



St Michael's Primary School

2017 Annual Report

Principal: Brendan Flanagan

Address: 55 Methul St, Coolamon, NSW, 2701
Phone: 02 69273483
Fax: 02 69273676
Web: <http://web.smcww.catholic.edu.au/>



About this Report

St Michael's Primary School is registered by the NSW Education Standards Authority. The Catholic Schools Office, Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

The *Report* demonstrates accountability to regulatory bodies, the **St Michael's Primary School** community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors **St Michael's Primary School** has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to **St Michael's Primary School** newsletters and other forms of communication. Further information about **St Michael's Primary School** may be obtained by contacting **St Michael's Primary School** or by visiting the **school** website.



Section 1: Message from Key Groups in Our School Community

Message from the Principal

This year the school has placed a particular emphasis on innovation in the area of ICT. The School Council has worked closely with the school in being proactive in this area and as a result the school has developed an ongoing plan to ensure that our students are equipped with the very best ICT resources we can access and that we have a program in place to be able to continue to fund this. As a result, this year all of our students between Year 3 and Year 6 have been provided with individual Chromebooks which are tightly integrated into their learning. Our Kinder to Year 2 classes have all had new Chromebooks as well as iPad devices provided. In addition to this, we have replaced our ageing and failing Interactive Whiteboards with new Interactive and large screen televisions and stands across the school. Thus we are providing fantastic opportunities for our students to learn in truly contemporary and well equipped ICT environments.

Our students have continued to be active within the Coolamon community over 2017 with many students attending the ANZAC Day March, our school choir being invited to perform at various events such as the Remembrance Day Service and the Coolamon Christmas Carols, students visiting and entertaining the communities' senior citizens at Allawah Lodge and the Community Centre and our school leaders attending Local Government Week functions.

St Michael's continued to display its sporting passion and prowess over 2017. School teams participated with great sportsmanship in events such as the Paul Kelly Cup (AFL), Jacqui Murphy Netball Days and Soccer Gala Days held in Wagga. We also had many students represent our school at School, Deanery and Diocesan level in Athletics, Swimming and Cross Country. We have also been represented at Diocesan and Mackillop level in the sport of Hockey and at Diocesan level in the sports of AFL, Hockey, Rugby League and Touch Football. We congratulate all students on their fantastic achievements in their various sporting pursuits.

There have been a number of fantastic extracurricular excursions and activities this year. Our K/1/2 children enjoyed an educational and fun excursion to Canberra where they visited the Canberra Zoo and Aquarium as well as Cockington Green. This was a brilliant day and gave our students an opportunity to study up close many exotic wild animals that they had been exposed to as part of their learning back at school. They also had an opportunity to learn about cultural aspects of a variety of different countries at Cockington Green. Our Stage 2 students also had a fantastic experience travelling to the Western Plains Zoo at Dubbo where they too saw many wild creatures up close and linked this to prior learning at school. Stage 3 also were given the opportunity for an enriching educational experience at Borambola over 3 days where they challenged themselves, over-came some fears, built resilience and developed important leadership skills, not to mention had bucket loads of fun at the same time.



Message from the Parent Body

2017 was a highly successful year for the P and F. Meetings were held once a month during the year. The meetings were focussed on fundraising, with the highlight of our fundraising calendar being the Art Show held in August. Other fundraising events included bulb sales, raffles, pie drive, student discos and community catering. The monies raised for 2017 totalled \$8956. Funds were used to purchase resources for the school including a PA system, Minilit readers, library shelving, reading post and storage equipment for stage 1 and story books for kindergarten.

The P and F also focussed on building the school community and supporting our families in 2017. The welcome BBQ was held in February, which was a great start to the year. New families were able to meet existing families of the school and enjoy a meal together. The Art Show was a wonderful night in which parents and friends of the school came together for a fun night of companionship, while celebrating the artistic achievements of their children. The teachers and staff also put a lot of work into making this night a success and the P and F thanks them for their dedication to our school.

The P and F body is a small but hardworking group within our school. We are always looking for more helpers and encourage everyone to get involved. Meetings for 2018 have been reduced to one meeting per term to reduce the time burden. The focus of the P and F for 2018 will be continued fundraising with a target of \$8000. Wishlist items include the Maclit Literacy Program for stage 2, development of the Bruce St bus pick-up area, replacement of the water bubblers and a portable stage. Thank you to all parents and friends who contributed to improving our school.

Kind Regards,

Libby Cruikshank

P and F Chair

Message from the Student Body

It has been an honour being the school captains for St Michael's this year. Our highlight of the year was our visit to Borambola because it was our last excursion at Primary School. It has been a great privilege and lots of fun leading the school and we wish the new leadership class good luck for 2018.

Rose Wickson and Bryce Franklin - 2017 School Captains.



Section 2 : School Features/Context

The School is a co-educational rural school with a population of 101 students situated 40km north of Wagga Wagga. St Michael's provides quality education to Catholic and non-Catholic children from Coolamon and surrounding districts.

St Michael's is a learning community operating under our Vision and in the belief that students need a focused, purposeful, challenging and supportive teaching environment for learning to take place.

The school was established in 1896 after a community of three "Sisters of St Joseph" from North Goulburn were sent to Coolamon. The school originally operated in a weatherboard building shared with the Church. In 1936, a brick building consisting of four classrooms was constructed and this remains part of the current school infrastructure. In 2001, a multi-purpose court was constructed to cater for basketball, tennis, volleyball and netball. As the school increased in size, another two classrooms were built in 2005 and a further room in 2008 as well as a new toilet block. In 2010 a grant from the Australian Government's BER Program allowed the refurbishment of all classrooms and the building of a new library and multipurpose hall, as well as the construction of a COLA over the multi-purpose court and an extensive pergola to be built over the student's lunch area. In 2010 Solar Panels were also installed, for the generation of "green" electricity, as well a number of rainwater collection tanks around the school which were connected for use in the school toilets.



Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE *	Indigenou s	Total
42	59	0	1	101

*Language background other than English

Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

Policy Statement

All parents give a firm commitment that they accept and support the life, nature and identity of the Catholic school, including the participation of their children in religious education programmes. No enrolment is denied simply because of an inability, as against an unwillingness of the parents/carers to pay. NSW Legislation allows for the enrolment of children into Kindergarten who turn five before 1 August. Parents of children who turn five after 30 May are advised by the Principal of the possible implication for their child. Students are to start school by the age of 6. Closing date for enrolment in a class for the following year is advertised through the Parish newsletter, feeder schools and public notices. Enrolments after closing date are accepted depending on suitability, the criteria in (i) or (ii), and vacancy in the year group.

Priority Enrolments

Date of application is used to determine a priority order within a category.

(i) Primary Schools:

1. Catholics within the Parish.
2. Catholics outside the Parish.
3. Non-Catholic students in agreement with Catholic ethos.

If the number of applications exceeds the number of vacancies then the age of the student becomes applicable. Older children are accepted first.

Parent Responsibilities

All parents applying to enrol their children in a Catholic Diocesan school complete the official Application for Enrolment form and return it by the due date. Parents should be prepared to abide by the provisions of that form, especially with regard to the support they give the school in the Catholic education of their children. The enrolment process usually includes an interview between the prospective student, parent/carer and Principal to ascertain readiness and suitability of the student for the school.

In addition to this Enrolment Policy, parents are required to agree to and sign the following declaration;

In dealing with this application, it may be necessary for the school or the Catholic Schools Office, to look at documents held by previous educational institutions, health care professionals or other agencies. This information will be collected, used and stored consistent with legislative requirements. The consent of the owner of the information, while not always necessary, is appreciated and will speed up the assessment of the application.

I/we consent to the school and the Catholic Schools Office gaining access to relevant information about the student to be enrolled held by previous educational institutions, health care professionals



or other agencies. I/we understand that the school or the Catholic Schools Office may approach these bodies directly. The information they request may include information related to any of the questions I have answered in this Application for Enrolment.

I/we have read all of the information in the Enrolment Package and understand the policies that we will need to abide by should this enrolment application be successful. I declare that the information provided in this application to enrol is to the best of my/our knowledge and belief, accurate and complete. I/we understand that if any misleading information has been provided, or any omission of significant, relevant information made in this application for enrolment, acceptance will not be granted, or if discovered after acceptance the enrolment may be withdrawn.

I/we agree jointly and severally to pay all school fees, levies and charges incurred while my child is enrolled (including any expenses incurred by the school as a result of late or non-payment). (Note: No student will be refused enrolment because of an inability, as distinct from an unwillingness, of a parent/guardian to meet their school fee commitments. Please contact the Principal or Secondary Bursar to discuss your particular circumstances.

In order for a student's enrollment to be assessed and/or continue, their history relevant to risk assessment also needs to be disclosed on the following form;

Student's History Relevant to Risk Assessment
<p>The school has a legal responsibility under the relevant section of the Education Act 1990 to assess and manage any risk of harm to its staff and students. This application gives you the opportunity to provide information that will help facilitate the smooth transition of students into our school setting. This may include preparing a behaviour management plan, risk assessment and risk management plan or other appropriate strategies directed at meeting the particular needs of the student. The action taken in response to the information you provide will help to safety support students in our school and contribute to ensuring the safety of your child, other students and staff.</p> <p>To your knowledge, is there anything in the student's history or circumstances (including medical history) which might pose a risk of any type to the student, other students or staff at this school? Yes No</p> <p>If yes please complete the information below and provide a brief description of your child's history or circumstances (including medical history) which might pose a risk of any type to him or her, other students or staff at this school.</p>

<p>Please provide names and contact details of health professionals or other relevant bodies that have knowledge of these issues.</p>

<p>Does your child have any past history of violent behaviour, including self-harm? Yes No</p> <p>If yes please provide details (including any Apprehended Violence Orders issued against the student)</p>



Has your child ever been suspended, transferred or excluded from any previous school, pre-school or other educational institution? Yes " No " If yes was this for: (please tick)
· Actual Violence to any person? Yes " No "
· Possession of a weapon or any item to cause harm or injury? Yes " No "
· Threats of violence or intimidation of staff, students, or others at the school? Yes " No "
· Illegal drugs? Yes " No "
Are you aware of any other incidents of the kind listed above in which your child has been involved outside of the school setting? Yes " No " If yes, please provide a brief outline of these incidents:
If the student is enrolled it is essential that the school has all information about the needs of a student in order to make REASONABLE ADJUSTMENTS to meet those needs. The school MUST be advised promptly of any changes to the needs of the student.

Note for schools the following information is now required by NESA for the Annual Report.

Please include the full text of your school's enrolment policy and conditions for continuing enrolment. Your school documents need to describe the enrolment process, timeline, payments and priorities that a school/college applies when enrolling students. You should also add some summary information for continuing enrolment- accepting and supporting the discipline/behaviour code; regular attendance; maintenance of a respectful co-operative relationship by the family with the school; payment of required fees and what may lead to an enrolment being cancelled. A full copy of the enrolment policy, processes and enrolment form may be added to this report as appendices.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office phone: 0269370000.



Student Attendance and Retention Rates

Year	Attendance %
Kinder	92
Year 1	95
Year 2	95
Year 3	93
Year 4	94
Year 5	93
Year 6	91

The average student attendance rate for 2017 was 93%.

Regular attendance at school is essential if students are to maximise their potential. St Michael's, 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.

St Michael's 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 St Michael's community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of non-attendance, unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with the Diocese of Wagga Catholic Schools Office policies.

Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:



- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	10
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
10	2	12

*This number includes 5 Full time teachers and 5 part-time teachers

Percentage of staff who are indigenous 10%	
---	--

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga. During 2017, all staff at St Michael's participated in extensive professional learning around effective ways to teach reading. This learning was designed to assist teachers in improving student outcomes by increasing student's capacity to read and comprehend text. All staff participated in professional learning around the delivery of the Mathematics Assessment Interviews as well as the analysis and interpretation of the data collected. This learning was designed to enhance teacher's ability to gauge students' understandings in mathematics and to assist teachers to better plan for the effective teaching of mathematics. All staff engaged in Professional Learning designed to give a greater understanding of Aboriginal traditions and culture and integrate these into school celebrations, Masses and liturgies. Staff also engaged in Professional Development modules covering Child Protection requirements in schools and also renewed their CPR qualifications. Staff also engaged in professional learning on the teaching of singing and music in their classrooms through participation in the A3 singing program. Some staff also trained in the delivery of Best Start interviews for Kindergarten students.



Section 5: Catholic Life and Religious Education

St Michael's Primary School follows the Wagga Wagga Diocesan Religious Education Curriculum, *Sharing Our Story*.

Catholic Heritage

The school was founded in 1896 when a community of three "Sisters of St Joseph" from North Goulburn, Sr. Rose, Sr. Gonzaga and Sr. Agnes, were sent to Coolamon after a request from Bishop Gallagher. The school operated in a weatherboard building shared with the original catholic church in Coolamon until 1936 when the current school was built catering for four classrooms. The Sisters of St Joseph continued to run the school until the first lay Principal was appointed in 1981, although the Sisters remained in teaching positions at the school for some time after this. Up until 1963, the Sisters conducted classes for Infants, Primary and Secondary students up to Year 9, however in 1963, as a result of the Wyndam Report, the Secondary section of the school closed and the school became a Primary School to Year 6.

The current church was built adjacent to the school in 1911 and was extended in 1928. The school has been served by a number of Parish Priests dating back to 1916 when the Parish of Coolamon was established. The honour roll of Parish Priests is as follows;

Fr. Daniel Griffin 1916-1918

Fr. John Fleming 1918-1921

Fr. Patrick Gahan 1921-1945

Fr. John Harper 1946-1952

Fr. William J O'Neill 1952-1963

Fr. John Desmond Lane 1963-1973

Fr. Edward Fitzgerald 1973-1996

Fr. Anthony Loth 1997-2013

Msg. Doug George 2013-present

Liturgical Life of the School/ College

The School participates regularly in Mass. This year we have celebrated feast days of St Patrick, St Joseph, St Mary Mackillop, Our lady of Sorrows and St Francis of Assisi. Our students have celebrated class Mass and attend mass on each holy day of obligation.

Prayer is an important part of the daily life of the school. Each class commences and concludes their day with a prayer. At recess and lunchtime each class says the "Grace before meals" prayer together. Prayers are also said at the beginning and end of weekly assemblies.

Staff and Student Faith Formation

Students have received the sacraments of Reconciliation (Yr2) and First Eucharist (Yr3). Every second year our Year 5/6 students receive the sacrament of Confirmation. This occurred this year and will again take place in 2019.

Staff have participated in 'Connections' a Catholic Schools Office formation retreat.

This year staff also participated in a spirituality day involving developing understanding, respect and appreciation for Aboriginal Spirituality. This included visiting local sites of significance to Aboriginal Spirituality and inviting local Elders in to work with staff.



Social Justice

During the year, the students of St Michael's participate in many activities that promote the missionary work of the Church. This year these have included fundraising days for Catholic Mission, Caritas and St Vincent De Paul. In addition to a variety of activities such as mufti days, pyjama days and crazy hair days, the school holds a dedicated "mission day" which is organised by Year 5/6 students where stalls and activities are held. These are designed not only to raise money for mission but also to raise awareness of the situation of others who may be less fortunate.

Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



Section 6: Curriculum

The College/ School follows the NSW Education Standards Authority syllabus for each subject/course offered as required for Registration and Accreditation Schools under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

The school provides the opportunity for the children to participate in a wide range of activities that enhance the education experience for them at St Michael's. Included in these is the opportunity to participate in University of NSW Tests for Maths, Science, Computing, Spelling and Reading. In Stage 1, children have access to Reading Recovery programme, with one on one tutoring to help children who have not mastered reading.

St Michael's strives to meet the individual needs of each student and engages in teaching and learning activities designed to understand students and give them opportunities to achieve the best outcomes possible. The school conducts "Best Start" interviews with all Kindergarten students to get an overall understanding of where students are situated when commencing school. Additionally, SENA mathematics interviews are conducted in Year 1 and 3 and Observational Surveys are conducted with Year 1 students to gain understanding of how these students are progressing in Reading and Writing. The school offers "Quicksmart" teaching programs for students who are assessed as being able to benefit from them in Stage 3 English and Mathematics.

St Michael's has a Learning Support teacher and also a Teacher Assistant who work with students in areas of need.

St Michael's embraces a philosophy of contemporary learning in which Inquiry Learning is fostered and students and teachers are encouraged to work collaboratively and flexibly.



Section 7: Student Performance in State- Wide Tests and Examinations

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

The tables below show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy. The School/ College results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	36.4%	33.3%	16.7%	25%	27.3%	36.4%	27.3%
Band 5	27.3%	8.3%	25%	25%	18.2%	18.2%	9.1%
Band 4	27.3%	25%	16.7%	16.7%	36.4%	18.2%	45.5%
Band 3	0%	33.3%	25%	16.7%	9.1%	18.2%	9.1%
Band 2	9.1%	0%	8.3%	8.3%	0%	0%	0%
Band 1	0%	0%	8.3%	8.3%	9.1%	9.1%	9.1%
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	13.3%	0%	13.3%	13.3%	0%	6.7%	0%
Band 7	20%	6.7%	13.3%	6.7%	33.3%	26.7%	20%
Band 6	13.3%	13.3%	13.3%	33.3%	20%	20%	33.3%
Band 5	20%	80%	53.3%	20%	33.3%	26.7%	33.3%
Band 4	26.7%	0%	0%	20%	13.3%	20%	0%
Band 3	6.7%	0%	6.7%	6.7%	0%	0%	13.3%



Section 8: Pastoral Care and Well Being

At St Michael's, we believe that pastoral care is a life-giving focus that is a response to each person's need for self-esteem, positive discipline, effective learning, purpose in life, moral and personal development, experienced within the ethos of a gospel based community.

Pastoral care is central to the ethos and identity of our Catholic School. It is essential that pastoral care for students be given a high priority. The role of schools as an educational institution is to encourage excellence, the pursuit of learning and the care of all individual students. The primary purpose of our school is to promote the full physical, social, intellectual, emotional and spiritual development of the students.

The school has, in accordance with Diocesan Guidelines, set up a Well Being Committee. This committee consists of the teaching staff, Principal, School Counsellor and the School Support Officers (SSO). The main role of the Committee is to review the welfare of any student in the school who may need assistance.

St Michael's also has an ongoing commitment to adopting and implementing Restorative Justice practices in matters related to Pastoral Care, Discipline and Well Being.

Discipline Policy

The School Discipline Policy at St Michael's Primary School aims to provide a safe, caring and supportive learning and teaching environment. The policy helps students to demonstrate responsible behaviour and a sense of self worth as well as respect and consideration for the feelings, rights and property of others. It also aims to maximize opportunities for teaching and learning.

Procedural fairness is used in dealing with all issues.

Corporal Punishment will not be used at St Michael's Primary School, Coolamon.

Anti Bullying Policy

Anti-bullying is a priority. At St Michael's, bullying is not acceptable in any form. Students and staff have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. The school has developed, and implements, an Anti Bullying Policy that lists strategies employed to deter bullying;

- Active supervision of the yard.
- Professional Development programmes for teachers.
- Awareness raising exercises in the curriculum about the impact of bullying and conflict resolution through PDHPE Syllabus and more particularly the You Can Do It program.
- Small group and individual counselling of victims of bullying.
- Counselling of children who bully others and encouragement for them to change their behaviour.
- Parent Education Programmes

Initiatives Promoting Respect and Responsibility

The school has a strong and long-standing commitment to participation in local ANZAC Day ceremonies, marching as a school and also providing a choir for the National Anthem. Additionally, the school participates in writing programs in partnership with the RSL of Coolamon to promote respect and understanding of the sacrifice and contribution of the servicemen and women of Australia.

The school continued its involvement with other elements of the community with visits and performances at the local aged care centre, participation in Christmas Carols and participation in the Country Women's Association annual cultural initiative involving guest speakers and research of other countries.

The school adopts and endorses Restorative Justice practices which seek to repair relationships and foster respect amongst our school community.

Complaints and Grievances Resolution Policy



The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese. **All schools are to have a link to the Complaints and Suggestions Policy on the school/college website.**

The implementation of this policy is monitored by the Catholic Schools Office.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Section 9: School Review and Improvement

Each year the St Michael's develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. St Michael's engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.



2017 Annual Improvement Plan Summary of Evidence for: St Michael's Primary School, Coolamon

Strategic Priority Area	Improvement Targets 2017	Evidence of Improvement	What worked Well and why?	Where to Next?
Catholic Life and Mission	<p>To celebrate the Liturgy and important celebrations through the Church Year, to liaise community visits to build upon community connections.</p> <p>To include Aboriginal traditions into school celebrations, i.e Masses, liturgies and Aboriginal celebrations i.e NAIDOC and RECONCILIATION WEEK</p>	<p>Spirituality day completed with Aboriginal community in September.</p> <p>Definition of Missionary Discipleship as a whole school.</p> <p>REC attended 'mission' conference led understandings of Missionary Discipleship</p> <p>NAIDOC planned for the 28th June 2017</p>	<p>REC knowledge to unpack this with staff.</p> <p>External perspective on Mission.</p>	<p>Joined with St Brendans Ganmain to build systemness and share the spirituality day with our local community.</p> <p>Promote the definition among the wider school community.</p> <p>NAIDOC Day was successful with the CSU Aboriginal students and local Aboriginal community members invited to share their knowledge with the school.</p>



<p>Pastoral Care and Wellbeing</p>				
<p>Student Learning and Pedagogy</p>	<p>To increase the number of students in upper bands in writing, spelling and vocabulary NAPLAN by 15%</p> <p>Using a school developed continuum for sentence structure, spelling/vocabulary, achieve a growth of 2 or more bands for each student over the year.</p>	<p>Yr 3- 22% increase in Band 6, 18% increase in Band 5. Yr 5 - 0% increase in Band 8, 33% increase in Band 7. Regular staff meetings focusing on maths and registered PD on Maths. Data Analysis on PAT, knowledge of syllabus and how to teach.</p> <p>Teacher, students and Parent - survey.</p> <p>Carey Menz Dowling, working with staff on collegial visit and programming for successful English lesson.</p> <p>English staff survey identified the teaching of reading as an area of challenge for our staff. Carey Menz - has conducted PD for all staff and is observing all classes in reading lessons.</p>	<p>TMT - has been well organised and specific in addressing the needs of the our teachers</p> <p>Clear link in addressing teacher PLP goals in Mathematic and English</p> <p>Helped to build an understanding of the perception so Mathematics - to assist in targeting PD</p> <p>Support from the CSO in Carey Menz, expertise. Staff meetings on English content and pedagogy.</p> <p>Classroom observation aligned with the</p>	<p>Keep working with our TMT</p> <p>PLP - Checkin's termly have tracked teachers individual goals</p> <p>Perception surveys conducted.\</p> <p>Carey continuing to support the school</p> <p>Carey provided whole school and individual feedback in term 4,2 017.</p>



			Performance and Development Framework	
Strategic Leadership & Partnerships				



Priority Key Improvements for 2018

Annual Plan 2018 (St Michael's Coolamon)

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
To continue to build a culture and understanding of Missionary Discipleship across the school, specifically with students.	To celebrate the Liturgy and important celebrations through the Church Year. Mini Vinnies St Michael's feast day implemented by the end of term 1 Celebrations to acknowledge /celebrate MD in our school.	Develop ideas (Collaborative meeting with Staff) on how to further develop the Liturgical presence within the Liturgical Celebration. Establish - Mini Vinnies Staff Development on Planning the Liturgy and SEM training Implementation of Angelus	Alicia Bradley, Brendan Flanagan Fr Doug.	Father Doug Pope Francis reflections - Noel Connolly	All staff understand and can be SEM at Mass. Staff can plan Mass. Mini Vinnies is an active part of the school community.
To create a greater understanding of the Aboriginal Culture within the School Community and wider Community.	To include Aboriginal traditions into school celebrations, i.e Masses, liturgies and Aboriginal celebrations i.e NAIDOC and RECONCILIATION WEEK.	Embedding across school the protocols of Aboriginal acknowledgement of country. (in Masses, School Assemblies, Sports Carnivals etc)	Alicia Bradley (REC) and Brendan Flanagan. Aunty Gail Clarke (Coolamon Aboriginal Elder)	Purchasing of resources to support MD, Mini Vinnies and Aboriginal culture to have a visible presence	Seeing students and staff involvement in acknowledge of the Aboriginal culture and traditions in school events.



				across our school.	
To improve student outcomes in Maths through best practice teaching, assessment, feedback and reporting.	<p>To increase the number of students in upper bands in Numeracy NAPLAN by 15%</p> <p>Students achieving one years growth in all domains of Maths Assessment Interview</p>	<p>Develop learning programs and teaching focus based on assessment data, student feedback and student goal setting.</p> <p>Team/Staff meetings to analyse data and re-focus teaching; to develop knowledge about best practice teaching strategies and effective feedback; to develop an assessment plan; to see/celebrate/share growth.</p> <p>Analyse and use MAI, NAPLAN and PAT Maths data to develop and inform teaching programs.</p> <p>Collaborate with students to develop and set effective learning goals. Provide effective feedback to students to move their learning forward.</p>	Michelle/ Brendan	Targeting Maths Teacher (TMT) Meetings	<p>Data provided by both internal assessments and external (eg. NAPLAN results, PAT, MAI, teacher, Action Plans)</p> <p>LCNTT data input end of term 1 and 4</p> <p>PAT MATHS data analysed (term1) and administered (term 4)</p>
To embed a climate (to culture) of respect, collaboration and challenge across the St Michael's community	<p>Positive Behaviour planning process</p> <p>Staff development of professional practice (Performanc</p>	<p>2017 model developed - refined during Term 1 through implemented in 2018. Positive behaviours will be visual across the school and a common language spoken within our school. We will see a reduction in disruptive behaviour by 50% and an increase on learning behaviours across the school.</p> <p>Survey of AITSL standards. PLP development using AITSL PDF Casual conversations with Principal for a wellbeing check in.</p>	Term 4 2017 - developme nt Implement ation - 2018 term 1. Feedback (survey) whole school communit y end of term 1 Whole Staff	Prue Horan and Sharee McCormac k	



	e and Development Framework PDF).	PD depth in literacy and numeracy (using CSO framework) to address student need and teachers standards	Brendan / Alicia		
--	-----------------------------------	--	------------------	--	--



Section 10: Parent, Student and Teacher Satisfaction

Parent Participation

Parents are the primary educators of their children and are always welcome at St Michael's Primary School. 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 St Michael's has used a variety of processes to gain information about the level of satisfaction with St Michael's from parents, students and teachers.

St Michael's has a vibrant and active Parent's & Friends Committee and School Council who are heavily involved in the school assisting various projects, fund-raising and providing advice and parent body perspective on a wide range of matters within the school.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
47%	27%	26%

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
44%	40%	16%

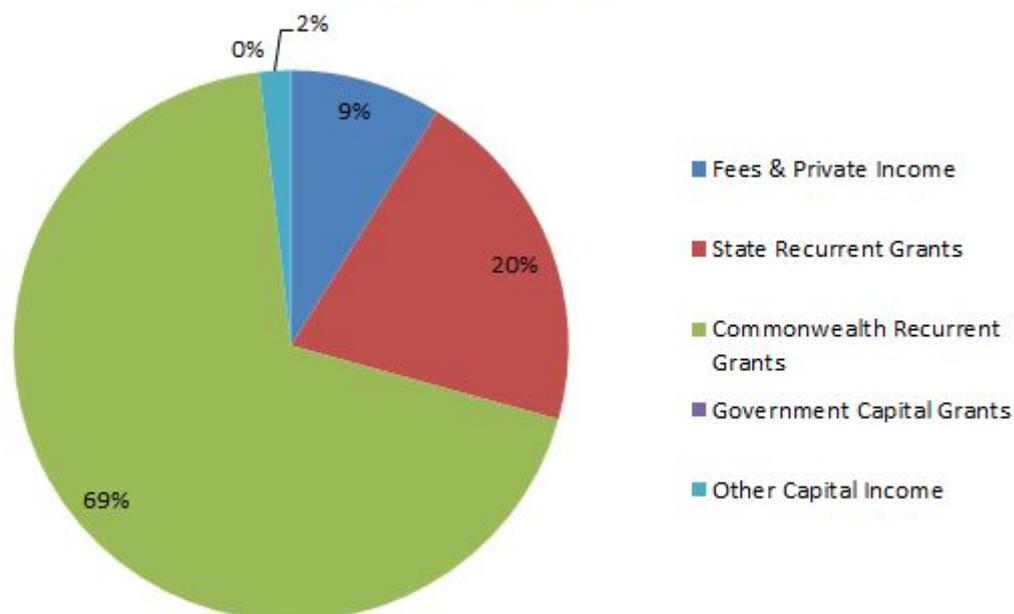
Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
71%	29%	0%



Financial Report

School Income



School Expenses

