

2019 ANNUAL SCHOOL REPORT



St Michael's Parish Primary School, Deniliquin



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Faith, Learning and Transformation in Jesus Christ



ABOUT THIS REPORT

St Michael's Parish Primary School, Deniliquin is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report 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 CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's 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 may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

At St Michael's, it is our passion to ensure that every child has a quality holistic Catholic education which includes a level of high literacy and numeracy competency. To this end, with a steadfast belief that all students can learn, our determination for all students to be successful, has been the main focus once again this year. As a school that prides itself on meeting the needs of every child, our aim has been to achieve the goals of excellence and equity. We have provided opportunities that extend and challenge every child to achieve the highest possible standards and their personal best through the continued lens of Lyn Sharratt's 14 parameters.

Parent Body Message

It has been an absolute pleasure serving as the 2019 St Michael's School P&F President, working with a dedicated executive.

The P&F has hosted a range of fundraising and social activities including, the Twilight Fete, Easter raffle, Mother's and Father's Day Stalls, Holy Hit Out, morning teas and sporting activities such as the Cluster Carnival.

The dedication to fundraising has allowed us to provide over \$12,000 back into our school. For 2019, we have committed to purchase the prizes for book week, fund the Transition to School program, a play structure in the Primary Playground, the Memorial Garden and provided funds to teachers to purchase items that enhance and enrich the teaching activities in the classroom. The P&F have been active in other areas including hospitality, pastoral care and grounds maintenance. We are fortunate to have dedicated volunteers organising and assisting in each of these areas. It is with gratitude the P&F wish to thank all those volunteers who have helped make 2019 a successful year.

Student Body Message

This 2019 school year has been packed with activities that our whole school community could enjoy. Such as: Mission Day (which included "Light It Up For Dyslexia"), Pyjama Day/Winter Appeal, Footy Colours Day, activities organised by Mini Vinnies and much more. There was also a range of sport activities that included Big Bash, Leo Barry Fun Day, Paul Kelly Cup, Swimming carnival, Ball games, Athletics Carnival, Cross Country and much more.

We had amazing excursions this year such as Bendigo, Canberra, Echuca and Shepparton. It is also sad to announce the departure of Mr and Mrs Murphy. They've been great role models to all of the students, but we'd especially like to thank Mrs Murphy. She's been a great Principal for all our years at school and we wish her all the best in the next chapter of her life.

The last 7 years of Primary School have been so rewarding not just to us, but all the Year Sixes. We've made lifelong memories and friends at St Michael's School, and have represented the school in many events throughout the years.

We would like to wish the 2020 School Captains all the best of luck for next year.

St Michael's School Captains 2019

SECTION TWO: SCHOOL FEATURES

St Michael's Parish Primary School is a Catholic systemic co-educational school located in Deniliquin. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 161.

The first Catholic school in Deniliquin was a church school with lay teachers under the tuition and guidance of the Head Master, Rev Father O'Callaghan. The parents and students attending the school invited the Sisters of Mercy to make a foundation in Deniliquin, which they did in 1887. From this early partnership between the parish, parents and the Sisters of Mercy began a strong tradition that remains with us today. A sentiment expressed by Sister Annette Tinkler R.S.M, Congregation Superior, for the centennial celebration in 1987 still resounds today, 'It is with gratitude to God that we remember a past that rests in God's mercy and that we celebrate joyfully a present that is surrounded by His love as we journey into a future full of hope that God will continue to be with us'. St Michael's Parish School is a central part of St Michael's Parish. The school community recognises its mission as the mission of the Catholic Church: to further the mission of Jesus.

Once again this year our dedicated teachers have tailored their approach to teaching and learning, meeting the needs of their students and have enthusiastically shared good teaching practices, ideas and resources with their colleagues. We have sought professional learning that has maintained excellence and a high degree of expertise in our teaching areas. Our committed staff have been a collaborative, proactive team bringing a range of skills that benefit all students. This dedication, and a focus on workforce diversity, has helped improve the opportunities for our staff and students.

