



Annual Report 2018

About our School

Mission Statement

Our life at St Michael's is lived in the Catholic faith. Strengthened by worship and prayer, supported by a committed community and challenged to become whole persons, we minister to one another in service and love.

While aiming for the highest standards, our school is a listening place where each child feels recognised, valued and challenged, being drawn to achieve according to his or her ability. Our hope is that parents will also feel listened to and involved in the life of the school.

We look to the building of the Kingdom of Jesus through community, and through education of the whole person through relationships.

By community we understand the involvement of parents, children, priest, staff and our friends in the parish, in the mutual building of Christian relationships within the school. These relationships are based upon a sense of belonging, and a spirit of cooperation and reconciliation.

By education of the whole person we endeavour to teach:

- That life's meaning is based upon the following of Jesus
- That every person has a right to respect, freedom and care
- That striving to realise one's own potential leads to fulfilment in life
- That the development of the social, emotional, physical, intellectual and spiritual in each person is essential to a complete education
- That self-discipline and a responsible attitude are necessary for an individual to become the best possible person

Vision:

As a Catholic school **community** with **faith** in God and **respect** and **trust** for one another, we strive for a quality education making **learning** fun and challenging.

Faith
Community
learning
Respect
Trust

About our School

The seven defining features of Catholic Schools in the Diocese of Cairns are the guide for all in our school community.

1. Be a place of authentic evangelisation where faith and life are one
2. Celebrate God's abundant and abiding presence in all Creation
3. Be a community nourished by life giving relationships
4. Be welcoming to all who seek to share in our life
5. Be a centre of vital, holistic learning
6. Be a place of self-renewal and sower of change
7. Build constructive covenants with all partners

Our History - in summary

When St Michael's School was opened and blessed in 1923, it was placed under the patronage of St Alphonsus, and was known by this name during its early years of service. The original school was located in Muir Street and has now been converted into a Parish Hall. The present St Michael's school was opened in December 1959. The Sisters of Mercy ran the school from 1923 – 1990, and the community owes a great deal to these women who worked in our Parish.

Characteristics of Student Body

St Michael's has around 300 students and is a two stream co educational primary school situated next to St Michael's Church.

Statistics:

Enrollments: 312

Student Catholicity 46.7%

Attendance: 91.5%

Indigenous Enrollment: 15.9%

SWD Students: 7%

NCCD: 15%

ICSEA - 1003

School Annual Improvement

Priority 1:

To enhance the Catholic Identity within the school - A celebrated and lived Catholic Identity

By the end of 2018 the school staff will have engaged in professional learning in Catholic Identity Evidenced by:

1. Staff articulation and understanding of our Mercy Charism
2. Staff utilising and understanding the language and terminology of the Catholic Identity Project and working collaboratively to build a shared knowledge of this

Strategies and resources implemented

*Staff PD

*ESCIIP survey Analysis and discussion

* Opportunities for staff to be engaged in professional discussions regarding Catholic Identity and the Religious Life of the School

* RLoS Calendar for whole school community

* Identification of Faith Life traditions within St Michael's

* Professional Learning about understanding of our Franciscan Charism with the staff

