



## ANNUAL REPORT 2017

Ltyentye Apurte  
Catholic School Santa Teresa

*OUR SCHOOL IS A PLACE OF LEARNING FOR ALL*

### **MISSION**

As partners in Catholic Education, we believe that we are called to provide excellence in education to the students in our care through:

- Recognising the rights of students to learn their Arrente language and culture;
- Implementing the Gospel imperative of Jesus for people to live life to the full;
- Ensuring quality teaching and learning
- Making a difference by promoting reconciliation and inspiring a positive action for the future.

### **OUR VALUES :**

Faith; Truth; Compassion; Service; Respect; Forgiveness; Justice; Hope; Love

### **Ltyentye Apurte Catholic School**

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## PRINCIPAL'S MESSAGE

This annual report provides a brief record of school achievements and some of the key highlights for the 2017 school year.

At Ltyentye Apurte School we live our Catholic faith through our commitment to developing strong individuals who have the capacity to live full lives valuing their family and cultural traditions whilst living in the world today. We aspire to develop the whole person; building independence, encouraging people to achieve their full potential, whilst continually striving for self-worth, integrity and excellence.

Some significant features of the year are outlined in the following report.

### *Reflections on the 2017 School Year*

Spirituality is at the centre of what happens at school. Daily prayer occurs in all classrooms, and there is prayer at the beginning of the weekly assembly and other school activities. A small group of staff members meet in the staffroom each morning before the school day begins to pray for the students and their families. This prayer group is facilitated by the APRE.

2017 was the bicentenary of the foundation of the Marist Brothers by Saint Marcellin Champagnat in France on January 2<sup>nd</sup> 1817. The Australian celebrations began in Santa Teresa on Thursday February 9<sup>th</sup> with the smoking and blessing of four specially commissioned paintings depicting key events in the foundation story of the Marist Brothers. Indigenous elder Mary Therese Mulladad (also a member of staff) smoked the paintings before they were processed into the church where they were blessed by Bishop Eugene (who is a former student of the Marist brothers at Sacred Heart in Adelaide) during a liturgy. The whole school was present for this special celebration and other guests included Br Peter Carroll (Provincial) and the Brothers and representatives from OLSH college in Alice Springs. At the conclusion of the smoking and blessing, the paintings began a journey around Australia to all places where the Marist brothers live and/or work before being placed in the Chapel of the Visitation at Mittagong (NSW) – a place of special significance of the Brothers.

Blessing by Bishop Eugene



Smoking by Mary Therese





Brothers



Paintings

Santa Teresa was chosen because it is in the centre of Australia but more importantly because the Brothers wanted to acknowledge the Indigenous people as the first people in our country to know and love God – thousands of years before European settlement and before the birth of Jesus.

Other highlights during the year included the celebrations for Mother's Day and Father's Day both of which began with a liturgy, the Stations of the Cross during Holy Week, and the visit of Bishop Eugene to celebrate the Sacrament of Confirmation. There were also parish and community celebrations around First Reconciliation and First Holy Communion.

Sorry Day and NAIDOC were also key celebrations involving families and community members during the year.

Closely connected to Spirituality is the teaching of the Arrernte language and culture. A special part of this program is the Bush Trips where children learn about bush medicine, bush tucker and other customs. The local Santa Teresa (Ltyentye Apurte) Indigenous Rangers have also been involved in these bush trips. Most classes participated in a Bush Trip during the year – this was an opportunity for the children and staff to deepen their knowledge and appreciation of the Arrernte culture. For the seniors and years six & seven additional further Bush Trips occurred as part of their work with the Tangentyere Council (Alice Springs) in Conservation & Land management.

In October the Years 4/5/6/7/8 students were given the opportunity to participate in a three day camp at Hamilton Downs. This was fully funded by AAAC and the staff and students enjoyed the camp very much.

In October, Ltyentye Apurte Catholic School was recognized at the annual Keep Australia Beautiful Awards night. Since 2015 we have been working alongside MacDonnell Regional Council (MRC) to make Santa Teresa a 'Tidy Town'. For the second year in a row, LACS, MRC and the community picked up significant awards for improvements made to the environmental quality of life in Santa Teresa.

