



2021 ANNUAL SCHOOL COMMUNITY MEETING

15 November 2021

Principal's Report

Dear Parents

The 2021 school 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.

Of course, we cannot report on our 2021 school year without mention of the COVID-19 pandemic which resulted in a 'false start' to the school year with a week of extra holidays in February, a long weekend in lockdown and a week at the end of Term 2 with the community in lockdown but schools open for business. The threat of COVID-19 and some restrictions for much of the year have meant that some school events were postponed or unable to go ahead this year and some timelines for whole school goals have been extended. However, the year was much less impacted by the pandemic than 2020 and certainly we were blessed to be far less impacted than other states in Australia.

When reporting on all that the school year entailed, it is impossible to outline all operations and events of the school and hence, this report provides a snapshot of some of the school's foci and events.

SCHOOL COMMENCEMENT 2021

Whilst school was scheduled to start for students on Monday 1 February, after a brief 'COVID-19 false start', school commenced on Monday 8 February 2021 when we welcomed 28 new kindergarten students and a scattering of new students through-out the rest of the school as the year progressed. We hope that all of our new families have felt welcomed into the St. Michael's community.

CATHOLIC IDENTITY

In 2021, once again we received fantastic support from our parish priest, Father Son Nguyen, however, shortly into the year we received the very sad news that Father Son would be leaving us to support the Vietnamese Catholic Community in Westminster. After farewelling Father Son, we welcomed our interim priest, Father Ben and received wonderful support from him, Catherine and the St. Joseph's parish. St Michael's continued to provide religious education instruction and catechesis throughout the year. Again, this year we managed to work around COVID-19 restrictions to complete all three sacraments of Reconciliation (Year 3), First Eucharist (Year 4) and Confirmation (Year 6). These sacramental events included parent/student workshops and student retreats with 24/7 youth ministry as well as the actual ceremonies. We thank Father Son, Father Ben, the parish and our sacramental candidates and their families for their flexibility and understanding when working with us to deal with the restrictions and postponements we faced.

The Making Jesus Real (MJR) program continued to be implemented (alongside the CEWA Religious Education units), 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.

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.

As part of our evangelisation plan, we continue to value our relationship with Aegis Aged Care in order to enhance Christian service opportunities for students, however, class visits were unable to resume this year due to the pandemic to ensure the safety of both residents and students. The staff, however, have worked on developing a whole school Christian outreach plan to be implemented in 2022.

In Term Three this year, teachers participated in a professional development day on connecting meditation and prayer to scripture. This was facilitated by Diana Alteri from the CEWA Religious Education and Faith Formation team.

This year, students have raised funds for Sr Joan Kelleher's Mercy outreach program during Mercy Day celebrations. Funds have also been raised for Wheelchairs for Kids and Caritas and donations have been collected for our annual St. Vincent de Paul Christmas Appeal.

STEWARDSHIP

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. 2021 was again a turbulent time for staff who had to continue to respond swiftly to changing educational landscapes due to COVID-19. Their unwavering dedication to our students during these times was nothing short of exceptional!

This year we welcomed Mrs Nicole Smith, Mrs Geraldine Nolan, Mr Thomas Sassanelli, Mrs Peng Kong, Miss Sarah Lombardo, Kathryn Gordon and welcomed back Mrs Courtney Carr and Mrs Jane Cullen. Earlier in the year we farewelled Mrs Nicole Smith and Mrs Pauline Lochowicz and, as 2021 comes to a close, we sadly farewell the following staff members: Mrs Christine Venosi, Mrs Robyn Imbrosciano, Mrs Katherine Turner, Mrs Tania Falappi, Mr Thomas Sassanelli, Mrs Jane Cullen, Miss Sarah Lombardo and Kathryn Gordon. We also say farewell for now to Mrs Courtney Carr as she returns to maternity leave. We sincerely thank them for their service to the school and wish them well on their future journey. I must make special mention of Ms Christine Venosi who has served 17 years at St. Michael's. We thank her for her dedication over many years! We also wish Mrs Katherine Turner and Mrs Courtney Carr all the very best for the birth of their babies!