2018 Goal Achievement

- *Staff have undertaken a journey through the data of ESCIP collected in 2016 and shared in 2017 and again in 2018. The strategies have been followed: In relation to engaging the staff to understand this data and what it means in relation to the way our staff, children and parents believe in. A school CID website has been created with all staff encouraged to contribute to this through staff meetings and reflective thinking opportunities. Our school has established guidelines for Wednesday prayer with all staff invited to attend as well as the expectation of liturgy each term from each year level and holding one whole school prayer celebration / mass at least each term where possible.*
- *There have been 2 meetings with the school board in which the data from the Catholic School Identity surveys was shared. The board members have articulated that they would like to know more: but feel that it would take longer than one session - ideas for a morning to be set aside for this were proposed.*
- *Parents and community members have been informed in regular snippets of information from our APRE via the newsletter and through liturgy reflections which has been reinforced by the principal on occasion.*
- *Ecological focus and stewardship has been focused upon as a whole school and raising awareness of the key aspects of Catholic obligations and opportunities for growth.*
- *The St Michael's Way has been reset by the APRE and all staff have been engaging in what the values are and how these are reflective of the gospel teachings according to the scriptures. We have been focusing upon renewing and understanding the religious iconology and symbols to enhance staff and student awareness of the significance of Catholic Identity and seasons and meanings.*
- *There has been enhancement of the St Michael's Way website through focusing upon connection of members of our community.*
- *Staff have been using the SEL planning and teaching of the importance of the St Michael's Way.*
- *The RLOS roster has been updated each term to incorporate important feast days and events of significance to celebrate as a community.*
- *The teachers have been engaging with understanding the three worlds of the text and the importance of explaining the world behind, of and in front of the text with the children they teach. Teaching staff have had an inservice day that has directly been related to understanding the 3 world's model and using this within their class context. They have engaged with follow up meetings with the APRE on using this model within a specific context within the classroom.*

Priority 2:

To ensure that the teaching staff are experts in their field and have expert knowledge and skills, including expert knowledge of evidence based teaching strategies

Evidenced by:

Student improvement in specific area - mathematics

Strategies and resources implemented

*Through PLTs and the school PLC, staff have greater engagement with student data.

* Leader of Teaching and Learning developing our shared vision of effective teaching and sharing this plan to guide observations & conversations around teaching and learning

- * A school wide data wall to be created for teachers to engage with to inform their teaching practice.
- * Professional Learning teams to meet on a regular basis during school time

2018 Goal Achievement

- *School mathematics focus provided with coaching support via Gloria West: - Donna Gravagna was to be trained and work with Gloria, this changed after her resignation and acceptance of CES position. Nicole Trew took onboard some of this workload and Gloria assisted us in organising a data wall for the tracking of student progress in Mathematics.*
- *Data wall created with student information and the journey of the students were tracked in relation to maths.*
- *Gloria also provided teachers with an opportunity to view specific modelled lessons which explicitly outlined intentionality, teaching of mathematical language as well as concepts.*
- *Semesterly profiling was provided to provide teachers with an opportunity to develop with reflection conversations concerning current pedagogical practice.*
- *Investigation into the use of the PAT Maths testing data and the use of the NAPLAN results to inform teaching and learning.*
- *Teachers have been provided regular opportunities of short professional learning snapshots from the Australian Curriculum and CES requirements led by our Leader of Teaching and Learning*
- *Time has been provided for teachers to meet with year level peers and participate in dialogue about appropriate unit creation, development of scaffolded lessons to develop student understanding.*
- *Teachers have had the opportunity to work through this goal of developing a shared goal with peers to improve student learning.*
- *Students have had an opportunity to participate in Optiminds and High Potential Learning activities.*

Priority 3:

By the end of 2018, new staff to be familiar with the school's procedures, policies and behaviour expectations under the new school leadership team team.

Evidenced by:

- documented meetings with members of the school's leadership team
- Feedback on understanding of procedures being received from all new staff
- Feedback being received from all members of the school's leadership team and front office.

Strategies and resources implemented

- * All new staff to be given a process of induction into the school.
- * A formal process is put in place to support the graduate teachers including documented meetings on a fortnightly basis, adequate release and appointment of a mentor
- * Support will be given to the new Prep teacher as she moves into this role

2018 Goal Achievement

- *There has been a process of induction completed by all new staff with the leadership and support team who themselves have been part of the induction team - as we are all new as well. With regular meetings implemented weekly to identify school / student needs and address these.*
- *Early career teacher meetings have been happening fortnightly with many opportunities for teachers to participate in this process. Feedback has been sought by all staff in relation to school satisfaction and wellbeing. This information has been used to work with, support and assist early career teachers in learning the teaching profession.*

