

Annual School Report 2018 School Year

St Mary's Primary School, Armidale



156 Rusden Street
Armidale NSW 2350

Phone 02 6772 4441
stmarysarmidale.catholic.edu.au

Principal
Alanna McRae

About this report

St Mary's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale 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 School Community* for this year provides the 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 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, and other regular communications. The *Report* is available on the school's and CSO'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, including the School Advisory Council meetings, and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6772 4441 or by visiting the website at stmarysarmidale.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Mary's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Mary's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Mary's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

The staff, students and parents of St Mary's Catholic Primary School form a close knit educational community which was founded in 1848 by the lay of the community. Our story and traditions have been shaped by the Ursuline sisters, the Patrician brothers and the De La Salle brothers. St Mary's is the oldest school in the Armidale Diocese.

This report highlights the school's quality teaching and learning experiences, while featuring our achievements and our participation in a variety of events. It reflects the School's Mission Statement and school motto "Serviam" to serve. St Mary's Catholic Primary School lives and celebrates the Gospel values in the rich traditions of the Catholic faith. It is a place where students are nurtured and empowered to become independent lifelong learners.

This report reflects on all that has been achieved and realised throughout the year. I hope that all members of the community continue to feel a sense of pride and achievement in our school.

Alanna McRae
Principal

1.2 A Parent Message

2018 was a successful year for the St Mary's School Advisory Council and the Parents & Friends. The School Advisory Council met each term to provide advice to the Principal and Parish Priest on the Annual Improvement Plan, Finance, Maintenance and Public Relations.

The P&F held several successful fundraisers and social events throughout the year including a Welcome BBQ, Mother's Day and Father's Day Stalls, Fete and a Trivia Night. The money raised by the P&F over the last few years was utilised in the Christmas holidays to prepare the ground, build a retaining wall and install artificial turf in the Year 2 and Stage 2 playground area. This work has significantly beautified the playground and provided an outdoor learning area for students.

I thank all those who have given time and/or provided goods to help support our wonderful school. Thank you to members of the School Advisory Council who have dedicated time and provided advice over the past year. I encourage all parents and community members to give a little of their time to support our school which supports our children who are the future.

Mr Andrew Curry
Chairperson
School Advisory Council



2.0 This Catholic School

2.1 The School Community

St Mary's Primary School is located in Armidale and is part of the St Mary and Joseph's Parish which serves the communities of Armidale, from which the School families are drawn.

Last year the school celebrated 170 years of Catholic education.

The parish priest Fr Francis Afu is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Mary's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

St Mary's Catholic Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale.

Throughout the year the whole school celebrated Mass together at least once each term. Primary grades attended Mass each fortnight with the parish. From Term 3, Kindergarten and Stage 1 students attended Liturgy of the Word in the Chapel. The children participated reverently and prayerfully in Holy Week celebrations attending Lent and Holy Week Masses. The school participated in Marriage and Family Week with Grandparents invited to visit classrooms and have morning tea after our whole school Mass for the Feast of St Joachim and Anne. We celebrated Family Masses twice per term at the 10 am Mass on Sundays. Students in each class were also able to spend time with the Year of the Youth Cross that had traveled around our diocese at the end of Term 4.

Year 6 students sat the annual RE test with pleasing results achieved that were above the Diocesan average. The school Mini Vinnie's group were involved in mission work throughout the year including fundraising, blanket donations, baking for farmers, Christmas gift donations, visiting a home nursing group and cleaning of the Cathedral.

A school based Lenten program and three twilight prayer sessions were offered in 2018 for staff & parents. On Holy Thursday students presented the Stations of the Cross tableaus to parents. During Advent, students in Kindergarten to Year 4 presented Christmas Prayer Assemblies. End of school Mass was celebrated on the Centenary of the Cathedral and included a farewell for our Year 6 students. Primary students were Altar Servers for both daily and weekend Masses. Year 6 students were readers at Masses attended by Primary students and whole school masses. A group of guitarists also provided music for these Masses.

Students in Primary grades had the Sacrament of Reconciliation provided each term. Our school based sacramental program prepared children in Year 2 for Reconciliation, Year 3 for Eucharist and Year 6 for Confirmation.

In Staff formation, new teachers and Education Assistants attended the New Employees Retreat. All other staff had the opportunity to attend the Diocesan Teachers Retreat, AP Retreat and the REC Conference. Teaching staff were able to participate in Story Telling Practices and Prayer Formation during staff meetings. Staff attended the final Catholic Principles and Values Day.

