

# School Performance Data

2023

St Michael's School, Bassendean



## **Introduction**

This report is a government requirement and provides information about the school's activities and performance for the 2023 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2024. The school's website contains many relevant documents that will provide additional information for parents.

## **Contextual Information**

St Michael's School Bassendean is a single stream, co-educational primary school with an enrolment of approximately 235 students from Pre-kindergarten to Year 6. The school was established in 1914 by the Sisters of Mercy and has a very strong and collaborative relationship with the St Joseph's Parish. The school community works together with the Parish Priest, to provide pastoral care for each person and to nurture the whole development of the child. Reconnecting with the school's Mercy history and tradition was established a result of the school's Centenary celebrations in 2014. This initiative has ensured that the core Mercy values of truth, compassion, faith and service have become embedded in our school culture.

At St Michael's, creativity, communication, collaboration and critical thinking underpin the school's philosophy. St Michael's is the first school in Australia to be recognised as a certified Kagan model school. Staff continue to ensure that the cooperative learning philosophy, based on the Kagan model of cooperative teaching and learning, occurs daily in their teaching contexts.

St Michael's has a special emphasis on literacy and numeracy development and is dedicated to improving outcomes for all students. The school also has a specific emphasis on early childhood education with early intervention strategies solidly in place to cater for the development of early learners. The school offers speech and occupational therapy screening programs and associated classroom programs to Kindy students. Literacy intervention is also offered to Year One students through the Reading Recovery program. In addition to this, literacy and numeracy support is also offered to students in all classes who experience learning difficulties through the Mini-Lit and Macq-Lit programs. Other specialist areas available to our students include physical education, music, Science, LOTE (Italian) and the visual arts. The school has a strong commitment to the arts and students, both individually and in class groups, participate yearly in the Catholic Schools Performing Arts Festival and Angelico Festival to name a few. The enrichment programme for students in Years 2-6 is designed to offer extra academic challenges to students who show special interests, achievement or aptitude in selected learning areas.

## **Teacher standards and qualifications**

Ph.D. (Education) – 1  
Master of Educational Leadership – 1  
Master of Religious Education - 1  
Master of Education – 1  
Master of Teaching - 3  
Bachelor of Arts (Education) – 3  
Bachelor of Arts (Early Modern History) - 1  
Bachelor of Education – 1  
Bachelor of Education (Primary) – 6  
Bachelor of Education (Early Childhood) – 1  
Graduate Diploma of Education – 1  
Diploma in Education - 1  
Bachelor of Business – 2  
Bachelor of Pharmacy - 1  
Bachelor of Social Work – 1  
Bachelor of Commerce – 1  
Graduate Certificate in Education (Early Childhood) – 5  
Graduate Certificate in Religious Education – 1  
Diploma in Education – 1  
Bachelor of Science – 1

Bachelor of Fine Arts – 1  
 Bachelor of Music - 1  
 Advanced Certificate of Art & Design - 1  
 Certificate for Teacher's Aide – 1  
 Cert III Teacher's Aide – 3  
 Cert III Early Childhood Education - 1  
 Cert IV Education Assistant – 1  
 Cert IV Education Support – 1  
 Cert II Business - 1  
 Certificate in Child Care – 1  
 Diploma for Teacher's Aide – 1  
 Senior First Aid Certificate - 2

## Workforce Composition

Female Teaching staff: 18  
 Female Non-Teaching Staff: 6  
 Male Teaching Staff: 4  
 Male Non-Teaching Staff: 0  
 Indigenous Male Staff: 0  
 Indigenous Female Staff: 0

## Student attendance

Year Group	Class Numbers	Attendance Rate
PP	31	93%
Y01	27	90%
Y02	31	92%
Y03	31	92%
Y04	27	94%
Y05	31	94%
Y06	22	94%

Total percentage of student attendance: 92.7%

## Staff Attendance

The average rate of attendance for the gazetted school year for staff in 2023 was 95.3%.

### Attendance and Non-attendance procedures

- It is the parent's responsibility to notify the school prior to the commencement of the school day if their child will be absent from school, by phoning the dedicated school absentee line.
- Administration staff check absentee phone line messages and adjust status on SEQTA of absent children whose parents have phoned in (e.g. "unresolved" 8:30am – 15:00pm if child is away for full day sick).
- Classroom teachers are required to mark morning and afternoon rolls on SEQTA in a timely fashion.  
Morning roll to be marked no later than 9:00am  
Afternoon roll to be marked no later than 1:45pm
- Once all class morning rolls have been marked, administrative staff send out an absentee SMS to relevant parents/guardians, and adjust child's attendance status accordingly when parents phone the school (e.g. change status from absent to "unresolved" absence), usually by about 9:30am.

