

Annual School Report 2022 School Year

St Mary of the Angels Primary School, Guyra



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Principal
Zoe Nugent

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 outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements, and is supplementary to, school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2023 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 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.

The school year began by welcoming a new Principal, Mrs Zoe Nugent, welcoming back Leader of Pedagogy, Mrs Matilda Hunt and again navigating the challenges that the COVID-19 brought to the community. Parents, staff and community, faced these changes with the resilience, respect and grace that we have come to expect of the school community. Despite these challenges, St Mary of the Angels continued to be a school where students feel safe, valued, cared for, respected and where all students are learners.

COVID-19 restrictions initially limited onsite interactions for the parent and friend community and encouraged the use of daily staff and student COVID Testing. We are grateful for the support of the Catholic Schools Office Armidale and the NSW Government for the supply of tests for staff and students. Many families (students and parent/carers) and staff were affected by the COVID-19 virus and the extended isolation rules.

Despite this, staff began the year with positivity and, through an initial two days of professional development, increased their understanding of the Living Well, Learning Well Framework, Child Safe Training and the Catholic Schools Office Armidale Non-Negotiables.

Throughout the year, it was wonderful to see families, friends and volunteers back into the school, attending Welcome Mass BBQ, Mother's Day and Father's Day events, various parish events, Parents and Friends fundraisers and sporting carnivals.

All stakeholders; students, educators and families, relished the opportunities to gather as a community again. The restored connection and communication ensured that any negative impact of the increased number of anxiety issues, long absences due to COVID-19 isolation rules and social challenges, were noted and acted upon to minimise long term effects through increased staff communication and connection with support services such as Centacare and Catholic Schools Office Inclusion Team.

St Mary of the Angels continued the engagement of an additional Educational Assistant for students through the Intensive Learning Support Funding, issued by the NSW Government. This funding allowed specific and targeted support to students on a frequent basis.

Students continued to thrive in all areas, both academically and via the small schools win at the Brain Olympia in Inverell, through to sporting success. The school had a number of Polding representatives and one student was the school's first NSW Swimming Championships representative. This success extended to the students' creative flair with the Guyra Show art and the Creative Arts Presentation. Additionally, Year 6 students commenced a Global Citizens Leadership Program where they initiated a Stewardship Program titled "The M.A.R.Y Project". These students were nominated for, and won, the new Environmental Award in the Guyra Australia Day honours.

In order to provide students with the best possible education, Stage 2 students completed their first camp at Thalgarrah Education Camp. It was a great success and will be added to the school camp program.

The St Mary of the Angels community looks forward to continued success in 2023.

Zoe Nugent
Principal



1.2 A Parent Message

The year commenced with continued COVID-19 restrictions for students, staff and parent body, however, the St Mary of the Angels community took this in their stride and the staff worked overtime to ensure that all students were supplied with enough COVID-19 tests to meet the NSW Government requirements and ensure that children were protected. A huge thanks must go to Sheree Ward for her hard work in ensuring the Office ran as smoothly as possible with the change of leadership and the leaving of both Simone Webb and long serving Principal, Sharon Wittig.

New Principal, Mrs Zoe Nugent, accompanied by well-being dog, Basil, was welcomed with open arms. It has been wonderful to see her connection with the school and surrounding area grow exponentially as the year progressed and we look forward to seeing this continue in 2023.

Whilst many of the school community families and staff were affected by COVID-19 and had extended absences from school, the school educators and families worked hard to ensure these absences would not affect the children too greatly.

This was done by ensuring that learning was still regular, relevant and flexible for students who were stuck at home and that contact between school and home was consistent and timely, something that is so important in that home/ school partnership.

The transition to Compass and online newsletters was a challenge for this tiny school but as experience grew, we have found it a valuable tool for communication and permissions. We are very grateful to the Principal, the administration team and educators at St Mary of the Angels for their ongoing support during this learning period.

Education for the 'whole child' continued through a return to camps and excursions held over all grade levels. The addition of a Stage 2 camp to Thalgarrah was a huge hit and eases students into their up and coming 2023 Year 5/6 Camp to Canberra. Thanks to Ms. Tiffany Ahumada for her work as REC and after 9 years of parish and Catholic support for staff and students, we wish her the best as she steps into a new role as Mathematics Specialist Teacher within the school in 2023.

Children had access to events such as Grip Leadership, Brain Olympia, whole school masses and assemblies, school representation through community events and sporting carnivals. As a parent, it was brilliant to be able to volunteer or be back on-site and see how much children learn and thrive with these experiences.

A special mention to all the staff for their work to bring the community back onsite, something that the school has always been known for, ensuring that everyone is welcome from the moment that they enter the school. The Parents and Friends community should be very proud of their amazing fundraising efforts and their school social networks.

