

Annual School Report 2022 School Year

St Michael's Primary School, Manilla



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Principal
Bronwyn Underwood

About this report

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

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

The report 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 6785 1757 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 Michael's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

St Michael's Primary School is located in Manilla. The school was founded by the Sisters of St Joseph and is built on the land of the Kamilaroi people. St Michael's is a co-educational Kindergarten to Year 6 Catholic Systemic school, situated in the Foothills Cluster in the Diocese of Armidale.

The school is an integral part of the St Michael's Parish community. Together we are committed to deepening each child's knowledge of the Catholic Story and Catholic Social Teachings, modelling christian values and providing opportunities for prayer, liturgy and service to others. Our Catholic identity positively impacts the life of the school.

St Michael's is a place of learning excellence, providing quality teaching and learning programs that challenge and nurture creativity, critical thinking and innovation. We strive to provide a quality, inclusive Catholic education and our professional, highly qualified and dedicated staff work together to ensure the best outcomes for each child. Every child is encouraged to work hard and achieve their personal best in all academic, cultural and sporting activities.

It is anticipated that this report will generate an awareness of the school's achievements and strategic improvement agenda, as well as provide thoughtful discussion regarding future direction.

Bronwyn Underwood
Principal

1.2 A Parent Message

The St Michael's Parents and Friends Association has an important and valued place in the life of the school, from helping to build and maintain a strong community spirit, to raising funds to purchase resources for the school or finance special projects. The P&F successfully hosted Pie and Lamington Drives (which also supports the local Bakery), Mango Tray Fundraiser and the Cookie Dough Fundraiser. These funds help families attend representative sporting events and major school excursions.

Specifically, the P&F:

- Provides a meeting ground for parents and friends of St Michael's
- Offers an educational forum for parents and an opportunity for the Principal to report on school activities
- Organises social activities for the purpose of building community
- Undertakes fundraising activities to support school initiatives

Katherine Holden
Secretary
P&F Association



2.0 This Catholic School

2.1 The School Community

St Michael's Primary School is located in Manilla and is part of the St Michael's Parish which serves the communities of Manilla, Attunga and Barraba, from which the school families are drawn.

Last year the school celebrated 119 years of Catholic education.

The parish priest, Father John Curran, is involved in the life of the school.

2.2 Catholic Life and Religious Education

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

Catholic Principles and Values are explicitly taught and integrated into all Curriculum areas, enhancing student knowledge and understanding of the Catholic Identity of the school. The student led Mini Vinnies / Catholic Earthcare committee work together on social justice issues in response to answering Pope Francis' call in *Laudato Si'* to respond to the 'Cry of the Earth and the Cry of the Poor'. They are dedicated and enthusiastic and are making a positive difference within the school community.

St Michael's is well-supported by the parish priest, Father John Curran, and the parishioners. Faith is celebrated joyously with liturgies at school and at Mass with the parish every second Friday. Two sacramental programs were taught during the year and students in Years 2 and 3 received the sacrament of reconciliation for the first time and students in Years 5 and 6 were confirmed by Bishop Michael Kennedy. As part of their preparations, students participated in a prayer retreat prior to receiving the sacrament. For the first time, confirmation candidates from St Michael's joined with confirmation candidates from St Joseph's Primary School, Barraba, teachers and Father Curran for a one day prayer retreat at Split Rock Dam led by Anne Finlayson and Carol Wheaton from the Spirituality Team

Prayer is an important part of each school day. At the start of the year, industrious students and staff built a prayer labyrinth in the school grounds, which can be used at any time of the day and has become a feature of the school. Staff participated in a number of different prayer retreats throughout the year. Staff were further supported in their knowledge and understanding through professional development on pedagogical practices in Religious Education, programming and religious literacy.

