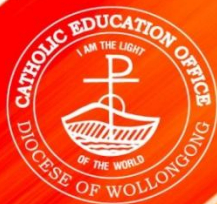


Annual School Report

2012



About This Report

St Michael's Catholic Primary School, Mittagong 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 (SRI) 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 219,
Mittagong NSW 2575

Ph: (02) 4871 2279
Fax: (02) 4871 3494
Email: info@smmdow.catholic.edu.au
Website: www.smmdow.catholic.edu.au

Parish Priest: Fr Sean Cullen

Principal: Mr Paul Moroney

Date: 14 December, 2012

Vision Statement

Our Vision, inspired by St Mary of the Cross MacKillop, is that all children: have a positive sense of community; they have an appreciation of, and respect for themselves as valuable people; they have respect for other people and the world in which they live; they have been given the opportunity to attain their academic potential and they are aware that learning is a life-long experience.

Message from Key School Bodies

Principal's Message

As a Catholic school that has solid foundations in the charism of the Sisters of St Joseph, our aim is to provide the best possible Catholic education for Catholic students in the local area. This aim is clearly emphasised in the Vision and Mission Statements, which acknowledges the inspiration of St Mary of the Cross MacKillop and is at the heart of all the efforts, endeavours and achievements. There is a strong belief that the academic, sporting, creative and social achievements are the result of the close relationship of school, home and Parish. Staff, Parish Priest and students work co-operatively to ensure that students have the best opportunities and experiences in learning whether in the classroom or involvement in spiritual, cultural, intellectual, social, sporting and community events. During 2012 our school has continued to seek ways to highlight the significant contribution that it has made to the local Parish community and the broader Mittagong community, as well as providing an opportunity to look toward future endeavours which continue to enhance the quality of Catholic education for the students.

Parent Involvement

Thank you to the Parents & Friends (P&F) Committee and to all parents, carers and staff who supported all the events and activities of the P&F in 2012. This was another extremely successful year of fun & fundraising in which we raised approximately \$14 000 for the school. After our bumper year last year with the Fete, we have had somewhat of a low key year but having said that, we have still managed to do an array of fundraising activities providing a service to the children and families. These activities included the Children's Discos, Mother's Day Stall, Father's Day Stall, Pie Drive, and the raffle at Grandparent's Day and Walkathon. More recently the Trivia Night for the parents to gather and enjoy a night out was held which was an outstanding success. An amount of approximately \$1 800 was raised on the night. Besides the outstanding amount achieved in one evening, great fun and fellowship was had by all who attended. During 2012 the P&F has been able to provide funds for various projects and continues its support of the library with a further \$4 000 for new resources, and continues to provide funds for school excursions and other events.

Parents and Friends Association, President

Student Leadership

All students in Year 6 at St Michael's have played an active leadership role through the Leadership Groups. Each student was a member of the Mission Group, Social Group, Sport Group or Environment Group. Each of these groups was responsible for ensuring that the school was a safe, happy and positive environment for all students. Some initiatives that were able to put into place this year included: the maintenance of existing gardens and creation of a new vegetable garden; assisting with the organisation of sport carnivals; a number of social activities for the students during lunch and afternoon tea; the organisation of a talent quest called "St Michael's Got Talent"; and, a variety of fundraising activities. At St Michael's we know that, as student leaders, we all play an important part in helping each child in our school.

School Leaders

School Profile

School Context

St Michael's Catholic Primary School was founded in 1891 by the Sisters of St Joseph of the Sacred Heart. The school was originally called St Joseph's School and its name was changed in the mid 1970s to reflect the link with the local Parish. During its long history the school has catered for both primary and secondary education and at one stage included boarders. The Sisters of St Joseph withdrew from the school at the conclusion of the 2004 School Year.

The staff of St Michael's, with the Parish Priest, Father Sean Cullen, and under the direction of the Catholic Education Office (CEO) Wollongong, today seeks to continue to meet the educational and spiritual needs of students from Mittagong and the surrounding villages. The welfare of each child and their family, as well as the development of a deep sense of community, is recognised as the shared responsibility of the Parish Priest, staff, students and parents of the school.

St Michael's Catholic Primary School is a Catholic Systemic co-educational school located in Mittagong. The school caters for students in Years K-6 and has a current enrolment of two hundred and sixteen (216).

