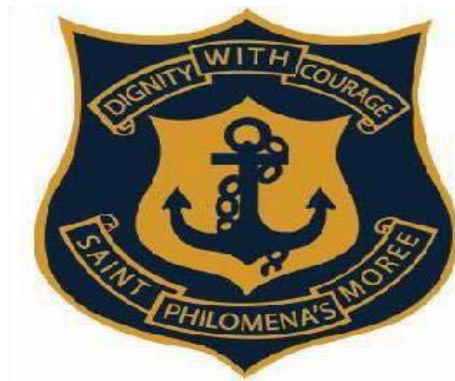


# Annual School Report 2023 School Year

St Philomena's School, Moree



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Principal  
Simon Fleming

## About this report

St Philomena's School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report 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 6752 1577 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 Philomena's School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Since 1898, St Philomena's School has provided an opportunity for parents in the Moree district to have their children educated in the context of Catholic traditions. The school welcomes families from all religious backgrounds to be immersed in contemporary and quality opportunities for academic, cultural, religious, community and sporting experiences. The school is an inclusive school that embraces equity, justice and compassion, where teachers are the face of Christ to the students. St Philomena's School belongs to a system of schools, being one of 24 in the Diocese of Armidale.

The school has a strong commitment to the benefits of belonging to a system allowing for quality and strategic professional learning, extensive collaboration and sharing initiatives and successes which contribute to school improvement. Staff are committed to working as a Catholic Professional Learning Community, where Catholic Principles and Values are articulated by all, a focus on learning for students, teachers and all staff is evident, collaboration supports student learning and professional staff learning and a sharp lens on data informs direction and practice.

The Mission Statement of St Philomena's School is to provide students with a Catholic education in a caring, disciplined environment where striving for excellence and respect for others are promoted. This sits at the heart of all we do, ensuring that all students learn to their full potential, so they can graduate to a world where they can make a difference based on the values and beliefs of Catholic education. The school community thanks you for taking an interest in this Annual School Report which provides parents and the wider community with fair, reliable and objective information about the school.

Simon Fleming  
Principal

### **1.2 A Parent Message**

Another fabulous year! We started the year with 376 students and there has been continued growth.

And a busy year; there has been so much on the agenda! Excursions for every year group, discos, games nights, sporting activities and prowess galore, the colour fun run, book parade and some serious learning in there for our kids as well. All the things that have always made me feel very happy to be part of the school community.

There are so many opportunities for children at Philly's. The introduction of electives into the Stage 3 cohort; Japanese, music, agriculture, art and digital tech to name a few, have given these children an even broader understanding of the world outside the school gates. Similarly, in the secondary school, various VET courses are available to students.

Within the School Advisory Council, we had a quieter year, not having the opportunity to get together on as many occasions as in previous years. As always though, it was great to hear of, and see, the plans and progress that the school intends to carry out. Whilst the demolition of the parish hall and removal of the fig tree were sad from a historical point of view, they make way for exciting new developments, which I remain hopeful will commence soon.

A big thank you as always to all the incredible staff, without whom there would be no Philly's.

Sarah Osborne  
Chairperson



## 2.0 This Catholic School

### 2.1 The School Community

St Philomena's School is located in Moree and is part of the St Francis Xavier's Parish which serves the communities of Moree, Pallamallawa, Gurley, Belatta, Croppa Creek, North Star, Garah and Bullarah, from which the school families are drawn.

Last year the school celebrated 125 years of Catholic education.

The parish priest, Fr Vic Ignacio MS/ Fr Damien Locke, is involved in the life of the school.

### 2.2 Catholic Life and Religious Education

St Philomena's School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The school enjoys a positive relationship with St Francis Xavier's Parish with support from priests, Fr Vic Ignacio and Fr Damien Locke, and parishioners.

The school plans, at a yearly and strategic level, to emphasise and celebrate the importance of the Catholic life and identity of the school. The school community, through Mass and liturgy, celebrates feast days and solemnities of the church's year, accompanied by live music played by the school band. Additionally, students celebrate the Mass in stage groups at regular intervals with the parish community. The academic year commenced with an Opening School Mass and concluded with a Graduation Mass to celebrate the academic success of all students with a particular focus on Year 6 and Year 10 students.

