



St. Michael's College Annual Report 2018 (Based on 2017 data)

St. Michael's College is an independent, co-educational Primary school catering for Prep to Year 6, with a well-deserved reputation for providing quality schooling. In addition to our Primary school, we have a world class Early Learning Centre which provides care and education for children from nursery age to our dedicated Kindergarten program

At St. Michael's College - we value learning. Our motto 'Wisdom through Growth' epitomises our educational approach. We believe that growth for students occurs through four pillars of learning – Academic, Spiritual, Cultural and Physical. We believe that our curriculum ensures our students develop into well-rounded, confident, respectful young adults ready for the next phase of their educational journey.

At St. Michael's College we are more than just a school - we are a community. We value working with our families to ensure everyone feels a sense of belonging.

St. Michael's College provides a supportive, caring and nurturing environment ensuring our students feel secure, happy and confident whilst instilling a lifelong love of learning as the foundation for their continued success. We are dedicated to the development of students who reflect the values of our community – students who are respectful, responsible, caring and compassionate, co-operative, honest and trustworthy.

School Sector:

Independent

Address:

1-63 The Abbey Place, Caboolture, QLD, 4510

Total Enrolments:

335

Year Levels Offered:

Prep - Year 6

Co-educational or Single Sex:

Co - educational

Characteristics of the Student Body:

Year	Total	Male	Female
Total Prep	56	26	30
Ascertained students	2	1	0
Indigenous students	0	0	0
Total Yr 1	48	24	24
Ascertained students	4	3	1
Indigenous students	0	0	0
Total Yr 2	47	16	31
Ascertained students	4	2	2
Indigenous students	0	0	0
Total Yr 3	47	16	31

Ascertained students	7	4	3
Indigenous students	0	0	0
Total Yr 4	37	22	15
Ascertained students	3	3	0
Indigenous students	0	0	0
Total Yr 5	51	28	23
Ascertained students	6	4	2
Indigenous students	1	0	1
Total Yr 6	49	25	24
Ascertained students	3	1	2
Indigenous students	2	2	0

Distinctive Curriculum Offerings:

The College motto, 'Wisdom through Growth' epitomises our educational approach at St. Michael's College.

We believe that growth for students of our College occurs through our four pillars of learning:

Academic

Academic growth prepares students for success for life long learning in a society undergoing rapid growth and change.

Spiritual

Spiritual growth prepares students for participation in society as responsible, empathic community members.

Cultural

Cultural growth prepares students for a lifetime of appreciation and participation in The Arts.

Physical

Growth in Physical Education develops and values a healthy lifestyle with physical fitness, agility and dexterity.

Prep

St. Michael's College has a well established and high quality Prep program. The Prep program is planned with the developmental needs of this age-group in mind. The Prep curriculum incorporates a rich program in literacy and numeracy, which forms the foundation of academic learning at the College. Each Prep classroom is supported by a full time Educational Assistant. This enables the Prep staff to differentiate the curriculum to cater for the needs of students whether that be additional support or extension work.

The Prep program is child-centred, and planned with the developmental needs of this age-group in mind. Our Prep program is characterised by exciting and stimulating learning experiences that foster childrens' creativity and love of learning and develops a positive attitude towards learning at school.

The Prep year is our first year of entry at the College, and provides an essential transition between students' early learning prior to school, and the Primary curriculum.

Years 1 - 6

The dedicated staff of St. Michael's College give students a rich and broad education in the 4 Pillars—Academic, Spiritual, Cultural and Physical.

At St. Michael's College we are aware of the individual learning journeys of our students. Our classes are supported by qualified and experienced Educational Assistants each day, which enables a constant cycle of 'small group teaching'. This enables staff to differentiate the curriculum to cater for the needs of students whether that be additional support or extension work.

Although a wealth of learning happens in 'whole class' lessons and students richly benefit from working with and alongside students of a range of abilities, small group teaching allows us to focus on their exact learning needs in

Reading, Writing and Mathematics each day.

Our academic curriculum follows the Australian Curriculum. Our academic program integrates the Key Learning Areas (KLAs) of English, Mathematics, HASS (History, Geography, Civics and Citizenship and Economics and Business), Health and Physical Education (HPE), Science, LOTE, Technology (Digital and Design) and The Arts. Each student at St. Michael's receives a balanced, quality education.

Extra-curricular Activities:

Sport

St. Michael's College students participate in a strong Physical Education program from Prep through to Year 6 implemented by our Physical Education Teacher and Sports Coach.

Students compete in Interhouse competitions in Cross Country, Athletics and Swimming. In these events, qualifying students are supported in competitions at District and Regional levels and beyond.

Representational Sport – Students are offered opportunities to compete against schools in the Glasshouse District and Sunshine Coast Region in a broad range of individual and team sports.

Camp Program

The College is committed to providing a comprehensive camp program. Camps provide opportunities to develop social skills, interpersonal communication skills, physical skills and builds class rapport. Camps are attended by all students, and all costs involved are included in the College tuition fees. Our camps are linked closely to the curriculum covered and as such provide an opportunity to extend classroom learning in a safe, challenging environment. All camps are organised and run by the class teacher, who is assisted by other staff members from the College.

Year 2 - 1 night at Under Water World, Mooloolaba

Year 3 - 2 days, 1 night at Mapleton Camp, Mapleton

Year 4 - 3 days, 2 nights at Currimundi Active Recreation Centre

Year 5 - 3 days, 2 nights at Emu Gully Camp, Helidon

Year 6 - 5 days, 4 nights at Canberra, Sydney and The Snow

Music

St. Michael's College has a Music Department which provides a comprehensive Music program at all year levels from Prep to Year 6. All students have a classroom Music program taught by a Music Teacher. In addition, students can elect to join extra curricular activities that are provided by the Music Department as follows:

Junior and Senior Choir

Students may audition for a choir position from Year 2 onwards. St. Michael's choral program is a leading program in South East Queensland. Our choirs have performed in competitive choral eisteddfods with resounding success.

Instrumental Music

This program is supported by three Instrumental Music Specialists. The program enables students from Year 3 onwards to study an instrument in a small group teaching situation and perform in a College band.

Musical

In 2017, Year 2 and 3 students presented the musical 'The Jungle Book'.

Extra-Curricular

Other activities offered throughout 2017 included -

- Green group
- Infant Gala Day
- Perceptual Motor Program
- Oral Language Program
- STEM
- Lego League
- Robotics groups
- Art groups
- Gymnastics/Tennis and Softball lessons (Sporting Schools initiative)

Social Climate:

Behaviour Management

At St. Michael's College our behaviour management processes are used to ensure the rights of students and teachers to work in a safe, respectful and disciplined learning environment, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our Behaviour Management Policy is designed to facilitate high standards of student behaviour, so that the learning and teaching in the College can be effective and students can participate positively within our school community.

Pastoral Care

St. Michael's aims to provide a caring and supportive environment dedicated to the development of balanced individuals committed to Christian ideals, personal excellence, responsibility and a lifelong desire to acquire and apply knowledge. Students' emotional well-being is considered a high priority, and our Dean of Pastoral Care, Sister Veronica, focuses on this area of student support.

Sister Veronica, in her role as Dean of Pastoral Care is available to all members of our College community, in order to maintain and foster positive relationships within our College. Pastoral Care is the heart of our College and in this role she networks with students and their families in a caring manner to ensure the ethos and culture of our College remains strong.

Sister Veronica ensures that pastoral care permeates all aspects of our College life and will be involved in running a number of children's programs with students who require help with building and maintaining friendships as well as emotional support.

Religious Education:

Christian beliefs and values underpin the ethos of St. Michael's College. Students in all year levels participate in a Religious Education program that examines Christianity and its teachings. The Religious Education program at St. Michael's fosters an understanding of the Christian belief system, and empowers students to apply that knowledge in their roles as family members, school students and members of our community. Upper Primary students also study major religions of the world in detail, to foster an understanding and appreciation of differing cultures and religious beliefs.

Positive Education:

in 2017, St. Michael's embarked on their journey to incorporate Positive Education into the College. Positive Education brings together the science of Positive Psychology with best practice teaching to support and encourage individuals, schools and communities to flourish. Flourishing is a combination of 'feeling good and doing good'. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle (Geelong Grammar School definition).

We do great things at St. Michael's to promote student well-being. We have dedicated staff and a strong sense of community. Positive Education brings everything we already do together, we fill in some gaps and guide our College through a process to further enhance student outcomes. We will strengthen our Spiritual Pillar and then more actively promote ourselves as a Positive Education School.

Parental Involvement:

St. Michael's College fosters strong relationships between Parents and the College. The focus of these relationships is ensuring the best possible education for our students. St. Michael's is supported by an active P and F Association who are responsible for organising and contributing to many events during the year –

- College Fair
- Medieval Tournament
- Mother's Day and Father's Day stalls
- Community events - discos, movie nights
- Easter and Christmas raffle
- Tuckshop
- Providing funding for end of year book prizes for all students at the College.

Parents are encouraged to be involved in all sporting and cultural events during the year.

In addition parents are encouraged to attend classroom culmination events and 'fun' events (e.g. Mother's and Father's day) during the year.

Parent Volunteers Program:

In 2017, St. Michael's College began an induction process for parents wanting to assist in the classrooms throughout the College. This process proved to be highly successful in providing extra support to many of our students. Our parents are trained in our code of conduct and induction program which highlights our expected standards of conduct and mandatory child safety requirements needed when working with children. St. Michael's is now working towards embedding our Parent Volunteer Program throughout our college. Our parent volunteers will be working closely with our learning support department and classroom teachers to provide additional support to our college students.

Parent Information Sessions:

In 2017, St. Michael's College commenced Parent Information Sessions. These information sessions were offered to our parents as a way to keep them informed of the many programs we have on offer throughout our college and to assist our parents by providing them with knowledge and strategies they could use to support their own children at home.

Parent, Teacher and Student Satisfaction with the School: 2017 Survey Results

Parents

Teachers at St. Michael's College expect my child to do his or her best.	99%
Teachers at St. Michael's College provide my child with useful feedback about his or her school work.	98%
Teachers at St. Michael's College treat students fairly.	96%
St. Michael's College is well maintained.	100%
My child feels safe at St. Michael's College.	99%
I can talk to my child's teachers about my concerns.	97%
Student behaviour is well managed at St. Michael's College.	95%
My child likes being at St. Michael's College.	100%
St. Michael's College looks for ways to improve.	99%
St. Michael's College takes parents' opinions seriously.	95%
Teachers at St. Michael's College motivate my child to learn.	99%
My child is making good progress at St. Michael's College.	99%
My child's learning needs are being met at St. Michael's College.	98%
My child is getting a good education at St. Michael's College.	100%

Students

My teachers expect me to do my best.	98%
My teachers provide me with useful feedback about my school work.	100%
Teachers at St. Michael's College treat students fairly.	95%
St. Michael's College is well maintained.	100%
I feel safe at St. Michael's College.	99%
I can talk to my teachers about my concerns.	93%
Student behaviour is well managed at my school.	94%
I like being at St. Michael's College.	96%
St. Michael's College looks for ways to improve.	97%
St. Michael's College takes students' opinions seriously	95%
My teachers motivate me to learn.	99%
St. Michael's College gives me opportunities to do interesting things.	100%

Contact Person for Further Information:

Chris Allom - Principal

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au> under this section of the report.

Staffing Information

Staff Composition, Including Indigenous Staff:

2017 Staff Overview	
Management	4 (Principal, Deputy Principal, Finance Manager, Dean of Pastoral Care)
Classroom Teaching	14
Specialist Teachers	6 (Physical Education, ICT, Religion, Music, Positive Education, Learning Support)
Instrumental Music	3
Administration/Grounds	8
Educational Assistants	16 (Classroom, Learning Support, Library/ICT)

Qualifications of all teachers:

Qualification	Percentage
Masters	4%
Bachelor Degree	96%
Diploma	0%

100% of Educational Assistants have a Certificate III in Education Support or higher qualification

Expenditure on and Teacher participation in Professional Development

Total Number of Teachers	Total expenditure on Teacher PD	Av expenditure on PD per teacher
20 teachers (14 classroom and 6 Specialist)	\$39988	\$1999
The proportion of the teaching staff involved in professional development activities during 2017		100%

The major professional development initiatives in 2017 were – Autistic Spectrum Disorder (ASD)- research to practice, Understanding Dyslexia and Significant Difficulties in Reading, Effective Reading instruction, Effective Writing instruction, Professional Data conversations and data collection, Student Reading data analysis, Student Spelling data analysis, Melinda Cassells Letters-Sounds Program, Child Safety, Code of Conduct, First Aid, Diabetes Training – Empowering Schools, Fire Safety, College Policies and Procedures, Principles of Learning and Teaching, Behaviour Management, Positive Education, Staff Wellbeing Sessions, AITSL standards.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Av Staff Attendance Rate
24 (Teachers/Management)	192	116	97%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97% in 2017			

Proportion of teaching staff retained from the previous year:

From the end of 2016 95% of permanent teaching staff were retained for the entire 2017 school year.

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the College as a percentage in 2017 was 93%

Average student attendance rate for each year level:

Year Level	Percentage
Prep	94%
Yr 1	93%
Yr 2	92%
Yr 3	94%
Yr 4	92%
Yr 5	95%
Yr 6	93%

A description of how non-attendance is managed by the school:

St. Michael's College manages non-attendance in accordance with our Managing Student Attendance Policy and Procedure.

The College's normal daily process involves -

Daily roll marking, identifying unexplained student absences, notifying parents/caregivers and following up with parents/caregivers to confirm absences

NAPLAN results for Years 3 and 5 in 2017

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School Principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Benchmark Data for 2017**Reading**

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	434	431	100%
Year 5 (2017)	532	506	100%

Writing

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	408	414	100%
Year 5 (2017)	488	473	98%

Spelling

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	415	419	100%
Year 5 (2017)	497	501	98%

Grammar and Punctuation

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	444	439	100%
Year 5 (2017)	516	499	94%

Numeracy

Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	413	409	100%
Year 5 (2017)	507	494	98%