Finally, the school community is looking forward to 2023 with hope. The parent body is keen to continue their contribution to different facets of school life, from running P & F fundraisers, to assisting at sports carnivals and excursions, and we look forward to experiencing the growth of the St Mary of the Angels school in 2023.

Wendy Warner
Parent
Parents and Friends and School Advisory Council



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, Glencoe, Black Mountain, Bald Blair and Llangothlin, from which the school families are drawn.

Last year the school celebrated 103 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.

Due to COVID-19 restrictions the students were unable to make visits to the local aged care facility. As restrictions eased, the parish resumed masses following the social distancing guidelines. For most of the year, students attended school masses. During Term 2, St Mary of the Angels celebrated the sacrament of first Eucharist and in Term 3, celebrated the sacrament of reconciliation. Students enrolled in other schools were provided with booklets to work through as personal lessons as on-site was not possible.

Spiritual and faith formation are an important part of school life. In Term 2, the 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	18

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 2022	TOTAL 2021
Male	9	4	5	10	10	7	6	51	49
Female	6	7	7	6	5	4	5	40	39
Totals	15	11	12	16	15	11	11	91	88

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 2022 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	93.0%	87.0%	90.0%	89.0%	91.0%	89.0%	89.0%	89.7%

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.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	7
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.	1
7.	Total number of non-teaching staff employed at the school.	0

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 the year, their leadership roles outside the school were limited due to COVID-19 restrictions, however, students still represented the school through parish and community events.
- Global Ambassador students in Year 6 initiated a sustainability project within the school and wider community. Entitled 'The M.A.R.Y Project', these students made such an impact to the school and the community, they were nominated for and were awarded the Environmental Award at the 2023 Gurya Australia Day awards ceremony.

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 but two statements in the survey received a score of 2.1 -3, showing an extremely high level of



satisfaction. Most important to parents was 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.

The change over to Compass, as a formal communication and digital newsletter, has been challenging for families who like a hard copy to come home from the school.

Families are always appreciative of more communication between school and home.

The following highlight typical responses received from families:

- The commitment to students. Everything, teachers are great. Just a great school
- They (teachers) make sure that my child gets extra help when they are behind in their learning I like the way this school is like a big family, my children are safe and thrive in this environment, I like the small school atmosphere
- I like that my child interacts with children from other year levels and that for the most part, they are positive interactions. It is a warm and friendly environment, and I recommend it because I know how much my child loves it
- The friendly and welcoming environment, overall the staff and students are happy to work together and play together and my children feel happy and settled
- The small class sizes are amazing and the school community is very caring and nurturing. Catholic Religious Education, safe and supportive, Mass

Student Satisfaction

Overall the students at our school demonstrate appreciation and respect for the school itself, the staff and the opportunities provided to them in regards to their learning experiences. Using the formal school survey, the students expressed a high level of satisfaction for most areas, with the only exceptions being the topic of homework, parents actively involved in the religious life of school and student opinion. Some responses from students included:

- The nice teachers that are very helpful
- It is a very complex and safe organisation that strives to achieve everyone's goals and make the best out of them. It is a great school because we celebrate different cultures
- Because there are lots of great teachers and the opportunities are at an acceptable level. There are also a good amount of kids (not too many, not too small)

We have very kind staff and kids. Most of the staff are funny and help you learn and make sure you have fun. Sports and being safe.

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, through a change in leadership, administration, governance and COVID, staff noted that they were very well-supported. Some responses from staff included:

- The staff at this school work so well together. We make it our mission to know and teach every child in the school to their full potential and to help them be the best person they can be in later life
- The dedicated teachers and the students. Great resources and facilities. The school community



- I have a good relationship with my work colleagues. I feel this is a very important aspect of happiness in the workplace. We work well as a team
- It's a wonderful school, every child is known and valued. The school community is close knit
- The staff cooperation is excellent, this creates a great collaborative working environment. The school is extremely welcoming allowing for a comfortable but productive workplace

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.

The 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 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.

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. It has been wonderful to see students engage in sport and other events with COVID-19 restrictions easing.

The school takes great pride in contributing to the community through Anzac Day, Rotary Street Carnival and the annual Guyra 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, 16 students presented for the tests while in Year 5 there were 10 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Mary 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										
Reading	17.5	13.0	21.0	20.0	19.4	20.0	11.6	7.0	8.4	40.0	2.7	0.0
Writing	19.5	13.0	35.0	33.0	23.8	27.0	10.1	27.0	4.8	0.0	1.7	0.0
Spelling	17.9	7.0	23.0	27.0	19.7	13.0	13.0	13.0	6.9	20.0	6.0	13.0
Grammar and Punctuation	16.8	13.0	20.1	27.0	19.8	13.0	13.1	20.0	6.9	20.0	4.0	7.0
Numeracy	11.4	27.0	20.4	27.0	26.2	20.0	20.2	20.0	10.5	0.0	3.3	7.0



