

Annual School Report 2018 School Year

St Michael's Primary School, Manilla



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Manilla NSW 2346

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Principal
Karen Keys

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 to the School Community* for this year 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 Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which 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. The *Report* is available on the school's and CSO's website by 30 June 2019 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 website at stmichaelsmanilla.nsw.edu.au.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Michael's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Michael's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Michael's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

At St Michael's the staff, students, parents and parish strive to provide an integrated approach to education. The community integrates their faith with contemporary life and Gospel values which are reflected in our policies, structures and relationships. Our school motto "LET YOUR LIGHT SHINE" is based on the Gospel of St Matthew 5: 14-17.

It is a motto that permeates every aspect of our daily school life. It encourages all of us to gratefully acknowledge the many gifts that God has entrusted to us and challenges us to use those gifts to their full potential.

2018 was another year of achievement for the community of St. Michael's Primary School. The school maintained the focus on learning and teaching while introducing several new initiatives, including the 14 Parameters and Collaborative teaching. St Michael's prides itself in being a small, vibrant and happy learning community where opportunities are created for all students to experience an enriching holistic education in a caring and safe environment.

Karen Keys
Principal

1.2 A Parent Message

On behalf of the St Michael's School Advisory Committee I would like to thank all who contributed to make the educational experience for our students such a success during 2018. There is a lot of thought and effort by many people in the running of the school, both academically and in the support services that provide the means to deliver it. The day to day tasks that allow the delivery of the curriculum and achieve the best outcome achievable for all the students requires good planning. To the support staff, special needs, administration and library services, grounds maintenance and cleaning services, thank you. To my fellow School Advisory Committee members, I say thank you for your support in sharing wisdom and advice to keep the school level headed and confidently moving forward.

To the P and F I say a special thank you for the financial and social support you provide. To Fr Curran a special thank you for your care and guidance of the students providing for their spiritual lives within the Church and providing the bond between the school and parish.

Mrs Catherine Northey
President
Parents and Friends 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, from which the School families are drawn.

Last year the school celebrated 114 years of Catholic education.

The parish priest Fr 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.

St Michael's is an authentically Catholic school where students are encouraged to live in a Christ like manner through a variety of initiatives. Our day begins and ends with whole school prayer at assemblies and at weekly assemblies we acknowledge the traditional owners of this land. This year our Indigenous students have been learning their own language and knowledge of their culture. A large mural has been painted on a wall depicting the creation story through indigenous art. Each child completed a part of this mural.

Students attend mass every second Friday. The children are actively involved in the mass through altar serving and reading. Parents are always welcome to attend mass with the school. We celebrated the beginning of the year with an Opening Mass and events such as Grandparents, Father's and Mother's Day always include a mass. Class liturgies were held during Term 2, 3 and 4 and were extremely well attended by parents.

This year we had students who received the sacrament of Confirmation, Eucharist and Reconciliation. The church was full to the brim. Afterwards a celebration morning tea was highly attended.

Our Year 6 Religious Education Test results were outstanding with 10 students receiving a credit or better. The school average was better than the Armidale Diocese.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	29



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 2018	TOTAL 2017
Male	5	10	10	8	6	7	12	58	62
Female	6	7	5	5	8	5	8	44	48

2.4 Student Attendance

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

The average student attendance rate for the school during 2018 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	92.0%	90.0%	94.0%	91.0%	92.0%	92.0%	87.0%	91.1%

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 nonattendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
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.	9
6. Number of staff identifying as Indigenous employed at the school.	2
7. Total number of non-teaching staff employed at the school.	4

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.

We have an open door policy where parents and the broader community are invited to share in our learning. We have a peer support program where senior students 'buddy' Kindergarten or new to other grade students to aid in their transition into primary school. This has been a very effective program with parents of new students.

We promote a zero tolerance towards bullying and harassment and our Behaviour Management Policy reflects restorative justice strategies with a 'three step strategy' implemented within the school. The Pastoral Care of families in crisis is strong at St Michael's. Close liaison with the Parish enables tremendous support for families in need.



Our student leadership program and SRC program also enable students to develop their leadership skills. Our interactions in many local community events helps students to develop respect and responsibility for the young and elderly of our Manilla community.

2.7 Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

St Michael's Primary School Manilla provides educational services to students from 65 families. Survey responses were received from 38 of the 123 parents. (31% completion rate is considered good).

