

St Michael's Catholic Primary School

School Performance Data 2022



The Australian Government accountability regulations require schools to report information on school performance to their community by 30 June each year.

The report provides data on the previous school year, hence the information in this report is based on 2021 school year.

CONTEXTUAL INFORMATION

St Michael's School is a co-educational Catholic primary school comprised of 79 students from Kindergarten to Year 6 and serves the Brunswick parish, which is situated in south west of WA 150km from Perth. St Michael's School is a welcoming community, embracing the Gospel values of faith, hope and love. Through Christian witness, we offer a safe and supportive learning environment for the families in our school community. St Michael's offers an education that aims to promote the development of each student as a responsible, inner - directed Christian person. The school provides a relevant, comprehensive and varied curriculum to cater for a wide range of student needs, interests and abilities. Our Personalised Learning approach supported by technology enables our students to work co-operatively and develop inquiry skills to become lifelong learners. There is a strong emphasis on literacy and numeracy learning and integration of technology across learning areas. Small class sizes allow for individual and small group learning, as well as whole class teaching. Specialist programs are offered in Music, Art, Italian, Physical Education and Science.

TOTAL ENROLMENTS - 83	BOYS - 40 Girls - 43
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PROFESSIONAL ENGAGEMENT

Teacher Qualifications	11 teachers were employed at St Michael's 1 – Three year trained 10 – Four year trained
Workforce Composition	Teaching Staff Male 2 Female 9 Non-Teaching Staff Male 1 Female 6 <i>No staff are of Aboriginal or Torres Strait Islander origin</i>

KEY STUDENT OUTCOMES

Student Attendance

Average student attendance rate 2022	88%
Average attendance by class groups	Pre Primary 92% Year 1 88% Year 2 91% Year 3 87% Year 4 86% Year 5 85% Year 6 90%
Management of attendance records	Attendance. Records kept electronically by the teacher (SEQTA). A student absence must be explained by a parent note which is kept by the teacher electronically on SEQTA

NAPLAN 2022

Student Outcomes in Standardised National Literacy and Numeracy Testing

Yr 3	Grammar	Band	No of students
		6	1
		5	3
		4	2
		2	1

All students are above the Minimum National Standards (MNS)

Yr 3	Numeracy	Band	No of students
		6	2
		5	2
		4	2
		3	1
		2	2

All students above the (MNS)

Yr 3	Reading	Band	No of Students
		6	2
		5	1
		4	2
		3	5

All students above the (MNS)

Yr 3	Spelling	Band	No of Students
		6	2
		5	0
		4	6
		3	2

All students above the (MNS)

Yr 3	Writing	Band	No of Students
		6	1
		5	5
		4	3
		3	1

All above the (MNS)

NAPLAN 2022

Yr 5	Grammar	Band	No of Students
		7	2
		6	1
		5	2
		4	2

All students above the (MNS)

Yr 5	Numeracy	Band	No of Students
		6	1
		5	6
		4	1

All students above the (MNS)

Yr 5	Reading	Band	No of Students
		7	1
		6	1
		5	4

All above the (MNS)

Yr 5	Spelling	Band	No of Students
		7	1
		6	3
		5	2
		4	2

All students above the (MNS)

Yr 5	Writing	Band	No of Students
		7	1
		6	1
		5	5
		3	1

7 Students above (MNS)

1 Student is below (MNS)

SATISFACTION

1.1 Staff Satisfaction

Staff feel appreciated and supported in their roles, and the climate of teamwork is apparent. Staff members are appreciative of how well the school is resourced given recent budgetary restraints. They believe they have a very user friendly level of technology in their classrooms with one to one IPADS provided by the school. Staff members express the view that they are given opportunities for relevant professional development.

Staff have completed professional development in Talk for Writing. The focus on Reading has included Guided Reading.

Opportunities are also provided for reflection and input on school programs, policies and practices. Teachers appreciate the partnerships they have with parents in the interests of the education of students. Support of class programs by way of P&F fundraising is greatly appreciated.

Staff meet with the Principal each term. The rostered meetings provide an opportunity for feedback and to acknowledge the staff members contribution to St Michael's. During these meetings, staff have indicated that they value term team meetings, which build our professional community through collaboration.

The staff/Principal meetings also focus on the AITSL and ASIP for the foundations for setting personal goals. The CEWA Vision for Learning provides a framework for all staff. Reflective Practices are a central part of staff personal and professional development.

St Michael's has embraced the Positive Schools approach to teaching and learning. Positive relationships are the foundation of all the interactions between staff, students and parents.

