

Annual School Report 2022 School Year

St Mary's Primary School, Armidale



156 Rusden Street
Armidale NSW 2350

Phone 02 6772 4441

Web <http://stmarysarmidale.catholic.edu.au>

Principal
Belinda Burton

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 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 2023 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 Armidale is the oldest established school in the Diocese of Armidale. It was founded in 1848 by lay people of the local community. The school's story and traditions have been shaped by the Ursuline Sisters, the Patrician Brothers and the De La Salle Brothers. Today, we belong to a system of 24 schools in the Diocese of Armidale under the direction of the Director of Schools, Mr Chris Smyth, and the Bishop of Armidale.

If you were to walk around St Mary's you would see children who are safe, valued, cared for, respected and happy. St Mary's is a caring school and the children are the most important people to be cared for. When children feel cared for and safe, they thrive in a learning environment.

Students are encouraged to share their talents and gifts with others, particularly to those in need of support. There is a strong emphasis on compassion and service within the school. As St Mary McKillop of the Cross said; '*See a need and do something about it*'. This is foremost in the mission of the school: to challenge students in their learning, to be inspired by Christ, while nurturing their faith in a Christ-centred learning community.

K-6 learning environments are inclusive, collaborative and centred in a culture of excellence. Evidence based practices are used to inform teaching and learning. Data is continuously collected to measure performance and impact, which then guides interventions where necessary.

Co-teaching in grade levels promotes teamwork, builds teacher capacity, ensures adjustments and differentiation for students, and guarantees the delivery of high quality teaching and student learning in classrooms.

The diocesan student framework, *Living Well, Learning Well*, guides pastoral care at St Mary's, shapes unconditional positive regard for children, their well-being and their feeling of contentedness within the school. A strong emphasis is placed upon respectful behaviour in a nurturing environment.

St Mary's has dedicated, enthusiastic staff and parents who support the education of all students. The integrity, collegiality and professionalism of the staff is reflected in the connection they have to each child: their care, safety and learning success. The support from the school's parent body in 2022 was one of determination to bring the community back into the school after suffering from COVID-19 and lock-downs. The P & F rose to the challenge of ensuring families had opportunities to re-engage with the school and the children's education by providing numerous opportunities to be involved. These opportunities included BBQs, quiz evening, discos, fête, social gatherings and a movie night.

This 2022 report highlights the school's outstanding achievements in quality teaching and learning experiences for children and the excellent participation in a wide range of areas which the school is very proud to celebrate.

Belinda Burton
Principal

1.2 A Parent Message

As Chair of the School Advisory Council (SAC), I would like to extend my appreciation and thanks to other members of the SAC who assisted St Mary's throughout 2022.

In many regards, this year was a less challenging year than previous years, with classrooms, sport and socials running as normal. Of course, when things run smoothly it is often the result of a lot of



hard work in the background. I would like to extend a heartfelt thank you to all the teachers and aides, the P&F, students and families for what they have contributed to St Mary's over the past year.

A special thanks must be extended to Belinda Burton. Her name seems synonymous with St Mary's. This year saw the return of our dear Principal whose commitment and dedication to the school is well-known and unmatched. Since her return, Belinda has worked tirelessly to rebuild St Mary's as a school focused on nourishing traditional Catholic values and regaining its strong sense of community. Sacramental programs returned to normal with many students making either their first confession, first holy Communion or confirmation. The parish priests of Ss Mary and Joseph's Cathedral visited numerous times throughout the year, as well as a visit from the Sisters of the Immaculata, encouraging the children to a deeper knowledge and love of God.

St Mary's P&F were active in organising and running events throughout the year, such as the school fête, school discos and St Mary's Trivia Night, to name a few. These events were extremely important for fostering a friendly and fun environment, both for the children and parents. After a few tumultuous years, the P&F efforts to rebuild a lively and supportive community in the school should be applauded.

The hard work put in by the amazing staff and volunteers at St Mary's, however, would be in vain without the support of all the families who attended events, donated to fundraisers and contributed to the school's mission of providing an authentic Catholic education to all students. The SAC looks forward to another year of growing St Mary's in the service of her students and of the Church.

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 174 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

Children participated reverently in the Opening School Mass which was held in the school grounds due to COVID-19 restrictions. Ash Wednesday Mass was celebrated in the cathedral, as the changes to COVID-19 regulations enabled the school to gather for Mass as a community. As the year progressed, children were able to attend grade masses in the cathedral along with reconciliation and sacramental programs.

The parish based Sacramental Program was held in Term 2 for confirmation and Term 3 for reconciliation and Eucharist. Changes to COVID-19 restrictions enabled student and family participation. The school supported the parish and families preparing the students for the sacraments.

