

St Michaels Primary School Dunedoo  
Annual School Report to the Community  
2014



**School Contact Details**

50 Tucklan Street, Dunedoo 2844  
stmichaelsdunedoo@bth.catholic.edu.au  
www.stmichaelsdunedoo.catholic.edu.au  
(02) 63 75 1387

**Principal**

Sister Margaret Flood

### Principal's Message

St Michael's is a school where each child is valued as an individual. We encourage a sense of pride in work and personal achievements endeavouring to have each child reach their full potential spiritually, intellectually, emotionally, physically and socially.

We value the place and importance of family as the basis of life. We also acknowledge parents as the first educators of their children. It is a journey that we take together supporting and encouraging each child to reach his/her full potential.

The Staff at St Michael's are very dedicated to educating and supporting students of all ability levels. An additional part-time teaching staff was employed as part of State Action and this enabled us to target a greater number of students who were experiencing literacy and numeracy difficulties within the classroom.

St Michael's continues the development of the Quick Smart programme, which assists and improves numeracy skills of our primary students. The continuation of DIBELS and further development of programmes based on the results has enabled us to have literacy programme we can be proud of.

Thanks everyone for what we have achieved.

Sr Margaret Flood

Principal

### Parish Priest's Message

I write in support of the life and experiences offered through education at St Michael's School, Dunedoo, which is part of the Dunedoo/Coolah Catholic Parish and has operated since 1921.

An emphasis is given to the pastoral care of students with their individual physical, emotional and spiritual needs and development being met by the diligence and compassion of the teachers and staff.

Academic standards have kept pace with the requirements of the Catholic Education Office of Bathurst Diocese and the parents are happy with their children's overall well-being and enthusiasm for life in the school. The Parents and Friends Association continues to plan ways to raise funds for equipment and projects, which add to the quality of education provided to their children. Parents volunteer their time to assist with school hosted events, and through it support the principal and staff in maintaining a good spirit between families and the school.

The leadership offered by the principal, Sr Margaret Flood, has the teachers and school staff motivated to bring about the best results for the students in sport, academic subjects and extra-curricular activities.

Fr Carl Mackander

Parish Priest 2014

### Parent Body Message

2014 has seen the regular P & F functions including the Bush Poets B.B.Q, billy cart day and spring fair. Our major event was the Oktober Fest. It was a fantastic night and something we could look at doing in the future.

Our cattle trading fundraiser is still ongoing and is returning large profits to be spent on improving opportunities for our children, both academic and sporting. So thank you to all those families who have supported this fundraiser.

Contributions made by the P & F this year include

- Resources for each classroom to support the new BOS syllabi
- New tressel tables
- New urn
- Funding for Canberra Excursion
- 50% subsidy for each family for new sports uniform

I would also like to thank Fr Carl, Sr Margaret and her staff for the above and beyond efforts they have put in both at school and at general community functions. A successful school needs committed staff and St Michael's has that.

Lastly I would like to thank all the parents and friends of St Michael's. It's a small school in terms of student numbers, but a huge school in terms of parent involvement. There are always plenty of willing helpers for school activities and functions.

Thank you

Mick Inder.

P & F President

### Student Body Message

2014 was a wonderful year in which, we as Year 6 students were the leaders of the different Ministries. We had the opportunity to work with the Deputy Ministers. Over the year all the students and teachers worked together so we could become our best and learn at a high level. We learnt so much and had amazing experiences. We will never forget the many wonderful years we have had at St Michael's and are grateful for the education we have received.

Thank you to everyone that makes up St Michael's Community. We look forward to High School but will be sad to leave the wonderful school where we have grown and made long lasting friendships.

---

## SECTION TWO: SCHOOL FEATURES

---

St Michaels Primary School is a Catholic systemic Co-Educational School located in Dunedoo.

St Michael's School is a Catholic Primary School situated in the rural township of Dunedoo. The school was established by the Sisters of St Joseph in 1921 and continues the Mission of Saint Mary MacKillop and father Julian Tenison Woods of educating rural children. St Michael's is very much a family school, small enough to be familiar with each child's needs and interests. It strives to establish an environment which fosters the development of the whole person thus enabling children to witness and understand the richness and joy of a life lived in accordance with the teachings of Christ.

The school consists of three composite classes – Kinder / Year 1, Years 2 / 3, and Years 4, 5, 6. The classes are organised this way due to the numbers in each class. On completing Year 6 the students further their education at St John's College Dubbo, Dunedoo Central School, or attend Boarding School in Sydney, Bathurst or Tamworth.

Each year in accordance with the School Plan, we focus on a specific area, which then relates to our policy review, purchase of resources and Professional Development.

