

School Performance Data 2017

St Michael's School Bassendean



Contextual Information

St Michael's School Bassendean is a single stream co-educational primary school with an enrolment of 243 students from Kindy-Year 6. The school was established in 1914 by the Sisters of Mercy and has a very strong and collaborative relationship with the St Joseph's Parish. The school community works together with the Parish Priest, to provide pastoral care for each person and to nurture the whole development of the child. Reconnecting with the school's Mercy history and tradition was established a result of the school's Centenary celebrations in 2014. This initiative has ensured that the core Mercy values of truth, compassion, faith and service have become embedded in our school culture.

At St Michael's, Creativity, Communication, Collaboration and Critical Thinking underpin the school's philosophy. St Michael's is the first school in Australia to be recognized as a Certified Kagan Model School. Staff continue to ensure that the Cooperative Learning Philosophy, based on the Kagan model of cooperative teaching and learning, occurs daily in their teaching contexts.

St Michael's has a special emphasis on Literacy and Numeracy development and is dedicated to improving outcomes for all students, with a current specific focus on the teaching and learning of Numeracy and Digital Technology. The school also has a specific emphasis on Early Childhood Education with early intervention strategies solidly in place to cater for the development of early learners. The school offers Speech and Occupational Therapy screening programs and associated classroom programs to Kindy students. Literacy intervention is also offered to Year One students through the Reading Recovery Program. In addition to this, Literacy and Numeracy support is also offered to students in all classes who experience learning difficulties through the Mini-Lit and Mac-Lit programmes. Other specialist areas available to our students include Physical Education, Music, HASS, LOTE (Italian) and the Visual Arts. The school has a strong commitment to the Performing Arts and students, both individually and in class groups, participate yearly in the Catholic Schools Performing Arts Festival. The enrichment programme for students in Years 2-6 is designed to offer extra academic challenges to students who show special interests, achievement or aptitude in selected learning areas.

An integral part of our school community is the St Joseph's Centre. The centre offers social/emotional, physical and academic support in the development of individualised outcomes and programs for students with a diverse range or specific learning needs.

Teacher standards and qualifications

The most recent qualifications that teachers have attained are listed:

Master of Education – 4

Bachelor of Education – 6

Graduate Diploma of Education - 4

Diploma of Teaching – 3

Workforce Composition

Female Teaching staff members: 14

Female Non-Teaching Staff members: 10

Male Teaching staff members: 2

Male Principal: 1

Indigenous males: 0

Indigenous females: 0

Student attendance at School

YEAR LEVEL	NUMBER OF STUDENTS	ATTENDANCE PERCENTAGE
Kindy	32	92.1%
Pre-Primary	30	91.9%
1	31	92.6%
2	33	95%
3	29	95.2%
4	31	94.9%
5	30	95.2%
6	27	95.2%

Total percentage of student attendance is 92.4%

Attendance and Non-attendance procedures

- It is the parent's responsibility to notify the school prior to the commencement of the school day if their child will be absent from school, by phoning the dedicated School Absentee Line.
- Administration staff check Absentee phone line messages and adjust status on SEQTA of absent children whose parents have phoned in (e.g. "unresolved" 8:30am – 15:00pm if child is away for full day sick).
- Classroom teachers are required to mark morning and afternoon rolls on SEQTA in a timely fashion.
Morning roll to be marked no later than 9:00am
Afternoon roll to be marked no later than 1:45pm
- Once all class morning rolls have been marked, Administrative staff send out an absentee SMS to relevant parents/guardians, and adjust child's attendance status accordingly when parents phone the school (e.g. change status from absent to "unresolved" absence), usually by about 9:30am.
- If parents/guardians do not respond to absentee SMS, Administrative staff are to endeavour to contact parents by phone.
- Administrative staff adjust SEQTA throughout the day to reflect the Sign In/Sign Out book for children who arrive or depart outside normal school hours.
- When advance written notice is received of a child's future absence (for family holiday etc), Administrative staff note this on SEQTA as an "approved absence." If the period of absence is expected to exceed a few days, the Principal and specialist teachers are also informed. Depending on the length of absence, parents and teachers liaise about suitable replacement work.
- Absentee follow up letters are printed out fortnightly and sent home via class teachers. Parents are required to provide a written explanation for the child's absence. Class teachers are required to adjust the child's attendance status on SEQTA as each absence is resolved.
- If the student is absent from school and acceptable written explanation has been provided by the parent, teachers are to adjust the child's attendance status on the SEQTA roll and no further action is required.
- Attendance notes received from parents are archived until 25 years has passed from the child's date of birth.

