

Annual School Report 2023 School Year

St Mary's Primary School, Armidale



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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 2024 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.

At St Mary's, you see children who are safe, valued, cared for, and respected. St Mary's is a caring school and 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 those in need. 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, and 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 within 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, and shapes unconditional positive regard for children, their well-being, and their contentedness at school. A strong emphasis is placed upon respectful behaviour in a nurturing environment.

St Mary's has dedicated, enthusiastic staff and families who support the education of all students. The integrity, collegiality, and professionalism of the staff are reflected in the connection they have to each child: their care, safety, and learning success.

During the year, the P&F ensured families had opportunities to re-engage with the school and their children's education by providing numerous opportunities to be involved. These opportunities included BBQs, a quiz evening, discos, fête, social gatherings, and a carols evening.

This report highlights the school's wonderful achievements in quality teaching and learning experiences for children and the broad range of achievements the school is very proud to celebrate.

Belinda Burton
Principal

1.2 A Parent Message

What a great year 2023 was! St Mary's P&F had a busy year with more families supporting the P&F events this year.

During the year, the PF held a welcome BBQ, Hot Cross Bun Drive, discos, Pie and Lamington Drive, provided supper at the Art Show, catered for the school athletics carnival, an end of Term 2 BBQ, Trivia Night, Teachers' Day Breakfast, Christmas Carols Picnic and last but not least, the school fête.



All events were well-supported, and the fête was amazing. The P&F has made a significant impact to building school community post Covid-19 including raising thousands of dollars for new resources for the children.

The funds raised have purchased furniture for the library, iPads, Chromebooks, charging stations, soccer goals, farewell gifts for Year 6 students, a PA system, and care packages for families in crisis.

Belinda Burton, I have said it before that I appreciate all that you do for this school. From where I sit, you are very easy to work with. There isn't much that we have suggested that you haven't agreed to. You are always happy to help us make it happen.

Dale Cain, you are very dedicated. I thank you for your help and support. Besides Belinda, you have often been the only other teacher to attend our events. I am very grateful to have you as part of our team. Thanks also Dale for leading the prayer at our meetings.

To the P&F executive, thank you for the extra effort that you put in. You are all busy women and if we needed a job done, you would get it done and done well.

A huge thank you to the fête coordinators, Sarah and David. What a fantastic job you did. What an amazing event! To everyone who has supported the P&F in 2023, thank you. The most rewarding part of the P&F has been the friendships made, and for that, I feel truly blessed and forever grateful. I wish the 2024 P&F team all the best.

Mrs Joanne Ward
President
Parents & Friends Association

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 & Joseph's Cathedral Parish which serves the communities of Armidale, from which the school families are drawn.

Last year the school celebrated 140 years of Catholic education.

The parish priest, Father Paul Aguilar, 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.

The school year opened with a Beginning of the Year Mass, followed by a whole school Ash Wednesday Mass. As the year progressed, children were able to attend grade masses each term as well as reconciliation.

Catholic students in Years 3,4 & 6 were prepared to receive the sacraments of reconciliation, Eucharist, and confirmation by engaging with sacramental programs. The school supported the Parish Sacramental Programs with families to prepare the students.

The school maintains Primary Mini Vinnies Group. Children 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 Christmas Appeal. They support the Caritas Appeal during Lent and Catholic Missions in October.

The annual Religious Education Professional Development Day was a formation day for staff on key Catholic documents: 'Created and Loves', 'Faith Formation Framework', 'Living Well Learning Well'. This day was supported by the Catholic Schools Mission and Learning Team.



Prayer opportunities for staff were offered regularly at staff meetings, twilight sessions each term and weekly Lenten groups. These prayer opportunities enabled staff to reflect on God's Word, experience a variety of prayer presentations and allow time for personal reflection.

The school continues to build relationships with the parish. The Principal is a member of the Parish Council. Several teachers are involved in the parish, performing duties as readers, Extraordinary Ministers of Holy Communion, welcomers, and music ministry at Mass. Parish events are advertised in the school newsletter and school information is placed in the Parish Bulletin. The parish priests are regularly invited to attend 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	25

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 2023	TOTAL 2022
Male	16	22	17	23	26	30	25	159	155
Female	17	26	19	22	27	20	23	154	160
Totals	33	48	36	45	53	50	48	313	315

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff, as part of their duty of care, monitor attendance each day. The class roll is marked every day and rolls are checked each week by the Principal or their delegate. The 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 2023 is shown in the following table.