- Parents of students who arrive or depart outside normal school hours, sign students in or out electronically on SEQTA via the ipad at reception.
- When advance written notice is received of a child's future absence (for family holiday etc), administrative staff note this on SEQTA as an "approved absence." If the period of absence is expected to exceed a few days, the principal and specialist teachers are also informed.
- Absentee follow up letters are printed out fortnightly and sent home via class teachers. Parents are required to provide a written explanation for the child's absence. Class teachers are required to adjust the child's attendance status on SEQTA as each absence is resolved.
- If the student is absent from school and acceptable written explanation has been provided by the parent, teachers are to adjust the child's attendance status on the SEQTA roll and no further action is required.
- When a child's absences exceed 14 half days within one term, a letter is sent home to parents from the principal, informing them of their child's attendance rate.

### 2023 NAPLAN Information

<b>YEAR THREE</b>	<b>ST MICHAEL'S MEAN</b>	<b>ALL AUSTRALIAN SCHOOLS MEAN</b>
<b>READING</b>	425	404
<b>WRITING</b>	414	417
<b>SPELLING</b>	420	404
<b>GRAMMAR</b>	442	409
<b>NUMERACY</b>	425	407

<b>YEAR FIVE</b>	<b>ST MICHAEL'S MEAN</b>	<b>ALL AUSTRALIAN SCHOOLS MEAN</b>
<b>READING</b>	524	496
<b>WRITING</b>	521	483
<b>SPELLING</b>	511	490
<b>GRAMMAR</b>	536	496
<b>NUMERACY</b>	499	488

## Parent, Student and Teacher Satisfaction

Community Satisfaction Surveys are completed every two years. A summary of the 2023 school climate data is provided below.

### Students

In 2023, students from Years 3 to 6 participated in the *What's Happening in This School? (WHITS) survey*. In summary, participating students felt supported by their teachers and connected to their school and peers. For example, students reported that they felt that their teachers cared about them, felt welcome at school and liked being at school. The students reported feeling safe at school and confident about seeking help from a teacher.

### Parents

According to the results of the Parent and Caregiver Voice (PaCS) survey, parents strongly agreed that the school knows and appreciates the qualities of their children. Parents reported that they were very satisfied that the school has a clear understanding of their child's needs and that our welcoming environment is a strength of the school. Parents strongly agreed that they have good communication with members of the School staff and, overall, parents are satisfied with what the school does for their children.

### Staff

According to the results from the staff voice surveys, overall, the responses suggest that staff have positive perceptions about their workplace. The staff reported that they have a positive relationship with parents and carers and work in a safe and respectful environment. They articulated that they felt strong support from their colleagues and that there was good communication and support from the leadership team. Results suggested a very high level of job satisfaction.

Overall, the responses to the surveys suggest that parents, staff and students feel that the school promotes a positive, welcoming environment.

## School Finance Data

The My School website can be accessed to view the school's breakdown of income. The link to the website is:

<http://www.myschool.edu.au>

## Post-school Destinations

- Chisholm College – 14 students
- La Salle College – 2 students
- Guildford Grammar – 2 students
- Mercedes College – 1 student
- Trinity College – 1 student
- Swan Christian College – 1 student
- St Andrews Grammar – 1 student

## School Improvement

The key curriculum goals for 2023 were:

### Catholic Identity

- Foster a deep relationship with St Joseph's Parish by revisiting previous goals from the strategic plan in relation to our new parish priest.

*Action:*

Father Suresh, our new parish priest, commenced in 2023 and we have welcomed him by providing him with a staff shirt and inviting him to join various staff morning teas. Father Suresh has also worked with us to provide the sacrament of Reconciliation to our Years 3 – 6 students during periods of sacramental preparation and during Advent.

### **Education**

- Enhance differentiation within classroom practice to ensure that all students' learning is catered for, particularly those who require extension.

*Action:*

- Staff participated in professional learning on differentiation and judging standards.
- Staff took part in two moderating sessions with teachers from other single-stream Catholic schools to support accurate and consistent assessment and reporting practices.
- Science extension classes with Mr Coughlan. Students planned, prepared and conducted Science experiments for the other students during lunchtimes in Science Week.
- 'Case Management' PLC meetings each term – focusing on students who require extension.
- Leadership Team meetings with CEWA School Support Consultant, Jacki Tucker on differentiation and extension.
- In depth review of NAPLAN and PAT data, paying particular attention to the growth of top students.
- Australian Mathematics Competition for students in Year 3 and Year 5
- Implementation of the GROWTH program

### **Community**

- To engage all community stakeholders in the development of a new strategic plan for 2023 – 2026

*Action:*

Multiple feedback sessions were run over Terms 1 and 2 to provide opportunities for staff, students and parents to engage in the generation and consensus of strategies for inclusion in the new school strategic plan. The final plan was launched in Term 3 via the Advisory Council and P & F meetings and the school newsletter.

### **Stewardship**

- Commence 3 Year Old Program (3YOP)

*Action:*

The 3YOP commenced at the start of the 2023 school year and concluded with twelve enrolments.

Dr Siobhan Galos  
Principal