

St Michael's Primary MANILLA  
Annual School Report to the Community  
2016



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**Principal**

Mrs Karen Keys

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## ABOUT THIS REPORT

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St Michael's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

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

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

### **Principal's Message**

St Michael's is a Kinder to Year 6 Catholic school educating future Australians. Within a supportive environment we inspire, affirm and challenge our students to be their best. Our school motto "LET YOUR LIGHT SHINE" is based on the Gospel of St Matthew 5: 14-17.

*"You are the light of the world. A city built on a hilltop cannot be hidden. No one lights a lamp to put it under a tub; they put it on the lamp-stand where it shines for everyone in the house. In the same way your light must shine in the sight of others, so that, seeing your good works, they may give the praise to your Father in heaven".*

It is a motto that permeates every aspect of our daily school life. It encourages all of us to gratefully acknowledge the many gifts that God has entrusted to us and challenges us to use those gifts to their full potential. It also urges us to assist and encourage the rest of the school community to also let their gifts shine out for all to see.

This annual report provides a brief outline of our achievements and successes in 2016 and was written by representatives of all sections of our community; staff, parents and students.

### **Parent Body Message**

On behalf of the School Board and the P&F Association I would like to thank Father Melville, Mrs Keys and staff for the education, guidance and leadership given to our children.

Congratulations to the students of St Michael's for "Letting your Light Shine".

We, as parents, are privileged to have our children educated at such a wonderful school such as St Michael's.

Each year the P&F Association aim to contribute to the school. This year the P&F have purchased a new smart board and also contributed funds for the new blinds in the class rooms.

I encourage you all to become more involved with the P&F Association and thank you all for your contribution's through the year and also previous years.

Thanks you to the board members and P&F I hope that we can continue to help and make a difference to our school.

## **Student Body Message**

2017 was an interesting and enjoyable year. Many students joined clubs(e.g. gardening, coding and choir). We all participated in events ranging from Cross Country to Brain Olympia. We left knowing that generations to come will remember and enjoy at St Michael's Manilla.

Thank you everyone in the school community for the learning experiences you provided us with.

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## SECTION TWO: SCHOOL FEATURES

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

The school caters for students in Kindergarten - Year 6, and has a current enrolment of 96 students. The school was originally opened in 1904 by the Sisters of St Joseph.

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

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

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

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

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

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
41	52	2	93

\* Language Background Other than English

### Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

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

### Student Attendance Rates

The average student attendance rate for 2016 was 91.71%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.00%
Year 1	93.00%
Year 2	93.00%
Year 3	92.00%
Year 4	89.00%
Year 5	92.00%
Year 6	91.00%

### Managing Student Non-Attendance

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

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

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- 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;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
8	7	15

\* This number includes 2 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	12%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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

<b>Term 1</b>	Religious Education - Sanctity of Life
<b>Term 2</b>	Professional Learning Plans / The Australian Teaching Standards
<b>Term 3</b>	Writing - The Literacy Continuum and how to use it effectively in the classroom
<b>Term 4</b>	Assessment - What is Assessment For, As and Of ? How can I use it effectively ?

St Michael's is committed to keeping abreast of educational trends and best practice.

Professional

Development included;

- CSO Armidale Child Protection
- CSO Armidale Discrimination Harassment and Bullying
- CPR
- Anaphylaxis and Asthma Training
- WHS - Manual Handling
- Google Chrome

Other Professional Development include:

- REC conference and days
- Retreat and reflection afternoon
- Principal Conferences
- Leaders of Learning
- Additional Needs Support Meetings
- Story Telling Religious Education
- Collaboration
- Feedback and Learning Intentions
- Minilit / Autism
- How to do Coding?
- Words their Way

### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies, Teaching and Educational Standards, NSW:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	8
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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St Michael's Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

St Michael's is an authentically Catholic school where students are encouraged to live in a Christ-like manner through a variety of initiatives. We are committed to participating in the Sacramental life of the Church through our participation in the Parish masses and wider community. St Michael's is committed to celebrating its Catholic identity, nurturing a genuine faith development in its students and welcoming families on this journey. Our day begins and ends with whole school prayer at assemblies and at weekly assemblies we acknowledge the traditional owners of this land.

