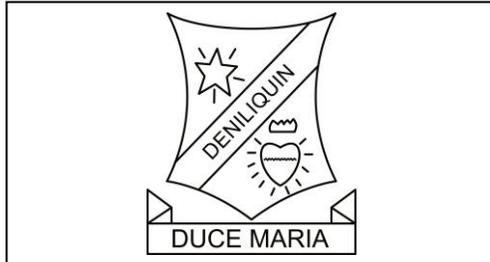


# **St. Michael's Parish Primary School**

## **Annual School Report**

### **2015**



**School Contact Details**  
**Harrison St, Deniliquin**  
**Phone 035881 1787**  
**Fax 0358815153**  
**[admin@deniliquin.catholic.edu.au](mailto:admin@deniliquin.catholic.edu.au)**

**Principal**  
***Bernadette Murphy***

## ABOUT THIS REPORT

**St Michael's Parish Primary School, Deniliquin** is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report for this year 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 information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW BOSTES, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

## MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

### Principal's Message

It has been extremely pleasing to see that 2015 has been a year of affirmations in a number of ways. Earlier in the year we received the financial reward from the inaugural Roger O'Sullivan Award presented to us on Presentation Night late Term 4, 2014. This was given to St. Michael's in recognition of the outstanding partnership between school, parents, and community. We were fortunate in collaboration with our Parents & Friends Association to use part of the funds to refurbish our school canteen and the remainder to purchase resources for mathematics. We were again in the spotlight in early Term 2 when our school went through a whole school Compliance Audit. This involved a team of personnel from the Catholic Education Office who analysed and critiqued all policies, procedures, programs, WHS and our physical environment. Overall they were very complimentary with their findings and any recommendations will inform our whole school strategic plan for the year ahead. A large enrolment into Kindergarten this year was a testament to the quality teachers and safe respectful learning environment we have here at St. Michael's. We have continued to expose students to a range of educational experiences both in the school environment and beyond.

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

### Parent Body Message (P & F)

Another year has flown by and what a fun time we've had from morning tea to meet new friends, pizzas by the pool, hitting balls on the golf course, demolishing Easter eggs, dancing in our finery and having a ball at the St Michael's twilight fete. Let alone all the other events in between: cake stalls; catering for carnivals; and Mothers' day/Fathers' day stalls. I thank all our volunteers who have assisted to make each and every event a success.

The main objective of the P&F is to promote the vision of Catholic education and the welfare of the parish by bringing parents, friends, students and staff together through fund raising projects, hospitality, welcoming new families and pastoral care activities. It is my belief that our school upholds this objective through the aforementioned fund raising and also through supporting and running the canteen, providing meals for families in need, provision of play group, and maintaining the grounds. It is with gratitude, the P&F thanks everyone involved, in particular the sub-committees who quietly make these things happen.

At the beginning of the year the P&F decided to release \$1000 per term directly to the teaching staff enabling the teachers to purchase items on their wish lists. Our aim was to recognise and support our wonderful teachers. A heartfelt thanks to these professional people for the wisdom they impart to our children.

Another exciting occasion was planting a number of trees to ensure the ongoing beauty of the school. Once again this was enabled through financial support from the fund raising account, dedication of very fine green thumbs, and a new and improved sprinkler system. We would also like to thank the students for watering the trees on a regular basis.

These events highlight the importance of fund raising and I would like to acknowledge and thank the Fund Raising Committee, volunteers, parents, friends, students and staff in supporting the fund raising activities throughout the year.

## Student Body Message

During this great year at St Michael's, the Kindergarten students fitted in perfectly thanks to the systematic buddy program. We participated in many activities with our buddies, including tabloid sports, buddy lunches and buddy reading. The sporting days were great, too. The annual swimming, cross country, athletics and ball games carnivals were all great fun. Lunch time activities such as library time, lego club and movie club have all been a great success.

Fortunately, Mini Vinnies was also a huge triumph. With the whole primary involved, we entered some images, posters and stories into a competition that St Vincent de Paul created for students to raise awareness of homeless and social justice issues of today. We as a school are honoured to have won the competition.

