



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

ST MICHAEL'S PRIMARY SCHOOL

Kaleen, ACT

2014 Annual Report



SCHOOL CONTACT INFORMATION

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This report was prepared by:

Mrs Judy Walsh

PRINCIPAL

MESSAGE FROM OUR SCHOOL COMMUNITY

Principal's Message

In 2014 our main goal was to celebrate the commendations and implement the recommendations from the registration process of last year. Under our theme of 'Seek Wisdom through Challenge', we placed additional focus on the importance of all students being challenged to strive to reach their potential and provided opportunities for risk-taking in their learning.

School Council Message

Three new parents joined the School Community Council this year, as some members had completed their elected term. The new team continued to support the Principal, staff and community in the core business of the school, the education of the children, and in the implementation of the registration recommendations. The Council provided financial support for a whole-school sporting experience and also the ongoing improvement of the canteen and the grounds. A focus on parent and family involvement in the school is always on the agenda.

SCHOOL FEATURES

St Michael's is a Catholic Primary School located in Kaleen. The school caters for students from Kindergarten - Year 6, and has a current enrolment of 233 students. Students attending this school come from a variety of backgrounds and nationalities consisting of 115 male and 118 female students; 10 Indigenous students; and 12 students from a Language Background other than English (LBOTE). No staff identify as Indigenous.

The school employs 23 staff comprising 15 teachers and 8 non-teaching staff, the latter being employed in a variety of capacities including Administration, Learning Support, ICT, Canteen and Maintenance.

St Michael's Primary School's logo continually reminds us to 'Live in Harmony' as we go about our daily school life. During 2014 under the umbrella of harmony, we took on a specific focus to 'Seek Wisdom Through Challenge'. The students were challenged through creative curriculum in the classrooms including a whole-school musical production; and exposure to specific opportunities provided by external groups through Mathematics competitions, Science experiences and Tournament of Minds.

The concept of living in harmony is prevalent in the partnership approach towards all school-home relationships within the many aspects of school life. St Michael's School Community Council works diligently to represent all families in our school; and encourages their commitment to support the school through involvement, as well as sharing their specific skills and interests. This combined effort provides strategic support for the school, which is supported by the ongoing financial support of the Community Council. This year the Community Council has supported the students by contributing to the funding of a special week of sport through the Sports in Schools program; supported the families by providing a farewell celebration for Year 6 students; and also contributed to an orphanage program in Mexico where a staff member is currently volunteering. We have endeavoured to maintain

and extend the acknowledged positive aspects of our school; the teaching and learning, pastoral care and the inclusion of all.

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*. 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.

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 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 and supported by the Family Home Group program and 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) tests 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	402	412	426	402
School	423	398	394	435	404

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	501	468	498	504	487
School	510	459	507	508	487

Proportion of students at or above the National Minimum Standard

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

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	93%	90%	93%	93%	93%
School	92%	88%	92%	92%	93%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	28%	0%	17%	39%	28%
Band 5	11%	33%	22%	6%	6%
Band 4	28%	33%	22%	22%	22%
Band 3	28%	22 %	11%	22%	33%
Band 2	0%	11%	22%	11%	11%
Band 1	6%	0%	6%	0%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	8%	0%	17%	8%	4%
Band 7	21%	0%	17%	42%	21%
Band 6	33%	42%	33%	17%	25%
Band 5	33%	38%	17%	29%	38%
Band 4	4%	17%	17%	4%	13%
Band 3	0%	4%	0%	0%	0%

The above tables show a very pleasing result across most areas in both Year 3 and Year 5. Of particular note is the attainment of Year 3 students at equal to or above the national minimum standard in all areas. The current focus on spelling proficiency in the upper grades is evident in the Year 5 results, and will be continued for consistency across the school. Detailed analysis of NAPLAN results will continue to inform and guide the direction for future programs. The specific programs implemented to extend students and ensure continued growth for those in the higher bands will be ongoing. The school-wide focus on Numeracy has produced pleasing growth in the upper bands 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 Archdiocese of Canberra and Goulburn (CE) website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>.

St Michael's Primary School's enrolment policy is consistent with the guidelines outlined in the abovementioned CE 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 instances 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 policy is available on the school website or on request from the School Office.

Student Welfare and Behaviour Management Policy

St Michael's Primary School'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. 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 School Office.

Complaints and Grievances Resolution Policy

The St Michael's Primary School's Complaints and Grievances Resolution 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 2014, through the Collaborating on Student Achievement (COSA+) initiative, the St Michael's enquiry question for investigation was in the area of Numeracy. Our focus on curriculum differentiation for each individual provided an element of challenge for all students. Professional Learning for all staff in Numeracy education and Mathematics throughout 2014 ensured consistency within the whole-school approach. 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 Belief Statements 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.

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 in-services, meetings and conferences.

The school held four whole staff days in 2014. The content of these days was as follows:

- Numeracy – applying Understanding by Design with Madonna Pianegonda, CE Numeracy team;
- Implementing Australian Curriculum Geography led by Mrs Maree Williams, CE Religious Education and Curriculum;
- Professional Standards and Goals for teachers including professional learning requirements for Teacher’s Quality Institute Registration;
- Staff Spirituality day focusing on our theme of Wisdom.