We have had a number of visits from sporting groups this year all with the same dual message of the importance of good health, exercise & nutrition, and the importance of school and education generally. The school is part of the AFL-NT schools program with staff from AFL-NT spending many Tuesdays assisting in the school – both in the classroom and running activities for the students. They also arranged a number of carnivals with other Remote Schools in which the senior and middle school students participated, and these were successful days. Royal Life Saving and Swimming Australia both spent a week in the school running a program in water safety for all classes. In November former Olympian Lara Davonport visited the school and gave a motivational talk to the assembly about the importance of self-belief, followed by visits to all classes.

Cricket Australia and Netball Alice Springs also ran a number of workshops. For all classes. The Melbourne Demons Football club visited and ran a workshop on Trachoma followed by a skills afternoon for the students.

Robert Di Costello and his Indigenous Marathon Team visited the school on September 21<sup>st</sup> and spoke to the assembled school about the importance of education. They then organized a fun run for the school with each student receiving a medal at the completion of the race.



Student welfare is at the centre of the school. The School Wide Positive Behaviours Program introduced at the beginning of 2015 continues to work effectively. Safe4Kids Program was delivered by Holly-Ann Martin to all classes. Staff delivered programs in Sexual Health to classes from Year 4 – Seniors. Health Week was held during term four with all children being made aware of important health issues. The clinic was unable to carry out the usual health checks for all students during health week.

An initiative of Bernadette Christensen (APRE) to improve the playground opportunities for the students saw the construction of an outdoor adventure playground area. This area includes a 'flying fox' has been highly popular with students of all ages and well used out of school hours as well as during school time. Construction took place in late October and a shade sail was added in early

December. We are most grateful to AAAC who contributed \$50 000 towards the cost of the adventure playground.

The overall attendance of the children continues to be good and much progress was made throughout the year in the classrooms. The work of the DIP (Data Informed Practitioner) affirms this sound progress in all classes. Book Week and Literacy Week were celebrated with an emphasis on reading. The library was busy each morning for the first half hour of school with children sharing stories with each other, with adults (parents & staff) reading to children, and older children who were reading stories with younger ones.

During the year students in the year six class participated in the Gilimbaa's Connecting Waves Project – a project in partnership with the University of Canberra's Collaborative Indigenous research Initiative. Author Dr Anita Heiss and artist Leecee Carmichael visited the class and worked with the students in writing about their life here in Santa Teresa – celebrating all they love about their families, their friends and their community. The end product was a beautiful book ***Apmere Atyenhe Ltyentye Apurte – My Home Santa Teresa***. The stories and illustrations in the book remind us of the joy in the simple things in life – gratitude for heroes, places that are special and some of life's happiest moments. The book was launched by Chancey Paech MLA, member for Namatjira at the Alice Springs Library on September 17<sup>th</sup>.



We are part of the Remote Schools Attendance Strategy introduced by the Commonwealth Government. This program has made little progress from 2014. The coordinator, despite concerted efforts, has struggled to overcome issues of visiting families to offer assistance in preparing children for school. While attendance numbers were good overall, there were periods in the school year where attendance was very poor. This was due to dysfunction in the community, community sports weekends, and cultural ceremonies.

We were able to build the success of the Middle School from previous years and continued with two classes Year Six & Year Seven/Eight) offering a modified

program and giving the students an experience of secondary school. In 2017, in addition to these classes there was a combined senior class (Years 9 – 11). The Pathways program was introduced to the senior class and the students responded well to this program which has an emphasis on literacy, numeracy and life skills. During 2016 a relationship had been developed with Red Bend College in Forbes with a view to sending targeted students there each year. Four students started at Red Bend at the beginning of the year and initially settled in well and made good progress. Staff at Red Bend did a wonderful job in supporting the students in every way. However all four withdrew at various times during the year due to homesickness.

Communication with parents, the wider community and other communities was greatly enhanced with further development of the school face book page. This has been largely the initiative of the Deputy Principal and continues to be successful. It has a very thorough documentation of the school activities throughout the year.

Ltyentye Apurte Catholic Education Centre is blessed with a wonderful staff who are committed to providing the best learning opportunities for the children entrusted to their care. Thank you to all members of the staff; teaching and non-teaching, for their hard work and dedication during this year. Everyone's contribution, no matter how small, is valued and has a positive impact on the school. Thanks also to the parents and families for their support of and cooperation with the school during this year. We greatly value this partnership with the Santa Teresa community.