NAPLAN Annual Assessment Analysis

YEAR THREE (29 students)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Above Target	28	29	27	24	27
At National Minimum Standard	0	0	2	2	1
Below Target	1	0	0	3	1
Exempt	0	0	0	0	0
Absent	0	0	0	0	0

NAPLAN Annual Assessments Analysis

YEAR FIVE (30students)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Above Target	25	28	28	28	26
At National Minimum Standard	3	0	0	0	2
Below Target	0	0	0	0	0
Exempt	2	2	2	2	2
Absent	0	0	0	0	0

Parent, Student and Teacher Satisfaction

Students

According to the results from the *Tell Them from Me* Survey the students of St Michael's School believe their classroom environment mostly engages them with their learning and meets their needs through collaborative structures. The survey results demonstrated there is a strong sense of belonging and positive relationships in the school environment. Students highly value quality instruction and the positive teacher-learning relationships that occur in the classroom context. They feel that the school environment is conducive to positive behaviour.

Parents

Parents feel there is a great sense of community, inclusion and support within the school. They believe that the teachers go above and beyond expectations in order to enhance the school experience for the students.

Teachers

The teachers at St Michael's School value the shared leadership that occurs within the school context. They believe the school is one that values inclusivity, fosters strong parental involvement and collaboration.

School Income

INCOME SOURCE	AMOUNT
School Fees	\$352 832
Per Capita Grants	\$556 539
Other State Govt Grants	\$10 000
Australian General Recurrent Grant	\$1 541 094
Special Education	\$133 341
Interest	\$3557
Other Miscellaneous	\$282
Building Levy	\$34 039
TOTAL:	\$2 631 684

Post-school Destinations

- La Salle College – 8 students
- Chisholm College – 10 students
- Mercedes College – 4 students
- Aquinas College- 1 student
- Dianella Secondary College – 1 student
- Guildford Grammar School – 1 student
- Kiara College - 1 student
- Undefined - 2 students
- Interstate - 1 student

Information about the school's profile, financial information, an indication of students' literacy and numeracy achievements and NAPLAN performance over a number of years can be located at:

www.myschool.edu.au/

Annual School Improvement

	2017 Focus	2017 Strategies/Actions	Status
LEARNING	Increase levels of student engagement through the use of Cooperative Learning structures.	Staff members will be guided by the coaches to improve and consolidate their understanding of Kagan structures during planned coaching sessions after SAM Club meetings.	Achieved
	Develop a shared pedagogy of mathematical understandings and apply them to open ended problem solving tasks.	Move to a non-text book-based programme where rich open-ended problems are used in order to incorporate a focus on the proficiency strands; Understanding, Fluency, Problem Solving and Reasoning as an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability.	Achieved
	Staff members challenge their own pedagogical growth and development to support the implementation of the Kagan structures and the teaching of social skills.	Teachers purposefully work on the classroom climate using various methods eg. class builders, team builders, brain breaks. Structures from all 10 functions are used and the curriculum content matches the function. Brain breaks will be used every 45 minutes by all teachers.	Achieved
ENGAGEMENT	The Mercy charisms and tradition of the school are clearly articulated and reflected in practice.	<p>Linking Mercy values with Gospel values via professional development days with the Mercy Sisters.</p> <p>Finalise a “Living our Mercy Values” document centred on faith, truth, compassion and service.</p> <p>Develop a behaviour management policy which is linked directly to our Mercy values.</p>	Achieved
ACCOUNTABILITY	Implement contemporary learning space in classrooms with the introduction of new furniture such as conundrum tables and couches.	<p>Engage in discussions with CEWA staff regarding evidence on the benefits of contemporary learning spaces.</p> <p>Invite a furniture specialist out to give advice regarding how to maximize the learning space.</p>	Achieved
DISCIPLESHIP	We aim to work collaboratively with the Parish to develop a parish based Sacramental programme.	We will develop strategies to implement a family-focused, parish based, Catholic School and PREP supported Sacramental model.	Achieved