

Annual School Report 2022 School Year

St Nicholas Primary School, Tamworth



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Principal
John Clery

About this report

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

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

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

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

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

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

Further information about the school or this report may be obtained by contacting the school on 02 6766 1462 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 Nicholas Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

St Nicholas Primary School has a proud history and is highly regarded in the Tamworth community. When locals speak of St Nicholas, they inevitably mention the school's sense of community. A school community based on positivity. A school community where staff, parents and students cherish the opportunity to come together and enjoy each other's company.

Coronavirus has been very successful in turning our world upside down and inside out. Coronavirus, however, has not been successful in changing or damaging St Nicholas' sense of community. It has reminded and highlighted to the world the importance of connection. Humans need the deep bond that's formed between people when they feel seen and valued. During an authentic human connection, people exchange positive energy with one another and build trust.

If St Nicholas' highly regarded "sense of community" is a result of connectedness, then the foundations of our community must be the students. The students are the greatest aspect of the school.

Students make mistakes as they find their way in this complex world. Mistakes that can frustrate even the most level-headed adult. Importantly, however, students, with the right support, are committed to learning from their mistakes.

St Nicholas students are committed to learning and growing in the way they value, respect and care for others. They are committed to learning and growing safely. This commitment has allowed the staff to change their language and approach from archaic terms like "behaviour management", to "how we can support our students" to become the best version of themselves.

With students as the foundations, parents are the pillars of the St Nicholas school community.

To all St Nicholas parents. Thank you for loving your children. Thank you for valuing a quality education. Thank you for trusting St Nicholas with the enormous responsibility of educating your flesh and blood. Thank you for wanting to work with your child's teacher.

As Principal of St Nicholas, I am fortunate to work with an amazing team of over 70 adults. Over 70 adults who are committed to displaying a universal and unconditional positive regard for children and young people.

The staff have a high regard for collective capacity, understanding the importance of working as part of a high functioning team to increase the faith, learning and well-being outcomes for children and young people. Working as part of a high functioning team is the most effective way to operate. It is, however, not an easy way to operate. Being part of a high functioning team is hard work! High functioning teams:

- Support one another, yet respectfully challenge each other's opinions
- Operate through Collaborative Professionalism, rather than distribution or consensus
- Value experience, though embrace adult learning
- Respect traditions, though support a culture of improvement

St Nicholas staff have created a culture of important work being completed as part of a team. Staff are committed to this practice, as they understand it is in the best interests of the students. Staff understand, that to improve the faith, learning and well-being outcomes of students, requires us to continually improve the way we lead the learning and teaching of students; no matter how high our capacity may already be.

Over the last couple of years, St Nicholas has completely transformed the learning and teaching of reading and writing, with previous practices critiqued and challenged. This is a difficult process and



despite best efforts can be confrontational. Because staff accepted the challenge, students are the beneficiaries. This year's NAPLAN results in Reading and Writing are just one small example of our children benefiting from the staff's commitment to professional learning and continued improvement. With more and more St Nicholas children reading and writing to their potential, we are having a significant positive impact on their current and future well-being, where students will have more options and greater opportunities in the years ahead.

The St Nicholas school staff are the bricks and mortar of the school community and the school community should look back with great pride on 2022. This is because students, parents and staff (our foundations, pillars, bricks and mortar) have come together as one to provide a quality Catholic education. Congratulations!

John Clery
Principal

1.2 A Parent Message

It is again a pleasure to write on behalf of St Nicholas parents when reporting on the school year. The St Nicholas school community attributes our success to the school staff and parents understanding the importance of a quality partnership.

To support children to reach their vast potential, both the school and parents committed to working together. Each party collaborated where voices are not only encouraged, but listened to and respected.

This year, Parent Teachers and Friends (PT&F) led and coordinated significant school events which provided connection opportunities and promoted a wonderful sense of school community.

The School Advisory Council again supported the Principal and parish priest in offering advice and support to the strategic direction of the school. It has been particularly pleasing to play a role in the development of students' writing, with teachers' writing pedagogy now displaying greater rigor and sophistication.

On behalf of the parent community, I thank the teachers and staff for their professionalism and dedication towards St Nicholas students in 2022.

Michael Mulligan
Chairperson
School Advisory Council

2.0 This Catholic School

2.1 The School Community

St Nicholas Primary School is located in Tamworth and is part of the St Nicholas Parish which serves the communities of Tamworth, from which the school families are drawn.

Last year the school celebrated 83 years of Catholic education.

The parish priest, Fr Chris Onuekwusi, is involved in the life of the school.

