

# Annual School Report



## St Michael's Parish Primary School, Deniliquin

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## ABOUT THIS REPORT

St Michael's Parish Primary School, Deniliquin is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) 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 NSW BOSTES 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

During 2016, our school goal has been to make a difference in learning for every child. Our academic pursuits to support every child's learning are embedded with our New South Wales Curriculum in all key learning areas. To compliment quality teaching and learning, we embraced a number of initiatives during this year. We hosted a Writing workshop for all students, offered Mathematics intervention for vulnerable Year 1 students, organised ability Mathematics groups for primary students and maintained vigorous approach to special education for students requiring extra intervention.

Furthermore, we hosted mini parent/teacher interviews, participated in a Southern Cluster Schools Brain Olympia competition, joined local schools in the annual bush poets workshop, published a book, offered a range of NSW University Test to students and welcomed the data analysis which we glean from the NAPLAN tests in both Year 3 and Year 5 which inform areas which require further development. Complimenting students learning outcomes has been ongoing professional development for our staff in Gifted Education, Geography, Spelling, English, Spiritual Formation, Moderation, ASD Conference, Creating Connection Workshop and a "Leaders for the Future" Conference building capacity in prospective new leaders in diocesan schools.

Our commitment to professional development from these opportunities supports our belief that we are all part of community of learners. Physical and emotional wellbeing has been another dimension to student development with students participating in a range of sporting disciplines, inter-school sports days, gala days and healthy lifestyle initiatives through our canteen and local community.

A new addition to student wellbeing this year has been a "Smiling Mind" program that teaches students to learn the skills of relaxation and mindfulness. Given the stress and anxieties that many of our children experience we believe this program enables them to develop healthy social and emotional wellbeing.

We have continued to promote student wellbeing with monthly SRC meetings, Captains morning tea, Choir, interest groups at lunchtime and maintained our "buddy" program throughout the year. Added to this a range of community

initiatives including Catholic Schools Week, open classrooms, our annual St. Vincent De Paul Winter Appeal, Grandparents Day, ANZAC day March, Mini Vinnies fundraising, Camp Quality puppet show, Sorry Day, NAIDOC week, visits to aged care facilities, Book Week, volunteers giving of their time in our weekly routines and OOSH utilising our playground during their after school and holiday program. This year we performed a musical 'Cinderella & Rockerfella' in early Term Four which gave every student an opportunity to sing, dance, perform and shine. All these events enrich our students, exposing them to a rich tapestry of a world beyond the classroom.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

### **Parent Body Message**

The end of the year is drawing near offering me the opportunity to reflect on St Michael's Parish Schools P&F efforts for 2016. As outlined in the P&F Constitution, the main objective of the P&F is to promote the cause of Catholic education and welfare of the parish by bringing parents, friends, students and staff together through fundraising projects, hospitality, welcoming new families and pastoral care activities. Once again, as a whole school community, I truly believe this has been achieved.

Fundraising is a heart-warming experience involving long-term vision, dedication, commitment, flexibility, time, and many laughs. This year the School community has raised funds, which have been directed to developing a plan for the beautification and improved functionality of the sports shed in the Primary playground. The vision is to have toilet facilities, sports storage, and undercover play area for quieter games, reading and reflection.

Further fundraising money was used to purchase the very professional St Michael's netball uniforms. Once again, the teaching staff has received \$1000 per term for their own disbursement towards items to assist in the classrooms. This is only a small way in which we have tried to honour the dedication and hard work provided to our children by all the staff. Fund raising money was also used to purchase books for Book Week.

Many activities have taken place this year to raise funds. For 2016 the fundraising events commenced with the Holy Hit Out, followed by cake stalls, Easter Egg raffle, Mothers' and Fathers' Day stalls, Chef's toolbox, school holiday program and the Twilight Fete. We were also fortunate to have a mid-year event which was not a fundraiser but a time to get together and enjoy each other's company. Thank you to everyone who made these events successful and fun.

