



2019

Principal: Mrs Jo Martorella



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

2019 ANNUAL REPORT

Jo Martorella
Principal



'Do small things with great love'

Mother Teresa Catholic Primary School Annual Report 2019

Mother Teresa Catholic Primary School

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The Mother Teresa Catholic Primary School Annual report provides information to the school and broader community about the progress of Mother Teresa Catholic School throughout the year. It is drawn from school data, surveys, staff and student feedback and the review of the School Annual Improvement Plan.

VISION STATEMENT

Mother Teresa Catholic Primary School is a Christ-Centred, inclusive learning community that embraces the gospel values of **Faith, Love, Community, Compassion, Hope and Joy**, exemplified through the life and work of Mother Teresa, we strive to make a difference in our world and to all humanity.

MISSION STATEMENT

Our Mission as a Catholic School is:

- Foster a safe and friendly environment where everyone is valued and accepted;
- Nurture the whole person, emphasizing faith, love, community, compassion, hope and joy;
- Promote excellence in all areas of education and a life-long love of learning.
- Through our rich learning experiences to make a difference in our world and to all humanity.
- Mother Teresa Way - Charter of Positive Relationships

PRINCIPAL'S MESSAGE

It is with great pleasure and pride that I present Mother Teresa Catholic Primary School's 2019 Annual Report. This year the school opened its doors to Transition through to Year 6 students. The student enrolment numbers increased from 44 students in 2018 to 177 students currently in 2019. Our students have all come together from a wide variety of schools in the Darwin region and have connected and created amazing friendships in such a short time. Our staff has increased from 20 to over 50 staff. I would like to express my sincere gratitude and appreciation for the work of all staff members at the school for the care and commitment they have to ensuring that each child at the school feels safe and happy to learn.

We are a Catholic school that is inspired by the gospel teachings of Jesus Christ. We provide students with an excellent education that has a strong values focus on; Faith, Love, Community, Compassion, Hope and Joy. Mother Teresa Catholic Primary School continues to pride itself on building strong community partnerships. We are proud of the connections we are building with parish, families, parents as partners, Catholic Education Office and other community networks. We are committed to strong school and home partnerships and encourage parents to be active partners in their child's education. Our Early Learning Centre and Outside School Hours Care provides excellent care and service to our students

This year our students participated in liturgies and masses throughout the year. Many students participated in prayer for the first time. We are grateful to our Parish priest Father Tom for his classroom visits each week and his contribution to our school faith life. All of our students continue to develop their understanding of our Mother Teresa Way which helps guide both our work and play.

This year we have continued to build on our pedagogical framework underpinned by our Catholic Identity and Mission goals. Our Teaching and Learning focus on Inquiry Based Learning, continues to be developed and we look forward to its implementation across the school in 2020. Our staff have all participated in professional development that clearly aligns with our Annual School Plan including; Inquiry Based Learning, Text to Talk and Digital Technologies. Our primary staff have been dedicated to delivering quality teaching and learning across all year levels in the pursuit of excellence.

Community and Culture are core areas of school life at Mother Teresa. We embrace cultural diversity and celebrate our differences. Our Aboriginal Indigenous Education Worker (AIEW) has organised many events throughout the year including; NAIDOC Week, Sorry Day and, currently a weekly cultural education program.

This year our Parents as Partner's have contributed to the success of many events throughout the calendar year. Our Environment Committee set up our garden beds and our chickens are now happily laying eggs each day. Our Social Committee organised many school events including; Movie and Pizza Night, Father's

Day and Mother's Day Stalls. Our Cultural Committee organised an amazing Harmony Night which highlighted our wonderfully diverse cultural backgrounds. Thank you to our Pastoral Care Committee for organising Australia's Biggest Morning Tea and also delivering our Care Packages to disadvantaged families in the community. Mother Teresa Catholic Primary is proud of the connections it has made with the local community including our Walk for Daniel Day supported by our local IGA and local police.

