Annual Report
St Michael’s Primary School, Coolamon

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Introduction

This report is an indication of the year 2008 at St Michael's Primary School Coolamon. St Michael's is a rural school with a population of 116 students situated 40 kilometres north of Wagga Wagga.

1. The School

The School

St. Michael's is a co-educational Catholic School providing quality education to Catholic and non-Catholic children from Coolamon and surrounding districts.

St. Michael’s is a Learning Community functioning under our Vision and in the belief that children need support and challenge for learning to take place. The relationships developed between staff and students form the foundations to our approach to teaching and discipline.

Catholic Identity

This year the children have participated in the sacraments of Reconciliation and First Holy Communion. Each ceremony was a beautiful spiritual event and the children took on these sacraments of initiation with reverence and great maturity. During the year we celebrated many School masses with the children involved in reading, and singing. Our Easter Liturgy was very significant this year as we role played the Stations of the Cross. It was a very moving sombre experience that involved all students and parents who attended.

A Message from key School Bodies

School Council

The School Council is an integral part of our school set up and decision making processes. The School Council was chaired by Mr Tony Donoghue and consisted of 10 members from our School Community.

P&F

Our P&F plays an important role in raising funds for our school and is an essential component of our ongoing growth. The P&F gave the school just under $40000 for building works and other initiatives in the school this year. The money was raised from activities such as a goods & services auction, many street raffles, Oktoberfest, pie drive, chocolate drive, and through participation in running the Active After Schools Sport program. The efforts and the money raised under the financial constraints we are facing with the drought was fantastic this year. This occurs because our parents and local community members are passionate about the education of their children.

The School also participated in raising money for the Missions through a mufti day where the 5/6 children organised activities for the whole school to participate in and to think of those who are less fortunate than themselves.

We had a number of different fundraisers during the year which the school supported in looking at the social welfare of humans around the world. The Lenten program saw money being raised for those with less resources than ourselves in third world countries through Project Compassion.

The school is an integral part of the Parish as the Parish is an essential part of the school. We have a very good relationship with our Parish Priest Fr Tony Loth who is very supportive of the school and its initiatives. Our link with the Diocese is also very important as it provides us with the support needed to implement quality learning and teaching within the school.

We celebrated the visit by Pope Benedict for World Youth Day and the children and staff see this as an exciting time for young Catholics in Australia and for our faith in general.
2. Information on Key School Programs

School Determined Improvement Targets

Curriculum Focus
This year our focus has been on consolidating our learning and teaching practices in Science & Technology, Human Society & It’s Environment and Mathematics. We will continue our focus on Mathematics at the beginning of next year before moving on to Religion and Personal Development, Health & Physical Education.

Programs to Support Learning
We have been lucky to have the computer network set up properly from the start of the year. The children have had the opportunity to enhance their technology skills. It has also given the children the opportunity to have online access to resources from the world at short notice. We have utilised our new laptops which complement our existing laptops and can be used in each classroom. We have a new smartboard which has been a great acquisition to support students understandings in 5/6.

Equity Programs
This year we were allocated funding for teacher assistant time for indigenous students. Miss Kellie-Anne Pattison worked with our students in a teaching capacity with pleasing results.

Programs to Support Students
With extra funding for students with special needs we have been able to retain our in class aide in Mrs Andrea Cutting. To complement this we have had the expertise of a teacher running Language Classes in Miss Kellie-Anne Pattison. Andrea & Kellie work with various children throughout the day helping them to integrate into the school environment and develop their skills, without causing any interruptions to the class. This program is of great benefit to the School and to the community as a whole. We also had the Reading Recovery program for year 1 children, which was very successful in giving children in need a boost in confidence with their reading skills.

Initiatives Promoting Respect and Responsibility
Last year, we held forums for parents and students on Values Education. These forums have been underpinned by our Values for Australian schooling and National Safe Schools Framework posters displayed at School. We have continued working with The You Can Do It program in the school, which works on building relationships and children taking responsibility for their own learning through the five guiding principles of Confidence, Persistence, Organisation, Getting Along and Resilience. The program is still young in its inception but has already had an impact on the children and we especially hope to see the ongoing effect with our younger children as they progress through the school.

Student Performance

Statewide Tests and Examinations
The table below indicates the percentage of students who have achieved national minimum standards in literacy and numeracy.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

St Michael’s Primary school has participated in BST Literacy and Numeracy since 1998 and in BST Writing since 2001. The school monitors the BST Trend Data each year and uses that information to inform its learning and teaching practices for the upcoming year.