***Br Daniel Hollamby (Principal)***

## **External Review**

On August 28<sup>th</sup> the school underwent an External Review. A panel visited the school and spent the day meeting with staff and visiting classes. Members of the Panel were: Sharon Durong (former Deputy Director of the CEO & Panel Chair), Father Bosco (Parish Priest), David Reilly (Chair of Catholic Education Commission NT), Robyn Collard (Indigenous Education Consultant CEO), and Doctor John Young (Principal OLSH College Wadeye). Below are the recommendations and commendations for each of the six SIRF areas.

### **Commendations - Religious Education**

C1: Strong connection between Arrernte culture and Religious Education; and

C2: Well-planned and supported transition to the new model for RE delivery: the school is well placed to be effective in their new model

### **Recommendations - Religious Education**

R1: (as per CI R3) document in the 2018 calendar (and for future years) specific Professional Learning Community (PLC) meetings for Religious Education, and the intent for each meeting.

R2: In implementing the RE curriculum, plan for up-skilling for all staff:

- For teachers, this will include both curriculum and culture
- Continue to develop the Assistant Teacher's role in the teaching of RE, including formalised training days.

R3: Semi-formally review each term how RE teaching is going for 2018 and 2019, until the new model is embedded.

R4: Continue to access services provided by the CEO, and in particular in embedding the model for RE curriculum delivery.

### **Commendations Leadership**

C1: The Panel commends the current leadership team for their contributions to the school. Although there will be some changes in the Leadership Team Executive, the school is well positioned to move into 2018 with a high level of consistency in Leadership Team membership. New members are familiar with the community and school and hand-over processes are in place.

C2: Successful shared leadership model, with regular meetings, and emphasis on pastoral needs.

C3: Success of CILT Projects, and presentations at staff meetings.

### **Recommendations - Leadership**

R1: Acknowledging that the Leadership Team membership is relatively consistent going into 2018, ensure the school is well set up for 2020. Firm up what works well for this school. Ensure all staff (and CEO consultants) are aware of leadership roles and responsibilities.

R2: Further discernment about additional CILT membership as a priority.

R3: Keep working on the formation of a community board / representative advisory group.

R4: Discern and implement appropriate models for student leadership, and for growing future leaders.

R5: Consider exchanges with other ICCS as part of planned professional learning in a range of areas of school life

### **Commendations – Teaching and Learning (general)**

C1: Implementation of a significant change agenda in all areas of the school in the validation period, and in particular implementation of curricula (Australian Curriculum, RE, Employment Pathways Program);

C2: Clear understanding of curriculum planning and monitoring;

C3: Development of a range of assessments for literacy and numeracy achievement, and discernment in how each assessment tool is used;

C5: Improvement in student achievement in national assessments (NAPLAN) evidenced by 'growth', and in some areas (e.g. achievement in Year 3 Numeracy in 2017, with 4 of 5 students sitting the test achieving above minimum standard);

C6: Good plans and enthusiasm/energy for digital literacy;

C7: Trips to country, which focus on culture and language (refer Community and Culture); Year 6 involvement in a book, to be launched in Term 4 2017; and

C8: Retention of students to senior secondary years.

### **Recommendations – Teaching and Learning (general)**

R1: Maintain raised expectations for curriculum and pedagogy: embed expectations for curriculum differentiation, learning intentions and consistent planning.

R2: Ensure the Leadership Team's areas of responsibility are explicit and communicated to all staff.

R3: Consider how implementation and success of the senior secondary Pathways Program will be monitored and evaluated, over a given period of time.

R3: Continued work on collection, analysis of student achievement and implementation into teaching practice.

R4: Seek clarity about services available through the Inclusion Support Team. Discuss service provision with the Leader of Inclusion Support Services/ DD Teaching and Learning, and negotiate a model for service provision with clear, documented expectations.

R5: Review and monitor the Literacy Production Centre: its role in supporting teaching and learning across all year levels, and production and management of resources. Is there opportunity for the LPC to be a valuable learning environment similar to the library?



R6: Monitor and evaluate the implementation of Levelled Literacy Intervention program, and its relationship with Accelerated Literacy (AL).

R7: Closely track the progress of high attending students to measure the effects of programs: these are the students who 'test pedagogy'.