Mini Vinnies



Children in primary grades volunteer to join Mini Vinnies. They gather weekly to pray and organise events to support good works for those in need. Children organise activities for St Vincent de Paul Winter Appeal and the Christmas Appeal. They support the school Caritas Appeal during Lent and the Catholic Missions in October. Mini Vinnies support the organisation of school masses with singing in the choir.

Staff Formation and Professional Learning

The annual Religious Education Professional Development Day was a Spirituality Day on Saint Angela Merici. Sister Lee Veriga (OSU) facilitated the day. She led the staff through the life of St Angela and the charism of her religious order and the Ursuline Schools.

Staff Formation

Staff Twilight Prayer sessions were offered to staff each term. The twilight sessions are run by the Catholic Schools Office Spirituality Team. These opportunities enabled staff to reflect on God's Word, experience a variety of prayer presentations and allowed time for personal reflection.

Parish Links

The school Principal is a member of the Parish Council. A number of teachers are involved in the parish, performing duties as readers, Extraordinary Ministers of Holy Communion and collectors.

Parish events are advertised in the school newsletter and school information is placed in the Parish Bulletin. The parish priest is regularly invited to school events.

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	22

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 2022	TOTAL 2021
Male	20	17	20	25	31	24	18	155	157
Female	27	22	24	23	19	22	23	160	147
Totals	47	39	44	48	50	46	41	315	304

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 daily 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 2022 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	89.0%	91.0%	90.0%	90.0%	89.0%	89.0%	88.0%	89.4%

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.	3



Teacher Qualifications / Staff Profile		Number of Teachers
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	20
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.	17
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	16

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.
- The school uses the Diocesan *Living Well Learning Well* framework to address student well-being and behaviour. A whole school approach ensuring students are: safe, valued, respected and cared for.
- Using Compass Chronicles to collect data on student well-being. Using the data for redirecting student behaviour when addressing inappropriate behaviour and commendations for appropriate behaviour.
- Senior students conduct the Buddy Patrol before school and during breaks. This initiative sees Year 6 students in the playground assisting with issues such as: a child who cannot find someone to play with, children who need help with playing a game, a child showing separation anxiety when arriving at school.
- All staff use restorative practice when dealing with behaviour issues. This assists students in understanding their behaviour, its impact on others and ways to improve their choices in the future.
- CPV (Catholic Principles & Values) are taught within the curriculum and authentically implemented in all KLAs and referred to during social and behavioural issues.
- St Mary's continued being involved in a variety of local community service activities. Students were able to represent the school at Remembrance Day, ANZAC Day, singing Christmas Carols in the cathedral and participating in the Armidale Show.
- As part of Charitable Works in our Catholic School, the students, staff and parents contributed generously to social justice appeals by fundraising for Caritas Australia, Pontifical Missions and St Vincent de Paul Winter and Christmas Appeals.



- Senior student leaders ran the School Assembly on Mondays and Fridays.

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 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 35% which was considered good.

Areas of strong satisfaction for parents with scores above 2.2 out of 3 included:

- Catholic identity is a high priority
- I feel welcome to volunteer and /or contribute to various school events and initiatives
- I would recommend this school to others
- Most teachers in the school make learning really satisfying and engaging for my child
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- The school is a safe place for my child
- The staff at this school take an interest in my child
- There is a strong partnership between the parish and this school
- The school celebrates student achievements

Areas for improvement with scores of 1.8 or below:

There were no scores 1.8 or below.

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 93% completion rate is considered excellent.

Areas of strong satisfaction for students with scores of 2.2 and above include:

- All of my teachers encourage me to do my best
- I am encouraged to care for others
- I feel safe at this school
- I regularly use technology at this school
- My school encourages me to be a good community member
- Teachers care about me



- My teachers tell us what we are learning and why
- Religious Education is taught well at the school
- The school helps me to be more involved in prayer

Areas for improvement with scores below 1.8 include:

- My school takes student opinions seriously
- The homework we do helps me learn

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 79% completion rate is considered excellent.

Areas of strong satisfaction for staff with scores above 2.3 out of 3 included:

- Assessment is used to inform teaching and learning in an expect way across the school
- Catholic religious identity is a high priority in this school
- Change initiatives are well managed at this school
- Collaborative planning processes in this school are effective
- Communication between the staff and school leadership is open
- I am happy with the school's facilities
- I am provided with opportunities to improve my teaching practice
- I get a lot of ratification from working at this school
- I have opportunity to enhance my students learning through the use of technology
- I have opportunity to have input into decisions affecting my work in this school
- I have the resources I need to do my job
- I participate in professional learning conversations
- I would recommend this school to others
- My school encourages a climate conducive to staff professional learning and improvement in practice
- Parent/teacher conferences are helpful at this school
- School leaders at this school know me as a person and support my well-being
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- The school helps me to be more involved in prayer
- The school promotes and sets targets for improving student outcomes
- The school's Agreed Practices on curriculum, assessment and learning are followed across the whole school
- The use of data to improve student learning is a strong feature of practice across the school
- There are clear expectations concerning the use of effective teaching strategies throughout the school