Comparison to Statewide Results
Our results in both Literacy and Numeracy were above the state average.
Basic Skills Trends
We could see significant growth in both Literacy and Numeracy this year from previous years and believe this trend has come about due to concentrated efforts in Literacy and Numeracy based on evidence from trend data of previous years.

3. School Overview

School Policies
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, and respect and consideration for the feelings, rights and property of others. It also aims to maximise opportunities for learning and teaching.

St. Michael’s School has adopted the Diocese of Wagga Serious Offences Policy available at CSO policies

The school has adopted an approach to resolving complaints and grievances that is based on procedural fairness. It recognises that parents/caregivers and students must have access to processes that allow them to resolve concerns in a supportive and conciliatory way.

Parents/students with a complaint are encouraged in the first instance to contact their class teacher. If the need then arises contact with the Principal and the Catholic Schools Office may be appropriate.

St. Michael’s School community believes an effective Pastoral Care and Behaviour policy is essential if we are to truly reflect the ideals expressed in the School’s vision and to be able to achieve the educational aims of the school.

The Pastoral Care and Behaviour Policy is an expression of the aims of the school community for the development of positive and productive relationships among members of the community. It outlines how the school and teaching/learning can be organised so that most problems are prevented and those that occur are dealt with constructively.

These policies can be accessed at school in the front office or via our website.

The Diocese of Wagga Wagga has established a Complaints Handling Policy, Pastoral Care and Discipline Policies, Professional Requirements for the Accreditation of Teachers of Religious Education, & Enrolments Policy which is implemented by all schools in the Diocese. The full text of these policies can be found at:
CSO policies

Enrolment Policy
The accepted practice for enrolment at St. Michael’s school is to give preference to children of Catholic parents who wish to enrol their child at the school.

This practice does not exclude the children of any non-catholic parents being enrolled at the school.

The accepted practice is to enrol children who turn five (5) years of age by June 1st.

Children whose birth date is between June 1st and July 31st may be enrolled after discussion with the Principal and counseling concerning the difficulties that may be experienced by such children. The possibility of the child being asked to repeat a grade should also be explained at this time. If the parents wish to enrol their child they are asked to sign a form indicating the steps that have been followed.

Children with special needs, e.g. deaf, partially sighted, or with other handicaps, may be enrolled, but only following careful discussion between parents, Principal and the Special Services consultant of the Diocese of Wagga. Enrolment will depend on the meeting of all aspects of the Diocesan Policy for enrolment of these children.

The Diocese of Wagga Wagga has established an Enrolments Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:
CSO policies
Student Enrolment Profile:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig*</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>52</td>
<td>2</td>
<td>-</td>
<td>116</td>
</tr>
</tbody>
</table>

*Language background Other Than English

Structure of Classes
This year, our staffing increased a little to allow us to maintain 5 full time classes (K/1, 2, 3, 4, & 5-6). We also included language classes this year and hope to keep them going in the future. Next year we will have similar staffing unless we have a sudden increase or decrease in student numbers over the break but our class structure will change to K, 1/2, 3, 4, 5/6.

Staff
Teacher Standards
The NSW government requires that this report detail the number of teachers in each of the following categories:
A) have teaching qualifications from a recognised higher education institution
B) have qualifications from a recognised higher education institution but no formal teacher education qualifications
C) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>8</td>
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Professional Learning
Professional Learning in 2008 revolved around Literacy, Mathematics and Religion. The staff completed modules in Religion run by the Diocese and passed on by staff members to the entire staff in order to fulfil the requirements for review next year.

Mathematics was another curriculum area which we addressed in a professional manner in 2008. We were lucky to receive a numeracy grant given from the Office, to provide time to work with all staff on an individual basis sharpening up numeracy skills in teaching and learning especially in the area of space and measurement. Staff have participated in a number inservice run by Anita Chin at sacred Heart Primary School in Wagga and been a part of the implementation of the new Religion Syllabus within the school.

Community Satisfaction

The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction our community has with St Michael's Primary School.

Parents
My child (son or daughter) is usually happy at St Michael's Primary School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>15%</td>
<td></td>
<td></td>
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</tbody>
</table>

Not all parents replied to survey

Students
I am usually happy at St Michael's Primary School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>39%</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Staff
I am usually happy at St Michael's Primary School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>20%</td>
<td></td>
<td></td>
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Teacher Attendance and Retention

The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 96.96% was achieved in 2008 by staff at St Michael's Coolamon.
**Financial Statement Summary**

**About This Report**
This report format is in its sixth year at our School. The main focus behind the report is to reflect on the school year, keep the community informed of the direction the school is taking and to highlight achievements within the school community. I would like to thank everyone within the school community for your support of St. Michael’s School as we progress forward.

Yours sincerely,

Paul Jenkins
(Principal)