1 January 2020 saw the change to Catholic Education Western Australia Limited (CEWA Ltd). The Catholic Education Commission of WA (CECWA) now serves as the board of CEWA Ltd and has responsibility for governing Catholic Education in WA and for ensuring its financial sustainability. As a result, from January 2021, the School Board is now referred to as the Catholic School Advisory Council to reflect CEWA Ltd's new governance structure. Recently, CEWA have release a new CECWA Catholic School Advisory Council Constitution to reflect the guidelines for School Advisory Councils. This document will take effect from 2022.

In 2021, the St. Michael's Advisory Council consisted of Dr Dave Parsons (board chair), Amanda Versace (secretary), Elliott Brannen (treasurer), Sue Criniti, Daniel Stefanelli, Emma Walke, and Michael Walton as a co-opted member and Alesha Austin (as the P & F rep). The work of the School Advisory Council is a vital aspect of the school's management and operation and I sincerely thank all members for their considerable time and commitment to the school and their wonderful support. Thank you in particular to Amanda Versace and Sue Criniti as they step down from their roles as their youngest child graduates from St. Michael's. Thank you also to Daniel Stefanelli as his most recent term on the advisory council comes to an end. All three have been long standing Advisory Council members, with Amanda and Sue serving as secretary and treasurer respectively and Daniel serving as vice chairperson this year. Their contributions to the school both on the Advisory Council and in other ways have been significant and we thank them sincerely.

In 2021, primary schools were not charged our usual IT levies or auditing costs which saw us \$100,000 better off. We made use of this windfall by attending to some big maintenance items including the renovation of the Kindy bathroom, replacement of carpets in Year 1 and Pre-primary, some purpose-built cupboards in the new music/science room and the removal of some asbestos ceilings in some eaves and veranda areas and their subsequent replacement with non-asbestos material. It is to be noted that whilst an asbestos audit of the school indicated that these areas were currently safe, we made use of the additional funds to have the material removed to ensure that our school is now asbestos free. In 2021, the school vehicle was also due for replacement as per CEWA policy. Due to some recent break ins and incidents of afterhours vandalism, we also installed security cameras in the outdoor areas of the school. In 2021, we also began a seven-year painting contract which will see the whole school painted from 2021 – 2027. This schedule commenced with the painting of the whole interior of the old convent (PP/Year 1) building and the interior and exterior in kindergarten. Some additional capital works included the installation of our final Salto security locks on various doors throughout the school and some new blinds for kindy and Year 6. Unexpectedly, a number of families moved on from St. Michael's, often due to relocations related to employment, and the subsequent loss of government funding resulted in our mid-year budget review predicting a deficit. However, we have tightened our spending and still hope to finish the year with a balanced budget.

In recognition of the financial hardships experienced by many families due to the pandemic, CEWA Ltd instructed all Catholic schools to observe a 0% increase in fees for 2021. For 2022, the School Advisory Council agreed on a 2% increase in tuition fees as per the CEWA recommendation. After liaising with the community earlier in the year, in 2022 we will also add a booklist fee to the school fee schedule, whereby the school will order booklist items in bulk for parents, thus streamlining the process and, in most cases, allowing a savings for parents.

In 2019, the board began a gradual process to adjust our fee structure in order to bring our kindergarten fees more in line with CEWA guidelines. However, in light of CEWA Ltd's announcement about a strict 0% increase in fees for 2021, this process was postponed this year. However, the 2022 fee schedule reflects the commencement of this process which will continue for the next few years, seeing kindergarten costs reduce and PP – Year 6 fees increase slightly to offset the lost income.

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 in Term 1 so that you can receive this substantial discount on school fees.

In 2021, feedback was gathered from the St. Michael's Community through our school climate survey. Each item was scored on a 5 point scale and the parent and student responses are summarised below. It should be noted that as a general guide, an average item mean above 4.0 is considered a strength, mean scores between 4.0 and 3.5 should be monitored and any below 3.5 should be actioned.

Parent Responses

According to the results of the *Parent and Caregiver Voice (PaCS)* survey, the *Catholic Identity* scale and all scales under the 'Child's Experience' section (*Dealing with Student Behaviour, Staff support, Stimulating and Challenging Environment, and Satisfaction with Child's Progress*) had an average item mean above 4 (out of 5). A mean above 4 indicates that the majority of parents responded positively with 'often' or 'almost always' with the most common response being 'almost always' (5). The highest score of these scales was *Staff Support* (4.56) and the greatest opportunity for improvement was *Stimulating and Challenging Environment* (4.17).

