

Annual School Report 2021 School Year

St Mary's Primary School, Armidale



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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 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 Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, 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. It is available on both school and CSO websites by 30 June 2022 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 school's [website](#).



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.

St Mary's Primary School was founded in 1848 by the lay of the community. The school's story and traditions have been shaped by the Ursuline sisters, the Patrician brothers and the De La Salle brothers and is the oldest school in the Diocese of Armidale. The staff, students and parents of St Mary's form a close knit educational community. This report highlights the school's quality teaching and learning experiences, while featuring achievements and participation in a variety of events. It reflects the school's Mission Statement and school motto "Serviam", to serve.

St Mary's Primary School is a learning community that is founded on the traditions of the Catholic faith, developing students that embrace compassion and respect for all. Learning is student directed, rigorous and hands on. Learning environments are inclusive, collaborative and interdisciplinary centred in a culture of excellence. Students engage with global networks and develop strong connections to the local and wider community. 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

As Chair of the School Advisory Council (SAC), I would like to take this opportunity to briefly outline what we have been particularly focussed on throughout 2021.

Firstly, however, I would like to extend my appreciation and thanks to the members of the School Advisory Council who assisted St Mary's throughout this challenging year. A special thanks is also due to our school principal, Alanna McRae, who will be leaving us at the end of this calendar year after seven years of diligent service. Belinda Burton will continue from 2022 in this position, and we welcome her back into the fold.

I would like to briefly outline a few of the major areas of school life that the SAC has been involved in over the last year. Most recently and significantly were the preparations for the sacraments of confession and first holy Communion. The Cathedral Parish of St Mary and St Joseph was still able to continue these preparations which included some Year 3 students. We are thankful for the work of the parish in this regard. This is certainly a momentous occasion in the life of these children and the life of the school, and the members of the School Advisory Council are proud and overjoyed for these students.

In the second half of the year, the school was again faced with the challenge of remote learning. I would like to extend my heartfelt thanks to Alanna and all the teachers of St Mary's who moved quickly to implement, for a second time, remote learning for the children. Their commitment to the education of the students during this time was exemplary. Adding to that challenge was the difficulty of managing staffing requirements. This year saw the departure of several staff, either temporarily for maternity leave or permanently. Despite these challenges, Alanna and all the staff made the children's education



and well-being their priority and on behalf of the SAC we send them heartfelt thanks for their dedication.

Throughout the year, the SAC has been concerned with ways of improving the financial position of the school, specifically through the recovery of unpaid school fees. The amounts outstanding are by no means insignificant. For the benefit of the children and their families it is important that the school remains in a strong financial position. The prudential decisions taken over the last twelve months to reduce the burden of unpaid fees have resulted in a considerably stronger financial position for St Marys. There is certainly much more work to be done in this area, while at the same time remaining compassionate and sensitive to the very real financial difficulties facing many families.

In summary, I would like to extend my heartfelt thanks to all that help at St Marys throughout 2021. It was not an easy year, but I hope that the dedication of the few made it relatively smooth sailing for most; Serviam is the forgotten motto of the school! Moving forward there is still plenty to do.

Pilar Argente
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 Ss Mary and Joseph Cathedral Parish which serves the communities of Armidale, Uralla, Walcha and Guyra, from which the school families are drawn.

Last year the school celebrated 173 years of Catholic education.

The parish priest, Fr Roel Llave, 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.

Masses and Liturgies

The children participated reverently in the Opening School Mass and Ash Wednesday Mass. A family Mass was conducted in Term 1. This was held at the 10am Sunday Mass with morning tea afterwards. Planned weekly masses for classes needed to be postponed due to restrictions. As restrictions eased in Term 4, masses were held with the children socially distanced. The parish based Sacramental Program was adjusted to meet the COVID-19 guidelines. The school supported the parish and families by preparing the students for first reconciliation and first Communion in Year 3, and confirmation in Year 6. Priests were able to join the school to offer reconciliation for students from Years 3-6. Mini Vinnies began strongly but had to be postponed when stages could not be mixed.

Staff Formation and Professional Learning

Professional learning began with a revisit to the Catholic Principles and Values. This was an opportunity to further unpack these with current staff, as well as introduce them to new staff. Teachers worked during staff meetings and PLTs to look closely at how these were embedded in Mathematics and PDHPE. They shared examples of explicit lessons they had incorporated in these Key Learning Areas and strategies used to develop student understanding of what these Catholic Principles and Values mean in the real world.