Two other significant events this year include the installation of the St Michael's Parish School Memorial Garden. We officially opened our memorial garden in honour of three students who passed away during their time at St Michael's School. We wanted to establish a prominent special place that would allow us to always keep these children in our thoughts and prayers. Personnel from the Catholic Education Office, together with our Parish Priest, joined the three families and our school community in a beautiful prayer service.

At the end of Term 3, we held a very special Grandparents Day, with an invitation to attend a whole school mass, open classrooms, our weekly assembly and a delicious morning tea. A huge crowd attended and showed great interest in their grandchildren's school life. Students were delighted to showcase their work and our Stage 1 students performed brilliantly in a special assembly. Our Mini Vinnies catered on the day creating beautiful cupcakes for our visitors to enjoy.

The critical importance of the early years of a child's life to their future educational success is well known. To this end, we have once again this year held our 'Transition to School' program in Term 4 to familiarise our new Kinders with school routines and organisation. In our school, we want every child to have the best start to school, and to master foundation literacy and numeracy skills, as well as the personal and social capabilities required for later years of schooling. This program has certainly given our newer students a brilliant start to their primary education.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Girls	Boys	LBOTE*	Total Students
80	81	8	161

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The Catholic Education Office (CEO) Wilcannia-Forbes 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.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 90.6%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91.6%
Year 1	90.7%
Year 2	90.8%
Year 3	90.7%
Year 4	91.4%
Year 5	89.5%
Year 6	89.7%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff, as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports the regular attendance of students by:

- ❖ providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the school community;
- ❖ maintaining accurate records of student attendance;
- ❖ recognising and rewarding excellent and improved student attendance; and
- ❖ 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;
- ❖ documented plans are developed to address the needs of students whose attendance is identified as being of concern; and
- ❖ the Director of Catholic Education or designated CEO Wilcannia-Forbes officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
14	6	20

* This number includes 7 full-time teachers and 8 part-time teachers.

Percentage of staff who are indigenous	5 %
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Teacher Standards

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

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

Term 1	SMART Spelling PD Staff Development Day
Term 2	Science PD
Term 3	Religious Education PD
Term 4	Staff Final day

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2019 includes:

- SMART Spelling Professional Development(PD)
- Writing PD
- Science & Technology PD
- Principal Compliance Workshop
- Thrive Conference
- Religious Education Coordinator (REC) Cluster Meeting
- ASPECT (Key Signing Course)
- Focus Teacher & Extending Mathematical Understanding (EMU) Cluster PD
- NAPLAN Training
- Pathways to School Leadership Program
- Principal's Conference
- Additional Needs PD
- CEO WF Child Protection Discrimination Harassment & Bullying Training
- Religious Education PD
- 2nd Year Teacher Mentor PD
- Aboriginal Education Workers Cluster PD
- Compliance PD
- Mental Health PD
- Focus Teacher & EMU PD
- Road Safety PD
- EMU Specialist Teacher Training
- Bentley School PD
- Compliance PD
- Early Literacy PD
- Religious Education PD
- Leadership PD
- EMU PD
- Religious Education Coordinator PD
- Autism PD
- Science PD

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Prayer, Liturgical Life and Faith Experiences

We believe it is important that families and members of the parish are involved in the Liturgical Life and Faith Experiences at the school. Making Jesus Real (MJR) has continued to be a school-wide focus and this year we have developed an MJR staff team to keep the momentum of MJR in the school. MJR brings the Catholic faith to life by showing students how to live it every day, providing them with the tools they need to feel the Spirit of Jesus each day and find and acknowledge the God Moments that are always happening around them. We have continued to explicitly teach MJR concepts in fortnightly Religious Education lessons, acknowledge students showing the 'Spirit of Jesus' with our MJR awards at weekly assemblies and have introduced a whole school MJR fortnightly focus which is featured in the school newsletter.

