

Annual School Report

2018 School Year

Our Lady Help of Christians Primary School, Lismore



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About this report

Our Lady Help of Christians Primary School, Lismore 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 6621 5490 or by visiting the website at www.lisslism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of Our Lady Help of Christians Primary School, Lismore 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. Our Lady Help of Christians Primary School, Lismore 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 is committed to providing innovative and contemporary learning and teaching for all students. A contemporary learning approach that is personalised, and is responding to the learning needs, interests and experiences of each student. Our aim is to empower students with the knowledge, skills and capabilities to respond creatively to the challenges of their world.

We aim to provide learning environments that are safe, supportive, challenging and consistent. Our learning spaces are flexible and intentionally designed to encourage our students to be innovative, promote inquiry and help create a sense of belonging and purpose that strengthens the learning culture.

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 Our Lady Help of Christians Primary School, Lismore has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Two teams of Year 5 and 6 students represented our school in the Tournament of the Minds competition in Kingscliff. Both teams did extremely well receiving honours. This was a fantastic achievement for our parish school community.
- We received extremely positive results on the Year 6 Religious Education test with one student receiving a High Distinction, ten students receiving distinctions and 15 students receiving credit certificates. This was an exceptional achievement for our school.
- Twelve students participated in the ICAS competitions with one student receiving a Distinction in Mathematics and four students achieving credit certificates.
- We attended Southern Cross University for the Year 5 Science and Technology, Engineering and Mathematics competition finishing in second place.
- We participated with great success in the Premier's Reading Challenge with over 100 students being involved and completing the challenge.

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:

- Indigenous Education Worker accompanied 15 students to a cultural day at the Lismore Showgrounds as part of our NAIDOC Week celebrations.
- Presented our traditional tableau to the parish, school and wider community as part of our annual Christmas Carnival.
- Supported the local ANZAC Day March with a strong student, staff and parent representation. Our school leaders laid a wreath on behalf of our school community.
- Choirs represented our school at the Lismore Eisteddfod winning first place in their categories.



- Supported a number of charities throughout the year. This included our local farmers, Caritas and St Vincent de Paul. Our Mackillop Youth group also supported our parish by donating fifteen Christmas Hampers for disadvantaged families in the Lismore area.

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

- Our school soccer team came 3rd in the Zone Schools Gala Day and our netball team came 1st in the Zone Schools Gala Day. The netball team went on to play in Grafton finishing 4th overall.
- Our Rugby Union team was successful and we had one student selected to represent Lismore Diocese at the Polding Rugby Union Winter Trials.
- Our students represent the school in the following sports: Swimming, Athletics, Cross Country, Softball, Netball, Rugby Union, Cricket, Hockey, Tennis and Soccer.
- Our school had three students represent Lismore Diocese at Polding level in swimming.
- Our school received an Australian Sporting Schools Grant which allowed all students from K-6 to be involved in a variety of sporting experiences and gave them the opportunity to be active. This grant also allowed the school to purchase sporting equipment to further develop students' skills.

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. Our Lady Help of Christians Primary School, Lismore is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Michael Piccoli
Principal

1.2 A Parent Message

Our Lady Help of Christians Parent Forum aims to help build lasting friendships and strengthen our parent partnership among parents and guardians of the school whilst developing a strong sense of school community.

We are extremely fortunate at OLHC in having a very active group of parents and guardians who support our parish school through being involved in the Forum. The Parent Forum aims to meet twice a term and we have been well supported with strong numbers of approximately twenty to thirty parents attending each meeting. We welcomed and thanked our new Kindergarten parents attending for the first time in 2018.

The Parent Forum has continued to lead and support fundraising initiatives and is a vital part of the school, raising funds for much needed resources that may otherwise not be achieved through the school budget. This includes the purchase of K-2 Making Jesus Real Books for our students, new computer charging trolleys and shade sails.

The past 12 months have been busy for the parent Forum. We have organized a number of fundraising activities including Mother's Day and Father's Day stalls, held a very successful pie drive and ran the Annual School Christmas Carnival. The Christmas Carnival is a great parish and school community event and it would not be possible without the support of all staff, parents and students of OLHC.

