



**CATHOLIC EDUCATION**  
**WILCANNIA-FORBES**

# 2022

## ANNUAL SCHOOL REPORT



### **St Michael's Parish School**

356-372 Harrison St, DENILQUIN 2710

Principal: Mr Nicholas Braybon

Web: [www.wf.catholic.edu.au/schools/deniliquin/](http://www.wf.catholic.edu.au/schools/deniliquin/)

---

## About this report

---

St Michael's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

---

## 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 that 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 2021 St Michael's School P&F President, working with a dedicated executive.

The P&F has hosted a range of fundraising activities and events throughout the year, all of which contributed to what was a successful year of fundraising for our school.

The dedication to fundraising has allowed us to provide significant funds back to our school. For 2022, we have committed to purchase the prizes for Book Week, fund the Transition to School program 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 2021 a successful year.

### Student Body Message

The 2021 school year was sadly again impacted by the Covid-19 pandemic and unfortunately, this led to many regular events again being cancelled. Where possible and when guidelines allowed, some events were still able to be held and enjoyed. These included our swimming carnival, Mission Day, Pyjama Day/Winter Appeal, Footy Colours Day and much more. The most impacted part of school life seemed to be the many sporting events that sadly couldn't be held. We hope that in 2022 school life will return to normal and these

events can once again be held.

We would like to thank all the teachers, aides and staff at St Michael's for another wonderful year of learning and fun. 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 2022 School Captains all the best of luck for next year.

St Michael's School Captains 2021

---

## 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 160.

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.

During 2021 our teaching staff undertook a sequence of professional development that spanned all of 2021. Again this professional learning was of the highest standard, was evidence-based and led to even greater learning outcomes for our students. The Early Literacy Project was provided by the Australian Independent Schools NSW, it involved eight, two-hour professional learning sessions that were supported by regular in-school instructional coaching. Our school's approach to Literacy is now even more closely aligned with research and evidence-based practices. This can be seen in the systematic, explicit and direct instruction in the teaching of all key learning areas, our literacy assessments being fully aligned with the Science of Reading. This has enabled our school to better plan for students learning, more closely track and measure their growth and provide specific interventions and extensions when required.

During this year, our school has continued to embed our five Whole School Values. These values were developed by our staff over two Professional Development days, with each value being underpinned by a list of choices, behaviours and actions that are explicitly taught

in all classrooms. The values are easily identifiable in our school by the bright signage that has been placed throughout our classrooms and playgrounds.

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 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.

---

## Student Profile

---

### Student Enrolment

St Michael's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
81	76	5	157

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2021 was 91.66%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.40	91.50	91.60	94.20	90.70	91.80	89.40

## Managing Student Non-Attendance

Regular attendance at St Michael's Parish School is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

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

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented
- 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 Catholic Education Wilcannia-Forbes Schools 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.

---

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	21
Number of full time teaching staff	6
Number of part time teaching staff	7
Number of non-teaching staff	8

### Total number of teaching staff by NESA category

Teachers at St Michael's Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 5 teachers
- Provisional 28 teachers
- Proficient 217 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

St Michael's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

## Summary of professional learning at this school

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:

**Day 1:** Staff Development, Programming and First Aid

**Day 2:** Lyn Sharratt Parameters 1 & 14 and School Values Revisited

**Day 3:** Peter Sullivan Mathematics Professional Learning

**Day 4:** Early Years Literacy Project

**Day 5:** 2021 Staff and School Reflections and First Aid

Professional learning undertaken by staff in 2021 includes:

- Early Years Literacy Project (consisting of 8 modules and in school instructional coaching)
- Pathways to Leadership
- First Year and Early Career Teacher Training
- Peter Sullivan Demonstration Lessons
- DIBELS Reading Assessment Professional Learning
- Principal Meetings
- Religious Education Coordinator Meetings
- Focus Teacher Meetings
- Teacher Mentor Meetings
- Religious Education Professional Learning
- Additional Needs Teacher Meetings

---

## Catholic Identity and Mission

---

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Michael's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, *Educating in Christ* emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

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 (when guidelines allowed), 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. Due to the changing nature of NSW Health guidelines in 2021, only a limited number of masses were able to be attended by students and staff.