All scales under the 'Parent's Experience' section (*Welcoming School, Affirming Diversity, Communication, and Satisfaction with the School*) scored above 4, with the exception of *Assessment and Feedback* (3.92). The highest of these scales was *Welcoming School* (4.68). Whilst our lowest scales still had very good scores, in the spirit of striving for continuous improvement, these will become our areas of focus for the future. Co-operative Learning had an average item mean of 3.96 suggesting that generally this program continues to be valued by parents.

Student Responses

According to the results of the *What's Happening in This School? (WHITS)* survey, the average item mean for all positively worded scales was above 4 (*Catholic Identity, Teacher Support, Peer Connectedness, School Connectedness, Rule Clarity, Reporting and Seeking Help, Support for Learning, Expectations for Success, Moral identity, Resilience, and Wellbeing*). The highest scores were *Moral Identity* (4.48), *Expectations for Success* (4.47) and *Teacher Support* (4.46). The greatest opportunity for improvement was *Support for Learning* (4.0) which will be included as an area of focus.

The average item mean for the two negatively worded scales (ie the lower the score the more positive the result) was: *Unproductive Behaviours* (e.g teasing) (1.9 - keeping in mind that someone who reported never having experienced teasing, for example, would report a score of 1) and *Disruptive Behaviours* (3.31). This last scale will be our focus for the future.

It was heartening to receive such positive feedback from the community, particularly the parents, and it's also confirmation of how blessed we are to have such caring staff members who create a safe and nurturing climate for our students. I remind parents that the St. Michael's staff are committed to working in partnership with parents and I encourage parents to touch base with their child's teacher regarding any concerns. Ongoing concerns can then be escalated to an assistant principal and then the principal. At the conclusion of any dispute and complaint process, if you feel the matter remains unsolved, I refer you to the CEWA Dispute and Complaint Policy which you can find a link to on the policies page of our school website: www.stmichaelsbass.wa.edu.au/policies. The Director General of the Department of Education is responsible for ensuring that the school observes the registration standards, including the standard about its complaints handling system. Any student, parent or community member is entitled to contact the Director General with concerns about how the school has dealt with a complaint. Information is available on the Department of Education website. While the Director General may consider whether the school has breached the registration standards, she does not have power to intervene in a complaint or override the school's decision.

In 2021, the junior primary staff continued to use the National Quality Standards (NQS) document to reflect on their early childhood practices. 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); and
- 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).

These goals were achieved by strategies such as the introduction of loose parts play in the junior primary playground, dedicated play spaces in classrooms which are regularly altered based on student's interests, explicit planning for student choice within early childhood classroom routines and sharing professional learning across the system (Miss Meadhbh Glasgow-Collins presented an online webinar for staff at other schools).

Throughout 2021, 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.

CEWA schools are focused on the protection of all students and, as such, St. Michael's implements the Safe4Kids program from Kindergarten to Year 6 to explicitly teach students protective behaviours. The Safe4Kids Protective Education Program is an easy-to-follow, comprehensive child protection education program designed to empower children and provide them with the skills that will help protect them from sexual abuse and build their resilience and assertiveness. Staff deliver the 10-week program to all students covering one of the key concepts each week. Teachers then revise key concepts at various times throughout the year as required and embed the Safe4Kids language into daily classroom practice. Our school social worker is also able to offer protective behaviours education individually and in small groups as required. Classroom teachers have been trained in the Safe4Kids program and have observed demonstration lessons onsite by a Safe4Kids co-ordinator. New classroom teachers are trained at part of the induction program. St. Michael's has a school Code of Conduct which staff are familiarised with on a yearly basis. The Code of Conduct is highlighted to new families at enrolment interviews and a copy can be found on the school website. In consultant with students, a school Student Code of Conduct has also been created which classroom teachers familiarise students with at the commencement of each school year and

throughout the year as required. All staff complete the CEWA Child Protection Module and Assessment on an annual basis. Regular volunteers and relief teachers are also required to complete this module annually. Moving forward, members of our School advisory Council and P & F Executive will also need complete this course. As the safety, health and wellbeing of students is our priority, we remind all staff and parents to be vigilant in watching over our students and to report any Code of Conduct breaches to myself immediately via phone (62789888), email (principal@stmichaelsbass.wa.edu.au) or in person via the office. Breachers may also be reported to an assistant principal or the School Advisory Council Chairperson (Dr Dave Parsons).