Aboriginal learning across the year levels has been greatly appreciated. Bronwyn Davis has had an exceptional year coordinating aboriginal activities to educate students across the curriculum, and we dearly thank her for her efforts. The students have joined in celebrating Naidoc Week, Sorry Day and Wamba Wamba Week. Everyone had fun. Thanks go to all teachers, staff, Mrs Murphy, and all people of the community who have supported our school this year.

## SCHOOL FEATURES

St Michael's Primary school is a Catholic Systemic co-educational school located in Deniliquin. The school caters for students in years Kindergarten to Six and has a current enrolment of 138. 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 Sr 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.

Our achievements during 2015 included:

### Liturgical Events

- Whole School / Stage Masses during the year
- Captain's Induction Mass
- Ash Wednesday Mass
- Catholic Schools Week
- Mission Day Activities
- 365 Club
- Fundraising and awareness activities for St Vincent de Paul

### Community Events

- Student entries in Deniliquin Show
- Anzac Day March
- Mini Vinnies
- Remembrance Day Service
- P&F Twilight Christmas Fete
- Choir- singing at Orana, Intereach, Navorina
- Visits to Aged – Care Facilities
- Vegetable garden
- Live Life Well Healthy Eating Initiative
- Playgroup sessions for pre-schoolers
- Mother /Daughter Indigenous Day
- Sorry Day/Reconciliation week/NAIDOC/Wamba Wamba week
- Whole School Information Expo
- Murray River Catchment Program
- Lions Club Junior Public Speaking Competition
- Bush Poetry Competition
- Project Rockit Anti-bullying / Friendship workshop for Primary students
- SRC Meetings/Captains Morning Tea
- P&F "Wedding" theme cocktail party
- P&F Golf Day
- P&F Mother's Day /Father's Day Stall
- National Sorry Day
- Whole School Music program
- Cyber Bullying workshop
- Catholic Schools Week activities
- Buddy activities

- Little Athletics “Desire to Inspire” talk
- Book Week activities
- Gulpa Pre-School visits by Year 6 students
- Excursions
- Mini Vinnies
- Individual music lessons
- Kids clubs
- Aboriginal Cultural day.

## External Competitions

- Religious Education Test
- NSW Spelling, Writing, Computer, Mathematics, Science, English competitions
- NAPLAN Testing-Year 3 & Year 5
- High School Mathematics Test.

## Sporting Events:

- Student participation in swimming, athletics and cross-country carnivals at various levels
- Inter-school sporting days in Football, Cricket, Newcombe Ball, Netball and Soccer with both Public Schools in our area and cluster Catholic schools in the Southern Riverina
- Representation of our students at Regional and State sporting events
- Whole school sports days.

## STUDENT PROFILE

### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
74	64	18	138

\* Language Background Other than English

### Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs that states -

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the parish priest and principal.
- The decision to enrol a student with a disability will depend on an appraisal of a number of factors including: the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication; the expressed desires of parents and caregivers; and the capacity of the school to provide the level of support services required. Appraisals will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by the 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling will be considered.

## Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was **93%**.

School attendance rates aggregated by year group are shown in the following table.

<b>Attendance Rates by Year Group</b>	
Kindergarten	93%
Year 1	94%
Year 2	93%
Year 3	90.5%
Year 4	93.5%
Year 5	92.5%
Year 6	94.5%

St. Michael's School student attendance continues to be fairly consistent in the main. While the majority of absences are sickness related, we continue to have ongoing issues with a few parents who take their children on holidays during the school term. Work commitments may often dictate when parents take leave, however at times, little regard is given to the impact this may have on their child's learning. As a school we are always united in discouraging this practice as we all believe it can often negate the importance of school attendance. Furthermore, with our electronic roll marking in place, this has discouraged parents somewhat in taking their children out of school. Parents are required to complete an application form seeking permission to withdraw their children for a set period of time. Students may be assigned work to complete while away, often in the form of keeping a diary.