100% agreed or strongly agreed that St Michael's catered for their child and they were satisfied with the education their child was receiving.

Best practice areas include: Teaching and Learning, technology, facilities at the school, welcoming nature of the school.

Student Satisfaction

St Michael's Primary School Manilla provides educational services to students from 80 students from Year 4 - 6.

Survey responses were received from 74 out of a total of 80 eligible respondents.

This equates to a response rate of 92% which is considered excellent St Michael's Primary School Manilla recorded an overall satisfaction score of 98%.

Best practice areas include: Feeling safe, teachers encouraging me to do my best, teachers willing to listen and help with learning, ICT.

Staff Satisfaction

St Michael's Primary School Manilla provides employment to 12 staff.

Teachers rated the school out of 5.0 :

- 4.53 on Leadership,
- 4.65 on Resources,
- 4.83 on Catholic Ethos,
- 4.72 on Staff Engagement
- 4.80 Improvement Processes.

The results and comments made in the survey help inform the School's Annual Development Plan.



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.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Michael's Primary School is committed to providing a quality education that meets the needs of all students.

St Michael's is a school where we value academic excellence and accept the task of providing the best possible education for our students, giving emphasis to the literacy and numeracy skills required for both learning and life. In 2018 the school's academic program was enhanced by a number of activities such as Minilit, Brain Olympia, NSW University Assessments in Maths, English, Science & Technology and Computers, Public Speaking, Born to Read, Coding Hour, Science Club and Book Week.

Assessment in all key learning areas was used to formulate further teaching and learning programmes. Year 3 and Year 5 students participated in the NAPLAN and Year 6 students completed the Year 6 Religious Education test. All Year 2 - 6 students complete the PAT Maths and Comprehension which is used to identify student skills and knowledge with data. Our Data wall is an integral part of our teaching and learning routine - constantly monitoring and changing our teaching to cater for the needs of our students.

The Minilit program continued to show huge success as well as our tutor reading program. Writing was a key focus.

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

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

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

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

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

The following data indicates the percentage of St 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	30.3	0.0	23.9	15.4	22.5	38.5	13.8	23.1	5.9	7.7	2.0	15.4
Writing	15.2	0.0	30.0	23.1	29.5	46.2	15.6	23.1	5.4	7.7	2.9	0.0
Spelling	27.2	7.7	23.6	0.0	21.9	46.2	14.8	30.8	7.6	7.7	3.2	7.7
Grammar and Punctuation	32.1	0.0	24.4	23.1	18.2	23.1	13.2	23.1	7.4	23.1	3.0	0.0
Numeracy	18.4	0.0	23.7	30.8	26.6	30.8	18.8	38.5	8.6	0.0	2.3	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	16.7	0.0	22.4	38.5	26.6	15.4	20.0	23.1	9.5	15.4	3.3	7.7
Writing	4.0	0.0	12.3	0.0	30.4	23.1	30.3	38.5	14.5	23.1	7.3	15.4
Spelling	15.2	0.0	23.4	15.4	28.2	30.8	19.2	46.2	8.8	0.0	3.6	0.0
Grammar and Punctuation	15.7	7.7	22.3	7.7	28.1	38.5	18.5	15.4	9.3	30.8	0.0	0.0
Numeracy	11.6	0.0	19.2	15.4	29.0	30.8	25.0	46.2	11.1	7.7	2.6	0.0

NOTE: Where a year level has five or less students the information is withheld to protect the privacy of the students



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.

The School held the equivalent of five staff development days this year with the areas of focus as follows:

Term 1	Growing Strong Minds / The 14 Parameters Dr Lyn Sharratt / NAPLAN Online
Term 2	Real Talk / Progressions
Term 3	Catholic Core Values / Independent Spelling Stars
Term 4	First Aid / Science

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 Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the *School's website* stmichaelsmanilla.nsw.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at St Michael's Primary School. Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe 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. We aim to bring this about in our 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 stmichaelsmanilla.nsw.edu.au or at the administration office.

4.3 Student Discipline Policy

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

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

The full text of the School's 'Student Discipline Policy' may be accessed on the School's website stmichaelsmanilla.nsw.edu.au or at the administration office.

4.4 Bullying Prevention and Intervention Policy

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

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

The full text of the School's 'Bullying Prevention and Intervention Policy' may be accessed on the School's website stmichaelsmanilla.nsw.edu.au, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our 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 our contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the policy this year.