This Catholic professional learning community continued with structured prayer on a weekly basis, which was greatly supported. Gospel values were lived practically through the raising of money for Caritas and Children's Mission. Students in Stages 2 and 3 were provided with opportunities to care for the school, environment and local community via the Green Team, Waste Warriors and the Crochet Crew.

This year, the Religious Education Staff Development Day focused on the Catholic Traditions and Charism at St Philomena's and focused primarily on the influence of the Sisters Of Mercy.

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

|  | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | TOTAL<br>2023 | TOTAL<br>2022 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------------|---------------|
|  |        |        |        |        |        |        |        |        |        |        |         |               |               |



|               |    |    |    |    |    |    |    |    |    |    |    |     |     |
|---------------|----|----|----|----|----|----|----|----|----|----|----|-----|-----|
| <b>Male</b>   | 25 | 18 | 28 | 14 | 22 | 18 | 22 | 20 | 14 | 14 | 7  | 202 | 188 |
| <b>Female</b> | 18 | 20 | 9  | 18 | 9  | 20 | 17 | 24 | 14 | 15 | 8  | 172 | 176 |
| <b>Totals</b> | 43 | 38 | 37 | 32 | 31 | 38 | 39 | 44 | 28 | 29 | 15 | 374 | 364 |

## 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.

|  | <b>Year K</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> | <b>Year 7</b> | <b>Year 8</b> | <b>Year 9</b> | <b>Year 10</b> | <b>All Years</b> |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|------------------|
| <b>Average Student Attendance Rates Percentage</b> | 90.0          | 87.0          | 89.0          | 92.0          | 88.0          | 91.0          | 86.0          | 85.0          | 83.0          | 79.0          | 82.0           | 86.5             |

### 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. | 5                  |
| 2. Those teachers at the NESA Teacher Accreditation Proficient level.                 | 29                 |
| 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.              | 23                 |
| 6. Number of staff identifying as Indigenous employed at the school.                  | 4                  |
| 7. Total number of non-teaching staff employed at the school.                         | 23                 |

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- Investigation of anti-bullying through units of work which form part of the PDHPE curriculum.
- Acknowledging, profiling and participating in important occasions and significant days of Australian history including Anzac Day and Remembrance Day
- Commitment to activities to promote and support social justice work for Caritas, Catholic Children's Missions, Society of St Vincent de Paul and natural disaster relief.
- Implementation of Acknowledgement of Country and Welcome to Country actions, participation and celebration in NAIDOC Week and Reconciliation Week.
- Recognising students at fortnightly assemblies who demonstrated examples of citizenship and personal best (celebrating personal and academic growth).



- Designated special annual awards recognising respect, responsibility and citizenship including Principal's Award, View Club Award, Country Women's Association Award, Catholic Women's League Award, John Haddad Award, Skip Hitchen's Award, Rotary Award and the Australian Defence Force Long Tan Leadership Award.
- The Principles of the Living Well, Learning Well document are the fundamentals of the school restorative justice program.
- The values of respect and responsibility lie at the heart of Catholic Education and underpin policies and procedures and therefore are of high priority to St Philomena's School.

## 2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the school used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

### Parent Satisfaction

The Catholic Schools Office commissioned a Brisbane based company, Survey My School to conduct parent, staff and student surveys of the St Philomenas School Community. Areas surveyed included: School Leadership, School Resources and Facilities, Catholic Ethos and Identity, Teaching/ Learning and School Improvement Processes. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed.

. The highest commendations (excellent outcomes) from our parent community were for:

- Catholic religious identity is a high priority in the school.
- I am happy with my child's access to technology in the school.
- I can make contact with my child's teacher or other staff easily.
- I feel welcome to volunteer and/or contribute to various school events and initiatives.
- I have opportunities to be involved in the life of the school.
- I would recommend this school to others.
- Most teachers in the school make learning really satisfying and engaging for my children.
- Overall I am satisfied with the education our child/ren receive(s) at this school.
- Staff, students and parents are actively involved in the religious life of the school.
- The school is a safe place for my children.
- The school responds quickly to my concern.
- The staff at this school take an interest in my children.
- The use of technology (iPads, computers) enhances my child's learning.
- There is a strong partnership between the parish and this school.
- This school celebrates student achievement.
- This school is well maintained e.g. clean, buildings painted etc.

Parents were given the option to expand on their commendations and express concerns, through a written response. This data is important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.



## **Student Satisfaction**

Invitations containing a link to the on-line survey instrument were sent to all students in Year 4 to 10. The highest commendations (excellent outcomes) from our student community were for:

- All of my teachers encourage me to do my best.
- I am encouraged to care for others.
- I regularly use technology at my school.

Students were given the option to expand on their commendations and express concerns, through a written response. This data is important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

## **Staff Satisfaction**

Invitations containing a link to the on-line survey instrument were sent to all staff.

The highest commendations (excellent outcomes) from our staff community were for:

- Assessment is used to inform teaching and learning in an explicit way across the school.
- Catholic religious identity is a high priority in this school.
- I am happy with the school's facilities.
- I get a lot of satisfaction from working in this school.
- I have the resources I need to do my job.
- I would recommend this school to others.
- School leaders at this school know me as a person and support my wellbeing.
- The school promotes and sets targets for improving student outcomes.
- The use of data to improve student learning is a strong and consistent feature of practice across the school.
- There are clear expectations concerning the use of effective teaching strategies throughout the school.
- There are clear expectations concerning the use of effective teaching strategies throughout the school.
- There is an explicit school-wide emphasis on differentiating learning within each classroom.
- This school celebrates student achievements.

Staff were given the option to expand on their commendations and express concerns, through a written response. This data is important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**

#### **Primary**

The school provides an educational program based on and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development,



Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Philomena's School is committed to providing a quality education that meets the needs of all students.

The school recognises that schools have served society well, but new times demand new models of schooling. The whole school has commenced a journey, taking important steps to design, cultivate and grow learning environments which reflect the necessity for schools to respond to the needs of students in the 21st century.

This change of practice to learning and teaching pedagogy is evidenced in the flexible and innovative learning spaces catering for stage based learning, with teachers working collaboratively to plan and teach, thereby responding to the learning needs and styles of students, along with significant use of technology. The signature characteristic of contemporary education and contemporary learning environments is students at work learning and thriving in an educational model that adopts a model of gradual release of responsibility.

The primary curriculum is designed to cater to the needs of all K–6 learners. Scope and Sequence maps learning development across K–6. The curriculum is delivered, monitored and assessed. Integration opportunities are pursued and the use of technology to support learning is a significantly prevalent feature of the curriculum.

The primary school is well resourced with IT equipment. Opportunities to enter local, state and national competitions are available for all students. Public speaking across Years 3 to 6 is profiled by an annual competition, in which all students participate. The school celebrates Literacy and Numeracy Week and Science Week with various activities.

In conjunction with the classroom/ subject teacher, the learning support team assists students with identified needs and learning difficulties. The literacy support program MiniLit (Meeting Initial Needs in Literacy) supports targeted students in K–2, while MacqLit supports the literacy needs of students in Years 3 to 6. Activities for extension/ gifted and talented students are offered in small explicitly targeted group work.

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

## **Secondary Years 7 - 10**

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

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

The range of activities available in Technology Mandatory has increased through the redevelopment of the agriculture plot and the development of the TAS room. Exploration of these subjects enables students to make informed choices about electives for the Record of School Achievement (RoSA) and subjects for the Higher School Certificate, based on what they discover about their own talents, needs and interests in Years 7–10. Levelled Literacy Intervention is a literacy support program for students in Years 7 and 8, with a strong focus on reading and comprehension.

The Stage 5 (Years 9 and 10) curriculum consists of the core subjects of English, Mathematics, Science, Human Society and its Environment, Personal Development, Health and Physical Education. A range of elective subjects are available including Commerce, iSTEM, LOTE (Japanese), Music, Physical Activity and Sports Studies (PASS) and Visual Arts. Students in Stage 5 are able, following



a selection process, to access VET courses and school based apprenticeships through TAFE NSW or other training providers. VET courses are heavily subsidised by the Catholic Schools Office, Armidale with parents making a co-payment.

Additionally, curriculum offerings include access to the Dubbo School of Distance Education. There is a strong emphasis on integrating technology across all subject areas so that technology skills become relevant to many aspects of the students' lives. For secondary education, the school has a Bring Your Own Designated Device Policy. A Work Experience Program offers Year 10 students the opportunity to immerse themselves in the workforce in order to assist them to make meaningful and well informed choices about careers they may wish to pursue and or courses for the Higher School Certificate.

Opportunities to enter local, state and national competitions are available for all students. Extracurricular opportunities on offer include public speaking, school band and choir. Talented sporting students access opportunities through diocesan and inter-diocesan pathways.