Throughout the year the staff participated in professional development staff meetings which included:

- Review and revision of our Vision and Mission
- Internal School Review processes and the Annual Management plan
- Continuation of the Numeracy focus
- Analysis of the School Measurement Assessment and Reporting Toolkit (SMART) data from NAPLAN;
- Implementation of the Spellodrome into classroom practice;
- Applying Understanding by Design to Religious Education programs;
- Investigation of the Australian curriculum for Health and Physical Education;
- Twilight Religious Education sessions relating to liturgy.

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 2014 was 95%.

The teacher retention rate from 2013 to 2014 was 81%.

STUDENT ATTENDANCE

The average student attendance for the school during 2014 was 95%.

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

Attendance rates by Year group

Kindergarten	92%
Year 1	96%
Year 2	96%
Year 3	95%
Year 4	94%
Year 5	94%
Year 6	95%

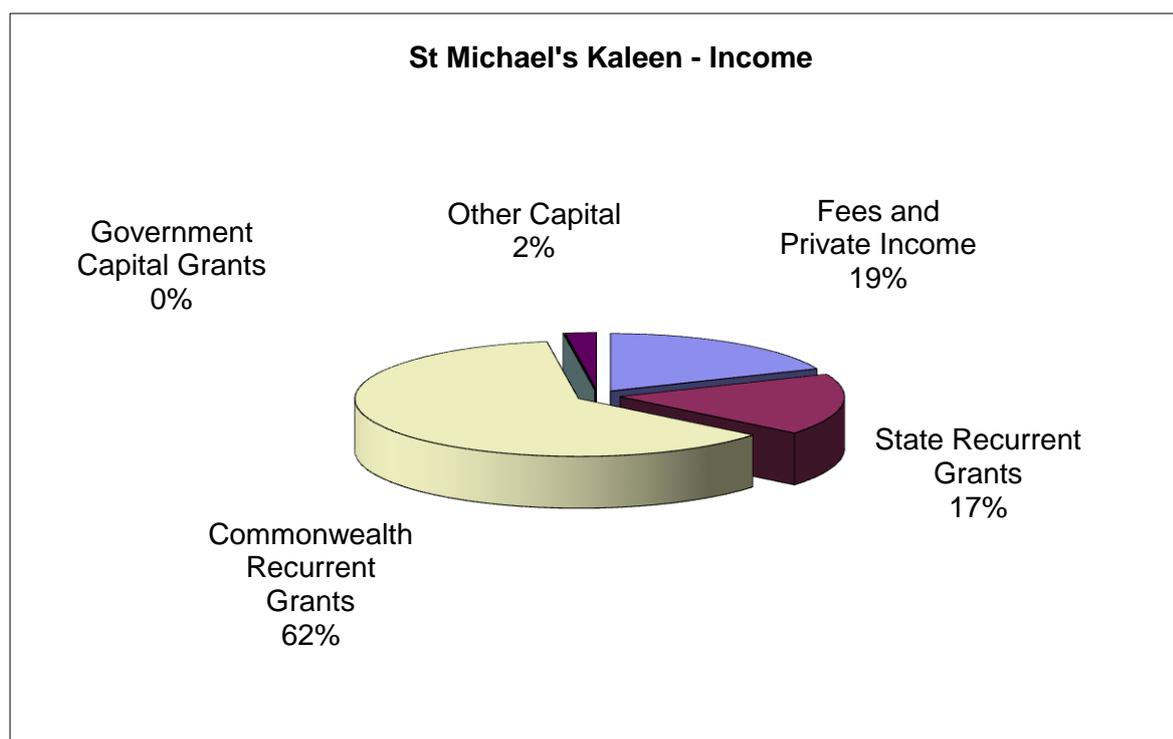
PARENT, TEACHER AND STUDENT SATISFACTION

The opinions of parents, students and teachers were sought, covering a range of aspects including school effectiveness. Parents' responses expressed a high level of satisfaction with the opportunities created for them to participate in the school activities. Parent satisfaction with the home-school partnership was generally positive along with their confidence in the enthusiastic approach to the teaching and learning in the school and the caring staff. There was agreement that St Michael's student management policy is fair and that the safety of the children is a priority.

The school's flexible learning spaces, general environment and access to technology were acknowledged by the students. There was also a strong positive recognition of the caring environment experienced, and the high expectations of the students as responsible members of the community. Student responses highlighted that encouragement to increase individual standards was evident, and there was a mixed response to the opportunities provided for activities outside the classroom.

The teaching staff responded positively towards the supportive environment provided at St Michael's, fostering a sense of importance in the role of the Teacher. Along with their feelings of professionalism and their commitment to the school, they feel supported as part of a cohesive community. There was a high level of satisfaction with the professional performance and development structure that was implemented. There was total staff agreement that learning is the key priority, and the school student management processes are consistent and supportive of this goal.

FINANCIAL INFORMATION



St Michael's Kaleen - Expenditure

