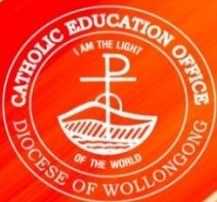


Annual School Report

2012



About This Report

St Michael's Catholic Primary School, Nowra is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2013.

Further information about the school or this Report may be obtained by contacting the school:

St Michael's Catholic Primary School

PO Box 126

Nowra NSW 2541

Ph: (02) 44213630

Fax: (02) 44232861

Email: info@smndow.catholic.edu.au

Website: www.smndow.catholic.edu.au

Parish Priest: Fr Patrick Faherty

Principal: Mr Paul Croker

Date: December 2012

Vision Statement

St Michael's is a Catholic Parish Primary School where, through faith and virtue, we are called to Catholic discipleship. We are an inclusive community that gathers, prays, celebrates and welcomes all in unity with the Parish of St Michael's.

Message from Key School Bodies

Principal's Message

This year a special theme "Just like Jesus" was embedded in our community. Students were encouraged to think about how Jesus would act, what He would say and what He did to help others. Our mission of outreach to others and promoting justice in actions was highlighted.

Major building and educational projects have taken place. The relocation/refurbishment of the library (LARC – Library and Research Centre) created a marvellous new learning environment and an engaging "space" for literature and research. After evaluation of the Learning Centre, we have embarked on a "new vision" to support students with specific learning needs and now use "differentiated" strategies for individual students, including iPad technology in flexible teaching areas, plus the inclusion of a Gifted and Talented program.

Our Sustainable Schools initiatives, Environmental Education and Indigenous Education programs have had a positive year with construction of a Chicken Coop, planting of orchard trees, installation of new garden planting beds, development of outdoor learning areas and completion of an Indigenous interpretative path. This path tells the Dreamtime story of the Black Cockatoo (animal totem of Nowra area) and allows all students to connect more with local Aboriginal traditions, storytelling, native plants and food.

Parent Involvement

This year the Parents' and Friends' Association committee continued building the "community feel" amongst the school families. At the Meet and Greet night families were welcomed by the P & F committee with refreshing drinks and nibbles. Introducing two time slots at the Welcome Disco was a huge success and families enjoyed staying and socialising. There was much "Eggcitement" about the Eggstravanza Easter Raffle. Other fundraising activities were Canteen days at the Diocesan Cross Country, Soccer Gala Day, a BBQ on Grandparents' Day and an Olympics "Read- A - Thon". We had a very enjoyable social Dinner Dance mid-year. Our greatest event for the year "Our School Fair" was held on the oval with a "country fair feel" and feedback has been very positive. All this fundraising has allowed us to provide the "Orbit" fixed playground equipment and a grand Chook Pen. We are planning a great 2013!

Parents and Friends Association

Student Leadership

As School Captains, this year we have learnt a variety of things. We have become a lot more confident in our public speaking. Our roles as school Captains have enabled us to meet new people that we wouldn't have met otherwise. The staff and other Captains have been so supportive. We would like to thank the other prefects and colour house Captains for their efforts. This year has been an amazing experience. We thank our Principal and all of the St Michael's community for this 'life changing year.' Year 6 Captains 2012.

School Leaders

School Profile

School Context

St Michael's Catholic Primary School is a Catholic Systemic co-educational school located in Nowra. The school caters for students in years K-6 and has a current enrolment of 431. There is a Learning Support Centre for children with special needs. The provision of sound educational programs is a shared responsibility of the Parish Priest, Principal, staff and parents under the supervision of the Catholic Education Office, Wollongong. The Principal is responsible for administering the school assisted by an Assistant Principal, three Middle Leaders and a Religious Education Coordinator.

In 1893, the Sisters of the Good Samaritan established St Michael's to serve the needs of the Nowra Catholic Community. The school still maintains the Good Samaritan tradition. The Parish covers most of the Shoalhaven region and includes five station churches.

Student Enrolments

2012 Enrolments	
Boys	238
Girls	193
Total	431
Indigenous	33
LBOTE	34

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.smndow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance	Male	Female
Year 1	92.4	92.0
Year 2	88.5	89.3
Year 3	87.0	87.7
Year 4	92.2	87.4
Year 5	90.3	90.7
Year 6	90.2	90.7

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are 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.

It is a requirement of the Education Reform Act 1990 that a daily record of attendances is accurately kept and that we obtain a signed note from the parent/caregiver explaining any absences.

If any student is absent from school for longer than three days at a time, parents are required to telephone the office, and then send in a written note on the child's return. If any student has holidays during the school year, a note is sent in ahead of time explaining the absence. For extended periods of time Certificates of Exception are processed for students.

Parents will be contacted regularly about unexplained or repeated absences in accordance with the Diocesan Student Attendance & Roll Marking Policy and Procedures Handbook (November 2012).

Staffing Profile

There are a total of 27 teachers and 12 support staff at St Michael's Catholic Primary School. This number includes 16 full-time and 11 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

**Australian Education Institution – National Office of Overseas Skills Recognition*

Teacher Attendance and Retention

The average daily teacher attendance rate for 2012 was 94.19%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 100%.

Professional Learning

During 2012, St Michael's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Michael's whole school staff development days involved over 30 staff members.

These 3 days focused on -

- Planning Day – (all staff);
- Staff Spirituality day – (all staff); and
- Spelling– (all staff).

B. Other professional learning activities provided at the school level (including CEO run courses) were:

- Spotlight on Technology (4 staff x 1 day)
- Diocesan Teaching and Learning Framework (10 staff x 1 day)(National Partnerships)
- Aboriginal Cultural Protocols and Deep Understanding (10 staff x 1 day)(National Partnerships)

- Literacy (10 staff x 2 days)(National Partnerships)
- Numeracy (10 staff x 2 days)(National Partnerships)
- Focus on Reading (14 staff members x 4 days)
- Focus on Literacy (4 staff x 3 days)
- School Wide Positive Behaviours For Learning (SPB4L) Training Days (7 staff x 2 days, 4 facilitator days)
- Leading Path to Life (2 staff x 1 day)
- Live Life Well (2 staff x 2 days)
- Nature Education Symposium (2 staff x 1 day)
- Collaborative Classrooms (1 staff x 2 days)
- Reading Recovery Training. Ongoing professional learning continued throughout 2012 (1 staff)
- Multi Lit (1 staff x 1 day)

The average expenditure by the school on professional learning per staff member was \$406. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$ 3 942.

Catholic Life & Religious Education

St Michael's Catholic Primary School actively seeks to immerse all staff and students in the traditions and practice of the Catholic faith. As a Parish school we provide the opportunity for Mass attendance and celebrate significant Church Feast Days throughout the year. The school has provided Sacramental Programs for Penance, Eucharist and Confirmation that have been supported by the Parish. Fr. Pat Faherty, Parish Priest, and Frs. Ronan Kilgannon and Duane Fernandez, Assistant Parish Priests, work in collaboration with teaching staff to support the faith formation of the children and to discuss current events in the life of the Church. All Priests incorporate teaching of tradition into the Parish Mass on Fridays, which are attended by Grades on a rotational basis; and at Sunday Grade Masses, which occur on the first Sunday of each month when school is in session. Throughout the year, significant Church and community occasions are celebrated including: the beginning School Year Mass, Ash Wednesday, Holy Week Liturgies, Grandparents' Mass, Catholic Schools Week, Mother's Day, St Michael's Feast Day, Mission Mass, Thanksgiving Mass, ANZAC and Remembrance Day liturgies, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and the Grade 6 Graduation Mass. St Michael's Year 6 children attended the Prayer and Conversation with Bishop Peter Ingham at St Mary's Star of the Sea, Milton, proclaiming the Word with reverence. St Michael's Year 3 children joined with St Mary's Star of the Sea children to celebrate their feast day. St Michael's Year 5 children held an excursion to Mary MacKillop Place to learn more about Australia's first saint. Opportunities for the children to celebrate the Sacrament of Penance and Benediction were also provided.

The school and Parish support each other in the Sacramental Programs: First Reconciliation in Year 2, First Eucharist in Year 3 and Confirmation in Year 6. Each Program is enhanced by

parent involvement and two parent information evenings and a parent prayer evening are included.

The staff continued their faith formation through weekly staff prayer and a Spirituality Day conducted during the year, which focused on personal faith journeys and explored the school theme of Just Like Jesus.

Reaching out to those who are less fortunate than us remains a priority for our school. The school community was once again very generous and supportive of social justice outreach initiatives. All classrooms had a collection box for Project Compassion during Lent. In Term 2 the children participated in a school Beanie and Crazy Sock day, raising money for the St Vincent De Paul Winter Appeal. In Term 3 Minnie Vinnies ran a school 'Café' breakfast club for the Assist a Student Program and raised enough funds to support 5 students in south Asia. In Term 4 the children participated in a School Talent Quest and Mission Lunchbox raising funds for Catholic Mission. Operation Christmas Child also saw students prepare and send Christmas presents to less fortunate children in the Asia/Pacific region. Throughout the year a total of \$3 147 was raised, whilst also supporting other local charities.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2012. The school cohort in 2012 consisted of 62 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 64 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- Identify key symbols of Baptism
- Recall and identify Australia's first saint
- Recall the story of Moses and the Burning Bush, and
- Recall and identify events from Advent and Christmas

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Identify and match scripture references to the days of Holy Week
- Identify lessons from the parables
- Recall the events of the Resurrection, and
- Demonstrate an understanding of their place in creation

For Part A 22.40 % of students were placed in the developing level, 58.60 % in the achieving level and 19.00 % were in the extending level.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

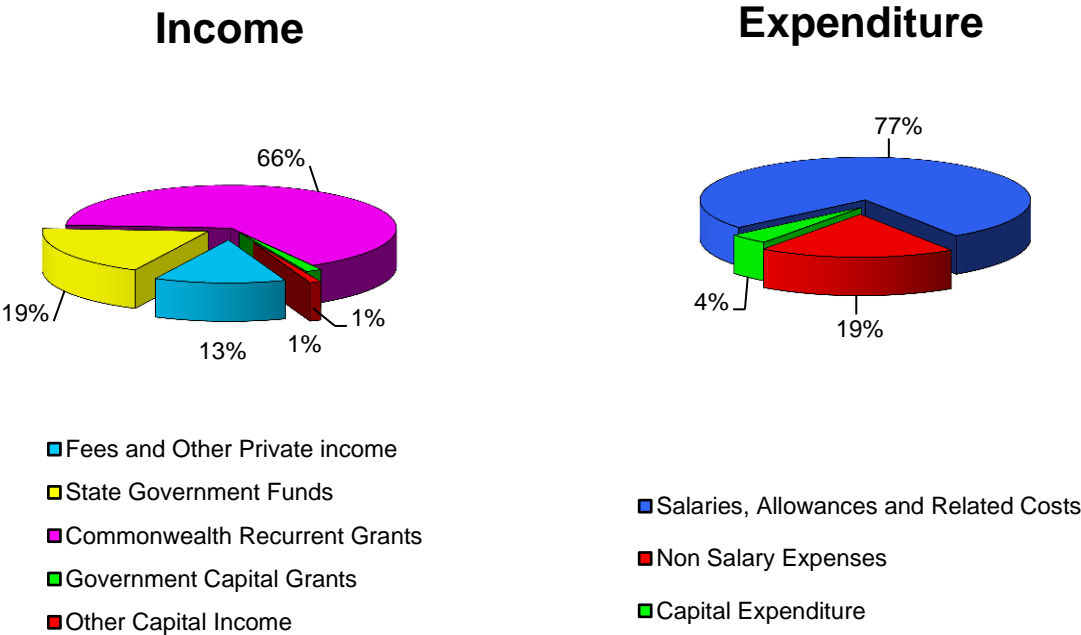
For Part B 20.60 % of students were placed in the developing level, 57.10% in the achieving level and 22.20% were in the extending level.

Combining Parts A and B, 32.80% of students were placed in the developing level, 46.60% in the achieving level and 20.70% were in the extending level for Religious Literacy.

Financial Summary

During 2012 there were three main sources of income for St Michael’s School. These were the Parish / School Enhancement and Debt Survey Obligation (SEDSO) Account, Catholic Education Office and Parents’ and Friends Association.

The following graphs reflect the aggregated income and expenditure for St Michael’s Catholic Primary School, Nowra for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

Throughout 2012, the St Michael's School staff has continued to implement 'School Wide Positive Behaviours for Learning' (SPB4L) across the school. The school team continued to meet fortnightly to assess, reassess and analyse the behaviour data so as to continue adapting and improving the school culture and environment. This year also saw the staff begin implementing SPB4L into the classrooms by developing classroom behaviour expectations, as well as, following a Positive Correction Sequence when dealing with incidents occurring in the classroom. We continued with the fortnightly whole school behaviour teaching sessions which assisted in formalising the behaviour expectations around the school, as well as, developing in the students the understanding of rules and procedures for popular play time games, to support the students in making more positive behaviour choices. The SPB4L team, together with the whole staff, worked together on updating the Behaviour Management and Support Policy, as well as, the Anti-bullying Policy. The policies will be launched within the whole school community in early 2013.

Pastoral Care

As a school we have participated in and offered the following initiatives:

- mentoring of Indigenous (and non-Indigenous) students with Aboriginal Mentors;
- 'Knitting Group' with the Catholic Women's' League;
- liaison with outside agencies, Community Services, Mission Australia, local indigenous community, Operation Christmas Child;
- Home/School Liaison; and
- School Counsellor provided by CatholicCare

St Michael's has provided a number of specific programs to support the physical and emotional needs of students and families in our school community. Some of these programs include:

- "Booster Training" to support students with specific needs in utilising the appropriate behaviour strategies and make positive behaviour choices;
- Social Skills stories, particularly supporting students on the Autism Spectrum;
- Behaviour Intervention Programs;
- Extended Transition Programs – Preschool to Kindergarten, Year 6 to Year 7 at St John's Catholic High School;
- Safe Haven Lunch Program for those who find the playground a little difficult;
- Enrichment Group Activities; and
- Environmental Group linked with the Rainbow Shop incorporating parents, teachers and students growing and maintaining gardens, vegetables, orchard and the chook yard, and selling the products.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2012.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

At St Michael's students are encouraged and supported to realise their potential in all areas. Through the School Review and Improvement (SRI) process, the Component 3.4 Planning, Programming and Evaluation was a particular learning and teaching focus in 2012.

National Partnerships

St Michael's participates in the National Partnership Agreement. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our partnership will build teaching skills and focus on literacy and numeracy outcomes for all students including a particular focus on Aboriginal students.

The National Partnership projects will achieve this through better use of data, strengthening school leadership and partnership arrangements between school and parents, local communities and the higher education sector.

St Michael's is attracting government funds through the State Literacy and Numeracy Action Plan. Reforms under this agreement include Leadership Development, Data Literacy, Improving Teacher Quality and Schools as Centres of Community. A detailed plan has been developed which specifically focuses on improving student learning outcomes in Literacy and Numeracy for K-2 students and details how students will be assessed and monitored on an ongoing basis. In 2012, Years K-2 teachers began this professional journey by participating in learning opportunities to build the capacity of teachers to design more effective literacy and numeracy programs and to deliver effective literacy and numeracy sessions through the implementation of the Diocesan Learning and Teaching Framework (DLTF). Also in 2012, the Focus on Reading (FOR) program was completed by teaching staff across Stage 2 and Stage 3 classes. This professional learning has also involved the administering and analysis of specific

assessment tools in literacy and numeracy to meet the needs of all students and to improve teaching practices.

Curriculum & Pedagogy

During 2012, the school focused on reflecting on strategies and developing literacy and numeracy practices and programs to enhance student learning outcomes. There was a particular focus on components of balanced literacy and numeracy blocks, and developing and using learning plans, to meet the individual needs of students.

Professional learning opportunities were provided for K-2 staff in literacy and numeracy and Indigenous student support through professional development opportunities provided as part of the National Partnerships Project. Staff also participated in various staff meetings focusing on literacy and numeracy. Staff in Year 2 to Year 6 took part in professional development Focusing on Reading (FOR) comprehension and teaching students how to apply key comprehension strategies to their reading. Professional dialogue and teacher mentoring took place as part of this learning process.

Staff continued to incorporate the Diocesan Teaching and Learning Framework (DLTF) into classroom practice and program evaluation. The DLTF has contributed significantly to the increased level of reflection of teaching practice and professional dialogue between staff. Staff were involved in professional development opportunities for supporting the use of technology in the classrooms. Effective use of Mac software and the introduction of Google Docs were a focus for the year.

During 2012 staff were involved in the initial stages of examining the National Curriculum and NSW Board of Studies Documents. This will continue to be a focus, particularly in English and Mathematics, over the next 2 years.

Cross Curriculum

In 2012 as part of the Sustainable Schools Initiatives and Environmental Education Program at St Michael's a Chicken Coop was constructed and chickens were introduced. This coop is now a major part of the extensive recycling program at the school. Our sustainable garden has extended to a community garden funded by the Rainbow Shop and community donations. All produce including vegetables and eggs are sold to the community through the Rainbow Shop. An orchard was planted in 2012 and was funded by a member of our school community. St Michael's is now recognised as a leader in education for sustainability. This is most notably for the engagement of the wider community.

The Sustainable Garden and Black Cockatoo interpretative pathway have continued to be developed. In these spaces, our children learn local Indigenous stories, dances and songs, surrounded by local flora, planted to encourage native birdlife into our playground. Artworks and sculptures help encourage active learning across a range of key learning areas.

Our Aboriginal Education Assistant has continued to work closely with Indigenous students academically, as well as, through cultural groups. Our Indigenous Mentors have also worked with Indigenous students throughout the school. This has continued to be successful and beneficial to all students. We have again been fortunate to have the guidance and assistance from local Indigenous Elder Aunty Grace who has met with the school Indigenous Education team on a regular basis.

New playground equipment was purchased for use by students in Years 3 to 6. This equipment encourages physical activity, fitness and opportunities to develop a range of gross motor skills.

Meeting the needs of all students

The teachers at St Michael's offer a differentiated curriculum to ensure that all students achieve their best possible academic results. Learning is diversified for students in our school through the implementation of individual education programs and by utilising small group work. There are School Support Officers (SSOs) who withdraw students to complete tasks individualised to the specific needs of students both those with additional needs and those who are achieving above Grade level.

The Learning Support Centre caters for students with a variety of additional needs. A full time teacher and School Support Officer work in the Centre and children attend for sections of the day dependent on their specific needs. English, Mathematics and social skills are the main components currently taught in the Centre. All students in the school with Special Needs have an Individual Plan (IP) that is devised collaboratively each semester by the Learning Support Centre teacher, the child's classroom teacher and the parents.

A Speech Pathologist was engaged this year to identify children in Years K-2 with speech problems. 52 children were assessed with 24 receiving specialist speech intervention support. The Speech Pathologist also trained School Support Officers in specific speech skill training to assist these students.

In 2012 the school assessed students for identification of gifts and talents. Years 3-5 students were assessed using the Australian Council for Educational Research (ACER) General Ability Test. From this, a further 21 students were identified as being in the Core, Higher Average, Superior or Very Superior bands of intelligence.

The enrichment opportunities for the students at St Michael's include groups that occur in lunchtimes and within teaching time. They include: woodwork, environment gardening group, outdoor learning, Camera Club, talent quests, choir, Band programs, knitting, Japanese language, Indigenous culture, Didgeridoo players and a writers' group. Extension groups were also conducted in the areas of Music and Drama with a school play performed called 'The Junk Yard Band' and students participating in the Tournament of the Minds (TOM) competition. In 2012 our TOM team achieved outstanding results by gaining first place in the local regional final in the Social Sciences section.

Expanding Learning Opportunities

The students at St Michael's were given opportunities to enter the University Of NSW competitions in the following areas: Mathematics, Writing, Spelling, Computers, and Science. Students received several Distinctions and pleasing results in these competitions. The Stage 3 students entered a team in the Maths Olympiad and Tournament of Minds. Public Speaking was also offered as an optional competition for Stage 3 classes. The school has been involved in many sporting opportunities this year including carnivals for Swimming, Athletics and Cross Country at a school, Regional, Diocesan and State level. One high performing student progressed to National PSSA level for discus. The school also entered representative teams for basketball, netball, cricket, football and soccer.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students.

This year in Year 3, 98% of students were above the national minimum standard for Writing. There has been a steady trend of improvement in the Year 3 Reading over the last number of years. Some areas for improvement in Year 3 are Spelling, and Grammar and Punctuation.

The Year 5 boys have improved by 39 scale scores from the 2011 data in the test aspect of Spelling. The Year 5 girls are above the State average growth in the test aspect of Spelling. In Numeracy, 98% of students were at or above the national minimum standard. Some areas for further improvement in Year 5 are Reading, and Grammar and Punctuation.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2012: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	14%	52%	35%	13%	50%	38%
	National	14%	37%	47%	18%	49%	31%
Writing	School	2%	63%	36%	15%	77%	8%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	19%	54%	27%	13%	48%	40%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	19%	39%	42%	19%	42%	40%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	16%	51%	33%	13%	60%	27%
	National	16%	49%	33%	18%	53%	27%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	96%
	National	94%	92%
Writing	School	100%	96%
	National	95%	92%
Spelling	School	95%	96%
	National	94%	93%
Grammar & Punctuation	School	93%	96%
	National	93%	90%
Numeracy	School	98%	98%
	National	94%	93%

Parent, Student and Staff Satisfaction

Parents and carers, staff members and Years 3, 4, 5 and 6 students were surveyed to provide each group with the opportunity for input into areas affecting learning and teaching and the general environment of the school. The information provided will be used to assist with future planning, improvements to policies and updating curriculum programs.