The staff at St Mary's worked hard to ensure that students continued to receive Religious Education lessons during remote learning. Catholic Principles and Values were integrated into the Project Based Learning Activities across all Key Learning Areas. Students amazed the staff with their understanding of Easter through their creating tasks, some of which were shared on the school's Facebook page.

Staff Formation

Staff meetings during Term 1 were an opportunity to develop and plan staff prayer. Teachers explored what prayer is, how prayer can be structured and the wide variety of ways people can respond to prayer. The staff retreat took on a new look, being held at school, with only one hour face to face input for the whole day. Shortened prayer twilights were also offered to staff each term. This enabled staff to really reflect on God's Word and their work showing the Face of God to others.

Parish Links

The school Principal is a member of the Parish Council. A number of teachers were involved in the parish, performing duties as readers, Extraordinary Ministers of Holy Communion and collectors. Parish events were advertised in the school newsletter and school information was regularly placed in the Parish Bulletin. The parish priest is invited to the school regularly.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education Test annually. 36 students participated in the test, receiving nine Distinctions. The test was completed on Chromebooks, consisting of 30 multiple-choice questions.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 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 30)	
Year 6	19

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 2021	TOTAL 2020
Male	[enrolment.male.yearK]	17	25	32	22	19	25	157	163
Female	25	20	25	18	20	21	18	147	155
Totals	42	37	50	50	42	40	43	304	318



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, 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 college 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 2021 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	93.0%	95.0%	94.0%	94.0%	93.0%	92.0%	92.0%	93.3%

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 non attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader 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 NESAs Teacher Accreditation Provisional or Conditional level.	4
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	22
3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESAs Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	20
6. Number of staff identifying as Indigenous employed at the school.	2
7. Total number of non-teaching staff employed at the school.	13

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- St Mary's Primary School supports students in understanding their emotions and encourages them to self regulate in a number of ways. The Zones of Regulation program is used as a resource throughout the school and has been in place for a number of years. This ensures that students and staff use the same language when addressing their emotions and their reactions to others' behaviour.
- Implementation of the *Living Well Learning Well* framework began in Term 4 by using Chronicles in Compass and focussing on redirecting and replacing student behaviour when addressing inappropriate behaviour.
- Senior students conduct the Peace Patrol during lunch breaks. This initiative puts Year 6 students in the playground to address issues that involve things such as a child who cannot find someone to play with or children who need help with playing a game.
- All staff use restorative practice when dealing with discipline issues. This assists students in understanding their behaviour, its impact on others and ways to improve their choices in the future.
- CPV are taught within the curriculum and authentically implemented in all KLAs and referred to during social and behavioural issues.
- During the unprecedented circumstances of 2021, staff undertook to ensure students were engaged with St Mary's as a community, and with their academic work, through online platforms.

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 the school is a clean, safe place, the staff take an interest in my child, teachers make learning really satisfying and engaging and Catholic identity is a high priority. Areas for improvement with scores of 1.8 or below included understanding of reporting, behaviour incident management, parent opportunities for involvement, explicit targets for improvement communicated and an effective School Advisory Council.

Student Satisfaction

Students in Years 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 97% which was considered excellent.

Areas of strong satisfaction for students with scores of 2.2 and above include teachers caring for students and making lessons interesting, the teachers tell us what we are learning and why, they suggest ways to improve learning, give feedback and use technology. Religion is taught well, and students are encouraged to do their best, care for others and be good community members. Areas for improvement with scores below 1.8 include homework, a feeling of acceptance by other students and value of student opinion.

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 80% which was considered excellent .

Areas of strong satisfaction for staff with scores above 2.3 out of 3 included recommendation of school to others, satisfaction of resources to carry out job, participation in professional learning conversations, CPV are taught explicitly in the school, maintenance of school and satisfaction with facilities, encouragement of a climate conducive to staff professional learning and improvement in practise, productive staff meetings, access to professional learning opportunities, opportunities to improve practice, clear expectations concerning effective teaching strategies and opportunities to enhance student learning. Areas for improvement with scores of 1.6 or below included morale, communication between leadership and staff and adequate time to staff to gather and analyse student progress.

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.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Mary's Primary School is committed to providing a quality education that meets the needs of all students.

The year started strongly with a clear plan for the teaching of all the KLAs. The school continued its focus on implementing solid, well structured English and Mathematics blocks utilising the structures provided by strong research and the Catholic Schools Office. The new PDHPE syllabus implementation began with units reviewed throughout the year.

