

Annual School Report 2023 School Year

St Michael's Primary School, Manilla



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Principal
Bronwyn Underwood

About this report

St Michael's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements, and is supplementary to, school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2024 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6785 1757 or by visiting the school's [website](#).



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Michael's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

St Michael's Primary School is located in Manilla. The school was founded by the Sisters of St Joseph in 1904 and is built on the land of the Kamilaroi people. St Michael's is a co-educational Kindergarten to Year 6 Catholic systemic school, situated in the Foothills Cluster within the Diocese of Armidale.

The school is an integral part of the St Michael's Parish community. Together, we are committed to deepening each child's knowledge of the Catholic Story and Catholic Social Teachings, modelling christian values and providing opportunities for prayer, liturgy and service to others. Catholic identity positively impacts the life of the school.

St Michael's is a place of learning excellence, providing quality teaching and learning programs that challenge and nurture creativity, critical thinking and innovation. We strive to provide a quality, inclusive Catholic education and professional, highly qualified and dedicated staff work to ensure the best outcomes for each child. Every child is encouraged to work hard and achieve their personal best in all academic, cultural and sporting activities.

This year saw the purchase of many new teaching and learning resources to facilitate the mandatory implementation of the NSW K-2 English and Mathematics Syllabus documents. Some buildings and facilities were updated and a shade shelter was erected over the play equipment and sandpit. A new school uniform was introduced after community consultation and support from the School Advisory Council.

It is anticipated that this report will generate an awareness of the school's achievements and strategic improvement agenda, as well as provide thoughtful discussion regarding future direction.

Bronwyn Underwood
Principal

1.2 A Parent Message

The Parents and Friends Association of St Michael's has an important and valued role within the life of the school, helping build and maintain a strong community spirit, making decisions on uniform changes and raising funds to purchase resources and finance special projects.

The P&F successfully hosted many fundraisers including Mango Tray, Cookie Dough, Pie Drive with the local bakery and a Colour Run. These funds go towards helping families with the cost of attending representative sporting events and major school excursions.

The P&F creates a meeting place for parents and friends of St Michael's to come together. It offers an educational forum for parents and opportunity for the Principal to report on activities happening around the school. The P&F organises social activities for the purpose of building community within the school.

Katherine Holden
Committee Member
St Michael's P&F Association



2.0 This Catholic School

2.1 The School Community

St Michael's Primary School is located in Manilla and is part of the St Michael's Parish which serves the communities of Manilla, Attunga and Barraba, from which the school families are drawn.

Last year the school celebrated 120 years of Catholic education.

The parish priest, Father John Curran, is involved in the life of the school.

2.2 Catholic Life and Religious Education

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

Religious Education and Professional Development

Legends of the Light Shine Program, developed by St Michael's Primary School, continued to support the 'lived component' of the Religious Education program, through virtues focused Christian living lessons. Every second Friday, students divided into their Legends of the Light Shine groups to focus on a specific virtue or aspect of Christian living aligned with the Religious Education Curriculum. The groups were led by Stage 3 students who, with the support of the teachers, actively prepared for and engaged the students in the learning.

A Religious Education Professional Development Day for staff was delivered by Dan White and focused on the Mission of Catholic Education and connecting it with the ministry of Jesus as revealed in the Scriptures.

Celebrating Faith

Faith was joyously celebrated at Mass with the parish every second Friday and for special occasions such as beginning and end of year masses and feast days. We thank the parish priest, Father John Curran, for his support and guidance. All the students actively participated in the Mass through singing, reading, taking up the gifts in the offertory procession and altar serving. It was pleasing to see a marked increase in the number of parents, family members and friends participating in eucharistic celebrations.

Two sacramental programs were taught and eligible students in Year 2 received the sacrament of reconciliation for the first time and eligible students in Years 3 and 4 received the Eucharist for the first time. First Eucharist was a special celebration and was followed by a morning tea with the children, their families and friends and the parishioners.

Prayer is an important part of each school day and staff gather together before school every second Tuesday to pray, followed by a shared breakfast. The P&F joined with the school for special prayer and liturgical celebrations such as Holy Week.