In 2014 the focus was on

- Raising the literacy and numeracy levels of students experiencing difficulties in class
- Assisting staff to further develop their IT knowledge thus assisting them to develop their student's skills in this area.

A wonderful initiative at our school is the Buddy System. At the beginning of each year a Year 5 / 6 student is assigned a Kindergarten buddy. The responsibility of the Year 5 / 6 student is to assist their Kinder buddy to settle into 'big school'. They have morning tea and lunch together, go to the tuck shop, help them and just show them how things 'work' at St Michael's. It is fantastic for both the Kinder and Year 5 / 6 students.

St Michael's actively encourages parents, families and the wider community to be involved in the education of their students. Several initiatives were undertaken during 2014 to encourage active participation of families in the school. 'Dad's Time' is an ongoing initiative with specific focus on involving the father's in their children's schooling through Sporting and Construction activity sessions and grandparents and other community members continue to be involved in hearing students read and in other areas of general interest eg. cooking.

**Student Enrolment**

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
18	17	1	35

\* Language Background Other than English

**Enrolment Policy**

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

**Student Attendance Rates**

The average student attendance rate for 2014 was 91.53%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.46%
Year 1	92.38%
Year 2	92.29%
Year 3	92.38%
Year 4	93.45%
Year 5	91.09%
Year 6	84.68%

**Managing Student Non-Attendance**

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

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

- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Catholic Schools or designated Catholic Education Office Bathurst officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	3	9

\* This number includes 3 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

### 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 services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

<b>Term 1</b>	Starting the year, "Looking with fresh eyes"
<b>Term 2</b>	Updating First Aide Qualifications
<b>Term 3</b>	Staff Reflection Day "Keeping The Josephite Spirit Alive" Professional Learning Communities - combined with AllHallow's Gulgong & Sacred Heart Coolah
<b>Term 4</b>	IT Day

Professional learning is most effective when it is meaningful, based on recognised need and there is a long-term commitment by those involved. The staff participated in various learning opportunities throughout the year relating to improving student outcomes.

Professional Learning can take many forms including whole school staff days, subject specific in services, meetings and conferences as well as a range of professional learning programs provided by the school and the Catholic Education Office Bathurst.

The school held the equivalent of five staff development days this year.

### Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	6
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

---

## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

---

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

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Vision Statement: St Michael's Catholic Primary School is a Christ centred community, which challenges students to develop their unique gifts and talents through a supportive partnership of school, parents and parish.

St Michael's Catholic Primary School is an integral part of St Michael's Parish, Dunedoo. It is a place of quality learning and teaching where young people are supported in developing their awareness and acceptance of their personal strengths in the Catholic tradition.

Prayer & Liturgy: The whole school prays the school prayer each morning at assembly and classroom prayers are prayed before recess, lunch and afternoon dismissal. The school celebrated the opening and closing of the school year, the feast day of St Mary of the Cross MacKillop and days related to the liturgical year eg Ash Wednesday.

Faith formation for students and staff include: School and Parish Masses, Retreats, School Prayer, Sacramental preparation, Christian Living Camp and events that encompass our whole school living our Mission Statement. These events include Anzac Day, Remembrance Day, visiting Kahkama House – Aged Care Facility, celebrating Senior Citizen's Week, Mission and Project Compassion Appeals.

Pastoral Care and Social Justice Activities: Pastoral Care is the responsibility of everyone in the school community. Teachers, parents, support and ancillary staff and especially students are just some of the groups who contribute to Pastoral Care. Being a small school the older children become natural carers of new and younger students. The students are continually encouraged to act in accordance with Christian values and be sensitive to the dignity of each person.

Sacramental Program: Catholic students in Year Two receive the Sacrament of Penance, students in Year Three receive First Eucharist and students in Year Six receive the Sacrament of Confirmation. Non-Catholic students in these classes participate in the units of work being studied in the classroom and with their families, are invited to be involved in the celebration of the sacrament.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	33.00

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

---

## SECTION SIX: CURRICULUM

---

The school provides an educational program based on, and taught in accordance with the BOSTES syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

At St Michael's School the Key Learning Areas taught are from the NSW Board of Studies Syllabus. The school teaches from the Diocese of Bathurst Religious Education Curriculum.

Support is provided for the delivery of high quality education, with all staff knowledgeable about emerging national curriculum and the national statements of learning through Catholic Education Office, in-services and learning programs.