This year we have continued to embed our religious education program '*Educating In Christ*'. This program is a Religious Education Curriculum: unfolding in a liturgical spiral.

Students participate in learning experiences that are aligned to the liturgical seasons of the Catholic church. The spiral content increases in complexity from year to year and reinforces previous learning.

The methodology is based upon the work of Maria Montessori and Sofia Cavalletti.

A carefully prepared, rich learning environment caters for the individual student's developmental stage: the typical order of learning runs from body to heart to mind; from the concrete to the abstract.

The primary goal of the curriculum is to bring each student into closer intimacy with Jesus Christ.

This year our Stage 2 Sacrament students successfully participated in a retreat that focused on sacrament preparation, faith formation and prayer.

### **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 5 & 6, 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.

---

## Curriculum, Learning and Teaching

---

St Michael's Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (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). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Michael's Parish 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 areas of focus 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. Focus teachers have been able to be present in classrooms, 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, EMU Maths, Early Phonics, Primary Maths, Gifted Education, Science-Technology-Engineering- Mathematics (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 facilitate extension groups for our higher learners in Mathematics and cross-stage learning. This term, we have been facilitating small groups designed to target students identified as at risk in the area of mathematics. Students are exposed to extension mathematical problem solving and open-ended questions during the lessons.

### **Aboriginal Education**

This year has seen our Aboriginal students be fully immersed in our NAIDOC Week activities. The student's literacy and numeracy remain an ongoing focus throughout 2020 with one to one sessions and in-class support to assist them in their learning across the curriculum.

### **Whole School Values**

We are continuing to embed and explicitly teach our 5 whole school values as they enhance our school culture. These values provide students with a set of actions, choices and behaviours that are explicitly taught in classrooms to guide their own choices & actions at school and in the wider community.

### **Smiling Minds**

As part of student welfare, we offered once again the Smiling Minds program in 2020. 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.

---

## Student Performance in Tests and Examinations

---

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). 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 at St Michael's Parish School for 2021 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 two bands are reported in the table.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Grammar and Punctuation</b>	54%	54%	77%	11%
	<b>Reading</b>	54%	55%	77%	10%
	<b>Writing</b>	23%	53%	77%	6%
	<b>Spelling</b>	23%	49%	77%	13%
	<b>Numeracy</b>	54%	36%	23%	13%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	27%	35%	36%	14%
	Reading	45%	40%	36%	11%
	Writing	30%	20%	40%	18%
	Spelling	45%	38%	27%	14%
	Numeracy	27%	29%	36%	15%

---

## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Initiatives promoting respect and responsibility

Our 5 Whole School Values are reflected across all dimensions of school life. Whilst 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 bucket drumming, Smiling Minds, dance lessons, Buddy reading, shared lunches, Choir, Peer Support, Book week activities, 100 days of school for Kinder, SRC, Winter Appeal, Mission Day, Aboriginal events, Catholic Schools Week, sporting events, Bush Poet's workshop, Transition To School Program, Jump Rope for Heart and

Fundraising ventures, 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.

---

## School Improvement

---

The focus for St Michael's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Michael's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

### Key Improvements Achieved

#### **Annual School Priority One for 2021:**

**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.**

#### **Reason for priority 1:**

- Continue in the implementation of the new Diocesan Religious Education Curriculum: Educating in Christ.

#### **Steps taken to achieve priority 1:**

- Designated and prepared learning spaces and timetables for Religious Education within our school.
- Ensured that all staff members received appropriate support in understanding the new methodology.
- Designated time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.
- One Professional Learning Day allocated to staff professional development to deliver the R.E. curriculum.

#### **Status of priority 1:**

- Achieved, with continued implementation and professional development in 2022.

### **Annual School Priority Two for 2021:**

St Michael's Primary School Deniliquin will engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all students to read. The program targets high impact, evidence-based teaching strategies to improve reading skills and growth.

