

Annual School Report 2021 School Year

St Philomena's School, Moree



55 Boston Street
Moree NSW 2400

Phone 02 6752 1577

Web <http://www.stphilomenasmoree.nsw.edu.au>

Principal
Jamie McDowall

About this report

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

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

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

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

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2022 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 area to have their children educated in the context of Catholic traditions. The school welcomes families from all religious backgrounds to be immersed in contemporary and quality opportunities for academic, cultural, religious, community and sporting experiences. The school is an inclusive school that embraces equity, justice and compassion, where teachers are the face of Christ to the students. St Philomena's School belongs to a system of schools, being one of 24 in the Diocese of Armidale.

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

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

Jamie McDowall
Principal

1.2 A Parent Message

This year saw another interesting, and challenging, year. The St Philomena's School Advisory Council (SAC) and Parents & Friends Association (P&F) kept busy and in touch with all that was going on within the school. Moree suffered significant flooding in March and whilst the cleaning, restoration and sanitisation work following the flooding was a huge exercise, the school was able to turn the negative into a positive. The clean-up provided an opportunity for various physical areas of the school to be looked at and changes identified that could be made within the scope of the restoration works and the SAC, within its function of providing advice to the Principal and parish priest, strongly supported the school's plans.

The school continues on its positive trajectory under the leadership of Principal Jamie and his team of experienced and energetic Leaders of Learning, supported by the SAC and the tireless optimism of the P&F. Notwithstanding restrictions, the P&F were still able to raise some funds and have contributed to innovative initiatives including a new projector for the hall, new musical instruments for the music program, the ag plot robot and two pottery wheels.

St Philomena's continues to lead the way in its pastoral care, faith development and education. The SAC looks forward to its continued involvement with the school in 2022 around governance, policy development, decision-making, special projects and school improvement.



Sarah Osborn
Chairperson
School Advisory Council

2.0 This Catholic School

2.1 The School Community

St Philomena's School is located in Moree and is part of the St Francis Xavier Catholic 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 123 years of Catholic education.

The parish priest, Father 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.

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

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

The secondary Religious Education curriculum follows the "Faithful to God Faithful to People"

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

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 impact of COVID meant that Masses were celebrated via live Zooms or outdoors and some of the year based Masses were celebrated as a closed year group once restrictions to attending Church were lifted.

Twilight retreat experiences were not offered in 2021 due to COVID, however staff engaged weekly (where restrictions allowed), in communal prayer. All staff participated in an ATSI focussed Professional Development Retreat Day on the last day of term, with a visit to Terry Hie Hie. These hours contribute to faith formation and also registered professional development.

Real Talk facilitated workshops for students in Years 4, 6, 7 and 9 based around sex, relationships and personal identity. These workshops were presented via Zoom in response to restrictions and were not as impactful as previous years. Real Talk have suggested the possibility of students attending a repeat of the session in person for 2022. The parent information evening was facilitated via Zoom also, and sadly, poorly attended by the parent community.

The St Philomena's not-so-Mini Vinnies group started the year strong with about 20 students. This dwindled to about 12 secondary students who worked together to support fundraising appeals for Vinnies, Caritas and Catholic Missions. Students in Stage 2 and 3 were provided with opportunities to care for our school, environment and local community via the Green Team, Waste Warriors and the Crochet Crew. Unfortunately, students in Years 3 and 4 were unable to have the opportunity to be significantly involved in our local Junior Josephite Chapter, facilitated by a local Sister of St Joseph.



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	19

2.3 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	TOTAL 2021	TOTAL 2020
Male	30	18	25	20	26	17	15	12	11	9	7	190	163
Female	12	23	9	20	16	21	16	19	11	11	16	174	186
Totals	42	41	34	40	42	38	31	31	22	20	23	364	349

2.4 Student Attendance

In order for students to reach their full potential, it is important that they attend school regularly. The 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 2021 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	All Years
Average Student Attendance Rates Percentage	89.0	94.0	91.0	93.0	88.0	90.0	91.0	89.0	81.0	82.0	78.0	87.8

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.	9
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	16
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	16
6.	Number of staff identifying as Indigenous employed at the school.	4
7.	Total number of non-teaching staff employed at the school.	25

2.6 Initiatives Promoting Respect and Responsibility



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

- Investigation of anti bullying through units of work which form part of the PDHPE curriculum and participation in the 2021 National Bullying No Way Day.
- Acknowledging, profiling and participating in important occasions and significant days of Australian history including ANZAC Day (Digital Liturgy) and Remembrance Day
- Commitment to activities to promote and support social justice work for Caritas, Catholic Children's Missions, Society of St Vincent de Paul and 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 (digital and physical) who have 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 our 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 Diocese of Armidale contracted the services of Survey My School as a formal school improve improvement tool in order to gauge parental satisfaction with school operations. Parental satisfaction was also measured in other ways including Parents and Friends Association, School Advisory Council meetings and individual parent communication. Parents were asked to respond to a range of questions around the following four broad areas:

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

Of the 308 parents surveyed, 137 completed the survey, representing a 44% completion rate which is considered very good. Overall, the averaged survey results rated the school in the 'Agree' (62.9%) and 'Strongly Agree' (22.7%) range when asked if parents are satisfied with the education their children are receiving at St Philomena's.

Student Satisfaction



A student satisfaction survey was undertaken in October 2021. Of the 111 students from Year 5 - 10, 62 students completed the survey representing a 56% completion rate which is considered excellent. This year scores ranged from 1.5 to 2.4 out of 3 in all areas.

Comments from our students included:

- We have beautiful and caring staff
- I would recommend this school because it has lots of learning opportunities and I think the best thing about this school is that you can do electives like Japanese in years 5 and 6.
- I love this school, it is wonderful with great learning programs and wonderful students and staff with great learning facilities and wonderful, big and spacious classrooms.
- We have nice teachers, they help you with work, and they make sure you feel safe, and they make you feel happy all the time.

Staff Satisfaction

A staff satisfaction survey was undertaken in October 2021. Of the schools 73 staff, 54 completed the survey, representing a 74% completion rate which is considered excellent. This year scores ranged from 1.7 to 2.5 out of 3 in all areas.

Comments from our staff included:

- The staff is very innovative and willing to try new pedagogies. They readily accept change and modify their personal practice to adapt based on current research.
- Clear direction with continual support and structures. Consistent review and refine. Inclusive staff and students. Continual improvement.
- Consistent use of the contemporary teaching pedagogies, so students will have the same expectation moving from primary to secondary.
- Staff are vibrant and fun. There is usually a great vibe around the school amongst staff.
- There is a great feeling of belonging, the students mingle freely amongst age groups, the staff work together well.

3.0 Teaching and Learning

3.1 School Curriculum

Primary

The school provides an educational program based on and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

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

St Philomena's School 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 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 at St Philomena's School consists of eight KLAs as defined by the N.S.W. 1990 Education Reform Act. These KLAs are: English, Mathematics, Science, Human Society and its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory and Personal Development, Health and Physical Education.

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

The Stage 5 (Years 9 and 10) curriculum consists of the core subjects of English, Mathematics, Science, Human Society and its Environment, Personal Development, Health and Physical Education. A range of elective subjects are available including Commerce, iSTEM, LOTE (Japanese), Music, Physical Activity and Sports Studies (PASS) and Visual Arts. Students in Stage 5 are able, following a selection process, to access VET courses and school based apprenticeships through TAFE NSW or other training providers. VET courses are heavily subsidised by the Catholic Schools Office, Armidale with parents making a 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, 40 students presented for the tests, in Year 5, 38 students presented for the tests, in Year 7, 31 students presented for the tests while in Year 9, there were 20 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 Years 3, 5, 7 and 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

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

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.

The following data indicates the percentage of St Philomena's 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	State	School	State	School	State	School	State	School	State	School
Reading	21.5	20.5	22.0	12.8	19.1	23.1	12.8	15.4	7.8	5.1	2.6	0.0
Writing	20.2	2.6	37.0	28.2	23.0	38.5	9.0	23.1	4.3	2.6	1.9	0.0
Spelling	23.1	15.4	23.4	35.9	20.2	12.8	13.0	17.9	6.5	12.8	4.6	0.0
Grammar and Punctuation	22.3	25.6	24.1	25.6	19.4	15.4	10.4	15.4	6.4	0.0	4.4	2.6
Numeracy	13.6	12.8	22.1	30.8	27.4	23.1	18.5	25.6	9.8	5.1	2.7	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	State	School	State	School	State	School	State	School	State	School
Reading	15.5	17.5	24.7	27.5	27.2	20.0	18.3	30.0	7.5	0.0	3.3	2.5
Writing	7.5	5.0	17.0	17.5	32.6	27.5	26.9	32.5	9.7	15.0	3.2	2.5
Spelling	15.1	7.5	27.5	15.0	24.4	40.0	17.2	12.5	8.2	25.0	3.8	0.0
Grammar and Punctuation	12.9	7.5	20.6	27.5	27.1	22.5	19.7	22.5	9.2	15.0	4.5	2.5
Numeracy	10.2	7.5	20.9	17.5	28.8	30.0	23.6	22.5	10.0	10.0	3.1	3.1



Year 7 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 4 to 9												
BAND	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	9.6	6.5	20.6	19.4	26.9	25.8	24.5	45.2	11.7	0.0	4.6	3.2
Writing	5.0	6.7	19.2	16.7	24.9	26.7	27.4	23.3	14.5	13.3	4.3	6.7
Spelling	11.6	0.0	23.3	16.7	31.8	26.7	18.3	26.7	8.8	26.7	3.8	0.0
Grammar and Punctuation	10.7	6.7	17.4	6.7	21.7	33.3	25.9	33.3	12.0	13.3	6.1	6.7
Numeracy	14.2	3.4	19.4	13.8	25.9	31.0	20.8	34.5	10.8	10.3	4.5	6.9

Year 9 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 5 to 10												
BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	7.5	0.0	17.5	15.8	26.4	15.8	24.9	47.4	14.8	15.8	7.1	0.0
Writing	5.0	0.0	10.3	11.1	26.5	27.8	24.8	22.2	19.7	11.1	8.6	22.2
Spelling	6.5	0.0	18.9	0.0	30.6	26.3	23.4	31.6	13.4	42.1	5.5	0.0
Grammar and Punctuation	9.0	5.3	14.7	10.5	27.0	10.5	24.1	26.3	14.9	26.3	7.5	21.1
Numeracy	11.0	0.0	15.4	0.0	28.7	21.1	28.2	57.9	13.6	21.1	2.9	0.0

In 2021 the number of students issued with a RoSA	25
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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 2021 were:

Staff Professional Learning Activity	Date	Presenter
CPR and First Aid	16/12/2021	Royal Life Saving
Introduction to the Living Well Learning Well Framework - Diocese of Armidale	04/02/2021	Jason Hanrahan
School & System Registration and Compliance	05/02/2021	Jamie McDowall
Revisit, Refresh & Refine - What is a Catholic Professional Learning Community	04/02/2021	Jamie McDowall, Nerida Finlayson, Anthony O'Donnell & Melissa Schweitzer
RE Cultural & Immersion Experience - On Country Terry Hie Hie	17/12/2021	Karen Tighe, Mary Davison & Cathy Downes
Measuring Student Learning & Engagement Through the Lens of the 5 Learning Questions	27/04/2020	Nerida Finlayson & Anthony O'Donnell (Leaders of Pedagogy)
Student Personalised Plans (PPs)	11/06/2021	Kellie Downes & Kristy Curry