Our ELC is fully booked and has a large waiting list for 2020. This keen interest in the ELC is attributed to the professionalism and dedication of all staff led by Assistant Director Cherry Valenzuela. This December, we will offer Vacation Care to our families.

We are proud of the foundations laid down by the school since opening in 2018. Together we are building a strong, faith community and educational foundation for our students to succeed today and in the future. We strive to 'Do small things with great love' in every aspect of school life. We continue to look forward to future growth and to ensuring excellence in Catholic Education.

Peace and Blessings,
Jo Martorella



SCHOOL PROFILE

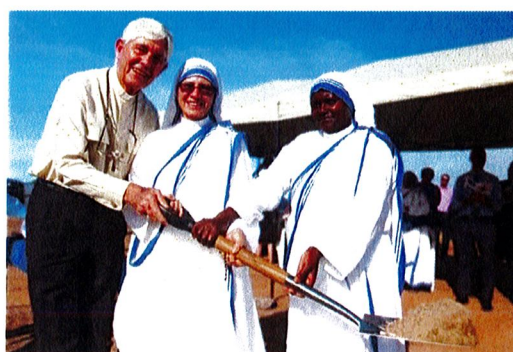
Mother Teresa Catholic Primary School is located in Zuccolli, in Palmerston. As one of the newest schools in the Northern Territory Catholic Diocese, we are committed to providing an authentic, quality Catholic Education by promoting a safe, stimulating and nurturing environment.

Our educational program embraces gospel values whilst catering for the academic, spiritual, physical, social and emotional needs of each student. We look to our patroness Mother Teresa, as an example of ways in which we can give life meaning, direction and purpose, just as Jesus showed us.

We provide an inclusive curriculum that supports, encourages and challenges individual student development. Our school has been built with 21st Century contemporary learning spaces that allow students to learn in innovative, flexible and engaging ways as a community of learners. The integration of modern technology into the curriculum is used to support the learning process.

Our school consists of a culturally rich and diverse cohort of students and families from across the world. We believe that together we can, "Do small things with great love" to ensure the education, development and formation of our students. Our aim is to teach our students to reach out to the wider community and to make a difference to the lives of others. At Mother Teresa Catholic Primary School, we provide educational programs for students from the ages of three through to twelve years. The Early Learning Centre (3 -5 years), Transition through to Year 6, and Outside of School Hours Care.

Mother Teresa Catholic Primary School provides specialist teaching in Indonesian, Music, Dance, Visual Art, Health and P.E. Our Aboriginal and Indigenous Education worker supports our Aboriginal and Indigenous students. Mother Teresa has implemented many programs to support children's development of social and emotional skills including the Mind Up program. A range of extracurricular activities is offered to students including interschool and school-based sporting events, academic competitions, instrumental program and community activities.



STUDENT PROFILE

Student Population for 2019 (August Census Data)

Year	T	1	2	3	4	5	6
Boys	23	14	12	14	6	6	13
Girls	15	16	12	12	7	12	6
Total	38	30	24	26	13	18	19
29 Students identify as Aboriginal/Torres Strait Islander							
50 Students who are SWB (Student with a disability)							
Average Attendance : 91%							

Managing Non-Attendance:

Attendance-related notifications from parents are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents were contacted in the event of unexplained or regular student absence.

STAFFING INFORMATION

	Head Count	Full Time Equivalent (FTE)
Principal	1	1
Deputy Principal	1	.8
Specialist Support	1	.6
Teaching Staff (including Librarians	12	9.8
Administrative and Clerical (including aides and assistants)	11	8.75
Building Operations Maintenance and other Staff	2	1
Total	28	21.95

TEACHER STANDARDS

All teachers are registered with the Northern Territory Teacher Registration Board and held current Ochre Cards.

Postgraduate qualifications	3
Bachelor degree or equivalent	8
Master's Degree	3
Other qualifications	

CATHOLIC IDENTITY AND MISSION

Mother Teresa Catholic Primary School prides itself in being strong in our faith whilst living and promoting the Gospel values. We have introduced 'The Mother Teresa Way' as our school charism, and place the Mother Teresa Values of faith, love, joy, hope, community and compassion in the centre of what we do.