In addition to the fundraising work of the Forum, we have also incorporated a strong focus on the school's learning agenda and school improvement priorities. We are continually working to



strengthen our school and parent partnerships and now have the opportunity to provide honest and regular feedback to assist the school in moving forward for the benefit of all our children.

Our parish school is thriving at the moment; it is an exciting time to be part of the school community and for our children to be at school here.

Kristy Hague
Parent Forum Secretary
Parent Forum Member

2.0 This Catholic School

2.1 The School Community

Our Lady Help of Christians Primary School, Lismore is part of the Our Lady Help of Christians Parish South Lismore which serves the communities of South Lismore. School families are drawn from the towns and communities of the Lismore area.

Last year the school celebrated 101 years of Catholic education.

The parish priest Rev. Father Peter Karam is involved in the life of the school.

Our Lady Help of Christians Primary School, Lismore 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:

- Organisation of monthly Parish Family Masses in our Parish Church led by the students, followed by dinner on the parish grounds.
- Strong involvement in our Parish Sacramental Programs.
- Support for our parish Liturgy Roster e.g. altar serving, computer, reading, offertory etc... and enhancement of Feast and Solemnity Masses through provision of music/singing and participation in Palm Sunday procession.
- Increased community partnerships with Parish Christmas Carnival and Tableau.
- Weekly Friday Mass attendance by students and families as part of our connection to parish life.

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

Our Lady Help of Christians Primary School, Lismore 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	8	15	15	10	13	22	21	104	111
Female	20	19	9	20	25	8	20	121	111
Indigenous <i>count included in first two rows</i>	2	1	0	0	4	3	2	12	11
EALD (Language background other than English) <i>count included in first two rows</i>	0	0	0	0	0	0	0	0	0

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, 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
Average Student Attendance rates	94.2%	95.3%	93.5%	93.8%	93.9%	94.3%	94.2%	94.2%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	2
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	14
3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESAs Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	12
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 95.30%. This figure is provided to the school by the CSO.

We welcomed two new staff members to Our Lady Help of Christians this year: Miss Rebecca O'Connor and Mrs Carissa McCall.

Mr Michael Piccoli commenced at the beginning of the school year as our new Principal.

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:

- Making Jesus Real is lived daily in our Parish School with MJR awards presented weekly acknowledging the evidence of our school values in student behaviour.
- Behaviour management focuses on opportunities for our students to learn and accept guidance in understanding acceptable behaviour and accepting responsibility.
- We implement Restorative Practices to strengthen and improve student relationships and positive behaviour choices.
- At all times students, staff and parents are expected to be respectful of each other in their everyday interactions.
- Our Year 6 Leadership Teams work closely with our younger students to develop positive respectful relationships and promote and model positive behaviour.

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 Diocese of Lismore School Improvement Surveys (DOLSIS). DOLSIS offers the school the opportunity to review all aspects of school life to enable reflection on the data received from parents, students & staff and to use this data to plan for continual school improvement and ask questions to drive future inquiry.

Parents are encouraged to meet with school staff or the school's leadership team if they have a concern about their child or children. This is communicated via our school newsletter and at our beginning of year parent information session.

Our school grievance policy is implemented and available to parents. The support of the Catholic Schools Office is also sought when required.

Parents have the formal opportunity to meet with teachers as part of our Parent/Teacher/Student Conferences held at the end of Semester 1. Parents are also made aware that they can contact teachers at any time to discuss student learning needs or wellbeing.

Our Parent Forum offers many different opportunities for all parents to be involved in key decision making processes and have their voice heard in relation to the direction of our school.

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.

Our school provides intensive intervention programs to support students in their learning. Students needing intervention to assist them with success have opportunities to be involved in LLI- Levelled Literacy Intervention, EMU-Extending Mathematical Understanding, STAR Reading, MiniLit and MacqLit. All intervention programs are implemented by specialist teachers and occur four to five times per week to allow maximum impact on student learning.

