2010 Annual School Report
Michelago Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Michelago Primary School had an enrolment of 31 students from Kindergarten to Year 6 during 2010.

Staff
Principal
Class Teacher
Support Teacher
& Librarian
School Admin
Manager

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Drumbeat: A Personal Development Course

The Drumbeat program for the Year 3 to Year 6 class was coordinated and run by Reverend James Wood in conjunction with the class teacher and parent.

The Drumbeat program is an evidenced based, early intervention program aimed at reducing social isolation. Students discovered more about relationships with others and about themselves through the medium of music. The life skills explored in the program are transferred from the cognitive to the experimental through group drumming. The sessions have built self confidence and have allowed students to express their inner thoughts and emotions.

The positive success of the Drumbeat program will lead to its continuation in 2011.

Positive Behaviour for Success:

Michelago Primary School is participating in the ‘Positive Behaviour for Success’ program aimed at improving learning outcomes for all students by establishing common values and expectations.

Explicit teaching of values and expectations has been incorporated into the teacher/learning programs. During Semester 2 there was an emphasis on playground behaviours.

Student surveys reflect that although some bullying and teasing occur it is at low level and students are constantly reminded about appropriate behavioural expectations.

Active After School Communities Program

Michelago Primary School received a grant to participate in the ‘Active After School Communities Program’ (AASC). The program has provided two sport workshops a week, covering sports such as Athletics, Touch Football, Martial Arts-Soo Bahk Do, Dance and Tennis. The majority of students K-6 have participated in and supported the program. The program includes the provision of a healthy afternoon tea and prioritises the importance of making healthy choices and encourages better health related behaviours. The program further benefits the school by allowing the use of surplus funding to purchase sports equipment.
Student achievement in 2010

Literacy – NAPLAN Year 3
Three students participated in the Literacy test for NAPLAN.

Numeracy – NAPLAN Year 3
Three students participated in the Numeracy test for NAPLAN.

Literacy – NAPLAN Year 5
Three students participated in the Literacy test for NAPLAN.

Numeracy – NAPLAN Year 5
Three students participated in the Numeracy test for NAPLAN.

Messages

Principal’s message
Michelago Primary School is a wonderful, friendly, small school with a supportive parent community and great students. Our students are offered a broad range of educational opportunities in a safe, caring, country environment with the added benefit of each student being treated and acknowledged as an individual.

Our school offers a strong emphasis on literacy and numeracy programs as well as the performing and visual arts. All classrooms have access to the Internet and technology is integrated into teaching and learning programs.

This year, we have been very fortunate to have a new library established as part of the Federal Government’s ‘Building Education Revolution’. Our school community is very proud of this new addition to the school.

Our staff are dedicated and always have the student’s best interests at heart. Our office staff are always warm and welcoming.

We wish to acknowledge the support our parents and local community members provide to our students and school. Our small school relies on maintaining a positive, trusting, working relationship with our parents, staff, students and community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Principal

Use of School Facilities

The multipurpose court has been utilised by the students and coaches for sporting sessions during the year, as part of the Active After School Communities Program.

The P&C organise the hire and use of the court over the weekends for community members.

Other uses include:

- Mobile Library
- P&C meetings
- Queanbeyan Health Services – workshops provided for by the community nurse
- Scripture
- State and Federal Elections

P & C message

The Michelago Primary School P&C has continued to work together with the school in order to enhance the quality of learning experiences for our children.

An important function of the Michelago P&C is to support the school with excursions by providing
assistance with transport. Transport assistance has provided the students with the opportunity to participate in events such as ‘Captain Planet’, performance at the Canberra Theatre, school camp and a variety of sport carnivals.

Through various fundraising activities and working bees, we have been able to make significant improvements around the school environment. These include:

- Landscaping and tree planting projects;
- Repairs to the weather shed;
- Providing healthy afternoon tea for the Active After School Program;

Michelago P&C President

Student representative’s message

School Leadership

The students of Michelago Primary School have been proactive in organising meetings and events throughout the school year.

SRC 2010 activities included:

- Attendance at the Young Leadership Day in Canberra;
- SRC funds went to the Royal Flying Doctor, the National Heart Foundation, the final Time Out Treat excursion as well as the Year 6 Go-carting Graduation excursion.