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	22

2.3 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2022	TOTAL 2021



Male	9	3	4	11	9	7	7	50	47
Female	10	9	7	5	8	2	4	45	36
Totals	19	12	11	16	17	9	11	95	83

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 in COMPASS 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	86.0%	85.0%	86.0%	84.0%	84.0%	86.0%	88.0%	85.6%

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.	3
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	9
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.	8
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	11

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:

- Respect for the dignity of each human person underpins the school's pastoral approach to faith, well-being and learning. Key to this is developing the understanding that we are all, child and adult, responsible for ensuring that respect for the dignity of one another is protected and promoted in every aspect of school life and in the wider community, for the common good.
- Beginning with the end in mind, staff worked collaboratively throughout the year on reviewing current practices and on how the school supports and promotes respect and responsible behaviour. This review resulted in the development of agreed practices and protocols founded in the Catholic faith and contemporary research, that holistically support students to grow to become people of integrity, capable of negotiating life's 'ups and downs' and of contributing positively to society. These agreed practices centred around establishing:
 - spiritual and social connectedness
 - a supportive and inclusive learning environment
 - contemporary and inclusive student-centred teaching and learning practices and
 - supporting positive behaviour



- The Principal, along with the Assistant Principal: Mission, the Inclusion Support Teacher and the School Counsellor, as part of the Pastoral Care and Wellbeing Team, which was started in Semester 2, 2021. The team met weekly to oversee and promote the school's pastoral approach to faith, wellbeing and learning. The team provided valuable knowledge and support for staff, students and families. The introduction of *Superflex: A Super Hero Program* led by the inclusion support teacher provided additional support for Tier 2 students and regular case management meetings were held throughout the year to support students and their families.
- St Michael's has a strong sense of social justice and towards the end of Term 1 St Michael's became a Catholic Earthcare School and the existing Mini Vinnies Committee became the Mini Vinnies / Catholic Earthcare Committee. This committee is led by volunteers from Years 3-6 who meet weekly to discuss and address social justice issues. Throughout the year the committee led fundraising for Caritas Australia's project Compassion, Bear Cottage and Catholic Mission, as well as supporting good works in the local community which included corresponding with the elderly residents of Manallae Lodge.
- A number of environmental initiatives were developed throughout the year including the expansion of the Environmental Champions Team who volunteer their time to lead initiatives promoting environmental wellness, living sustainably and supporting biodiversity. Reflective of their dedication and hardwork St Michael's quickly moved to becoming an accredited Level 2 Catholic Earthcare School by the end of the school year. The School received a Woollies Earthcare Grant to support their environmental work providing 'Happy Habitats' for native animals.
- Restorative practices were further developed throughout the school year and a number of school-developed programs were established. These programmes included the 'Lightshine7' program to promote acts of service and the development of the 'Legends of the Lightshine' peer support program, where Stage 3 students are empowered to lead small groups K-6 to reinforce and promote respect and 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

This year, 32% of parents completed the *Survey My School* Survey. Generally the response was positive. Parents agreed or strongly agreed with the following:

- Satisfaction with the education received
- School is a safe place
- Staff take an interest in my child
- Teachers make learning really satisfying and engaging
- Happy with the learning progress
- Children are being challenged to improve
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- Happy with the facilities



- School is well maintained e.g. clean, buildings painted etc
- Communication between home and school is effective
- Can make contact with my child's teacher or other staff easily
- School responds quickly to concerns
- Parent/ teacher conferences are helpful
- School celebrates student achievements
- Happy with access to technology
- The school promotes and sets targets for improving student outcomes
- Feel welcome to volunteer and/or contribute to various school events and initiatives
- Opportunities to be involved in the life of the school
- Catholic religious identity is a high priority in the school
- Staff, students and parents are actively involved in the religious life of the school
- Strong partnership between the parish and school
- I would recommend this school to others

Student Satisfaction

This year, 86% of students in Years 4-6 completed the *Survey My School* Survey. Students agreed or strongly agreed with the following:

- I like being at this school
- I feel safe at this school
- I would recommend this school to others
- My teachers care about me
- My teachers encourage me to do my best
- The Principal and other leaders in the school are approachable
- Teachers make lessons interesting
- Teachers tell us what we are learning and why
- School gives me opportunities to do interesting activities
- Teachers help to set specific targets to improve my learning
- Teachers suggest ways to improve learning
- I receive feedback from my teacher to improve my learning
- I regularly use technology at school
- This school celebrates student achievements
- My school takes students' opinions seriously
- My school encourages me to be a good community member
- Religious Education is taught well
- School helps me to be more involved in prayer
- I am encouraged to care for others