	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	93.0%	92.0%	93.0%	93.0%	93.0%	90.0%	92.0%	92.3%

Managing Student non-attendance

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

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

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

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

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

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

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	21
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0



Teacher Qualifications / Staff Profile		Number of Teachers
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 the diocesan Living Well, Learning Well framework to address student well-being and behaviour. A whole school approach ensures students are safe, valued, respected and cared for.
- Using Compass Chronicles to record and collect data on student well-being. This data is used for identifying students that need redirection in their behaviour and commendations for appropriate behaviour.
- Senior students conduct a Buddy System before school and during breaks. This initiative sees senior 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, or a child showing separation anxiety when arriving at school.
- All staff use the Living Well, Learning Well framework when dealing with behaviour issues. This assists students in understanding safety concerns, respect for others and ways to care for and improve choices in the future.
- Catholic Principles & Values (CVP) are taught within the curriculum and authentically implemented in all KLAs and referred to during social and behavioural issues.
- During the year, St Mary's was 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, participating in the Armidale Show, the Armidale Autumn Parade, and Clean Up Australia Day.
- As part of Charitable Works in 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 were involved in presenting Easter and Christmas liturgies, Grandparents' Day, Book Week, Catholic Education Week, parish celebrations and school assemblies for the wider community.



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

St Mary's embarked on an extensive feedback collection initiative from three primary stakeholders: students, staff and parents. This report aims to consolidate the feedback, highlighting the areas of strength, potential improvement, and actionable recommendations from the My School Survey.

Strengths:

- **Communication Platforms:** Parents find the Compass platform particularly helpful, ensuring they remain updated.
- **Staff Engagement:** Mrs Burton, the office staff and administrators are often commended for their effective communication.
- **School Culture:** Parents have expressed appreciation for the school's welcoming environment, safety emphasis, cleanliness and holistic education approach.

Areas for Improvement:

- **Communication:** A desire for clearer, more direct communication and fewer generic messages.
- **Behaviour and Discipline:** Stringent behaviour management and Living Well, Learning Well measures.
- **Resources and Facilities:** Update some facilities.
- **Teaching Quality and Support:** Support for students with challenges.
- **Technology and Platforms:** A more integrated communication system.

Recommendations:

- **Strengthen Communication Channels:** Evaluate the use of platforms like Compass, ensuring clarity and efficiency.
- **Facility Upgrades:** Prioritise infrastructure upgrades.
- **Reinforce Safety Measures:** Living Well Learning Well focus on students' physical and emotional safety.

Student Satisfaction

St Mary's embarked on an extensive feedback collection initiative from three primary stakeholders: students, staff, and parents. This report aims to consolidate the feedback, highlighting the areas of strength, potential improvement, and actionable recommendations from the My School Survey.

Student Strengths:

- **Sports and Recreational Opportunities:** Notable appreciation for the diverse sports and extracurricular opportunities provided.
- **Supportive Educators:** Teachers were lauded for their supportive, engaging nature, often going the extra mile.
- **Academic Variety:** The diverse range of subjects and tech-enhanced teaching methods are well-received.



- **Community and Social Environment:** The school's ethos fosters a strong sense of community and camaraderie.
- **Facilities and Resources:** Facilities, especially the paddock, library and music room, are in commendable condition, with ample sports equipment available.

Areas for Improvement:

- **Facility Cleanliness and Maintenance:** Boys' bathrooms and repairs of equipment.
- **Safety and Well-being:** The behaviour of some students.
- **Academic Enhancement:** More challenging activities and diverse homework.
- **Inclusivity:** Ensure all students have a voice.

Recommendations:

- **Enhance Student Wellbeing:** Living Well, Learning Well framework and emotional well-being checks-ins.
- **Facility Upgrades:** Facility maintenance.
- **Curricular Revisions:** Increase challenging and diverse learning materials.

Staff Satisfaction

St Mary's embarked on an extensive feedback collection initiative from three primary stakeholders: students, staff, and parents. This report aims to consolidate the feedback, highlighting the areas of strength, potential improvement, and actionable recommendations from the My School Survey.

Staff Strengths:

- **Supportive Leadership:** The leadership, especially Mrs Burton, is viewed as supportive, approachable, and engaged.
- **Staff Cohesion and Support:** The camaraderie amongst staff and the support system in place are commendable.
- **Community and Environment:** The inclusive, diverse and positive working environment is well-received.
- **Academic Focus and Resources:** Clear academic strategies, continuous improvement efforts and available teaching programs stand out.
- **Religious and Catholic Principles and Values:** The school's strong adherence to Christian teachings is appreciated.
- **Student Focus:** Consistent emphasis on student success, pastoral care, and setting high standards.