- Raising funds to purchase a teddy to support our very special Kindy student, who was unwell during the Semester 2 and spent time at Randwick Children’s Hospital in Sydney.

- Supporting local families affected by the bushfires at the end of 2009 by donating a tree to each family;

- Setting aside a portion of funds to eventually support the construction of a well in an African community.

SRC President

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Attendance is not an issue at our school.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>
**Structure of classes**

There are two multi-stage classes at Michelago Primary School.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no indigenous employees presently at the school.

**Staff retention**

There are two full-time teaching staff at Michelago Primary School.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>data withheld</td>
</tr>
<tr>
<td>Global funds</td>
<td>data withheld</td>
</tr>
<tr>
<td>Tied funds</td>
<td>data withheld</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>data withheld</td>
</tr>
<tr>
<td>Interest</td>
<td>data withheld</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>data withheld</td>
</tr>
<tr>
<td>Canteen</td>
<td>data withheld</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>data withheld</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       | data withheld |
| Key learning areas        | data withheld |
| Excursions                | data withheld |
| Extracurricular dissections| data withheld |
| Library                   | data withheld |
| Training & development    | data withheld |
| Tied funds                | data withheld |
| Casual relief teachers    | data withheld |
| Administration & office   | data withheld |
| School-operated canteen   | data withheld |
| Utilities                 | data withheld |
| Maintenance               | data withheld |
| Trust accounts            | data withheld |
| Capital programs          | data withheld |
| **Total expenditure**     | data withheld |
| **Balance carried forward**| data withheld |

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements
Creative & Practical Arts

At Michelago Primary School, the students are encouraged to be involved in a wide variety of Creative and Performing Arts. This allows opportunities to provide a stimulating balance across the curriculum. Highlights for the year include:

• Student participation in the combined Queanbeyan Community of Schools’ “The Elements” production held at the Canberra Theatre. Students presented an exciting dance/drama item, ‘Captain Planet’. Our parents were proud of the quality of the school’s presentation. Our students also had the opportunity to display their artwork, a beautiful felt collage based on the elements of fire, water, air and earth.

• Participation in the ‘Billy Tea Bush Band’ program of music and art, held at Adaminaby Public School;

• Aboriginal Education was highlighted this year with students and staff participating in NAIDOC Week activities at Queanbeyan West;

• Participation in ‘Operation Art’, supporting Parramatta’s Children’s Hospital.

Sport

Michelago Primary School community provides a range of fitness and health activities to support the overall development of our students. Highlights in our Sport’s program include:

• Participation in the ‘Active After School Community’ sport program;

• Involvement in District Cross Country;

• Participation of our small school’s relay team in the District Athletics, Regional Athletics and State Athletics;

• Involvement in Monaro Small Schools’ Swimming carnival;

• Michelago Family Sports’ Fun Day involving our local preschoolers;

• Participation in the NSW Premier’s Sporting Challenge.

Other

Best Start

2010 saw all Kindergarten students participate in the government initiative of ‘Best Start’. Children entering Kindergarten were assessed in the areas of Literacy and Numeracy in order to determine their prior knowledge. This information assisted with planning teaching and learning programs. The students’ progress was monitored and plotted during the year.

Live Life Well @ School

This initiative led to the introduction of the ‘Crunch and Sip’ program providing students with a healthy snack and drink during the morning session.

Staff were also provided with professional development about fundamental movement skills in order to enhance fitness and coordination of students.

Gateways Program

The GATEWays Program provide a broad range of educational opportunities to extend students. This year 2 students travelled to Canberra to access these workshops.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**
Due to low numbers in the Year 3 cohort, performance will be discussed with the parents.

**Numeracy – NAPLAN Year 3**
Due to low numbers in the Year 3 cohort, performance will be discussed with the parents.

**Literacy – NAPLAN Year 5**
Due to low numbers in the Year 5 cohort, performance will be discussed with the parents.

**Numeracy – NAPLAN Year 5**
Due to low numbers in the Year 5 cohort, performance will be discussed with the parents.

**Progress in literacy**
Due to low numbers in the cohort, graphs have not been included.

**Progress in numeracy**
Due to low numbers in the cohort, graphs have not been included.

**Minimum standards**
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**
Michelago Public School aims to provide a broad range of programs and activities to support students.

