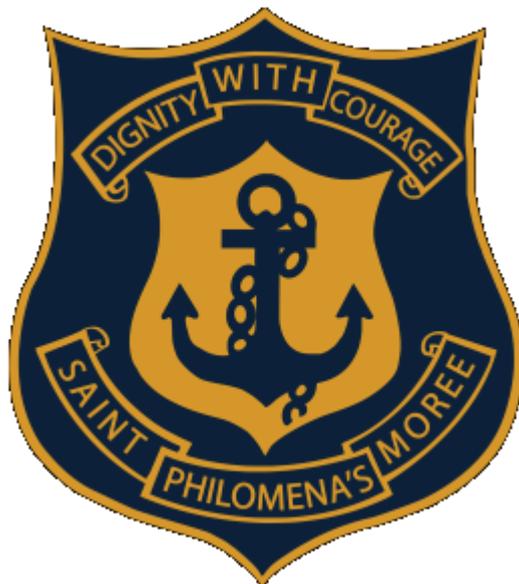


Annual School Report 2020 School Year

St Philomena's School, Moree



55 Boston Street
Moree NSW 2400

Phone 02 6752 1577
<http://www.stphilomenasmoree.nsw.edu.au>

Principal
Jamie McDowall

About this report

St Philomena's 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 2021 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 6752 1577 or by visiting the school's website <http://www.stphilomenasmoree.nsw.edu.au>.



1.0 Messages

1.1 Principal's Message

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

Since 1898, St Philomena's School has provided an opportunity for parents in the Moree area to have their children educated in the context of Catholic traditions. The school welcomes families from all religious backgrounds to be immersed in contemporary and quality opportunities for academic, cultural, religious, community and sporting experiences. The school is an inclusive school that embraces equity, justice and compassion, where teachers are the face of Christ to the students. St Philomena's School belongs to a system of schools, being one of 24 in the Diocese of Armidale. The school has a strong commitment to the benefits of belonging to a system allowing for quality and strategic professional learning, extensive collaboration and sharing initiatives and successes which contribute to school improvement. Staff are committed to work as a Catholic Professional Learning Community, where Catholic Principles and Values are articulated by all, a focus on learning for students, teachers and all staff is evident, collaboration supports student learning and professional staff learning and a sharp lens on data informs direction and practice. The Mission Statement of St Philomena's School is to provide students with a Catholic education in a caring, disciplined environment where striving for excellence and respect for others are promoted. This sits at the heart of all we do, ensuring that all students learn to their full potential, so they can graduate to a world where they can make a difference based on the values and beliefs of Catholic education. The school community thanks you for taking an interest in this Annual School Report which provides parents and the wider community with fair, reliable and objective information about the school.

Jamie McDowall
Principal

1.2 A Parent Message

Whilst 2020 was a different year for all, the St Philomena's School Advisory Council (SAC) and Parents & Friends Association (P&F) kept busy and in touch with all that was going on within the school. Both the SAC and the P&F were delighted to begin to work collaboratively with St Philomena's new Principal, Mr Jamie McDowall.

The SAC, within its function of providing advice to the Principal and parish priest, strongly supported the school's plans to upgrade and enhance the Stage 4 and 5 learning spaces as well as the music rooms and old parish hall.

The P&F had to cancel many of its usual fundraisers for the year but were still able to think innovatively around the restrictions, most successfully running a Christmas cake and pudding drive. The P&F contributed to various initiatives through fundraising including a contribution to excursions for Year 10 and Year 6, photography equipment for the school, along with the purchase of two table tennis tables.

The SAC acknowledges the exceptional work and dedication of the school staff across all areas of the school. St Philomena's continues to lead the way in its pastoral care, faith development and education. The SAC looks forward to its continued involvement with the school in 2021 around governance, policy development, decision making, special projects and school improvement.

Mrs Sarah Osborn
Chairperson
School Advisory Council



2.0 This Catholic School

2.1 The School Community

St Philomena's School is located in Moree and is part of the St Francis Xavier's Parish which serves the communities of Moree Plains Shire encompassing Balatta, Pallamallawa, Mallawa and Gurley, from which the school families are drawn.

Last year the school celebrated 122 years of Catholic education.

The parish priest, Fr Vic Ignacio MS and Fr Tuan Tran, is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Philomena's 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.

The school enjoys a positive relationship with the Parish of St Francis Xavier with support from priests and parishioners.

