



Annual Report 2019

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 and served St Michael's Parish community.

Characteristics of Student Body

St Michael's has over 300 students and is a two stream co-educational primary school.

Statistics:

- Enrollments: 318
- Student Catholicity 48.8%
- Attendance above ninety percent: 78.6%
- Indigenous Enrollment: 16.6%
- SWD Students: 4.8% - 16 students
- NCCD: 13%
- ICSEA - 1003

Staff at St Michael's

St Michael's School has 47 staff, this includes teachers, school officers, administration, cleaning staff. We have a student to teacher ratio of 19:1. Currently we have 2 classes at each year level with an average class size of approximately 23 students.

School Annual Improvement

Priority 1:

To enhance our Catholic Identity through sharing a celebrated and lived Catholic Identity at St Michael's. In 2019 we will build capacity of all staff, students and parents in understanding and being able to articulate the St Michael's Charism through the St Michael's Way making this more visible within our school.

Evidenced by:

- Planning
- inclusion in prayer life
- students explaining
- classroom visuals,
- student behaviours and discussions,
- parent input into school,
- metalanguage - common language, site specific surveys
- Staff articulation and understanding of our Mercy Charism
- 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

Catholic Identity by:

- Utilising the developed The Michael's Way website to explore the Mercy Charism of the School;
- Using a recontextualising approach, articulate the School Values in a clearly Catholic Context;
- Auditing the religious life of the school with staff and students - Focus on the religious Identity & Culture strand & Prayer & Worship Strand.
- Revitalising religious iconography across the school and considering the use of annotated spaces;
- Refreshing and revising our school vision and mission statements to ensure that we are truly being of service to our community;
- Making explicit links between environmental awareness with our christian call to be in kinship and stewardship with our land;
- Prioritising, planning for and encouraging faith formation opportunities for all staff, students and families
- Working with the Improved Religion Curriculum

2019 Goal Achievement

- Recontextualised Value posters: Enhancing the St Michael's Way, the school Charism, the explicit behaviours
- Special events: Mercy Day Windows
- 2019 Prayer focus metaphor of compass: God at our Centre (picking up from Catherine McAulley)
- sCMIS: focus on expanding to assist staff to articulate the Catholic Identity
- St Michael's Charism website: continued focus to unpack what our heritage is
- Unpacking the Values through the newsletters
- Annotated Prayer spaces & working on putting in our shared areas, indigenous mural recontextualised with the dreaming story
- Whole school SEL plan: St Michael's Way, with some exploring areas of focus each year
- Year 5 & 6 students explicitly unpacking the St Michael's Way
- Auditing the St Michael's Religious Life of the School - Religious Life of School & Charism (Staff data showing some interesting trends)
- Data & Photos to share ... for qualitative data, school satisfaction surveys
- Faith Formation through our support of the parish sacramental program - 'Families developing faith together'
- Quantitative Data: staff attendance at PL, PLTs, Formation opportunities,

- Curriculum focus, RE content, developed overviews, assessment task creation - aligning to the deep learnings in a learning cycle and the teaching therein (derived from the achievement standard)
- Working to embed Indigenous symbols into Catholic rituals throughout our year - recognising indigenous spirituality in kinship with the land

Priority 2:

In 2019 St Michael's School will develop an effective data gathering, analysis and coaching plan: complete with calendar, collection tools and provide the Leadership and Support Team focus in being able to be clear with directions to assist teachers in their areas of improvement through providing time and analysis of student learning data and effective pedagogical practice. Develop teacher competency in the analysis of data to cater for individual students.