This year, CEWA completed their new policy hub and, as we fall under CEWA Ltd, we now refer to many system policies and Executive Directives rather than having our own separate school policies: <https://policy.cewa.edu.au>. Some school-based policies which are still required and which were reviewed this year included:

- Evacuation (annual update)
- Crisis management (annual update)
- Staff induction (annual update)
- Administration of Medication
- Staff induction (annual update)

COMMUNITY

The contributions that our parents and families make to the life of St. Michael's School cannot be underestimated. It is through the support of our families, and therefore the strength of our home-school partnerships, that 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, 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 its 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 2021. Special thanks to the Executive: Neera Mukherjee as President, Melissa Maiolo as Secretary and Kristy Mouchemore as Treasurer. Thank you also to Pam Mahar for her work as fundraising co-ordinator and to all of our classroom reps. In particular, I thank Kristy Mouchemore who is likely to be stepping down as P&F Treasurer next year. Kristy has ably served the school in this role for several years and I thank her for her generosity!

I encourage other parents to become involved on the P&F Committee in 2022 or consider supporting the P & F through meeting attendance or event co-ordination as this is a critical group within our school. Funds raised by the P & F have been donated to the school to purchase a variety of resources to benefit students such as Athletics, science and music resources and classroom equipment to name a few. Of course, the big-ticket item for the P&F this year was to purchase a new AV system for the hall. The new screen and sound system is world class and very much appreciated! We must also thank the McGowan Labour Government and Hon. Dave Kelly for their contribution of a \$10,000 grant towards this project. This year, we had some great P&F events which included our family night, walkathon, disco and art exhibition. Thank you to our talented art teacher, Mrs Renee Vassiliou and the P&F for the wonderful art exhibition!

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

- Greg Ward (School Improvement Advisor, CEWA Ltd);
- Sue Fox (School Improvement Advisor, CEWA Ltd);
- Susan Scanlon (School Support Consultant, CEWA Ltd);
- Rod McAllister (Reading Recovery Tutor, CEWA Ltd);
- Di Kounis (Students with Disabilities Consultant, CEWA Ltd);
- Carolina Alvarez (School Psychologist, CEWA);
- Michela Cochrane (School Psychologist, CEWA);
- Gabriella Guagliardo (Senior School Psychologist, CEWA);
- Paula Powers (Team Leader, Students with Disabilities Team, CEWA);
- Diana Alteri (Team Leader, Religious Education and Faith Formation Team, CEWA);
- Ben Saulsman (Mathematics Consultant, CEWA);
- Mark Ryan (Principal, Queen of Apostles, Riverton) [Principal Review Panel];
- Sheldon Carey (Principal, St. Lawrence, Balcatta) [Assistant Principal Review Panel];
- Louis De Oliveira (Regional School Support Accountant, CEWA Ltd); and
- Sharon Quinn (CEWA Regional School Support Accountant, CEWA Ltd).

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

Events which have developed links with the community were:

- Welcome event for new parents
- Parent/student sacrament workshops
- Sacramental retreat days
- Visits from parish youth group volunteers
- Participation in the local council ANZAC and Remembrance Day Services
- Numerous sporting events
- Fathers' Day breakfast
- Open night
- Visit by staff to Wheelchairs for Kids factory

As a school we have also celebrated/ commemorated:

- Class Masses
- Book Fair & Open Night
- Mercy Day Mass & activities
- Sports carnivals
- Swimming carnival
- Volunteers Morning Tea
- World Teachers' Day

LEARNING

In 2021, teachers have continued to embed the cooperative learning approach and have worked to develop their implementation of Kagan structures through Structure-A-Month (SAM) clubs. As is usual practice as part of our professional learning and staff goal setting processes, staff participated in peer enhancement visits to other schools, such as, Mr Rob Coughlan visited Holy Rosary to observe their science program in action and hosted a reciprocal visit.