Areas for Improvement:

- **Resource Allocation:** Full-time classroom assistants and additional tech-enhanced learning tools.
- **Communication and Consistency:** Frequent staff communication and consistent approach LWLW.
- **Workload and Time Management:** Additional planning time, collaboration and data analysis.
- **Behaviour and Discipline:** A school-wide positive behaviour plan.

Recommendations:

- **Optimise Resource Allocation:** Evaluate the role of classroom assistants.
- **Enhance Communication:** Streamlined communication amongst staff.



- Empower with Professional Learning: PD on behavioural and learning challenges.
- Re-evaluate Workloads: Ensuring time for planning and collaboration.
- Unified Behaviour Management: A school-wide behaviour management plan.

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 English focus consists of a 2-hour Literacy Block, with the whole school agreed practices in reading and writing, and student groupings using the rich data collected and analysed by teachers.

Staff continued to use and implement the new English K-2 and Mathematics K-2 Syllabus, with professional development in PLT meetings and staff meetings. K-2 classrooms implemented the Catholic Schools Office MaST / Math Program. This project was supported by subject matter experts from the Catholic Schools Office to improve students' mathematics outcomes.

Catholic Schools System uses an online Data Ecosystem platform to track student learning, to correlate the data, enabling informed evidence based decisions for groupings and student learning sprints. Students who are identified below targets or at risk receive targeted support and intervention through Minilit groups, Heggerty Phonemic Awareness program and in class groupings with skilled adults, teachers, leadership and educational assistants. Formal assessments used are PM Reading Levels, ACER PAT R&M assessments, Best Start, NAPLAN, MiniLit, MultiLit and Language Lift. All of this rich assessment for learning, as learning and of learning was collected throughout 2023 to compile an accurate A-E report in Semester 1 and Semester 2.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 45 students presented for the tests while in Year 5 there were 52 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.

Commencing in 2023, NAPLAN test results are reported using proficiency levels.

Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.



- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

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 workshops.

The following data indicates the percentage of St Mary's Primary School students in the top two levels compared to the State percentage.

**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
70.0	81.0	60.0	62.0	67.0

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
75.0	56.0	72.0	58.0	61.0

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 Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale

Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale are policies and procedures justifying a model of student support that considers learning, wellbeing, school connection, behaviour, family-school partnerships and similar domains as inseparable and interrelated elements in the lives of children and young people and in the complex community that is the contemporary school.

The development goal of Living Well, Learning Well, and related policies was, and is, to ensure contemporary research and findings in fields of pedagogy, inclusion, behaviour support, pastoral care,



bullying prevention and intervention, student voice, participation and connection to school, child and adolescent psychology, student wellbeing and staff collective efficacy are reflected in all language, policy, practice and protocols of the system and schools. It supports a whole-system ecological approach to understanding and acting on the complexity of factors that interact to shape and form the lives of children and young people.

At the heart of Living Well, Learning Well is a universal and unconditional positive regard for children and young people and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people. The full text of the school's Living Well, Learning Well procedures may be accessed on the school [website](#).

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

4.3 Student Protection Policies and Procedures

The role of the Catholic school in child protection is to protect children and young people and to promote and safeguard the safety, welfare and wellbeing of children and young people. This responsibility is shared with the whole community. Every school within the Armidale Catholic Schools Office (CSO) system of schools works within a statutory framework of cooperation with government authorities and other relevant agencies and with families in the care and protection of children and young people.

Schools have a key role to play in today's society by assisting students and families with child protection. The safety, welfare and wellbeing of students is given the highest priority in every preventative and protective action taken.

In caring for children and young people, we must act in their best interest and take all reasonable steps to ensure their protection. This involves sincere commitment to upholding children's rights to safety and their wellbeing, and taking comprehensive steps to create a child safe school organisation and culture, with shared responsibility requiring all Armidale CSO personnel to work together within a comprehensive framework to ensure action and accountability for child safety.

St Mary's Primary School is committed to fulfilling its obligations and seeks to develop best practice to identify and address risk and harm, and to promote the wellbeing of all children and young people in Armidale CSO schools. The dignity of the human person is a central truth of the Gospel message of Jesus. In respecting the dignity of all human persons, Catholic school communities are called to ensure the welfare and safety of all of their members.