The school has organised prayers and liturgies for specific feast days and liturgical occasions to celebrate the presence and guidance of our loving God in our lives. These have included Catholic Schools Week, Remembrance Day, NAIDOC, Father's Day and Mother's Day. A class liturgy is held twice a year where parents are invited to attend. Students are actively involved in school prayers and Liturgies where we celebrate the joy of living a Christ centred life through song, dance and drama in these formative years.

In 2016, 16 students celebrated their Confirmation. The students and parents participated in a retreat evening which helped all families realise the importance and beauty of the sacrament.

In addition to the teaching and learning experiences conducted within the classroom, the school offers a variety of specialised initiatives, these include: Seasons for Growth, Student Leadership Team and Peer Buddy Kinder Support.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

The school has incorporated the Catholic Principles and Values statements authorised by Bishop Michael Kennedy into the programs for all Key Learning Areas and all staff attended a professional development day delivered by the bishop on this document.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in

Religious Education.

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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

St Michael's is a school where we value academic excellence and accept the task of providing the best possible education for our students, giving emphasis to the literacy and numeracy skills required for both learning and life. In 2016 the schools's academic program was enhanced by a number of activities such as Minilit, Brain Olympia, NSW University Assessments in Maths, English, Science & Technology and Computers, Public Speaking, Born to Read, Coding Hour, Science Club and Book Week. A comprehensive development of the Guided Reading resources has provided significant support in literacy for all students. This has been supported by ongoing professional development for all teaching staffing. In the NSW University Assessments in Maths a Year 4 student received the top 1% in Australia and in English 1 Year 5 student received the top 1% in Australia.

During 2016 the focus on quality teaching and learning continued to be centered on a 'new' pedagogical framework, based on the research of John Hattie and others, which was introduced in 2015.

The school uses data to inform all of its practice. Data includes results from SENA (Numeracy), PM Reading Benchmarks, NAPLAN, PAT Testing, Year 6 state wide Religious Education Test, student attendance, AEDI and A-E Reporting. Infants students who were identified as requiring additional support in literacy were placed in the MiniLit (Meeting Initial Needs in Literacy) Program devised by Macquarie University. In 2016 all staff were involved in forming data walls to ensure all students were achieving their best.

St Michael's values and has a long tradition of participation, effort and achievements in a wide range of sporting activities. Parents support these programs by providing coaching and acting as officials at carnivals. Many of our students were able to successfully benefit from the pathways sports at school, regional and diocesan level.

Students competed in swimming, athletics, cross country, and the summer and winter sports.

ICT has played a big part of the curriculum in 2016. All students in Kinder - Year 6 have become efficient in using Google suite applications. Teachers use Google Classrooms to provide instant feedback with tasks set allowing students to work at their own level and rate.

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

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

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

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Reading</b>	33.30%	49.40%	20.00%	11.50%
	<b>Writing</b>	40.00%	48.80%	6.70%	6.20%
	<b>Spelling</b>	40.00%	46.40%	13.30%	12.40%
	<b>Grammar</b>	26.60%	52.50%	13.30%	9.60%
	<b>Numeracy</b>	20.00%	35.60%	20.00%	13.40%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Reading</b>	60.00%	35.30%	26.70%	15.50%
	<b>Writing</b>	6.70%	17.20%	26.70%	18.10%
	<b>Spelling</b>	20.00%	29.80%	33.30%	17.20%
	<b>Grammar</b>	33.30%	36.30%	6.70%	15.00%
	<b>Numeracy</b>	20.00%	28.30%	13.30%	16.50%

### **Student Welfare Policy**

St Michael's aims to establish an atmosphere of mutual respect and support. It encourages all members of the community to develop self-discipline and a sense of worth, respect the rights of others and to be responsible for their own actions. These are reflected in our school rules of - We are Learners, We show respect, We are Responsible. We have a proactive and positive approach to pastoral care and allow for restorative practices to support relationships.

We aim to provide a caring, learning environment, permeated by core values of faith, inclusion, compassion and reconciliation. At St Michael's we support the family as the prime educator of the child and encourage and maintain mutual respect between family and school. Our school motto of 'Let Your Light Shine' nurtures self esteem and resilience in each individual and demonstrate empathy for and an understanding and appreciation of others.

No changes were made to our Pastoral Care Policy.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### **Discipline Policy**

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Our Discipline Policy has its foundation in our School Vision Statement. It is the respect for, and valuing of, all members of our school community which is vital to maintaining and developing positive relationships. Everyone is appreciated and valued for their uniqueness. We want our school to be a happy place; a warm and safe environment where shared beliefs, consistent expectations and a framework for support, encourage each individual to grow and learn. When dealing with inappropriate behaviour we use logical consequences.

