

Annual School Report 2021 School Year

St Mary of the Angels Primary School, Guyra



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Principal
Jessica Scully

About this report

St Mary of the Angels 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 6779 1661 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 of the Angels Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

St Mary of the Angels Primary School Guyra has continued to be a school where students feel safe, valued, cared for, respected and where all students are learners. Despite another year of disrupted learning due to COVID-19, students, families and staff have continued to build strength in community and resilience. A special thanks are extended to the parent body and school staff for their continued and generous efforts. St Mary of the Angels Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school. The school year began with positivity and staff eagerly attended professional development around Phonemic Awareness, Child Protection and the Living Well, Learning Well Framework. At the end of Term 2, the school community farewelled long-standing former Principal, Mrs Sharon Wittig, after eighteen years of service. Jessica Scully, by stepping in as Acting Principal, ensured consistency within the school community.

It was at this point that the COVID-19 restrictions began again and school staff responded immediately by commencing remote learning for a five-week period. Students on-site and off-site were in contact by regular daily Zoom sessions or daily teacher check-ins. Teachers and Educational Assistants worked overtime creating Remote Learning Packs. These packs included all things necessary for students to access online learning platforms, as well as hands-on resources. St Mary of the Angels provided meaningful activities across all Key Learning Areas. For the duration of the isolation period, the school organised contactless drop off and pick-up exchanges in order to ensure that a variety of learning experiences were continually available to students and that teachers could mark completed student work. Feedback from families was very positive. Unlike last year, there were COVID-19 cases reported locally, however, no one within the school community contracted the virus.

Similar to last year, an increased number of anxiety issues, social media concerns and social problems were noted as students returned to normal classes. Throughout the last six months of the school year, the school responded to changing COVID-19 regulations, always trying to minimise any negative impact upon families. Some positives to take from this experience were the enrichment in the use of technology skills and websites by both students and teachers and also the level of independent work displayed by many students. These positives have now become part of normal classroom practice.

Student enrolment numbers increased and three new families were welcomed to the school community. Luckily we squeezed in an amazing Canberra excursion and the sacrament of confirmation before lockdown. Students adapted to a new swimming program to minimise disruption to an already very disrupted school year.

School data highlighted outstanding NAPLAN results, reading results, Phonemic Awareness and School Satisfaction survey. An additional Educational Assistant was engaged with Intensive Learning Support Funding, issued by the NSW Government. This was to support students impacted by COVID-19 in 2020. This funding allowed specific and targeted support to more than 30 students on a frequent basis. Over the last 12 months, an upgrade in creative play at St Mary of the Angels has been observed. Students were introduced the Gaga Pit, the mud kitchen and some fantastic farming equipment. Water tanks were installed and a bridge was recently purchased to ensure students can get to the library on a wet day.

St Mary of the Angels is looking forward to sharing new experiences with Mrs Zoe Nugent, Principal from 2022. The community is looking forward to a new year when COVID-19 does not influence so



many aspects of school life and where parents are once again active participants within the school community.

Jessica Scully
Principal

1.2 A Parent Message

The school community continued to face challenges due to prolonged COVID-19 restrictions. Being unable to attend sports carnivals, assemblies, masses, P & F meetings and events, parents appreciated the way staff have used Zoom, Compass and regular phone calls to stay in touch with families. Fortunately, the P & F continued to provide hot lunches on Fridays and held small scale fundraisers. The use of Compass has been widely taken up by parents and is complemented by the weekly Newsletter.

The challenges of remote learning affected families in many different ways. Staff ensured that learning was still regular, relevant and flexible. The school remained open to those students who needed to be on site and staff endeavoured to provide compassionate support for all families.

Parents are grateful for the efforts of all staff; reception, teachers and support staff, in providing great opportunities for students to shine and wonderful experiences for them to undertake, such as the Canberra and Pioneer Village excursions. The change to the swimming program was a welcome one, with the bonus of students and teachers avoiding fatigue while ensuring the safety components of PDHPE were covered. We thank the support staff and casual teachers who helped make this happen.

Whilst restrictions meant that Presentation Night could not occur with parents present, the ceremony was Zoomed for families to watch their children be recognised for all their hard work this year. The Yr 6 Graduation Mass was also zoomed and parents attended the Yr 6 Graduation dinner, with their children, off-site. This was a very special occasion for all involved.

