

Annual School Report

Primary

2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Michael's Catholic Primary School, Nowra is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community 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 also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2017.

Further information about the school or this Report may be obtained by contacting the school:

St Michael's Catholic Primary School
PO Box 126
Nowra NSW 2541

Ph: (02) 44213630
Fax: (02) 44232861
Email: info@smndow.catholic.edu.au
Website: www.smndow.catholic.edu.au

Parish Priest: Fr Patrick Faherty

Principal: Mr Christopher Paton
Date: 6 December 2016

Vision Statement

St Michael's is a Catholic Parish Primary School where, through faith and virtue, we are called to Catholic discipleship. We are an inclusive community that gathers, prays, celebrates and welcomes all in unity with the Parish of St Michael's.

Message from Key School Bodies

Principal's Message

As a State Literacy and Numeracy Action Plan school, St Michael's Nowra continued the journey commenced in 2012. The Teacher Educator worked closely with Kindergarten, Year 1 and Year 2 teachers to ensure that data and classroom practice assisted the students to attain the benchmarks required. Using the School Review and Improvement (SRI) process, significant achievements occurred including the use of Professional Learning Teams (PLTs) in each Grade. Using professional reading and an assigned facilitator, these Teams explored assessment and essential learnings in Mathematics with an emphasis on meeting the needs of all students in each Grade. The National Assessment Program – Literacy and Numeracy (NAPLAN) results showed continued learning gains. In the sporting field a number of students represented the school in a variety of gala days and Diocesan events. The Parents and Friends (P&F) Association were again a very supportive group with many parents assisting within the school and supporting the various fundraising opportunities provided by the P&F. In 2017, a new setting for a small group of students with autism will be established within the school. Thank you to all members of the school community for your support and assistance in 2016.

Parent Involvement

In 2016 the members of the Parents and Friends Executive Committee (P&F) engaged more actively with the local community, culminating in sponsorship of our School Fair and assistance with other initiatives. Numerous new ideas for fundraising have been implemented in 2016. The P and F Facebook page has been a key factor in delivering news about P&F activity and other school information and now has over 500 followers.

The involvement of our P&F included the Welcome Disco and BBQ, Easter Raffle, Canteen at the Diocesan Cross Country and Soccer Gala Day. The last event of the year, the School Fair was a huge success. We are very grateful to all the volunteers.

The Parents and Friends Committee donated funds for numerous school needs including a digital keyboard and new shelving for the Library.

Parents and Friends Association, President

Student Leadership

Having the opportunity to be School Captains this year has been an enriching experience. Since we have been enrolled in the school, we have been immersed in a positive and compassionate environment. We are honoured to have represented our school in many ways. On behalf of Year 6 we wish to thank staff and our school community for all the generosity and guidance shown to us over the years. We have high hopes for the future generations of St Michael's School.

School Leaders

School Profile

School Context

St Michael's is a Catholic systemic co-educational school located in Nowra. The school caters for students in Years K-6 and has a current enrolment of 566. There is a Learning Support Centre for children with special needs. The provision of sound educational programs is a shared responsibility of the Parish Priest, Principal, Staff and Parents under the supervision of the Catholic Education Office, Wollongong. The Principal is responsible for administering the school, assisted by an Assistant Principal, 4 Middle Leaders and a Religious Education Coordinator.

In 1893, the Sisters of the Good Samaritan established St Michael's to serve the needs of the Nowra Catholic Community. The school still maintains the Good Samaritan tradition. The Parish covers most of the Shoalhaven region and includes five station churches.

Student Enrolments as at August 2016

2016 enrolments	
Boys	303
Girls	263
Total	566
Indigenous	39
LBOTE	56

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.smndow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	95.0%	95.0%
Year 1	93.3%	93.3%
Year 2	94.4%	94.0%
Year 3	96.0%	94.6%
Year 4	92.9%	93.2%
Year 5	94.0%	91.7%
Year 6	91.0%	93.5%
Whole school	93.9%	93.6%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are 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.