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 Philomena's School. Christ's teachings, therefore, should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the



intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

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

- justly
- respectfully
- fairly

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

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

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a *Bullying Prevention and Intervention Policy* which is implemented by this school and all systemic schools in the Diocese 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 2021	Key Goals for 2022
<ul style="list-style-type: none"> • Continued Strategic Implementation of the Catholic Education Diocese of Armidale Mathematics Initiative into years 1, 3 and 4. • Continued Professional Learning in the areas of Assessment and Data Literacy for Leaders of Learning K-10. • Introduction of a Stage 4 (Year 7 and 8) Innovative Learning Environment (Renovation to previous library building) to support the strategic implementation of Stage 4 English and Mathematics underpinned by the research of contemporary learning design (Thornburg's Theory). • Begin the implementation of the Diocese of Armidale's Living Well, Learning Well Framework K-10 through profession learning opportunities and refinement in school/system processes concerning student behaviour support and well-being. • Introduction of Specialist Subject Teachers into Stage 3 (Year 5 and 6) from the Secondary 7-10 Learning Team in the areas of Music, iStem and Japanese. 	<ul style="list-style-type: none"> • Developing a Response to Intervention (RTi) Framework to authentically support, consolidate and extend student achievement. • Developing and nurturing strong teams through the lens of Collaborative Professionalism. • Increased family engagement in the Catholic life of the school and parish • Implementation of a Specialised Language Program (Mandarin) in Stage 2 (Year 3 and 4). • Unpacking and building leadership and teacher capacity in the new K-2 English and Mathematics Syllabus

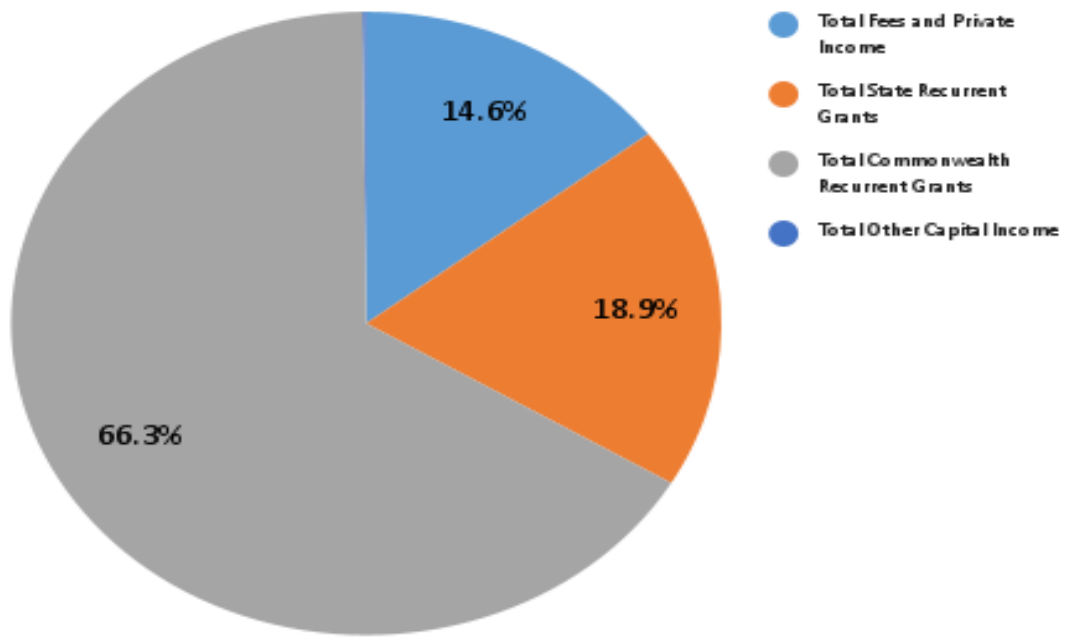
6.0 Financial Information

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 2021 is presented below:



2021 Income - St Philomena's School, Moree



2021 Expenditure - St Philomena's School, Moree