Student Enrolments

2012 Enrolments	
Boys	106
Girls	110
Total	216
Indigenous	7
LBOTE	1

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.smmidow.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	92.3	90.3
Year 2	90.8	89.1
Year 3	92.1	93.3
Year 4	95.9	86.5
Year 5	92.7	90.4
Year 6	89.1	88.9

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.

At St Michael's School non-attendance is managed through regular contact with families to ensure a child's well-being. Regular reminders in the school newsletter are also used. Attendance rolls are taken at the beginning of each and entered into a systemic data base. Regular non-attendance that is causing concern is followed up by the school Principal.

Staffing Profile

There are a total of 14 teachers and 6 support staff at St Michael's Catholic Primary School. This number includes 10 full-time, 4 part-time teachers. The composition of the workforce is as follows:

- 12 female teachers and 2 male teachers
- 6 female support staff

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 Staff Retention*

Teacher Attendance and Retention

The average daily teacher attendance rate for 2012 was 94.06%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 83%.

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 development days involving 20 staff.

These days focused on:

- Myers-Briggs Personality Profile;
- School-wide Positive Behaviours for Learning (SPB4L);
- Effective pedagogy in the teaching of Numeracy; and,
- Sensory needs of students.

B. Other professional learning activities provided at school level including CEO run courses:

- Learning for Leadership (1 teacher);
- First Aid (19 staff);
- Effective teaching presented by Lane Clark (6 staff);
- Effective Strategies for teaching children with Autism presented by Sue Larkey (15 staff);
- Effective Analysis of Data (2 staff);
- Religious Education Conference (1 staff);
- Schools as Centres of the New Evangelisation Conference (2 staff);
- Interactive Whiteboard Conference (2 staff);
- Spotlight on Technology (2 staff);
- Indigenous Cultural Awareness (1 staff);
- Leading the Australian Curriculum (2 staff);
- Visual Arts for Religious Education (1 staff);
- System Focus Day (1 staff);
- Religious Literacy Marking (1);and,
- Gifted Education Network (1).

The average expenditure by the school on professional learning per staff member was \$325. In addition, professional learning opportunities were provided by the CEO with an additional average expenditure per staff member of \$1 985.

Catholic Life & Religious Education

St Michael's is a school with Josephite traditions, ethos and history. This perspective is upheld by all in the school and Parish communities. The children participated in Parish based sacramental programs for the Sacrament of Penance, First Holy Communion and Confirmation. Each Term a whole school Mass was celebrated and there were also opportunities for each Stage to assist with the celebration of a weekend Parish Mass. Whole school liturgies were also prepared on special feast days such as Holy Week, St Mary of the Cross MacKillop and St Joseph.

Each morning the Prayer to St Mary of the Cross MacKillop is said at assembly, along with other prayers appropriate to particular feast days. Special time is put aside each week for staff to gather for prayer and each term staff have a special prayer and breakfast gathering. Teachers have attended spiritual renewal courses such as Berakah, Journey, Bethsaida and the Josephite colloquium. The whole staff also attended the "Spirit Dream in Burning Hearts" conference in Homebush.

This year the Year 6 students from the school and other neighbouring Diocesan schools gathered together for a Liturgy and conversation with our Bishop. Year 6 students also brought to reality the strong sense of community support for others with their attendance at

a monthly communion service at The Abbey Nursing. As well, there were also donations of goods to St Vincent de Paul and Sunshine Lodge, and financial support for Catholic Missions and the Sisters of Charity, through activities such as sausage sizzles, a mini fete and money raised in class.

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 26 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 29 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 in Part A 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:

- Recall events of Holy Week and the Resurrection;
- Describe and explain an image of God from the Scriptures;
- Demonstrate an understanding of the Hail Mary;
- Identify key symbols of the sacraments;
- Identify lessons from the parables; and,
- Recognise qualities of saints who are models of love and service.

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:

- Demonstrate understanding of Jesus' teaching on forgiveness; and,
- Identifying and sequencing the parts of the Mass.

For Part A, 0% of students were placed in the developing level, 38% in the achieving level and 62% were in the extending level.

For Part B, 4% of students were placed in the developing level, 67% in the achieving level and 29% were in the extending level.

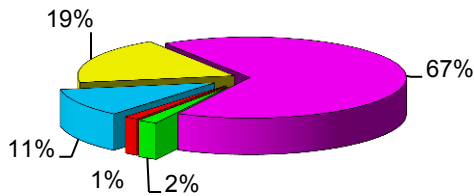
Combining Parts A and B, 4% of students were placed in the developing level, 69% in the achieving level and 27% were in the extending level for Religious Literacy.

