



2018 ANNUAL SCHOOL COMMUNITY MEETING

12 November 2018

Principal's Report

Dear Parents

The year gave witness to the wonderful endeavours of our students both in and outside of the classroom. Events throughout the year demonstrated the strong connections between home and school as well as continuing to strengthen ties with the wider Bassendean community.

It is impossible to outline all of the operations of the school during the year and hence, this report provides a snapshot of some of the school's foci and events.

SCHOOL COMMENCEMENT 2018

School commenced for the children on Wednesday 31 January 2018 where we welcomed 30 new kindergarten students and several new students in other classes. We hope that these new families have felt welcomed into the St. Michael's community.

DISCIPLESHIP

In 2018, we once again received fantastic support from our parish priest, Father Son Nyugen, and the St. Joseph's parish continues to support the school in its pastoral and spiritual dimensions. St Michael's continued to provide religious education instruction and catechesis throughout the year. The sacraments of Reconciliation (year 3), First Eucharist (year 4) and Confirmation (year 6) were celebrated. These sacramental events included parent/student workshops as well as the actual ceremonies.

The Making Jesus Real (MJR) program was implemented in 2018, focusing on the values of care, compassion, respect, honesty, trustworthiness, understanding, tolerance and inclusion. This program is designed to foster a relationship with Jesus that is real to the students and relevant to their daily lives.

As part of our evangelisation plan, a relationship with Aegis Aged Care was established in order to enhance Christian service opportunities for students. Class visits have allowed students to share class work, performances and stories and, in turn, the students have been able to listen to the life stories of the Aegis residents. This reciprocal relationship has proven to be rewarding for both students and residents alike.

Students have raised funds for Sr Joan Kelleher's Mercy outreach program during Mercy Day celebrations. Funds have also been raised for Lifelink and Caritas.

Staff participated in a faith formation day in term 3 facilitated by Dr Pina Ford from CEWA. In addition to this, individual staff members have continued to work on the completion and renewal of the CEWA accreditation requirements through various faith and knowledge based religious education courses.

St Joseph's parish was blessed to have the Our Lady of Fatima Pilgrim Statue visit this year, commemorating the 100th anniversary of the first apparition of Our Lady at Fatima. After the parish community celebrated the visit over a weekend, the school joined to celebrate Mass on Monday 20 August. Classes came in groups to listen to Sr Clara talk about the importance of the statue and how powerful praying the rosary is. Students received rosary beads that had been blessed along with an Our Lady of the Mount scapular.

ACCOUNTABILITY

The staff at St Michael's are one of its greatest assets. I wish to acknowledge the tremendous dedication of all staff at St Michael's who so willingly and ably fulfil their numerous vocational roles and I thank them for their ongoing hard work and dedication to the students of St. Michael's. This year we sadly farewell the following temporary staff members: Miss Natalie

Brescacin, Mrs Bethany Griffiths, Mrs Megan Harwood, Mrs Wendy Hull-Deane and Mrs Jane Cullen. We sincerely thank them for their service to the school and wish them well on their future journey. Particular mention must be made of Mrs Lisa Liebregts who leaves us to take up an Assistant Principal at Mary McKillop in 2019. Lisa is a long standing member of our community, having worked at St. Michael's in a variety of roles including Assistant Principal and acting Principal. We commend and thank Lisa for her loyalty, hard work and dedication to the school and wish her all the very best in her new role.

The school board in 2018 consisted of Kara Collins (board chair), Amanda Versace (secretary), Sue Criniti (treasurer), Adrian Morin, Glenn Hall, Daniel Stefanelli and Renee Barker (as the P & F rep). The work of the School Board is a vital aspect of the school's management and operation and I sincerely thank all members for their time and commitment to the school. In particular, I thank Glenn Hall as he steps down from the school board due to his youngest child graduating from St. Michael's. Glenn's dedication and insights have been much appreciated and will be sorely missed. We wish Glenn and his family all the very best in their future endeavours!

Some works overseen by the school board in 2018 included the replacement of the carpets in years 5 and 6 and the multipurpose room. Some small furniture items were also purchased for these rooms. The fencing along the junior primary playground was replaced through insurance in term 3 after incurring significant storm damage.

