

Annual School Report 2019 School Year

St Joseph's Primary School, Quirindi



18 Thomas Street
Quirindi NSW 2343

Phone 02 6746 1033

<https://stjosephsquirindi.nsw.edu.au>

Principal
Darryl Martin

About this report

St Joseph'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 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 2020 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 6746 1033 or by visiting the school's website <https://stjosephsqurindi.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 Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

St Joseph's Primary School offers students a quality Catholic education based on the teaching of the Church, within the context of a strong faith community and a 21st century learning environment. We worked hard to ensure our focus is firmly on learning by developing a Catholic Professional Learning Community dedicated to providing a supportive contemporary learning environment for all students to grow. Nurturing resilience and wellbeing, we strived for 12 months or more of growth for all students.

St Joseph's understands that the relationship between school and home can impact greatly on students' learning. We work in partnership with parents and caregivers to establish clear, open and honest communication. We model God's love for each and every one of us, by being a renewing community, where all members are valued, affirmed and empowered; where our commitment to Gospel Values is expressed in every facet of our school's life.

In 2019 we continued to embed our contemporary learning approaches to empower each student with the knowledge, skills and capacities to respond creatively to the challenges of the world and the workforce students will be entering.

Darryl Martin
Principal

1.2 A Parent Message

The St Joseph's School Advisory Council and P T & F continued to develop a friendly and constructive working relationship between parents, staff and the school Principal.

The School Advisory Council meets once a term with the Annual General Meeting taking place in November. The Council consists of the Chairperson, Parish Priest, Principal, two teacher representatives and three parent representatives. The Council is responsible for reviewing the budget set by the Principal each year, overseeing changes in policies and the continuing maintenance of the school.

The St Joseph's P T & F meets on the first Wednesday of each month. In 2019, the P T & F continued to foster and nurture the school community and raise much needed funds to respond to the current needs of the school.

Jason Allan
Chairperson
St Joseph's School Advisory Council

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Quirindi and is part of the Saint Brigid's Parish which serves the communities of Quirindi, Werris Creek and Willow Tree, from which the school families are drawn.

Last year the school celebrated 144 years of Catholic education.

The parish priest, Father Vic Ignacio, is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Joseph'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 liturgical life of the school is healthy and active, with children having the opportunity to celebrate the Eucharist as a whole school each Friday. St Joseph's Primary School is, for many students and families, their main link with the Catholic Church. The School Leadership Team is blessed to have a Religious Education Coordinator who leads and strives to ensure that the students, staff and families have regular exposure to prayer, liturgy, the Mass and the Sacraments.

St Joseph's celebrated the commencement of the 2019 school year with an Opening School Mass. Additional masses and liturgical celebrations were enhanced throughout the year by utilising the talents of the staff and students. Parents are always invited to join us. Two staff members completed religious studies during 2019.

The 2019 school year saw three very successful Sacramental Programs. Children received the Sacraments of Penance, First Holy Communion and Confirmation. Thank you to the teachers, parish catechists and parents for preparing and supporting the children through this very special time. Thank you also to Parish Priest Father Vic Ignacio, for his support and encouragement in making these programs such a great success.

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 50)	
Year 6	37

2.3 School Enrolment

St Joseph'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 2019	TOTAL 2018
Male	7	5	4	8	8	6	6	44	46
Female	3	5	2	2	9	8	5	34	40
Totals	10	10	6	10	17	14	11	78	86

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, our 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 2019 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	91.0%	88.0%	88.0%	92.0%	90.0%	89.0%	91.0%	89.9%

Managing Student nonattendance

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 nonattendance 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.	2
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	6
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	5
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	1

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 Joseph's Primary School continued to foster a culture of high expectations and accountability, to consolidate a Catholic Professional Learning Community which is focused on personalising and responding to the learning needs, interests and experiences of each student; understanding successful education is more than just delivering a curriculum, it is about human connection, based on respect, trust and responsibility.

Some important relationship initiatives in 2019 included a Peer Buddy system with Year 6 students acting as a buddy for Kindergarten students, a proactive SRC and the continuing development of Flexible Learning Spaces.

On numerous occasions throughout the year, students visited the residents of Eloura Nursing Home to participate in various activities and to develop stronger relationships between the senior and younger members of the community. Students were active in raising awareness, money and food items for drought relief for the wider Quirindi community and supported personnel fighting the catastrophic fires that gripped the state by purchasing and delivering water and food items.

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

In 2019 the school participated in online surveys for the seventh time. 48% of families completed the survey. The collective feedback from the parents was overwhelmingly supportive of the school. Parents were extremely satisfied with all aspects of school life surveyed and appreciate the care

and concern the teachers have for the students. This important feedback helps give direction for the school to further develop and improve policies and precedures.