The school has a rigorous approach to implementing Literacy and Numeracy and is well supported through a full-time Instructional Leader and Assistant Principal Learning and Teaching. Student learning is tracked using the Learning progressions and teachers are highly accountable for student learning and growth in their classrooms.

Our school has a specialist teacher driving a rich and engaging Health and Physical Education program in the school. Students are engaged in many opportunities to experience and develop new skills in accordance with the NSW Education Syllabus and have opportunities to make connections with local sporting establishments to further develop their interests and abilities.

The school is extremely well supported through a one to one device for each student and classrooms being equipped with the latest technology to support student learning. Technology is



seen as a powerful tool to enrich the learning experience and allow students the opportunity to become global citizens in an ever changing digital world.

As a Professional Learning Community, our school continues to work towards developing evidence based 21c pedagogy. This pedagogy will underpin learning across the school, Kindergarten to Year 6. Our classrooms are equipped with furniture that provides flexible learning spaces to support individual student learning styles. It also includes sit -to-stand space, group learning spaces and a variety of seating options to support contemporary classroom design. All students have access to up-to-date ICT resources and contemporary pedagogies that encourage successful participation in all learning activities. We also have an extensive intervention support structure with a direct focus on individual student learning needs driven by student centred Professional Learning Team meetings which are held weekly. Our teachers are committed to providing engaging and challenging learning opportunities for our students as we look to strengthen our learning agenda and improve student outcomes.

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

- The Christmas Tableau and provide an opportunity to engage and evangelise the community as we share our faith and traditions.
- Creative Arts including representing the school at the Lismore Eisteddfod in singing, dancing, drumming, drama productions and through the local Lismore Art Festival.
- Many different sporting opportunities at a school level and community level. Our school is involved with local sporting clubs and are supported through many coaching initiatives. This includes baseball, netball, soccer, football, tennis and swimming.
- An ICT rich learning environment providing many opportunities for students to use technology to support and enhance their learning. This year has also seen the purchase and introduction of Robotics and our STEM Maker Space.

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, 29 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 Our Lady Help of Christians Primary School, Lismore, 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 Our Lady Help of Christians Primary School, Lismore 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	31.0	24.7	20.7	20.2	24.1	12.8	17.2	7.2	6.9	3.8	0.0
Writing	10.9	13.8	36.0	31.0	24.3	17.2	18.4	24.1	5.4	13.8	2.8	0.0
Spelling	25.8	10.3	25.0	24.1	21.0	27.6	13.7	13.8	8.0	6.9	4.4	17.2
Grammar and Punctuation	30.9	41.4	16.8	10.3	23.2	10.3	12.5	17.2	8.2	13.8	4.2	6.9
Numeracy	17.8	10.3	25.7	37.9	26.5	20.7	16.6	24.1	10.1	3.4	2.1	3.4

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	13.3	20.9	0.0	23.8	33.3	19.6	23.3	11.2	20.0	4.5	10.0
Writing	4.6	0.0	11.5	0.0	27.2	16.7	35.9	46.7	11.5	23.3	7.0	6.7
Spelling	14.6	6.7	22.7	3.3	31.1	33.3	17.7	40.0	9.3	10.0	3.6	6.7
Grammar and Punctuation	18.1	10.0	18.1	10.0	29.1	36.7	16.2	16.7	11.0	16.7	4.9	10.0
Numeracy	12.5	10.0	19.7	6.7	25.9	23.3	26.3	46.7	12.1	10.0	2.6	3.3



Year 5 NAPLAN results indicate the majority of students have achieved at or above expected growth in Reading, Spelling and Numeracy from their Year 3 results in 2016. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy.

The data for Year 3 indicates that results are steadily improving in Reading, Grammar and Numeracy. This improvement can be attributed to professional development for all teachers in Mathematics and English. In addition, intervention programs and strategies targeting students at risk in literacy and numeracy coupled with ongoing tracking of student growth and achievement can be linked to these results. Writing will continue to be a focus for our school as we look to improve student growth and performance.