In 2019, we have embraced several opportunities for faith formation for staff, and consistently provide opportunities for staff to strengthen their faith. This year, we had our first cohort of students receive the sacraments of Reconciliation, Holy Communion and Confirmation at our school parish - Our Lady Help of Christians. The school supported the sacramental programme and assisted in delivery of catechesis.

Our Parish Priest - Fr Tom English has been highly influential in strengthening school-parish links by conducting weekly class masses/liturgies, weekly visits to the early years classrooms, celebrating masses and liturgies on key liturgical dates, as well as supporting school events such as the annual sports carnival through the presentation of 'The Father Tom English Spirit Award'. Our student leaders attended the Parish Feast mass along with the Principal and REC. Members of the school executive also attended feast celebrations of our Parish schools - Sacred Heart Catholic Primary School and Mackillop Catholic College.

A main focus for the 2019 academic year was on implementing the Journey in Faith curriculum across the school. Through professional development, we were able to unpack the content and discover practical ideas to successfully implement the curriculum, including the new units across all classes. A template was developed to ensure explicit teaching of Religious Education.

A Social Justice Squad and an MJR club were established to provide opportunities for students to put 'faith into action'. The MJR club meets weekly at lunch time to reflect on the Gospel Values and spread the love of Jesus to others.

During the season of Lent, our school supported Caritas and Vinnies. With the support of Deacon Tony Cunningham, we held a coin line competition to raise money for Caritas. We collected items for 'care packs' to help Vinnies give a hand up to those in need. To commemorate 'Holy Week' our students got together to re-enact the events of Holy Week from Palm Sunday to Good Friday. The whole school gathered together to witness the Resurrection of Jesus and celebrated a mass.

Masses and Liturgies were celebrated consistently across the year, and provided opportunities for students and staff to pray, sing and reflect on the Gospel message.

In August, we had a visit from Andrew Chinn who shared his music with students and staff. We continue to use some of his songs during liturgical celebrations.

In October, we celebrated Rosary Day. Classes gathered to reflect on the Joyful Mysteries and spent time understanding the meaning and significance of the Rosary. We held crazy sock day to raise money for Catholic Missions.

Bishop Charles visited all classes in November and spent time talking to and praying with students and staff.

Chapel- We make use of a 'chapel space' where classes gather to pray and celebrate liturgies and masses.

Christian Meditation is conducted regularly across the school and provides an opportunity for staff and students to take a few minutes to pause and reflect on their day.

All fulltime teaching staff met Accreditation requirements for Accreditation A and B. One staff member completed Accreditation D via a Masters in Educational Leadership (ACU), whilst another continues to work towards Accreditation D (Masters in Religious Education- BBI).



LEADERSHIP

The executive leadership group in 2019, consisted of the Principal, Deputy, Religious Education Coordinator, and Assistant Director of the Early Learning Centre. The leadership team consisted of the executive team, Inclusion Support Coordinator, Pastoral Care and Well-Being Coordinators and the Data Informed Practitioner. A shared leadership approach has been implemented where staff were encouraged to take on leadership roles. Other shared leadership roles included Information and Technology Coordinator and Work, Health and Safety Coordinator. The teams meet regularly to discuss administration matters, staffing, strategic planning, school improvement and action plans.

Leadership also attended network days with other colleagues from Catholic Education Northern Territory Diocese across groupings such as: Administration, Finance, Work Health and Safety, Pastoral Care and Wellbeing, Principals, Deputy Principals, Assistant Principal Religious Education, Inclusion Support, Data Informed Practitioners and Curriculum Coordinators.

Professional development for leaders has included; Growth Coaching and the Brown Collective which focussed on the following areas: Governance, Ethics, Thinking Strategically, Responsible Stewardship, Building a Culture of Safety and Well-Being.