Teachers continued to focus on utilising data to inform planning for student learning. This allowed the continuance of targeted support through Minilit groups and in class support by supportive and flexible education assistants. Kindergarten completed Best Start assessments at the beginning of the year. Students from Years 2-6 completed ACER Pat Maths and Pat Reading assessments early in Term 1 as formative assessment.

The move to remote learning saw teachers quickly adjust their teaching to cater for continued learning. Staff were provided with training in creating Project Based Learning Grids to allow students to work at their own pace, whilst being immersed in learning across all levels of thinking. Teachers' planning with the grids enabled students to complete tasks using their preferred learning styles. Teachers, Aboriginal education assistants and education assistants worked diligently to keep in contact with students to ensure as much learning as possible continued and any issues that arose were quickly addressed.

Teachers continued their journey of collaborative learning spaces with the support of the school's Leader of Pedagogy. They continued working in Professional Learning Teams with flexible learning and co-teaching high on the agenda. There was a strong focus on embedding the elements of the CSO schools' English Block. The staff also continued work on developing a consistent, high quality mathematics block structure.

One important element of this work was the continued focus on differentiation. This was even more important due to the impact of COVID-19 restrictions. Teachers met to identify the essential elements for students in all year levels in English and Mathematics. This work enabled very targeted and clear differentiation and support for students across all year levels.

Restrictions placed on schools greatly impacted many of the community activities in which St Mary's would normally participate. Loud Shirt Day participation raised funds for children who are deaf. This was a great success with donations being made online.

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, 50 students presented for the tests while in Year 5 there were 40 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 are 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.

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	21.5	6.1	22.0	32.7	19.1	26.5	12.8	16.3	7.8	6.1	2.6	2.0
Writing	20.2	8.3	37.0	56.3	23.0	20.8	9.0	6.3	4.3	6.3	1.9	2.1
Spelling	23.1	18.4	23.4	22.4	20.2	24.5	13.0	22.4	6.5	2.0	4.6	8.2
Grammar and Punctuation	22.3	20.4	24.1	28.6	19.4	24.5	10.4	14.3	6.4	2.0	4.4	4.1
Numeracy	13.6	4.1	22.1	14.3	27.4	42.9	18.5	26.5	9.8	6.1	2.7	4.1

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	15.5	22.5	24.7	30.0	27.2	15.0	18.3	20.0	7.5	7.5	3.3	5.0
Writing	7.5	7.7	17.0	17.9	32.6	28.2	26.9	30.8	9.7	7.7	3.2	5.1
Spelling	15.1	10.8	27.5	27.0	24.4	24.3	17.2	16.2	8.2	10.8	3.8	10.8
Grammar and Punctuation	12.9	8.1	20.6	18.9	27.1	27.0	19.7	27.0	9.2	13.5	4.5	0.0
Numeracy	10.2	2.9	20.9	17.1	28.8	42.9	23.6	22.9	10.0	8.6	3.1	0.0



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.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
Child Safety Training	26/01/2021	CSO
Code of Conduct	26/01/2021	CSO
Child Protection	27/01/2021	CSO
Understanding mandatory Reporting	27/01/2021	CSO

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 Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's [website](#) and the Armidale Catholic Schools Office [website](#).

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Mary's Primary School. Christ's teachings, therefore, should relate to how staff develop student self-discipline. The school community believes 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. Staff aim to bring this about in the 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](#) 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](#) 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 the school and all systemic schools in the Diocese of Armidale. 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](#), 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 this 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 the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) 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 Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.



Key Goals Achieved and Implemented in 2021	Key Goals for 2022
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Nurture Our Catholic Identity

- All staff and students were provided opportunities to develop a personal relationship with God through prayer.
- Staff were inserviced in the structure and development of prayer for adults and students
- Staff presented prayer at weekly staff meetings
- Staff were inserviced on CPV to deepen understanding
- CPV were authentically embedded in PDHPE programs and Mathematic programs
- Students and staff are able to articulate the CPV confidently in Mathematics and PDHPE and outside the classroom
- Staff reviewed the School Pastoral Care and Wellbeing programs took place
- PDHPE programs referenced school Pastoral Care and Wellbeing resources
- Parents were informed of the Pastoral Care and Wellbeing resources utilised within the school

Improve Learning

- English Block was embedded K-6.
- Maths Block was embedded K-6
- Whole staff show a shared understanding of the elements of English and Mathematics blocks
- Peer observations took place, highlighting good practice with peer feedback provided on agreed observation elements
- Staff used common language when discussing English and Mathematics blocks.
- Data walls updated and student growth used to lead discussions
- Learning walks and talks identified strong adherence to block structures
- Co planning is evident in teacher programs

Leading Learning and Sustain Our People

- Teacher Professional Learning plans were aligned to the AIP
- Staff participated in targeted goal setting
- Experienced staff reflected highly accomplished and lead goals.