Throughout the year the School Community has been inspirational in providing support to families in need. Another very special aspect of the P&F is the Pastoral Care whereby families in need are provided with a home cooked meal. At a time of crisis, loss or even the arrival of a new baby, these meals are very welcome and remind our St Michael's families of the love and support surrounding them. The P&F also assist with hospitality for special occasions including Captain's Induction Mass, First Holy Communion, sport's and cluster carnivals and St Vincent's Winter Appeal to name a few. Directed by the Canteen Committee, with Sonja at the helm and assisted by volunteers, the canteen provides delicious wholesome morning teas and lunches. A big thank you.

Another P&F initiative is the maintenance of the school gardens and grounds. Thanks to the Grounds Committee and volunteers who dedicate time and energy to this. Finally, the P&F also have a Play Group, which is a welcoming environment for parents and their little ones. This is a time to come together and enjoy fun activities and a cuppa with friends.

### **Student Body Message**

It has been an honor and privilege to be School Captain of St Michael's School for 2016. I have really enjoyed the challenges and opportunities provided to me in this role. Together with Patrick Westcott as Co-Captain, Bridie Blake and Charlie Waters as Vice-Captains we have worked as a great team, along with the help of the sports captains. Some of the things I enjoyed most as Captain were running assembly, saying the Morning Prayer and representing my school laying the wreaths. I loved the opportunity to meet with Mrs Murphy a couple of times a term to discuss what has been happening in the school and what needs to be worked on. The greatest thing I loved about being Captain was caring for my fellow students and peers. I hope the Captains for 2017 have as much fun as I did.

## 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 132. 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.

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
73	57	12	130

\* Language Background Other than English

### Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The 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 2016 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Kindergarten	93%
Year 1	91%
Year 2	95%
Year 3	93%
Year 4	88%
Year 5	95%
Year 6	92%

## **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 wellbeing 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;
- 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
14	7	21

\* This number includes full-time teachers and part-time teachers.

Percentage of staff who are indigenous	1%
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### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	14
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### 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	Spelling PD in Hay Staff Development Day Geography PD in Hay First Aid – Asthma training
Term 2	Developing Social Skills Creating Connections Australia
Term 3	R.E. Staff Spiritual Retreat Our Spiritual Family
Term 4	Staff Development Day - Literacy & Numeracy

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 2016 includes:

- Spelling
- First Aid/Asthma training
- Autism PD
- Geography PD
- Developing Social Skills
- WHS Professional Reading
- Manual Handling
- Creating Connections Australia
- Future Leaders
- R.E. Staff Spiritual Retreat
- Big Books training
- Live Life Well Training

## 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**

Spiritual nurturing during 2016 came from “Making Jesus Real” in our school community identifying students who are Christ like in their dealings with others. We participated in whole school Masses, class Masses, our yearly sacramental program.

Our school year started with an opening school Mass where our captains, vice captains and house captains were inducted into their positions for 2016. Our school year concluded with a Graduation Mass where we celebrated and gave thanks for a fruitful year and bade farewell to the Year 6 graduating class. Whole school Masses are celebrated where parents are encouraged to participate. Parents play an important role in the faith and spiritual development of their child along with the school and the parish to develop aspects of the children’s faith journey.

Two of our teachers had the opportunity to travel to Krakow, Poland to attend the 2016 World Youth Day conference. This spiritual experience has enriched their faith journey which in turn benefits our school community.

The Sacramental Programme is taught in a school based setting. Children in Year 4 received the Sacraments of Reconciliation and Eucharist while children in Year 3, received the Sacrament of Confirmation.

### Parish Partnerships

We have participated in a range of initiatives that involve the parish, strengthening our partnership with our parish priest and the extended parish family.

### Mini Vinnies

Our team has demonstrated excellent initiative this year in thinking of ways to serve others like Jesus. Two different fundraisers were held a cake stall, and the second was Beanie Day where we all wore beanies and donated a gold coin.

With the support of St Vincent De Paul Society we held a Winter Appeal Day where we all dressed up in our pyjamas and donated winter items to Vinnies. Items included sleeping bags, pillows, beanies, scarves and lots more. In Term Four we travelled to St Mary's in Hay to participate in a Southern Cluster Mini Vinnies Day. We participated in small workshops looking at social justice issues, a prayer service and created a strategic plan for our current Mini Vinnies Team. In the lead up to Christmas we hope to help out with a Christmas Appeal, writing Christmas cards to the elderly in our community and also organise entertainment such as Christmas Carols to be performed at other organisations around our community.