Financial Summary

In 2012 money from the School Enhancement and Debt Servicing Obligation (SEDSO) was used to ensure the new Kindergarten classroom was appropriately set up ready for their move from the old classroom. This included new doors and operable walls. The school's sandpit and sunshade was relocated to another part of the playground and this was also funded through SEDSO. The P&F Association donated money which was used to fund new resources for the school's library, new Information Communication Learning Technologies (ICLT) equipment, particularly laptops, and the cost of a bus trip for an excursion to Mary MacKillop Place.

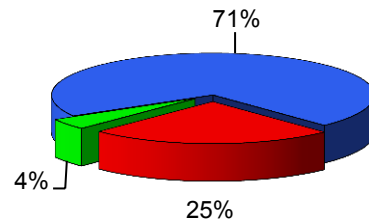
The following graphs reflect the aggregated income and expenditure for St Michael's Catholic Primary School, Mittagong for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

Student Welfare

Introduction

Catholic schools are places of belonging, respect, justice, hope, celebration and quality learning and teaching. They are based on the dignity of the whole person and provide witness to Gospel Values as a means of living out daily life. These values are captured in the Diocesan and School's Pastoral Care Policy. The school based policy provides information on programs to support students and families, approaches to discipline, creating a safe school environment, codes of conduct and suspension and expulsion guidelines.

Pastoral Care

At St Michael's pastoral care is at the heart of all loving relationships, and encompasses all that happens in the school. Activities associated with Pastoral Care in 2012 included: the continued implementation of the School Wide Positive Behaviours for Learning (SPB4L) Framework, particularly the implementation of the four school rules; the services of a CatholicCare counsellor was made available for families in need; workshops related to cyber-safety were conducted for students in Years 5 & 6 and their parents; the implementation of the Learning Assistance Program (LAP) for some targeted students; and, the continued support for new students through a "buddy" scheme.

The School's Behaviour Management Policy, which is based on rights, responsibilities and consequences, and fosters positive reinforcement rather than punitive action, continued to be implemented. As well as this the school recognised children's birthdays, academic and sporting achievements and positive playground and classroom behaviour.

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

In 2012 staff members focused on five components that were highlighted as a result of the School Review and Improvement (SRI). These components included 'Religious Education', 'Rights and Responsibilities', 'Reporting Student Achievement' and 'Provision for the Diverse Needs of Learners'. Overarching these focus areas was the continued implementation and application of the Diocesan Learning and Teaching Framework (DLTF).

National Partnerships

In 2012 St Michael's participated in the Smarter Schools National Partnerships (SSNP) Program. This provided the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school successful practices were strengthened and innovative responses to meet the needs of all students were developed, especially for those students most in need of additional support. This program will continue to build teaching skills and place a focus on literacy and numeracy outcomes for all students. The SSNP has also helped the school develop better uses of data to inform the learning and teaching process

St Michael's has implemented the following initiatives under the SSNP:

- Increased professional learning of staff in relation to the teaching of literacy and numeracy and linked this to the Diocesan guidelines and learning continuums;
- Provided ongoing classroom support in planning and implementing strategies to improve the teaching of areas of literacy and numeracy; and,
- Development cultural awareness and how best to support our Indigenous students.

Curriculum & Pedagogy

From Kindergarten to Year 6, each Key Learning Area (KLA) Syllabus is implemented to meet the NSW Board of Studies requirements. At each grade level, the learning cycle is an ongoing process which uses assessment to drive teaching learning content. Assessment is an integral part of the daily learning and teaching experience and involves both formal and informal practices. Throughout the year staff has been engaged in ongoing personal and professional learning formation and growth experiences to help provide students with richer, more purposeful outcome based pedagogy and assessment tasks. A consistent approach of formal assessment tasks from Kindergarten to Year 6 continues. In reporting to parents the staff support the need to be available at all times to discuss a child's performance with parents. Parent/Teacher interviews are conducted at the end of Term 1 followed by a Semester One report at the end of Term 2. Parents were invited to meet with teachers and discuss the Second Semester report, at the end of Term 4. The parents of Years 3 and 5 students also received the NAPLAN results during Term 3 and teachers were available to discuss these if parents felt a necessity to do so necessary, and the parents of Year 4 students receive the Religious Literacy Assessment results during Term 4.