R8: Persist in the expectation that teachers and ATs plan and teach collaboratively.

R9: With regard to staff development, consider:

- Suggested PLC focus for the Data Informed Project – What has changed in data collecting? What has changed in terms of teaching and learning?
- opportunities to exchange with other ICCS as part of planned professional learning
- peer coaching and mentoring for teachers, and for ATs
- explicit expectations regarding teaching and student behaviour (coaching, self-reflection)
- a focus on instructional coaching, observations and feedback; consider the opportunity to join the CEO instructional coaching trial (refer to Trish Gooch)
- whether there are opportunities for ATs to shadow IEWs in OLSH, Alice Springs

R10: Ensure ICT is included in the SSP/ASIP.

R11: Facilities for food preparation need upgrading.

### **Commendations – Pastoral Care & Well Being**

C1: Good range of programs and resources, including Kids Matter and Safe4Kids

C2: Commitment to the wellbeing of staff and students

C2: Community and family liaison

### **Recommendations – Pastoral Care & Well Being**

R1: Consider how leadership is reassured teachers and ATs have the skills and behaviours to effectively manage student behaviours

R2: Continue to work to improve attendance: this includes efforts with the **RSAS** staff at all year levels. Consider what has worked well in the past and can be replicated/continued.

### **Commendations – Community & Culture**

C1: CILT leadership for Orientation and Induction, and cultural immersion

C2: Trips to country, which engage students in their learning

C3: Initiatives in engagement with the wider community

### **Recommendations – Community & Culture**

R1: Maintain and continue to build staff capacity through cultural education. Continue to work with CEO Workforce Development Manager to develop skills of local staff to develop and deliver cultural immersion and orientation programs.

R2: Continue to develop and offer learning opportunities that take place on country.

R3: Persist in offering opportunities for community engagement in the school.

R4: Re the Literacy Production Centre, in addition to an appointment to manage the LPC:

- Contact the Department of Education / CEO re availability of linguistic expertise
- Consider an exchange of relevant personnel to other ICCS such as Wadeye
- Continued development of staff digital literacy skills

The Panel also recommends:

R5: If it has not already done so, consider opportunities for ATs / adults in the community to learn written Arrernte. Currently there are approximately 4 students reading in language and most adults in the community are not fluent in written Arrernte.

### **Commendations – Finance, Facilities & Resources**

C1: ICT Plan; advocacy for 4G to be available by end of Term 3 2017

C2: Use of technologies to access professional learning

### **Recommendations – Finance, Facilities & Resources**

R1: Confirm the true financial position of the school, including reserves.

R2: Develop a 5-year maintenance and development plan for the school.

R3: Prioritise development of Assistant Teachers, with a culture of high quality and explicit expectations. Continue to work with the Workforce Development Manager (CEO) to develop a training plan.

R4: Investigate use of CEO FROG platform for professional learning purposes.

## **SCHOOL PROFILE**

Ltyentye Apurte Catholic School (LACAS) is in the Santa Teresa Community, about eighty kilometres from Alice Spring. The school is part of the network of schools administered by the Northern Territory Diocesan Catholic Education Office. The Catholic Education Office supports the school through senior management, professional educational consultancy and financial supply and maintenance.

There were approximately 128 students enrolled from Pre-school - Year 12. In 2017 the classes were Pre-school, Transition, Year One, Year Two/Three, Year Four/Five, Year Six, Year Seven/Eight, and Seniors (Years Nine – Twelve).

The students are bi-lingual with Arrernte as their first language. The school has a course in Arrernte language and culture. Each class has an assistant teacher to support the teacher with language, family and cultural issues. There is a tutorial program to support identified students, especially with literacy.

Behaviour management centres on classroom management with two or three adults regularly present to manage behaviour. The Kids Matter Framework is in place and the School Wide Positive Behaviours Programme is followed in all classes and learning areas.

The school exists as an integral part of the Santa Teresa parish. Relationships between the school and the parish are strong. Being a Catholic Parish School the welfare and spiritual growth of every student along with sound educational practices is a responsibility jointly shared by parents, parish and school.