**Aboriginal education**
Whilst our school does not have Aboriginal students enrolled at present, our staff are committed to ensure all students gain a respectful understanding of Aboriginal culture, heritage and traditions. We welcome and value the diversity and richness of Aboriginal cultures and provide opportunities for students to engage in Aboriginal Education.

Aboriginal perspectives are presented as an integral component of the key learning Areas.

This year our students attended a special NAIDOC Day at Queanbeyan West Public School. Students participated in a variety of art, craft, music and drama activities.

As a result of our programs, the Department’s mandatory policy is being fully implemented.

**Multicultural education**
Multicultural education is fully integrated across the curriculum areas with particular emphasis in Human Society and Its Environment and in the
This year, Year 3-6 students were involved in a country study of Africa which provided the opportunity to compare and contrast peoples, cultures and lifestyles from a variety of African States with those of our own nation. The Anti-Racism Contact Officer (ARCO) position is filled by a trained staff member, who has recently completed the annual update. The role ensures an inclusive school community and a racism free learning environment.

**Respect and responsibility**

Our school, Michelago Public, supports the explicit teaching of school wide values and expectations through the Positive Behaviour For Success Program. These values include:

- Be the very best you can
- Be Safe
- Be Respectful
- Be Responsible

Students are able to express their opinions and concerns through the Student Representative Council. Our newsletter also promotes student behaviour and success through the VIP awards - Very Important Person.

Surveys reflect:

- 92% of parent surveys agreed the school was a safe, happy, healthy place for their children.
- 75-83% of Early Stage 1 and Stage 1 students agree they feel safe at school.
- 81% of Stage 2/3 students agree they receive praise and recognition for their achievements.

**Progress on 2010 targets**

**Target 1**

**Quality Education - Literacy**: All students - Kindergarten to Year 6, will reflect improvement in spelling and inferential comprehension skills;

Our achievements include:

- NAPLAN results in Literacy reflect growth for all Year 5 students;
- School data indicates gradual improvement across all areas of literacy;
- Staff have accessed professional training and development to improve teaching practice and student outcomes;
- Best Start monitoring during the year reflects students are on track and progressing;
- 73% of Early Stage 1 students indicated they were learning how to spell;
- 73% of Stage 2/3 students they understood how to plan and write a narrative;
- 92% of Stage 2/3 students agreed they had learnt more about grammar, punctuation and spelling;
- 92% of parents agreed staff at school were valued and supported and
- 75% of parents agreed their child was developing their skills and ability to work in English;
- 88% of parents noticed an improvement in their child’s spelling.

**Target 2**

**Quality Education - Numeracy**: All students Kindergarten to Year 6, will reflect improvement in the area of ‘working mathematically’ and develop a range of problem solving skills;

Our achievements include:

- NAPLAN results indicate students are achieving better results using a variety of problem solving strategies;
- Year 5 student results reflect growth above the state average;
- Best Start results indicate students are on track;
- Improved teacher confidence and competency in teaching maths through focussed consultancy support.

**Target 3**

**Student Engagement & Retention**: All students displaying positive, responsible student behaviours in a safe learning environment.

Our Achievements include

- Continuing successful implementation of ‘Positive Behaviour for Success’ program
- Students achieving the Platinum level in PBS
- Review and update of the OH&S policy.
Successful continuation of AASC program designed to improve fitness, health and lifestyle;
Positive results from student and parent surveys reflected the effectiveness of the school’s welfare policies.
Nil ‘Time Outs’ & Nil suspensions for 2009;
100% of parents believed the school made the welfare of the students the top priority;
89% of parents agreed there were positive benefits for their child attending a small school;
87% of Stage 2/3 students indicated their teachers expect and help them to do their best;
75% of Stage 1 students agreed they showed respect towards each other and
78% of parents agreed the school supports parents in their role as educators of their children.