- *School roles have been unpacked in meetings and CES School Support Team have provided scaffolded assistance to our leadership and support team.*
- *Creation of a Diverse Learners Team who meet to assist with providing support for students with special needs to be successful.*
- *Staff survey for leadership and support team individual effectiveness and areas to improve.*
- *Work has been undertaken, through discussion with the school board and staff the school wide 'Positive Relationships Policy' to discuss the way this is enacted within the school by all staff in particular how this may be supported through the use of the SBSS tool. Professional learning for all teachers has been provided on this.*

Distinctive Curriculum Offerings

The School offers students a sound academic education in all key learning areas including Religious Education. Social and Emotional Learning is an important part of daily class lessons. All students have weekly lessons in The Arts and HPE with a specialist teacher. Japanese Language is offered in Year 5 and 6.

A number of our students participate in the Instrumental Music Program through St Mary's College and others have private instrumental music tuition based at the school.

Many of our students enjoy learning and playing chess during lunch times. We also have a netball and football team, school choir and all of our year 6 students have the opportunity to show their leadership through three teams: the student council, the spirituality committee and the stewardship committee. There are many opportunities available for children to explore their abilities and interests at before school, lunch times or after school.

Extra-Curricular Activities

These include:

- Student Council
- Environment and Spiritual committees
- Sporting activities after school
- Athletics and Cross Country teams
- Optiminds Teams
- Instrumental Music Program
- Choir
- Film Club
- Chess
- Football team
- Netball team
- Opportunities to try out for a variety of sports
- Great Barrier Reef Guardian Committee
- High potential learning

Social Climate

St Michael's has friendly, supportive school community where parents and staff work together to provide a safe, progressive and enjoyable environment for students. Wellbeing is an important factor for all students at the school and social emotional learning permeates all aspects of the curriculum. The School has a Learning Support Teacher, a School Counsellor, a Indigenous Education Teacher and Indigenous Liaison Officer, Teachers and School Officers who support integration, classroom and diverse needs programs. In 2018 we have introduced a High Potential

Learners' club to cater for those students who have strengths in the area of creative thinking, are achieving well academically and are looking to be challenged.

Parent Engagement

St Michael's recognises that all parents are the first educators of children and seeks to foster a close relationship with all parents. St Michael's School has a School Board and a Parents and Friends Association (P&F). The active P&F is involved in facilitating the Tuckshop, assisting in the classrooms and the library, as well as organising and supporting social functions. The School Board plays an active role as well, assisting the development of policies, overseeing major construction projects and monitors the school budget. An Out of School Hours Childcare Service is available in the afternoon until 6.00pm. The school is involved in parish life through the Pastoral Council and Finance Committee as well as through Sacramental Programs, regular liturgies and masses with our Parish Priest and the annual parish events. Other community involvement includes: Curriculum Information Sessions, Assemblies, Parent Workshops, Parental involvement in classrooms, School sporting carnivals, Excursions and Camps, and Parent/Teacher meetings.

Parent Satisfaction

In 2018 over 100 Parents have responded to the school satisfaction survey.

- 82% believe that St Michael's School is a welcoming and caring community where everyone is treated with respect (with 12.5% neutral).
- 94% of parents agreed - our grounds, buildings and outdoor facilities are well-presented and maintained.
- 90% of parents agree our classrooms are well presented and stimulating places for learning.
- 80% of parents agree that our school promotes justice, compassion and service (with 16% neutral).
- 79% of parents agree that St Michael's provides a relevant and interesting Education Religion Education program (with 16% neutral).
- Parents indicated that staff (99%) and students (98%) live out Catholic values of witness and service in their words and actions.
- 72% of parents believe St Michael's School has encouraged them to think and talk about faith (with 21% neutral).
- 78% believe the school provides clear, timely and relevant information (19% neutral).
- 83% of parents believe that St Michael's has a good reputation in the community, with only 2% disagreeing to this statement.
- 83% of parents believe that each child is encouraged to achieve to the best of their ability (with 13% neutral).
- 82% of parents agree that the school treats students from all backgrounds with respect.
- 86% of parents recommend St Michael's to others.
- 80% of parents agree that the school reports are helpful, easy to read and understand.
- 71% of parents agreed: St Michael's School strives to improve and innovate to enhance its educational offerings to students (with 25% neutral)
- 75% of parents agreed: St Michael's School encourages parents to have a say in planning for the future (with 22% neutral)

