

# School Performance Data

2019

St Michael's School, Bassendean



## **Introduction**

This report is a government requirement and provides information about the school's activities and performance for the 2019 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2020. The school's website contains many relevant documents that will provide additional information for parents.

## **Contextual Information**

St Michael's School Bassendean is a single stream, co-educational primary school with an enrolment of 244 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 recognised 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. 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 Macq-Lit programs. 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 arts and students, both individually and in class groups, participate yearly in the Catholic Schools Performing Arts Festival and Angelico Festival to name a few. 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.

The St Joseph's Centre (SJC) is an integral part of the school, providing expert resources and personnel to support the additional needs of students. The SJC 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.

## **Teacher standards and qualifications**

Ph.D. (Education) – 1  
Master of Educational Leadership - 2  
Master of Education – 1  
Master of teaching - 2  
Bachelor of Arts (Education) – 1  
Bachelor of Arts - 3  
Bachelor of Education – 8  
Bachelor of Education (Early Childhood) – 2  
Graduate Diploma of Education – 2  
Bachelor of Business – 2  
Bachelor of Social Work – 1

Bachelor of Commerce – 1  
 Graduate Certificate in Education – 1  
 Diploma of Teaching – 4  
 Bachelor of Science – 1  
 Graduate Certificate in Information Services – 1  
 Graduate Certificate in Religious Education - 1  
 Certificate for Teacher's Aide – 2  
 Cert III Teacher's Aide – 5  
 Cert IV Education Assistant – 2  
 Certificate in Child Care – 1  
 Cert III Children's Services – 1  
 Diploma for Teacher's Aide – 2  
 Cert IV Finance Services - 1

## Workforce Composition

Female Teaching staff: 21  
 Female Non-Teaching Staff: 7  
 Male Teaching Staff: 3  
 Male Non-Teaching Staff: 0  
 Indigenous Male Staff: 0  
 Indigenous Female Staff: 0

## Student attendance

Year Group	Class Numbers	Attendance Rate
PP	29	91%
Y01	31	93%
Y02	28	93%
Y03	31	93%
Y04	33	95%
Y05	29	94%
Y06	33	92%

Total percentage of student attendance: 92.84%

## Staff Attendance

The average rate of attendance for the gazetted school year for staff in 2019 was 97.5%

### 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.

- Parents of students who arrive or depart outside normal school hours, sign students in or out electronically on SEQTA via the ipad at reception.
- 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.
- 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.
- When a child's absences exceed 14 half days within one term, a letter is sent home to parents from the principal, informing them of their child's attendance rate.

### 2019 NAPLAN Information

<b>YEAR THREE</b>	<b>ST MICHAEL'S MEAN</b>	<b>ALL AUSTRALIAN SCHOOLS MEAN</b>
<b>READING</b>	437.8	432.3
<b>WRITING</b>	443.6	423.1
<b>SPELLING</b>	419.6	418.7
<b>GRAMMAR &amp; PUNCTUATION</b>	443.7	439.8
<b>NUMERACY</b>	414.8	408.1

<b>YEAR FIVE</b>	<b>ST MICHAEL'S MEAN</b>	<b>ALL AUSTRALIAN SCHOOLS MEAN</b>
<b>READING</b>	527.4	506.0
<b>WRITING</b>	480.0	473.9
<b>SPELLING</b>	504.0	500.7
<b>GRAMMAR &amp; PUNCTUATION</b>	521.8	499.1
<b>NUMERACY</b>	497.0	495.8

## Parent, Student and Teacher Satisfaction

Community Satisfaction Surveys are completed every two years. The following data relates to the 2018 community surveys.

### Students

According to the results from the *Tell Them From Me* Survey the students of St Michael's School reported that they have positive relationships with their peers, they have someone they can trust at school and people that 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.

### Parents

Survey responses suggest that parents find teachers easy to communicate with and they 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

Staff responses suggest that staff have positive perceptions about school leadership, collaboration and the learning culture. Staff survey results also indicated 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.

## School Finance Data

The My School website can be accessed to view the school's breakdown of income. The link to the website is:

<http://www.myschool.edu.au>

## Post-school Destinations

- Chisholm College – 14 students
- La Salle College – 8 students
- Mercedes College – 5 students
- Trinity College - 1 student
- Servite College – 1 student
- Guildford Grammar – 1 student
- Shenton College – 1 student
- Governor Stirling – 1 student
- Dianella Community College – 1 student

## School Improvement

The key curriculum goals for 2019 were:

### Discipleship

- Update school evangelisation plan.