Staff Satisfaction

This year, 67% of staff completed the *Survey My School* Survey. Staff agreed or strongly agreed with the following:

- A lot of satisfaction from working in this school
- Good morale amongst the staff
- I would recommend this school to others
- I have the resources I need to do my job
- School leaders know me as a person and support my well-being
- Encourages a climate conducive to staff professional learning and improvement in practice
- Access to professional learning opportunities helps me perform my role well
- Am provided with opportunities to improve my teaching practice
- Participation in professional learning conversations
- Opportunities to enhance my students' learning through the use of technology
- Celebration of student achievements
- Parent/teacher conferences are helpful
- School communicates clearly that it has high expectations for student attendance, engagement and outcomes
- Catholic religious identity is a high priority; Core Catholic Principles and Values are explicitly taught
- School helps me to be more involved in prayer; Strong partnership between the parish and school
- Agreed Practices on curriculum, assessment and learning are followed across the whole school
- Explicit school-wide emphasis on differentiating learning within each classroom
- Use of data to improve student learning is a strong and consistent feature of practice across the school

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

St Michael's continued to invest in the development of staff as an important aspect of continual improvement. Fortnightly Professional Learning Team meetings focused on increasing staff capacity to develop and implement quality differentiated independent learning tasks. Increased data literacy and use of Data Dashboard evidenced to plan next steps in student learning and care.



Learning spaces designed on Thornburg's model, enhanced by embedded pedagogical practices; Campfire, Waterhole and Cave. The Gradual Release of Responsibility Model of pedagogy embedded across all learning areas. Learning is visible on the walls (third teacher) and Learning Walks and Talks are a regular part of the teaching and learning cycle. Learning spaces and pedagogical practices reflect student personalised plans and recommendations from outside agencies.

Staff Professional Learning Plans that are aligned to the AIP were developed and enacted.

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

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

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

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

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

Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	17.5	27.0	21.0	20.0	19.4	27.0	11.6	7.0	8.4	13.0	2.7	0.0
Writing	19.5	17.0	35.0	42.0	23.8	25.0	10.1	17.0	4.8	0.0	1.7	0.0
Spelling	17.9	13.0	23.0	13.0	19.7	33.0	13.0	27.0	6.9	0.0	6.0	0.0
Grammar and Punctuation	16.8	13.0	20.1	20.0	19.8	33.0	13.1	13.0	6.9	7.0	4.0	0.0
Numeracy	11.4	8.0	20.4	15.0	26.2	38.0	20.2	38.0	10.5	0.0	3.3	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	12.8	18.0	26.9	36.0	27.2	18.0	17.4	9.0	7.2	0.0	3.4	18.0
Writing	9.2	0.0	18.7	18.0	30.5	36.0	24.5	18.0	9.7	18.0	3.4	9.0
Spelling	14.1	40.0	25.0	10.0	26.8	20.0	18.0	0.0	8.0	0.0	2.9	30.0
Grammar and Punctuation	10.4	10.0	20.1	30.0	26.5	30.0	23.2	20.0	10.1	0.0	3.0	0.0
Numeracy	8.4	20.0	18.9	10.0	27.9	30.0	26.3	20.0	11.5	10.0	3.0	10.0

2022 NAPLAN results were overall pleasing. Due to NAPLAN not being held in 2020, individual growth from Years 3 to 5 could not be determined. Within the 2022 NAPLAN cohort, 19% of students achieved in Bands higher than those identified in one or more testing domains.

Year 3: Reading - 86% of students above national minimum standard with 53% being in the top two bands; Writing - 100% of students above national minimum standards with 58% in the top two bands; Numeracy 100 % of students above national minimum standard with 23% in the top two bands; Grammar - 94% of students above National Minimum Standard with 47% in the top two bands; Spelling - 100 % of students above National minimum standard with 40% in the top two bands.