It is a requirement of the Education Reform Act 1990 Section 22A that a daily record of attendances is accurately kept and that we obtain a signed note from the parent/caregiver explaining any absences.

Parents will be contacted regularly about unexplained or repeated absences in accordance with the CEDoW Student Attendance Policy and the School Attendance Guidelines and Procedures (January 2015).

Staffing Profile

There are a total of 34 teachers and 20 support staff at St Michael's Catholic Primary School. This number includes 23 full-time and 11 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2016 was 95%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 93 %.

Professional Learning

During 2016 St Michael's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

A. These included whole school staff professional development days involving 40 staff.

These days focused on:

- Lamplighters Spirituality day
- Mathematics Essential Learning Staff Development Day

B. Other professional learning activities provided at school level including CEDoW run courses:

- CEC National Conference (4 days/ 1 staff)
- PLT Facilitator (4 staff)
- Reading Recovery Support Teacher (1 staff)
- Learning for Leadership (1 staff)
- Sentral Training (3 staff)
- Shining Lights Spirituality (6 staff / 2 days)
- Religious Literacy Marking Day (1 staff)
- Spotlight on Technology –STEM (1 staff)
- Lamp Lighters Spirituality (4 staff/ 3 days)
- PETA Literacy (2 staff/ 1 day)
- Middle Leaders day (3 staff)

- Teaching Phonics and Phonemic Awareness (4 staff/ 4 days)
- A Light for The World (2 staff/ 2 days)
- Leading Indigenous Education (1 day)
- Graduate Mentor Day (4 staff/ 1 day)
- Early Career Network (2 staff/ 2 days)
- Literacy Leaders day (2 staff)
- Primary Assistant Principal's Retreat day (1 staff)
- Mathematics Conference UOW (2 staff)
- State Action Plan – Mathematics (4 staff/ 2 days)
- Professional Coaching (1 staff/ 4 days)
- Professional Learning Teams (21 staff/ 5 days)
- CPR (38 staff/ 1 day)
- MiniLit (2 staff/ 1 day)
- MaquLit (3 staff/ 1 day)
- Best Start (1 day)
- Understanding and Managing Behaviour

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1,488.

Catholic Life & Religious Education

St Michael's Catholic Primary School, Nowra actively seeks to engage staff, students and parents in the traditions and practices of the Catholic faith. The school provided the opportunity for Mass attendance and celebrated significant Church Feast Days throughout the year. The school has provided Sacramental Programs for Penance, First Eucharist and Confirmation, supported by the Parish. The Parish Priest and three Assistant Priests worked in collaboration with teaching staff to support the faith formation of the children and to discuss current events in the life of the Church. All Priests incorporated teaching of tradition into the Parish Mass each Friday, attended by Grades on a rotational basis; and at Sunday Grade Masses, which occurred on the first Sunday of each month when school was in session. At these Masses families were encouraged to participate in the parts of the Mass: Readings, Prayers of the Faithful, Offertory and the Collections to build a greater link between school and Parish. Our school Pastoral Care Worker under the Chaplaincy funding played a pivotal role in the school this year, assisting in pastoral work with students as well as co-ordinating the school Mini Vinnies group. Students attended the annual Mini Vinnies Conference in Wollongong presenting all the 'good works' engaged by students, parents and staff at St Michael's. A Seasons for Growth Program was facilitated at St Michael's for the pastoral care and healing of students and parents when impacted by loss or change.

During Catholic Schools Week parents and the St Michael's community were invited into classrooms to observe the teaching of Religious Education in our school. Throughout the year, significant Church and community occasions were celebrated including: the beginning School Year Liturgy, Ash Wednesday, Holy Week Liturgy, Grandparents' Mass, Mother's Day, Father's Day, St Michael's Feast Day, Mission Mass, ANZAC Day Liturgy, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, the Year 6 Graduation Mass and the Christmas Concert. St Michael's Year 6 students attended Mass with Bishop Peter Ingham at All Saints, Shellharbour. St Michael's Year 5 students attended an excursion to St Mary's Cathedral. The Sacrament of Penance for Years 3-6 was celebrated each Term. The Feast of St Mary of the Cross MacKillop was celebrated with a Liturgy and each Grade taking on the motto of 'Never see a need without trying to do something about it'. Year 5 and 6 attended Mass for the Feast of the Assumption. Year 4 and 6 attended Mass on All Saints Day and Year 3 and 5 attended Mass on All Souls Day.

