

Annual School Report 2020 School Year

St Michael's Primary School, Manilla



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Manilla NSW 2346

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<https://stmichaelsmanilla.catholic.edu.au>

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

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

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

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2021 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 <https://stmichaelsmanilla.catholic.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 faith formation for children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement.

The school offers students a quality Catholic education based on the teachings of the Church and within the context of a strong faith community. Staff, students and parents strive to provide an integrated approach to education. The community integrates their faith with contemporary life and Gospel values, which are reflected in school policies, structures and relationships.

The 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 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.

This year, though challenging due to Covid-19, was another year of achievement for the community of St Michael's Primary School. The school maintained a focus on teaching and learning and continued to develop and grow several initiatives, including VCOP and BigWrite, the 14 Parameters and collaborative teaching.

St Michael's prides itself on 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 making the educational experience for students such a success during the year. Although many challenges were faced, all staff and parents worked in collaboration to ensure that quality education was provided. Staff worked tirelessly to ensure that the well-being of students and parents was maintained during challenging times. The day to day tasks that allow the delivery of the curriculum in order to reach the best outcomes achievable for all the students, requires good planning. Although minimal fundraising and social events were held due to COVID-19, the St Michael's P & F and School Advisory Council were able to support the work of St Michael's staff. On behalf of the parent body, I thank them for all their work.

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 117 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.

Religious Education is a Key Learning Area and the Liturgical year provides the framework for the Religious Education Curriculum. Students engage in learning experiences that require them to reflect deeply upon their life experiences and make sense of these in the light of the Christian story, encouraging them to celebrate and live the key messages of the Catholic faith in the world today. Catholic Principles and Values are integrated into all areas of an authentic Catholic curriculum.

St Michael's Primary School is a faith-filled school community and prayer and liturgy are central to the Catholic identity of the school community. Traditionally, St Michael's students and staff celebrate Mass every second Friday of Term in St Michael's Church and the students take an active role in the celebration through singing, reading, altar serving, taking up the gifts during the offertory procession, welcoming people as they arrive and handing out Mass books. The new school year was celebrated with a whole school Mass, where the School Captains and Sports Captains were officially inducted into their roles and teachers and educational assistants received a special blessing. Each class received a mirror for their prayer focus, on which was inscribed the school motto 'Let your Light Shine' and the question, 'Have you seen the face of Christ today?' Everyone in the school community was encouraged to 'let their lights shine' and to recognise that we are all called to be the face of Christ in the world today and to recognise the face of Christ in one another. At the next whole school Mass, Mini Vinnies volunteer students made their pledge and received their badges.

Towards the end of Term One, the normal routine of going to Mass and celebrating special feast days was interrupted by COVID-19. Later in the year, to comply with COVID-19 protocols, class masses were celebrated rather than whole school masses. Celebrations of the sacraments of first reconciliation, confirmation and of Graduation Mass, were a little different this year, as the numbers attending were restricted in compliance with COVID-19 protocols. Each Mass was still a beautiful celebration and Father Curran is thanked for his support and guidance.

Students in Year 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 30)	
Year 6	23

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 2020	TOTAL 2019
Male	5	13	7	8	7	7	5	52	50



Female	7	3	8	5	5	4	8	40	40
Totals	12	16	15	13	12	11	13	92	90

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, school 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 2020 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	91.0%	89.0%	91.0%	93.0%	93.0%	92.0%	92.0%	91.6%

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 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.	2
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	6
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.	5

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:

- Recognising that the human person, made in the image and likeness of God, has an inherent human dignity, that must be recognised and protected is central to life at St Michael's Primary School. This important understanding of who we are and who we are called to be in the world, was the foundation of new initiatives to support student wellbeing throughout the 2020 school year.
- Restorative Justice practices to support students in understanding and recognising how to deal with challenging behaviours and conflict resolution, was an important process incorporated into the school's approach to behaviour management. The Restorative Justice approach helps students to accept responsibility for their actions, to recognise the effect their actions have and to move forward with an attitude of how to make things right again. Complimentary to understanding the importance and benefits of this process, staff received professional development on the impact of trauma on student learning.
- The 'You Can Do It' program was used to help build students' social skills in relation to getting along with others and developing students' confidence, persistence, resilience and organisational skills. To further assist student understanding of what positive relationships look



like in the world today, students and the school community, through the school Newsletter, were provided with positive real-life examples founded in the language of Catholic virtues and supported by the Catholic Principles and Values.