In Term 3 this year, a School Interim Board was set up. The board attended a CEO in-service in Week 3 of Term 4 which highlighted the purpose and structure of a school board. Invitations for a staff person and parents will occur in 2020 following the process for election to a board.

TEACHING AND LEARNING

Curriculum

Mother Teresa Catholic Primary School delivers the Australian curriculum which includes the eight key learning areas, general capabilities and cross curriculum perspectives. As a new school, the main focus is to develop scope and sequences, unit plans, implement effective programs and resources that will cater for the needs of the students. Teaching staff plan, assess and report on the Australian curriculum. Planning templates are used across all learning areas, providing consistency in programming across all year levels.

Religious Education lessons are planned using the Journey in Faith curriculum, which is sequential and firmly based on Catholic teachings.

Subsequent to the 2018 development of a pedagogical framework, this year we have further refined the framework with the support of Siobhan Sheikh from the CEO. We have moved beyond the creation of the framework, into the practical application of pedagogical approaches and consideration of how we embed teaching and learning that leads towards the development of learning dispositions. This work is essential in establishing a clear teaching and learning culture in the school. We have worked with staff to develop an Inquiry based conceptual framework, Inquiry planning documents and resources and an Inquiry Scope and Sequence, integrated with all domains of the Australian Curriculum. Complimenting this has been our work on formulating our literacy approach with the support of Catherine Monahan. There are now clear expectations around literacy planning and teaching, approaches to assessment and common language. We have an evidence-based mix of explicit, foundational teaching approaches, along with student centred Inquiry approaches that will help build the 21st century learning dispositions, we have identified as essential to the future success of our students.

With a rich mix of language backgrounds, we have worked extensively with Briony Fullbrook from the CEO to develop teacher skills in identifying, assessing and supporting students with language backgrounds other than English. Briony has worked with teachers from all year levels, in the classroom, to build professional

skills in going beyond identification, to the actual development of teacher programming aimed at specifying teaching approaches to improve student academic outcomes.

The school is very well resourced with laptops, ipads and digital devices for students to develop their ICT skills, learn coding and integrate technology across all learning areas.

Specialist subjects have been diverse throughout 2019. In Semester One, Indonesian and The Arts – Music, Dance and Drama were taught. In Semester Two, we employed in house specialist teachers to deliver Health/P.E. and Visual Art curriculum. The school has an Instrumental Music program provided by the secondary Catholic High School MacKillop College.



Reporting

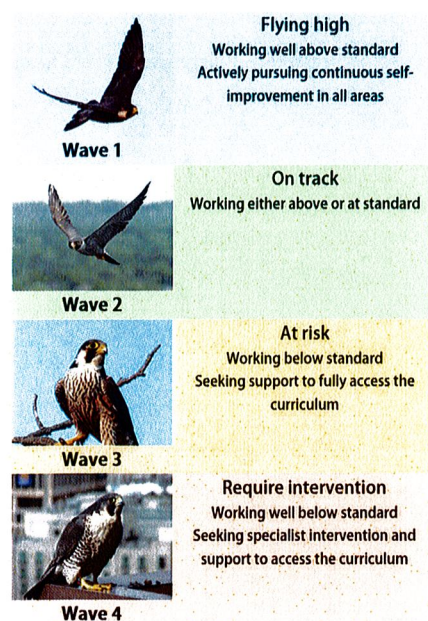
The academic report follows the A-E style of reporting where students are graded against the year level Australian Curriculum achievement standard. In Term 1 and Term 3, teachers conducted oral interviews with parents on the educational progress of their children. In Term 2 and Term 4 written reports were prepared and delivered. At the start of the year, a parent information session was conducted to enable teachers to meet families and outline the expectations for the class. In 2018, the school trialled the CES reporting platform.