The school and Parish supported each other in the Sacramental Programs: Penance in Year 2, First Eucharist in Year 3 and Confirmation in Year 6. Each Program was enhanced by parental involvement, with two parent information evenings and a parent prayer evening, providing adult Spiritual formation opportunities. A cohort of staff continued their spiritual formation in the Programs -Shining Lights and Lamplighters which concluded this year. The Lamplighters Team continued guiding staff prayer and spiritual development of all staff during the year.

Reaching out to those who are less fortunate than us remained a priority for the school community. Social justice continued to be an important area that was raised, discussed and supported. Once again St Michael's generously supported social justice outreach initiatives. All classrooms had a collection box for Project Compassion during Lent. Throughout the year the Mini-Vinnies Team ran a school 'Café' to raise funds for various Catholic charities.

In Term 4 the students raised funds for Catholic Mission, which supported their work in Columbia. The school also raised money for the St Vincent de Paul Christmas Appeal at the annual Christmas Concert. Throughout the year a total of \$4 500 was raised and distributed to Catholic charities.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* continued to inform and shape assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2016. The school cohort in 2016 consisted of 75 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 91 students who completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first five weeks of Term 3.

The performance of each student was described as developing, achieving or extending.

Students in Part A demonstrated a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- demonstrate an understanding of the Eucharist
- demonstrate reverence for the bible
- demonstrate understanding of Jesus' teaching and forgiveness

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- identify key scripture of the Liturgical year
- demonstrate basic understanding of the Sacrament of Penance
- identify Sacraments of initiation

For Part A, 12% of students were placed in the developing level, 66.70% in the achieving level and 21.30% were in the extending level.

For Part B, 2.20% of students were placed in the developing level, 83.50% in the achieving level and 14.30% were in the extending level.

Combining Parts, A and B, 8.00% of students were placed in the developing level, 80.00% in the achieving level and 12.00% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2016:

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: By the end of Term 1, 2017 an agreed practice policy for the teaching of Religious Education will be established so that quality teaching and learning is assured for each student.

1.4 Parents, parishes and the broader Church

Goal: By the end of Term 3 (2016), a sustainable plan will be in place to further support staff, parents and students in their ongoing spirituality journey

Key Area 2: Students and their Learning

2.1 Educational potential

Goal: By the end of Term 3 (2016) the use of agreed practice in English and Mathematics and continued high accountability will ensure that differentiation occurs in these Key Learning Areas resulting in students reaching their diverse potential.

2.3 Reporting student achievement

Goal: By the end of Term 3 (2016) and following consultation with parents, staff and students, the reporting of student achievement will include improved student participation in the process.

Key Area 3: Pedagogy

3.3 Teaching practices

Goal: By the end of 2017, all classroom programs and practice will show evidence of consistency with St Michael's School's agreed practice in Mathematics and English with particular emphasis given to common grade assessments and differentiation.

3.6 School climate, learning environment and relationship

Goal: By the end of Term 3 (2016) the mandated use of agreed practice in English and Mathematics will result in improved academic results measured through improved assessment, teacher (peer) observations and the use of PDPR.

3.7 Professional learning

Goal: By the end of 2017, the utilisation of PDPs and PLCs will ensure that a professional learning culture enhances teaching practice and improved student learning outcomes.

Key Area 5: Resources, Finance and Facilities

5.2 Use of resources and space

Goal: To develop a plan for the school site in light of growth in student enrolment and the placement of the Autism Unit.

Key Area 6: parents, Partnership, Consultation and Communication

6.2 Reporting to the community

Goal: By the end of Term3 (2016) sustainable opportunities will exist for parents to be widely consulted regarding areas such as the SRI process, parent enrichment in specific KLAS, parent Spirituality needs, Indigenous input, and multicultural support.