Major Professional Development Initiatives

The teachers have been involved in professional learning in the following areas:

- Professional Learning Teams
- school improvement and school effectiveness

- religious education
- social emotional learning and wellbeing
- special needs
- collaborative teaching and coaching in numeracy
- industrial training
- WHS
- Leading with Integrity Program
- Enhancing Catholic School Identity
- Innovative Learning & Contemporary Pedagogies

Staff Satisfaction

A total of 34 staff responded to the survey.

- 85% of staff agreed: Staff at St Michael's School live out Catholic values in their words and actions. (12% neutral)
- 88% of staff agreed: St Michael's School (Gordonvale) is a welcoming and caring community where everyone is treated with respect. (9% neutral)
- 88% of staff agreed: Prayer and the celebration of Eucharist are an important part of the life of St Michael's School. (12% neutral)
- 82% of staff agreed: The principal and leadership team at St Michael's School model and expect high standards from staff. (18% neutral)
- 85% of staff agreed: The policies and procedures of St Michael's School are documented and accessible to me. (12% neutral)
- 88% of staff agreed: St Michael's School encourages students to develop a love of learning. (12% neutral)
- 85% of staff agreed: I am committed to a long-term association with Catholic Education. (15% neutral)
- 91% of staff agreed: The grounds, buildings and outdoor facilities are well presented and maintained. (6% neutral)

Management of non-attendance

Teachers alert the school office to student non-attendance promptly every morning through their marking of the electronic school roll. The office staff then contact the parents unless the school has already been notified with a reason for the absence. This contact may be either through 'Blink' or a phone call. Student welfare is a priority for staff at St Michael's School.

Student Satisfaction

117 students from Years 4, 5 & 6 undertook the survey:

- 93% of students agreed: My school encourages me to help other people. (6% neutral)
- 77% of students agreed: Religion is an important part of school life. (17% neutral)
- 88% of students agreed: Prayer is an important part of what we do at our school. (7% neutral)
- 86% of students agreed: My school encourages me to think and talk about God. (11% neutral)
- 87% of students agreed: My school encourages me to think and develop my personal faith. (11% neutral)
- 92% of students agreed: The principal and leadership team are respected at St Michael's School (Gordonvale). (8% neutral)
- 74% of students agreed: I think the student leaders are very helpful. (21% neutral)
- 80% of students agreed: The school rules at our school are fair and consistent. (15% neutral)

- 92% of students agreed: Doing my best at school is important to me. (5% neutral)
- 91% of students agreed: My teachers seem to really like teaching. (7% neutral)
- 77% of students agreed: I get on well with the other students at my school. (20% neutral)
- 80% of students agreed: I am comfortable participating in classroom activities. (15% neutral)
- 94% of students agreed: At St Michael's School, I am encouraged to do the best I can. (5% neutral)
- 73% of students agreed: The learning I do is challenging and really makes me think. (17% neutral)
- 86% of students agreed: When I have a problem with my learning, my teachers help me. (10% neutral)
- 85% of students agreed: I know what I have to do to improve my learning at school. (11% neutral)
- 86% of students agreed: There are many resources in the classroom that I can use to help me learn. (11% neutral)
- 78% of students agreed: The library is a great place to visit and to learn. (16% neutral)
- 80% of students agreed: I think the staff at St Michael's School are interested in what the students think. (14% neutral)
- 81% of students agreed: I feel safe at St Michael's School. (13% neutral)