No changes were made to this policy this year.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### **Anti-Bullying Policy**

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

### **Complaints and Grievances Resolution Policy**

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

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

### **Initiatives Promoting Respect and Responsibility**

We have an open door policy where parents and the broader community are invited to share in our learning. We have a peer support program where senior students 'buddy' Kindergarten or new to other grade students to aid in their transition into primary school. This has been a very effective program with parents of new students. We promote a zero tolerance towards bullying and harassment and our Behaviour Management Policy reflects restorative justice strategies with a 'three step strategy' implemented within the school.

Throughout 2016 the school had an active involvement in community service especially supporting the work of Caritas and their various appeals. Students throughout the school also visited local aged care facilities and provided entertainment to the residents. The school encourages the students to participate in community events. In 2016 St Michael's students attended events such as ANZAC Day, Remembrance day, Born to Read Day, Bear Cottage Superheroes Day, Harmony Day and NAIDOC Week.

An extensive student leadership program is in place at the school which seeks to support students develop their skills and sense of responsibility.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

**Key Improvements Achieved in 2016**

- Support Faith Formation through the use of the Armidale Core Catholic Principles & Values document.
- Improve student literacy and numeracy.
- Further develop contemporary pedagogy through the implementation of new technologies, collaborative Professional learning Communities and new curriculum.
- Build the leadership capacity of all Staff using the AITSL Australian Professional standards for Teachers and the National School Improvement Tool.

**Priority Key Improvements for 2017**

- Teachers Professional Learning Plans implemented and analysed
- Data walls to be enhanced and expanded into Maths
- Professional Learning Teams established.
- Enhancing the school as a Catholic Professional Learning Community
- Implementation of Learning Intentions across all grades
- Continued development of Writing - Guided Writing, Clusters and ELK

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Parents rated the school 4.29 on Leadership, 4.27 on Resources, 3.86 on Catholic Ethos, 3.98 on Teaching and Learning and 4.03 Improvement Processes. The results and comments made in the survey help inform the School's Annual Development Plan.

This data is important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

### **Student Satisfaction**

Students rated the school 4.39 on Leadership, 3.92 on Resources, 4.27 on Catholic Ethos, 4.25 on Staff Engagement and 4.27 on Improvement Process. The results and comments made in the survey help inform the School's Annual Development Plan.

This data is important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

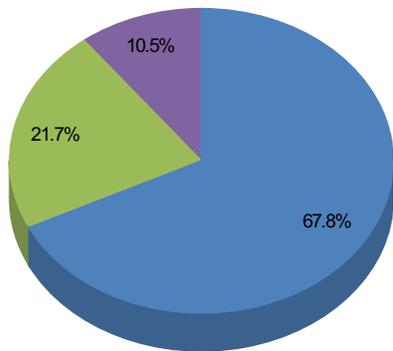
### **Teacher Satisfaction**

Teachers rated the school 4.53 on Leadership, 4.8 on Resources, 4.8 on Catholic Ethos, 4.55 on Staff Engagement and 4.72 on Improvement Process. The results and comments made in the survey help inform the School's Annual Development Plan.

This data is important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

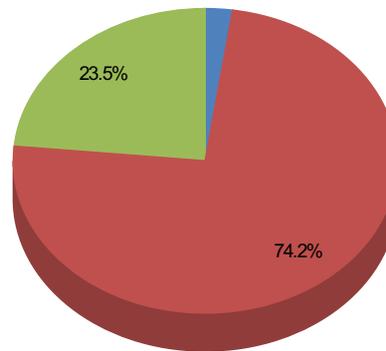
**SECTION ELEVEN: FINANCIAL STATEMENT**

Income



- Commonwealth Recurrent Grants (67.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (21.7%)
- Fees and Private Income (10.5%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (2.3%)
- Salaries and Related Expenses (74.2%)
- Non-Salary Expenses (23.5%)

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

School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$876,320
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$281,154
Fees and Private Income <sup>4</sup>	\$135,438
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$1,292,912</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$29,531
Salaries and Related Expenses <sup>7</sup>	\$955,127
Non-Salary Expenses <sup>8</sup>	\$301,971
<b>Total Expenditure</b>	<b>\$1,286,629</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.