School Review and Improvement components to be reviewed and rated in 2017:

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: By the end of Term 1, 2017 an agreed practice policy for the teaching of Religious Education will be established so that quality teaching and learning is assured for each student.

Key Area 3: Pedagogy

3.3 Teaching practices

Goal: By the end of 2017, all classroom programs and practice will show evidence of consistency with St Michael's School's agreed practice in Mathematics and English with particular emphasis given to common grade assessments and differentiation.

3.7 Professional learning

Goal: By the end of 2017, the utilisation of PDPs and PLCs will ensure that a professional learning culture enhances teaching practice and improved student learning outcomes.

Key Area 4 Human Resources Leadership and Management

4.1 Recruitment, selection and retention of staff

Goal: By the end of Term 2 in 2017, a process will exist for staff skills and talents to be identified, acknowledged and celebrated.

4.4 Succession planning

Goal: By the end of Term 1, a cycle for implementing Performance and Development Plans (PDPs) for future leaders will be firmly established through coaching or mentoring.

Key Area 5: Resources, Finance and Facilities

5.2 Use of resources and space

Goal: To develop a plan for the school site in light of growth in student enrolment and the placement of the Autism Unit.

Key Area 7 Strategic Leadership and Management

7.1 Planning for improvement

Goal: By the end of 2018, the School's Vision and Mission will be reviewed, re-written and re-imagined to reflect current practice, following a five year period as a State Action Plan school.

7.2 Innovation, development and change

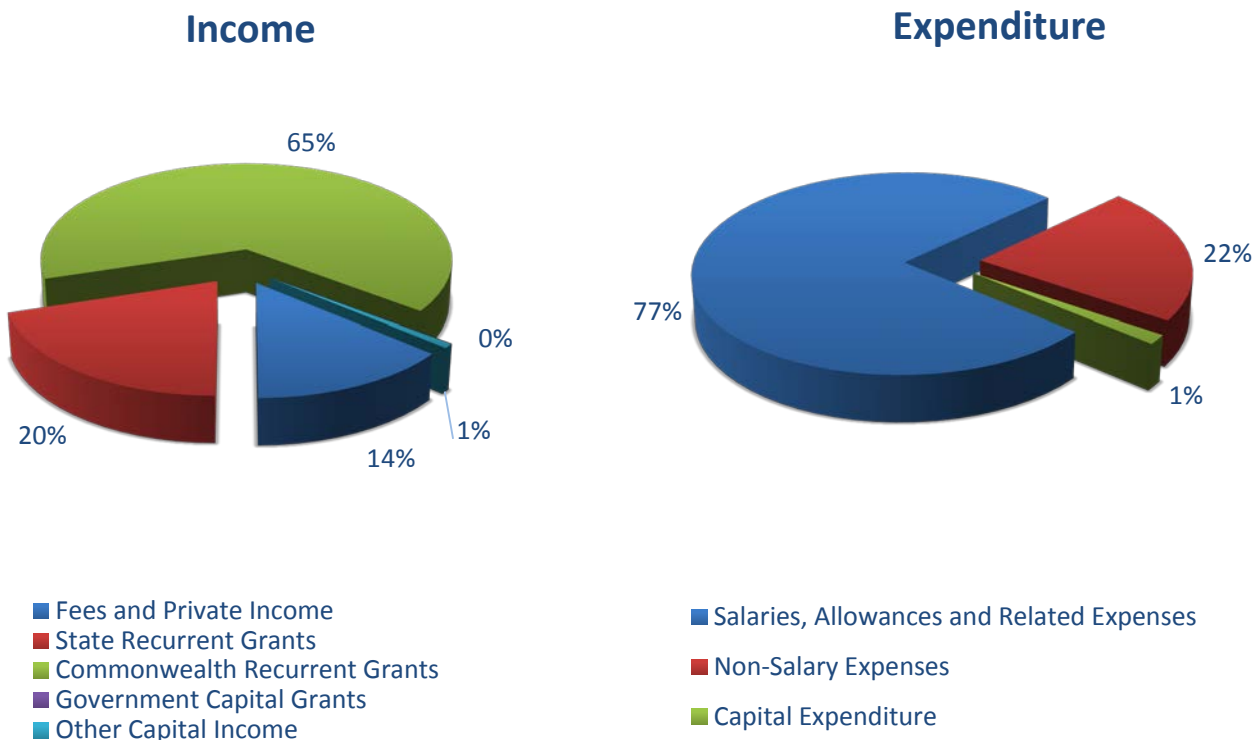
Goal: To utilise PDPs and PLCs to ensure a professional learning culture that enhances teaching practice and improved student learning outcomes. To create pathways to support both student and staff leadership development.