The school provides vital learning support programs in Literacy (PreLit, MiniLit, MultiLit) and Numeracy (QuickSmart) to assist students who need extra help. In Literacy, the school also uses the whole school approach of Reading 2 Learn, Read Live and Spelling Mastery. The infants also use Jolly Phonics. In Numeracy, the school utilises the Go Maths Program in all classes. Some of the Units taught in Science and Technology use the Primary Connections Program, which has a literacy focus. Many of the Curriculum areas are integrated.

As a result of State Action Plan 0.5 teacher allocation and enhanced focus on the use of student data to drive teaching and learning, the school is now actively pursuing the use of the Literacy and Numeracy Continua as the major tools for tracking student progress in literacy and numeracy.

The professional dialogue that has emerged as a result of the use of the Continuums has been beneficial and enabled the teachers to make more informed judgements not only about student progress but also the most appropriate next steps for student learnings in Numeracy and Literacy. It is also characterised by sharing of ideas, collaborative planning, joint development of resources and shared accountabilities.

As a result of the focus on the Continuums and the use of student data each student now has a Personalised Learning Plan (PLP), involving the student, teacher and parents, where individual goals are set and regularly reviewed. The data from the PLP highlights students' strengths, areas for development, with particular focus areas for improvement.

Students are invited each year to audition for the Moorambilla Choir, which includes students from schools throughout northwest NSW.

All Students from K – 6 participate in 'Speak Out', which was adjudicated by local Public Speaking adjudicator. As well all students participated in the Wellington Eisteddfod.

Community Service activities included students being involved in raising much need funds for Diabetes Australia, Caritas and Missions as well as taking part in Clean up Australia, Anzac Day and Remembrance Day Services.

The school runs Daily Fitness and Crunch 'n' Sip Programs to enhance student fitness, healthy eating and overall wellbeing. These provide a sound start to each day and are founded in research and proven positive outcomes for all.

## SECTION SEVEN: 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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	60.00%	50.00%	0.00%	12.00%
	Reading	60.00%	46.00%	0.00%	13.00%
	Writing	100.00%	39.00%	0.00%	11.00%
	Spelling	80.00%	44.00%	0.00%	15.00%
	Numeracy	80.00%	36.00%	0.00%	14.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	75.00%	37.00%	0.00%	16.00%
	Reading	75.00%	34.00%	25.00%	16.00%
	Writing	50.00%	16.00%	0.00%	21.00%
	Spelling	75.00%	33.00%	0.00%	16.00%
	Numeracy	50.00%	26.00%	0.00%	18.00%

### **Student Welfare Policy**

St Michael's School developed a comprehensive one Welfare Policy, which includes the two main components of Pastoral Care – Anti Bullying and Discipline. This policy deals with bullying, classroom behaviour, the merit system, rewards, respect for others and overall attitude and conduct. The staff continually monitor this policy throughout the year in staff meetings and are always ready to discuss the application of the policy with all who are affected by it.

There were no changes made to the Welfare Policy during the year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### **Discipline Policy**

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

### **Discipline Policy**

St Michael's School developed a comprehensive one Welfare Policy, which includes the two main components of Pastoral Care – Anti Bullying and Discipline. The Welfare Policy based on the Gospel values of justice and respect for the individual.

No changes were made to this Policy

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### **Anti-Bullying Policy**

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

### **Complaints and Grievances Resolution Policy**

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

### **Initiatives Promoting Respect and Responsibility**

St Michael's School runs a range of activities, which promote respect and responsibility. These may be community-based activities such as ANZAC Day Ceremonies, Remembrance Day, or Church based activities such as fundraising for Caritas Australia, Missions or visiting the local Hostel- Kahkama House for Mass once a month. The most successful program is our Buddy Program whereby Kindergarten students are matched with a buddy from Year 4, 5, 6. These buddies are there to assist them specifically in the early weeks of school but throughout the year. They show them so much of the culture and ethos of the school by their behaviour, the way they treat each other and the activities they undertake together. Other examples of ways respect and responsibility are undertaken would include our Ministry Program of Leadership, fundraising activities and in the daily way we treat each other and the positive and responsive way issues are dealt with both in the classroom and on the playground.

---

## SECTION NINE: QUALITY CATHOLIC EDUCATION

---

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

### **Key Improvements Achieved in 2014**

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

#### *Catholic Life and Religious Education*

- *Reviewed QCE Component 1.2 – Religious Education*
- *Child Protection Inservice Training.*
- *Weekly Staff Prayer.*
- *Staff Reflection Day - Deepening the School Charism*

#### *Learning and Teaching*

- *Reviewed QCE Component 2.4 Pedagogy and Teaching Practice*
- *Further work on Assessment*
- *Analyse and use data to drive Learning and teaching.*
- *Implement English Syllabus*

#### *Leadership for School Improvement*

- *Developed Annual Plan for 2015.*

#### *Strategic Resourcing*

- *Reviewed QCE Component 4.2 Use of Resources, Facilities and Space for Learning*

#### *State Action*

- *Employ 0.5 teacher*
- *Explicit teaching of Spelling*
- *Further develop reading fluency*

### **Priority Key Improvements for 2015**

The school has reviewed 2014 Annual Plan and developed its Key Areas for Improvement.