The Parish Administrator is a member of the School Board and the Principal and REC are members of the Parish Pastoral Council.



Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	28

2.3 School Enrolment

St Mary's Primary School 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	32	19	27	27	18	25	21	169	156
Female	18	19	16	19	24	25	33	154	165

2.4 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	94.0%	95.0%	93.0%	94.0%	92.0%	95.0%	92.0%	93.6%



Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic nonattendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2. Those teachers at the NESA Teacher Accreditation Proficient level.	22
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	22
6. Number of staff identifying as Indigenous employed at the school.	2
7. Total number of non-teaching staff employed at the school.	7



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.

During 2018 St Mary's implemented the Zones of Regulation across Kindergarten to Year 6 which allowed students to recognise their own emotional level and utilise a toolkit of strategies to return them to optimum level for school work. Senior Primary students also looked at how they affected other students Zones.

Peace Patrol was introduced into the school. With Year 6 students providing a peer support mechanism for all students in the playground at lunch times.

The Restorative Justice approach was utilised by teachers in their approach to behaviour management issues and was monitored through BART – Behaviour Analysis Reporting Tool for Terms 1 to 3 and then Compass Chronicles for Term 4.

Students were encouraged to participate in the school, parish and local community by attending ANZAC Day March, Remembrance Day, NAIDOC Week, Clean Up Australia Day, Cathedral Cleaning Roster and Green Thumbs.

2018 School Captains enjoyed attending the Young Leaders Day in Sydney with hundreds of School Leaders from Primary Schools in NSW in Term 1. Year 6 students also attended the GRIP Student Leadership Conference in Armidale as part of their role as School Leaders with responsibility

2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents were offered the opportunity to provide comprehensive feedback across 28 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3 respectively. The percentage of eligible respondents completing the survey was 44%, which was considered very good.

Areas of strong satisfaction for parents with scores above 2.2 out of 3 included Catholic Identity, Strong Partnership between School and Parish, Parent and Teacher Conferences are helpful, staff interest and student safety. Areas for improvement with scores of 1.8 or below included targeting student outcomes for improvement, management of behaviour and explicit targets for improvement communicated.

Student Satisfaction

Students in Year 4 to 6 were offered the opportunity to provide comprehensive feedback across 22 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3 respectively. The percentage of eligible respondents completing the survey was 99% which was considered excellent.

Areas of strong satisfaction for students with scores of 2.2 and above include teachers caring for students, the school celebrates student achievement, Religion is taught well, and students are encouraged to do their best, be involved in prayer, care for others and be good community members. Areas for improvement with scores below 1.8 include homework, the value of student opinion and active involvement in the religious life of the school.



Staff Satisfaction

Staff were offered the opportunity to provide comprehensive feedback across 42 areas. They rated each area from Strongly Disagree, Disagree, Agree and Strongly Agree with the scores of 0-3 respectively. The percentage of eligible respondents responding was 78% which was considered excellent.

Areas of strong satisfaction for staff with scores above 2.4 out of 3 included the satisfaction of resources to carry out the job, improving student learning through the use of technology, Catholic Identity being a priority and the use of data to improve student learning is a strong and consistent feature. Areas for improvement with scores of 1.6 or below included the balance of time allocation for curriculum delivery, cross-curricular skills & attributes, engaging, challenging and extending students and change initiatives.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on, and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Mary's Primary School is committed to providing a quality education that meets the needs of all students.

The 2018 year started with all classes doing 'A Quality Beginning Program', a 2 week focus establishing positive behaviours for learning, introducing key focuses including growth mindset and learning intentions. Dedicated work by St Mary's staff resulted in improved student learning and progress across the year. MiniLit continued to be offered to targeted students in 2018 and InitaLit was introduced to Early Stage One as an approach for Kindergarten Literacy Instruction.

Teachers engaged with the new Science and Technology Syllabus to be implemented in 2019, working collaboratively in Stages to review the changes to the document and develop Scope and Sequences for use in 2019. Teachers also engaged with the new PDHPE syllabus to be implemented in 2020, identifying the changes that were evident. Staff took on a review of current scope and sequences for English ensuring that they were appropriate and accurate for each grade.