During 2017, the School Review and Improvement (SRI) plan will involve all staff in the eight components listed. The school will continue to provide support for staff to further improve student achievement in English and Mathematics through the continued use of data and agreed classroom practice. There will be an emphasis on the teaching of quality Religious Education and staff will receive support in this area. Professional Learning Teams for each Grade will assist to create the most effective learning environment for students and staff at St Michael's Nowra. Components 1.2, 3.2 and 3.7 will provide opportunities to guide this improvement. With an expanding school population, Component 5.2 will be used review the use of resources and space, specifically planning for future needs. The components relating to staff recruitment and succession planning will be reviewed in 2017. Component 7.1 will evaluate how strategic the SRI is planned and conducted by the school. The ability to manage the "change" process required to facilitate innovation and improvement within the school learning community will be reviewed during 2017.

Financial Summary

During 2016 there were three main sources of income for St Michael’s School. These were the Parish / School Enhancement and Debt Survey Obligation (SEDSO) Account, Catholic Education Office and Parents’ and Friends Association.

The following graphs reflect the aggregated income and expenditure for St Michael’s Catholic Primary School, Nowra for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.



Student Welfare

This year saw the consolidation of MSPEC (Managing Student Pastoral and Education Concerns), a school wide system enabling teachers to meet with a panel including: Teachers, Special Education Teacher, CEO Psychologist, Teacher Educator and Principal / Assistant Principal. Each fortnight, Individual student data was presented, and the specific needs of individual students were discussed in order to initiate individual intervention plans for that student. Many students continued to be referred to more specialised services and were assessed formally as a result of this MSPEC process. The school continued to develop school wide electronic data tracking for all students through the Sentral system, as well as academic tracking, wellbeing, attendance and behavioural information, all readily available to all teachers.

SPB4L (School Wide Positive Behaviours for Learning) continued to be a driving force in the school's behaviour management systems, tracking of data and teaching of consistent routines. In 2016 the school was supported by a Green Team (Whole School Programs) as well as a Yellow Team SPB4L committee to case manage and monitor the students exhibiting red and yellow zone behaviours. The Green Team continued to be responsible for the maintenance of all green whole school systems. The school continued to use a 'Checkin Checkout process' to cater for students exhibiting red and yellow zone behaviours. These plans were individualised to cater for the developing needs of these students as recorded in student data via Sentral.

The practical day to day needs of the diverse St Michael's Community were addressed by the school in the following ways:

- Breakfast Club and emergency lunches were provided to students in need; this initiative provided food for disadvantaged students as well as opportunities for social skills training
- Uniforms were provided through the clothing pool and the provision of vouchers for school uniforms.
- Checkin / Checkout systems were provided for students who required additional social or behavioural support through mentoring with a staff member.
- Defence Transition Aide provided service and support to students and families of the Defence Forces particularly during postings away from families.
- CatholicCare provided additional counselling services to the school this year, as well as small group support groups such as Seasons for Growth for students who had suffered grief and loss.
- The School Chaplain program conducted small groups support through social skills programs and a Seasons for Growth program.

Personal Learning Plans (PLPs) continued to be effective in ensuring ongoing engagement with Indigenous parents and students. PLPs provided a positive discussion on how students learn best and included their interests and goals. The PLP goals were revised throughout the year and were matched with Individual Literacy and Numeracy Learning Plans created through ongoing assessment. These plans provided the Aboriginal Education Worker with direction to assist students to address their learning needs.