Staff reflected there was a positive culture and climate at the school and that the students were caring towards each other. There is a need to continue explicit teaching of the school’s values and expectations. Staff felt the need for students to be encouraged to be more ‘inclusive’ of new students.

Target 4

Connected Learning: All students and staff successfully using technology in an integrated approach across all KLAs’ successfully learning technology in an integrated approach across all KLAs.

Our Achievements are reflected below.
Survey results indicate:
• ‘Connected Classrooms’ installed and in use;
• Staff participated in Interactive Whiteboard training and Video Conferencing and;
• Teaching programs reflect an integrated approach to the teaching of technology.

Staff agreed there is a need to maintain professional development during 2011.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations in “Culture” and “English”

Educational and management practice

Culture:

Background
Students and parents were surveyed in Term 3. Students completed the Student Quality of School Life survey and the School Map Learning survey. Parents completed a General School survey and the School Map Learning survey. Staff were involved through professional dialogue, consultation with P&C members and the analysis of survey results. In evaluating school culture, our goal was to acknowledge effective practices, build upon areas of need and improve future directions.

Findings and conclusions

Parent Surveys reflect the school understands and responds to the context of its community with the school’s main priority being the students. The culture of the school promotes improved student learning outcomes. Plans, policies and practices are supported by the school community.

Parent surveys reflect:
• 100% of parents agree the school knows about the families and community it serves;
• 100% of parents acknowledge the school often praises and recognises student achievements;
• 89% of parents are believe the welfare of the students is the school’s main concern;
• 89% of parents agree a positive relationship exists between the school and its community;
• 100% of parents believe the school community encourages new students and their families to be involved in school activities and
• 89% of parents agree there are benefits for their children in attending a small school.

Student surveys reflect:
• The majority of students across the school agree the staff provide positive role models;
- 88% of Stage 2/3 students agree the school aims to help all students learn;
- 94% of Stage 2/3 students agree the school provides opportunities for them to participate in activities outside school and
- The majority of Early Stage 1 and Stage 1 students agree they are encouraged to do their best.

Staff believe the overall school policies, programs and practices are supported by the school community. They also affirm:

- The school actively fosters a sense of belonging and collective responsibility;
- Staff agree student welfare and improvement in student learning outcomes are the main priorities;
- School resources are used to meet the learning needs of students and
- The school’s culture supports continuous improvement.

**Future directions**

During 2011 we would like to:

- encourage broader and more active involvement from parents in school events and learning programs;
- enhance student leadership skills;
- maintain our priorities in promoting student welfare and improved learning outcomes and
- Review the School Uniform policy.

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### Curriculum Area

**English**

**Background**

As part of our curriculum evaluation cycle, parents, students and staff were surveyed in Term 3, 2010. Staff reflected the need to identify areas requiring improvement in order to plan more effectively for 2011. It was also important to identify and acknowledge areas of success.

**Findings and conclusions**

Surveys, discussion and assessment data reflect the need to improve student learning outcomes in English.

**Students’ results:**

- 93% of Stage 2/3 students agree they have learnt more about grammar, punctuation and spelling rules this year;
- 73% of Stage 2/3 students agree their teacher plans activities that are interesting and help them learn;
- 80% of Stage 2/3 students agree they are provided with extra help in English when they need it;
- 88% of Stage 1 agree they enjoy reading;
- 75% of Stage 1 students agree they given extra help when needed and
- 83% of Early Stage 1 students agree they are learning how to spell and write stories.

**Parents results:**

- 88% of parents agree the school provides support to assist their child’s learning in English;
- 75% of parents agree their concerns about student learning in the area are promptly addressed;
- 88% of parents have noticed an improvement in their child’s writing ability and
- 75% of parents agree their child has developed their overall ability to work in English.

**Staff discussion and observations reflect:**

- Ongoing professional development in the area of Literacy, particularly spelling and writing is a priority;
- Best Start progress of students is on both pleasing and on track;
- Teaching and learning programs for 2010 would reflect a focus in spelling, text type and reading and
- Explicit teaching skills in English require ongoing development.