The school community with miss beloved Principal, Mrs Sharon Wittig. Prior to her departure, Sharon was very busy organising play areas such as the kitchen and gaga pit, as well as some interactive wall toys. The school community truly appreciated the opportunity to farewell her in a break of restrictions on a typical cold, wet Guyra evening. It was exciting to see a new award named in her honour on Presentation Day.

We thank Jessica Scully for taking on the role of Acting Principal in difficult circumstances and wish her well next year.

Finally, the school community is looking forward to 2022 with hope. The parent body is keen to contribute to different facets of school life, from running P & F fundraisers to assisting at sports carnivals and excursions, we truly pray that we can be more involved in building the school community next year.

Theresa Grills
Parent
P&F

2.0 This Catholic School

2.1 The School Community



St Mary of the Angels Primary School is located in Guyra and is part of the St Mary of the Angels Parish which serves the communities of Guyra, Ben Lomond, and surrounds, from which the school families are drawn.

Last year the school celebrated 102 years of Catholic education.

The parish priest, Father Stephen O'Shea, is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Mary of the Angels 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.

Throughout the COVID-19 period, when churches were closed, religious services were made available to parishioners, parents and students via electronic telecasts. During this time of isolation, the school reached out to elderly parishioners with cards and stay safe messages. Students were unable to make visits to the local aged care facility. As restrictions eased, the parish resumed masses following social distancing guidelines. For most of 2021, class groups attended school masses depending on restricted attendance numbers. During Term 3, St Mary of the Angels celebrated the sacrament of confirmation and in Term 4, St Mary of the Angels celebrated the sacrament of reconciliation. Students enrolled in other schools, were provided with booklets to work through as personal lessons on-site were not possible.

Spiritual and faith formation are an important part of life at St Mary of the Angels. In Term 2, the overnight staff retreat went ahead and was facilitated by the spirituality team at the Catholic Schools Office, Armidale.

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	20

2.3 School Enrolment

St Mary of the Angels 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	3	7	10	10	5	7	7	49	50
Female	6	7	5	5	3	6	7	39	34
Totals	9	14	15	15	8	13	14	88	84

2.4 Student Attendance

In order for students to reach their full potential, it is important that they attend school regularly. Whilst it is parents' legal duty to ensure their children attend school regularly, school 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 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	96.0%	94.0%	93.0%	94.0%	96.0%	93.0%	92.0%	94.0%

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 NESA Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	6
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.	6
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. The school models and teaches students about respect and responsibility in a number of ways:

- Student Leadership forms a major part of the culture of respect and responsibility that makes up the warm and caring climate within the school.
- Student leaders act as role models for younger students and accept responsibility for specific tasks around the school. They represent the school at events within the diocese and the local community.
- During 2021, their leadership roles outside the school were limited due to COVID-19 restrictions.
- Within the school environment, staff relied heavily on the older students to assist with some activities that parents would usually undertake.
- Students were unable to visit the local aged care facility, however, they reached out to their friends through cards, gifts and social media messages.

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

Using the formal survey tool, parents were able to share their overall satisfaction with the school. All statements in the survey received a score of 2.1-3, showing an extremely high level of satisfaction. Most important to parents was in regards to the way teachers make learning engaging and take interest in each child, the safe nature of the school and that they would recommend the school to other families.



The school receives regular positive informal feedback throughout the year from parents and people in the community regarding the school and the staff who work with their children. Families are always appreciative of the communication between school and home during the continued restrictions that prevent parents from coming onto the school site. Community organisations such as St. Vincent de Paul and Kolara have shown gratitude for the continued interaction despite COVID-19 restrictions.

The following highlight typical responses received from families:

- *I love the close family feel to the school, all the kids and teachers look out for each other*
- *The team go above and beyond for my children*
- *I feel I can approach the school about anything, the reception staff always super helpful*
- *I would recommend the high expectations the school has for the kids and that they encourage them to do their best. They know their learning goals and what they need to work on as well as that they can identify their strengths.*

Student Satisfaction

Overall, students demonstrate appreciation and respect for the school itself, the staff and the opportunities provided to them with regard to their learning experiences. Using the formal school survey, the students expressed a high level of satisfaction for all areas, with the only exception being the topic of homework. Informally, the students have expressed disappointment about not being able to do many school activities due to COVID-19 restrictions. This includes the simple joy of playing anywhere on the playground with whomever they choose, regardless of the class group they are in. They generally adapted well to changes, which often baffle them, but needed support when returning to on-site learning after a long break away. Students have shown gratitude for being able to go on excursions, particularly the Yr 5-6 trip to Canberra via Sydney.