The school board decided to increase fees by 2% for 2019 which is in line with CEWA recommendations. The fee schedule for 2019 has been distributed to all families.

The school continues to provide financial assistance to families through CEWA's Health Care Card scheme and other school-based support mechanisms. I encourage any family with a health care card to provide the school office with a copy so that you can receive this substantial discount on school fees.

In 2018, CEWA trialled a new school climate survey called Tell Them From Me (TTFM). Feedback was sought from students, parents and staff. Years 4-6 students completed the survey at school. The majority of staff and a pleasing number of parents also completed the survey. The leadership team reviewed the TTFM data with staff during a staff meeting and reflected on areas for improvement. This information was also shared with the school board. According to the TTFM survey, St Michael's students reported that they have positive relationships with their peers, they have someone they can trust at school and people who encourage them. The students responded highly that they believe schooling is useful and has a purpose. Student responses suggest that there is positive behaviour at school and students feel they possess the effort to succeed. Survey responses suggest that parents find teachers easy to communicate with and feel informed about school activities. The data also suggests that parents perceive teachers to have high expectations and show an interest in their child's learning. Parents responded positively that their children feel safe going to school. Staff responses suggest that staff have positive perceptions about school leadership, collaboration and the learning culture. Staff survey results also indicate that staff perceive that school leadership helps them create a safe learning environment, feel they set high expectations for students and have positive perceptions about opportunities to collaborate with other teachers to improve student learning. An area for growth identified by the survey results has previously been identified and addressed through the implementation of the URStrong friendology program, which teaches students effective relationship skills and conflict resolution strategies.

In 2018, the Quality Catholic Schooling (QCS) component entitled Staff Wellbeing was reviewed by staff and actions were determined to be either maintained or implemented within the school to maintain and improve positive staff perceptions about their wellbeing whilst working at St Michael's.

In 2018 the junior primary staff continued to use the National Quality Standards (NQS) document to reflect on their early childhood practices and developed our 2018 - 2019 Quality Improvement Plan (QIP). The key areas of focus were:

- More opportunities for children to have a sense of agency which enables them to make choices and decisions which influences events and their world. (QA 1.1.6);
- More evidence of teachers providing 'play-based' learning where they can respond to the children's ideas and play rather than the content driving the learning experience (QA1.2.2); and
- Reflective practice in relation to program delivery, educator practice and academic achievement (1.2.3).

Throughout 2018, the required NQS audit was completed and the leadership team rated our early childhood programs as meeting requirements and continuing to work towards Quality Area 1 – Education Program and Practice.

This year we updated the following policies:

- Aboriginal Education Plan
- Evacuation (Yearly update)
- Crisis Management (Yearly update)
- Student Attendance Policy
- New staff induction schedule

ENGAGEMENT

The contributions that our parents and families make to the life of St Michael's school cannot be under estimated. It is through the support of our families, and therefore the strength of our home-school partnerships, that subsequently allow for staff to engage students in relevant and vibrant learning.

Parental involvement at St Michael's occurs in so many forms. From parent helpers in the classroom, to assisting with our sporting programs, school banking, fundraising and on excursions. On behalf of all staff and students, I thank all parents for your tireless dedication and support of our school.

I would also like to offer my sincere thanks to the P&F Committee and especially it's Executive. The P&F provides important connections and support for our families and its work to support the school in building community and acquiring resources is vital. Thank you to all parents who have supported the P&F throughout 2018. Special thanks to the Executive: Warren Wright as President, Alia Nikoloski as Secretary and Rebecca Dwyer as Treasurer. I encourage other parents to become involved on the P&F Committee in 2019 or consider supporting the P & F through meeting attendance as this is a critical group within our school. Funds raised by the Parents and Friends have been donated to the school to purchase a variety resources to benefit students such as numeracy resources, and new benches to name a few. The P & F also generously subsidised our UR Strong parent workshops which assisted parents to support their children with the positive friendship behaviours and conflict resolution skills that they are taught in the program at school. Our particular thanks must go to Alia Nikoloski as she steps down as secretary, a role which requires a significant investment of time and we truly appreciate the time and effort that Alia has given in service to the school!