A whole school continued focus on data analysis has better enabled teachers to set specific learning targets and outcomes for each child. The Data Action Plan process and staff data literacy continued to be a focus for PLTs.

Year 2-6 students undertook ACER PAT Reading and Maths, Year 1 completed the Marie Clay Suite and Kinder Best Start assessments in the first few weeks of the school year providing valid achievement data for these students as formative assessment for learning. Personalised Learning Plans for all our Aboriginal students were developed with parents and students using a platform of discussion during Aboriginal Family Forums.

The continuation of the Leader of Pedagogy Role in 2018 supported the DLES K-2, data analysis and further development of the CPLT structures. This role also focused on further developing a culture of co-teaching and flexible learning spaces. This role was assisted by Leaders of Learning in each stage to support curriculum and pedagogy.



PLT Meetings were held weekly to set SMART goals, plan learning and assessment tasks, analyse student data and plan appropriate interventions. These meetings ensure a consistent contemporary approach to the teaching of Literacy and Numeracy, effective use of student achievement data from a range of formal and informal assessment approaches. This allowed for the further development of common assessment tasks across all grades, common rubrics, matrices and marking criteria K-6, effective support for differentiation of learning in Reading, Spelling and Mathematics.

Other learning opportunities offered included Brain Olympia, Kids Lit Quiz, St Joseph's Cup Public Speaking, choirs, orchestra and percussion band, Eisteddfod, Chess, ICAS competitions and representative sport at Diocesan, Polding & State levels.

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, 45 students presented for the tests while in Year 5 there were 50 students.

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

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

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

At St Mary's Primary School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Mary's Primary School 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	State	School	State	School	State	School	State	School	State	School
Reading	30.3	24.4	23.9	22.2	22.5	20.0	13.8	8.9	5.9	6.7	2.0	2.2
Writing	15.2	2.3	30.0	52.3	29.5	20.5	15.6	15.9	5.4	4.5	2.9	4.5
Spelling	27.2	13.6	23.6	29.5	21.9	29.5	14.8	11.4	7.6	11.4	3.2	4.5
Grammar and Punctuation	32.1	29.5	24.4	15.9	18.2	15.9	13.2	13.6	7.4	13.6	3.0	2.3
Numeracy	18.4	14.0	23.7	30.2	26.6	32.6	18.8	11.6	8.6	9.3	2.3	2.3

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	State	School	State	School	State	School	State	School	State	School
Reading	16.7	10.0	22.4	22.0	26.6	32.0	20.0	14.0	9.5	12.0	3.3	2.0
Writing	4.0	2.0	12.3	4.0	30.4	14.0	30.3	54.0	14.5	20.0	7.3	6.0
Spelling	15.2	6.0	23.4	8.0	28.2	32.0	19.2	26.0	8.8	16.0	3.6	6.0
Grammar and Punctuation	15.7	10.0	22.3	16.0	28.1	26.0	18.5	22.0	9.3	16.0	0.0	0.0
Numeracy	11.6	6.0	19.2	6.0	29.0	38.0	25.0	32.0	11.1	16.0	2.6	2.0

NOTE: Where a year level has five or less students the information is withheld to protect the privacy of the students



3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with the areas of focus as follows:

Term 1	29th January, 2018 - A Quality Beginning & Simultaneous Tight and Loose Curriculum
Term 2	29th June, 2018 - Core Catholic Principles and Values
Term 3	23rd July, 2018 - School Behaviour Expectations and Wellbeing
Term 4	15th October, 2018 - Compass - Student Information System 20th & 21st December, 2018 - CPR & Anaphylaxis; Numeracy Data Analysis; Learning Intentions and Success Criteria; Descriptive Feedback.

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the *School's website* stmarysarmidale.catholic.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>



4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at St Mary's Primary School Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Mary's Primary School have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the School's 'Pastoral Care Policy' may be accessed on the School's website stmarysarmidale.catholic.edu.au or at the administration office.

4.3 Student Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

No changes were made to the 'Student Discipline Policy' this year.

The full text of the School's 'Student Discipline Policy' may be accessed on the School's website stmarysarmidale.catholic.edu.au or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the School's 'Bullying Prevention and Intervention Policy' may be accessed on the School's website stmarysarmidale.catholic.edu.au, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the policy this year.

The full text of the policy may be accessed on the School's website stmarysarmidale.catholic.edu.au or the administration office.