Living Our Faith

St Michael's has a keen focus on living the school motto, "Let Your Light Shine". Throughout the school year, teachers concentrated on student-led integral (social and ecological) justice/ ecology. Over 80 percent of students in Years 3-6 volunteered their time to form a committee which met each Monday to discuss and plan charitable works and environmental initiatives in the school. These Mini Vinnies/ Catholic Earthcare volunteers were inducted at the Ash Wednesday Mass and raised money for Project Compassion, Catholic Mission, Bear Cottage, donated food to create a food hamper for St Vincent de Paul's Christmas appeal and contributed to other local initiatives.

A Laudato Si' action plan was developed, which recognised and celebrated embedded actions and achievements in responding to the Cry of the Earth and the Cry of the Poor and identified focus areas for 2023 and beyond, which included reducing energy consumption, learning more about the environmental practices of the Kamilaroi people and celebrating God's gift of creation. During Term



4, the committee decided to donate a portion of the money raised through the Return and Earn program towards purchasing a global gift of farmer education and a chicken for a farmer in Zimbabwe. During the year, St Michael's progressed further through the Catholic Earthcare levels to become an accredited Level 3 Catholic Earthcare School and presented this work at The Catholic Earthcare Network Meeting to other schools across Australia.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 multiple-choice questions.

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

| Our School's average result (as a mark out of 30) | |
|--|----|
| Year 6 | 24 |

2.3 School Enrolment

St Michael's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | TOTAL 2023 | TOTAL 2022 |
|---------------|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| Male | 10 | 11 | 2 | 5 | 11 | 9 | 7 | 55 | 50 |
| Female | 6 | 7 | 9 | 7 | 5 | 7 | 2 | 43 | 45 |
| Totals | 16 | 18 | 11 | 12 | 16 | 16 | 9 | 98 | 95 |

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff, as part of their duty of care, monitor attendance each day. The class roll is marked every day and rolls are checked each week by the Principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school, preferably on the first day of absence and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The average student attendance rate for the school during 2023 is shown in the following table.

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|
| Average Student Attendance Rates | 89.0% | 87.0% | 89.0% | 85.0% | 88.0% | 89.0% | 86.0% | 87.6% |

Managing Student non-attendance



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

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

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement.
- maintaining accurate records of student attendance.
- recognising and rewarding excellent and improved student attendance.
- implementing programs and practices to address attendance issues when they arise.

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/ carer involvement.
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

| | Teacher Qualifications / Staff Profile | Number of Teachers |
|----|---|---------------------------|
| 1. | Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level. | 3 |
| 2. | Those teachers at the NESAs Teacher Accreditation Proficient level. | 9 |
| 3. | Those teachers at the NESAs Teacher Accreditation Highly Accomplished level. | 0 |
| 4. | Those teachers at the NESAs Teacher Accreditation Lead level. | 0 |
| 5. | Teachers with recognised qualifications to teach Religious Education. | 8 |
| 6. | Number of staff identifying as Indigenous employed at the school. | 2 |
| 7. | Total number of non-teaching staff employed at the school. | 9 |



2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- St Michael's is guided by the Armidale Diocese *Living Well, Learning Well* Framework and has developed school based practices to support this initiative.
- Respect for the dignity of each human being underpins the school's pastoral approach to faith, well-being and learning. Key to this is developing the understanding that we are all, child and adult, responsible for ensuring that respect for the dignity of one another is protected and promoted in every aspect of school life and in the wider community, for the common good.
- Beginning with the end in mind, staff worked collaboratively throughout the year on reviewing current practices and on how the school supports and promotes respect and responsible behaviour. This review resulted in the development of agreed practices and protocols founded in the Catholic faith and contemporary research, that holistically support students to grow to become people of integrity, capable of negotiating life's 'ups and downs' and of contributing positively to society. These agreed practices centred around establishing:
 - spiritual and social connectedness
 - a supportive and inclusive learning environment
 - contemporary and inclusive student-centred teaching and learning practices and
 - supporting positive behaviour
- The Principal, along with the Assistant Principal: Mission, the Inclusion Support Teacher and the School Counsellor, are part of the Pastoral Care and Wellbeing Team, which was started in Semester 2, 2021. The team met weekly to oversee and promote the school's pastoral approach to faith, wellbeing and learning. The team provided valuable knowledge and support for staff, students and families. The introduction of *Superflex: A Super Hero Program* led by the inclusion support teacher provided additional support for Tier 2 students and regular case management meetings were held throughout the year to support students and their families.
- St Michael's has a strong sense of social justice and St Michael's is a Catholic Earthcare School and the existing Mini Vinnies Committee became the Mini Vinnies/ Catholic Earthcare Committee. This committee is led by volunteers from Years 3-6 who met weekly to discuss and address social justice issues. Throughout the year the committee led fundraising for Caritas Australia's Project Compassion, Bear Cottage and Catholic Mission, as well as supporting good works in the local community which included corresponding with the elderly residents of Manallae Lodge.
- A number of environmental initiatives were developed throughout the year, including the expansion of the Environmental Champions Team who volunteer their time to lead initiatives promoting environmental wellness, living sustainably and supporting biodiversity. Reflective of their dedication and hardwork, St Michael's quickly moved to become an accredited Level 3 Catholic Earthcare School by the end of the school year.
- Legends of the Light Shine groups continued, empowering Stage 3 students to lead small groups K-6 to reinforce respect and responsibility.