### Mission Day

This year we celebrated Mission day with a range of activities. Congratulations to everyone who got into the spirit of the day, while we had lots of fun, we were doing as Jesus showed us – helping those in need.

### Making Jesus Real

Making Jesus Real is incorporated into teaching in all classrooms. Weekly MJR awards are presented to students at assembly.

### **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.

Year 4 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*.

<b>Our School's average result (as a mark out of 35)</b>	
Year 4	<b>19.7</b>

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 NSW BOSTES 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).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

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.

### EMU Maths Program

This year we have been fortunate to offer a numeracy intervention program, EMU (Extending Mathematical Understanding) Maths to vulnerable Year One students who experience significant difficulty in counting, place value, addition and subtraction, multiplication and division. From MAI (Mathematical Assessment Interviews) individual tests held earlier in the year, we were able to identify those Stage One students in most need.

### MAI Maths

In 2016 St Michael's students have again participated in our Mathematical Assessment Interviews (MAI). This year teachers have used this valuable data and information to implement a more targeted and tailored learning experience for our students. In years 3-6 the students were grouped according to identified learning needs for the topics of addition and subtraction and multiplication and division. Both of these topics ran for 4 weeks with some students moving to different rooms to meet their needs.

The feedback from students was that it was a hugely successful experience with many valuable targeted learning experiences and important skills, strategies and

knowledge embedded. Our teachers have again strived to support students' development and knowledge of key strategies, understandings and concepts that research has shown are crucial before more complex concepts can be successfully encountered and learned. There is no doubt that the continued MAI assessment, grouping of students and targeted teaching will continue to benefit our students.

### Learning Support

The staff of St Michael's prides itself on delivering timely, effective, research based intervention to any students with learning needs. A Learning Support team has been established, with the Learning Support team working together with the students' parents to provide individual education programs to address the area of need. Students with diagnosed disabilities are also eligible for Commonwealth funding for assistance with their learning.

The Literacy and Numeracy Focus Teachers have worked with class teachers to implement agreed practice across the school, and ensure that there is high quality of delivery in teaching programs. Students' progress is tracked continually, and teaching is tailored to the student's needs.

The Minilit and Multilit programs are delivered 1:1 to students having difficulties identifying sounds and putting them together to make words. Sight word knowledge, fluency in reading and comprehension are also addressed.

Enrichment programs are run during the school year. Year 6 students this year participated in the Catchment Kids program which aims to connect students with their region. This year the students produced a book about the rice industry. St Michaels' school was represented at the Deniliquin Bush Poets Schools Presentation evening by several talented students.

For those students who find unstructured lunch breaks difficult, there are several clubs and organised activities for them to participate in. each week a variety of alternatives is presented – Choir, Library and Maths Club are examples.

### Information Technology

Technology at St Michael's offers students opportunities to be more actively involved in their learning experience. Google Apps have been the focus for 2016 with students using Google Docs, Slides, Forms, Drawing and Sites. Google Apps allows for students

to collaboratively work together on the same documents and share their work digitally. We are so fortunate to have 1:1 Chromebook ratio in place from Kindergarten to Year 6 which allows for all students to have their own device. In Term 3 we conducted a survey to assess the effectiveness of the Chromebooks. Data shows:

- A high number of students feel that they are getting better at using technology since they got a Chromebook
- Students are aware that they are being taught about the responsible and safe use of digital technologies
- All are excited about the use of the Chromebook and having their own device
- Students love that they can share their work with their friends to work on it together
- Students enjoy taking their Chromebook home
- Google Slides are way better than PowerPoint
- Students enjoy using the online activities within lessons such as Mathletics, Study Ladder, ABCYA, Ziptales and Reading Eggs.
- A majority of the students are using the Chromebook every day.
- Students have an interest in wanting to type faster (Focus for 2017)
- Students want to make videos and movies (Focus for 2017)

The primary classes in Term 4 have signed up to Seesaw which are student driven portfolios. It is a place where students can upload their work or take a photo of artwork etc. and load onto their portfolio. Parents have access to see their own child's page. This empowers students to be proud of their learning and also engages parents.