### **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, monitors part or whole day absences.

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.
- Unexplained absences are followed up by the Principal in consultation with the school consultant. Resolution of attendance difficulties may require a range of school based strategies including:
  - telephone contact with parents;
  - student and parent interviews;
  - reviewing the appropriateness of the student's educational program;
  - development of a school based attendance improvement plan;
  - support from school based personnel.
- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.
- Absences are recorded on the student's report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

## STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	6	19

\*This number includes 8 full-time teachers and 5 part-time teachers.

Percentage of staff who are indigenous	1%
--	----

### Professional Learning

Professional learning opportunities are highly valued and sought by all members of St. Michael's Catholic Primary School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held 5 whole school development days this year with the areas of focus as follows:

<b>Term 1</b>	Staff Development Day Chrome Books IT Day-Hay
<b>Term 2</b>	Religious Education - Hay
<b>Term 3</b>	Australian Curriculum -History
<b>Term 4</b>	Child Protection On Line Training Literacy/Numeracy Day

Other professional learning activities were:

Mathematical Assessment Interview (MAI) Training-Forbes

Religious Education-Sharing Our Story

Graduate Induction Program

Multilit/Minilit Training

Financial Literacy- University of Western Sydney

Disability Standards for Education

Mustard Seed Program.

## Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	13
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

## Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 97.72%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 88.89%.

## CATHOLIC LIFE AND RELIGIOUS EDUCATION

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

During 2015, our school community has been actively involved in a number of Eucharistic celebrations. At the end of Catholic Schools Week held during March, we held a special Sunday mass with a family based Eucharistic celebration followed by picnic races and lunch in the school grounds. Ash Wednesday, Holy Thursday, Feast of the Assumption and All Saints Day were all celebrated in our school/parish community. Throughout this year students have participated in class masses and whole school masses celebrating special events such as the induction of school and sports captains.

The Sacramental Programme is taught in a school based setting. Children in Year 4 received the Sacraments of Reconciliation and Eucharist while children in Year 3, received the Sacrament of Confirmation. These were important milestones in the children's faith journey. Our school enjoys a rich liturgical life and active participation at a parish level is encouraged.

Our school year started with an opening Mass where captains, vice captains and house captains were inducted into their positions for 2015. The year concluded with a Graduation Mass where we celebrated and gave thanks for a fruitful year and bade farewell to the Year 6 graduating class. Whole school Masses were also celebrated for Ash Wednesday, Feasts of the Annunciation, Assumption, All Saints and Sacred Heart, Mass of the Lord's Supper on Holy Thursday night and Catholic Schools' Week. The school played a significant role in our Parish's Holy Thursday Eucharistic Celebration and Christmas Mass.

Parents are encouraged to participate in all liturgical events held by the school, as well as weekend Masses, as part of the liturgical life of the wider parish community. Parents play an important role in the faith and spiritual development of their child in partnership with the school and the parish to develop aspects of the children's faith journey.

Students in Year 6 in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education 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. Our school's average result (as a mark out of 50) was 28.7.

Students in Year 4 in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story*: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. 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 of 35) was 29.6.

## CURRICULUM

The school provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, 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 Education Office, Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

"Learners for Life" has certainly resonated in our teaching and learning community this year. All students from Year 1 to Year 5 received their own Chromebook at the start of the year to be used both in class and at home. These devices along with Ipads and netpads have changed the manner in how we learn, what we learn and why we learn. This has been another affirming moment for our students who feel more empowered with their learning. Another initiative that we have undertaken this year is looking at Mathematics and where all children are on the scale

of proximal learning. Through ongoing professional development, teachers are able to test and target students at their growth point of development in counting, place value and number (four operations).

Data Walls for both numeracy and literacy have been established so that at a glance, teachers can see where every child sits on the continuum.

Other professional development associated with Mathematics has been the EMU (Extending Mathematical Understanding) which targets a group of at risk Year One students who require intensive intervention in counting and place value. Furthermore, two researchers from the University of Western Sydney have worked with three teachers during the year embedding financial literacy into our Maths curriculum. It is our hope that all students will develop critical thinking skills when it comes to the value of money, saving, budgeting, and making good financial decisions. Living in a consumer world, we have a responsibility to build their capacity to manage their money effectively. To enhance each of our KLAs, student welfare and pastoral care activities were selected that engage/support/build resilience in our students across all stages. These initiatives included: a Project Rokit Anti-bullying / Friendship workshop for Primary students; Lions Club Public Speaking for Year 3 / 4 students; Bush Poetry workshop; whole school Music program; Cyber Bullying workshop; Murray Catchment Kids project; whole school sports days; Catholic Schools' Week activities; Buddy activities; Little Athletics "Desire to Inspire" talk; Book Week activities; Gulpa Pre-School visits by Year 6 students; stage excursions; Mini Vinnies; and individual music lessons and kids clubs.