Apart from four professional development days throughout the year, staff have participated in around six professional learning community meetings per term focusing on enhancing teaching and learning. The development of a digital reading wall and the continuation of case management meetings focusing on students at risk has driven school improvement and allowed professional dialogue around student data and support to occur. This year, class teachers have also videoed themselves teaching using the Swivl technology to reflect on their practice (in relation to critical and creative thinking strategies) and both informal coaching and a formal feedback loop (goal setting, observation and coaching) has continued to occur. Our junior primary teachers took part in training on the Heggerty phonics program and implemented this in Kindy to Year 2.

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

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 2021 were:

Discipleship

- Develop a whole school community outreach plan.

Success Measures:

- By the end of 2021, a St. Michael's Community Outreach Plan will have been completed and ready for implementation in 2022. **Near completion. Will be finalised by the end of 2021 and launched in 2022.**

Curriculum

- By the end of 2021, classroom teachers will have a greater repertoire of skills to integrate Critical and Creative Thinking (C&CT) skills into the classroom.

Success Measures:

By the end of 2021:

- using a likert scale, on average teachers will have increased their personal rating when reflecting upon their ability to teach critical and creative thinking. **Completed.**
- a whole school embedded approach to C & CT will have been developed. **Completed**

Staff participated in a professional development day and several professional learning meetings focused on C&CT in 2021. Staff have set themselves personal attainment goals and have practiced using various thinking routines in the classroom. Teachers have built up a repertoire of visible thinking routines and created a whole school progression of C&CT strategies for use across the school.

The following actions provided evidence of goal attainment:

- Teachers rated their personal and professional practice in teaching critical and creative thinking through a series of statements rated on a likert scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) in Term 3 of 2020 and then again in Term 4, 2021. Two of these statement rating results are highlighted in the table below:

	T3 2020	T4 2021
Teachers should include the assessment of creativity when designing tasks	23% – disagree 31% – neutral 46% – agree	10% – neutral 80% – agree 10% – strongly agree
My school environment encourages critical thinking in students	16% - disagree 30% - neutral 46% - agree 8% - strongly agree	10% - neutral 80% - agree 10% - strongly agree

- Self-recorded video footage of teachers teaching critical and creative thinking routines to students, self-reviewed and findings shared at staff meetings.
- Teacher anecdotal reflections of the success of integrating CCT thinking routines:
 - o *“I have used the ‘I see, I think, I wonder’ CCT routine in my classroom. This has worked well as the children are starting to question more aspects of the content rather than just ‘brushing the surface’ and they are willing to question possible outcomes”*
 - o *“By asking students to tell me “how” they know something to be true, or challenging them to unpack their thinking behind their conclusions I am able to examine how my students think, and be informed about their critical thinking processes. Using the thinking routine, ‘I used to think, but now I think’ has been instrumental”*

Early Years

- By the end of 2021, teachers will have provided students with opportunities to exercise agency over their learning. **Completed**
- By the end of 2021, teachers will explore play-based pedagogy in the classroom, and document evidence of play-based learning in their classroom programs. **Completed**

Success Measures:

- By the end of 2021:
 - teachers will have documented evidence of student agency in the classroom.
 - ECE staff will have participated in at least one play-based learning PL opportunity
 - an increase in play-based learning will be observed and documented in NQS audit

Achievement of success measures are evidenced by teachers’ participation in:

- Miss Meadhbh Glasgow-Collins’ play-based webinar
- Peer enhancement visit to St Brigid’s, Lesmurdie (Miss Natalie Pin)
- Peer enhancement visit to Infant Jesus, Morley (Ms Laura Marzo)
- Peer enhancement visit to Santa Clara, St James (Mrs Jemima Saunders)
- Establishing an NQS wall to document evidence of NQS in action

Aboriginal Education

- By the end of 2021, staff will have participated in a culturally responsive pedagogies PD

Success Measures:

- Participation & certificate for attendance at PD
- Implemented & evident in teaching practice

Whilst we had planned to engage in a culturally responsive pedagogies PD in 2021, the CEWA Aboriginal Education Team were unable to facilitate this PD due to a lack of available staff. Instead, the staff completed a self-directed tour of the WA

Museum focusing on Aboriginal culture and heritage. The goal to complete the culturally responsive pedagogies PD will now be carried over to 2022.