### Mathletics

2016 has been another busy year for our students' online learning and Mathletics has been further incorporated into all classrooms with students regularly completing tasks aligned with current maths topics. A number of students have truly put in some outstanding performance over the year with a number of students achieving over 10,000 in a week. On top of this amazing effort, we have acknowledged over 30 different infant and primary mathletes of the week. To the start of October our students had achieved a total of 1,677,283 points, this averages out over 11,000 points per student for the year. Our students earned the following awards throughout the year: 20 Gold Awards, 84 Silver Awards, and 465 Bronze Awards.

These statistics show the incredible effort our students have put into their online maths learning. This year an infant and primary student have achieved the highest totals for their area of the school

### Reading Eggs

St. Michael's award our top "Reading Eggsperts" for both infants and primary students at our weekly assemblies. Our "Reading Eggsperts" are children who have gained the highest data usage in reading eggs for that week. Reading Eggs has been integrated into students home and schooling life and the sending home of Chromebook has enabled students to gain bigger and more impressive results!

### Aboriginal Education

Aboriginal Education continues to thrive across the entire school and we have had another industrious year. With funding for flag poles from the CEO Aboriginal Education Support Officer and assistance from Murray Construction to erect the poles, our school now proudly flies both the Australian and Aboriginal flags every day.

The focus on improving the Aboriginal students overall school outcomes was done by supporting them more in the classroom environment this year. The students continued to come together as a group where they had opportunities to learn more about their own cultures and languages, to create artworks, to help each other and to do plenty of yarning.

We held a special ceremony to remember and reflect on the significance of Sorry Day. The students conducted the ceremony with great reverence and respect as they shared of the importance of Sorry Day with the entire school through poignant words from both the non-indigenous and with great pride, our younger Indigenous students. Reconciliation Week was celebrated a little differently this year as each class was given a specific task to complete based on the 2016 Reconciliation week theme: Our History, Our Story, Our Future. We commemorated NAIDOC Week which celebrates the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. Our students were offered a range of activities throughout the week which included the popular bracelet making, the creation of totem poles, making clay animals and decorating boomerangs.

Mark Saddler was invited once again to come and share culture and language with

the whole school. Every class had the opportunity over the course of the day to spend time with Mark to learn more about Aboriginal culture, history and to hear and speak some Wiradjuri language. The afternoon sessions included the Transition to School program children making a visit and later on the Aboriginal students along with their parents and community members joined Mark for a cuppa and a yarn.

The students visited local knowledge centre, Yarkuwa to view the Our Place exhibition and Kindergarten had their own special day with a classroom visit from the Indigenous students who shared their culture and the special treat of tasting witchetty grubs. Father/Son day took place this year with the group spending time at Deniliquin Airport, thanks to Nigel Wettenhall, where they learnt all about planes. Later in the day, they gathered in the SOMH for a range of hands-on activities, to listen to a guest speaker and shared a BBQ lunch.

Our Aboriginal students were once again invited to participate in the local schools "Proud and Deadly" awards and our school choir were asked to perform. This was an immense honour and is another example of how our school is continuing to move forward in our involvement with the local community. Congratulations to the students who received awards on the day and to the choir who sang beautifully, you represented our school with enormous pride and your smiles said it all.

Sincerest thanks to everyone who has been involved in making 2016 another exciting year for Aboriginal Education at St Michael's. Thank you to all the students and staff who have wholeheartedly participated in the range of Indigenous activities and ceremonies throughout the year, you all display amazing respect and do a fantastic job with the activities.

#### English as a Second Language

ESL students have experienced a number of activities during the year, all aimed at enhancing their understanding of the English language. Working individually or in small groups each student has been given the opportunity to work on and improve their reading, writing, speaking and listening skills.

The Iversen Publishing books, designed specifically for ESL students, have been utilised by the younger students and all have enjoyed these books and the related activities. Older students have been working on individual programs which focus on books and stories relating to Australian history and culture.

Each Wednesday afternoon participating students from Year 1, 2 and one student from Year 3 have engaged in a variety of experiences which have included cooking, planting and maintaining our vegetable garden, mini projects, games and language activities. We have had lots of fun and along the way; all students have attained a better understanding of the English language as well as gaining in self-confidence.

### Focus Teachers

This year the Focus Teachers have again been working very hard to support staff through a variety of ways. The Focus Teachers work one on one and with small group interventions to support students' learning; these interventions have specifically focused on reading, spelling and maths. We have also developed several documents, scope and sequences and agreed practices that have helped to create consistent language and learning environments across our school.