Student Satisfaction

Years 4, 5 and 6 participated in an online survey with 88% completion rate. The students view the school in a positive manner. Students however would like to see more opportunities for student to run awareness raising and fundraising activities.

Throughout the year students were given a variety of opportunities to comment on the school through the Student Representative Council and at weekly assemblies. The School Leadership Team meets regularly with the Principal.

Staff Satisfaction

Staff were provided with a number of different avenues to provide feedback, such as online surveys, staff meetings, Professional Learning Meetings and Professional Learning Teams. Staff participated in an online survey with a 100% completion rate. Staff were exceedingly supportive towards the school and display a positive view of the school.

From the surveys and staff feedback, it is recognised that staff would like to see St Joseph's continue the learning focus to ensure that pedagogical practices and methodologies are fully embedded into school culture in 2020.

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

St Joseph's Primary School continued to invest in the development of teachers as an important aspect for continual improvement of all students' faith and learning outcomes. The School Leadership Team, made up of the Leader of Pedagogy, Religious Education Coordinator and the Principal, set school standards and monitored quality teaching, learning and assessment.

All staff were focussed on learning, with the aim of always being able to gain a deeper understanding of how children's learning is progressing. Teachers worked collaboratively throughout the year to assess, plan and reflect on teaching and learning. The school uses data to inform all of its practice. Data includes results from SENA (Numeracy), PM Reading Benchmarks, NAPLAN, PAT Testing, Year 6 state wide Religious Education Test, student attendance, AEDI and AE Reporting. Infants students who were identified as requiring additional support in literacy were placed in the MiniLit (Meeting Initial Needs in Literacy) Program devised by Macquarie University.

Weekly Leader of Pedagogy coaching/mentoring sessions were established to ensure all staff were provided with the right support to develop their pedagogy in order to deliver consistent, quality, agreed teaching methodologies across the whole school.

Learning Walks and Talks continued across the school. Using the 5 Key Learning Questions, staff and students gained a deeper understanding of how learning was progressing.

Under the NSW Literacy and Numeracy Action Plan (LNAP), St Joseph's received a proportionate allocation of teacher time to support and monitor the implementation of the K2 Diocesan Learning Enhancement Strategy.

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, 10 students presented for the tests while in Year 5 there were 13 students.

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

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

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

At St Joseph's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School										
Reading	16.5	20.0	26.2	30.0	18.5	0.0	15.5	0.0	6.7	0.0	1.8	0.0
Writing	15.1	30.0	38.7	50.0	28.7	20.0	12.1	0.0	3.8	0.0	0.8	0.0
Spelling	24.3	10.0	26.3	20.0	17.0	20.0	6.1	0.0	3.1	0.0	0.9	0.0
Grammar and Punctuation	4.1	20.0	10.9	10.0	18.7	20.0	12.0	0.0	6.3	0.0	2.4	0.0
Numeracy	12.8	0.0	24.3	40.0	29.4	20.0	19.8	0.0	6.7	0.0	2.6	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School										
Reading	10.5	37.5	27.4	18.8	32.6	12.5	16.0	18.8	8.5	6.3	2.3	0.0
Writing	3.5	6.3	10.9	12.5	30.8	18.8	36.7	37.5	11.6	0.0	6.5	18.8
Spelling	7.9	12.5	21.6	25.0	30.4	12.5	24.7	31.3	9.1	6.3	3.0	0.0
Grammar and Punctuation	8.4	25.0	17.5	37.5	27.5	6.3	24.9	12.5	11.9	6.3	3.7	0.0
Numeracy	4.0	12.5	13.0	18.8	37.8	37.5	30.4	18.8	10.0	6.3	2.1	0.0

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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	04/02/2019	Amanda Mondy
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	25/02/2019	Amanda Mondy
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	11/03/2019	Amanda Mondy
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	25/03/2019	Amanda Mondy
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	08/04/2019	Amanda Mondy
2019 System Conference – 11th and 12th June	11/06/2019	Various Presenters
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	18/02/2019	Amanda Mondy
2019 System Conference – 11th and 12th June	12/06/2019	Various Presenters
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	06/05/2019	Amanda Bartholomew
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	27/05/2019	Amanda Bartholomew
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	03/06/2019	Amanda Bartholomew
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	24/06/2019	Amanda Bartholomew
Focus on developing whole school agreed practices to incorporate the Gradual Release of Responsibility Model	24/06/2019	Amanda Bartholomew
Analysis of Data to Plan and Implement Effective Teaching and Learning	29/07/2019	Amanda Bartholomew
Analysis of Data to Plan and Implement Effective Teaching and Learning	12/08/2019	Amanda Bartholomew
Analysis of Data to Plan and Implement Effective Teaching and Learning	26/08/2019	Amanda Bartholomew