Masses are celebrated each week, with students participating by undertaking the readings, altar serving and bringing forward the offertory. A number of whole school masses are held to celebrate liturgical celebrations including Ash Wednesday, Holy Week, Feast and Memorial Days, ANZAC Prayer Service as well as Masses to mark special occasions including Captain's Induction Mass and Graduation Masses. This year, we also celebrated Holy Week with a retelling of the Stations of the Cross. Each class participated in the Stations, performing a song related to the event. Our 3/4 students did an amazing job recreating the scenes of the Stations of the Cross with the 5/6 students narrating.

This year we also celebrated our amazing school during Catholic Schools Week, inviting families and members of the Parish to join us in a whole school prayer service, followed by Open Classrooms, showcasing the wonderful teaching and learning in our classrooms and morning tea.

Prayer is a major focus across the school and as a way of involving parents and families in prayer, each class has a prayer bag which is taken home on a regular basis, encouraging families to pray together. The prayer bag provides all the materials needed for families to create their own prayer spaces at home, as well as a journal to record prayers and reflections.

This year our Stage 3 students have also participated in a retreat and two after school youth groups, with our Diocesan Youth Ministry Coordinator, focusing on faith formation, prayer, team building and leadership development.

Parish Partnerships

The partnership between the school and parish enhances the faith development of students. Students are encouraged to connect with the parish by attending weekend masses; altar serving, reading Prayers of the Faithful and taking forward the offertory. The school works

closely with the Parish Priest and members of the Parish to organise and celebrate special masses including Holy Thursday Mass and the Advent Mass to mark the beginning of Advent.

Our Sacramental Programmes are implemented by the school with the support of the Parish and families. The school offers the Sacrament of Confirmation to students in Year 3, officiated by Bishop Columba MacBeth-Green and the Sacrament of Reconciliation and First Holy Communion to students in Year 4. These Sacramental Programmes are an important step in the students' faith journey, preparing and supporting them to grow in their friendship with Jesus and their connection to the Church community. We communicate with members from the Parish to ensure children not attending St Michael's Primary School are appropriately prepared for the Sacraments.

Mini Vinnies and Mission Days also provide further opportunities to foster partnerships and relationships with the Parish. Our students volunteer to be part of Mini Vinnies, providing opportunities for students to learn about social justice issues, develop leadership skills and engage with the wider St Vincent de Paul Society. Students meet regularly to share ideas and concerns, to have fun and support each other while helping those who face social injustice. This year we were lucky enough to host the Wilcannia-Forbes Diocese Mini Vinnies Conference, where students worked alongside other students from the diocese and representatives from St Vincent de Paul, completing workshops on social justice issues including homelessness, mental health, migrants and refugees, bullying and poverty.

For our annual PJ Winter Appeal, students wore their pyjamas to school, donated winter items and raised money for St Vincent de Paul with a hot breakfast. For the Christmas Appeal, we held our annual food and toy drive, with students providing food for hampers and toys for Christmas for those less fortunate in the local community. Our Mission Day raised over \$1,000 for Catholic Missions, supporting children in Ghana, especially those with disabilities with basic necessities including nutritious food and clean water, healthcare, education and safety.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, [Sharing our Story](#), covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer. It offers students rich and varied faith experiences.

Both Year 4 and Year 6 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, [Sharing our Story](#).

Our School's average result (as a mark out of 35)	
Year 4	23.2
Year 6	18.5

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

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary 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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

Our Learning Journey

At the centre of all we do, are our students. They come to school each day to face a new day of learning that may cause challenges, yet they develop perseverance and resilience. They will discover, experiment, inquire, make connections, use critical thinking skills and accomplish so many aspects of their learning. We celebrate the successes with them and rejoice in all the achievements they make on their educational journey. It is this partnership with our students that makes our school a rich learning centre encompassing all the initiatives below that we offer.

Focus Teachers

This year as focus teachers we have continued to monitor data and help teachers to implement this in their teaching. With Lyn Sharratt's 14 parameters, the importance of shared responsibility and putting faces on the data remains paramount in our educational setting. Students are identified and given appropriate intervention when they have additional learning or behavioural needs. Using the Gospel values of love and inclusion, St Michael's makes this a focus in all that we do and with every student in our school. As focus teachers we have been able to be present in classrooms on a regular basis, run small group and individual intervention, mentor and support teachers and inform best practice at our school.

Attentional Needs Teachers

As an executive team, catering for students with additional needs is of a high priority. We are all extremely passionate about this area of education and this is evident through our intervention groups, specialised programmes and the high level of differentiation in all classrooms. We believe that all students can achieve given sufficient time and the right support, high expectations and early and ongoing intervention are essential.

At present, we are successfully running MiniLit, Multilit, MultiLit Extension, Toe by Toe, EMU Maths, Centre of Effective Reading, Early Phonics, Primary Maths, English as a Second Language (ESL), Gifted Education, STEM, Fine Motor and Letter Formation groups.

Teachers are highly trained to differentiate within the classroom setting to ensure all students are reaching their full potential. Alongside this, we run extension groups for our higher learners in Mathematics and cross stage learning. This term, we have been running a program for a small group of students which is designed to cater for their extensive mathematical thinking. Students are exposed to extension mathematical problem solving and open-ended questions during the lessons.

Aboriginal Education

This year has seen our Aboriginal students participate beautifully in our Sorry Day ceremony and

be fully immersed in our NAIDOC Week activities. The students' literacy and numeracy remain an ongoing focus throughout 2019 with one to one sessions and in their classrooms to assist them in their learning across the curriculum. Congratulations to the students who received a Proud and Deadly award this year, it is always wonderful to see our students on stage showing great pride as they received their award in front of family, friends and our Aboriginal community. Whilst not every student can receive an award, we are however proud of all our Aboriginal students as they all work tremendously hard and are showing some remarkable growth socially, personally, and academically in 2019. We were honoured to receive our beautiful metalwork firepit from the Catholic Education Office. The firepit depicts some amazing Aboriginal designs and is for our whole school to utilise and enjoy.

ESL

This year ESL students have been involved in a range of activities to help with their use and understanding of the English Language. Such as sounds in words, spelling choices for different sounds in words, reading and comprehension, writing more complex and interesting sentences, writing and participating in a debate, and maths activities. In the afternoon sessions the children have been involved in craft activities, planting and maintaining our vegetable and flower garden, cooking and have especially enjoyed playing games such as Scrabble and Pictionary.

Life Education Van

We hosted the Life Education Van at our school once again this year. Each class had the opportunity to participate in stage appropriate lessons which included "My Body Matters", "Ready, Steady, Go", "Mind Your Medicine" and "Think Twice". These modules were presented in an informative, interactive way engaging our students. Our P&F contributed half the cost to run this program, sincere thanks to our Executive for supporting this initiative.

Peer Support

In Term 2, we ran our whole school Peer Support Programme with huge success. There were 16 groups across the school, and everyone was paired with their buddy. The Year 6 students were absolutely outstanding as leaders of the sessions, definitely some future teachers in the mix. All students were engaged and highly responsive, it was fantastic to see the success of this programme over the term. The 30-minute sessions on Fridays focused on Growth Mindset, The Zones of Regulation and Making Jesus Real. As a school, we consistently discuss the need to walk in the footsteps of Jesus and it was so lovely to see the Year 6 students excited and proud to be teaching quality values that our students can incorporate into their daily lives.

Smiling Minds

As part of our student welfare, we offered once again the Smiling Minds program in 2019. The program is part of Personal Development, Health and Physical Education. The school utilises the program to help students develop skills in managing stress, increase their awareness of emotions, boost their self-esteem, improve their attention and focus in the school environment, develop respectful relationships and gain a sense of belonging and inclusion.

Bush Poetry

Four Stage Three students performed at the Bush Poets Society night at Intereach. Our students spoke with confidence and have worked hard to have the ability to recite their chosen poem. They demonstrated outstanding skills and were all highlights of the evening. We are very

proud of these students for nominating themselves and certainly representing St Michael's with pride.

Creative Writer - Adam Wallace

The whole school enjoyed sessions with author and illustrator, Adam Wallace. Adam spoke to the students about his books, how he comes up with ideas for his stories and tips for writing and drawing. The sessions were all very engaging and interesting as he taught the students the importance of creativity and laughter. Adam has written multiple books including the Jackson Pain series. We look forward to reading more of Adam's books in the future and would love to have Adam return to our school again in the future.

Buddy Reading

The whole school enjoyed many sessions of Buddy Reading in 2019. Buddy Reading provides the students with the opportunity to meet up with their buddies to share in some reading and learning time. These are magnificent opportunities to strengthen buddy bonds whilst improving everyone's reading and learning. Our students love the chance to catch up with their buddy each term.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2019. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and Punctuation	100%	96.5%	90%	76.8%
	Reading	100%	97.8%	85%	75.7%
	Writing	100%	95.4%	80%	66.3%
	Spelling	100%	95.4%	75%	74.5%
	Numeracy	100%	98.8%	80%	83.5%

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and Punctuation	100%	93.3%	74.9%	62.2%
	Reading	100%	95.7%	90.9%	68.2%
	Writing	100%	94.5%	54.5%	51.7%
	Spelling	91.7%	88%	75.0%	67.2%
	Numeracy	100%	97.1%	49.9%	60.8%

Naplan analysis highlighted areas of strengths within our school and areas that will need our continued attention in 2020.

All children in the Year 3 cohort, achieved at or above the minimum standard, which is higher than the state average. In all areas of Literacy, Year 3 had more than the state percentage in the top three bands. In Numeracy 80% of the cohort were in the top three bands.

In Year 5, all children reached the minimum or above standard for Numeracy and in the areas of Reading, Writing, Grammar and Punctuation. In Spelling, 91.7% achieved the minimum standard, which was above the state average. In Literacy, Year 5 had more than the state percentage in the top three bands. In Numeracy, 50% achieved in the top three bands.

Deeper analysis will ensure the future focus areas:

In **Writing**, creating for a specific audience, developing ideas and paragraphing appropriately.

In **Grammar and Punctuation** , Stage One outcomes with a focus on enhancing writing with adjectives, use of capital letters, full stops and commas when writing a list.

In **Spelling**, Stage One and Two outcomes, particularly with the digraphs.

In **Reading**, the continued focus will be on recognising the grammatical features of a persuasive text.

In **Numeracy**, Stage One outcomes in Measurement and Geometry Some Stage One outcomes in addition and subtraction and probability (Year 5) and word problems (Year 3) have also been identified.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at St Michael's Parish School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff. No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying can be accessed on our school website.

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life. While our curriculum continues to expand, encompassing elements that support 21st century learning, we are still committed to the extra-curricular activities that enhance student welfare and enrich the holistic education that we offer at St Michael's. This year we have had a gymnastics program, Smiling Minds, Ukulele lessons, ESL, Buddy reading, Mindfulness club, Craft club, Library, Choir, Peer Support, Excursions, Book week activities, Science week activities, 100 days of school for Kinder, SRC, Winter Appeal, Mission Day, Polynesian performance, Aboriginal events, Catholic Schools Week, sporting events, Bush poet's workshop, Transition To School Program Jump Rope for Heart, Fundraising ventures, visits to aged care homes and guest

speakers, all of which provide our students with wonderful opportunities for social cohesion. This social cohesion is also evident in our parent community. From volunteers in the canteen to the classroom, working bees to pastoral care we are very fortunate to have parents who give so much of their time to support our school working tirelessly in fundraising, hospitality, canteen management and the myriad of other tasks that befall a dedicated committee and parent community.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2019