The use of ICLT continued as an integral tool in the learning at St Michael's. A total of sixty laptops were permanently available in the classrooms, and two desk-top computers were permanently available in the Learning and Research Centre (LARC). There was a continued growth of ability in the children's skill level of using ICLT throughout the grades as evidenced by a variety of digital presentations. Each classroom now has a mobile Interactive Whiteboard to assist with the delivery of lessons and presentation of student work. A permanent data projector placed in the school hall has enabled students to present their digital work more readily to the whole school. There have also been many pieces of writing that have been published using word processing programs. Digital, still and video cameras have been updated and are regularly used in the classrooms. All children have access to the Internet and this is utilised in a range of ways in the school.

Cross Curriculum

Each day there was a focus on delivering quality literacy and numeracy learning experiences and Religious Education (RE) lessons. In every classroom there was a commitment to the promotion of literacy. Each class timetabled an English Block in the first two hours of each day. A variety of activities were used during this time to focus on the skill level of each child's reading and writing, and providing children with strategies to improve these skills using a variety of text types. With continued focus on the DLTF through the SSNP program there has been a richness and deeper quality of learning and teaching in all curriculum areas.

The implementation of the literacy program in Early Stage 1 and Stage 1 was enhanced in 2012 with the restructuring of staff which enabled five teachers and three School Support Officers (SSOs) to work specifically with these cohorts. Of these five teachers, three have been trained in Reading Recovery. The programming, implementation and assessment of mental computation continue to be active in the classroom. Some teachers have implemented group Numeracy activities across a whole grade focusing on meeting the needs of the students. These opportunities provided experiences for the children to share their skills and learn from a greater number of other students.

This year, two students competed in the Western Region Diocesan Public Speaking Competition which was held at the school. Also, twenty-four students from Stage 3 competed in the NSW Primary Schools Chess Competition.

All classes participated in music lessons provided by a specialist music teacher. The students have had the opportunity to utilise their musical talents with the opportunity of being involved in guitar lessons, choir and skill based activities. The instrumental group and choir have sung at school Masses/Liturgies, Parish Masses, Sacramental celebrations and Grandparents Day. External music teachers have also provided lessons for students learning to play the violin, guitar, piano, clarinet and drums. The students in the school also had the opportunity to attend some live dramatic and musical performances at local venues.

The Life Education Van visited St Michael's again this year providing all students with a comprehensive lesson about health and personal safety.

The University of New South Wales International Competitions were made available to those students wishing to participate.

Enrichment opportunities were also available to students in Stage 2 and Stage 3. Two teams from Stage 3 participated in GATEway 8 at Macarthur Anglican School. A number of students in Years 3-6 also participated in the Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program.

Meeting the needs of all students

Twenty two students with particular learning needs currently obtain additional funding under the CEO Special Education Program. As part of this funding and with the support of outside agencies, and in conjunction with specialised staff from the CEO, programs were devised and implemented to ensure these children receive an education appropriate to their needs. Additional support within classrooms was provided by six School Support Officers (SSOs) who work with individual children or small groups on programs developed by the class teachers.

Following the administering of the Australian Council for Educational Research (ACER) General Ability Test (AGAT) assessment tool for each student in Years 3-6, some of the students had the opportunity to participate in extended learning sessions. These opportunities provided the students with opportunities to broaden their learning experiences and to engage them in personal interest projects.

Expanding Learning Opportunities

In 2012 children were given an opportunity to participate in a wide range of sports. Children participated in swimming, athletics and cross country carnivals at a school level. As well as these three sports, children had an opportunity to participate at Diocesan, MacKillop and/or State level at soccer, netball, Australian Football League (AFL), touch football, rugby league or golf. The Years 3/4 rugby league team competed in the Hindmarsh Cup and the Years 5/6 Team competed in the Noble Challenge. Children in Stages 2 and 3 also had opportunities to attend local gala days for AFL and netball.

Throughout Term 4 Years 2, 3 and 4 participated in swimming lessons at the Mittagong Swimming Pool. All classes have also participated in Physical Education (PE) lessons provided by a specialist teacher.

In 2012 the University of NSW English, Mathematics, Computers, Science, Writing and Spelling Competitions were open to all children from Years 3, 4, 5 and 6. The children received a number of Credit Awards and Distinction Awards. Stage 3 children participated in the Diocesan Public Speaking Competition. Year 6 children appreciated the opportunity to participate in the Outdoor Education Program at the Berry Sport and Recreation Centre and Minamurra Rainforest; Year 5 visited Mary MacKillop Place, North Sydney and Minamurra Rainforest; Year 4 visited the Nan Tien Temple; Year 3 went to Warragamba Dam and a local turkey farm; Years 1 & 2 had an excursion to Taronga Zoo; and, Kindergarten visited Featherdale Wildlife Park.

Several students in Stage 3 entered Visual Art competitions including the Diocesan Christmas Art Competition. Stage 3 students attended the Wingecarribee Shire Schools Environment Day. In Term 4 all of the students were involved in presenting a Christmas Pageant, "Babushka and the Three Kings", which was written by one of the staff members.

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.

The school participated in NAPLAN in 2012, for the purpose of diagnosing individual progress in numeracy and literacy to parents and teachers as well as providing vital information to the school regarding the teaching and learning program offered at St Michael's. Information from the National Assessment was forwarded to individual parents and the school towards the end of Term 3 2012. Comparative data will be available from early 2013 from the Myschools website.

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	7%	43%	50%	13%	50%	38%
	National	14%	37%	47%	18%	49%	31%
Writing	School	3%	57%	40%	21%	68%	11%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	7%	47%	47%	9%	64%	28%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	3%	30%	67%	23%	45%	32%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	3%	73%	23%	19%	69%	13%
	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	97%	92%
	National	94%	92%
Writing	School	100%	87%
	National	95%	92%
Spelling	School	100%	98%
	National	94%	93%
Grammar & Punctuation	School	97%	89%
	National	93%	90%
Numeracy	School	97%	90%
	National	94%	93%

Parent, Student and Staff Satisfaction

The school parent satisfaction survey was made available to all parents via hardcopy and online. Of the one hundred and forty nine (149) families, forty (40) surveys were completed. The survey instrument contained eight statements in relation to the school. Respondents were required to indicate 'Yes' or 'No' for each statement and there was an opportunity for them to make an optional comment.

For each of the statements there was an overwhelming positive response. Five of the eight statements had 100% 'Yes' responses while the other three statements had over 96% 'Yes' responses.

The two statements which had some 'No' responses included 'The reporting and interview system in the school is adequate for my needs.' Optional comments made by some respondents indicate that having more opportunities to meet with their child's teacher would be useful.

The student survey showed that between 80% and 100% either strongly agree or agree with the aspects of the school, which included:

- Being proud of their school;
- Encouraging them to learn to the best of their ability;
- Their understanding of their rights and responsibilities;

- Feeling safe at school;
- Having a variety of activities to get involved in; and,
- Having someone to speak with if they have a problem.

Staff surveys show that the staff, in general, find the school a happy and supportive environment.

School Review and Improvement

School Review and Improvement is an ongoing 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:

St Michael's school actively engages in a continuous cycle of review and action using the tool 'What makes an effective Catholic School?' This ensures that the school community develops, implements and evaluates specific and targeted plans to enable the highest possible quality education.

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

- 1.3 Catholic Life and Culture

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

- 2.5 Pastoral Care

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- 3.6 School Climate, learning environment and relationships

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

- 6.1 Parent Involvement

- 6.3 Linkages with the Wider Community

At the conclusion of the review process four Key Areas were identified and selected for action:

- To deepen the understanding of Aboriginal perspectives within the school community.
- To use the Path to Life framework to establish Pastoral Care priorities in the school.
- To support classroom teachers with the implementation of effective Mathematics lessons.

- To support classroom teachers with identifying and supporting students who show talents and gifts in certain Key Learning Areas.
- To promote the school more widely in the local community through the use of media and the school website.

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
- **Key Area 2: Students and their Learning**
 - 2.4 Integration of Information and Communication Technology (ICT)
 - 2.5 Pastoral Care
- **Key Area 3: Pedagogy**
 - 3.3 Teaching Practices
 - 3.5 Assessment
 - 3.7 Professional Learning
- **Key Area 4: Human Resources Leadership and Management**
 - 4.2 Professional Development of Staff
- **Key Area 5: Resources, Finance and Facilities**
 - 5.1 ICT Resources

In 2013 the school plans to maintain a number of the learning projects and initiatives that were introduced in 2012, particularly the approach to the teaching of literacy and numeracy that was developed through the National Partnerships Program. Many of these initiatives will be extended into Stages 2 and 3 so that a whole-school understanding is developed. There will also be an opportunity for the development of a new program based on improving the mental and emotional well-being of the students through a Pastoral Care initiative that focuses on student happiness. Through the purchasing of new iPads staff will also explore new ways of using technology in their classrooms.