Evidenced by:

- Creation of our 2019 Data Plan - which pinpoints what data we collect as a school and why
- Uploading of data as per our CES Statetgy
- Complete the differentiation diamond for each class
- Bandscale students and use this inform and develop PLP goals

Strategies and resources implemented

Developing a road map for effective collection, analysis and discernment of data

- Mapping out a calendar of data collection, purpose and use of this and what is effective use of this data
- providing opportunities to deeper discussion what do we know about individual students ... how / what implication does this have for quality teaching and learning
- Providing professional learning opportunities for analysis using BI
- Make explicit and visible the learning journey of individual students in relation to writing
- Support staff to assist with differentiation diamond in the planning cycle - with CES support
- continue with the SOLO taxonomy language to assist with deep learning
- Map attendance data and visibly show this throughout the school, putting specific focus where required
- Using Indigenous bandscales to assist informing teaching and learning
- Through PLT meetings and the school PLC, staff have greater engagement and targeted use of 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

2019 Goal Achievement

- *Completion and unpacking of 2019 School Data Plan in Term 1: outlining the why and how for the data to be collected.*
- *Specific and targeted PLT (Yr level cluster) meetings throughout the year with focused and directed intentional teaching and learning for specific students, with student growth measured.*
- *Semesterly profiling provided to provide teachers with reflection conversations concerning current pedagogical practice.*
- *Investigation into the use of the PAT data and the use of the NAPLAN results to inform teaching and learning.*
- *Regular professional learning on the Australian Curriculum and CES requirements led by our Leader of Teaching and Learning.*

- *Specific directed time has been provided for teachers to meet with leadership and support staff and dialogue about appropriate differentiated learning, unit creation, development of scaffolded lessons to develop student understanding.*
- *Staff developed shared goal with peers to improve student learning.*
- *Students have had an opportunity to participate in Optiminds and High Potential Learning activities.*
- *Bandscaling completed and this information used to assist with driving teaching and learning direction for specific students.*
- *Diverse Learners Team meet regularly assist with providing support for students with special needs to be successful.*
- *Beginning to use Personalised Learning Plans within Engage to log support offered to students with needs and developing a plan for role out in 2020. Some Professional Learning opportunities for all teachers has been provided in the Engage platform.*

Priority 3:

In 2019 St Michael's School will develop effective ways to support teachers in delivering effective pedagogical practice and develop students capability in writing.

Evidenced by:

- incremental gain in NAPLAN - students in bands & Indigenous bandscales
- Unaided writing results throughout the year
- All students showing progression in writing gains throughout the year

STRATEGIES

- Analyse writing data results - ie NAPLAN writing
- Identifying and sharing best practice of writing
- Targeted specific areas to improve with teachers - i.e. spelling, cohesion, purpose
- Build capacity of teachers in developing strategies for effective teaching of writing using high impact strategies
- Investigate and provide scaffolding for effective spelling delivery at St Michael's
- Continue to support student learning in writing with sharing of good practical advice from accomplished authors

2019 Goal Achievement

- *Development of working party for writing created (PLT)*
 - ◆ *regular meetings to work on creating a shared understanding of our ways of working with writing and developing a St Michael's writing plan.*
 - ◆ *Review of current practice, analysis of indicitive data to determine areas to focus upon.*
- *Unpacking writing have been investigated in professional learning meetings and CES School Support Team have provided assistance to our staff.*
- *Professional learning for Leadership and Support staff in relation to recording data on 'Engage' system, also offered to teachers in regards to personalised learning.*
- *Working with CES requirements to regularly upload assessment data from student unaided writing samples.*
- *Investigating High Impact Strategies for improving the Learning and Teaching of Writing.*

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, during playtime or after school.

Extra-Curricular Activities

These include:

- Student Council
- Environment and Spiritual committees
- Sporting activities after school (basketball, football, hockey, netball)
- Athletics and Cross Country teams
- Optiminds Teams
- Instrumental Music Program
- 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 is a friendly school community where parents and staff work together to provide a safe, supportive and enjoyable environment for students. Wellbeing is an acknowledged important factor for all students, and our religious life of the school and development of social emotional competencies permeates all aspects of the curriculum. Our school has a Leader of Teaching and Learning, a Leader of Inclusive Education, a School Counsellor, an Indigenous Education Teacher and Indigenous Liaison Officer as well as our Teachers and School Officers who support an inclusive classroom environment and diverse learners. In 2019 we have continued a High Potential Learners cluster for different year levels, 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 2019 over 100 Parents have responded to the school satisfaction survey.