Data Informed Practitioner

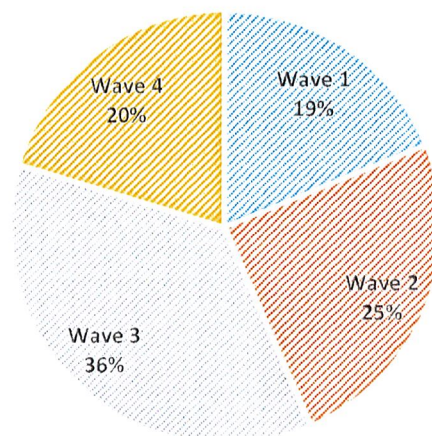
With the support of the Catholic Education Office, our Data Informed Practitioner analyses our school data, which enables us to inform the teaching and learning program and caters for differentiation of our student needs. The DIP practitioner has developed a highly functional representation of data which articulates student learning outcomes and progress across the year. The school uses a process for checking growth as well as “point in time” achievement levels. We represent our data using a visible data wall inspired by Sharratt and Fullan’s approach to putting faces to the data.

With the support of the Catholic Education Office, the school uses a Data-Informed Practitioner (DIP), along with GradeXpert, to lead the implementation of student data to inform learning. Key developments of the DIP in 2019 include:

- Development of benchmarks for reading, spelling and numeracy;
- Development of a comprehensive assessment schedule incorporating literacy, numeracy and STEM;
- Development and implementation of Waves as a method to identify students requiring support.



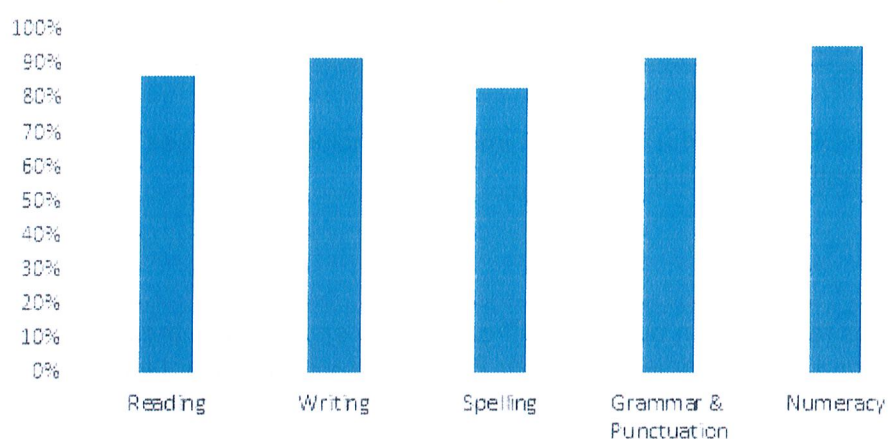
READING LEVELS ACROSS YEARS 1-6



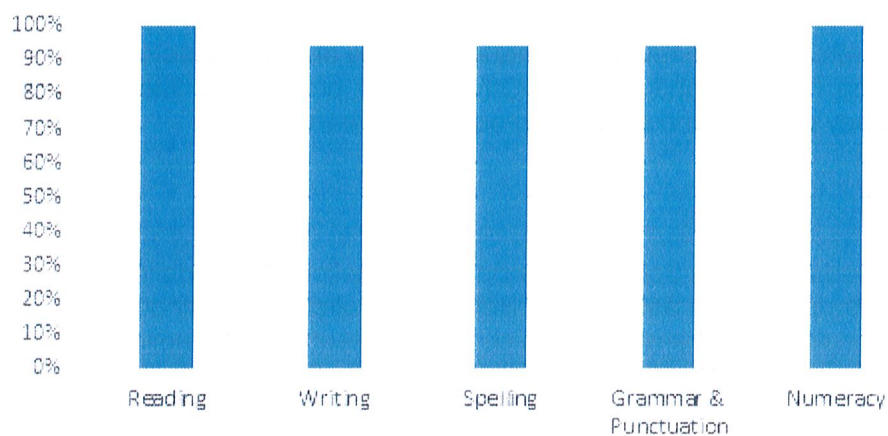
NAPLAN

2019 was the first time students at the school participated in NAPLAN. Results demonstrate that the significant majority of Year 3 and 5 students performed above the minimum standard.