Parents

100% agreed that the school helps their child develop a knowledge and understanding about Catholic tradition. 95% agreed that the school provides various opportunities for parents/carers to become involved. 94% felt their child is challenged to maximise his/her learning outcomes. 87% felt the school strives to meet their child's individual learning needs. 87% believe the school provides appropriate information about their child's progress. 95% know that the school offers a range of co-curricular activities. 95% felt teachers are genuinely interested in the welfare of their child. 95% felt the school provides a safe and supportive environment for children. 93% believe the school effectively communicates information about activities and events.

Staff

100% of staff members agreed that the school helps students develop a knowledge and understanding about Catholic tradition. 95% felt that students understand their rights and responsibilities. 95% felt the school strives to meet students' individual learning needs. 90% believe the school strives to meet the individual learning needs of students. 100% felt the school provides appropriate information to parents/carers about student progress. 100% felt the school provides a safe and supportive environment for children.

Students

93% of students stated they were proud of their school. 94% think the school helps them understand their Catholic Faith. 96% of students believed their teacher encourages them to learn to the best of their ability. 96% of students stated that they understand their rights and responsibilities at school. 88% of students feel safe at school. 95% of students believe that if they had a problem at school, there are people who they can approach for help. 97% of students agreed there are sporting and other activities they can enjoy.

School Review and Improvement

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2012:

- **Key Area 1: Catholic Life and Religious Education**

- 1.2 Religious Education

- 1.3 Catholic Life and Culture

In this Key Area SRI tasks focused on embedding the school theme of “Just like Jesus” and promoting the importance of social justice initiatives. Policy work focused on updating the school’s Pastoral Care and Student Management policy.

- **Key Area 3: Pedagogy**

- 3.4 Planning, Programming and Assessment

In Key Area 3 SRI tasks focused on building staff capacity, knowledge and skills in the teaching of Mathematics. In conjunction with the National Partnerships project, work in these components highlighted the utilization of students assessment data from SENA 1 and SENA 2.

- **Key Area 4: Human Resources Leadership and Management**

- 4.1 Recruitment, Selection and Retention of Staff

- 4.4 Succession Planning

In Key Area 4 SRI tasks were aimed at supporting staff to attend a wide range of professional learning opportunities and sharing the insights gained to develop greater corporate knowledge of agreed pedagogy.

- **Key Area 5: Resources, Finance and Facilities**

- 5.1 ICT Resources

- 5.2 Use of Resources & Space

- 5.4 Financial Management

In Key Area 5 SRI tasks completed included the refurbishment of the Library learning spaces and evaluation of the Learning Centre’s individualised programs. Preparation of a 3 year financial plan was also undertaken.

School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 1: Catholic Life and Religious Education**

- 1.1 Vision and Mission

In Key Area 1 the SRI tasks to be undertaken will be aimed at developing the authenticity of Catholic Education taking place in St Michael’s and implementing a guiding theme titled “Footsteps in Faith” which will assist all community members to be active witnesses of their faith.

- **Key Area 2: Students and their Learning**

- 2.2 Rights and Responsibilities

In Key Area 2 the SRI tasks to be undertaken will be aimed at embedding the school community's commitment to the School Wide Positive Behaviours for Learning policy and setting out expectations for in-class student behaviour and out-of-class student behaviour.

- **Key Area 3: Pedagogy**

- 3.1 Curriculum Provision

- 3.2 Provision for the diverse needs of learners

- 3.7 Professional Learning

In Key Area 3 the SRI tasks to be undertaken will be aimed at implementation of the requirements for the National Curriculum and increasing staff knowledge of the new NSW English and Maths Syllabus documents through professional learning activities.

- **Key Area 4: Human Resources Leadership and Management**

- 4.5 Overall Compliance with legislation and other requirements

In Key Area 4 the SRI tasks to be undertaken will be aimed at ensuring all compliance measures are undertaken in an efficient and effective manner within correct timeframes.

- **Key Area 5: Resources, Finance and Facilities**

- 5.4 Financial Management

In Key Area 5 the SRI tasks to be undertaken will be aimed at careful scrutiny of the school's income and expenditure patterns and determining the requirements for future capital purchases.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.3 Linkages with the wider community

In Key Area 6 the SRI tasks to be undertaken will be aimed at engaging with members of the community of the school in dialogue about the educational needs of students and the curriculum being offered. There will be a particular emphasis on making links with local Indigenous families.

