



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Michael's Primary School Kaleen

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Principal

Mrs Judy Walsh

Section One: Message from Key Groups in our Community

Principal's Message

In 2015 our goal was to embed our reviewed Vision and Mission statements into all other initiatives across the school, under the four key areas of *Harmony, Education, Relationships and Sustainability*. We acknowledged the need to take a varied approach to learning, in order to maintain pace with our changing world. The general capabilities outlined in the Australian Curriculum document, provided us with our whole school focus for beginning this change of approach in the classrooms, focussing on the skills required for the 21st century – *teamwork, problem solving and interpersonal skills*. We continued our focus on the importance of all students being challenged to strive to reach their potential and provided opportunities for risk-taking in their learning. This involved restructuring our support programs with a greater use of student data; along with the introduction of new initiatives aligned with these 21st century skills.

Parent Body Message

New members were welcomed to the Community Council for 2015. The new team continued to support the Principal, staff and community financially and through involvement in community events. The financial support benefited the students through participation in Performance utilising dance and drama; whole school Sporting programs and family events to celebrate the importance of parents and grandparents.

A focus on parent and family involvement in the school is always on the agenda, and includes in-class assistance as well as support for sports and social events. The Council monitored the service provided by the canteen and also the major fundraising event, the Twilight fair.

Relevant information is communicated to Parents through digital media such as online Newsletter, Skoolbag App and through an effective parent representative email network.

The Community Council strives to support the Principal and the School community by combining financial support, involvement and discernment to benefit the students across all aspects of teaching and learning.

Student Body Message

We think our mission has a deep message. The rainbow and the cross represent keeping Jesus' teachings alive again. Our mission clearly shows that the teachers care about their students' future, wellbeing and education. Our school hopes that we can show compassion, faith and kindness in students and teachers alike.

We love our school. It's a really good school because the teachers challenge you to be your best and they're always helping you achieve and improve. Year 6 has been our favourite year because you have so much responsibility and lots more choices. Being buddies to the Kindergarten students is one of the responsibilities and it is fun to work with the little kids.

We think this is a great school because of the teachers and other people who help us. It is easy to make friends. We have good facilities including iPads and big playground areas. Having clinics for sport makes it interesting and we learn a lot. We also have opportunities to do things like Maths Olympiad and other things that make us think. Being safe is important and we learn about cybersafety too.

Section Two: School Features

St Michael's Primary School is a Catholic systemic Co-educational School located in Kaleen.

At St Michael's Primary School, Kaleen, being a people of harmony and a place of challenge ensures we welcome everyone in an inclusive and respectful way. To 'Live in Harmony' is the benchmark by which we measure our life and journey together. Our staff nurture each child's unique gifts by providing a targeted curriculum which caters for individual needs and facilitates personal and academic growth, and faith formation.

The face of education at St Michael's has changed considerably since it opened its doors more than thirty years ago. Major renovations and extensions were facilitated through financial support from the Federal Government and the parent community in recent years, creating new contemporary indoor and outdoor learning spaces, and providing a variety of flexible learning environments. Teachers and students enjoy innovative, differentiated and focussed teaching and learning experiences.

At St Michael's we acknowledge that our role is to prepare the students for a future that is largely unknown. The 21st century skills of teamwork, problem solving and interpersonal skills underpin our approach to the learning and teaching in the school. They are integrated through the skills of literacy, numeracy and ICT across all year levels. A major focus on the enquiry approach to Literacy and Numeracy is maintained at St Michael's, with designated teaching and learning blocks timetabled each week across the whole school.

St Michael's provides opportunities for young people to creatively participate in a wide range of activities. The authentic integration of ICT into the everyday teaching and learning at St Michael's is an ongoing feature of our strategic plan. Regular evaluation and monitoring of the school's ICT hardware and software occurs to ensure up-to-date equipment remains a priority. This includes the increasing use of iPads to support this forward thinking approach, broadening the scope of learning for all students.

The development of responsible independence in all our students occurs within the supportive structure of the School-wide Positive Behaviour Support system. To instigate this approach to behaviour for our Kindergarten students, the school leaders in Year Six implement a buddy program which supports the younger students, develops mutual respect and promotes targeted areas of responsibility development for the senior students. The leadership structure includes all Year Six students, who take on specific leadership roles each term. This provides a variety of experiences for the students and maintains the expectations that all are leaders at all times.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Michael's Primary School follows the Archdiocesan Religious Education Curriculum guidelines and updated *Treasures New and Old* curriculum. The structure of the classroom programs promotes the knowledge and understanding of the students as well as fostering the opportunity for outreach to the wider community.

