeracy.

With further analysis, data also shows that across both Year 3 and Year 5 an upwards trend in numeracy is evident. The correlation between professional learning and implementation of pedagogical practices including: differentiated EMU strategies, data based targeted interventions and the introduction of problem based rich tasks as part of the Mathematics Block in 2017/2018 may be the cause of this trend.

### 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
Spirituality Parish School Retreat	29/03/2019	Louise Kuhn, Jacqui Malone, Rhonda Cree
Mathematics Block Day	12/06/2019	Sue Jones, Rhonda Cree, Michelle Clarke
Culture Forum	01/11/2019	Action & SIT Teams
Mathematics Block Day 2	13/06/2019	Sue Jones & Rhonda Cree
Administration Day	29/01/2019	Nicholas McTaggart

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

Activity	Staff numbers	Presenter
Annual Conference Mathematical Association NSW	4	Dan Meyer, Eddie Woo
Writing the Future	4	PETAA
Writing, Oral Language	3	Sheena Dempsey & Louise Cameron
IOTF5 \Into The Deep\	3	CEO Michael Priddis, Mark Scott NSW DoE Education Secretary, Larry Rosenstock, Libby Woodfin, Principal Michelle Navarre, Marc Chun

The professional learning expenditure has been calculated at \$7622 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 socioeconomic 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 James' Primary School, Banora Point 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.

[Enrolment Policy](#)

### **4.2 Pastoral Care Policy**

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. St James Primary is a Positive Behaviour School (PBS) and has based procedures and policies on the Diocesan Pastoral Care Framework. 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.

#### 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>• Identified, analysed and planned from data to strengthen the Catholic Life of the school. Strengthened the Catholic life of our school by embedding the Catholic Identity of St James.</li><li>• Nurtured the Catholic Ethos of the school community, to encourage living witness to the Catholic Worldview.</li></ul>	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"><li>• We will cultivate a climate of hospitality, where behaviours and attitudes will reflect the Gospel teachings of Jesus.</li><li>• We will engage a holistic approach to ensure that everyone can articulate and authentically action the 6 Catholic Social Teachings.</li></ul>
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"><li>• Enhanced voice, engagement, and ownership amongst staff.</li><li>• Investigated how to authentically achieve academic growth for every student.</li><li>• Gathered data around staff well-being and pursued actions to ensure supported growth.</li><li>• Promoted a positive growth mindset amongst all stakeholders.</li><li>• Generated a voice across all stakeholders to gain a deeper understanding of student well-being needs (social, emotional, physical, academic).</li></ul>	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"><li>• We will empower and engage all staff members to collect stakeholder voice through the work of the SIT and action teams to bring about school improvement.</li></ul>

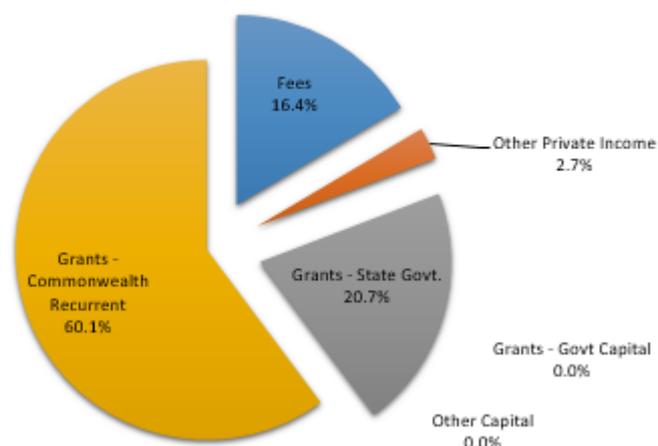
<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Raised student engagement and outcomes in literacy through building teacher capacity to apply researched and targeted strategies.</li> <li>• Developed a 'Whole School Belief and Practices Statement' for writing.</li> <li>• Raised student engagement and outcomes in numeracy through building teacher capacity to apply researched and targeted strategies.</li> <li>• Co-created agreed/aligned practices to embed "Mathematical Belief Statement".</li> </ul>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• We will build the professional culture of our school through co-teaching to improve collective teacher efficacy and student outcomes.</li> <li>• We will apply the principles of visible learning to improve outcomes for all students through effective feedback.</li> </ul>
<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• Relunched new Parent Forum committees;</li> <li>• Redeveloped Parent Forum Charter.</li> <li>• Provided opportunities for social connection.</li> <li>• Received a 'Fullness of Life Award' in the area of Parent Partnerships.</li> </ul>	<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• We will deepen partnerships with parents through the development of a Playgroup and by reinvigorating the Parent Forum.</li> </ul>

## 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 James Primary School BANORA POINT**



## 2018 EXPENSE - St James Primary School BANORA POINT