Year 5: Reading - 82% of students above national minimum standard with 55% being in the top two bands; Writing - 73% of students above national minimum standards with 18% in the top two bands; Numeracy 80 % of students above national minimum standard with 30% in the top two bands; Grammar - 90% of students above National Minimum Standard with 40% in the top two bands; Spelling - 70 % of students above National minimum standard with 50% in the top two bands.

Students in Year 3 and 5 who did not meet National Minimum Standards in one or more testing domains, have a specific diagnosed learning disorder and participate in relevant programs to address their needs - MacLit, MultiLit, Spelling Mastery. Class programs are differentiated to meet individual needs.



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
Child Safety, Code of Conduct, Emergency Evacuation and Lockdown Procedure	27/01/2022	School Leadership Team
Crisis Intervention Training	21/03/2022	CSO Personnel
Religious Literacy and Storytelling Pedagogy	18/07/2022	Jacqueline Cronin/Fr Curran
Literacy Block	25/07/2022	CSO Personnel
VCOP	23/09/2022	CSO/VCOP Personnel

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

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

- justly
- respectfully
- fairly

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



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

4.3 Student Discipline Policy

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

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

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

4.4 Bullying Prevention and Intervention Policy

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

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

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

4.5 Complaints Handling Policy and Guide

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

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

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

5.0 School Review and Improvement

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



Key Goals Achieved and Implemented in 2022	Key Goals for 2023
<ul style="list-style-type: none"> • Improved wellbeing and learning for staff underpinned by a strong instructional leadership team. • Further developed pedagogical practices to enhance student learning. • Strengthening Catholic Identity through Pastoral Care, a focus on prayer and teacher growth in delivery of RE curriculum and faith formation. 	<ul style="list-style-type: none"> • Further develop a Christ-centred inclusive learning community that strengthens the faith, discipleship, pastoral care and well-being of all. • To promote a data-informed strong team culture that improves pedagogy and enhances learning outcomes.

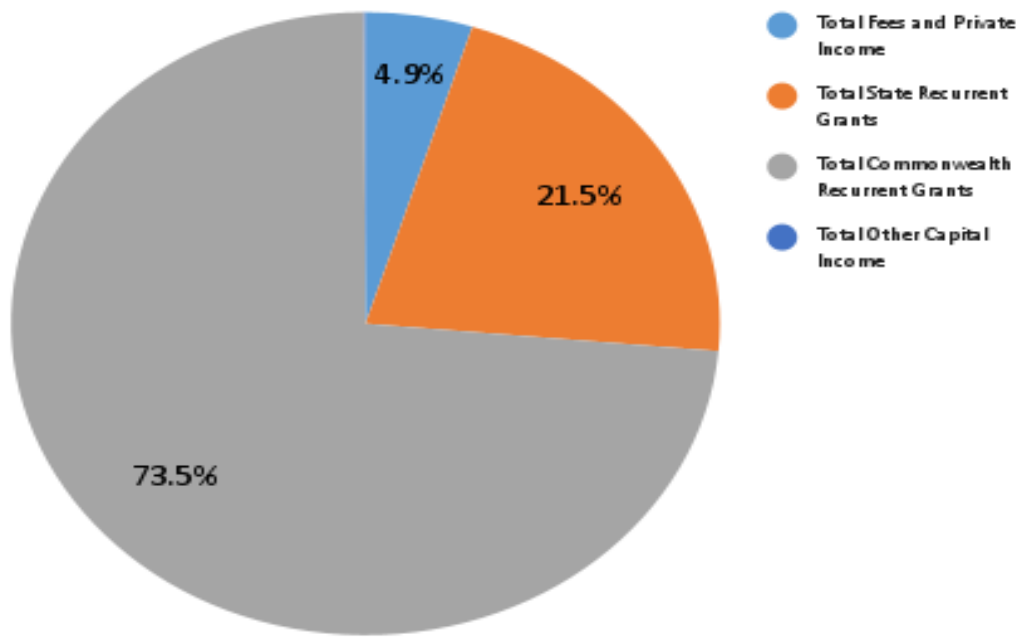
6.0 Financial Information

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 Michael's Primary School, Manilla



2022 Expenditure - St Michael's Primary School, Manilla