The protection of the students entrusted to our care, then, is a very serious responsibility. In taking up this responsibility along with parents, who are recognised as the primary educators and carers of their children, Catholic school communities are committed to ensuring Catholic schools have at their centre the total care of the whole student.

St Mary's Primary School follows the guideline, policies and procedures as determined by Armidale Catholic Schools Office who provides policy, procedures, forms and links to other resources relating to child protection. These resources have been developed to guide and assist staff and to inform Catholic school communities. Further details can be accessed from the school's [website](#) which includes a further [guide for parents](#).



4.4 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 2023	Key Goals for 2024
<p>Christ Centred Inclusive Learning Communities</p> <ul style="list-style-type: none">Faith Formation Framework implemented.Living Well Learning Well language and behaviours increasingly evident.School and parish collaborations proposed.Appropriate differentiation and adjustments are embedded in programming for SWD students. <p>Strong Teams that Enhance Learning and Teaching</p> <ul style="list-style-type: none">New K-2 English & Mathematics syllabi implemented.Evidence-data-informed decisions.Planning for 2024 implementation of Yr 3-6 English and Mathematics syllabi.Improved student learning outcomes in reading and writing and mathematics. <p>Excellence in Stewardship and Governance</p> <ul style="list-style-type: none">Staff participate in PL opportunities.ECT teachers supported in achieving proficiency.A system-wide risk framework used digitally.	<p>Catholic Identity</p> <ul style="list-style-type: none">To sustain a Christ-centred inclusive learning community that strengthens the Catholic identity through enhanced prayer life of the school, faith formation opportunities and further embed Living Well, Learning Well. <p>Quality learning and Teaching</p> <ul style="list-style-type: none">Continue to build strong data-informed teams by embedding the MaST project K-6 and further embed the Literacy block and English Syllabi. <p>Strong Teams</p> <ul style="list-style-type: none">Continue to build CPLC with a focus on co-teaching and professional development through the use of the Clarity Suite.

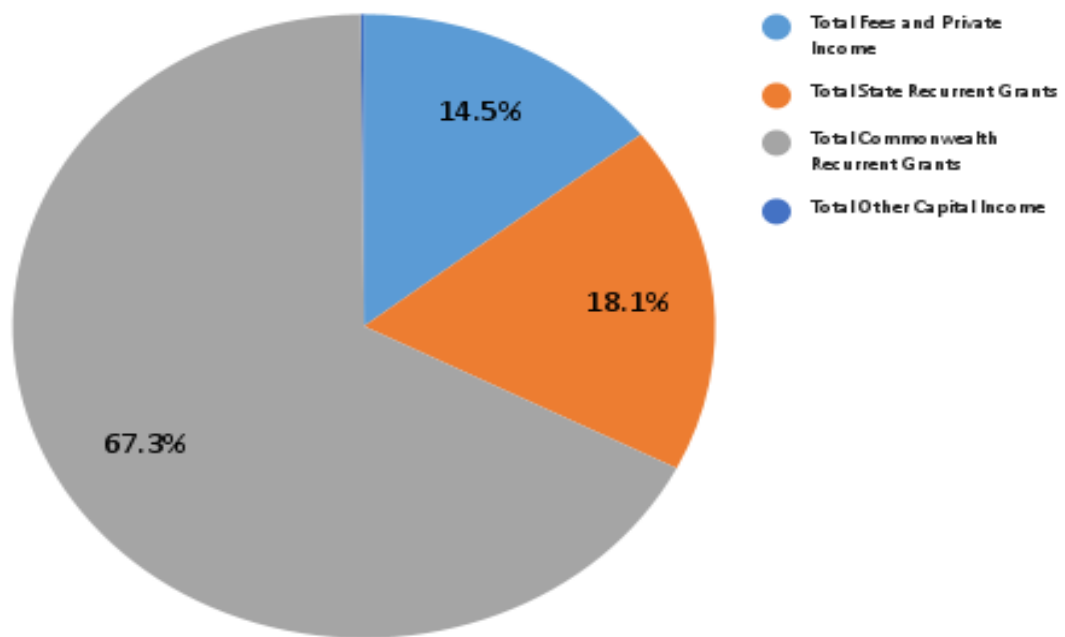
6.0 Financial Information

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 2023 is presented below:



2023 Income - St Mary's Primary School, Armidale



2023 Expenditure - St Mary's Primary School, Armidale