## Students

Student enrolment by gender and Year level

Year	T	1	2	3	4	5	6	7	8	9	10	11	12	Total
Male	7	6	3	6	7	3	8	9	8	1	2	0	0	60
Female	6	8	5	4	6	3	6	3	3	3	3	4	2	56
Total	13	14	8	10	13	6	14	12	11	4	5	4	2	116

Pre-school Enrolments: 7 Females & 6 Males – Total: 13

Indigenous enrolment: 100%

Average attendance: 71%

Students with a disability: 13

Students with an EAP: 34

Short periods of non-attendance are followed up by the Assistant Teachers and the Liaison Officer. Longer periods are followed up by a member of the school leadership team, usually the deputy principal, with assistance from the school liaison officer.

## Staff

\*FTE = Full time equivalent

Teachers: 14  
Support staff: 29

**Total 43**

***Teacher qualifications***

All teachers have a minimum of four years training and are registered with the NT Teacher Registration Board.

Masters Level: 4

Bachelor Level: 11

**SOME FURTHER HIGHLIGHTS OF THE SCHOOL YEAR**

**Nutrition Programme**

The nutrition programme continues to have a positive impact on the school. Children's health is improving all the time and the breakfast, morning tea, and lunch provided daily ensure the children are ready to learn and participate. Not all parents/carers are contributing via Centrelink, and this matter continues to be a challenge.

**Professional Development**

There have been on-going Professional Development opportunities for all staff during the year. Much of this was provided by staff from the Catholic Education Office. These PD Opportunities included:

- Marist Spirituality (In the Marist Way)
- Awaken
- Catholic Identity Mercy
- Maths – MAI Training
- Paul Swan – Maths
- Accelerated Literacy Training
- Kids Matter Framework – Reconnecting
- Safe 4 Kids - Protective Behaviours
- Arrernte Culture
- ICT - Interactive White Boards
- WHS – Online Components
- Students with Hearing Loss
- Headspace – Suicide prevention and response

A number of staff both Indigenous and Non-Indigenous are undertaking studies at the post graduate level. One staff member is involved in the GOO (Growing Our Own Programme) through CDU and is expected to complete this course in the middle of 2018. Plans are in place for a number of Assistant teachers to undertake studies in 2018. This will be a specially designed course for our situation at LACS.

**Parish Links**

We continue to have very close working relationships with the Parish Priest and parish staff. We appreciate the liturgical, sacramental, and pastoral leadership and

support provided by Father Bosco (and Father Vincent). In late September we welcomed our new Parish Priest father Prakash SVD. (Father Bosco was appointed to Macquarie Fields in Sydney, and father Vincent was appointed to Katherine). Sister Liz is of great assistance regarding visiting groups to the parish and school. It is important that these visits are mutually beneficial and do not interrupt the order and routine in the school. During 2017 twenty one groups visited the community, and nine of these assisted in the school. A group of teachers from Marist Schools visited and participated in the Solidarity Immersion Programme/Retreat offered annually.

#### **Other programs and activities included**

- Celebrations – Liturgies, Assemblies, Easter Story (Walk through Easter), Christmas Play (Bethlehem Road)
- Sacraments – Reconciliation, First Holy Communion, Confirmation
- Improvement in Literacy & Numeracy Standards
- Improved Health Indicators; very small presence of Trachoma
- Sporting Programmes; NT AFL
- Mother’s Day and Father’s Day Celebrations
- Book Week Parade
- Literacy Week – all reading together in the Library for 30 minutes: Children, Teachers, Parents/Grandparents.
- Bush Trips
- Activities with Ltyentye Apurte Rangers
- Hamilton Downs Camp
- Health Week
- Safe4Kids Programme and Sexual Health Workshops
- Headspace
- Weekly Counsellor from Catholic Care
- Visiting Psychologist – Diane Booth

#### **TEACHING AND LEARNING AT LTYENTYE APURTE**

The school strives to be faithful to its motto: ***A Place of Learning for All.***

Staff are dedicated and committed to bringing out the best in each child. They seek to prepare the children to live comfortably in both worlds – their Indigenous world and the wider Australian community.

The Arrernte language and culture programme seek to give the children both knowledge of and appreciation of their culture while the remote Schools curriculum is the means to ensure mainstream schooling also takes place.

Accelerated Literacy is the language programme for the CEO schools in the NT and is well resourced.

Religious Education along with Literacy and Numeracy are the three Key Curriculum areas.

