

St Michael's Primary MANILLA
Annual School Report to the Community

2017



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Principal

Mrs Karen Keys

ABOUT THIS REPORT

St Michael's Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider 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 information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the School Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

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.

2017 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.

Parent Body Message

On behalf of the St Michael's School Board I would like to thank all who contributed to make the educational experience for our students such a success during 2017. 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 Fr Melville 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 the parish. We sadly wish you farewell and hope you enjoy your retirement after 32 years service. A special thank you to the parents who have chosen to have their children educated at St Michael's, for without your support the school could not function.

Student Body Message

Our final year at St Michael's was another enjoyable and rewarding year. Students represented the school at many community and Diocesan events ANZAC assembly, ANZAC Day March, Remembrance Day Service, Born to Read, Diocesan Carnivals, weekly school masses, CWA competitions, community carols, netball, football, soccer gala days, chess and Brain Tournament in which our school compete in the final. Sport was a big highlight with many students achieving Polding and State level.

As some of us leave St Michael's we thank Father Melville, the teachers and parents for the wonderful leadership and opportunities we have been given at St Michael's. St Michael's has helped us grow into young adults who "Let our Light Shine". We are ready to face the challenges ahead knowing we have sound educational knowledge and self esteem.

SECTION TWO: SCHOOL FEATURES

St Michael's Primary is a Catholic systemic Co-educational School located in MANILLA.

The school caters for students in Kindergarten - Year 6, and has a current enrolment of 105 students. The school was originally opened in 1904 by the Sisters of St Joseph.

St Michael's has an inclusive and supportive learning environment with a strong academic focus on all areas with special emphasis on literacy and numeracy. This is supported by a shared approach for planning that highlights enduring understandings through inquiry, incorporating the NSW Syllabus. ICT is seen as a school priority with a range of digital devices to support student learning and quality teaching.

Students at St Michael's continue to be warm, friendly and proud of their school. They all embrace the spiritual, academic, creative and sporting opportunities offered to them at St Michael's. They make St Michael's the energetic and vibrant place it is. The Staff are dedicated, professional, warm and caring. They are always well prepared, concerned for each individual and do all they can to support families. The wonderful parent body, grandparents and special friends at St Michael's are actively involved in the school in a variety of ways.

Students have the opportunity to participate in a number of extra-curricular activities including lunch clubs Gardening, Science, Coding Club, public speaking, Eisteddfod, Brain Olympia and choir. Every second year, our senior students in Years 5 and 6 participate in the local Catholic schools spectacular, Catholic Schools Celebrate.

To assist the classroom teacher and student learning, the school has a number of support staff including a Leader of Learning, Educational Assistants, MiniLit para-professionals; Teacher Librarian, ICT Assistant and a specialist music teacher.

Parents are always welcome to become involved at St Michael's School and are instrumental in creating a culture of community. Parents are provided with numerous opportunities to be part of our school environment including: volunteering in the Canteen, supporting teaching and learning in the classroom, fundraising events, and annual Trivia Night, assisting at sporting events, School Masses and liturgical celebrations, Father's/ Mother's Day breakfasts and many more.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
48	62	1	110

* Language Background Other than English

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment 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 Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

Student Attendance Rates

The average student attendance rate for 2017 was 88.86%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	89.00%
Year 1	90.00%
Year 2	89.00%
Year 3	89.00%
Year 4	90.00%
Year 5	87.00%
Year 6	88.00%

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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
9	8	17

* This number includes 5 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	19%
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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 developments days this year with areas of focus as follows:

Term 1	Gradual Release Model/ 14 Parameters
Term 2	Writing - Cluster groups / Continuum
Term 3	Catholic Core Values
Term 4	Rigour and Routine / Case Management

Staff have completed the other courses:

- Seven Steps of Writing
- Minilit
- Staff Retreats
- Collaborative Learning - Dr Lyn Sharrat
- CPR / Asthma Training / First Aid
- SIP Review
- Three Way Conferences
- Online NAPLAN
- Google Suite Training
- Case Management

- Born to Read author talk
- Child Protection / WHS
- Principals Retreat/ Inservice
- RE Storytelling

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESAs:

Teacher Qualifications	Number of Teachers
Those having formal qualifications from a recognised higher education institution or equivalent.	9
Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Michael's Primary 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 weekly. 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 a 18 students who received the sacrament of Eucharist and ten received 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.

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	28.60

SECTION SIX: 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.

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 schools'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 and Writing Cluster groups were introduced from Year 3 - 6.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	50.00%	51.60%	0.00%	10.00%
	Writing	29.00%	44.60%	0.00%	7.50%
	Spelling	43.00%	45.60%	7.00%	13.10%
	Grammar	64.00%	55.50%	21.00%	10.50%
	Numeracy	29.00%	39.80%	21.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	45.00%	37.00%	5.00%	14.60%
	Writing	45.00%	15.80%	5.00%	19.40%
	Spelling	35.00%	34.30%	10.00%	14.10%
	Grammar	30.00%	35.40%	35.00%	17.50%
	Numeracy	38.00%	27.90%	10.00%	14.60%

Student Welfare Policy

St Michael's aims to establish an atmosphere of mutual respect and support. It encourages all members of the community to develop self-discipline and a sense of worth, respect the rights of others and to be responsible for their own actions. These are reflected in our school rules of - We are Learners, We show respect, We are Responsible. We have a proactive and positive approach to pastoral care and allow for restorative practices to support relationships. We aim to provide a caring, learning environment, permeated by core values of faith, inclusion, compassion and reconciliation. At St Michael's we support the family as the prime educator of the child and encourage and maintain mutual respect between family and school. Our school motto of 'Let Your Light Shine' nurtures self esteem and resilience in each individual and demonstrate empathy for and an understanding and appreciation of others.

This policy was not changed 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.

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.

St Michael's in 2017 strived to have consistent implementation of the Positive Behaviour Policy. Staff have developed high expectations of pupils and themselves to behave well and respect each other and encourage pupils to take responsibility for actions.

We have sustained the use of classroom, playground and reward systems, in accordance with the strategies outlined within our Positive Behaviour Policy. Assemblies are used to celebrate pupils' successes and achievements. The local newspaper also is used to promote success in academic, social and sporting success.

This policy was not changed 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.

Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying 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 policy this year.

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

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies 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 policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

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.

SECTION NINE: 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 2017

Key Improvements for 2017 included:

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

'Focus on writing' - Seven Steps training for all teachers

Collaboration in Teaching

Data wall and the use of data to guide teaching and learning
Literacy clusters and Literacy Cluster groups

NAPLAN analysis.

Collaboration in Teaching

Case Management Meetings

Professional Learning Teams (PLT's)

Resourcing of the school specifically the ICT department through purchase of new Chrome Books, IWB and technical support

Core Catholic Values integrated across all KLA's

A viable scope and sequence in Mathematics - core focus numeracy

Three Way Conferences - Kinder - Year 6

Priority Key Improvements for 2018

What are St Michael's goals for 2018 ?

To further develop the explicit teaching of Core Catholic Principles and Values in all areas.

To have students in K – 6 achieve expected and beyond growth according to Literacy Progressions for Reading, Comprehension and Writing and Numeracy

To improve student achievement and learning in Religion

Increase engagement of students and their families in the faith life of the school

To develop the Collaborative Inquiry Initiative to drive whole school improvement.

To continue implementation of the NSW Curriculum using contemporary pedagogical practices.

SECTION TEN: 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

Parents were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:-

Strongly DISAGREE 0 DISAGREE 1 AGREE 2 Strongly AGREE 3

- 2.4 Overall I/we are satisfied with the education our child/ren receive at this school
- 2.6 The school is a safe place for my child
- 2.5 The staff at this school take an interest in my child
- 2.3 Most teachers in the school make learning really satisfying and engaging for my child
- 2.2 I am happy with my child's learning progress
- 2.3 I feel my child is being challenged to improve
- 2.3 The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- 2.4 I would recommend this school to others
- 2.1 I am happy with the school's facilities
- 2.3 This school is well maintained e.g. clean, buildings painted etc
- 2.2 Communication between the home and school is effective
- 2.5 I can make contact with my child's teacher or other staff easily
- 2.2 The school responds quickly to my concerns
- 2.3 Parent/teacher conferences are helpful at this school

Student Satisfaction

Students were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:-

Strongly DISAGREE 0 DISAGREE 1 AGREE 2 Strongly AGREE 3

Average Executive Summary

- 2.4 I like being at this school
- 2.4 I feel safe at this school
- 2.1 I feel accepted by other students at this school
- 2.4 I would recommend this school to others
- 2.5 My teachers care about me
- 2.5 All of my teachers encourage me to do my best

