St Michael's Primary School, Blacktown South
155 Reservoir Road, Blacktown South 2148
Principal: Mr John Laffan
Phone: 9622 9910  Fax: 9622 6902
Email: StMichaelsBktn@parra.catholic.edu.au
http://www.stmichaelsblacktown.catholic.edu.au
Introduction

About the Annual School Report

St Michael's Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2017 and gives information about the 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2017 Annual School Report for St Michael's Primary School, Blacktown South.

The focus for 2017 in numeracy was building our understanding of differentiated 'rich tasks'. Our literacy focus was in building reading comprehension skills. In Religious Education we developed our ability to interpret the gospel at an inferential level.

During this year, we continued to support teacher capacity through the ongoing work of triads. These professional networks brought teaching educators, teachers and school leaders into close professional relationship. Through teacher observation and feedback sessions we were able to ensure high levels of consistency in successful pedagogies. Through our core teams in English, Mathematics, Religious Education and curriculum we have found success in bringing about deep learning.

Over this period we found success when:

- We were acting on student data.
- We met and discussed student performance.
- Following professional learning opportunities, we again shared our understandings and evaluation.
- We planned programs together based on our understanding of children’s needs and our new learnings.

This year we have planned further opportunities for the teachers to work through our framework for professional learning as highlighted by the points above.

At St Michael's Primary School we firmly believe that all children can succeed.

Parent

St Michael's Primary School parent community has had a long tradition of support for the growth and building of our community.

Through a vibrant Parents and Friends (P&F) the parent body supported the school community by:

- organising the school fair
- fundraising
- Mothers Day/Fathers Day stalls
- assisting with the school disco

Parents were also involved in the school through:

- English and Mathematics workshops
- classroom support in numeracy and literacy
- library support and book covering
- excursions, sports training and sports carnivals

Student

At St Michael's Primary School in 2017 our students played a vital role in the day to day life of the school. School leaders and senior students led assemblies and actively participated in award assemblies and liturgical celebrations.

Students at St Michael's Primary School were involved in movie making, school choir, Sports Tutor program and strings ensemble. In 2017 we continued a program of representative sporting...
teams including netball, rugby league, soccer and touch football.

Each week our student leaders met with the assistant principal to provide feedback.
Who we are

History of the school

St Michael's Primary School, Blacktown South, was established in 1962 by the Sisters of Mercy, who handed responsibility of the school over to the Presentation Sisters the next year. The Presentation Sisters served the St Michael's Primary School community with courage, determination and dedication until 1997. The charism of the Presentation Sisters is still visible in the school today.

The school motto, *Love One Another*, was chosen as it was the final instruction given by Nano Nagle to the order of Presentation Sisters which she founded.

Location/drawing area

St Michael's Primary School is a coeducational Catholic systemic school in the Diocese of Parramatta. It is the centre of learning for 738 students from Kindergarten to Year 6. Located in Blacktown South, the school consists of a high percentage of children from non-English speaking backgrounds and draws on students from Blacktown, Prospect, Doonside and Huntington Heights. It serves the parish of St Michael's.
<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>52</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>39</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>4</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>14</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>94</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>81</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences
At St Michael's Primary School our prayer life and liturgical life were celebrated through:
- staff prayer
- celebration of Sacraments and support of the parish Sacramental program - Reconciliation, Eucharist, Confirmation
- celebration of the Beginning School Mass and End of Year Mass with Nagle College, Patrician Brothers' College and St Patrick's Primary School
- class masses
- whole-school liturgies for Mothers Day and Fathers Day
- St Michael's Feast Day
- Holy Week celebrations
- social justice

Our response to different charities, and the needs of our poor and cultural groups was ever present. Policy and programs including fee support, Sudanese homework classes and family outreach, allowed us to live out our motto.

Social Justice
Our motto, *Love One Another*, is the benchmark for all our social justice experiences.

Our response to different charities, and the needs of our poor and cultural groups is ever present. Policy and programs including fee support, Sudanese homework classes and family outreach, allow us to live out our motto more fully.

School home and parish partnerships
At St Michael's Primary School the links between school, home and parish have been maintained through a strong relationship with our parish priest.

Our parish priest supported our school through celebration of the Eucharist and attendance at significant celebrations throughout the year. He also supported the Religious Education curriculum through close association with the Religious Education coordinator and class visitation. Members of our parent community were always welcomed at our school liturgies. Finally, we worked closely with our Sacramental coordinator in planning and facilitating parent meetings.

Religious Education
The school faithfully follows the Parramatta Diocesan syllabus, *Sharing Our Story*. This classroom-based program provided a systematic and comprehensive form of Religious Education. The programs incorporated the various teaching and learning processes that characterised other contemporary classroom programs.

As religious educators, teachers used a wide range of educational strategies to encourage the learner to reflect on self, the world and God in the light of personal experience, sacred Scripture and tradition. In so doing they sought to cultivate reflection; discernment; decision making and action; and to nurture the development of an informed conscience.

Professional Learning of staff in Religious Education
Teachers were involved in a series of spiritual and professional formation including:
- meditation using Scripture
- three senses of Scripture
- creating learning intentions and success criteria for Religious Education (RE)
Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>94</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>99</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td>95</td>
</tr>
</tbody>
</table>

In 2017 we continued to develop student comprehension skills and develop strategies supporting 'rich tasks' in Mathematics.

Our NAPLAN, Early Years Assessment (EYA), Progressive Achievement Tests in Reading (PAT-R)
Our NAPLAN, Early Years Assessment (EYA), Progressive Achievement Tests in Reading (PAT-R) data showed us that our students required direct and deliberate teaching to support their ability to comprehend and use effective vocabulary in expressing thoughts and ideas.

We used our data to support reflective teaching practice and planning. Our data indicated that there was vulnerability in counting Kindergarten to Year 2 (K-2), place value Years 3 to 5, and multiplication in Year 6.

School curriculum
In 2017 we continued to investigate ways of using data to inform our teaching. We developed our understanding of Science and History in accordance with new syllabus requirements.

Initiatives to promote respect and responsibility
Under our motto of *Love One Another* we continued to live out our Charism through the pedagogy and units found in *Sharing Our Story*. Throughout the year we celebrated liturgical seasons and communal events such as Mothers Day, ANZAC Day and Harmony Day. These liturgies and events supported high levels of respect and responsibility.

Professional Learning
Our 2017 Professional Learning program supported the year’s implementation goals through:
- gaining greater sights into the spiritual meaning of St Luke
- developing skills in construction of learning intentions and success criteria
- connecting the Mathematics syllabus with growth points
- using diocesan reading profiles and the Department of Education and Communities (DEC) continuum to track students.
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>That students would articulate and express their understanding of Scripture using the three senses</th>
</tr>
</thead>
</table>
| Reason for priority 1 | We wanted:  
- staff and students to be able to express their understanding of gospel as we were a centre for new evangelisation  
- to support the growth of students' ability to articulate gospel meaning and express it in daily prayer and in their interactions with others  
- to improve Year 4 and Year 6 Religious Literacy Assessment (RLA) results in Scripture, prayer and Christian life strands |
| Steps taken to achieve priority 1 | Students:  
- participated in Religious Education through the use of *Exploring Scripture*, guided meditation and readers circle  
- participated in 'warm up' activities to deepen their knowledge of key Scripture passages from *Sharing Our Story* units  
- interpreted Scripture passages, utilising the three senses with increased attention given to the second sense of 'Between the Lines (with God/Jesus, Sacraments, church, Sacraments and moral life)'. |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>In 2017 for 90% of students to increase their reading comprehension skills to be at, or above, grade level as measured by the DEC continuum, PAT-R grade scale score and diocesan reading profiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>According to 2016 PAT-R, 85% of our Stage 2 students met grade expectations while only 80% of our Stage 3 students achieved expected level. Across Kindergarten to Year 6 currently independent guided reading activities are not consistently explicitly addressing the learning intentions and success criteria for reading.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These included students:  
- understanding the learning intentions and using the co-constructed and evolving success criteria to guide their learning  
- negotiating and actioning individual learning goals to improve their reading comprehension skills  
- engaging in rich independent/collaborative reading tasks that were purposeful and rigorous |
| Status of priority 2 | Ongoing |

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>In 2017 for all students to progress one growth point across all domains and 80% of students to reach their 'on the way' growth point for multiplication and division with remaining students working on their personalised goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>More than half our students were vulnerable in multiplication and division at the beginning of 2017. This growth was to be measured through estimated growth points and Mathematics Assessment Interview (MAI) data 2017 and 2018.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | Students:  
- communicated the learning intentions and success criteria using their own language  
- engaged in challenging and differentiated learning tasks and selected and applied efficient strategies to solve problems in a variety of ways  
- thought and solved problems using multiplicative thinking |
<p>| Status of priority 3 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 1</th>
<th>In 2018, for students to demonstrate their understanding of the 'spiritual sense' in Scripture and demonstrate an ability to articulate the meaning of Scripture using a school based tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>As a centre of the new evangelisation we want staff and students to be able to express their understanding of the gospel and include it in their daily lives and experiences.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Children will:  
- demonstrate understanding through 'purposeful talk', and embodiment through movement, art and dramatic presentation  
Teachers will participate in professional learning on:  
- spiritual sense of Scripture  
- assessment using learning  
- learning intentions and success criteria  
- Charism of Nano Nagle  
- feedback to students  
We will use the three Big Questions when reading and sharing Scripture:  
- What happened?  
- What is God telling me?  
- What is God asking me to do? |
| Priority 2 | In 2018 we will grow all students in at least one year's growth in comprehension, supported by deep analysis of data informing our teaching and learning. This goal will be measured by NAPLAN, PAT-R, reading continuum and student goal appraisal. |
| Reason for Priority 2 | In 2017 we looked closely at our every day data. Through action research our teachers observed how small changes allowed us to see a shift in students' reading behaviours. Our Early Years Assessment (EYA), NAPLAN and PAT-R results still, however, show that although we have reduced vulnerability, we have a number of students who have not made growth or who have shown negative growth. |
| Steps to be taken to achieve Priority 2 | Students will understand the learning intentions and use the co-constructed and evolving success criteria to guide their learning.  
Teachers will:  
- create learning intentions aligned with the syllabus and other key documents  
- use data sources to inform the evolving success criteria and plan learning experiences that allow success to be visible to all students |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>In 2018 we will grow all students in at least one year's growth in place value and multiplication and division, supported by deep analysis of data informing learning and teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>We have found that the growth we have seen in multiplication and division has not been transferred to the place value domain. Our data shows some reduction in the numbers of vulnerable students. Our data also represents an increase in middle bands with an under-representation in the upper bands.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Students will:  
- engage in differentiated and challenging Mathematical tasks  
- actively engage in co-construction of success criteria giving feedback  
- communicate learning intentions and success criteria in their own words  

Teachers will:  
- actively participate in the design, construction and monitoring of data walls that give us daily 'live' data  
- review the scope and sequence to find alignment and links across strands and to ensure equitable use of resources  
- track students' improvement each term |
Community Satisfaction

Parent satisfaction
During 2017, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QSC) survey to provide feedback from parents, students and staff about our school. This survey is conducted annually.

The QCS data collected and reported showed and highlighted that parents felt:
- that there were strong bonds between school and parish
- there is a need to support greater understanding of new pedagogy

Student satisfaction
The QCS data showed students at St Michael's Primary School felt:
- there was a high level of teacher motivation and support
- that a safer school environment was best supported by clearly expressed expectations

Teacher satisfaction
The QCS data showed teachers expressed:
- satisfaction and a high level of support for learning
- a need to build levels of empowerment and team work
- a high level of satisfaction when working within teams
# Student Profile

## Enrolment Policy

St Michael's Primary School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website [http://www.parra.catholic.edu.au/policy-central](http://www.parra.catholic.edu.au/policy-central).

### Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>336</td>
<td>392</td>
<td>728</td>
</tr>
<tr>
<td>2016</td>
<td>335</td>
<td>396</td>
<td>731</td>
</tr>
<tr>
<td>2017</td>
<td>334</td>
<td>404</td>
<td>738</td>
</tr>
</tbody>
</table>

An increasing school population in line with local demographics indicates the continued need for the school to maintain four streams.

### Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>92</td>
</tr>
<tr>
<td>Year 1</td>
<td>93</td>
</tr>
<tr>
<td>Year 2</td>
<td>94</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
</tr>
<tr>
<td>Year 4</td>
<td>95</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>94</td>
</tr>
<tr>
<td>School Average</td>
<td>94</td>
</tr>
</tbody>
</table>

### Characteristics of the student body

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>129</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>33</td>
</tr>
<tr>
<td>Indigenous</td>
<td>17</td>
</tr>
</tbody>
</table>

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.
They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

At St Michael's Primary School we have as our basis the belief that each member of our school community is a unique person created in the image of God and must be valued as such. It is through our school motto, *Love One Another*, that we endeavoured each day to show our commitment to this belief and that:

- Positive student management creates an atmosphere of total care within our school community.
- Student management supports parents in their role as primary educators of their children.
- Student management aims to help each child grow to his or her potential socially, emotionally, spiritually, academically, intellectually and physically.
- Student management enables children to be responsible for their own behaviour and to identify inappropriate behaviour, make better choices and modify their actions when required.

St Michael's Primary School has an *Anti-bullying policy* as part of our *Welfare and Wellbeing policy* which was communicated to staff, students and parents through assemblies and newsletters. Bullying is totally against the mission and vision of St Michael's Primary School.

Ensuring children's understanding and appropriate actions was supported through:

- Religious Education programs
- celebration of Eucharist, liturgies and events such as Harmony Day
- whole-school assemblies
- development of ideals, values and attitudes within Science, History and Geography sessions

The full text of student management, welfare and discipline policies can be obtained through the school office.

There were no changes to our policies in 2017.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaint Handling policy*. A copy of the school policy is available from the school office or is available on the CEDP website http://parra.catholic.edu.au/policy-central.

There were no changes to the policy during 2017.
Section Eleven: Financial Statement

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$5,338,369</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$1,600,979</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$1,308,021</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$65,754</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$8,313,123</strong></td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure⁶</td>
<td>$306,844</td>
</tr>
<tr>
<td>Salaries and Related Expenses⁷</td>
<td>$5,894,468</td>
</tr>
<tr>
<td>Non-Salary Expenses⁸</td>
<td>$1,769,636</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$7,970,948</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.