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 – school-based data
- Kagan coaching
- Leader's Forums
- Critical and Creative Thinking
- Play based pedagogy
- Mathematics
- Connecting meditation and prayer to scripture
- Aboriginal culture and heritage
- Trauma response strategies
- Nationally Consistent Collection of Data (NCCD) on School Students with Disability
- CPPA and CAPA conferences
- Mathematics
- Asthma and anaphylaxis online training
- Mandatory reporting online training
- Peer enhancement visits to other schools

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 Community meetings (PLCms)
- Kagan Structure a Month (SAM) club and coaching
- 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
- Reading Recovery
- Mini-Lit & Maq-Lit programs
- Lexile Reading program
- Heggerty Phonics
- Letters and Sounds
- Words Their Way spelling program
- Soundwaves spelling program
- Athletics
- Feedback loop
- Recording and reflecting of lesson using Swivl technology

Specialist learning areas in 2021 engaged students in Italian, visual art, music, sport, and science. Thank you to Mr Rob Coughlan who took the change from Humanities and Social Sciences specialist to Science specialist in his stride this year and thank you to the P & F for providing some seeding funds for Rob to purchase new equipment. Congratulations to our art specialist, Mrs Renee Vassiliou on the success of the art exhibition and our music specialist, Mrs Rochelle Albert on our successful participation in the CEWA Spirit of the Art Festival with our Year 5 class being awarded the Sisters of St Joseph of The Apparition Award for Christian Drama Primary.

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
- Remembrance Day and ANZAC Day services
- Choir performances
- Performances in the CEWA Spirit of the Arts Festival
- Mercy Day
- School camp
- Book fair
- EduDance
- Gymnastics
- Angelico Art Exhibition
- Sacred Saints sporting opportunities
- Triathlon
- Swimming lessons & carnival
- Athletics- Faction carnival & interschool carnival
- Kindy orientation
- Early intervention screening
- Student leadership positions
- Christmas Concert/School Play
- Enrichment program
- NAIDOC celebrations
- Chess Tournament

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.

2021 NAPLAN results are included below.

NAPLAN DATA 2021

National Assessment Plan for Literacy and Numeracy (NAPLAN) results in 2021 were:

YEAR THREE	ST MICHAEL'S MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	441	437
WRITING	444	425
SPELLING	430	421
GRAMMAR & PUNCTUATION	432	433
NUMERACY	394	403

YEAR FIVE	ST MICHAEL'S MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	518	512
WRITING	505	480
SPELLING	519	505
GRAMMAR & PUNCTUATION	505	503
NUMERACY	504	495

**PERCENTAGE OF CHILDREN AT OR ABOVE THE NATIONAL MINIMUM STANDARD
FROM 2016 - 2021**

	Year	Reading	Writing	Spelling	G & P	Numeracy
Year 3	2016	100%	100%	100%	100%	100%
	2017	96.6%	100%	100%	89.7%	96.6%
	2018	90.6%	96.9%	100%	100%	100%
	2019	100%	100%	100%	100%	100%
	2021	93.3%	100%	100%	96.7%	100%
Year Five	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%
	2019	96.6%	100%	96.6%	100%	96.6%
	2021	96.9%	96.9%	96.9%	93.8%	93.8%

In 2021 we actively embraced our Mercy values, which is evident in the wonderful sense of community everyone shows such care and concern for each other. Thank you to each and every one of you for your ongoing contributions to St Michael's.

SCHOOL GOALS & PRIORITIES 2022

Catholic Identity

- Foster a deeper relationship with St Joseph's Parish by revisiting previous goals achieved with our new parish priest.

Education

- Develop an innovative learning space (ILS) to support students' critical and creative thinking and provide support for teachers to use the space in line with innovative pedagogies.
- Facilitate a professional learning focus in the areas of numeracy and grammar.

Community

- Deepen our connection with Aboriginal students and their culture.

Stewardship

- Increase resources to meet the diverse needs of all students.

I thank the whole St. Michael's school and parish community for their support, understanding and flexibility during another challenging year. It was a year of some disruptions due to a global pandemic which brought challenges and disappointments; however, it was heart-warming to witness our ability to continue to pull together as a community to support one another and make the best of each situation. 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