### **Success Measures:**

- The new evangelisation plan was developed in Term 1, 2019 in consultation with staff.

### **Curriculum**

- By the end of 2019, classroom teachers will have a greater repertoire of skills to explicitly teach reading comprehension

### Success Measures:

- 88% of students achieved a reading level that is at target or within range (based on running record results).

Staff participated in professional development focused on reading comprehension throughout 2019. In Term 1, Dr Prue Smith (CEWA Reading Recovery Trainer) ran a full day PD on reading comprehension. Following the PD, staff chose one aspect of reading instruction to focus on. Staff were encouraged to use the school Swivl to video and reflection on their reading instruction and shared their reflections at a PLC meeting. Each classroom teacher was observed teaching a reading lesson by the Principal and received verbal and written feedback. In addition to this, each classroom teacher receives regular support from their line manager (an assistant principal). In Term 3, Liz Harper (CEWA Reading Recovery Tutor) ran a PLC meeting on how to take effective running records and use this data to inform instruction. Each classroom teacher experienced 1:1 tutoring with Liz following the observation of a live running record.

### **Early Years**

- By the end of 2019, teachers will have developed programs of work which draw upon children's current knowledge, strengths, ideas, culture, abilities and interests.
- By the end of 2019, children's learning and development will be considered when planning learning programs.

### Success Measures:

Classroom teachers regularly completed Know, Want to Know and Want to Learn (KWL) charts with students prior to starting a new topic to determine their prior knowledge. Pre-testing and questioning support efforts to draw upon the knowledge, skills and understanding that students bring to the classroom.

Teachers addressed the range of student ability via multiple methods of differentiation including; identifying individual goals through formative assessment, tailoring learning experiences to student need and offering students a variety of options to demonstrate their understanding. This was evident in programming during program checks by the principal. Examples include; targeted sessions with students based on learning needs in guided reading and through the Words Their Way program.

Early Years teachers have worked to explicitly incorporate student interest in both programming and classroom teaching. Evidence of this in 2019 has included; nurturing and examining the life cycles of silkworms, taking part in excursions to Brownes Dairy to learn about food production, exploring robotics and coding activities and building structures out of blocks and cardboard that perform a specific purpose.

## **Aboriginal Education**

- By the end of 2019, the school will have made a connection with one local Aboriginal family/group
- By the end of 2019, staff will have participated in a cultural pedagogy PD

### Success Measures:

In 2019, staff looked at ways to make connections between class learning and indigenous perspectives. Indigenous perspectives have been incorporated into learning programs across the classes to give a greater understanding of the region we live in and how the lands were used before European settlement. Our Art teacher, Mrs Shanahan, led a project where students designed and created Australian animal stuffed toys, which were then donated to Birlirr Ngawiyiwu Catholic School in Ringer Soak (Kimberley region). Our HASS teacher, Mr Rob Coughlan, also regularly integrates Aboriginal perspectives into history programs of work. Mr Rob Coughlan has also connected with the Town of Bassendean in an effort to share local Aboriginal Community contacts, which will be enhanced once the Town reforms their Aboriginal reference group.

The Year 5 and Year 6 students once again took part in the Dandjoo Koorliny Reconciliation Gathering and Tree Planting Ceremony at Eden Hill. Participating in a range of cultural activities, the students enjoyed the day. We are working with the Maar Koodjal Dance Group to have them visit the school in 2020. We are also in the process of connecting with local aboriginal artists to enhance the way in which we acknowledge the aboriginal culture at the entrances to our school grounds.

We were unable to complete a professional learning for staff this year, however, look forward to working with Sharon Davis (Team Leader, CEWA Aboriginal Education Team) on 9<sup>th</sup> April 2020 on a Culturally Responsive Pedagogies PD day.

## **2020 School Improvement Goals**

### Evangelisation

- Implement planned actions from the current school evangelisation plan.

### Curriculum

- Enhance teacher repertoire of strategies to integrate critical and creative thinking skills into the classroom.

### Aboriginal Education

- Enhance teacher cultural pedagogies

### Early Years

- Provide students with opportunities to exercise agency over their learning
- Increase play-based pedagogy evident within the classroom

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