Staff have been in serviced on developing the Positive School Approach.
Staff have been in serviced on understanding the different personality types they have in their classroom.

A greater awareness of the unique educational needs of each child has developed through professional development.

Learning

- Professional development through the P.L.C.M (Professional Learning Community Meetings)
- Professional Development

Engagement

- Staff engage with parents and carers at Parent/Teacher meetings. Sacramental meetings, sports days and school social events.

Accountability

- Staff plan, assess and document student learning.
- They follow all legislative requirements.

Discipleship

- All staff are aware of the Bishop's Mandate and are committed to the pastoral care of students and fellow staff.

1.2 Parent Satisfaction

St Michaels is regarded as a Welcoming School that values our family-based ethos. Parents are provided with a real voice through the School Advisory Council, Parents and Friends (P&F) and teacher meetings.

All staff provided support and information in an open, friendly manner.

Parent feedback both directly and indirectly has indicated a high degree of satisfaction with St Michael's.

1.3 Student Satisfaction

Class, groups and one-on-one discussions with teachers and other staff members suggest a high level of satisfaction among students. They believe that St Michael's is a friendly, safe school where "they have good friends to play with and people are kind and caring".

The senior students believed they were receiving a "good education" founded on the Gospel values of love and service. The "Making Jesus Real program (MJR) was an important part of how students valued their relationships within the school community.

Student feedback through one-on-one discussions with teachers and other staff members suggest a high level of satisfaction among students. They believe that St Michael's is a friendly school, has lots of sporting equipment and that they have nice teachers. Having good friends to play with, people who are kind to you and care about you, adults, and children, and going on excursions were rated highly, as were sporting events.

The senior students considered they were receiving a good education and were pleased that the technology at the school continues to advance.

ST MICHAEL'S POST-SCHOOL DESTINATIONS

Our Lady of Mercy College	9
Australind Senior High School	2
Bunbury Grammar	1
Newton Moore	1

SCHOOL INCOME

Financial information for the past year as on the My School website
www.myschool.edu.au

Information regarding school income can be accessed on the ACARA website at the following address

www.myschool.edu.au

Annual School Improvement Plan

Progress Report ASIP goals

Evangelisation Focus

Increase student knowledge, understanding and reverence for the sacred.

- Students have celebrated School Masses and Sacraments - First Holy Communion and Confirmation with both reverence and joy.
- Whole school approach to the Sacraments. All classes to cover First Holy Communion and Confirmation in R.E lessons.
- Students have read prayers at assembly to model for younger students and acknowledge special events on the Christian Calendar e.g. Assumption of Our Lady – Prayers to Mother Mary.
- Student have continued to reflect their understanding and reverence for the sacred during the celebration of school masses.
- The Bishop's Religious Literacy Assessment (BRLA) has been a focus for students in years 3 and 5.

Aboriginal Education Focus

- Students develop a greater awareness, appreciation and understanding of Aboriginal Culture.
- Leon Ridgeway CEWA Aboriginal Education consultant worked with staff to develop the school's Aboriginal Education Plan.
- The celebration of NAIDOC week was a great success. Students participated in a number of cultural activities including cooking, language and Art. Our head boy and girl introduce all assemblies with an Acknowledgement to Country.
- Aboriginal Families as First Education (AFAFE) commenced play group.

Early Years Focus

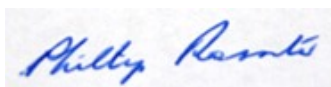
- Early childhood Philosophy developed.
- Play based learning has continued to be developed.
- The Nature Play Garden has been designed and will hopefully be completed in 2023.
- Sustainability Centre has been a school focus.
- Learning programs use a cycle of observations, planning, teaching and valuations.
- Team meetings have provided an opportunity to reflect on philosophy, ethos and practice.
- Students are well prepared to transition to their next level of learning.
- Developing programs, working with therapist, and engaging with parents to provide a comprehensive program for our Special Needs students.

Curriculum Focus

- Increase the % of students in the top distribution in years 3 and 5.
- Reduce the number of students below Minimum National Standards (MNS).
- Continue to focus on Writing through the Talk for Writing program.
- The Talk for Writing has been a great success since being introduced across all grades in the school.
- Students are participating in writing activities and are enthusiastically engaged.

Other Areas

- Positive School's program has continued to be implemented with parents, students, and staff.
- Staff and students wellbeing has continued to be a focus at St Michael's School.
- Understanding the personality of different students and how we tailor our teaching to best engage students in their learning.



Phillip Rossiter
Principal