A variety of assessment strategies are used by teachers with formal reports being sent home at the end of each semester (June and December). A new report format

was introduced last year as part of the CIVICA programme. Modifications were made at the school level to make it more 'friendly' for parents. An afternoon tea is arranged at the end of each semester where parents/families are given their child's report and have the opportunity to discuss the report with the teacher. This initiative has been well received and the response from parents/families is encouraging.

The effective teaching of Indigenous students in the school has been promoted by targeted support from Catholic Education Officers and consultants in the Catholic Education Office. Teachers, assistant teachers, and other school staff have participated in whole school and smaller group professional learning to develop teacher practice in literacy and numeracy.

### **National Testing – Literacy and Numeracy**

Each year students in Year 3, 5, 7 and 9 are required to undertake National Tests in Literacy and Numeracy (NAPLAN). Scores are number of students below, at or above National Minimum Benchmarks (NMS) in reading, writing, spelling, grammar & punctuation and numeracy. (2017)

### **2017 NAPLAN Results – results for tests by number of students**

<b>YEAR 3</b>			
	Below minimum standard	At minimum standard	Above minimum standard
Reading	7	0	0
Writing	4	4	0
Spelling	6	2	0
Grammar & Punctuation	5	2	1
Numeracy	1	0	4

<b>YEAR 5</b>			
	Below minimum standard	At minimum standard	Above minimum standard
Reading	4	0	0
Writing	4	0	0
Spelling	2	1	1
Grammar & Punctuation	1	1	2
Numeracy	1	1	0

<b>YEAR 7</b>			
	Below minimum standard	At minimum standard	Above minimum standard
Reading	9	0	0
Writing	12	0	0
Spelling	10	2	0
Grammar & Punctuation	11	1	0
Numeracy	7	3	0

YEAR 9			
	Below minimum standard	At minimum standard	Above minimum standard
Reading	1	0	0
Writing	1	0	0
Spelling	1	0	0
Grammar & Punctuation	1	0	0
Numeracy	0	1	0

### ***Stronger Futures National Partnership – Quality Teaching***

The effective teaching of Indigenous students in our school has been promoted by targeted support from education officers based at the Catholic Education Office. Teachers, Assistant Teachers and other school staff have participated in whole school and smaller group professional learning to develop their teacher practice in literacy & numeracy. This has included Accelerated Literacy, Literacy, supporting EAL/D learners, Numeracy, and the Mathematical Assessment Interview. Individual support for teachers has been available as required. There has also been support for the inclusion and assessment of students with hearing and learning difficulties, as well as for meaningful and positive learning pathways for students including VET in schools. This targeted support is part of the ***Stronger Futures NP Quality Teaching Initiative*** and has been made possible through the ***Stronger Futures in the Northern Territory National Partnerships Funding Agreement***.

### **PARENTS AND COMMUNITY**

Parents generally are happy with the school and more and more feel confident in approaching the school with any concerns. Celebrations for Mother's Day, Father's Day, Sports Carnivals, and Book Week were very well attended. Parents are also coming more frequently to Assemblies. The Kids Fast Programme funded by AAAC proved to be very successful.

Under the leadership of the Deputy Principal, Justin Colley, the school participated in Keep Australia Beautiful Tidy Towns initiative. This seeks to improve the environmental quality of life for citizens living in communities across the Northern Territory. Ltyentye Apurte Catholic School has developed a strong working relationship with MacDonnell Regional Council and other key stakeholders, including AAAC. Several community working bees were held involving the school and community members; the school tailored its curriculum towards environmental literacy and there has been a noticeable change in the practices of the community with regard to litter.

At the annual Keep Australia Beautiful Awards the school and community received several awards (in some cases for the second year in a row) and all well-deserved:

Community Participation Award – NT Winner  
Best School Award – NT Winner  
NT Community Citizen of the Year – Justin Colley  
Litter management Award (Commendation)

The issue of 'home/family' problems coming to school still presents a challenge and there is need to better educate the parents about the proper procedures for making a complaint. Much work has been done in this area in recent years but it needs to be a continuing focus.

## **FINANCIAL SUMMARY**

### ***Endorsements***

Br Daniel Hollamby (Principal)	Date
Rosemary Palmer (Acting Assistant to the Principal)	Date
Justin Colley (Deputy Principal)	Date
Greg O'Mullane (Director CEO)	Date