The secondary Religious Education curriculum follows the "Faithful to God Faithful to People" Program, with units collaboratively constructed and aligned with the Religious Education Syllabus K-10, established through the Catholic Schools Office Armidale. The primary Religious Education curriculum follows the "Celebrating Our Journey" Program. During COVID-19 lockdown, teaching and learning was facilitated via an online platform for students from K-10 via Google Classroom.

The school plans, at a yearly and strategic level, to emphasise and celebrate the importance of the Catholic life and identity of the school. The school community, through Mass and liturgy, celebrates feast days and solemnities of the church's year, accompanied with live music played by the school band. Additionally, students celebrate the Mass in stage groups at regular intervals with the parish community. The impact of COVID-19 meant that whole school Masses were celebrated via a live Zoom and some of the year based Masses were celebrated as a closed year group.

The St Philomena's Mini Vinnies group started the year strong with about 40 students from Years 3 to 6. The group worked closely with the Secondary Vinnies Chapter, where 12 secondary students worked together to support fundraising appeals for Vinnies, Caritas and Catholic Missions. Students in Years 3 and 4 were given the opportunity to be involved in a local Junior Josephite Chapter, facilitated by a local Sister of St Joseph. This was also cut short due to restrictions.

Staff Prayer was very well supported (where restrictions allowed, and via Zoom where possible) by all staff, where a gradual release model continued and culminated in staff leading prayer for all staff on a rotating basis. K-10 assemblies resumed via Zoom for the last part of the year and commenced with thoughtful prayer experiences for students while K-6. Classroom prayer forms part of the ritual of each day with agreed practises to pray at the beginning of each day, prior to sharing a meal and at the end of the day.

Parish based sacramental programs for first reconciliation (Year 2), first Holy Communion (Year 3) and confirmation (Year 6) went ahead with slight changes to the program. The Scope and Sequence for Learning was aligned to the Sacramental Program offered by the parish. Numbers of students enrolling in the sacramental programs were slightly reduced compared to previous years, likely due to COVID-19.

The strong relationship the school maintains with the local Society of St Vincent de Paul (SVDP) chapter is a significant parish link. The school actively promotes principles of social justice whenever possible. In support of SVDP, the school community raised \$401 plus a donation of 286 pairs of new socks to the local branch. Activities for Catholic Missions produced \$373.40. The Lenten Caritas Appeals raised a total of \$639.18. St Philomena's School Josephite Chapter, when able, continues to pray for special intentions and collected used postage stamps which translate to cash for third world countries.



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

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

| Our School's average result (as a mark out of 30) | |
|---|----|
| Year 6 | 19 |

2.3 School Enrolment

St Philomena's School caters for children from Kindergarten to Year 10. The following table indicates the student enrolment characteristics:

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | TOTAL 2020 | TOTAL 2019 |
|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|------------|------------|
| Male | 16 | 24 | 18 | 21 | 18 | 15 | 13 | 12 | 11 | 10 | 5 | 163 | 182 |
| Female | 21 | 10 | 23 | 18 | 23 | 17 | 22 | 13 | 14 | 18 | 7 | 186 | 195 |
| Totals | 37 | 34 | 41 | 39 | 41 | 32 | 35 | 25 | 25 | 28 | 12 | 349 | 377 |

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, 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 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 2020 is shown in the following table.

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | All Years |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|-----------|
| Average Student Attendance Rates Percentage | 94.0 | 92.0 | 94.0 | 91.0 | 93.0 | 92.0 | 92.0 | 86.0 | 88.0 | 85.0 | 86.0 | 90.3 |

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 School Consultant will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

| | Teacher Qualifications / Staff Profile | Number of Teachers |
|----|--|---------------------------|
| 1. | Those teachers at the NESA Teacher Accreditation Provisional or Conditional level. | 9 |
| 2. | Those teachers at the NESA Teacher Accreditation Proficient level. | 16 |
| 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. | 16 |
| 6. | Number of staff identifying as Indigenous employed at the school. | 4 |
| 7. | Total number of non-teaching staff employed at the school. | 25 |

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:

- Investigation of anti bullying through units of work which form part of the PDHPE curriculum and participation in the 2020 National Bullying No Way Day
- Acknowledging, profiling and participating in important occasions and significant days of Australian history including ANZAC Day (Digital Liturgy) and Remembrance Day
- Commitment to activities to promote and support social justice work for Caritas, Catholic Children's Missions, Society of St Vincent de Paul and drought relief
- Implementation of Acknowledgement of Country and Welcome to Country actions, participation and celebration in NAIDOC Week and Reconciliation Week
- Engagement with Responsible Digital User Agreement
- Recognising students at fortnightly assemblies (digital and physical) who have demonstrated examples of citizenship and personal best
- Designated special annual awards recognising respect, responsibility and citizenship including Principal's Award, View Club Award, Country Women's Association Award, Catholic Women's League Award, John Haddad Award, Skip Hitchen's Award, Rotary Award and the Australian Defence Force Long Tan Leadership Award
- The values of respect and responsibility lie at the heart of Catholic Education and underpin all policies and procedures and therefore are of high priority to St Philomena's School.

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

The Diocese of Armidale contracted the services of Survey My School as a formal school improvement tool in order to gauge parental satisfaction with school operations. Parental satisfaction was also gauged in other ways including Parents and Friends Association, School Advisory Council meetings and individual parent communication. Parents were asked to respond to a range of questions around the following four broad areas:

- Catholic Identity is a high priority within the school
- The school is a happy and safe place for my child
- The school communicates that it has high expectations for school attendance, engagement and learning outcomes
- The school's reporting processes give me a good understanding of my child's progress and areas for improvement

Of the 235 parents surveyed, 109 completed the survey, representing a 46% completion rate.

Overall, the averaged survey results rated the school in the agree (64.2%), strongly agree (19.8%) range.



Student Satisfaction

- The Diocese of Armidale contracted the services of Survey My School as a formal school improvement tool in order to gauge student satisfaction with school operations. Students were asked to respond to a range of questions around the following four broad areas:
- Feel safe at this school
- Learning: A Presence of Quality Teaching and Learning is delivered/ Students know what they are learning and why / Students Feedback to improve learning is provided
- I am encouraged to be a good community member
- I feel accepted by others at this school

All 108 primary students completed the survey, representing 100% completion rate.

Overall, the averaged survey results (for primary students) rated the school in the agree (55.2%), strongly agree (26.7%) range.

Of the 92 secondary students surveyed, 55 completed the survey, representing 60% completion rate.

Overall, the averaged survey results (for secondary students) rated the school in the agree (58.2%), strongly agree (7.3%) range.

Staff Satisfaction

The Diocese of Armidale contracted the services of Survey My School as a formal school improvement tool in order to gauge staff satisfaction with school operations. Staff satisfaction was also gauged in other ways including individual staff communication. Staff, across all areas of the school, were asked to respond to a range of questions around the following four broad areas:

- I have the resources I need to do my job
- My school encourages a climate conducive to staff professional learning and improvement in practice
- Catholic religious identity is a high priority within this school
- Collaborative planning processes in this school are effective

Of the 70 staff surveyed, 55 completed the survey, representing a 79% completion rate.

Overall, the averaged survey results rated the school in the agree (45.5%), strongly agree (50.9%) range.

3.0 Teaching and Learning

3.1 School Curriculum

Primary

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 Philomena's School is committed to providing a quality education that meets the needs of all students.



St Philomena's School recognises that schools have served society well, but new times demand new models of schooling. The whole school has commenced a journey, taking important steps to design, cultivate and grow learning environments which reflect the necessity for schools to respond to the needs of students in the 21st century. This change of practice to learning and teaching pedagogy is evidenced in the flexible and innovative learning spaces catering for stage based learning, with teachers working collaboratively to plan and teach, thereby responding to the learning needs and styles of students along with significant use of technology. The signature characteristic of contemporary education and contemporary learning environments is students at work learning and thriving in an educational model that adopts a model of gradual release of responsibility.

The primary curriculum is designed to cater to the needs of all K-6 learners. Scope and Sequence maps learning development across K-6. The curriculum is delivered, monitored and assessed. Integration opportunities are pursued and the use of technology to support learning is a significantly prevalent feature of the curriculum. The primary school is well resourced with IT equipment. Opportunities to enter local, state and national competitions are available for students.

Public speaking across Years 3 to 6 is profiled by an annual competition, in which all students participate. The school celebrates Literacy and Numeracy Week, and Science Week with various activities. In conjunction with the classroom/subject teacher, the learning support team assists students with identified needs and learning difficulties. The literacy support program MiniLit (Meeting Initial Needs in Literacy) supports targeted students in K-2. While MacqLit supports the literacy needs of students in Years 3 to 6. Activities for extension/gifted and talented students are offered in small explicitly targeted group work.

