



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

ST MICHAEL'S PRIMARY SCHOOL

Kaleen, ACT

2013 Annual Report



SCHOOL CONTACT INFORMATION

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Mrs Judy Walsh

PRINCIPAL

MESSAGE FROM OUR SCHOOL COMMUNITY

Principal's Message

The 2013 focus included the successful re-registration of St Michael's as a registered Primary School for a further five years. The preparation process was inclusive, with extensive input from staff and consultation with parents through the School Community Council. The report was affirming for all members of the community; as a Catholic community, for the positivity of the students, the involvement and contributions of the parents and families, and the professionalism and dedication of all staff. St Michael's will now continue to strive for excellence under the guidance and protection of St Michael the Archangel and our '*Angel of the Future*'.

School Council Message

The Council welcomed one new member to the executive this year; and some members took on new roles as they worked to support the Principal, staff and the school community in the ongoing development of St Michael's. In their governance role, the Council contributed to the development and refinement of a number of school policies, in preparation for the school Registration process. Ongoing encouragement of families to participate in school activities and fundraising events provided a focus to further strengthen the partnership between home and school.

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 238 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 46% male and 54% female students; 5% indigenous students; and 5% from a Language Background other than English (LBOTE).

The school employs 21 staff comprising 15 teachers and 6 non-teaching staff, the latter being employed in a variety of capacities including administration, learning support, ICT support, canteen, and maintenance support.

St Michael's School continues to use the vision of being a 'People of Harmony, Place of Challenge' to guide daily decision making as well as planning for the future. Under this umbrella, St Michael's School Community welcomes the involvement and contributions of families to the many and varied aspects of school life. Families are invited to share their specific skills and interests, and are encouraged by the School Community Council, to share the load and make a commitment to at least one area. This shared involvement in many aspects of the school strengthens the partnership between home and school, while providing strategic support for the school. The ongoing financial support provided by the Community Council has contributed to the upgrade of the sound system for the school hall for the use of the whole community. St Michael's community was affirmed during the 2013 School Registration process for its learning and teaching programs, its support of the students and staff and the involvement and inclusion of the families in the community. This year, the vehicle used to extend and challenge student learning, centred on the school's involvement

in the celebrations of the Centenary of Canberra, most specifically in the 2020 Vision Project for Sustainability. This whole school project provided avenues for creativity, deeper understanding and innovation at all levels. The successful participation and contribution of a group of the senior students in the Youth Parliament for Sustainability was a highlight.

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

RELIGIOUS EDUCATION

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

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 are shared and highlighted by the children during 'Whole School Prayer Time'. These celebrations are timetabled to allow the whole school to come together regularly to foster personal and community spirituality.

Connections with the Parish are fostered when the school and/or individual classes join with the Parishioners in the celebration of the weekday Mass. The school also shares the responsibility for the celebration of the Sacraments of Reconciliation, Eucharist and Confirmation with St Michael's Parish Priest/Administrator, the Pastoral Assistant and the wider parish community. Instruction is provided at the school and supported by the Family Home Group program or Family discussion evenings. At St Michael's we continue to strive to be 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	419	416	411	428	397
School	421	437	427	443	381

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	502	478	494	501	486
School	531	506	503	535	493

Proportion of students at or above the National Minimum Standard

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

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	96%	92%	93%	95%	93%
School	100%	97%	92%	97%	100%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	26%	0%	21%	32%	4%
Band 5	4%	71%	25%	14%	21%
Band 4	48%	29%	32%	39%	29%
Band 3	15%	0%	14%	7%	29%
Band 2	7%	0%	7%	7%	18%
Band 1	0%	0%	0%	0%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	26%	5%	13%	24%	16%
Band 7	24%	16%	24%	34%	5%
Band 6	29%	54%	26%	18%	32%
Band 5	18%	22%	24%	18%	37%
Band 4	3%	0%	5%	3%	11%
Band 3	0%	3%	8%	3%	0%

The above tables show a very pleasing result across all areas in both Year Three and Five. Of particular note is the attainment of 100% of Year 3 students and a high percentage of Year 5 students achieving above the National Minimum Standard in all areas. One area of investigation for the school will be the development of spelling expertise in the upper grades. The results also show a measure of success in moving students out of the bottom bands in most areas. Detailed analysis of NAPLAN results will continue to inform and guide the direction for future programs. In particular, programs will be specifically designed to extend

students and ensure continued growth for those in the higher bands. The implementation of a focus on Numeracy has produced pleasing growth in this area; and will continue to be refined and further implemented, utilising the specific data from this testing.

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 the school website or on request from the school office.

Attendance Policy

St Michael's School believes all students must attend school each school day except in incidences involving sickness or family holidays or special occasions. While the responsibility for attendance lies with parents, staff at St Michael's Primary School encourage students and parents to full participation in school life. The school encourages the appropriate level of attendance by maintaining a safe and happy environment for all students at school. Detailed steps ensure contact is made with families within an appropriate timeframe to intervene in instances of unexplained student absence. The full text of the school-based policy is available on the school website or on request from the school office.

