

# School Performance Data

2021

St Michael's School, Bassendean



## **Introduction**

This report is a government requirement and provides information about the school's activities and performance for the 2021 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2022. 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 approximately 240 students from Kindergarten to 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, Science, 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.

## **Teacher standards and qualifications**

Ph.D. (Education) – 1  
Master of Educational Leadership - 2  
Master of Education – 1  
Master of Teaching - 1  
Bachelor of Arts (Education) – 3  
Bachelor of Arts (Early Modern History) - 1  
Bachelor of Education – 4  
Bachelor of Education (Primary) – 8  
Bachelor of Education (Early Childhood) – 1  
Graduate Diploma of Education – 1  
Diploma in Education - 2  
Bachelor of Business – 2  
Bachelor of Social Work – 1  
Bachelor of Commerce – 2  
Certified Practising Accountant - 1  
Graduate Certificate in Education (Early Childhood) – 2  
Diploma of Teaching – 2  
Bachelor of Science – 1  
Bachelor of Fine Arts - 1  
Graduate Certificate in Information Services – 1

Graduate Certificate in Religious Education – 1  
 Advanced Certificate of Art & Design - 1  
 Certificate for Teacher's Aide – 1  
 Cert III Teacher's Aide – 3  
 Cert IV Education Assistant – 1  
 Cert IV Education Support – 1  
 Certificate in Child Care – 1  
 Cert III Children's Services – 1  
 Diploma for Teacher's Aide – 1  
 Senior First Aid Certificate - 2

## Workforce Composition

Female Teaching staff: 21  
 Female Non-Teaching Staff: 6  
 Male Teaching Staff: 4  
 Male Non-Teaching Staff: 0  
 Indigenous Male Staff: 0  
 Indigenous Female Staff: 0

## Student attendance

| Year Group | Class Numbers | Attendance Rate |
|------------|---------------|-----------------|
| PP         | 28            | 91%             |
| Y01        | 29            | 93%             |
| Y02        | 26            | 94%             |
| Y03        | 30            | 93%             |
| Y04        | 26            | 92%             |
| Y05        | 33            | 93%             |
| Y06        | 30            | 94%             |

Total percentage of student attendance: 92.9%

## Staff Attendance

The average rate of attendance for the gazetted school year for staff in 2021 was 87.3%

## 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.

### 2021 NAPLAN Information

| <b>YEAR THREE</b>                | <b>ST MICHAEL'S MEAN</b> | <b>ALL AUSTRALIAN SCHOOLS MEAN</b> |
|----------------------------------|--------------------------|------------------------------------|
| <b>READING</b>                   | 441                      | 437                                |
| <b>WRITING</b>                   | 444                      | 425                                |
| <b>SPELLING</b>                  | 430                      | 421                                |
| <b>GRAMMAR &amp; PUNCTUATION</b> | 432                      | 433                                |
| <b>NUMERACY</b>                  | 394                      | 403                                |

| <b>YEAR FIVE</b>                 | <b>ST MICHAEL'S MEAN</b> | <b>ALL AUSTRALIAN SCHOOLS MEAN</b> |
|----------------------------------|--------------------------|------------------------------------|
| <b>READING</b>                   | 518                      | 512                                |
| <b>WRITING</b>                   | 505                      | 480                                |
| <b>SPELLING</b>                  | 519                      | 505                                |
| <b>GRAMMAR &amp; PUNCTUATION</b> | 505                      | 503                                |
| <b>NUMERACY</b>                  | 504                      | 495                                |

### Parent, Student and Teacher Satisfaction

Community Satisfaction Surveys are completed every two years. A summary of the 2021 school climate data is provided below. 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.

### **Students**

According to the results from 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 average item mean for the two negatively worded scales (ie the lower the score the more positive the result) was: *Unproductive Behaviours* (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).

### **Parents**

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 most parents responded positively with 'often' or 'almost always' with the most common response being 'almost always' (5).

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).

### **Staff**

According to the results from the staff voice survey (School Organisational Climate Survey, SOCS-S), staff responses suggested that staff have positive perceptions about their workplace. Overall scores included Job Satisfaction (3.92), Job Efficacy (4.48) and Overall Wellbeing (3.58).

## **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 – 13 students
- La Salle College – 8 students
- Mercedes College – 4 students
- Trinity College - 2 students
- Iona Presentation College – 1 student
- Guildford Grammar – 1 student
- Bob Hawke College – 1 student
- St. Brigid's College – 1 student

## **School Improvement**

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. Completed

## 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 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 practised 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 in use across the school.

The following success measures 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<br>31% – neutral<br>46% – agree                        | 10% – neutral<br>80% – agree<br>10% – strongly agree |
| My school environment encourages critical thinking in students            | 16% - disagree<br>30% - neutral<br>46% - agree<br>8% - strongly agree | 10% - neutral<br>80% - agree<br>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 classroom programs
- 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.

Dr Siobhan Galos  
Principal