#### **Reasons for Priority 2:**

The aim is to enable and empower all teachers, using extensive meta-analyses of the empirical evidence through international research, to inform, know, implement and embed deep pedagogical practices in;

- How to teach Literacy - explicitly & systematically
- What to teach in Literacy - the 5 key components of Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension.

#### **Steps Taken to Achieve Priority 2:**

- improve student learning through evidence-based pedagogy that aligns to the outcomes of the English K-6 Syllabus to meet their individual needs
- empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children
- use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching
- reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.
- Programs demonstrate systematic and explicit teaching practices  
ESTA -L Data
- Pre and post assessment completed by teachers to determine growth in pedagogical content knowledge
- Literacy block and agreed practice
- Teacher application of knowledge within the classroom

#### **Status of Priority 2:**

- Achieved, with continued implementation and professional development in 2022.

### **Priority Key Improvements for Next Year**

### **Annual School Priority One for 2022:**

**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.**

Documentation should incorporate continual reference back to the primary catechetical goal:

“...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)

**Reason for priority 1:**

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 and Stage 3 will be fully implemented.

**Steps taken to achieve priority 1:**

- 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. Hence, normally, every encounter in religious education will have something concrete, something affective and something for the mind.
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Moral Formation and Teaching to Pray” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to 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 in association with the student’s learning journal.

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.

## **Annual School Priority Two for 2022:**

**St Michael's Parish School will continue to engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all students to read. The program targets high impact, evidence-based teaching strategies to improve reading skills and growth.**

### **Reason for priority 2:**

- To improve student learning through evidence-based pedagogy that aligns to the outcomes of the English K-6 Syllabus to meet their individual needs;
- Empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children;
- Use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching;
- Reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

### **Steps taken to achieve priority 2:**

- Strengthen whole school capacity through the ongoing development of instructional coaching;
- Use consultancy support to facilitate the transfer of learning to classroom practice;
- Apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;
- Provide parent workshops to guide parents in supporting their children's emerging reading skills;
- Engage in face to face delivery of Modules for the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

---

## 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 St Michael's Parish School from parents, students and teachers.

### Parent satisfaction

In a parental survey, all respondents strongly agreed and agreed that St Michael's Parish School, Deniliquin helped their child to develop knowledge and understanding about Catholic tradition, whilst 95% of parents agreed that St Michael's provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 35% of parents strongly agreed with this statement, whilst 40% agreed. A majority of respondents agreed that school strives to meet the learning needs of their children, whilst 73% of parents strongly agreed that St Michael's meets their child's individual learning needs.

45% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 55% agreed with this statement.

All parents strongly agreed or agreed that St Michael's Parish School provides a safe and supportive environment for their children. Over half of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst a further 45% agreed with this statement.

### Student satisfaction

Most students (94%) at St Michael's Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. All students surveyed were proud of their school.

98% of students believed that their teacher encouraged them to do their best in school activities, as too understanding their rights and responsibilities at school.

All students feel safe at school and believed that St Michael's offered them a range of sporting and curriculum choices. All students understood who they could approach for help if needed at school.

## Teacher satisfaction

All staff surveyed enjoy working at St Michael's Parish School; they classified the school as a safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

Staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was very reasonable.

The respondents felt that the school cared about their professional growth, over half of all respondents (56%) were extremely satisfied with the teaching experience at this school, whilst the remaining 44% were moderately satisfied, a staff member commented that "St Michael's provides excellent leadership & supports all staff in all learning aspects".

---

## Financial Statement

---

Consistent with the NESAs requirements, financial income and expenditure for St Michael's Parish School in 2021 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,234,976
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$692,043
Fees and Private Income <sup>4</sup>	\$345,606
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$38,429
<b>Total Income</b>	<b>\$3,311,054</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$0
Salaries and Related Expenses <sup>7</sup>	\$2,387,132
Non-Salary Expenses <sup>8</sup>	\$667,834
<b>Total Expenditure</b>	<b>\$3,054,966</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT