



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

ST MICHAEL'S PRIMARY SCHOOL

Kaleen, ACT

2011 ANNUAL REPORT



SCHOOL CONTACT INFORMATION

Address: Tyrrell Circuit, Kaleen. ACT 2617

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Mrs Judy Walsh

PRINCIPAL

MESSAGE FROM OUR SCHOOL COMMUNITY

Principal's Message

The year 2011 at St Michael's has been a busy and productive one. Settling into a routine in the wonderful new surroundings, rearranging where necessary and adding the final touches to some areas have been part of the day to day 'life' at St Michael's this year. The generosity of the whole community - staff, students and parents - often 'behind the scenes', has contributed to the many successes throughout the year. Working together as a people of harmony ensures we provide the challenges for our students to develop as individuals.

Community Council Message

The main focus of the School Community Council is to assist the Principal and staff in developing school policies and strategies to develop the school. The Council has continued to streamline its operating processes throughout this year, developing and strengthening the effective partnership that exists between home, school and parish. Following the BER building renovations, the need was to put the finishing touches on these projects. Together with Mrs Walsh, we finalised the installation of a new playground, the extension of the school fencing and improved lighting and landscaping. Our community focus ensures everyone is included.

SCHOOL FEATURES

St Michael's is a Catholic Primary School located in Kaleen. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 214 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 46% male and 54% female students; 2% indigenous students; and 8% Language Background other than English (LBOTE).

The school employs 21 staff comprising 14 teachers and 7 non-teaching staff, the latter being employed in a variety of capacities including administration, learning support, canteen and cleaning/maintenance.

St Michael's School Community provides many opportunities for families to be involved, including through the School Community Council; whose involvement in many aspects of the school strengthens the partnership between home and school. Both fundraising and social events are organised to build the school and parish community relationships. Family members are also welcomed into the classrooms and onto the sporting fields, sharing their expertise and providing support for teachers and students.

St Michael's learning and teaching is further enriched through opportunities such as relevant camp and excursion experiences; involvement in ICAS competitions across various subject areas; and school-based support and extension programs tailored to individual needs.

The school's website can be found at www.stmichaelsps.act.edu.au

RELIGIOUS EDUCATION

St Michael's Primary School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Our motto to 'Live in Harmony' is the guiding principle underpinning all aspects of daily life at St

Michael's. The school uses a timetabled 'Whole School Prayer Time' to foster personal and community spirituality, focussing on the development and reinforcement of Catholic values in the lives of the children.

The school works closely with St Michael's Parish Priest and the wider parish community for the celebration of the Sacraments of Reconciliation, Eucharist and Confirmation. Instruction is provided at the school and supported by the families, the parish and the Parish Priest. Family groups were successfully introduced this year in the preparation for Reconciliation. This initiative has further included the family in this very important role; and will be extended to the other sacraments in the future. At St Michael's we are a people of harmony, a place of challenge.

STUDENT ACHIEVEMENT - NAPLAN

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

School and National Mean Scale Scores

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	416	416	406	422	394
School	439	410	402	427	406

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	488	483	484	500	488
School	540	526	507	552	504

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	95%	93%	93%	96%
School	100%	100%	100%	97%	100%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	92%	92%	91%	92%	94%
School	100%	100%	100%	100%	100%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	39.4%	2.9%	8.8%	23.5%	12.1%
Band 5	6.1%	44.1%	23.5%	23.5%	21.2%
Band 4	27.3%	35.3%	32.4%	26.5%	39.4%
Band 3	21.2%	11.8%	23.5%	17.6%	12.1%
Band 2	6.1%	5.9%	11.8%	5.9%	15.2%
Band 1	0%	0%	0%	2.9%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	32%	28%	12%	28%	8%
Band 7	24%	12%	24%	32%	24%
Band 6	28%	32%	32%	24%	36%
Band 5	16%	28%	20%	16%	24%
Band 4	0%	0%	12%	0%	8%
Band 3	0%	0%	0%	0%	0%

The above tables show a very pleasing result across all areas in Year Five, and shows good representation in the top bands in both Years Three and Five. Involvement in the National Partnership Agreement (NPA) saw the implementation of a number of initiatives including the a range of teaching strategies to improve student understanding and proficiency in Literacy . These changes have resulted in increased consistency of approach to Literacy across the school, particularly in Reading. Ongoing analysis of NAPLAN results will inform and guide the direction for future improvements particularly in the areas of Writing and Spelling. The high percentage of students achieving minimum standards, 100%, compared to National figures, is testament to the impact of a focus on specific strategies, both in the classroom and through a Home Reading Program. The application of some of these strategies to the numeracy area has been reflected in an upward trend in numeracy results across Year 5.