2.2 Catholic Life and Religious Education

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



The school has continued to incorporate the Catholic Principles and Values statements mandated by Bishop Michael Kennedy into the programs for all Key Learning Areas. The parish priest, Father Chris Onuekwusi, or assistant priest, Father Paul Chandler, visited the school on a weekly basis. Father Chris and Father Paul administered reconciliation to Years 3-6 and spent time in all classrooms engaging with the students.

Throughout the year the sacramental programs of penance, first holy Communion and confirmation were offered and delivered to students in Years 3-6. Parents and other family members participated through meetings and home programs. The sacrament of confirmation was supported with a retreat.

With the support of Father Chris and Father Paul, the school celebrated feast days and special events.

Daily prayer continued for staff, students and parents throughout the year. Weekly meetings, staff meetings, termly School Advisory Council meetings, and Parents, Teachers and Friends meetings began with prayer. Prayer was included in each edition of the school's newsletter.

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 | 21 |

2.3 School Enrolment

St Nicholas Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | TOTAL 2022 | TOTAL 2021 |
|---------------|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| Male | 45 | 40 | 44 | 42 | 45 | 42 | 52 | 310 | 316 |
| Female | 41 | 46 | 41 | 37 | 40 | 45 | 33 | 283 | 282 |
| Totals | 86 | 86 | 85 | 79 | 85 | 87 | 85 | 593 | 598 |

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff, as part of their duty of care monitor attendance each day. The class roll is marked every day and rolls are checked each week by the Principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school, preferably on the first day of absence and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The average student attendance rate for the school during 2022 is shown in the following table.



| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|
| Average Student Attendance Rates | 90.0% | 91.0% | 92.0% | 91.0% | 91.0% | 90.0% | 89.0% | 90.6% |

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. | 6 |
| 2. | Those teachers at the NESA Teacher Accreditation Proficient level. | 37 |
| 3. | Those teachers at the NESA Teacher Accreditation Highly Accomplished level. | 0 |
| 4. | Those teachers at the NESA Teacher Accreditation Lead level. | 0 |



| Teacher Qualifications / Staff Profile | | Number of Teachers |
|---|---|---------------------------|
| 5. | Teachers with recognised qualifications to teach Religious Education. | 24 |
| 6. | Number of staff identifying as Indigenous employed at the school. | 1 |
| 7. | Total number of non-teaching staff employed at the school. | 24 |

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 Nicholas promotes respect and responsibility by focusing on Catholic Principles and Values
- This is particularly evident through the 'Living Well, Learning Well' Initiative, ensuring students are taught, encouraged and reminded on a regular basis to display behaviour that is polite and courteous
- A member of the St Nicholas community commits to being safe, being valued, respected and cared for and being a learner
- These three creeds are taught and modelled each day by teachers and students
- Good manners are regarded as showing respect for other people but it also shows respect for good standards and behaviour. The embedded "Manners Matter " program is therefore linked to the Living Well, Learning Well standard of "Being valued, respected and cared for"
- An extensive student leadership program is in place which seeks to support students to develop their skills and sense of responsibility

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 Nicholas 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.

Of the 630 parents, 258 completed the survey (41% completion rate is considered very good). In all areas of the survey parents rated the school in the 2-3 point scale range which was very pleasing. The highest commendations (2.5 or above) from our parent community were for:

- Overall I am satisfied with the education our child/ren receive at this school
- The school is a safe place for my child



- The staff at this school take an interest in my child
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- I would recommend this school to others
- I am happy with the school's facilities
- This school is well maintained e.g. clean, buildings painted etc
- There is a strong partnership between the parish and this school

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 6. Of the 257 students, all completed the survey (100% completion rate is considered excellent). In all areas of the survey, with the exception of “The homework we do helps me learn” (the school follows a no homework policy) and “My school takes students' opinions seriously”, students rated the school in the 2-3 point scale range which was very pleasing. The highest commendations (2.5 or above) from our student community were for:

- My teachers care about me
- All of my teachers encourage me to do my best
- I am encouraged to care for others

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. Of the 66 staff, 49 completed the survey (74% completion rate is considered excellent). In all but one area of the survey (Staff, students and parents are actively involved in the religious life of the school), staff rated the school in the 2-3 point scale range which was very pleasing. The highest commendations (2.5 or above) from our staff community were for:

- I get a lot of satisfaction from working in this school
- I would recommend this school to others
- This school is well maintained e.g. clean, buildings painted etc
- School leaders at this school know me as a person and support my well-being
- My school encourages a climate conducive to staff professional learning and improvement in practice
- Collaborative planning processes in this school are effective
- I am provided with opportunities to improve my teaching practice
- There are clear expectations concerning the use of effective teaching strategies throughout the school
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes



- There is an explicit school-wide emphasis on differentiating learning within each classroom

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

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

St Nicholas committed to embedding the school culture of reading with teachers and delivering a sophisticated and rigorous pedagogical approach to students learning to read.