#### *Catholic Life and Religious Education*

- *QCE Component - 1.1 Permeation of Catholic Values*  
*1.3 Teaching In This Catholic School*

#### *Learning and Teaching*

- *QCE Component - 2.2 Curriculum Provision*  
*2.5 Assessment*
- *Implement National Mathematics and Science Curriculums*  
*Analyse PAT Results to drive Learning & Teaching*

#### *Leadership for School Improvement*

- *QCE Component 3.4 Compliance and Accountability*
- *Implement Professional Learning Communities strategies to improve student outcomes*

#### *Strategic Resourcing*

- *Use of Resources Facilities and Spaces for Learning*

#### *State Action Plan*

- *Employ for 0.5 teacher to work K-2*
- *Introduction of uninterrupted Literacy and Numeracy Blocks each day.*
- *Explicit teaching of Comprehension, Grammar & Spelling using recommended resources*
- *Further work on Space & Measurement*



---

## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

---

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

### **Parent Satisfaction**

Children, parents and teacher had a very rewarding and satisfying year in 2014.

Children's reports reflected an improvement in their education supported by NAPLAN and standardised test results. Parent/teacher interviews enabled the parents to verbally acknowledge their support.

Parents are very supportive of each other and this was most evident during the tragic loss of one of our parents. They enjoy each others company as was evident at Mums, Dads Night Out, as well as the Dads & Kids Day.

There is always great support for any function organised by the school /P & F.

### **Student Satisfaction**

Students are offered the opportunity and encouraged to express their opinion about all school related activities and situations.

Children are encouraged to be actively involved in decision making through the Ministers forum. Meetings are held every month and concerns or issues can be raised by students at these meetings.

Each Minister is encouraged to take on his/her leadership role with purpose and enthusiasm. Guidance is given when needed.

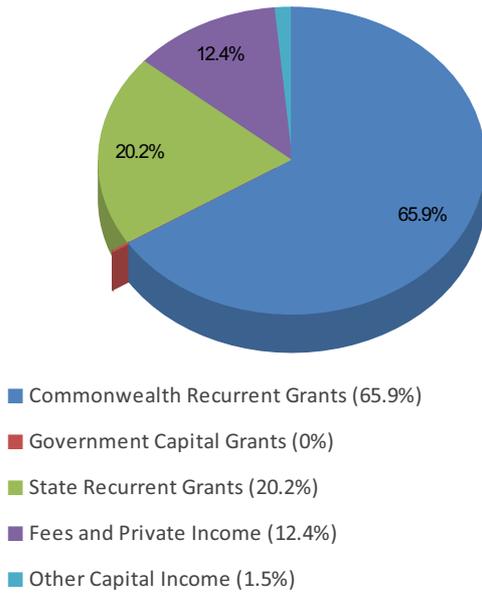
Individual student problems or concerns are mediated with the Principal. A solution will be in the best interests of the school and student involved and agreed to by both parties.

The students are a very happy group of individuals who care and respect each other.

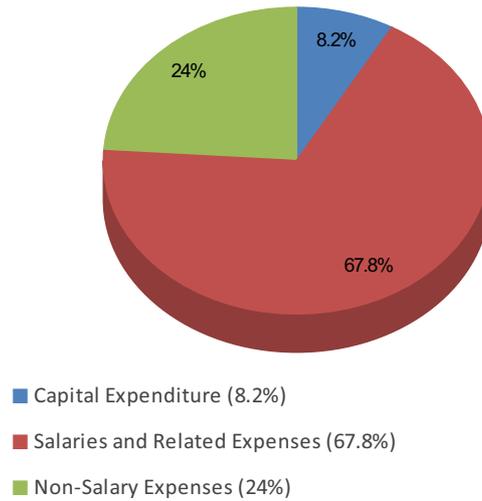
### **Teacher Satisfaction**

All staff at St Michael's School are treated with respect and are considerate of each other. We acknowledge that each staff member has their own individual personalities, traits and abilities and work well together as a team for the benefit of the students and school as a whole. Teacher's morale was at an all time high with support for each other throughout the year. this was evident during the sad event of 2014

Income



Expenditure



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

**Notes**

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.