- There is a strong partnership between the parish and the school
- There is an explicit school wide emphasis on differentiating learning within each classroom
- There is good morale amongst the staff at this school
- The school celebrates student achievements
- The school is well maintained e.g. clean, buildings painted

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 with a strong focus on the 2-hour Literacy Block, with the whole school agreed practices in reading, writing and student grouping using rich data. By using the CSO Data Ecosystem to track student learning and to correlate the data, staff made informed evidence based groupings for student learning sprints.

Identified students below targets or at risk received targeted support and intervention through Minilit groups, Heggerty Phonemic Awareness program and in class groupings with skilled adults, teachers, leadership and educational assistants.

Rich assessment for learning, assessment as learning and assessment of learning was collected throughout the year to compile an accurate A-E report in Semester 1 and Semester 2. Formal assessments are PM Reading Levels, ACER PAT R & M assessments, Best Start, NAPLAN, MiniLit and MultiLit.

Teachers continued their journey of collaborative learning spaces and co-teaching.

Staff began to explore the new English K-2 and Mathematics K-2 Syllabus in PLT meetings and staff meetings. This work enabled very targeted and clear differentiation and support for students across all year 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, 49 students presented for the tests while in Year 5 there were 47 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.

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	17.5	34.0	21.0	27.7	19.4	23.4	11.6	6.4	8.4	8.5	2.7	0.0
Writing	19.5	15.9	35.0	38.6	23.8	25.0	10.1	13.6	4.8	6.8	1.7	0.0
Spelling	17.9	13.0	23.0	19.6	19.7	32.6	13.0	23.9	6.9	6.5	6.0	4.4
Grammar and Punctuation	16.8	28.3	20.1	32.6	19.8	10.9	13.1	15.2	6.9	8.7	4.0	4.4
Numeracy	11.4	4.4	20.4	23.9	26.2	21.7	20.2	41.3	10.5	6.5	3.3	2.2



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	12.8	11.6	26.9	25.6	27.2	41.9	17.4	14.0	7.2	4.6	3.4	2.3
Writing	9.2	4.7	18.7	16.3	30.5	30.2	24.5	32.6	9.7	14.0	3.4	2.3
Spelling	14.1	7.2	25.0	19.0	26.8	28.6	18.0	19.0	8.0	24.0	2.9	2.4
Grammar and Punctuation	10.4	14.4	20.1	16.7	26.5	26.0	23.2	31.0	10.1	11.9	3.0	0.0
Numeracy	8.4	2.5	18.9	25.0	27.9	37.5	26.3	25.0	11.5	10.0	3.0	0.0

NAPLAN results for 2022 show a very pleasing level of success for students in both Years 3 and 5.

The impressive Year 3 Reading results highlights the schools focus on the Literacy Block and targeted reading strategies particularly in K-2.

Year 3 Reading Assessment results saw 62% of students in the top two bands. Two of these students indicated that they at reading at Band 8.

Year 3 averages in Reading, Writing, Conventions of Language and Numeracy were way above the national average. In the Reading Assessment 92% of the students were above the National Minimum Standard. In Writing, 94% of the Year 3 students were above the National Minimum Standard. In Numeracy, 91% of the Year 3 students were above the National Minimum Standard.

Year 5 averages in Reading, Grammar and Punctuation, as well as Numeracy, were above the national average. In the Reading Assessment, 93% of students were above the National Minimum Standard. In Writing, 84% of students were above the National Minimum Standard. While in Numeracy, 91% of students were above the National Minimum Standard.

Congratulations on these NAPLAN results, children, teachers and parents.

The results are a testament to the work of the whole school's professional learning community.

One of the school improvement goals is to achieve ongoing improvement in the learning and teaching outcomes in Literacy & Numeracy and NAPLAN data affirms school improvement in 2022.