The school's Vision and Mission guides our work with students, parents and the wider community, integrating our Catholic faith with contemporary life, and embedding Gospel values through our policies, structures and relationships. Members of our community strive to live with the values of acceptance, respect, cooperation, honesty, justice, integrity, personal wellbeing and understanding. Our Vision and Mission statements were re-worded at the start of the year to re-state our message in more contemporary language so the children can relate it to their daily lives. The key themes of *Harmony, Education, Relationships and Stewardship* were brought alive in the classrooms and in our prayer services.

Our motto to 'Live in Harmony' continues to provide guidance for community decisions and behaviour for the whole community. Harmony underpins the place of the Catholic values that continue to be shared and highlighted by the children during 'Whole School Prayer Time'. These celebrations are timetabled to allow the whole school community, including the parent body, to come together regularly to foster personal and community spirituality. Shared daily prayer also plays an important role in our school community.

We are fortunate to have the Parish Church adjacent, and accessible to the school. Connections with the Parish are fostered regularly when the school and/or individual classes join with the Parishioners in the celebration of the weekday Mass. The involvement at the school level of the Parish Priest/ Administrator and the Pastoral Assistant, strengthens the Parish – School combined approach to the celebration of the Sacraments. Instruction is provided at the school with Parish support, and includes the Families through a Family home program and discussion evenings. The sacramental celebrations are shared with the Parish community.

At St Michael's our goal is always to be *a people of harmony, a place of challenge*.

Section Four: Student Profile

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 2015:

Girls	Boys	LBOTE*	Total Students
92	115	12	207

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.01%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	92%
Year 2	95%
Year 3	95%
Year 4	91%
Year 5	91%
Year 6	95%

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 Catholic Education Office designated School Services 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 Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	6	21

* This number includes 12 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Staff Professional Learning included:

- *'Responding to Intervention'* - introduction module including the use and interpretation of assessment data
- Introduction and component one of *Kids Matter* initiative
- Professional Standards and Goals for teachers
- Staff Spirituality day on theme of 'The Francis Effect'
- Money Smart program - financial literacy in the classroom
- ICLT
- Collaborating on the Curriculum - English, supported by Catholic Education office.
- Numeracy Essentials - supported through Catholic Education Office
- Sustainability - *Fresh Tastes* - as a component of Health program.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	55%	48%	7%	11%
	Writing	58%	47%	0%	7%
	Spelling	34%	41%	18%	15%
	Grammar and Punctuation	50%	52%	5%	11%
	Numeracy	32%	34%	18%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	29%	34%	18%	18%
	Writing	32%	19%	4%	18%
	Spelling	29%	33%	4%	15%
	Grammar and Punctuation	18%	36%	25%	17%
	Numeracy	18%	28%	18%	16%

Section Seven: School Review and Improvement

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 Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

An ongoing emphasis on the inclusion of strategies requiring higher order thinking skills will continue to extend the opportunities for students to apply these skills, knowledge and understanding in all areas.

An ICT infrastructure upgrade early in the year provided the stimulus for restructuring the distribution of the school's hardware, and the purchase of new equipment, to allow maximum access for the students. The importance of current professional learning opportunities for staff is clear, and will continue to be a focus. Greater integration of ICT as a teaching tool, into the already established Literacy and Numeracy blocks, will lead to the enhancement of the teaching and learning opportunities for the students.

Catering for each student as an individual is always our key priority. This extends across the academic, social, emotional and spiritual domains. As we review our Vision and Mission throughout 2015, student well-being will be addressed as a key component. Specific programs and structures for maintaining physical and mental health and well-being will be incorporated into whole school programs.

Priority Key Improvements for 2016

An emphasis and focus on Enquiry learning across the curriculum will guide professional learning and curriculum development. This will be supported by increased integration of ICLT into the classroom structure as a tool for enquiry. The English Curriculum, specifically in the writing component, will provide an initial focus for the development of a school-wide enquiry approach to learning across all learning areas.

Infrastructure and planning for the implementation of a *Bring your own Designated Device* program will occur. This will initially focus on the senior years classes. The ongoing development of the school-based ICT hardware and software will continue to maintain viability for all students' use.

An ongoing focus for student mental and physical well-being will continue as we move through the next component of the *The Kids Matter* initiative. This will include professional learning for staff and parent engagement. Alignment with the current School-wide Positive Behaviour Support program will also be targeted.