Analysis of Data to Plan and Implement Effective Teaching and Learning	02/09/2019	Amanda Bartholomew
Analysis of Data to Plan and Implement Effective Teaching and Learning	16/09/2019	Amanda Bartholomew
Analysis of Data to Plan and Implement Effective Teaching and Learning 14th Oct to 25th Nov	14/10/2019	Amanda Bartholomew
Unpacking the New PDHPE K-10 Syllabus 19th Dec to 20th Dec	19/12/2019	Darryl Martin

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 <https://stjosephsquirindi.nsw.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Joseph's Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Joseph's Primary School have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the school's 'Pastoral Care Policy' may be accessed on the school's website <https://stjosephsquirindi.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 <https://stjosephsquirindi.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 the 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 <https://stjosephsquirindi.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 <https://stjosephsquirindi.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 improvements achieved this year	Key Improvements for 2020
<p>Nurture Our Catholic Society</p> <ul style="list-style-type: none">• Strategic focus on faith formation for students and teachers, by ensuring staff received support on developing and embedding Core Catholic Principles and Values across all Key Learning Areas.• Staff started the conversation of developing a new school Mission and Vision Statement to reflect more authentically the pedagogical practices and methodologies now being used to improve learning and faith development across the whole school community.	<p>Nurture Our Catholic Society</p> <ul style="list-style-type: none">• Focus on faith development by continuing to refine RE Pedagogy.• Develop and co-construct a new school Mission and Vision Statement.• Staff will unpack and implement the Pastoral Care and Wellbeing Framework of the Armidale Diocese.

Key improvements achieved this year	Key Improvements for 2020
<p>Improve Learning</p> <ul style="list-style-type: none"> Implemented quality writing practices of Big Write and VCOP and embedded the Gradual Release of Responsibility Model into the whole school agreed Literacy Block. With continued support of Educational Assistants working along side teachers in the learning spaces, the school remained focused on learning, not merely teaching. Personalised the learning, developed a deep knowledge of curriculum and prioritised student/teacher and teacher/parent relationships. Continued use of data to inform practices. 	<p>Improve Learning</p> <ul style="list-style-type: none"> Consolidate and embed an effective Literacy Block to continue improved student growth. <ul style="list-style-type: none"> Strategic approach to improving students numeracy growth by developing and implementing an effective Numeracy Block that incorporates the Gradual Release of Responsibility Model. Staff will continue to develop their skills and whole school agreed practices to ensure 12 months or more of growth for all students. Implement the new PDHPE K-10 Syllabus (NSW).
<p>Lead Learning</p> <ul style="list-style-type: none"> Focus on staff learning to develop teachers capacity to improve student growth. <ul style="list-style-type: none"> Staff developed a Professional Learning Plan that linked directly to the schools Annual Improvement Plan and the Australian Professional Standards for Teachers. 	<p>Lead Learning</p> <ul style="list-style-type: none"> Embed a culture of learning through building staff capacity. Weekly professional learning meetings based on staff and student needs will be conducted by the school Leadership team, Armidale Diocesan Subject Matter Experts and outside agencies when needed. All professional learning will be driven by student data and aligned to the schools strategic improvement plans.
<p>Sustain Our People</p> <ul style="list-style-type: none"> Implemented a weekly coaching/mentoring session. <ul style="list-style-type: none"> Improved staff capacity by providing the opportunity to participate in coaching sessions with the school's Leader of Pedagogy in order to work through personal learning goals, developed teacher practice to improve student learning. Coaching and mentoring sessions provided the opportunity for staff to focus on their own wellbeing. 	<p>Sustain Our People</p> <ul style="list-style-type: none"> Continue to embed the weekly coaching sessions as a means of improving staff and student learning outcomes. Swivel cameras to be introduced to video lessons, allowing teachers to critique their own practice. The use of this technology will allow collaboration with staff from other schools across the diocese to improve learning outcomes for all students.
<p>Create the Right Environment</p> <ul style="list-style-type: none"> Purchased new flexible learning furniture to create 21st Century collaborative learning spaces across the school. Implemented the work of David Thornburg into classroom design, ensuring that they are a place of learning where students not only learn curriculum content but also learn lifelong learning skills. With the purchase of new technologies such as Hover Cams and robotics and updating Chromebooks to ensure 1:1 computer access for all students, technology was infused throughout the curriculum to ensure all students acquired important ICT skills. 	<p>Create the Right Environment</p> <ul style="list-style-type: none"> Continue to budget and purchase resources to ensure a 21st Century learning environment continues to be developed so all students are given the best opportunities to access the curriculum. <ul style="list-style-type: none"> Commence the implementation of the Compass platform to reduce the administrative burden on staff, whilst improving the home school partnership with more timely and relevant communication.

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 2019 is presented below:

