

Annual School Report 2019 School Year

St Michael's Primary School, Manilla



45 Rowan Street
Manilla NSW 2346

Phone 02 6785 1757
<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 2020 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 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.

Staff, students, parents and parish members 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 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 was another year of achievement for the community of St. Michael's Primary School. The school maintained the focus on teaching and learning while introducing several new initiatives, including VCOP and BigWrite, 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 2019. There was a lot of thought and effort made 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 reach the best outcomes 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 & 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.

Catherine Northey
President and Committee Member
P & F / School Advsiory Commitee

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 and surrounds, from which the school families are drawn.

Last year the school celebrated 116 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.

St Michael's is an authentically Catholic school where students are encouraged to live in a Christ like manner through a variety of initiatives. The day begins and ends with whole school prayer. At assemblies the traditional owners of this land are acknowledged. This year indigenous students have been learning their own language and gaining knowledge of their culture.

Students attend Mass every second Friday and are actively involved in the Mass through altar serving and reading. Parents are always welcome to attend Mass with the school. Mass was celebrated at beginning of the school year and on events such as Grandparents, Father's and Mother's Days and Holy Feast days. Class liturgies were held during Term 2, 3 and 4 and were extremely well attended by parents. This year, when students received the sacrament of Eucharist and Reconciliation, the church was full to the brim. Afterwards, the celebration morning tea was highly attended.

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 50)	
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 2019	TOTAL 2018
Male	11	5	8	8	8	4	6	50	58
Female	3	7	6	5	6	8	5	40	44
Totals	14	12	14	13	14	12	11	90	102

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 2019 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	90.0%	89.0%	90.0%	92.0%	92.0%	91.0%	91.0%	90.7%

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.	1
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.	7
6.	Number of staff identifying as Indigenous employed at the school.	0
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. The school models and teaches students about respect and responsibility in a number of ways:

Respect is central to school values. Respect, responsibility and learning are the three school rules/motto. A strong anti-bullying policy exists at St Michael's. The student wellbeing program has been improved through the employment of a counsellor for two days a week who not only works with individual students, but also in classes. Programs run over the year include Drumbeat and Resilient Kids.

Students were involved in a range of outreach activities, including monthly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents.

A Mini Vinnies team was formed during 2019. The students took an active role in supporting farmers in the drought sending cards of support and holding a Farmers Breakfast which was extremely well supported by the local community. Many local businesses supported the event with donations. Centacare also offered support.

Citizenship awards were presented at the Presentation Assembly which included the Father Melville Let Your Light Shine Award and the Cathy Vincent Memorial Award.

Each week at assembly, awards celebrate the achievement, respect and responsibility students show to others.

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



Parents indicated a very high level of satisfaction with St Michael's Primary School. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed. All areas were in the excellent area. Many parents commented on the small community based spirit where all children are nurtured and their achievements valued. A high level of education and a well-resourced school were also noted.

Student Satisfaction

Students indicated a very high level of satisfaction with St Michael's Primary School. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed. All areas were in the excellent area. Many students noted they felt safe and that this was an integral part of their education. They enjoyed their teachers and thought they received quality education. Most students indicated that they felt the school was well resourced and provided excellent ICT.

Staff Satisfaction

Staff indicated a very high level of satisfaction with St Michael's Primary School. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed. All areas were in the excellent area. It was noted that staff felt it was a collegial staff and excellent programs were in place. Staff felt there was a strong focus on Literacy and Numeracy times across all grades. It was stated that St Michael's has personal and caring staff members who value each other and look out for the well-being of the students.

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 Primary School is a school where academic excellence is valued and the task of providing the best possible education for students is accepted, giving emphasis to the literacy and numeracy skills required for both learning and life. 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, 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 completed the PAT Maths and Comprehension which was used to identify student skills and knowledge with the use of data. The Data Wall is an integral part of the teaching and learning routine, with the school constantly monitoring and changing teaching practice to cater for the needs of students. The Minilit program continued to show huge success as well as the tutor reading program. Writing was a key focus with the introduction of VCOP and Big Write. The Gradual Release Model of teaching was used across the school.



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 12 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 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	16.5	15.4	26.2	7.7	18.5	30.8	15.5	7.7	6.7	15.4	1.8	7.7
Writing	15.1	0.0	38.7	46.2	28.7	38.5	12.1	7.7	3.8	7.7	0.8	0.0
Spelling	24.3	15.4	26.3	30.8	17.0	7.7	6.1	38.5	3.1	0.0	0.9	7.7
Grammar and Punctuation	4.1	23.1	10.9	15.4	18.7	23.1	12.0	7.7	6.3	23.1	2.4	0.0
Numeracy	12.8	23.1	24.3	23.1	29.4	15.4	19.8	15.4	6.7	15.4	2.6	7.7

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	10.5	0.0	27.4	25.0	32.6	41.7	16.0	25.0	8.5	0.0	2.3	8.3
Writing	3.5	0.0	10.9	15.4	30.8	30.8	36.7	30.8	11.6	23.1	6.5	0.0
Spelling	7.9	0.0	21.6	33.3	30.4	16.7	24.7	41.7	9.1	8.3	3.0	0.0
Grammar and Punctuation	8.4	0.0	17.5	25.0	27.5	25.0	24.9	25.0	11.9	25.0	3.7	0.0
Numeracy	4.0	7.7	13.0	23.1	37.8	15.4	30.4	46.2	10.0	7.7	2.1	0.0



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 2019 were:

Staff Professional Learning Activity	Date	Presenter
VCOP & Big Write	29/01/2019	CSO Armidale
PDHPE	12/08/2019	CSO Armidale
First Aid	19/12/2019	Parasol
The Impact Cycle	26/02/2019	CSO Armidale
Compass	04/07/2019	CSO Armidale

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

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 improvements achieved this year	Key Improvements for 2020
<p>Nurture Our Catholic Society</p> <ul style="list-style-type: none"> Continued focus on Catholic Values Class teachers ensured the Emmaus program was embedded in RE programs Weekly prayer focus maintained 	<p>Nurture Our Catholic Society</p> <ul style="list-style-type: none"> Improve students, staff and parents well being - Social Emotional Learning and Spirituality Continue to refine RE Pedagogy and authentically embed CCPV Deepen knowledge of prayers across K-6
<p>Improve Learning</p> <ul style="list-style-type: none"> The use of Learning Intentions and Success Criteria The implementation of Learning Walks The introduction of the Gradual Release Model 	<p>Improve Learning</p> <ul style="list-style-type: none"> Oral Language development K - 2 Consolidate an effective literacy block using VCOP, Big Write, Learning Intentions, Success Criteria and Criterion Marking Implement the SMART Spelling program Develop and implement an effective Numeracy Block Students writing goals formulated from Big Write and used during writing tasks Breakdown Buddies
<p>Lead Learning</p> <ul style="list-style-type: none"> PLT team meeting to be held regularly and norms set Case management every 3 weeks for students identified as "at risk" 	<p>Lead Learning</p> <ul style="list-style-type: none"> Closer aligned and development of Personal Learning Plans for all staff Implementation of Professional Learning Team for Teacher Educational Assistants
<p>Sustain Our People</p> <ul style="list-style-type: none"> Three Way Conferences Term 1 and Term 3 Additional Professional Development for teachers in area identified by teachers own Personal Learning Plan 	<p>Sustain Our People</p> <ul style="list-style-type: none"> Common language around the You Can Do It Program being used and understood by students Implementation of a Pastoral Care and Wellbeing Assistant Principal Improved wellbeing and pastoral care of students, staff and parents
<p>Create the Right Environment</p> <ul style="list-style-type: none"> Resourcing of the school, specifically the ICT department through purchase of new Chromebooks, iPads and spherobots Building of a multipurpose court Commence the implementation of Compass 	<p>Create the Right Environment</p> <ul style="list-style-type: none"> Improvement of air conditioning across the school Creation and extension of the Environment garden and Pastoral/Wellbeing Centre Implement the Parent Portal of Compass Develop a St Michael's Facebook page

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

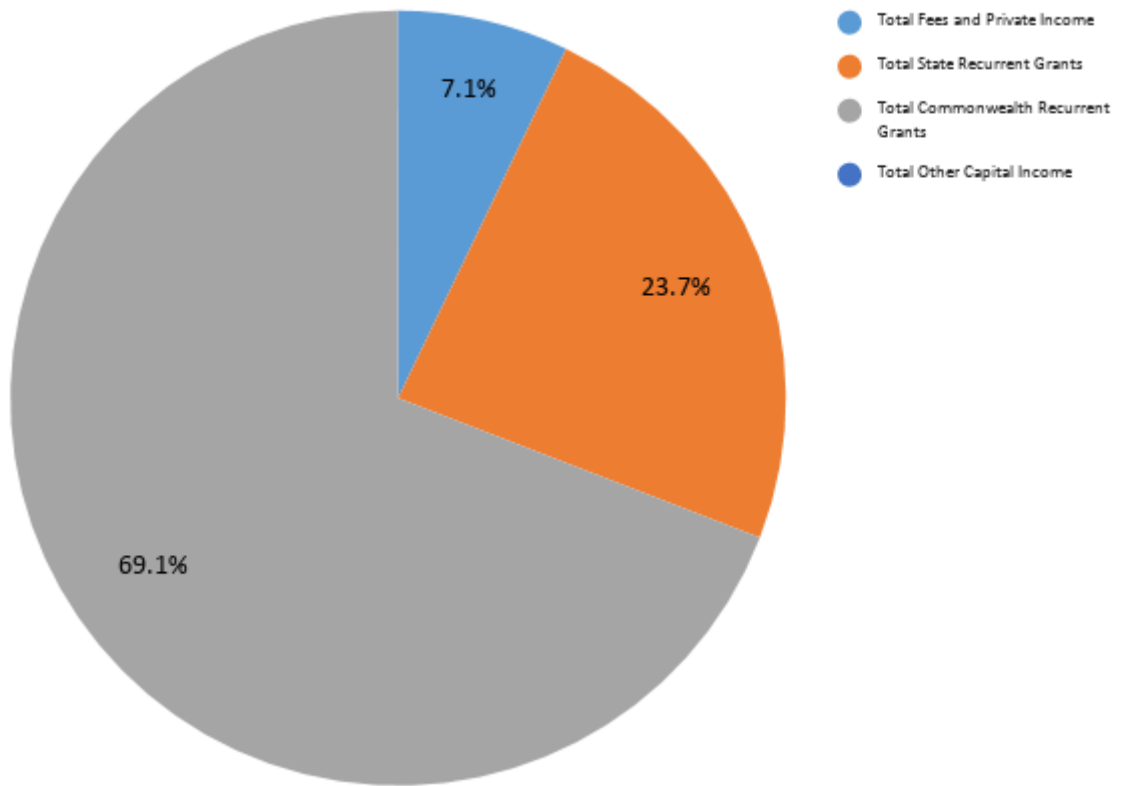


of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:



2019 Income - St Michael's Primary School, Manilla



2019 Expenditure - St Michael's Primary School, Manilla