## **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, 5, 7 and 9 tested. In Year 3, 33 students presented for the tests, in Year 5, 34 students presented for the tests, in Year 7, 36 students presented for the tests while in Year 9, there were 17 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 Philomena's 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 Philomena's 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**

| <b>Reading</b> | <b>Writing</b> | <b>Spelling</b> | <b>Grammar and Punctuation</b> | <b>Numeracy</b> |
|----------------|----------------|-----------------|--------------------------------|-----------------|
| 91.0           | 97.0           | 73.0            | 78.0                           | 76.0            |



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

| Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|---------|---------|----------|-------------------------|----------|
| 74.0    | 60.0    | 62.0     | 66.0                    | 61.0     |

**Year 7 NAPLAN Results in Literacy and Numeracy  
Percentage of Students in Levels Strong and Exceeding**

| Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|---------|---------|----------|-------------------------|----------|
| 52.0    | 42.0    | 49.0     | 40.0                    | 39.0     |

**Year 9 NAPLAN Results in Literacy and Numeracy  
Percentage of Students in Levels Strong and Exceeding**

| Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|---------|---------|----------|-------------------------|----------|
| 62.0    | 48.0    | 50.0     | 32.0                    | 32.0     |

|   |   |
|---|---|
| In 2023 the number of students issued with a RoSA | 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 Philomena's 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 Philomena's 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   |
|---|--|
| <ul style="list-style-type: none"><li>• Nurtured a Positive and Authentic Catholic Culture for Learning that Respects and Values the Contributions of all Members of our School Community.</li><li>• Provided Consistent Quality First Teaching to the Students in Our Care to enable them to Experience Personal Growth and Success in their Learning.</li><li>• Developed a "Strong Team" Learning &amp; Leadership Culture underpinned by Evidence Rich Action Research and Collaborative Professionalism.</li></ul> | <ul style="list-style-type: none"><li>• creating conditions that promote and support meaningful learning, participation and connection to school</li></ul> |

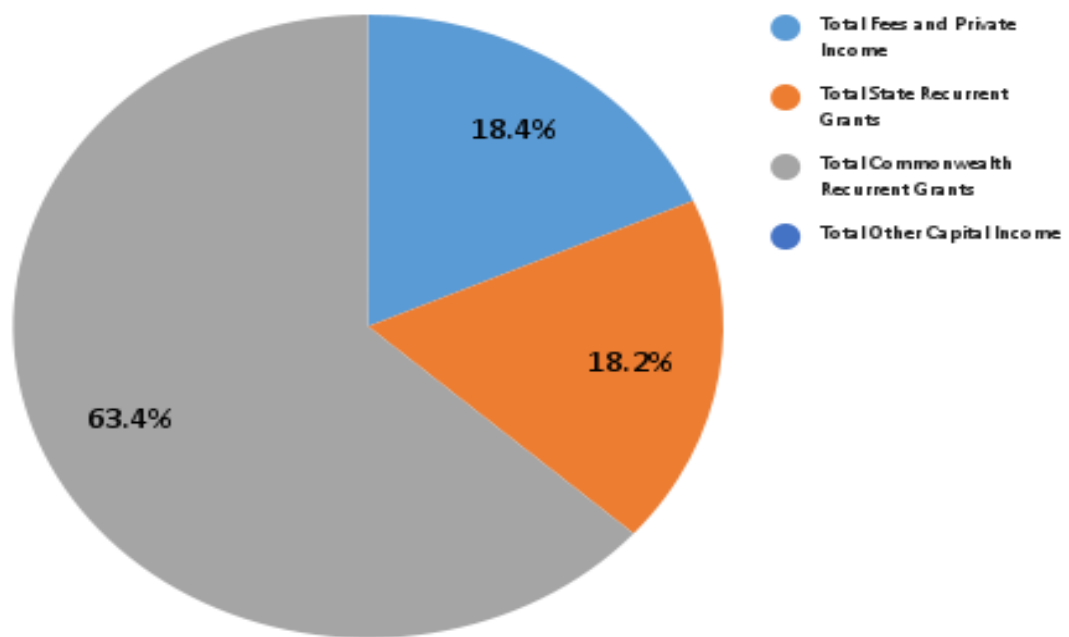
#### 6.0 Financial Information

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 Philomena's School, Moree



### 2023 Expenditure - St Philomena's School, Moree