A Transition Program for preschoolers entering Kindergarten is organised in Term 4. Opportunities for talented sporting students are available through diocesan and interdiocesan pathways.

Secondary Years 7 - 10

The school follows the NESA syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

The secondary curriculum at St Philomena's School is designed to cater to the needs of all Year 7-10 learners. The Stage 4 (Year 7 & 8) curriculum at St Philomena's School consists of eight KLAs as defined by the N.S.W. 1990 Education Reform Act. These KLAs are: English, Mathematics, Science, Human Society and its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory and Personal Development, Health and Physical Education.

The range of activities available in Technology Mandatory has increased through the redevelopment of the Agriculture plot and the development of the TAS room. Exploration of these subjects enables students to make informed choices about electives for the Record of School Achievement (RoSA) and subjects for the Higher School Certificate, based on what they discover about their own talents, needs and interests in Years 7-10. Levelled Literacy Intervention is a literacy support program for students in Years 7 and 8, with a strong focus on reading and comprehension. The Stage 5 (Years 9 and 10) curriculum consists of the core subjects of English, Mathematics, Science, Human Society and its Environment, Personal Development, Health and Physical Education. A range of elective subjects are available including Commerce, iSTEM, LOTE (Japanese), Music, Physical Activity and Sports Studies (PASS) and Visual Arts. Students in Stage 5 are able, following a selection process, to access VET courses and school based apprenticeships through TAFE NSW or other training providers. VET courses are heavily subsidised by the Catholic Schools Office Armidale with parents making a copayment. Additionally, curriculum offerings include access to the Dubbo School of Distance Education. There is a strong emphasis on integrating technology across all subject areas so that technology skills become relevant to many aspects of the students' lives. For secondary education, the school has a Bring Your Own Designated Device Policy. A Work Experience Program offers Year 10 students the opportunity to immerse themselves in the workforce in order to assist them to make meaningful and well informed choices about careers they may wish to pursue and or courses for the Higher School Certificate. Opportunities to enter local, state and national competitions are available



for all students. Extracurricular opportunities on offer include public speaking, school band and choir. Talented sporting students access opportunities through diocesan and interdiocesan pathways.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

| | |
|---|-------------|
| In 2020 the number of students issued with a RoSA | [RoSACount] |
|---|-------------|

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 2020 were:

| Staff Professional Learning Activity | Date | Presenter |
|---|------------|---|
| Measuring Student Learning & Engagement Through the Lens of the 5 Learning Questions | 27/04/2020 | Nerida Finlayson, Carrie Watchirs & Anna Seccombe (Leaders of Pedagogy) |
| CPR and First Aid | 17/12/2020 | Royal Life Saving |
| Catholic Principles & Values: Planning, Curriculum and Processes | 20/07/2020 | Mary Davison (REC) |
| Contemporary Learning Design - Introduction to Thornburg's Theory of the Evolving Classroom & Gradual Release of Responsibility | 05/02/2020 | Nerida Finlayson, Carrie Watchirs & Anna Seccombe (Leaders of Pedagogy) |

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 <http://www.stphilomenasmoree.nsw.edu.au> 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 Philomena's 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 Philomena's 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 <http://www.stphilomenasmoree.nsw.edu.au> or at the administration office.

4.3 Student Discipline Policy

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

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

The full text of the school's 'Student Discipline Policy' may be accessed on the school's website <http://www.stphilomenasmoree.nsw.edu.au> or at the administration office.

4.4 Bullying Prevention and Intervention Policy

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

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

The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's website <http://www.stphilomenasmoree.nsw.edu.au>, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by 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 <http://www.stphilomenasmoree.nsw.edu.au> or the administration office.