2.7 Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

Thirty seven percent of parents completed the *Survey My School* Survey. Generally, the response was positive. Parents agreed or strongly agreed with the following:

- Satisfaction with the education received
- School is a safe place
- Staff take an interest in my child
- Teachers make learning really satisfying and engaging
- Happy with the learning progress
- Children are being challenged to improve
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- Happy with the facilities
- School is well maintained e.g. clean, buildings painted etc
- Communication between home and school is effective
- Can make contact with my child's teacher or other staff easily
- School responds quickly to concerns
- Parent/ teacher conferences are helpful
- The school's reporting processes give me a good understanding of my child's progress and areas for improvement
- School celebrates student achievements
- This school manages behaviour incidents well
- Happy with access to technology
- Change initiatives are well managed at this school
- The school promotes and sets targets for improving student outcomes
- Feel welcome to volunteer and/ or contribute to various school events and initiatives
- Opportunities to be involved in the life of the school
- Catholic religious identity is a high priority in the school
- Staff, students and parents are actively involved in the religious life of the school
- Strong partnership between the parish and school
- I would recommend this school to others



Student Satisfaction

This year, 85% of students in Years 4-6 completed the *Survey My School* Survey. Students agreed or strongly agreed with the following:

- I like being at this school
- I feel safe at this school
- I feel accepted by other students at this school
- I would recommend this school to others
- My teachers care about me
- My teachers encourage me to do my best
- The Principal and other leaders in the school are approachable
- Teachers make lessons interesting
- Teachers tell us what we are learning and why
- School gives me opportunities to do interesting activities
- Teachers help to set specific targets to improve my learning
- Teachers suggest ways to improve learning
- I receive feedback from my teacher to improve my learning
- I regularly use technology at school
- The homework we do helps me learn
- This school celebrates student achievements
- My school takes students' opinions seriously
- My school encourages me to be a good community member
- Religious Education is taught well
- School helps me to be more involved in prayer
- I am encouraged to care for others
- Staff, students and parents are actively involved in the religious life of the school

Staff Satisfaction

This year, 75% of staff completed the *Survey My School* Survey. Staff agreed or strongly agreed with the following:

- A lot of satisfaction from working in this school
- I would recommend this school to others
- I have the resources I need to do my job
- School leaders know me as a person and support my well-being
- I have the opportunity to have input into decisions affecting my work in this school
- Encourages a climate conducive to staff professional learning and improvement in practice
- Staff meetings are productive
- Collaborative planning processes are effective



- I am provided with opportunities to share my skills and knowledge with others
- Access to professional learning opportunities helps me perform my role well
- I am provided with opportunities to improve my teaching practice
- I get feedback to help me be a better teacher
- There are clear expectations concerning the use of effective teaching strategies throughout the school
- Participation in professional learning conversations
- Opportunities to enhance my students' learning through the use of technology
- Celebration of student achievements
- Parent/teacher conferences are helpful
- School communicates clearly that it has high expectations for student attendance, engagement and outcomes
- Staff, students and parents are actively involved in the religious life of the school
- Catholic religious identity is a high priority; Core Catholic Principles and Values are explicitly taught
- School helps me to be more involved in prayer; Strong partnership between the parish and school
- There is a good balance in time allocation for curriculum delivery
- Agreed Practices on curriculum, assessment and learning are followed across the whole school
- Explicit school-wide emphasis on differentiating learning within each classroom
- Use of data to improve student learning is a strong and consistent feature of practice across the school
- All students, particularly high-achieving students, are appropriately engaged, challenged and extended.