Priority 1	In our Catholic school setting, it is imperative that prayer is embedded into every class and that our actions can be through Making Jesus Real (MJR) in our relationships with others.
Reason for priority 1	<p>Students and teachers participating in daily classroom practise with evidence of RE maintenance (prayers, rituals, liturgical celebrations) After successfully implementing MJR in our school last year with particular focus on a student who was diagnosed with Leukaemia and a second student who lost a sibling in tragic circumstances we need to continue to deepen our focus and use resources more effectively.</p> <p>Implementation of a new Religious Education Program during 2019.</p>
Steps taken to achieve priority 1	<ul style="list-style-type: none"> Continuing to embed MJR in every classroom with particular focus on Year 5/6 who will use the MJR workbook. RE Maintenance Plan - This document will inform the teachers of the required prayers and liturgical celebrations and rituals for each year level. Develop the understanding of MJR across all classes, making it relevant to our everyday lives. Forming an MJR group amongst staff to share ideas and implement MJR across the school Continue to promote RE learning walks on a regular basis to ensure quality teaching and learning in RE. Focus on sacred spaces as a way of linking the liturgical seasons to our classrooms and visual representation of RE learning.
Status of priority 1	<p>It is evident from the working document used by teachers that the following has taken place:</p> <ul style="list-style-type: none"> Highlighted focus in RE Map Fortnightly Lessons for all classes Purchase of MJR Textbooks Teachers sharing successful lessons at staff meetings Lessons included on RE Map From the CEO we had Gerard O’Shea facilitate “Days in the Diocese” on 9 May An inaugural Youth Group meeting was held with Year 5 and 6 students in Term 3 and conducted second day mid Term 4.

Priority 2	<p>Upskill teachers in more effective strategies to use when teaching writing, linking spelling.</p> <p>Continue to promote best practice for Guided Reading and Guided Writing in the classroom.</p> <p>SMART Spelling embedded systematically across all classes Parameter 3 - Daily Sustained Focus on Literacy Instruction based on Lyn Sharratt's work Stage 3 to implement the Daily 5 into their Literacy Block.</p>
Reason for priority 2	<p>Staff recognise</p> <ul style="list-style-type: none"> • NAPLAN data shows some students continue to struggle to use a variety of vocabulary, correct grammar, punctuation and spelling consistently in their writing. • through classroom assessment and observation that our students struggle to be creative writers. • the need for professional development to see the embedding of good pedagogical practice for writing as current practices need support. • the need to continue to embed guided reading and guided writing skills as best practice in the classroom. • the benefits of Daily 5, are enthused from reading the book and wanting to implement this for student reading improvement.
Steps taken to achieve priority 2	<p>Provide support and assistance to all teachers with training in SMART spelling and VCOP (vocabulary, connectives, openers and punctuation). These four elements quickly and easily enhance writing by creating the writer's voice.</p> <p>Continue to use tiered Intervention utilising the skills of our Focus Teachers and our learning support team.</p> <p>Continue to embed Seven Steps to Writing across the school and continue to utilise First Steps Writing as a further resource.</p> <p>Using the Gradual Release of Responsibility Model with a focus on Daily Guided Writing.</p> <p>Introduce the Daily Five (CAFE Reading) into Stage 3.</p> <p>Continue to provide support for staff with the Guided Reading model for student learning.</p> <p>Share lesson plans, ideas and inspiration about writing during staff meetings by creating a "Writing Time" sharing on the agenda 7 Steps Writing framework based on NAPLAN data 2018.</p>
Status of priority 2	<p>All of the above have been a focus this year and continued to be embedded.</p>