Year 3 NAPLAN Results (At or Above National Minimum) 2019



Year 5 NAPLAN Results (At or Above National Minimum) 2019



Inclusion Support Coordinator

The Inclusion Support Coordinator coordinates the inclusion support needs of students at Mother Teresa Catholic Primary school. Mother Teresa Catholic Primary school Inclusion team commenced the year with 25 funded students. Term 4 has seen this number grow to 34 students.

The Inclusion support coordinator has provided training for all staff in using Inspire, a software program designed to support inclusion teams. Mother Teresa participated in the NCCD for the 2nd year, with current student profile of 1 extensive student, 17 substantial, 11 supplementary and 8 students supported within the QDTP.

Current staffing in the Inclusion team include the Inclusion Support Coordinator, 8 Inclusion support assistants and two Inclusion support teachers.

Professional development provided for the staff have included, speech and language, sensory needs, social stories, understanding and managing risk in primary school students and visits to observe inclusion practises in other Catholic schools. Catholic Care have provided counselling services for Inclusion students who have had a need for this.

Mother Teresa has formed strong links with outside stakeholders in supporting our students with needs, such as, Children's Development Team and the Department of Education Student services team. The school has been supported by the Catholic Education Office Inclusion Support Advisor and the specialist team within the Catholic Education Office.

The implementation of NDIS has had a significant impact on Inclusion services with information sharing and support to families in creating a NDIS plan.

Professional Development

This year our school has focussed on building staff capacity to engage with the pillars of our pedagogical framework. Staff from the Lower, Middle and Upper Primary attended the Inquiry in the Classroom PD led by Deb Vietri. Our Principal and Deputy Principal attended the Leading Inquiry professional development days throughout the year. As the year progressed, our Curriculum Coordinator and Data Informed Practitioner led staff in unpacking the HASS, Science, Health, Technologies, General Capabilities and Cross-Curricular Priorities to identify the throughlines that run through the curriculum. Deb Vietri was enlisted to work with staff over two days, in which time we formulated our 2020 Scope and Sequence.

Staff also received professional development on effective literacy practice, particularly pertaining to reading instruction. Working with Catherine Monahan and the Curriculum Coordinator, we identified and clarified expectations around the essential elements of teaching reading; guided, independent, modelled and shared. This language will carry on in 2020 in relation to Inquiry, Writing and Numeracy instruction. Catholic Education Office Teaching and Learning Officers have provided in class and whole staff professional development in Numeracy practice and supporting our EAL/D learners.

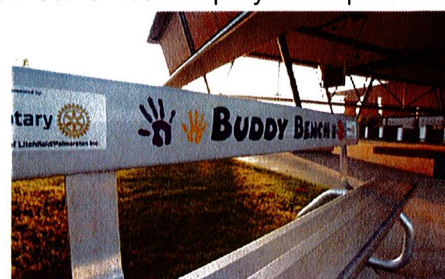
PASTORAL CARE AND WELLBEING

The school has developed a Positive School Wide Behaviour policy and guidelines which places an emphasis on positive behaviour as opposed to asserting a 'Behaviour Policy'. Our School Wide Positive Relationships Framework (SWPR) is a model or framework which is consistent with Catholic values and beliefs providing strategies within a Response to Intervention (RTI) Framework. The underlying premise of both restorative practice and SWPR is that positive behaviours can be taught and it is the responsibility of schools to do so. Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. The interdependent relationship between student wellbeing and student learning is fundamental to students' positive and successful engagement with their education. The connection of the school wide relationship policy with the Mother Teresa Way embeds values and Catholic teachings in all aspects of school life.

In 2018, the school piloted a new social and emotional program called, 'Mind Up' which encourages mindfulness and meditation and is becoming embedded practice for all teachers and students. The students learn about how our emotions can affect our brain and to understand how our emotions play an important role in our ability to learn and to develop our social skills.