3.0 Teaching and Learning

3.1 School Curriculum

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

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Michael's Primary School is committed to providing a quality education that meets the needs of all students.

St Michael's continued to invest in the development of staff as an important aspect of continual improvement. Weekly Professional Learning Team meetings focused on increasing staff capacity to develop and implement quality, differentiated independent learning tasks. St Michael's implemented the Diocesan Mathematics program MaST in K-3 classes. Relevant staff undertook training and weekly updates via Zoom. A teacher to oversee the MaST program was appointed from within existing staff.



Staff Professional Learning Plans aligned to the AIP were developed and enacted. Learning Walks and Case Management meetings were timetabled weekly. English and Mathematics Syllabus outcomes were evident in teaching and learning programs and reflected in assessment and reporting:

- Improved literacy data - reduction in MiniLit numbers.
- Increase in percentage of students in top two bands - NAPLAN (Reading and Writing).
- Increased percentage of students attaining DIBELS benchmark and aspirational level in guided reading.
- Storytelling pedagogy evident in RE Programs K-6.
- Data analysis of Year 6 RE Test indicates consistent knowledge and understanding across RE strands.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 13 students presented for the tests while in Year 5 there were 14 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

Commencing in 2023, NAPLAN test results are reported using proficiency levels.

Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

At St Michael's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Michael's Primary School students in the top two levels compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy Percentage of Students in Levels Strong and Exceeding

| Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|---------|---------|----------|-------------------------|----------|
| 53.0 | 85.0 | 31.0 | 63.0 | 54.0 |



**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of Students in Levels Strong and Exceeding**

| Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|---------|---------|----------|-------------------------|----------|
| 84.0 | 77.0 | 54.0 | 69.0 | 70.0 |

4.0 School Policies

4.1 Enrolment Policy

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

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's [website](#) and the Armidale Catholic Schools Office [website](#).

4.2 Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale

Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale are policies and procedures justifying a model of student support that considers learning, wellbeing, school connection, behaviour, family-school partnerships and similar domains as inseparable and interrelated elements in the lives of children and young people and in the complex community that is the contemporary school.

The development goal of Living Well, Learning Well, and related policies was, and is, to ensure contemporary research and findings in fields of pedagogy, inclusion, behaviour support, pastoral care, bullying prevention and intervention, student voice, participation and connection to school, child and adolescent psychology, student wellbeing and staff collective efficacy are reflected in all language, policy, practice and protocols of the system and schools. It supports a whole-system ecological approach to understanding and acting on the complexity of factors that interact to shape and form the lives of children and young people.

At the heart of Living Well, Learning Well is a universal and unconditional positive regard for children and young people and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people. The full text of the school's Living Well, Learning Well procedures may be accessed on the school [website](#).

Corporal punishment is expressly prohibited in this school. The school does not sanction the administration of corporal punishment by school staff or non-school persons, including parents, to enforce appropriate behaviour in the school.



4.3 Student Protection Policies and Procedures

The role of the Catholic school in child protection is to protect children and young people and to promote and safeguard the safety, welfare and wellbeing of children and young people. This responsibility is shared with the whole community. Every school within the Armidale Catholic Schools Office (CSO) system of schools works within a statutory framework of cooperation with government authorities and other relevant agencies and with families in the care and protection of children and young people.

Schools have a key role to play in today's society by assisting students and families with child protection. The safety, welfare and wellbeing of students is given the highest priority in every preventative and protective action taken.

In caring for children and young people, we must act in their best interest and take all reasonable steps to ensure their protection. This involves sincere commitment to upholding children's rights to safety and their wellbeing, and taking comprehensive steps to create a child safe school organisation and culture, with shared responsibility requiring all Armidale CSO personnel to work together within a comprehensive framework to ensure action and accountability for child safety.

St Michael's Primary School is committed to fulfilling its obligations and seeks to develop best practice to identify and address risk and harm, and to promote the wellbeing of all children and young people in Armidale CSO schools. The dignity of the human person is a central truth of the Gospel message of Jesus. In respecting the dignity of all human persons, Catholic school communities are called to ensure the welfare and safety of all of their members.