Projected Priorities for 2020

Priority 1	<p>Documentation should incorporate continual reference back to the primary catechetical goal:</p> <p><i>"...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity." (Catechesi Tradendae, 5)</i></p> <p>To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.</p>
Reason for priority 1	<ul style="list-style-type: none"> • A review of the Religious Education Curriculum "Sharing Our Story" was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC's) 16 recommendations were identified. • A key recommendation was to: "Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes."
Steps taken to achieve priority	<ul style="list-style-type: none"> • A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. • Staff members have received a basic level of professional development to enable them to begin using the Religious Education curriculum "Educating in Christ" (a basic understanding of developmental stages, methodology, resources). • Learning spaces support the pedagogical practices of the Religious Education Curriculum (as described in the resource list document). • Students are making progress towards being engaged, independent learners. • At their own level of understanding, students are able to both articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal. • Teachers provide effective descriptive feedback to individual students about their learning. • The student learning journals are effectively utilised by both students and teachers. • Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum. (school and diocesan level).

Priority 2	Differentiation and Critical Thinking in Science.
Reason for priority 2	<p>After a staff discussion reviewing the 2019 AIP, the area of need emerged. The highest priorities included differentiation and critical thinking in Science and Technology.</p> <p>Coupled with the new NSW Science syllabus, more focus needs to be on technology and how it may best support units of work.</p> <p>Teachers need to become proficient in integrating more digital technologies into all new units of work</p> <p>Purchase resources for digital technologies - particularly infants as the spheros are a little advanced for the younger grades, BeeBots were the suggestion.</p>
Steps taken to achieve priority 2	<p>In 2020 our new scope and sequence will have two terms that will run a science unit for eight weeks, followed by two weeks of digital technologies unit.</p> <p>Purchase resources for digital technologies - particularly infants as the spheros are a little advanced for the younger grades, BeeBots were the suggestion.</p> <p>Also update and replenish general resources for all other science units.</p> <p>Embed an inquiry based learning model using field studies in appropriate units of work.</p>

SECTION TEN: COMMUNITY 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

- We had 42 responses from 96 families in our school community.
- It was pleasing to see that 100% felt that St Michael's helps students to develop a knowledge and understanding of the Catholic tradition.
- 100% agreed that our school provides various opportunities for parents to become involved.
- 82% believe their children are challenged to maximise learning outcomes while 88% feel that we meet their child's individual learning needs.
- 98% believe we offer a broad range of co-curricular activities
- 97% were in agreement that as a school we effectively communicate information about activities and events.
- Less than 6% believe that teachers are not genuinely interested in the welfare of their children, nor that we provide a safe and supportive environment.

Student Satisfaction

- Our survey showed that in the main 100% of our students are proud to be part of St Michael's School and that the same percentage agreed that our school helps them understand the Catholic Faith.
- Our survey showed that 100% understand their rights and responsibilities at school and that less than 2% of students didn't always feel safe.
- 99% of students acknowledged all the activities that were on offer in our school and that if they had a problem there were people in the school that they could ask for help.

Teacher Satisfaction

- Our survey showed that all 22 respondents enjoyed working at St Michael's School and were satisfied with the teaching experience in our school.
- Whilst 50% agreed there were ample opportunities for professional growth, half the staff would like more.
- The results were divided in collaboration between extremely well and moderately well which may be an area for further development in 2020.
- Our survey showed 90% agreement in the expectations we set for student achievement in our school.
- Overall, we achieved 100% satisfaction with the teaching experience in our school.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESA requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME	
Commonwealth Recurrent Grants	<i>\$1,872,745.00</i>
Government Capital Grants	<i>\$0.00</i>
State Recurrent Grants	<i>\$604,695.00</i>
Fees and Private Income	<i>\$307,792.00</i>
Other Capital Income	<i>\$31,119.00</i>
Total Income	<i>\$2,816,351.00</i>

RECURRENT AND CAPITAL EXPENDITURE	
Capital Expenditure	<i>\$63,666.00</i>
Salaries and Related Expenses	<i>\$2,266,815.00</i>
Non-Salary Expenses	<i>\$478,193.00</i>
Total Expenditure	<i>\$2,808,674.00</i>