- 82% believe that Prayer is an important part of the life of St Michael's School (with 14% neutral).
- 88% of parents agreed - our grounds, buildings and outdoor facilities are well-presented and maintained. (with 8% neutral)
- 93% of parents agree our classrooms are well presented and stimulating places for learning.
- 80% of parents agree that we work to create, develop and maintain cooperative & collaborative positive communication with St Michael's School staff & other community members. (with 18% neutral).
- 77% of parents agreed: School reports are helpful, easy to read and understand.
- 72% of parents agree we work to build respect for & celebrate our shared stories with our Indigenous community, supporting recognition, reconciliation & healing. (with 26% neutral).
- 76% of parents agreed: Students at St Michael's School live out Catholic values of witness and service in their words and actions. (21% neutral)
- 81% of parents agree: we support St Michael's using data to inform judgements about the direction and needs of the school community. (with 17% neutral)
- 84% of parents agreed: I/We support St Michael's developing all students ability to enhance & improve their reading & writing, through reinforcement via regular homework.
- 85% of parents agreed: I/We support St Michael's tuckshop having a healthy fresh foods focus.
- 87% of parents agreed: I/We understand the importance of having a healthy balance & wellbeing and actively work to ensure that my child/ren develop an understanding of this.

Major Professional Development Initiatives

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

- Professional Learning Teams
- School improvement and school effectiveness
- Improved religious education curriculum
- Social emotional learning and wellbeing
- Understanding students with special needs
- Industrial training
- WHS
- 360 Reflective Feedback
- Enhancing Catholic School Identity
- High Impact Learning and Teaching Strategies

Staff Satisfaction

A total of 29 staff responded to the survey.

- 83% of staff agreed: Staff at St Michael's School live out Catholic values in their words and actions. (10% neutral)
- 89% of staff agreed: St Michael's School is a welcoming and caring community where everyone is treated with respect. (7% neutral)
- 93% of staff agreed: Prayer and the celebration of Eucharist are an important part of the life of St Michael's School. (7% neutral)
- 90% of staff agreed: St Michael's School encourages me to develop a personal prayer life. (10% neutral)
- 83% of staff agreed: I would recommend Catholic Education as an 'employer of choice'. (14% neutral)
- 86% of staff agreed: St Michael's School encourages students to develop a love of learning. (14% neutral)
- 93% of staff agreed: I am committed to a long-term association with Catholic Education. (3% neutral)
- 100% of staff agreed: I am aware of how I should conduct myself appropriately with students.
- 100% of staff agreed: I create, develop and maintain cooperative and collaborative positive communication with staff, parents, students & community members.
- 90% of staff agreed: I support St Michael's using data to inform judgments about the direction and needs of the school community. (10% 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

85 students from Years 5 & 6 undertook the survey:

- 89% of students agreed: I am proud to be a student at St Michael's School
- 89% of students agreed: Staff at St Michael's School show respect for each other.
- 89% of students agreed: My school encourages me to help other people.
- 84% of students agreed: My school encourages me to think and develop my personal faith.
- 88% of students agreed: The principal and leadership team are respected at St Michael's School.
- 93% of students agreed: Doing my best at St Michael's School is important to me.
- 94% of students agreed: At St Michael's School, I am encouraged to do the best I can.
- 94% of students agreed: When I have a problem with my learning, my teachers help me.
- 88% of students agreed: I am respectful of diverse learners.
- 79% of students agreed: I understand that my wellbeing is important and seek to find a balance between my physical activity and my study.
- 88% of students agreed: If I felt unsafe, I know a teacher or staff member who could help me.
- 94% of students agreed: I use technology regularly at school for learning.
- 86% of students agreed: I am involved in school activities outside of class e.g. clubs, drama, sports, music etc.