Some responses from Year 6 students are as follows:

- *My experience at St Mary of the Angels has been very positive with all our school sporting and academic achievements. I've enjoyed the friends I've made at St Mary's and hope to keep my friendships when I move on to high school. We have enjoyed growing as a school and making strong relationships that will last a lifetime.*
- *We appreciate the teachers for assisting us with our learning and being positive role models in our life. The teachers are very caring and always help us whether it's in the playground or in the classroom*
- *Our school has evolved with new play equipment and learning resources which has helped us move forward with our learning in the last 2 years. The new GaGa pit is an exciting part of our school that we have not only learnt how to play but learnt how to be fair and friendly when playing with all the other years.*

Staff Satisfaction

Responses from staff to formal and informal surveys depict a very high level of satisfaction. Staff feel valued and cared for. During a very difficult year, they noted that throughout the COVID-19 isolation period they felt they were very well supported and were given adequate resources, ample release time and assistance and guidance from leadership and each other. They felt that the supportive environment allowed them to learn new skills, experiment with different learning programs and present high quality work in a variety of formats. They appreciated the fact that they were encouraged to choose whether to work from home or work together in the school environment.

Staff expressed gratitude to the Catholic Schools Office for the way that they encouraged autonomy and allowed local decisions to be made that would best suit the circumstances of each individual school according to their circumstances. There is a strong sense of collegiality between all staff. Younger teachers, in particular, love that there is a willingness to share ideas and resources so freely.



Staff obviously love coming to work each day and their enthusiasm and dedication is visible to all within the community.

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 of the Angels Primary School is committed to providing a quality education that meets the needs of all students.

St Mary of the Angels Primary School places great importance on building the foundation skills of literacy and numeracy. The school has designated literacy and numeracy blocks. Wherever possible, these subjects are taught consistently by the same teacher. Lessons in these areas are planned carefully, to deliver the curriculum based on assessment of student skills and knowledge. Lessons are therefore differentiated for groups of students with learning intentions adjusted to suit the learning needs of each group. Flexible class groupings are also used to cater for students who are working above or below their expected stage level.

The school is committed to implementing the 14 parameters based on Dr Lynn Sharratt's work of Putting Faces on the Data. The gradual release of responsibility model is followed and all classes participate in Big Write and VCOP strategies. A Case Management approach is used to help address the needs of identified students.

In addition to excellent academic programs, St Mary of the Angels offers a wide range of sporting, cultural and community involvement opportunities. Physical education and sport is very important. Students have access to a wide variety of sporting equipment at morning, recess and lunch breaks. Students are taught basic skills in a number of recreational sports which encourage them to participate in weekend competitions. Good sportsmanship and fairness is at the forefront of all sporting activities. Students have the opportunity to participate at a diocesan level in athletics, swimming, cross country, soccer and touch football as well as summer and winter sporting trials. Students who excel can move on to represent at diocese and state level. Again, in 2021 the opportunities were very limited due to COVID-19.

Service to others is a key focus of school life. Students regularly visit the local age care facility and have developed a long and lasting relationship with the residents through shared activities which include reading, talking, singing, craft and games mornings. The school takes great pride in contributing to the community through ANZAC Day, Rotary Street Carnival and the annual agricultural show.

A Transition to School class operates each Wednesday for the preceding Kindergarten class. This class helps to build strong foundations for literacy and numeracy, as well as developing important social and class routine skills that assist students in making an excellent transition into full time schooling. The schooling experience for the children is enriched by the close partnership between families and the school community. The dedication and care displayed by all staff is widely acknowledged and appreciated.