- 2.5 The school Principal and other leaders in the school are approachable
- 2.3 My teachers try to make lessons interesting
- 2.6 My teachers tell us what we are learning and why
- 2.4 My school gives me opportunities to do interesting activities
- 2.4 My teacher/s help me to set specific targets to improve my learning
- 2.4 My teacher suggests ways to improve my learning
- 2.4 I receive feedback from my teacher to improve my learning
- 2.5 I regularly use technology at my school
- 2.1 The homework we do helps me learn
- 2.4 This school celebrates student achievements
- 2.3 My school takes students' opinions seriously

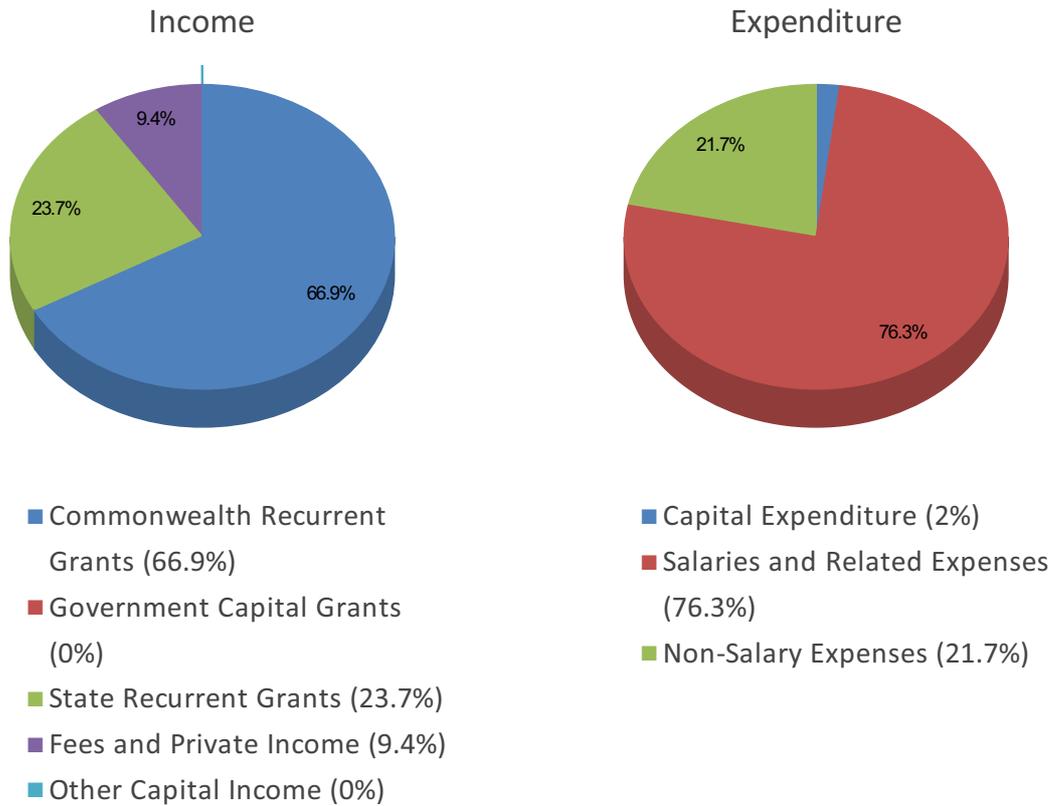
Teacher Satisfaction

Teachers were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:-

Strongly DISAGREE 0 DISAGREE 1 AGREE 2 Strongly AGREE 3

- 2.2 There is good morale amongst the staff at this school
- 2.2 I would recommend this school to others
- 2.2 I have the resources I need to do my job
- 1.5 This school is well maintained e.g. clean, buildings painted etc
- 2.2 I am happy with the school's facilities
- 2.2 Communication between the staff and school leadership is open
- 2.2 I have the opportunity to have input into decisions affecting my work in this school
- 2.2 School leaders at this school know me as a person and support my wellbeing
- 2.2 My school encourages a climate conducive to staff professional learning and improvement in practice
- 2.3 Our Staff Meetings are productive
- 2.3 Collaborative planning processes in this school are effective
- 2.2 I am provided opportunities to share my skills and knowledge with others
- 2.2 Access to professional learning opportunities helps me perform my role well
- 2.3 I am provided with opportunities to improve my teaching practice
- 2.2 I participate in professional learning conversations

SECTION ELEVEN: FINANCIAL STATEMENT



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,173,270
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$415,773
Fees and Private Income ⁴	\$164,129
Other Capital Income ⁵	\$638
Total Income	\$1,753,810

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$34,039
Salaries and Related Expenses ⁷	\$1,305,766
Non-Salary Expenses ⁸	\$370,757
Total Expenditure	\$1,710,562

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Diocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.