Pastoral Care and Wellbeing Highlights 2019

- Positive Relationships Framework
- Be You
- Australia's Biggest Morning Tea



- Say No to Bullying Day
- Day for Daniel
- Mental Health PD- Whole Staff
- Information to Parents in Newsletter
- Community- Vinnies Care Packs
- Staff Appreciation Tree
- Birthday Buddies
- Staff Social Functions

NUDE FOOD

The school takes pride in the natural environment in which it is located. The school community has vegetable gardens and eight chickens. As part of our approach to sustainability, we encourage students to bring lunches without excess packaging. This reduces the amount of plastic and paper that needs to go in bins to be sent to landfill. Students are encouraged to bring durable, reusable containers providing long term cost savings and environmental benefits.

SEESAW

At Mother Teresa Catholic Primary, we seek to provide effective communication to our parents and families. Teachers provide ongoing evidence of student progress through an App called 'SEESAW'. Parents are able to see regular evidence of what their child is learning and how they are progressing. The app is used as a student reflection tool, allowing students the opportunity to become reflective learners.

Through *SEESAW* classroom/specialist teachers are able to:

- Acknowledge and encourage positive behaviour of students in their learning
- Keep parents/carers informed and updated about student learning throughout the day
- Provide a way for students to feel recognised and engaged in their learning
- Communicate positive learning stories to parents/carers
- Support students in their learning
- Develop positive relationships between parents/carers, students and classroom teachers

CARING FOR OUR COMMUNITY

At Mother Teresa Catholic Primary, our values are embedded across all learning areas. Inspired by our patroness Mother Teresa, students and parents/ guardians are encouraged to show compassion to those in our community who are in need. This year students, staff and parents donated small everyday items such as toothbrushes, combs, soap, shampoo to collect and make into small packs to give away to those in the community in need.

SOCTOBER

In the month of October, as part of Project Compassion, our students and staff made soccer balls out of odd socks. Each student was sponsored to score as many goals as they could, raising money for the project. The money raised went to students in poor areas in the world who do not have the educational resources that we are blessed with.



DAY FOR DANIEL

This year our students, staff and parents joined schools across Australia to promote child safety awareness in remembrance of Daniel who was tragically taken in 2003. The school community walked from the school grounds to IGA. Local Member, Lia Finnochiarri and IGA Managers Ken and Shelley provided the students with an icy pole on arrival.



EARLY LEARNING CENTRE

Mother Teresa Catholic Early Learning Centre was designed for students from 3-5 years to learn in a natural environment with a play-based and inquiry approach. The centre features its own water park and was built to provide a safe, happy learning environment where children can be curious, creative, and collaborative.

Our educators follow the Early Learning Framework which is characterised by:

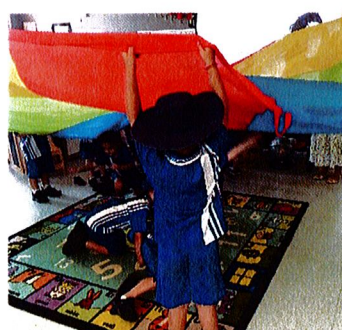
Belonging- recognising that knowing where and with whom you belong is integral to human existence providing a basis for children's interdependence and relationships with others.

Being – recognising and valuing the here and now in children's lives and viewing childhood as more than simply preparation for adulthood or the future.

Becoming- recognising the rapid and significant learning and development that occurs in the early years, and the capability and potential of children.

The program and activities ensure that children:

- have a strong sense of identity
- Are connected with and contribute to their world
- Have a strong sense of well-being
- Are confident and involved learners
- Are effective communicators



FINANCE, FACILITIES AND RESOURCES

The school and new facilities continued to be maintained to a high standard throughout 2019. An external audit, attached, was conducted by KPMG in February this year on the school's financial activities.



COMMUNITY AND CULTURE

Mother Teresa Catholic Primary School has undertaken deliberate work to engage with a wide variety of parent and family culture groups in the community.