5.0 School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key improvements Achieved in 2018

In 2018 the key improvements areas were:

FAITH FORMATION:

Catholic Principles and Values are known and articulated by all members of the school community. How do we know this is being achieved?

- We can observe them in all classrooms; and
- Teachers plan lessons in all KLA'S using the CPV's and are able to articulate them.

LEARNING & COLLABORATION

To enable staff to use data confidently to plan to meet student needs;

To build relational trust through shared work and reflection in CPLT's and co-teaching partnerships.

How do we know these are being achieved?

- Successful implementation of Learning Intentions and Success Criteria K-6;
- Implementation of Literacy Block K-6;
- Co-planning in all stages with co-teaching in most grades;
- Data Analysis at all levels; and
- Continued development of data walls.

CAPACITY BUILDING

To ensure Professional Learning Plans reflect the AITSL standards and align with CII Parameters.

How do we know this is being achieved?

Priority Key Improvements for 2019

In 2019 the key improvements areas will be:

Catholic Principles and Values are known and articulated by all members of the school community including parents;

Implement the CSO Pastoral Care and Wellbeing Framework;

Data is used confidently to plan to meet student needs especially in Writing, and Number;

Strong collaborative teaching teams focused on successful Learning using the Continue Collaborative Inquiry Initiative and embedding the '14 Parameters'; and

Staff confidently use and are able to teach new skills in technology especially Compass (Student Information System) and the new digital technology component of the Science and Technology Syllabus.



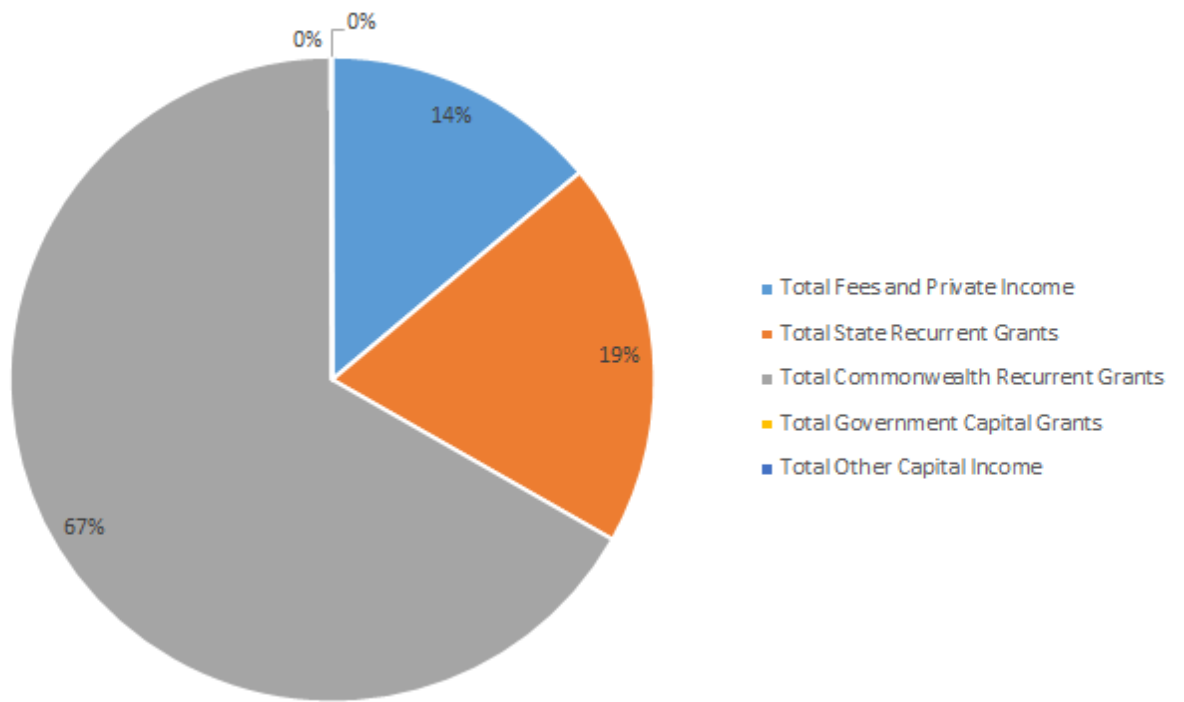
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:



2018 Income - St Mary's Primary School, Armidale



2018 Expenditure - St Mary's Primary School, Armidale