Indigenous cultural and pastoral care continued to be a highlight of St Michael's School, providing a space for community to gather, celebrate, attend meetings and support students and their families. The School Support Officers (SSOs) and Aboriginal Education Workers (AEWs) facilitated the daily breakfast program. The SSOs also provided informal education on healthy food, sleep habits and water intake to these students. The AEWs consulted Aboriginal Elders on cultural sensitivities and assisted teachers to select meaningful and appropriate local Aboriginal History/Spirituality resources. Aboriginal Mentors regularly assisted the school with Cultural activities including visiting classes, didgeridoo, dance and art lessons.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2016.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

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

Learning and Teaching

State Literacy and Numeracy Action Plan

St Michael's Catholic Primary School participated in the State Literacy and Numeracy Action Plan. This provided the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we strengthened successful practices and continued to develop innovative responses to meet the needs of all students especially those most in need of additional support. Our initiatives focussed on teaching skills and literacy/numeracy outcomes for all students in Years K-2.

St Michael's Catholic Primary School implemented the following initiatives under the State Literacy and Numeracy Action Plan:

- Continued appointment of fulltime Teacher Educator
- Continued tracking and monitoring student growth using literacy and numeracy learning continua, class learning plans and Continuum Tracker (Sentral)
- Regular collection, analysis and discussion of student data to inform the teaching and learning cycle (twice per Term)
- Managing Student Pastoral and Educational Concerns (MPSEC) through regular targeted intervention meetings
- Quality tiered teaching and learning with targeted intervention for students requiring further scaffolded support for achievement in literacy and numeracy
- Instructional leadership and walkthroughs providing teachers and students with effective and constructive feedback to improve pedagogical practice and learning outcomes
- Continued development of Professional Learning Teams (PLT) focused on consistent moderation of teaching and assessment practices in Mathematics K-6
- Numeracy Team to deliver effective professional learning to staff
- Writing Project Team supporting teachers to effectively analyse student writing samples using a checklist or rubric
- Professional development of Early Career Teachers in developing focused and effective phonological pedagogies (phonemic awareness and phonics) to support student literacy learning outcomes in Kindergarten and Year 1.

Curriculum and Pedagogy

During 2016, the school continued to focus on enhancing student learning outcomes in Literacy and Numeracy by further developing teaching practices from Kindergarten to Year 2. Data was used to inform future planning and teaching. Staff from Kindergarten to Year 6 used Literacy and Numeracy continuums to track student learning. Professional Learning Teams continued to focus on improving student outcomes at Grade level in the area of Mathematics. School based professional development needs focused on writing and assessment and using Continuum Tracker on Sentral to track and monitor student progress. Phonics and phonemic awareness and essential learning in Mathematics were also areas of school based professional development. An agreed school practice for English and Numeracy continued to be implemented to support a consistent, standard, quality approach to teaching English and Mathematics. Scope and Sequences for English, Mathematics, Science and History were updated throughout the year. The Whole School Assessment Plan was used to enable teachers to consistently assess students in all Key Learning Areas, informing future planning and allowing for the tracking and monitoring of student outcomes. Staff shared different approaches to student self- assessment and continued to examine the need for consistent teacher judgement in the area of assessment and

reporting. School staff engaged in professional development on the System Education Policy for Assessment and Reporting.

Cross Curriculum

In 2016 St Michael's school continued to consolidate the Sustainable Schools Initiative. The chicken coop, vegetable garden and orchard were maintained by volunteers and students. Produce from these were recycled or produce from the chickens and garden were sold through the Rainbow Shop. Produce was also used by the School Canteen and was given to St Michael's Parish to support the soup kitchen initiative. The garden continued to be a significant resource with the school's implementation of the new Science curriculum. Students participating in the Environment Group and students working in the Good Samaritan Centre visited the garden regularly to learn life skills. With community to be a major focus, the program 'Grandparents in the Garden' continued. The garden with native plants, to highlight the types of Bush Tucker, continued to be maintained. Indigenous students continued to be supported academically, as well as culturally by working with Indigenous Mentors. This support continued to be successful and beneficial to all students.

