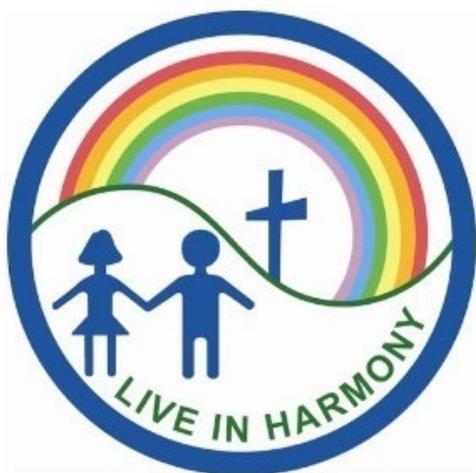




CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2020



## St Michael's Primary School Kaleen

2 Tyrrell Circuit, Kaleen 2617

Phone: 02 6241 4022

Email: [office.stmichaelsps@cg.catholic.edu.au](mailto:office.stmichaelsps@cg.catholic.edu.au)

Website: [www.stmichaelsps.act.edu.au](http://www.stmichaelsps.act.edu.au)

### Principal

Mrs Judy Egan

## Section One: Message from Key Groups in our Community

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### Principal's Message

This year we have focused on 'Knowing and Growing as stewards of God's Creation'. Given the unforgettable year that we have all experienced, this theme really helped us focus on what is important, in order to see the desired growth in the students at St Michael's. One of the blessings of the COVID situation is that we have been able to clear some of the 'noise' from the school and focus on quality teaching and learning. The hard work and dedication of all the staff at our wonderful school has helped all students continue to flourish during this tricky period.

Our school's Reconciliation Action Plan (RAP) was finalised and is now a thriving part of the school and is a wonderful way to ensure that Indigenous Education within the school remains a focus and a part of the school's identity.

We have continued to develop staff and student's knowledge of ICT and dedicated funding to the updating of technology, in order to provide all members of our school with a range of opportunities and ways to access the curriculum. This year technology has played an even greater role in education with the remote learning period.

### Parent Body Message

This year, like everything else, the Community Council has gone digital! Although many of the planned social events and fundraising were not able to occur, we still found creative ways to stay connected. We were able to run a digital trivia night, which included a team of parents delivering goods and prizes to many of St Michael's families. We also organised a special canteen day where we utilised the skills of our parent community to create a hot healthy meal day for students. We are looking forward to continuing to organise more social events in the future, helping to maintain the wonderful school community we have here at St Michael's. Fundraising has taken a back seat this year due to the pressures that this manic year has brought, but there has been a greater emphasis on well-being and connection. It has been wonderful to see how families are 'checking in with each other' and how the school has been able to support us all during this unpredictable time. We are truly thankful for the St Michael's staff and everyone in our fantastic school community.

### Student Body Message

What a year 2020 was! It is certainly one that we will never forget. People will always remember where they were when the shops closed, the hand sanitiser was everywhere and we had to learn from home. Remote learning was certainly different but we are so thankful for the opportunities given to us by our teachers. We had individual learning times via video calls, where we were able to read, get Mathematics tips and work through assessment pieces. I must say I think I worked harder at home than I do at school. It was so great to see all my friends again during Term 2 and we got right back into learning. Although many whole school events were cancelled, we were able to embrace the wonderful technology the school has access to in order to go on many digital excursions and other experiences. Everyone has embraced the changes and we now have a very new outlook on life and a greater appreciation for the gifts in our lives. Our learning has taken a few different forms, but we have continued to be pushed and challenged by our awesome teachers.

## Section Two: School Features

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St Michael's Primary School is a Catholic systemic Co-educational School located in Kaleen.

At St Michael's our vision is to foster hearts of compassion, kindness and forgiveness inspired by the life and teachings of Jesus. We strive to live in harmony with each other and provide an education that challenges students to grow to their full potential. Our school wide positive approach to behaviour ensures that we operate from a model of positive growth and respect for the dignity and the learning of all. We value safe and supportive learning environments that cater for the needs of all including 'calming spaces' and the use of flexible furniture options to meet the needs of various learners. Staff have been trained in the 'Berry Street Educational Model' which focuses on the mental health and wellbeing of all.

In 2020 we reached out to the parent, teacher and student bodies, in order to gain feedback on what learning should look like at St Michael's. This information was collected and analysed and from that the 'Keys for Learning' were created. These have become a toolkit for students and teachers to unlock learning and to see particular lessons through different lenses. We are very excited to use them well into the future as a fundamental part of learning at our school. We designed visuals to help all members of the school community to know and understand the significance of the 'Keys for Learning'. The introduction of the 'Keys for Learning' has ensured that we are focusing on teaching the skills our students need to be life-long learners.

Ongoing professional development for staff ensures we are providing quality and innovative educational experiences to not only support students in their learning but to challenge them in their thinking, problem-solving and questioning skills. Support structures are in place through our Classroom Support Team to ensure all individual needs are met. Support is focused during Literacy and Numeracy blocks with targeted intervention where needed. We are using the 'MathsBurst' Program to educate our students in Science, Technology, Engineering and Maths (STEM).

St Michael's is continuing to strengthen its 'Culture of Sustainability' with all students participating in Sustainability lessons in our greenhouse. Specialist subjects have been provided to all students each week, with all students enjoying opportunities in Visual Arts, Sustainability, Indonesian, Library and Wellbeing. Extra-curricular opportunities are provided to students throughout the year with Rostrum, Book Week, Chess, Drama and Our Fitness Funday. Each day students have opportunities to engage in clubs at recess and/or lunch times including STEM, Creative Arts, Drama, Dance, Knitting, Garden, Board Games and Drawing. These clubs are suggested by students and changed as the needs and interests of our student change.

## Section Three: Catholic Identity and Faith Formation

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Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

### Religious Life & Religious Education

Our theme in 2020 was '*Knowing and Growing as Stewards of God's Creation*' and it helped shape our direction for Whole School Prayer time over the year, as well as a focus for unpacking our values. In what has been an unprecedented and complex year, we have all had to grow as we faced a range of challenges that were very different from anything else that we have experienced before.

Our staff were given the opportunity to explore this theme in a staff retreat day early on in the year which was held in the Botanical Gardens. There was no better place to get a full appreciation of God's Creation and for the staff to gain some perspectives on who they are and what are the important and truly significant things in our lives. It certainly has been a year that has been all about taking stock, reflection and ensuring that we support each other during the tough times

As COVID changed the road-map for all major events in 2020, our liturgical calendar was no different, with many school masses and taking a very different form. Teachers have been able to embrace technology and deliver many of our Whole School Prayer Times and Liturgies as digital presentations that classes and parents were able to watch at different times. The technology has meant that we have been able to stay just as active in the living prayer life of school, and just modify the mode of delivery. A huge thank you must all to all for being so flexible and embracing the chance so easily.

Much of the School's Sacramental program was postponed to the end of the year, but this did create some very peaceful, beautiful and unique masses. The restrictions in numbers allowed in the Church meant that reconciliation and graduation were very intimate masses and all who were able to attend commented on the peace and tranquillity that was able to be created during these services. Some of the sacramental program has been pushed back to 2021, but the new simplified formats will continue to be used in order to keep hold of the strong and powerful traditions that have now been created.

It has been a wonderful year to slow down, recharge and reconnected and hopefully much of the positive learning can be taken in the future.

## Section Four: Student Profile

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### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
93	104	13	197

\* Language Background Other than English

### Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2020:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
14	8	22

\* This number includes 8 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

In 2020 the staff participated in a Spirituality Day for Staff Faith Formation. All staff completed Senior First Aid Training. St Michael's staff joined with teachers from Holy Spirit, Nicholls to complete The Berry Street Education Model Training Curriculum and Classroom Strategies for supporting student wellbeing. St Michael's Staff also completed training in Management of Actual or Potential Aggression (MAPA) which gave us strategies for managing challenging student behaviours. Three staff commenced the Highly Accomplished/Lead certification Module 1

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

### Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

<b>Graduate Level</b>	<b>Proficient Level</b>	<b>Lead/Highly Accomplished</b>
1	13	0

## Section Six: Academic Profile

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The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. As NAPLAN was not undertaken in 2020 due to the COVID-19 pandemic there is no NAPLAN data available for this report.

## Section Seven: School Review and Improvement

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Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

### Key Improvements Achieved in 2020

#### Key Improvements Achieved for 2020

- Implementation of St Michael's 'Keys for Learning' across all stakeholders and programming and planning to use the Big Concepts framework.
- All staff completing Berry Street Education Model training.
- All staff completing MAPA training.
- Completion of Reconciliation Action Plan.
- Successful HALT Accreditation for teachers who proceed with this process.
- Increased LIFT meetings to analyse student data and determine the course of action.
- Further development of parent engagement through parent workshops and action groups.
- Introduction of School Operation and Learning Systems (SOLS).
- All classes to implement success criteria and learning intentions.

### Priority Key Improvements for 2021

#### Priority Key Improvements for 2021

- All staff to develop an understanding of Rosenshine's Principles of Instruction to implement High Impact Teaching Practices.
- To continue the updating of flexible furniture across the school, focusing in Year 3 and Year 4 space.
- To begin the implementation of the 'Let's Decode' phonics program in Kindergarten, Year 1 and Year 2.
- All staff to use explicit and direct instructions during numeracy lessons and to include the use of manipulatives.
- Continue with the HALT accreditation process for specific teachers.
- Implement the Parent Portal within compass as the main form of communication between home and school.
- Use data analysis from PAT including introducing PAT early years to assess the learning needs of students and understand the strategies for individual student improvement.

## Section Eight: School Policies

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### Student Welfare and Behaviour Management

Our mission at St Michael's is to foster hearts of compassion, kindness and forgiveness inspired by the life and teachings of Jesus. Our Student Welfare, Pastoral Care, Behaviour Guidance and Anti-Bullying Policy follows the CE policies, Behaviour and Support Policy, Bullying and Harassment Policy and Safe and Supportive Schools Policy as listed on the CE Website. Our policies are child-centred and based on a preventative approach to student welfare that focuses on positive behaviour choices. Our mission statement promoting 'people of harmony' applies to all relationships in our school and respects the dignity of every individual. The School Wide Positive Behaviour Approach (SWPB) teaches and supports students to use the language of the 4 Bs, Being safe, Being respectful, Being Responsible and Being a Learner. We believe creating 'calming spaces' in classrooms and time for students to have 'brain breaks' is vital. Training in the the Berry Street Education Model (BSEM) has provided opportunity for staff to engage all students, particularly vulnerable students with age-appropriate, research based strategies for personal wellbeing.

St Michael's is a place of affirmation, acceptance and justice. We believe all students are entitled to receive an education that is free from bullying, harassment and humiliation. We encourage our students to be proactive, resilient and positive in all relationships. We model and promote a four-step approach to dealing with Bullying; Stay Calm, Respond Confidently, Walk Away, Report. At the beginning of every year staff review what's working well in our School-wide Positive Behaviours approach (SWPB) and discuss how we can respond to any challenges.

Corporal Punishment is expressly prohibited at St Michael's. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

Student Welfare and Behaviour Management Policies were reviewed in March 2020.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://www.stmichaelsps.act.edu.au/pastoral-care-wellbeing> .

### Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of school life it is recognised that from time to time misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CECG monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

## Section Nine: Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

In 2020 parents who completed the survey expressed overall satisfaction with school systems, communication, and curriculum delivery. It was really heartening to read that a high percentage of parents would recommend St Michael's school to others. Also of note was the increasing percentage of parents who responded to the question around teachers providing differentiation in learning tasks for students. Parents responded in agreement to the statement worded, "I feel my child is being challenged to improve". This is a deeply satisfying result to share as it reinforces our mission to be a place of harmony and challenge. We can report in all areas the parent responses were overwhelmingly green, indicating high satisfaction rates.

### Student Satisfaction

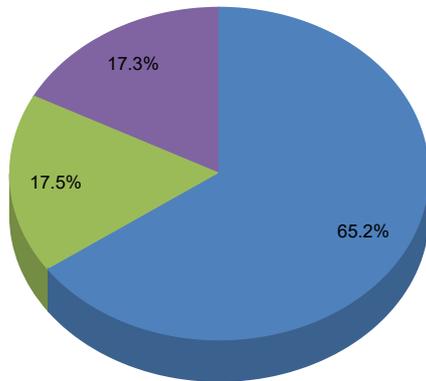
In 2020 we were thrilled to read that our student satisfaction had improved in the statement "Our school takes students' opinions seriously". Previous surveys had indicated this was an area we needed to improve, and the results suggest we have achieved improved student opportunities to share concerns and voice ideas. Home learning was directly impacted by remote learning in 2020 and we continually look for feedback and ways to ensure this is a positive learning experience for students.

### Teacher Satisfaction

Staff satisfaction in 2020 remains high in all areas. Of note during the stress of COVID was the high percentage of staff who responded overwhelmingly positively to the question; "School leaders at our school know me as a person and support my wellbeing." This is a crucial statement for us as it is part of our mission and vision to ensure we place wellbeing of all as a high priority. Staff continue to value the way the school celebrates student achievements and fosters positive partnerships with all the community.

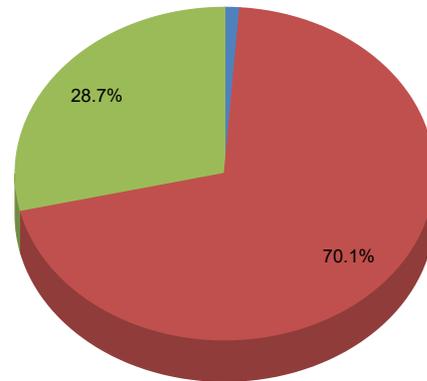
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (65.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.5%)
- Fees and Private Income (17.3%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (1.2%)
- Salaries and Related Expenses (70.1%)
- Non-Salary Expenses (28.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,318,163
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$622,227
Fees and Private Income <sup>4</sup>	\$615,313
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$3,555,704</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$36,881
Salaries and Related Expenses <sup>7</sup>	\$2,201,217
Non-Salary Expenses <sup>8</sup>	\$900,138
<b>Total Expenditure</b>	<b>\$3,138,236</b>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.