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
Staff Spirituality Day	13/04/2018	School Leadership Team
Building Cultural Capacity	03/09/2018	School Improvement Team/School Services Consultant
Social and Emotional Learning	23/07/2018	Shona McKay
literacy through Literature	06/07/2018	Lee Denton
Effective Mathematics Block	06/07/2018	Leader of Pedagogy/Instructional Leader

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

Activity	Staff numbers	Presenter
Catholic Worldview Permeation	15	Kristy Hague
Rich Literature and the English Block	20	Lee Denton
Embedding an Effective English Block	7	Lee Denton
Ideal School	22	Leadership Team
Writing-Shared Beliefs and Understandings	20	Leader of Pedagogy and Instructional Leader
Learning Progressions	7	Leanne Feltis/Instructional Leader

Effective Use of Teacher Aides to enhance student Outcomes	22	Viveca Larcher/Cynthia Denny
Christian Meditation	3	Helen Hunter
Effective Use of Teacher Aides to enhance student outcomes	22	Viveca Larcher/Cynthia Denny

The professional learning expenditure has been calculated at \$7683 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 Our Lady Help of Christians Primary School, Lismore 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 and our parent forum.

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> <p>Enhanced and built upon our strong Catholic Identity and culture in our school.</p> <p>Evangelisation</p> <p>Embedded our Josephite Charism within the school.</p> <p>Embedded Making Jesus Real across the school.</p> <p>Catechesis.</p> <p>Everything we do in this school is through the lens of Christ.</p> <p>Delivered a quality Catholic Religious Education Curriculum through innovative pedagogy and resources</p>	<p>Catholic Identity and Mission</p> <p>To further enhance and build upon our strong Catholic Identity and culture in our school.</p> <p>Evangelisation</p> <p>Continue to embed Making Jesus Real across the school</p> <p>Catechesis</p> <p>Continue to deliver a quality Catholic Religious Education Curriculum through innovative pedagogy and resources</p>

<p>Teaching and Learning</p> <p>Improved student achievement through cycles of inquiry.</p> <p>Literacy: Developed whole school shared beliefs and practices around writing through an inquiry approach.</p> <p>Increased teacher capacity to effectively teach writing.</p> <p>Embedded an effective English Block K-6</p> <p>Numeracy</p> <p>Increased student knowledge and understanding in whole number and place value.</p> <p>Developed students' skills and understanding in solving two and three step problems.</p>	<p>Teaching and Learning</p> <p>To improve student achievement through cycles of inquiry</p> <p>Literacy: Continue to embed an effective English Block K-6 by developing whole school agreed beliefs and practices.</p> <p>Numeracy</p> <p>To embed the use of formative assessment data to target student learning needs in our Mathematics block.</p>
<p>Community and Relationships</p> <p>Enhanced the respectful, resilient and positive relationships within our school.</p> <p>Explored Positive Behaviour Support.</p>	<p>Community and Relationships</p> <p>Develop a positive learning environment where the whole school community feels included, connected, safe and respected.</p> <p>Foster and maintain positive, caring and respectful student–student, student–teacher, teacher–parent, teacher–teacher relationships.</p> <p>Proactively build collaborative relationships with families to create a shared understanding of how to support student learning, safety and wellbeing.</p>

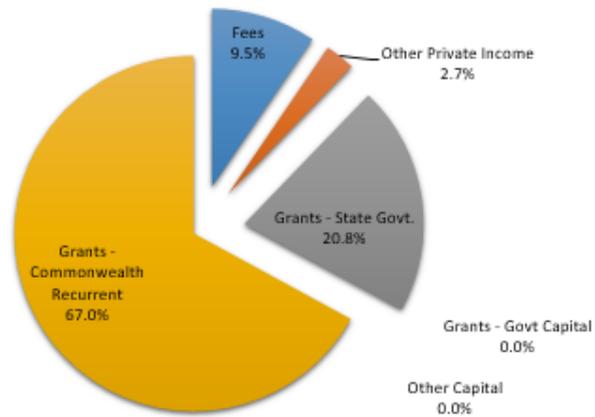
6.0 Financial Information

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 - Our Lady Help of Christians
Primary School LISMORE SOUTH**



**2018 EXPENSE - Our Lady Help of Christians
Primary School LISMORE SOUTH**