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 2022 were:

Staff Professional Learning Activity	Date	Presenter
Child Protection, Staff Code of Conduct, School Staff Handbook	28/01/2022	B.Burton
Royal Life Saving Training - First Aid	31/01/2022	S. Gollan
Religious Education - St Angela Merici	23/09/2022	Sr Lee Veriga
Living Well Learning Well /Twilight	22/11/2022	J. Matthews
Living Well Learning Well / Twilight	29/11/2022	J.Matthews
Staff Twilight Prayer	13/12/2022	CSO Spirituality Team
Staff Twilight Prayer	06/09/2022	CSO Spirituality Team
Staff Twilight Prayer	14/06/2022	CSO Spirituality Team
Staff Twilight Prayer	05/04/2022	CSO Spirituality Team
Promethean & Smart Screens TV	03/05/2022	CSO ICT Fiona Chisholm
VIVI -ICT	28/06/2022	CSO ICT Fiona Chisholm

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 or 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 2022	Key Goals for 2023
<p>Literacy Block</p> <ul style="list-style-type: none"> • Intensive Support with smaller student groups and higher ratio of skilled adults in classrooms for Literacy Blocks • Every student reading to a skilled adult at least 4 days per week • Improved student writing using the Australian Criterion Scale to track student data and informed teacher direction <p>School Culture</p> <ul style="list-style-type: none"> • Clearer understanding and articulation of the school and system • Shared Vision • Common Values of a CPLC (Catholic Professional Learning Community) • Change Management • Relationships, trust, roles and responsibilities developed • Transparent approach • Open communication and conversations • Belonging to the school, contentedness <p>Use of Data</p> <ul style="list-style-type: none"> • Consistent data expectations and school and system targets K-6 • Consistent data collection practices K-6 • The use of the Data EcoSystem to produce performance Correlation Plots and Triangulation of student data • Co-operative teams collecting data and analysing the data 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Implement the MaST program (K-2) • Implement the K-2 Mathematics Syllabus • Across K-6, follow The Great Mathematics Sequence, when teaching Mathematics • Follow the MaST K-6 Mathematics Scope and Sequence • Effective use of Data to inform teaching in Mathematics. e.g. PAT M • Improve NAPLAN Data <p>SHARED VISION</p> <ul style="list-style-type: none"> • Develop and maintain the culture of a highly successful Primary School • To develop an understanding of what the common values of a Catholic Learning Community are • K-6 to use the following teaching & learning practices: high impact teaching strategies, strong teaching teams and partnerships, sophisticated use of data, differentiation and adjustments for all student levels <p>CATHOLIC IDENTITY</p> <ul style="list-style-type: none"> • Introduce and develop a shared understanding of Created and Loved document • Implement the Faith Formation for Staff • Embed Living Well Learning Well <p>USE OF DATA</p> <ul style="list-style-type: none"> • The use of the Data EcoSystem to produce performance Correlation Plots and Triangulation of student data • Co-operative teams collecting data and analysing the data to inform student achievement, future teaching & learning and student grouping



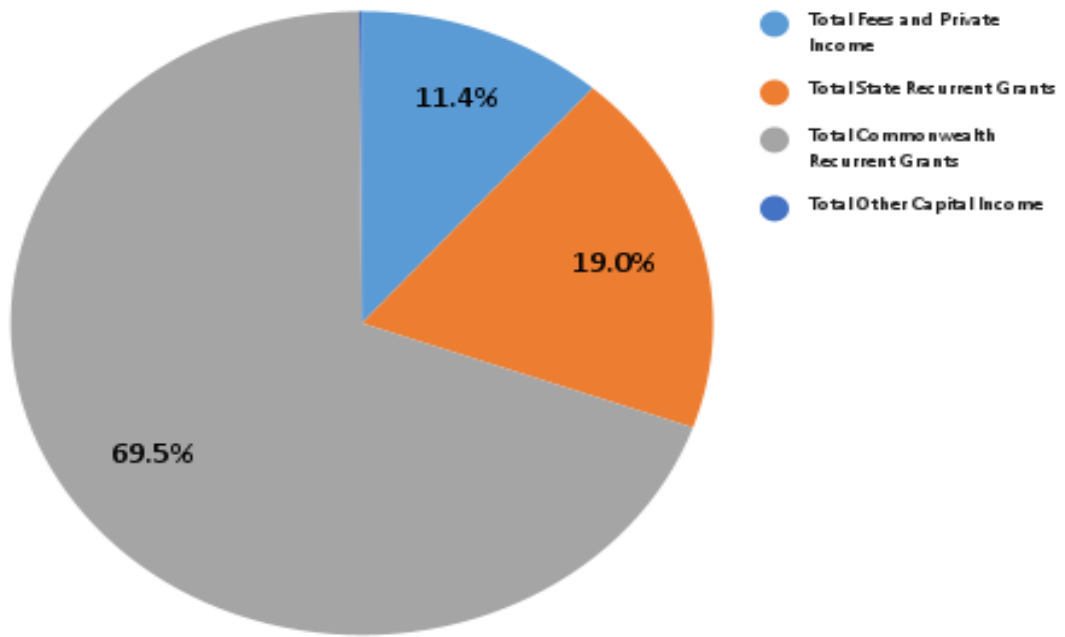
6.0 Financial Information

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 2022 is presented below:



2022 Income - St Mary's Primary School, Armidale



2022 Expenditure - St Mary's Primary School, Armidale