The protection of the students entrusted to our care, then, is a very serious responsibility. In taking up this responsibility along with parents, who are recognised as the primary educators and carers of their children, Catholic school communities are committed to ensuring Catholic schools have at their centre the total care of the whole student.

St Michael's Primary School follows the guideline, policies and procedures as determined by Armidale Catholic Schools Office who provides policy, procedures, forms and links to other resources relating to child protection. These resources have been developed to guide and assist staff and to inform Catholic school communities. Further details can be accessed from the school's [website](#) which includes a further [guide for parents](#).

4.4 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) or the administration office.

5.0 School Review and Improvement

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



| Key Goals Achieved and Implemented in 2023 | Key Goals for 2024 |
|--|---|
| <ul style="list-style-type: none"> • Implemented K-2 Mathematics and English syllabi. • Targeted K-6 student learning in Reading, Writing and Mathematics. • Implemented MaST K-3. • MaST teacher K-3, 1 day per week. • Enhanced RE pedagogy to improve teaching and learning outcomes. • Made data informed decisions, reflected in planning. • Differentiated groupings K-6 informed by data: reading, writing, spelling, mathematics. • Skilled adults progress monitoring reading fluency and accuracy daily: DIBELS, Decodables and PMs. • VCOP, Big Write and NAPLAN writing guidelines evident in teacher programs and reflected in student writing. • Further developed a student centred approach to Inclusion. • Built capacity for accurate teacher judgement A-E Reporting. • Explored and began to implement the co-teaching (supportive) model. | <ul style="list-style-type: none"> • Implement 3-6 English and Mathematics Syllabus documents. • Consolidate K-2 English and Mathematics Syllabus documents. • Implement MaSt 4-6 and consolidate MaST K-3. • Reading K-2: systematic synthetic phonics, phonemic awareness, decodable readers. • Daily reading aloud to skilled adults K-6. • NAPLAN Writing: marking criteria applied to student writing K-6 • Targeted feedback to each student informed by current needs (work samples, assessment data) to progress learning • Further develop Aboriginal Languages and AUSLAN Scope and Sequence. |

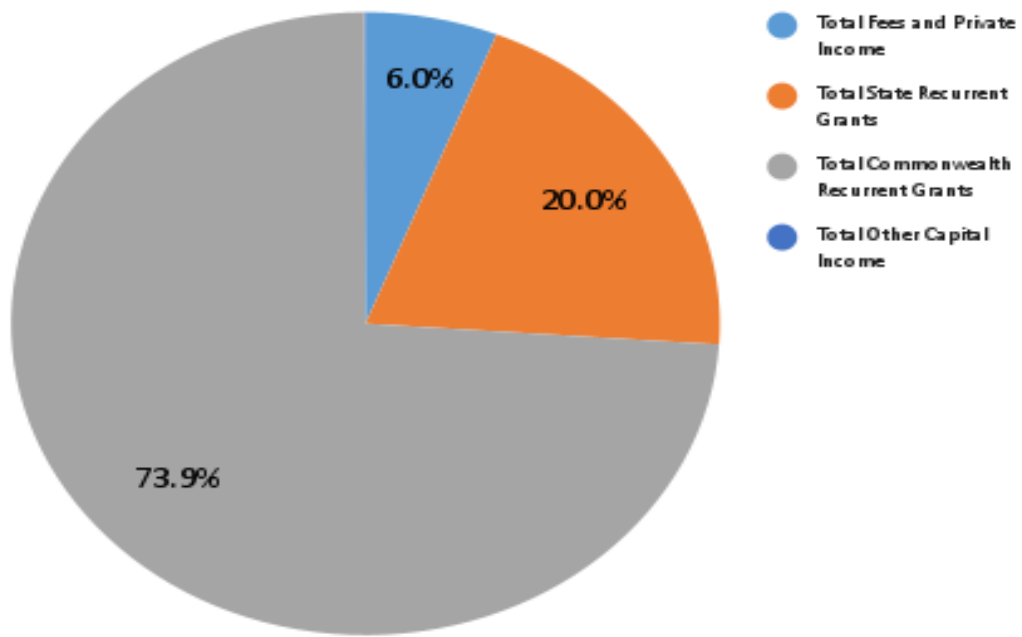
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2023 is presented below:



2023 Income - St Michael's Primary School, Manilla



2023 Expenditure - St Michael's Primary School, Manilla