SCHOOL POLICIES

Enrolment Policy

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

St Michael's enrolment policy is consistent with the guidelines outlined in the abovementioned CEO policy. A copy of the school-based policy is available on request from the school office.

Behaviour

St Michael's policy is child-centred and based on the adoption of a positive and preventative approach to student welfare and behaviour management. The rights and responsibilities of individuals are incorporated into the school rules. Students are encouraged to accept the consequences of their actions out of mutual concern. The implementation of the School Wide Positive Behaviour Support program has placed an emphasis on the rewarding of appropriate behaviour, and of creating a culture of responsibility for one's own behaviour choices. This is based on striving to be safe; be responsible; be respectful and to be a learner.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school's Student Welfare and Behaviour Management policy is available on the school website or from the Front Office.

Complaints and Grievances Resolution Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

PRIORITIES AND TARGETS

The priorities outlined in our 2011 Management Plan were met with a high degree of success. The training of all teaching staff in the First Steps Writing program has contributed to the successful implementation of a writing block within the already established Literacy block. In 2012, this will be maintained through ongoing opportunities for professional development and review in the light of the Quality Teaching Framework.

Work has already begun in developing a school-wide Spelling approach and embedding these strategies will be a major focus within Literacy for 2012. Analysis of the school's NAPLAN data will further inform the choice of strategies and focus areas. An emphasis on the inclusion of strategies requiring higher order thinking skills will provide specific opportunities for students to apply their knowledge and understanding in all areas.

The Numeracy Block was introduced across all year levels in a structured format during 2011. The refining and consolidating of this process will remain a target for 2012. The implementation of Mathematics in the Australian Curriculum in 2012 will necessitate the investigation of the how the Numeracy Blocks will support this new curriculum.

The staff will also continue work commenced in 2011 in exploring and understanding the new Australian Curriculum and in evaluating the implementation of the English and Science Curriculums. This will help to inform the approach taken to introduce the Mathematics and History curriculums.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held five whole staff days in 2011. The content of these days was as follows: CEO determined professional development on the implementation of English and Science from 'The Australian Curriculum'; 'First Steps Writing' course day 1; 'The Numeracy Block' - application of the gradual release of responsibility model to the teaching of Numeracy; overnight retreat focusing on the 'Enneagram' for staff personal development; review of agreed practice within school policies and procedures. The First Steps Writing day was followed up with three twilight sessions across terms one and two, to complete day two of the program. Individual staff members participated in a variety of Professional Development opportunities throughout the year.

Teacher Qualifications

All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2011 was 97.6%.

The teacher retention rate from 2010 to 2011 was 69%. Three teachers moved to other Archdiocesan schools for 2011; and temporary part-time contracts were no longer available for the other two teachers.

STUDENT ATTENDANCE

The average student attendance for the school during 2011 was 94.1 %.

School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group

Kindergarten	93.1 %
Year 1	92.7 %
Year 2	94 %
Year 3	95.5 %
Year 4	97.1 %
Year 5	95.1 %
Year 6	93.1 %

PARENT, TEACHER AND STUDENT SATISFACTION

The opinions of parents, students and teachers were sought covering a range of aspects including school effectiveness. Parents expressed their appreciation at being encouraged to participate in school activities and at being provided the opportunity to contribute to the school organisation through the School Council. Parents overwhelmingly stated their satisfaction with the school management; and with the enthusiasm and commitment shown in the approach to teaching and to behaviour expectations. Parent satisfaction with the overall education provided at St Michael's was extremely positive. Students acknowledged the assistance they received for their learning, especially when they were facing difficulties. They also recognised the effort and energy involved in the preparation and presentation of their lessons. Encouragement to improve achievement levels and expectations regarding responsible behaviour were noted by the students as areas of consistency at the school. Teachers who responded unanimously expressed satisfaction with the level of support provided to them, many citing their involvement in professional development and decision-making in the school as highly satisfactory. Teacher satisfaction was positive, with feelings of commitment and professionalism rating very highly.

FINANCIAL INFORMATION