Once again this year we have had a range of indigenous initiatives which included: National Sorry Day; NAIDOC Week; Aboriginal Cultural day; Mother/Daughter Day; WAMBA week; and Reconciliation Week. All these events raise our students' awareness of how rich and diverse the culture of our Indigenous people is and how it is woven into the fabric of our lives and shapes us all as Australians.

## **STUDENT PERFORMANCE**

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. 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 information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

**Year 3 band distributions and % of students at or above national minimum:**

		<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6 (+)</b>	<b>% at or above national minimum</b>
<b>Reading</b>	School	<b>0.0</b>	<b>11.8</b>	<b>23.5</b>	<b>29.4</b>	<b>5.9</b>	<b>29.4</b>	<b>100%</b>
	State	<b>4.3</b>	<b>5.7</b>	<b>19.0</b>	<b>21.0</b>	<b>19.5</b>	<b>30.5</b>	
<b>Writing</b>	School	<b>0.0</b>	<b>0.0</b>	<b>29.4</b>	<b>35.3</b>	<b>35.3</b>	<b>0.0</b>	<b>100%</b>
	State	<b>1.8</b>	<b>4.3</b>	<b>16.4</b>	<b>23.0</b>	<b>38.5</b>	<b>16.0</b>	
<b>Spelling</b>	School	<b>0.0</b>	<b>5.9</b>	<b>29.4</b>	<b>29.4</b>	<b>23.5</b>	<b>11.8</b>	<b>100%</b>
	State	<b>4.0</b>	<b>9.6</b>	<b>18.4</b>	<b>20.8</b>	<b>20.1</b>	<b>27.1</b>	
<b>Grammar Punctuation</b>	School	<b>5.9</b>	<b>0.0</b>	<b>17.6</b>	<b>23.5</b>	<b>29.4</b>	<b>23.5</b>	<b>94%</b>
	State	<b>4.1</b>	<b>7.3</b>	<b>12.6</b>	<b>23.6</b>	<b>20.4</b>	<b>32.1</b>	
<b>Numeracy</b>	School	<b>0.0</b>	<b>17.6</b>	<b>17.6</b>	<b>35.3</b>	<b>17.6</b>	<b>11.8</b>	<b>100%</b>
	State	<b>4.4</b>	<b>12.6</b>	<b>21.1</b>	<b>23.8</b>	<b>19.3</b>	<b>18.8</b>	

In **Year 3** reading, writing, spelling, grammar and punctuation and numeracy Year 3 **were at or above national minimum**, with one exception in Grammar & Punctuation. It is our intention to establish agreed practice in both the daily Literacy and Numeracy block for 2016 with support from the K-2, 3-6 Focus Teachers to promote a range of pedagogies that will increase student outcomes.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

**Year 5 band distributions and % of students at or above national minimum:**

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	School	14.3	21.4	14.3	28.6	14.3	7.1	85.7%
	State	4.6	15.0	20.7	21.8	20.5	17.5	
<b>Writing</b>	School	14.3	7.1	35.7	14.3	21.4	7.1	85.7%
	State	5.8	8.7	32.6	31.5	15.22	6.2	
<b>Spelling</b>	School	7.1	7.1	42.9	28.6	14.3	0.0	92.9%
	State	4.5	10.4	20.0	25.2	27.0	12.9	
<b>Grammar Punctuation</b>	School	35.7	0.0	28.6	14.3	21.4	0.0	64.3%
	State	6.6	10.7	22.6	21.5	20.6	18.1	
<b>Numeracy</b>	School	7.1	35.7	35.7	14.3	7.1	0.0	92.9%
	State	3.0	15.3	25.3	25.6	13.2	14.1	

In **Year 5** reading, writing, spelling, Year 5 **were at or above national minimum**, with the exception of Grammar & Punctuation and Numeracy. It is our intention to establish agreed practice in both the daily Literacy and Numeracy block for 2016 with support from the K-2, 3-6 Focus Teachers to promote a range of pedagogies that will increase student outcomes. Coupled with the Mathematics Assessment Interview testing regime across all classes and the introduction of EMU (Extending Mathematical Understanding) for Year 1 & Year 3 students in 2016, it is our hope that competencies in Numeracy will be embedded.