We have also supported teachers to implement staged based and across stage teaching which has seen students move to different classrooms and groups to meet their learning needs. This shift in classroom practices has been a hugely beneficial experience for our students and teachers.

## 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 2016. 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 2016		% 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%	96.9%	75%	71.9%
	Reading	100%	96.9%	85%	70.9%
	Writing	100%	98.7%	90%	80.8%
	Spelling	100%	96.8%	70%	76.1%
	Numeracy	100%	96.9%	75%	61%

NAPLAN RESULTS 2016		% 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%	96%	77%	64.2%
	Reading	92.4%	94%	61.6%	62.3%
	Writing	92.3%	94.8%	46.2%	50%
	Spelling	92.3%	94.6%	76.9%	63.6%
	Numeracy	92.3%	95.8%	61.6%	57.1%

There was evidence of improved outcomes as demonstrated by our NAPLAN results:

- Year 3 **above national average** in Reading, Writing, Spelling, Grammar & Punctuation & Numeracy; and
- Year 5 **above national average** in Reading, Spelling, Grammar & Punctuation. Results were marginally lower in Writing and on par in Numeracy.

Areas that we need to focus on include paragraphing in Writing, inferencing in Reading and collect data to show growth in our Spelling Scope and Sequence using Sound waves across the school.

We intend to continue to embed agreed practice in both the daily Literacy and Numeracy for 2017 with support from the K-2, 3-6 Focus Teachers to promote a range of pedagogies that will increase student outcomes.

Coupled with the MAI testing regime across all classes and the continuation of EMU (Extending Mathematical Understanding) for vulnerable Year 1 students it is our hope that competencies in Numeracy will be enhanced.

## 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 pre-requisite 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 Primary 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 through newsletters and in our policy folder held in the office.

## **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.

### Catholic Schools Week Liturgy

This year's theme "I belong. You belong. We belong" is woven into the fabric of life at St. Michael's. Each one of us are like a thread that helps form a strong, rich, unique tapestry of learners in a faith-centred community. It is this that makes our school a special place here in Deniliquin. We are truly blessed and thank our Loving Father for all the riches he has bestowed on us.

### Harmony Day

St. Michael's celebrated Harmony Day recognising the cultural diversity that is here in Australia and that even though they may be from another country they all belong here in Australia. Harmony Day is when we discuss about inclusiveness, respect and that everyone belongs here.

### Jane Cotter - Autism Australia

We have welcomed Jane Cotter to our school during the year to observe our ASD (Autism Spectrum Disorder) students and meet with parents and teachers to discuss recommendations that will support students learning.

### Transition to School Program

An exciting new initiative commenced in Term Three. A 'Transition to School' Program was offered to students who were starting school in 2017. The rationale behind this initiative was to promote St. Michael's School to the wider community as an option for being the school of choice. Furthermore, it allowed our prospective students the opportunity to familiarise themselves with the school community on a regular basis.

### Developing Social Skills Professional Development

All staff participated in a professional development workshop "Developing Social Skills" with a focus on practical strategies that will enhance social skills development in our students, particularly our ASD (Autism Spectrum Disorder) students. A

powerful message that was articulated “The most basic of all human needs is the need to understand and be understood” (Ralph Nichols) When a person understands themselves, feels understood by other people, and has an understanding of the world around them life becomes a better place to be.

### Grandparents Day

We welcomed numerous grandparents to our school this year as we celebrated Grandparents Day. We encouraged grandparents to visit our school and see the changes that have been made since they went to school!! and we were thrilled to see so many grandparents attend.

The day started with a special Mass, followed by classroom visits where the grandparents had the opportunity to do some work with their grandchildren. Later in the morning we held a special whole school assembly which included a heartfelt and touching video dedicated to all our grandparents.

## 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 2016

<b>Priority 1</b>	<p>To strengthen our students faith we had a focus on the following:</p> <ul style="list-style-type: none"> <li>• Making Jesus Real/Prayer bags</li> <li>• Develop R.E. Maintenance plan/RE learning time</li> <li>• Review/update prayer, School Scope &amp; Sequence</li> <li>• R.E. develop own policy/Mission statement</li> <li>• Complete Hallmarks 2, 3, 4, 5</li> <li>• Retreat Day for staff</li> </ul> <p>All these elements have the ultimate benefit for our students and underpin the Catholic ethos of our school.</p> <p>Pastoral care has been another significant area addressed this year, in particular the community response to a Year 1 student who was critically unwell for most of the year.</p>
<b>Reason for priority 1</b>	<p>To continue to embed agreed practices in religious Education across our school and update policies and procedures that needed adjusting.</p> <p>Our Retreat Day was of particular benefit to all our staff who work in our Catholic school to deepen their faith and in turn, their commitment to Catholic education.</p>

<p><b>Steps taken to achieve priority 1</b></p> <p>Brief summary from the Annual Improvement Plan</p>	<p>We developed a school scope and sequence, participated in PD, Whole School Masses, class masses, retreat day, our yearly sacramental program and special prayers and Mass held for one of our much valued students who was diagnosed with leukaemia at the end of Term One. This student has constantly been in our prayers and her remission has strengthened our resolve to continue to pray for special intentions. Spiritual nurturing came from “Making Jesus Real” in our school community identifying students who are Christ like in their dealings with others</p>
<p><b>Status of priority 1</b></p>	<p>All aspects of priority 1 were addressed. We will continue to focus on MJR and prayer bags in 2017.</p>

<b>Priority 2</b>	<ul style="list-style-type: none"> <li>• EMU Maths—Yr 1 Intervention</li> <li>• MAI testing for all students</li> <li>• Utilise First Steps Mathematics and EMU Growthpoint activities within Teaching Programs to address gaps in student learning</li> <li>• Continue to embed Problem Solving Strategy K-6</li> <li>• Embed Agreed Practice in Maths Block</li> </ul>
<b>Reason for priority 2</b>	We needed to formulate an agreed practice in Mathematics, classroom routines during Maths time and topics covered across the school being mindful of student groupings and resources. From MAI testing in Year 1 we were able to offer ongoing intervention to vulnerable students.
<b>Steps taken to achieve priority 2</b>	In collaboration with all staff we established a framework of what a maths lesson looked like in all classrooms and agreed to create a scope and sequence that would cover all aspects of the Maths curriculum and allow stages to swap according to needs of students.
<b>Status of priority 2</b>	This focus has allowed teachers to collaborate in their teaching of particular units in Mathematics. Students have been able to be grouped according to their needs and intervention given to students who are vulnerable. Results from EMU Maths groups indicate significant growth by Year 1 students who have participated.

<b>Priority 3</b>	<ul style="list-style-type: none"> <li>• Best Start Testing for Kinder students at the start of school year</li> <li>• Develop Scope &amp; Sequence in Spelling</li> <li>• Reading targets—improved student growth</li> <li>• Explicit and guided teaching of reading strategies</li> <li>• Linking continua, Assessment A-E Reports/Moderation</li> </ul>
<b>Reason for priority 3</b>	We could see a need to establish a scope and sequence in Spelling that would include resources that would accurately measure student growth. We could also see a need to have a common language/visual cues that could be used across all classes. Data collected indicated many students were missing elements of spelling.

<b>Steps taken to achieve priority 3</b>	After PD for all teachers in Sound Waves, we established a whole school scope and sequence, agreed practice and visual cues that are on display in all classrooms. The same steps were taken for Reading and Comprehension. We also had PD in moderation to embed practice of working together in stages to ascertain A-E grades for students.
<b>Status of priority 3</b>	While all priorities have been actioned it will be an ongoing process in 2017 fine tuning issues that arose during this year.

## Projected Priorities for 2017

<b>Priority 1</b>	Making Jesus Real
<b>Reason for priority 1</b>	After successfully implementing MJR in our school this year with particular focus on a student who was diagnosed with Leukaemia we need to deepen our focus and use resources more affectively.
<b>Steps taken to achieve priority 1</b>	Teachers will continue to embed the MJR philosophies and utilise the resources that are available. Continue to use MJR postcards to acknowledge students who have demonstrated Christ like moments in their dealings with others. PD for two teachers in early 2017 in Queensland
<b>Priority 2</b>	•Focus on Writing (Guided & Handwriting)
<b>Reason for priority 2</b>	Samples of work collected and observations indicate that some infant students are not developing sound formation of letters in handwriting. Systematic intervention needs to be established with explicit teaching imperative to ensure correct formation.  Guided Writing will be another focus in 2017.  Agreed Practice in language, editing skills, exposure to range of genres reviewed and embedded from K-6
<b>Steps taken to achieve priority 2</b>	Professional Development at the start of 2017 in First Steps Writing.  Collection of writing from stages to moderate, discussing expectations.  Agreed practice in both handwriting and writing.  Exposure to resources that support range of text types

### Projected Priorities for 2017 cont'd

<p><b>Priority 3</b></p>	<p><u>Team Teach - Behaviour Management</u>            Training in positive behavioural supports through a whole setting holistic approach. Team Teach aims to safeguard people and services whilst helping to reduce risk, restraint and restriction.</p> <p>The programme content reflects the latest research findings about the psychology of behaviour management, biomechanics and safe systems of manual handling.</p> <p>Team-Teach has commissioned independent academic research into the effectiveness of the training and a comprehensive review of the legal framework in order to better protect staff working in challenging environments.</p> <p>The most valuable part of the programme is teamwork and shared activity.</p> <p>Topics covered may include:</p> <ul style="list-style-type: none"> <li>• Values</li> <li>• Physical Contact</li> <li>• Legal Principles</li> <li>• “Good Enough” paperwork</li> <li>• Understanding Emotions and Behaviour</li> <li>• Team-Teach Thinking</li> <li>• Communication</li> </ul>
<p><b>Reason for priority 3</b></p>	<p>Given the cohort of ASD students and those with anger management issues it is an opportune time to review or risk assessment and Restorative Practice Policy and offer PD to teachers through Team Teach.</p>
<p><b>Steps taken to achieve priority 3</b></p>	<p>PD in Team Teach facilitated by Susan Tighe            Review behaviour management procedures in our school            Review Restorative Practices procedures in our school</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**

This year we conducted our surveys online and received 26 responses back from 91 families. More than half of the responses were pleased with their child's development of knowledge and understanding of Catholic tradition, academic progress, student welfare, social interaction and provision for special education for our most at risk students and extension for those gifted students. We found a small cohort of parents who believed that more information should be given to parents regarding their child's academic and social development and that more communication is required to kinder parents. In decimating information to the parent community we need to be mindful that not all parents are on our Facebook page. From this result we will continue to be as open and transparent in our communication of all parents in our school community and continue to emphasise the importance that it is a partnership with parents that will maximise the fullest potential of each child in our school and that we welcome parents to 'check in' regularly with their child's teacher. Parent's additional comments affirmed the wonderful work we do with students with additional needs.

### **Student Satisfaction**

This year we conducted our surveys online and 108 students from Year 1 –Year 6 responded. From all the surveys collated from our students, findings indicate that 90% agree that they are part of a safe, respectful, learning environment where they have the opportunity to achieve their learning goals, be engaged in a 21st century learning community, receive quality feedback from teachers, and have access to a number of clubs that cater for the diverse interests of students in our school.

## **Teacher Satisfaction**

This year we conducted our surveys online and 15 staff members completed this survey.

There was 100% agreeance that expectations for student achievement are reasonable and that they are satisfied with the teaching experience in our school. Staff strongly agreed in the main, that our school is on track in the areas of curriculum, student engagement, student welfare, special education and matching the learner and the learning through student goals, learning intentions and success criteria.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES 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.

<b>RECURRENT AND CAPITAL INCOME</b>		<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Commonwealth Recurrent Grants	<b><i>\$1,367,829</i></b>	Capital Expenditure	<b><i>\$12,408</i></b>
Government Capital Grants	<b><i>\$24,842</i></b>	Salaries and Related Expenses	<b><i>\$1,756,926</i></b>
State Recurrent Grants	<b><i>\$464,734</i></b>	Non-Salary Expenses	<b><i>\$305,109</i></b>
Fees and Private Income	<b><i>\$231,384</i></b>	Total Expenditure	<b><i>\$2,074,443</i></b>
Other Capital Income	<b><i>\$0</i></b>		
Total Income	<b><i>\$2,088,789</i></b>		