5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic 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 Schools Consultant.

| Key Goals Achieved and Implemented in 2020 | Key Goals for 2021 |
|--|---|
| <ul style="list-style-type: none"> • Strategic capacity building of all staff K-10 in the areas of Contemporary Learning Design, focusing on Thornburg's Theory • Deepened Primary Staff's understanding of the pedagogy associated with the Gradual Release of Responsibility in Literacy and Numeracy • Commenced strategic implementation of the Gradual Release of Responsibility within the secondary learning cycle • Introduced fortnightly coaching cycle for all secondary teachers to support the capacity building of Thornburg's Theory and the Gradual Release of Responsibility • Successfully designed and implemented a Remote Learning Platform for all students (and staff) to provide high quality learning from home during the COVID-19 lockdown/isolation phase in NSW. • Deeper awareness and understanding of Catholic Principles and Values and how they relate to planning, curriculum and process/pedagogy through an effective staff development day and targeted followup actions • Strategic Implementation of the Catholic Schools Office Great Maths Session Initiative in Year 2 to improve students academic progress and engagement in Mathematics | <ul style="list-style-type: none"> • Strategic professional learning focusing on the theory and practice of High Impact Collaborate Teams for Teachers K-10 • Introduction of a Stage 4 (Year 7 and 8) Innovative Learning Environment (Renovation to previous library building) to support the strategic implementation of Stage 4 English and Mathematics • Introduction of Specialist Subject Teachers into Stage 3 (Year 5 and 6) from the Secondary 7-10 Learning Team in the areas of Music, Science, PDHPE and HSIE • Professional Learning in the areas of Assessment and Data Literacy for teachers K-10 • Implementation of the Diocese of Armidale's Living Well Learning Well Framework K-10 through professional learning opportunities and refinement in school/system processes concerning behaviour and wellbeing • Continued Strategic Implementation of the Catholic Education Diocese of Armidale Mathematics Initiative beyond Year 2 |

6.0 Financial Information

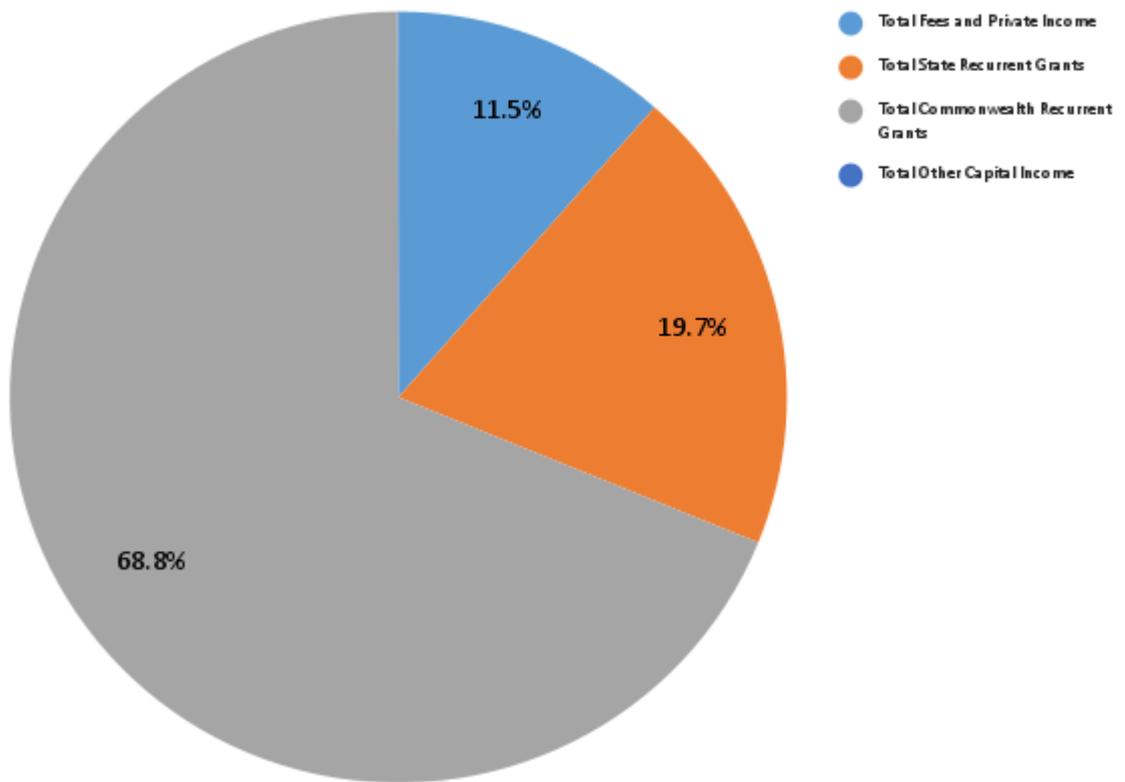
Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure 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 2020 is presented below:



2020 Income - St Philomena's School, Moree



2020 Expenditure - St Philomena's School, Moree