We were fortunate to have a number of visits from individuals from CEWA to help support staff. These included:

- Sue Fox (School Improvement Advisor);
- Isobel Bevis (Aboriginal Education Consultant);
- Shelley Forbes (School Support Consultant);
- Carolyn Italiano (Students with Disabilities Consultant);
- Pina Ford (Religious Education Consultant);
- Gabriella Guagliardo (School Psychologist, CEWA); and
- Louis De Oliveira (CEWA Regional School Support Accountant).

The assistance of these significant individuals provides invaluable support in the management of the school both in regards to our operation, evangelisation and in the provision of education.

Events which have developed links with the community were:

- Welcome event at Scitech
- Parent/student sacrament workshops
- Participation in the local council Vietnam Veterans Memorial Service
- Numerous Sporting events
- Aegis visits
- Dandjoo Koorliny Reconciliation Event

As a school we have also celebrated/ commemorated:

- Anzac Day
- Class assemblies and Masses
- Book Fair & Open Night
- Mercy Day Mass & activities
- Sport's Carnivals
- Swimming Carnivals
- Cross Country Carnival
- Volunteers Morning Tea

LEARNING

In 2018, teachers have continued to embed the cooperative learning approach and have worked to develop their implementation of Kagan structures through Strategy A Month (SAM) clubs. The implementation and development of case management meetings focusing on students at risk has driven school improvement and allowed professional dialogue around student data and support to occur.

St. Michael's continues to provide support for students requiring additional literacy support through the Reading Recovery, Mini-lit and Macq-lit programs.

The St Joseph's Centre is an integral part of the school, providing expert resources and personnel to support the additional needs of our students. The St Joseph's Centre staff work together to facilitate the access, participation and learning outcomes of the students whether this be offered as centre-based or classroom support. The St Joseph's Centre offers multi-faceted support to individuals and groups of students within an inclusive model of education. Significant collaboration between teachers, parents, administrative staff and SJC staff precede decisions about what level of support works best with each student. There is no 'one-size fits all', but a collaborative approach to ensuring that every student can access the communication, academic, sensory, physical, social and emotional support they may require at any given time.

St Michael's continues to benefit from the skills, dedication and passion of its staff who commit totally to the ongoing progression of the school's goals and priorities. The staff approach their work with diligence and expertise thus ensuring the best outcomes for students and the development of strong links between home and school.

The key curriculum goals for 2018 were:

Learning

- Implement Words Their Way (WTW) programme in years 1-3.
- Implement staff professional development in spelling and writing.
- Implement a school wide positive education model.

As previously mentioned, WTW was successfully implemented in 2018 and staff participated in professional development opportunities through WTW workshop and Day 1 writing workshop through Kagan Australia. Staff participated in numerous PLC meetings led by our social worker, Mrs Lisa Mueller, focusing on mindfulness, gratitude, character strengths and growth mindset, enabling them to implement positive education strategies into the classroom.

Success Measures:

- 2018 Spelling NAPLAN data indicated that the school mean was above the national average and 25% of students were represented in Band 6. Given the short implementation timeframe of WTW, we will continue to monitor NAPLAN and school standardised test results in spelling to gauge the effectiveness of the new spelling program.
- Effect sizes calculated to determine growth between Year 3 and 5 NAPLAN results in spelling revealed an effective size of 1.16 (an effective size of 0.8 would indicate the expected 2 years of growth). According to Cohen's (2013) criteria, this effect size is large in magnitude and therefore of practical significance.
- Evidence gathered from teacher programmes indicated an increased awareness of intentional teaching in relation to components outlined in the positive education model of mindfulness, gratitude, character strengths and growth mindset.

Engagement

- Offer parent workshops on current educational practice.

Success Measures:

- In Term 3 2018, the URstrong Friendology program was implemented and parent and child workshops were held on open night.

Accountability

- Refurbish Multi-purpose room and Year 5 & 6 classrooms as per the maintenance plan.

Success Measures:

- Refurbishments were completed in the July holidays

Discipleship

- Ongoing commitment to the Mercy Charism with a particular focus on the core Mercy value of Service.

Success Measures:

- In 2018 a roster was implemented allowing opportunities for classes to visit the Aegis Nursing Home once a semester.

PROFESSIONAL DEVELOPMENT

Significant professional development has taken place throughout the year. Careful consideration has been undertaken to ensure that professional development relates to school priorities and/or individual teacher requirements.