Student Welfare and Behaviour Management Policy

St Michael's Student Welfare and Behaviour Management 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; which are an extension of the School Wide Positive Behaviour Support program. There is an emphasis on the rewarding of appropriate behaviour, and of creating a culture of responsibility for one's own behaviour choices. This program, which is explicitly taught, is based on striving to be safe; be responsible; be respectful and to be a learner. Students are encouraged to accept the consequences of their actions out of mutual concern.

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

In 2013 St Michael's underwent renewal of Registration. This was an opportunity to review past improvements achieved in student learning and to look ahead to further improvements. The external team affirmed the school's initiatives and successes including the implementation of the Australian Curriculum; updating of school documentation to reflect these changes; and the development and implementation of agreed practice within our Literacy and Numeracy blocks. The positive impact of school-based professional learning for staff was also acknowledged; this was evidenced in the school's 'collegial buddying' program. Discussions between the Leadership Team and the Panel shaped future directions for 2014 and beyond.

Our focus on the components of the Quality Teaching Framework will remain an overarching guide for programming and pedagogy in all areas. The school agreed practice for Numeracy blocks, developed in 2013, will be consolidated through maintaining a focus in this curriculum area. Ongoing Professional Learning for all staff in Numeracy education and Mathematics will continue throughout 2014.

Whilst consolidating the well-established Literacy block, the focus on curriculum differentiation for each individual will ensure there is an element of challenge for all students. An ongoing 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.

2014 will also include a priority to more fully explore the utilisation of the technology available in the school; through the provision of professional learning opportunities for staff and strategies for enhancing teaching and learning.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning

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

The school held four whole staff days in 2013. The content of these days was as follows: Day 1, Mathematics Inquiry Model with Madonna Pianegonda from the Catholic Education office Curriculum team; Day 2, Professional Standards for teachers used to prepare goals for Professional Learning Plans, Working with Vulnerable people, TQI registration and the new Code of Conduct for all school members; Day 3, Internal School Review and Policy review for Registration. Day 4 was held in June when the staff attended an overnight retreat facilitated by Amanda Mackenzie, building on work done on the Enneagram regarding personal development and relationships.

Throughout the year the staff participated in professional development staff meetings which included spiritual development on the 'Circle of Spirituality'; Internal School Review processes; continuation of the Numeracy focus with further input from Madonna; an analysis

of the SMART data from Naplan; and furthering the review of school-wide agreed practice and policies for the registration process.

Teacher Qualifications

All fifteen teachers at St Michael's Kaleen are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2013 was 97%.

The teacher retention rate from 2012 to 2013 was 80%. One permanent teacher transferred to another system school; one temporary part-time teacher moved interstate; and one temporary part-time teacher gained a full-time temporary position at another system school.

STUDENT ATTENDANCE

The average student attendance for the school during 2013 was 93.5%.

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

Attendance rates by Year group

Kindergarten	94.7%
Year 1	93.9%
Year 2	93.7%
Year 3	90.8%
Year 4	94.4%
Year 5	93.3%
Year 6	94.5%

PARENT, TEACHER AND STUDENT SATISFACTION

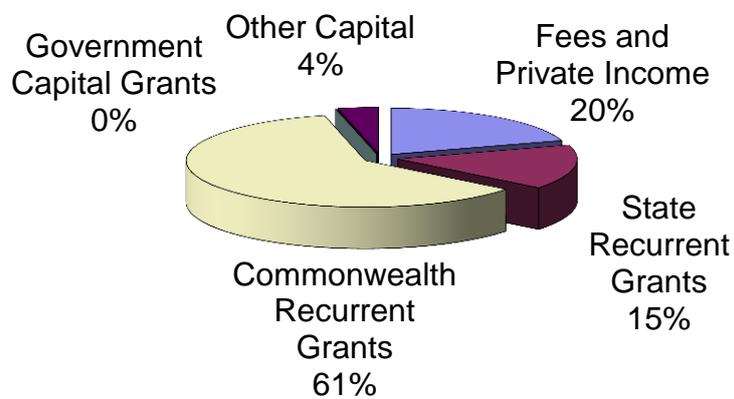
The opinions of parents, students and teachers were sought, covering a range of aspects including school effectiveness. Parents' responses expressed complete satisfaction with the opportunities created for them to participate in the school activities. Parent satisfaction with the overall education provided at St Michael's was extremely positive, expressing their confidence in the enthusiastic approach to the teaching and learning in the school and the caring staff. There was total agreement that St Michael's student management policy is fair and that the safety of the children is a priority.

The school's learning environment and access to technology were consistently acknowledged by the students. There was also a strong positive recognition of the caring environment, provided through consistent behaviour expectations, high achievement expectations and encouragement to increase individual standards. Student responses highlighted their enthusiasm for including whole-school activities into the school program, along with focused excursions.

The Teachers responded positively towards the supportive environment provided at St Michael's fostering a sense of importance in the role of the Teacher. They also acknowledged their feeling of professionalism and their commitment to the school. There was total staff agreement that student responsibility is encouraged and the school student management processes are consistent, with learning as the key priority.

FINANCIAL INFORMATION

St Michael's Kaleen - Income



St Michael's Kaleen - Expenditure

