## SCHOOL CONTACT INFORMATION

<table>
<thead>
<tr>
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<th>Details</th>
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<tbody>
<tr>
<td>Address:</td>
<td>Tyrrell Circuit, Kaleen. ACT 2617</td>
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<tr>
<td>Principal:</td>
<td>Mrs Judy Walsh</td>
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</tbody>
</table>
| Parish Priest / School Chaplain: | Fr Warrick Tonkin - Parish Administrator  
Sr Kate McMahon – Parish Pastoral Assistant |
| School Board / Council Chair: | Mrs Colleen Welsh                            |
| Telephone:       | 02 6241 4022                                 |
| Fax:             | 02 6241 4803                                 |
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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 in 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 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 School logo continually reminds us to ‘Live in Harmony’ as we go about the 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 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.
RELIGIOUS EDUCATION

St Michael’s Primary 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 so 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 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.

<table>
<thead>
<tr>
<th>School and National Mean Scale Scores</th>
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<tbody>
<tr>
<td><strong>YEAR 3</strong></td>
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<tr>
<td>National</td>
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<tr>
<td>School</td>
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<td><strong>YEAR 5</strong></td>
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<td>School</td>
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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 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 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.

St Michael’s Primary School Kaleen – School Report to the Community
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.