- The St Michael's school community has established strong connections, based on respect and responsibility, with the wider community, in particular with the parish and with Manallae Lodge, the residential aged care facility in Manilla. The school found new ways to stay in contact once COVID-19 protocols came into place and personal visits were no longer possible. These included sending messages and at the end of the year, Christmas cards, Advent wreaths and calendars. Mini Vinnies volunteers led the school in promoting good works and raising money for charity, supporting the community's responsibility to work together for the common good. School and sports captains worked hard to promote respect and responsibility within the school and when representing the school in the wider community.
- When weekly assemblies were able to be held, students who displayed respect and responsibility were recognised with awards in recognition of their positive achievements and attitudes. Citizenship awards were presented at the Presentation Assembly, including the Father Melville 'Let Your Light Shine' Award and the Cathy Vincent Memorial Award.

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

Of the parents surveyed, 26 completed the survey, a 36% completion rate which is considered 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 from the parent community were:

- I like most that the teachers are friendly and that they are consistent. My children have learnt so much by coming to this school, it's mind-blowing.
- What I like most about St Michael's is that they make you feel like you are a part of the family. Such a caring and nurturing environment for my child to learn in. St Michael's go above and beyond for every student.
- The exchange of information on how the children are coping with their education is exemplary. The children are well supported with their special needs.

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

Of the students surveyed, 36 completed the survey, a 67% completion rate which is considered excellent. In all applicable areas of the survey, students rated the school in the 2-3 point scale range which was very pleasing.

The highest commendations from the student community were:

- I would recommend this school to others because there are a lot of sporting privileges here.



- The best things about this school are the sports days and the sports clinics, especially the rugby.
- The best part about this school, is that it is quite small compared to other schools, so you pretty much know everyone, but it has a lot more room than a lot of others.
- Very accepting and friendly teachers. A supportive and inclusive environment.

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

Of the staff surveyed, nine completed the survey, a 50% completion rate which is considered excellent. In all areas of the survey, staff rated the school in the 2-3 point scale range which was very pleasing.

The highest commendations from the staff community were:

- Because there is genuine care and want for all students to be their best and do their best. The best aspect of the school is the personal pastoral care given to each student.
- Sense of community. Every teacher is aware of other students and their needs, not just those who are in their class.
- Students are cared for and there are many programs in school that support the growth of the whole child. St Michael's offers a range of sport activities and skills taught by specialised trainers. Students also have a wide range of extra curricula activities available to them.

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

St Michael's continued on its progressive journey using the 14 parameters (Lynn Sharratt) as a guiding principle. A culture of challenging learning was created through the development of learning intentions and explicit success criteria enabling students to demonstrate their knowledge at the highest levels. Collaborative teams were developed so that teachers could work together to develop priorities in their teaching.

The focus on Big Write and VCOP as a methodology across all grades at the school for raising standards was very successful. Students wanted to write and to be continuously challenged throughout the writing journey.

SMART Spelling was introduced which systematically teaches spelling each week along with personal words. Teachers taught in patterns as much as possible, choosing from a range of words



from simple to complex. Students were then guided to choose from that list, to meet different needs. Teachers used the strong professional knowledge they gained in the course to give meaningful feedback to students about their spelling in writing, teaching at the point of need.

The continual well-being of students was at the fore front of staff work, especially during the challenging times of COVID-19. Continuous check-ins and work with the counsellor were an integral part of day to day work.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

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 2020 were:

Staff Professional Learning Activity	Date	Presenter
Curriculum Audit RE Stage 3	19/06/2020	CSO
Maths Curriculum Audit Stage 2	11/09/2020	CSO
How Trauma Impacts on Student Learning	10/08/2020	Emily Stocker

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 <https://stmichaelsmanilla.catholic.edu.au> 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 <https://stmichaelsmanilla.catholic.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 <https://stmichaelsmanilla.catholic.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 the 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 <https://stmichaelsmanilla.catholic.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 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 <https://stmichaelsmanilla.catholic.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 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 Schools Consultant.