This year a synopsis of the professional development undertaken by staff includes:

- Accreditation content courses
- Data review – NAPLAN
- Kagan Coaching
- Personal reflection and faith formation
- Leader’s Forums
- APPA conference
- Various special needs PD e.g. autism
- Effective Mentoring
- Trauma PD

School based staff professional development included ongoing Professional Learning Community meetings with specific focus on literacy and numeracy.

Specific strategies adopted included:

- Fortnightly Professional Learning Communities (PLCs)
- Kagan Strategy a Month (SAM) club
- Kagan Coaching
- Data driven instruction
- Case management meetings
- Integration of ICT across the curriculum
- Significant resource allocation (time and finance)
- Use of student data to inform teaching & learning activities
- Interrogation of NAPLAN data
- Interrogation of BRLA data
- Reading Recovery
- Mini-lit & Macq-lit programs
- Lexile Reading program
- Words Their Way spelling program
- Soundwaves spelling program
- iMaths program

Specialist learning areas in 2018 engaged students in Italian, visual art, music, sport, and humanities and social sciences (HASS).

At St. Michael's we ‘value add’ to our curriculum in a variety of way including programs, initiatives, events, incursions and excursions that take place during the year. These include:

- Information and Communication Technologies
- Support for children with special learning needs
- Mini & Macq Lit Programs
- Reading Recovery
- Sacramental Programs
- Anzac Day Service
- Choir performances
- Mercy Day
- School Camp (biannually)
- Book Fair
- EduDance
- Gymnastics
- Sacred Saints sporting opportunities
- Triathlon
- Swimming lessons & carnival
- Athletics- Faction Carnival & Interschool Carnival
- Aegis visits
- Kindy orientation
- Early intervention screening

- Student leadership positions
- Christmas Concert/School Play
- Enrichment program

WESTERN AUSTRALIAN CURRICULUM

At St Michael's, the Western Australian curriculum has been fully implemented and ongoing professional development is conducted for staff in this area as required through integrated learning in professional development days and PLC meetings.

NAPLAN DATA 2018

National Assessment Plan for Literacy and Numeracy (NAPLAN) results in 2018 were:

YEAR THREE	ST MICHAEL'S MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	462.4	433.8
WRITING	425.0	407.2
SPELLING	421.2	417.8
GRAMMAR & PUNCTUATION	454.8	431.7
NUMERACY	416.8	407.7

YEAR FIVE	ST MICHAEL'S MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	509.0	537.2
WRITING	477.9	464.6
SPELLING	525.6	502.5
GRAMMAR & PUNCTUATION	543.4	503.6
NUMERACY	503.3	494.2

PERCENTAGE OF CHILDREN AT OR ABOVE THE NATIONAL MINIMUM STANDARD
FROM 2014- 2018

	Year	Reading	Writing	Spelling	G & P	Numeracy
Year 3	2014	96.8%	93.55%	93.55%	96.8%	96.8%
	2015	93.4%	93.4%	90%	93.4%	93.4%
	2016	100%	100%	100%	100%	100%
	2017	96.6%	100%	100%	89.7%	96.6%
	2018	90.6%	96.9%	100%	100%	100%
Year Five	2014	100%	100%	96.9%	96.9%	100%
	2015	93.8%	93.8%	93.8%	93.8%	93.8%
	2016	96.6%	96.6%	96.6%	96.6%	96.6%
	2017	93.33%	93.33%	93.33%	93.33%	93.33%
	2018	100%	93.5%	100%	100%	96.8%

In 2018 we actively embraced our Mercy values. Thank you to each and every one of you for your ongoing contributions to St Michael's.

SCHOOL GOALS & PRIORITIES 2019

Evangelisation

- Review and update school evangelisation plan

Curriculum

- Enhance students' reading comprehension skills

Aboriginal Education

- Enhance connections with local Aboriginal groups
- Enhance teacher cultural pedagogies

Early Years

- Child-centred programs which draw on children's knowledge, strengths, ideas, culture, abilities and interests
- Critical reflection on student learning and development

I wish the whole of the St. Michael's School and Parish Community a happy and holy Christmas and every blessing in the new year.

God bless



Dr Siobhan Galos
Principal