## **PASTORAL CARE AND WELLBEING**

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are located on the Catholic Education Office Intranet.

### **Student Welfare Policy**

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others.

We continued to embed two programs, offering ongoing support to particular students.

"Seasons for Growth" is a grief and loss program which builds resilience and coping mechanisms for children in need. These weekly sessions have proved beneficial to a number of

students who have challenges in their life. A second program that has been very successful has been the “Secret Agent’s Society” a social skills program for children with Autism that develops positive relationships with others and enables them to socialize with their peers effectively. We have continued to implement Restorative Practices, SRC meetings, Life Education, English as Second Language (ESL) classes and draw on the expertise of our visiting professionals including an Educational Consultant from ASPECT.

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

The school expressly prohibits the administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

Our Discipline policy is formulated around Restorative Practices and acceptable social behaviors which are displayed in classrooms and reviewed with the students regularly. The students are aware of the consequences of their actions and that parents are informed if any breaches occur. The school has a number of rewards and awards for students displaying positive behaviors and a Christian attitude. Awards are presented at the weekly assembly.

This year modifications were made to this policy. Rather than having students sitting out of play aimlessly at recess or lunchtime, we adjusted timeout with R&R (reflect & restore). This enables students to reflect on the poor choices they have made, writing or drawing an inappropriate incident and then restoring their relationship with the school community by contributing in a positive way (gardening, sweeping, weeding etc). The main aim in our school is to highlight the wide variety of Restorative Practice understandings existing in our school community and draw all this awareness and capacity into a cogent framework whereby all members of the community begin to use the same language when working through difficulties and tensions. This allows all stakeholders to come to see situations where wrongdoing has caused harm not so much as a problem, but an opportunity for learning. We hope to continue to embed this into our daily practice in the future.

The full text of the School’s Behaviour Management Policy may be accessed on the school’s website or at the administration office.

## Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace.

**All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.**

When an incident of bullying occurs, the procedures outlined in the policy are followed.

The school takes responsibility for implementing anti-bullying programs and takes a proactive approach to prevent bullying from occurring in the first place. Bullying includes a wide range of behaviours affecting the physical, emotional or psychological wellbeing of any member of our

school community. Bullying behaviours will not be tolerated in our school community. As an inclusive community we respect and value the uniqueness and human dignity of each individual. Students are assisted to grow in the understanding that each individual is responsible for their own actions and that their actions have consequences which can affect themselves and others. As a community we aim to foster positive self-esteem, understanding, forgiveness, personal responsibility and informed decision making. When an incident of bullying occurs the procedures outlined in the policy are followed.

## **Complaints and Grievances**

The diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. St. Michael's Catholic Primary School follows these procedures.

## **Initiatives Promoting Respect and Responsibility**

Initiatives that we have continued to implement include choir, kids clubs, monthly SRC meetings, Catholic Schools Week activities, Garden club, Mini Vinnies, Secret Agents Society, Seasons For Growth, a buddy program which includes story time, shared lunches, shared games connecting all students in our school community.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies:

Attendance Policy;  
Child Protection Policy;  
Code Of Conduct Policy; and  
WHS Policy.

We formulated a new school policy for Chromebooks-legalities in their use and taking them home from school to complete tasks.

Access to all policies and guidelines can be obtained by contacting the school office.