Key Goals Achieved and Implemented in 2020	Key Goals for 2021
<ul style="list-style-type: none"> ● Improved students, staff and parents well being—Social Emotional Learning and Spirituality ● Continued to refine RE pedagogy and authentically embed CCPV ● Implemented and refined the use of the 14 parameters and the non-negotiables ● Consolidated an effective literacy block using VCOP, BigWrite, Learning Intentions, Success Criteria, and Criterion Marking ● Implemented the SMART Spelling program 	<ul style="list-style-type: none"> ● Implement Living Well Learning Well ● Agreed practice and language that is reflective of Catholic Principles and Values ● Faith formation ● Strengthen teaching and leadership teams ● Strengthen collaborative professionalism ● Focus on oral language and speech articulation ● Focus on comprehension ● Use of the 14 Parameters

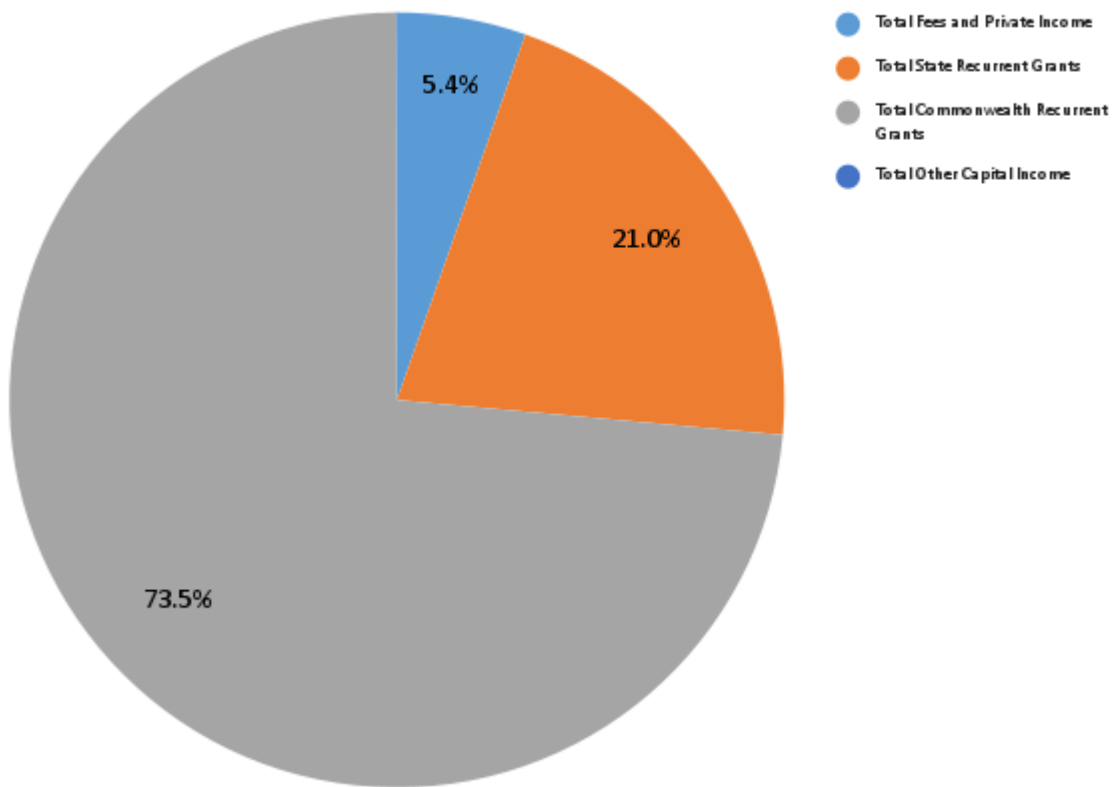
6.0 Financial Information

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 2020 is presented below:



2020 Income - St Michael's Primary School, Manilla



2020 Expenditure - St Michael's Primary School, Manilla