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, 15 students presented for the tests while in Year 5 there were 13 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 of the Angels 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 of the Angels 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	20.0	22.0	20.0	19.1	26.7	12.8	13.3	7.8	0.0	2.6	0.0
Writing	20.2	20.0	37.0	40.0	23.0	13.3	9.0	26.7	4.3	0.0	1.9	0.0
Spelling	23.1	0.0	23.4	33.3	20.2	26.7	13.0	20.0	6.5	6.7	4.6	0.0
Grammar and Punctuation	22.3	13.3	24.1	40.0	19.4	20.0	10.4	20.0	6.4	0.0	4.4	0.0
Numeracy	13.6	6.7	22.1	33.3	27.4	33.3	18.5	13.3	9.8	6.7	2.7	0.0

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	14.3	24.7	28.6	27.2	28.6	18.3	14.3	7.5	0.0	3.3	14.3
Writing	7.5	21.4	17.0	7.1	32.6	14.3	26.9	35.7	9.7	21.4	3.2	0.0
Spelling	15.1	0.0	27.5	28.6	24.4	14.3	17.2	21.4	8.2	7.1	3.8	7.1
Grammar and Punctuation	12.9	14.3	20.6	7.1	27.1	21.4	19.7	28.6	9.2	7.1	4.5	7.1
Numeracy	10.2	0.0	20.9	0.0	28.8	50.0	23.6	35.7	10.0	0.0	3.1	7.1



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
School and System Registration and Compliance	27/01/2021	Sharon Wittig
Living Well, Learning Well	28/01/2021	Sharon Wittig
Sounds Good to ME (Phonemic Awareness)	17/03/2021	Sounds Good To Me Facilitators (E-Learning Modules)
Sounds Good to Me (Phonemic Awareness)	24/03/0021	Sounds Good To Me Facilitators (E-Learning Modules)
Religious Retreat Day	07/05/0021	Anne Finlayson Spirituality Team CSO
Differentiation	16/12/0021	Jessica Scully

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 of the Angels 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 of the Angels 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
<ol style="list-style-type: none"> 1. Quality differentiation for all students 2. Improved Literacy results through tiered Phonemic Awareness teaching 3. Implemented 'Living Well, Learning Well' Framework 	<ol style="list-style-type: none"> 1. Strong Teams - To build strong, high functioning teams across the whole school 2. Great Learning and Teaching - To provide quality, differentiated pedagogy informed by data 3. An Authentic Catholic Community Care - To continue to embed the language and practice of the Living Well, Learning Well Framework

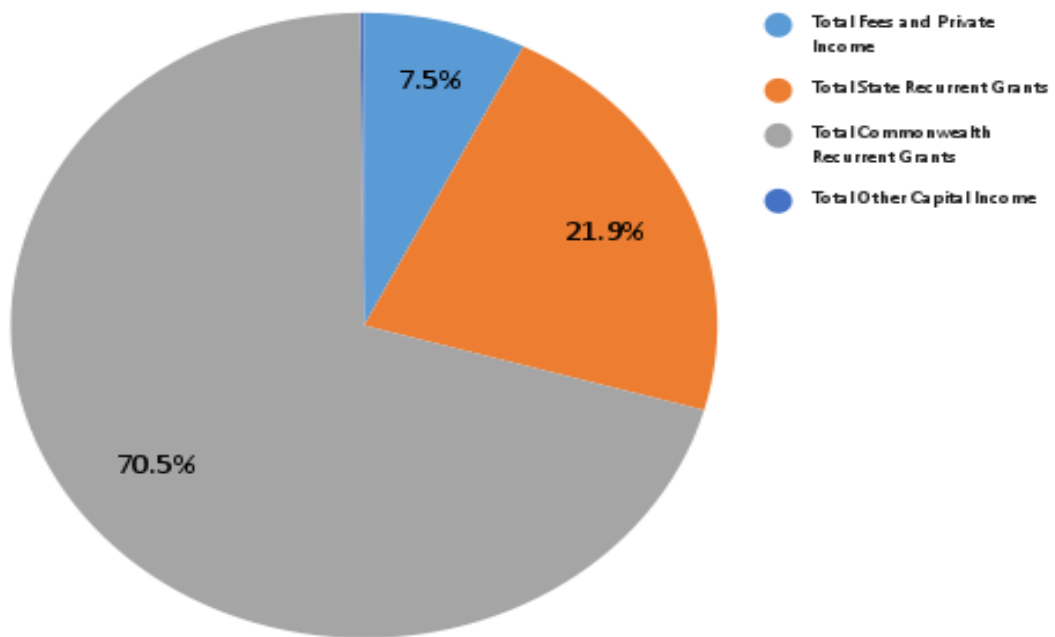
6.0 Financial Information

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 of the Angels Primary School, Guyra



2021 Expenditure - St Mary of the Angels Primary School, Guyra