Parents as Partners

Our Mother Teresa Catholic Primary School Parents and Friend's Committee actively organised many wonderful social and fundraising events throughout the year, including family fun movie nights, Easter raffles, Harmony Night and community events which gave our new students and families an opportunity to be welcomed and created many new friendships for both students and families. Our assemblies were attended regularly by parents and carers.

Parent Engagement

Throughout 2019, parents were invited to participate in 'Parent Feedback' surveys. These initial surveys gave our parent community the opportunity to indicate those elements of our school they were pleased with, as well as areas that could be improved. Parents had the ongoing option of contributing feedback through a suggestion box located in the front office.

Community Engagement

Our Community and Culture highlights included:

- Masses and liturgies to celebrate feast days and special occasions, including Ash Wednesday, Holy Week, Anzac Day, Remembrance Day, Mother Teresa Feast Day, Mother's Day, Father's Day, End of School Year and Graduation
- Harmony Day Activities, Community dinner, Music and Dance, Cultural Tables set up by families
- Sorry Day / NAIDOC Liturgy and Activities including BBQ, Basket weaving, face painting
- Sport's Day

- Australia's Biggest Morning Tea
- ANZAC Day Parade
- Day for Daniel

Sorry Day

Mother Teresa community came together on National Sorry Day to acknowledge and recognise members of the Stolen Generations.



Australia's Biggest Morning Tea

Mother Teresa held a 'Mad Hatters Biggest Morning Tea' to help raise money for the Cancer Council. We had a fantastic response from our school community with a very generous donation of cupcakes and we raised a fantastic amount \$783.00 for the Cancer Council.



ANZAC Day Parade



FUTURE PRIORITIES

In line with our Strategic plan and our annual school improvement goals, the following areas have been identified as priority areas for 2019:

1. CATHOLIC IDENTITY

- Embedding scripture in Inquiry units for 2020
- Continue to strengthen the teaching of RE across the school. Provide faith formation opportunities to staff to assist in understanding the faith and delivering the curriculum
- Continue to embed 'The Mother Teresa Way'
- Support Catholic Social Justice Organisations through fundraising and donation drives

2. TEACHING AND LEARNING

- Develop a whole school scope and sequence aligned with our inquiry scope and sequence
- Further define literacy and numeracy practice
- Embed the use of Grade Xpert
- Use existing data to inform annual and strategic plans

3. LEADERSHIP

- A continued focus on building the capacity of leaders
- Shared / Distributed leadership roles as the school grows
- Building Capacity of leadership team and provide regular professional development to all staff, which targets learning priorities

4. PASTORAL CARE AND WELL-BEING

- Parent survey to inform successes and areas of growth. Provide incentive for families completing survey
- Using Mind-Up and MJR as SEL learning tools for 2020
- Develop a pastoral-care and wellbeing policy
- Develop a staff well being program
- The implementation of the school wide program 'Mind Up' and 'Be You' framework and processes

5. COMMUNITY AND CULTURE

- Explore options regarding Defence family enrolments
- Connections with Larrakia - Visual Images / Artefacts
- Connect with MacKillop College
- Use many strategies for collaborating with staff, students and parents to engage all in the "community and culture" of the school.
- Create and implement a Reconciliation Action Plan for the school community

6. FINANCE, RESOURCES AND FACILITIES

- Develop school policies / procedures in finance
- Review budget
- Continue to refine operational budget procedures
- Create a school Master Plan that is comprehensive and reviewed annually to ensure projects are planned, funded and implemented

The information in this report has been verified and the priorities endorsed by the Director of Catholic Education.



A handwritten signature in black ink, appearing to read "D. Graham".

Jo Martorella
Principal (2019)

Signed by Denis Graham
Acting Principal (2020)
on behalf of Jo Martorella

Date: Monday 25th Nov 2019

A handwritten signature in black ink, appearing to read "Greg O'Mullane".

Mr. Greg O'Mullane
Director Catholic Education Office

27 / 2 / 2010