## **SCHOOL IMPROVEMENT**

St. Michael's Primary School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

## Key Improvements Achieved in 2015

Once again this year there has been a major focus on quality teaching and learning, student engagement, student welfare, and the implementation of NSW Syllabuses for the Australian Curriculum. We have continued to offer a range of initiatives for all students from Kindergarten to Year 6 that will be sustained in the future. The K-2, 3-6 Focus teachers have been working in respective classes providing support, modelled teaching, intervention and dialogue in the areas of literacy and numeracy. These specialist teachers in consultation with the principal are responsible for developing whole school targets for learning, and areas of focus based on diagnostic testing and NAPLAN results. To this end the Focus teachers work in the classrooms during the Literacy and Numeracy blocks, particularly in the areas of guided reading and acquisition of basic maths concepts. A number of students have undertaken the Minilit and Multilit programs which are very effective in improving word attack and reading skills. To support our ESL students, we employed a teacher one day a week to work with 18 students who have English as a second language. Through one on one, small group and whole group intervention these students had support in literacy and numeracy skills and emersion into cultural programs completing cooking, gardening, artwork and research tasks.

## Priority Improvements for 2016

In order to increase teacher instructional leadership capacity to advance student learning, the K-2, 3-6 Literacy/Numeracy Focus Teachers will continue to predominantly work 'shoulder to shoulder' with teachers in their classrooms, support teachers, model best practice, promote a range of effective pedagogies, support case management, monitor student intervention programs and support the Principal as the leader of learning.

We will continue to embed Learning Intentions and Success Criteria(WALT &WILF), individual learning goals for students, case management, differentiation and putting faces on the data to ensure every child is accelerated at least 12 months from their current point of learning. Coupled with the learning, priority will be to embed student welfare through the range of initiatives that have enabled students to be 'safe, respectful learners' This includes Seasons For Growth, Kids Matter, SRC, Kids Clubs, Choir, buddy program and Secret Agent Society.

## 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 has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

## Parent Satisfaction

From our fifteen Term Four surveys collected, the majority of the responses were pleased with their child's development of knowledge and understanding of Catholic tradition, academic progress, student welfare, social interaction and provision for special education for our most at risk students and extension for those gifted students. We found a small cohort of parents who believed that more information should be given to parents regarding their child's academic and social development. This will be rectified by providing a start of year classroom information evening and inviting parents to informal interviews at the end of term one. From this we will continue to be open and transparent in our communication and continue to emphasise the importance that it is a partnership with parents that will maximise the fullest potential of each child. We welcome parents to 'check in' regularly with their child's teacher.

## Student Satisfaction

Findings from student surveys collected indicate that 95% agree that they are part of a safe, respectful, learning environment where they have the opportunity to achieve their learning goals, be engaged in a 21<sup>st</sup> century learning community, receive quality feedback from teachers, and have access to a number of clubs that cater for their diverse interests.

## Teacher Satisfaction

From the surveys collected, staff strongly agreed in the main, that our school is on track in the areas of curriculum, student engagement, student welfare, special education and matching the learner and the learning through student goals, learning intentions and success criteria. Furthermore there was an overwhelming response to our positive partnerships with parents and the wider community.

## FINANCIAL REPORT

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	<b>\$380,605</b>	Capital Expenditure	<b>\$5,341</b>
Government Capital Grants	<b>\$0</b>	Salaries and Related Expenses	<b>\$1,546,954</b>
State Recurrent Grants	<b>\$1,293,166</b>	Non-Salary Expenses	<b>\$464,221</b>
Fees and Private Income	<b>\$200,140</b>	Total Expenditure	<b>\$2,016,516</b>
Other Capital Income	<b>\$0</b>		
Total Income	<b>\$1,873,911</b>		

### Notes

**Commonwealth Recurrent Grants** include recurrent per capita grants and special purpose grants.

**Government Capital Grants** include all capital grants received from the Commonwealth and State governments.

**State Recurrent Grants** include recurrent grants per capita, special purpose grants and interest subsidy grants.

**Fees and Private Income** include diocesan and school-based fees, excursion and other private income.

**Other Capital Income** includes building levies and capital donations used to fund capital expenditure.

**Capital Expenditure** includes expenditure on school buildings, furniture and equipment.

**Salaries and Related Expenditure** includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

**Non Salary Expenses** include all other non salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.