Section Eight: School Policies

Student Welfare Policy

St Michael's Primary School follows the Catholic Education Policy as listed on the CE website. The school's Student Welfare and Behaviour Management Guidelines are child-centred and based on the adoption of a positive and preventative approach to student welfare and behaviour management. The procedures are structured to reflect the key aspects of our mission statement; harmony, education, relationships and stewardship. 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 Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The St Michael's Primary School's Complaints and Grievances Resolution Procedures 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.

Inline with the Catholic Education Complaints Policy, our commitment to respond positively to critical feedback ensures that people have the opportunity to contribute to the continued improvement of the schools in the system. Complaints need to be addressed responsively, openly and in a timely manner to increase levels of satisfaction and to maintain harmonious relations in the wider community. Staff should be encouraged to develop an open expectation of a cooperative and genuine effort to resolve any valid complaint.

A full text of the school procedures is available on the school website.

Section Nine: Community 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

Parental and family inclusion through involvement in events, and parent /teacher communication regarding student progress are both considered very effective and positive by the parents community.

A high level of satisfaction exists around the expectations for student behaviour to create a safe environment; and systems in place to meet student's social needs.

In general, parents agree the approach to learning and teaching is enthusiastic and staff are committed to providing an environment where students' interests are addressed and challenges are met.

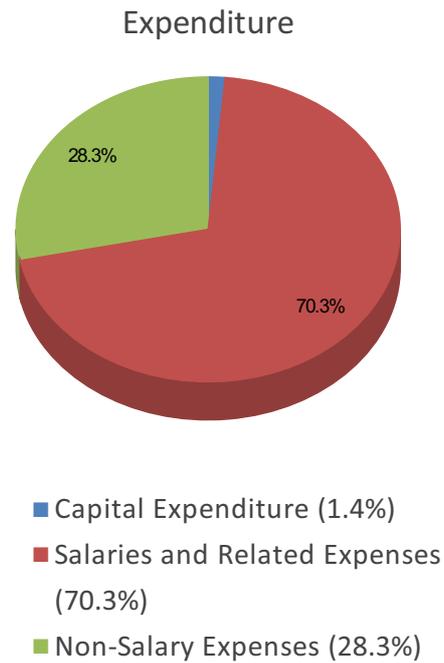
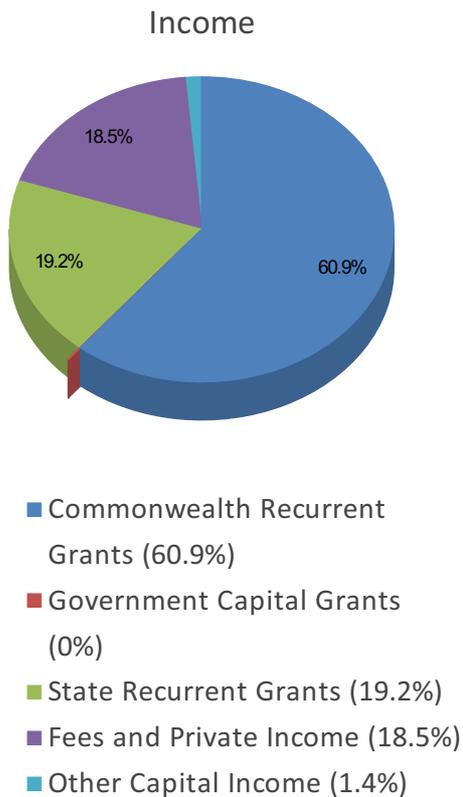
Student Satisfaction

The school's overall caring environment is acknowledged by the students. There is also a strong positive recognition of the high expectations of the students, and the support provided for them to be responsible members of the community. Student responses highlighted that encouragement to increase individual standards was evident, and this was supported by assistance and feedback where required. There is a very high level of recognition of the range of opportunities provided for activities outside the classroom.

Teacher Satisfaction

There is a high level of satisfaction from staff regarding the professional performance and development structure that has been implemented. This is supported by strategic professional learning opportunities. The teaching staff acknowledge the positive ethos of the school, which fosters their feeling of professionalism and their commitment to their work and the school. The leadership team is seen as understanding and is trusted by all; with a high level of support experienced among colleagues. There was total staff agreement that the school encourages learning as our key priority, through a supportive environment, good role models, and consistent student management processes.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,709,633
Government Capital Grants ²	\$675
State Recurrent Grants ³	\$540,717
Fees and Private Income ⁴	\$518,647
Other Capital Income ⁵	\$39,250
Total Income	\$2,808,922

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$39,925
Salaries and Related Expenses ⁷	\$1,974,127
Non-Salary Expenses ⁸	\$794,104
Total Expenditure	\$2,808,156

Notes

- Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
- Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
- State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
- Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
- Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
- Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes 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.