Expanding Learning Opportunities

The students at St Michael's were given opportunities to enter the University of NSW competitions in the following areas: Mathematics, Writing, Spelling, Computers, and Science. Students received several distinctions and pleasing results in these competitions. The Stage Three students entered a team in the Maths Olympiad. Public Speaking was also offered as an optional competition for Stage Three classes. The school was involved in many sporting opportunities this year including carnivals for Swimming, Athletics and Cross Country at a school, Regional, Diocesan and State level. Two high performing students progressed to MacKillop for football and basketball and two students were selected in MacKillop teams for tennis. The school also entered representative teams for basketball, netball, cricket, football, rugby league and rugby union.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Students in Years' 3 and 5 undertook NAPLAN testing in May 2016. The students were tested on their literacy and numeracy skills in a variety of key areas.

The Year 3 cohort demonstrated strength in the Writing assessment with a significant upward trend from the 2014 and 2015 data. The Numeracy assessment for Year 3 also showed a substantial positive trend from the 2015 results. Overall, Year 3 had more students achieving Bands 5 and 6 in Reading, Writing, Spelling and Numeracy than in 2015.

Students in the Year 5 cohort demonstrated strength in the Number, Patterns and Algebra component of the Numeracy assessment in comparison to the questions involving Data, Measurement, Space and Geometry. The Year 5 boys achieved more Bands 7 and 8 in the Reading assessment in comparison to the 2015 results.

The focus in 2017 is to ensure an increased number of students have the opportunity to achieve results in the higher bands, especially in the area of Numeracy. The School will continue to seek and provide appropriate professional learning opportunities to support staff in providing a challenging and engaging curriculum, which promotes the individual learning growth of each student.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

NAPLAN 2016: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	9%	41%	50%	12%	48%	40%
	National	12%	37%	49%	16%	47%	35%
Writing	School	2%	47%	51%	13%	78%	9%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	13%	45%	42%	14%	64%	22%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	2%	57%	41%	16%	59%	25%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	8%	60%	31%	18%	71%	11%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	97%	97%
	National	95%	93%
Writing	School	98%	95%
	National	96%	93%
Spelling	School	95%	93%
	National	94%	93%
Grammar & Punctuation	School	98%	97%
	National	96%	94%
Numeracy	School	97%	94%
	National	96%	94%

Parent, Student and Staff Satisfaction

Parent, Student and Staff Satisfaction

Parents and carers, staff members and Years 3, 4, 5 and 6 students were surveyed to provide each group with the opportunity for input into areas affecting learning and teaching and the general environment of the school. The information provided will be used to assist with future planning, improvements to policies and updating curriculum programs.

Parents

Overwhelmingly parents who responded to the survey agreed:

- that the school helps their child develop a knowledge and understanding about Catholic tradition.
- that the school provides various opportunities for parents/carers to become involved
- their child is challenged to maximise his/her learning outcomes
- the school strives to meet their child's individual learning needs
- the school provides appropriate information about their child's progress
- the school offers a range of co-curricular activities
- teachers are genuinely interested in the welfare of their child
- the school provides a safe and supportive environment for children
- the school effectively communicates information about activities and events.

Staff

Staff generally agreed:

- that the school helps students develop a knowledge and understanding about Catholic tradition
- that students understand their rights and responsibilities
- that students are challenged to maximise their learning outcomes
- the school strives to meet the individual learning needs of students
- the school provides appropriate information to parents/carers about student progress.

An area identified as an area for improvement was ensuring that the school provides a safe and supportive environment for children. This area will be further explored with staff.

Students

Year 3, 4, 5 and 6 were surveyed and the majority of those who responded agreed:

- they were proud of their school
- the school helps them understand their Catholic Faith
- their teacher encourages them to learn to the best of their ability
- they understand their rights and responsibilities at school
- that if they had a problem at school, there are people who they can approach for help; and
- there are sporting and other activities they can enjoy.

Most students agreed that they felt safe and supported at school however this could be an area for improvement in 2017.