The full text of the policy may be accessed on the School's website stmichaelsmanilla.nsw.edu.au or the administration office.

5.0 School Review and Improvement

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



Key improvements Achieved in 2018

Proactive approach to raising student levels of achievement in Literacy through:

- * Implementation and continue focus on the 14 parameters (Lynn Sharatt)
- * Continue to use six comprehension strategies.
- * Use the Literacy continuum to guide quality differentiation to meet the needs of all students.
- * NAPLAN analysis
- * Three Way Conferences Term 1 and Term 3
- * Additional Professional Development for teachers
- * Writing focus – First Steps and beginning VCOP / Big Write
- * Minilit and participation in the DLES
- * Introducing IntialLit into Kindergarten
- * Continued focus on Catholic Values
- * Weekly Prayer Focus
- * The use of Learning Intentions and Success Criteria
- * The implementation of Learning Walks
- * The introduction of the Gradual Release Model

Resourcing of the school specifically the ICT department through purchase of new Chrome Books, iPads and spheros.

Priority Key Improvements for 2019

Key Improvements for 2019 include:

- * continued use of VCOP and staff training across the school
- * Gradual Release Model being used in all KLA's
- * Focus on Learning Walk
- * PLT team meeting to be held regularly, norms set and case management every 3 weeks.
- * Class teachers to ensure the Emmaus program is embedded in RE programs
- * Learning Intentions and Success criteria are succinct and lead to productive assessment.

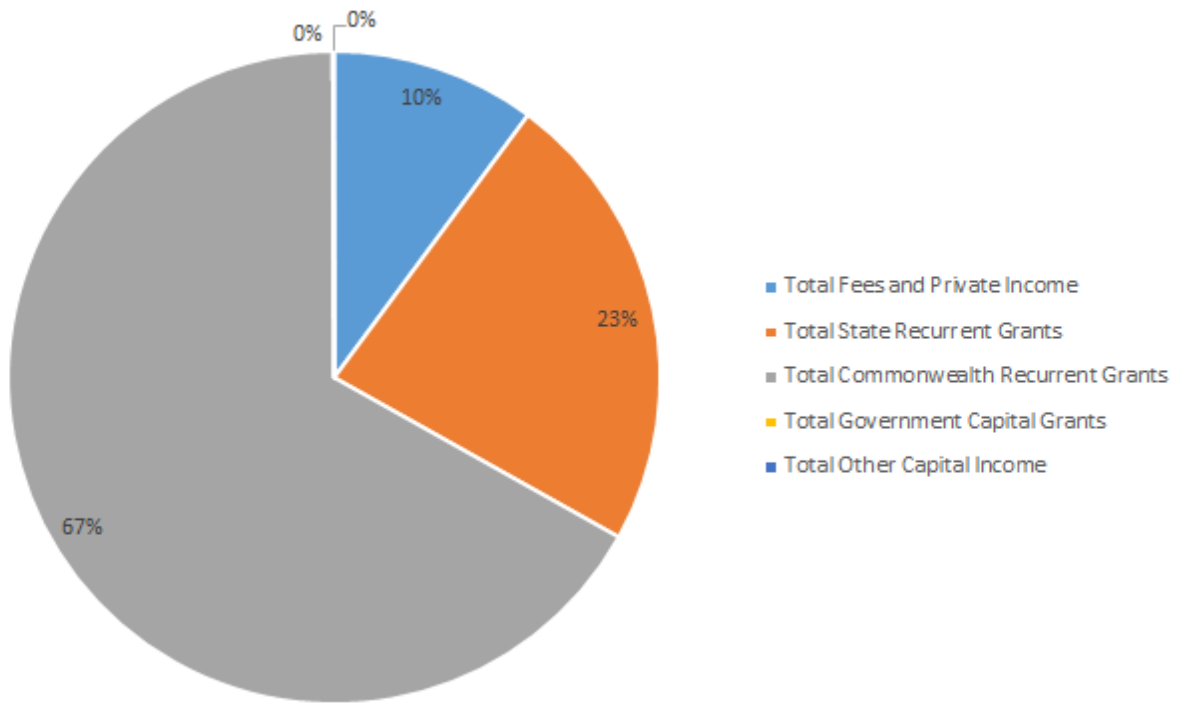
6.0 Financial Information

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 2018 is presented below:



2018 Income - St Michael's Primary School, Manilla



2018 Expenditure - St Michael's Primary School, Manilla