An Authentic Catholic Community of Care

- Wellbeing team formed to support teachers in the implementation of the Living Well, Learning Well framework and working to align it to Catholic Principles and Values
- Using the Living Well, Learning Well framework as a Core Catholic Principles and Values-aligned student support framework.
- Leader of Wellbeing, AP PCW and IST fortnightly meeting with the School Counsellor to ensure successful implementation of this document
- Chronicle templates that support 'Living Well, Learning Well'.
- Multi-Tiered System of Support for Academic, Behaviour and Wellbeing Domains.
- Targeted Faith formation opportunities for staff and students

Great Learning and Teaching

- Continue to implement and embed system expectations around quality pedagogical practices, as outlined in the Foundations of a CPLC, consistently across the school
- Identifying and addressing gaps between aspirational and actual: Foundations of a Catholic Professional Learning Community
- Dynamic Literacy and Mathematics blocks
- High-quality Data Dashboards in learning and care domains.
- Data analysis and focus to support indigenous student growth to close the gap
- Leadership Team presence/ assistance in classrooms for Literacy Block

Strong Teams

- To build and embed high functioning, collaborative teams within the school to improve the learning outcomes for all students
- Clarify the ethical purpose of the work through weekly PLT meetings that are driven by analysis of data and implementation requirements
- Collaborative professionalism as a mode of work
- Grade teams are set up as whole groups to enhance collaboration and 'ownership' of students
- Leadership Team development
- Cross Stage moderation and Professional Learning



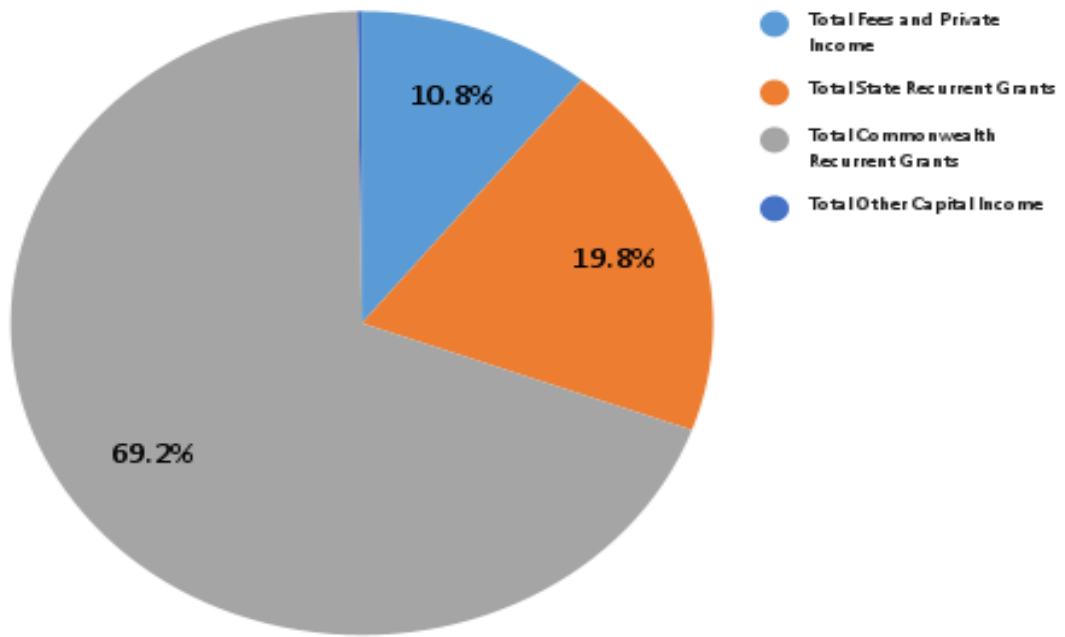
6.0 Financial Information

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 2021 is presented below:



2021 Income - St Mary's Primary School, Armidale



2021 Expenditure - St Mary's Primary School, Armidale