Furthermore, the school implemented a pedagogical approach to writing, based on the gradual release of responsibility, to reflect the same level of rigor and sophistication seen in reading.

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, 80 students presented for the tests while in Year 5 there were 88 students.

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

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

At St Nicholas 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 Nicholas 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 | State | School | State | School | State | School | State | School | State | School |
| Reading | 17.5 | 16.0 | 21.0 | 28.0 | 19.4 | 19.0 | 11.6 | 9.0 | 8.4 | 5.0 | 2.7 | 0.0 |
| Writing | 19.5 | 31.0 | 35.0 | 38.0 | 23.8 | 15.0 | 10.1 | 4.0 | 4.8 | 5.0 | 1.7 | 0.0 |
| Spelling | 17.9 | 18.0 | 23.0 | 30.0 | 19.7 | 24.0 | 13.0 | 18.0 | 6.9 | 1.0 | 6.0 | 4.0 |
| Grammar and Punctuation | 16.8 | 19.0 | 20.1 | 33.0 | 19.8 | 27.0 | 13.1 | 9.0 | 6.9 | 3.0 | 4.0 | 1.0 |
| Numeracy | 11.4 | 9.0 | 20.4 | 27.0 | 26.2 | 26.0 | 20.2 | 28.0 | 10.5 | 4.0 | 3.3 | 3.0 |

| 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 | 12.8 | 13.0 | 26.9 | 45.0 | 27.2 | 16.0 | 17.4 | 17.0 | 7.2 | 5.0 | 3.4 | 1.0 |
| Writing | 9.2 | 5.0 | 18.7 | 11.0 | 30.5 | 45.0 | 24.5 | 29.0 | 9.7 | 6.0 | 3.4 | 4.0 |
| Spelling | 14.1 | 13.0 | 25.0 | 22.0 | 26.8 | 25.0 | 18.0 | 26.0 | 8.0 | 3.0 | 2.9 | 2.0 |
| Grammar and Punctuation | 10.4 | 6.0 | 20.1 | 10.0 | 26.5 | 41.0 | 23.2 | 21.0 | 10.1 | 13.0 | 3.0 | 3.0 |
| Numeracy | 8.4 | 2.0 | 18.9 | 21.0 | 27.9 | 31.0 | 26.3 | 31.0 | 11.5 | 14.0 | 3.0 | 1.0 |

Reading and Writing data for St Nicholas Primary school is testimony to a staff who have committed to improving their practice every day.



To improve learning outcomes for students, continual improvement of the way teachers teach and lead the learning of students is required. St Nicholas is very fortunate to have teachers of high capacity. Significantly, the best teachers understand the importance of a commitment to improving their practice.

St Nicholas Reading and Writing results were outstanding. When comparing the last five years results:

Year 3 Reading

- Cohort average: Record high
- Number of Students in the top two bands: 67.5% Record High

Year 3 Writing

- Cohort average: Record high
- Number of Students in the top two bands: 75.6% Record High

Year 5 Reading

- Cohort average: Record high
- Number of Students in the top two bands: 59.8% Record High

Year 5 Writing

- Cohort average: Record high

3.3 Teacher Professional Learning

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

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

Whole staff development day professional learning activities in 2022 were:

| Staff Professional Learning Activity | Date | Presenter |
|---|------------|-----------------------|
| TOPIC: Child Safety, Code of Conduct and Emergency Evacuation & Lockdown Procedures | 28/01/2022 | Principal |
| Literacy and the Gradual Release of Responsibility | 31/01/2022 | Leadres of Pedagogy |
| Staff Retreat: Faith Formation | 18/07/2022 | CSO Spirituality Team |
| The balanced Writer | 29/03/2022 | Andrell Education |
| Celebrating 2022 with an eye to 2023 | 19/12/2022 | Principal |
| NCCD eLearning Modules | 20/12/2022 | NCCD |



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 Nicholas 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 Nicholas Primary School have the right to be treated:

- justly
- respectfully
- fairly

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

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

4.3 Student Discipline Policy

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

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

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

4.4 Bullying Prevention and Intervention Policy

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

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



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

4.5 Complaints Handling Policy and Guide

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

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

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

5.0 School Review and Improvement

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



| Key Goals Achieved and Implemented in 2022 | Key Goals for 2023 |
|---|--|
| <p>Under the School Improvement pillar of "Literacy/Pedagogy" St Nicholas Primary School achieved the goals of:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Infants: 71.4% of Infants students reached their PM Benchmark • 77.5% of K-6 students reached their PM Benchmark <ul style="list-style-type: none"> • A further 9.2% of K-6 students were within two PM levels of their Benchmark • The most significant evidence to support the impact of improved teaching and learning in reading is available in Kindergarten: <ul style="list-style-type: none"> • In 2020 35.8% of students reached their PM benchmark • In 2021 53.5% of students reached their PM Benchmark • In 2022 67.7% of students reached their PM Benchmark <p>Writing:</p> <ul style="list-style-type: none"> • St Nicholas staff were asked to critique the school's learning and teaching of writing on 16.12.2021 and then again on 12.10.2022. The critique was in the form of a survey, where staff had to rate 29 pedagogical writing practices at St Nicholas. Was a practice "embedded" into daily practice, had it been "implemented" or was there no evidence of it at St Nicholas, "not yet"? • When the 29 pedagogical writing practices were averaged out, a percentage score was created. The difference between the two surveys provided great evidence of an improved learning and teaching of writing throughout the year. <ul style="list-style-type: none"> • A high impact writing pedagogical approach, in the opinion of staff, was not present at St Nicholas: <ul style="list-style-type: none"> • 16.12.2021: 17.8% • 12.10.2022: 5.0% • A high impact writing pedagogical approach, in the opinion of staff, was embedded into daily practice at St Nicholas: <ul style="list-style-type: none"> • 16.12.2021: 20.9% • 12.10.2022: 45.4% | <p>As part of a system of high functioning schools, St Nicholas has aligned its goals with the Armidale Catholic Schools Improvement Agenda.</p> <p>Focusing on the Pillars of:</p> <ul style="list-style-type: none"> • A Christ Centred Inclusive Learning Community • Strong Teams that enhance Learning and Teaching <p>St Nicholas Primary School goals are:</p> <ul style="list-style-type: none"> • Literacy: Improvement in the Teaching and Learning of Writing, whilst refining tight reading practices • Numeracy: Improvement in the Teaching and Learning of Numeracy <p>The school's Annual Improvement Plan:</p> <ul style="list-style-type: none"> • Articulates the focus and desired impact • Aligns each goal with the System's improvement agenda • Evaluates current status using the National School Improvement Tool • Outlines the specific improvement process which will lead to improvement • Identifies who is responsible for each improvement process and when it occurs • Identifies the evidence which the school can use to measure impact. |



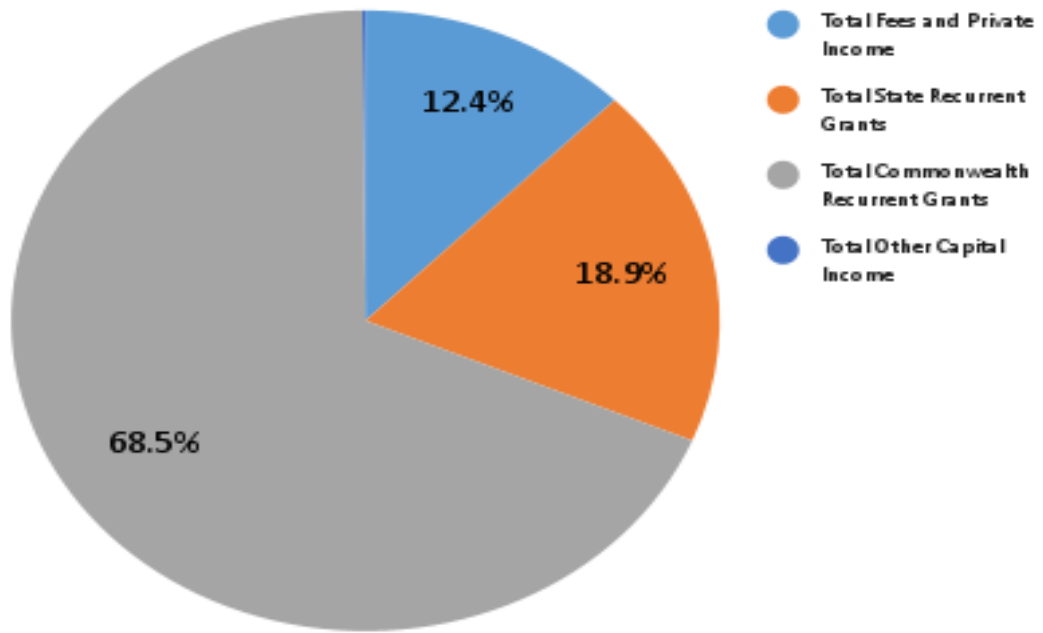
6.0 Financial Information

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

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



2022 Income - St Nicholas Primary School, Tamworth



2022 Expenditure - St Nicholas Primary School, Tamworth