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										
Reading	12.8	0.0	26.9	10.0	27.2	50.0	17.4	40.0	7.2	0.0	3.4	0.0
Writing	9.2	0.0	18.7	10.0	30.5	40.0	24.5	20.0	9.7	20.0	3.4	10.0
Spelling	14.1	0.0	25.0	0.0	26.8	60.0	18.0	10.0	8.0	30.0	2.9	0.0
Grammar and Punctuation	10.4	0.0	20.1	10.0	26.5	10.0	23.2	60.0	10.1	10.0	3.0	0.0
Numeracy	8.4	0.0	18.9	0.0	27.9	20.0	26.3	70.0	11.5	0.0	3.0	10.0

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 7 the highest in Year 5.

3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The school takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Whole staff development day professional learning activities in 2022 were:

Staff Professional Learning Activity	Date	Presenter
Religious Retreat Day	20/05/2022	Spirituality Team CSO
School and System Registration and Compliance	28/01/2022	Zoe Nugent, Tiffany Martin, Matilda Hunt
2022 Child Safe Standards	31/01/2022	Kate Kenny
Impact Cycles	21/09/2022	Jessica Scully
Diabetes Full Training	16/11/2022	Louise Vaughan: Nurse Practitioner Diabetes



MaST and 'Building Number Fluency'	01/06/2022	Trish Mitchell CSO Numeracy Subject Matter Expert
Differentiation in the Classroom	10/08/2022	Katie Biddle
Big Write and VCOP course: Enhancing Talk in the Classroom and at home	16/03/2022	Samantha Taylor

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 or non-school persons, including parents, to enforce discipline in the school.

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

The full text of the school's 'Student Discipline Policy' may be accessed on the school's [website](#) or at the administration office.



4.4 Bullying Prevention and Intervention Policy

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

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

The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's [website](#), the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

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

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) or the administration office.

5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.

Key Goals Achieved and Implemented in 2022	Key Goals for 2023
<ul style="list-style-type: none">• Strong Teams - To build strong, high functioning teams across the whole school• Great Learning and Teaching - To provide quality, differentiated pedagogy informed by data• An Authentic Catholic Community Care - To continue to embed the language and practice of the Living Well, Learning Well Framework	<ul style="list-style-type: none">• To build a strong Catholic Community of Care devoted to improved inclusive practices that strengthen faith, pastoral care and well-being for all• To provide quality, differentiated pedagogy informed by data• To build strong, high functioning teams across the whole school



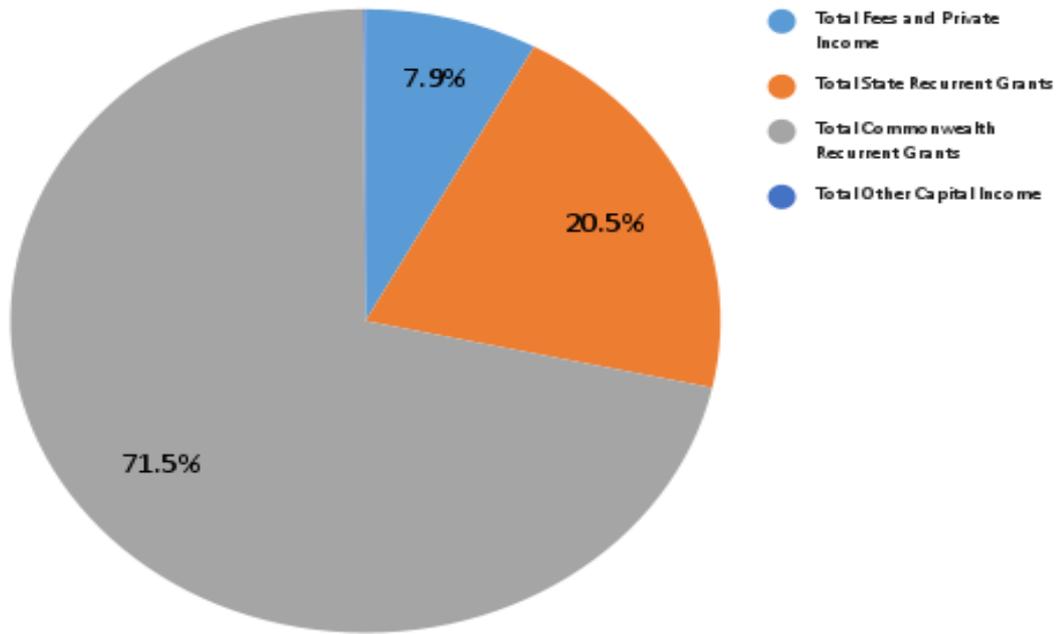
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2022 is presented below:



2022 Income - St Mary of the Angels Primary School, Guyra



2022 Expenditure - St Mary of the Angels Primary School, Guyra