**Future directions**

As a result of the evaluation in English, school planning in 2011 will include:

- Professional development to develop explicit teaching practices in English;
• Development of teacher capacity to support student improvement in spelling activities;
• Involvement of consultant expertise to support staff and
• Assessing, tracking and monitoring student learning outcomes.

Parent, student, and teacher satisfaction
During 2010, the school sought the opinions of parents, students and staff. Data and responses to complete the Annual School Report were gathered from the following sources:
• School Map survey(DET)
• Quality of Life survey
• General School Community survey
• Staff and parent dialogue

Their responses are presented below.

Parent surveys reflect:
• 89% of parents agree the a positive relationship exists between the school and its community;
• 89% of parents agree their child is encouraged to accept responsibility for their actions;
• 89% of parent believe their child treats staff and other students with respect and
• 78% of parents believe teachers treat students fairly and reasonably.

Student surveys reflect:
• 88% of Stage 2/3 students agree the school’s aim is to help them learn;
• 73% of Stage 2/3 students agree it is important to come to school every day;
• 75% of Stage 1 students indicated they show respect towards each other and
• 83% of early Stage 1 students agree they enjoy going to school.

Performing Arts events such ‘The Elements’ performance at the Canberra Theatre, directed by Miss Mobbs, received enthusiastic support praise from parents.

Professional learning
Professional learning is aimed at improving the learning of students and providing quality assessment and feedback. During 2010 staff professional learning was focussed on the target areas of the school’s Management Plan reflected in the Annual School Report:
• Student Welfare- OH&S training, Anaphylaxis training, CPR and Emergency care and Child protection;
• Teacher Quality- Best Start, Live Well, Literacy and Numeracy development;
• Career development-Federation Conferences, Principals’ Conferences

The average number of training days was 4 per staff member.

All funding in this area was utilised.

Staff also used allocated Relief from face to face time to cover extra professional learning activities.

School development 2009 – 2011
Michelago Public School has established target areas for 2009-2011 with the aim of:

Improving learning outcomes for all students

Three major areas of focus include:
• Teacher Quality- Literacy & Numeracy
• Student Engagement & Retention- PBS
• Connected Learning

Targets for 2011
Target 1
Teacher Quality - Literacy

All students, Kindergarten to Year 6, will reflect improvement in spelling and writing. Students in the Year 3-6 class will be involved in the ‘Reading To Learn’ program.
Strategies to achieve this target include:

- Focussed staff professional learning, planning explicit teaching and group strategies using the Quality Teaching Model
- Access to DET expertise for professional development.
- Continue Best Start strategy
- Explicit teaching of spelling to:
  - Develop morphemic knowledge
  - Ensure all spelling rules are taught
- Develop skills for comprehension, such as analysing and evaluating, by using small pieces of text to improve visual and critical literacy
- Broaden and improve assessment strategies, incorporating benchmarking for all students
- Consolidate ‘Intensive Reading Program’ to support students with reading difficulties

Our success will be measured by:

- Best Start and class assessment data with the majority of Kindergarten students achieving Cluster 4 in Literacy;
- The majority of Year 3 will achieve results in NAP Band 4 or above in literacy;
- The majority of Year 5 will achieve results in NAP Band 6 or above in literacy;
- NAPLAN data reflects forward growth by at least 2 skill bands;
- Areas of focussed support such as spelling, reflect an overall improvement in NAPLAN results;
- School data, diagnostic tests and work samples reflect on overall improvement in literacy;
- Tracking of students K – 6 reflects forward growth;
- Professional dialogue with DET staff and school staff around consistent teacher judgement practices, data and work samples Improvement in teacher confidence and competencies;
- Improvement in teacher confidence and competencies and
- Parent surveys reflect satisfaction with the school’s programs.

Target 2
Teacher Quality - Numeracy

All students, Kindergarten to Year 6, will consolidate and reflect improvement in the area of ‘working mathematically’ and develop a range of problem solving skills.

Strategies to achieve this target include:

- Professional development, planning, programming, explicit teaching practices and groups strategies to support the Quality teaching Model in Numeracy;
- Incorporating the use of Newman’s Analysis;
- Explicit teaching of problem solving skills and understanding the ‘language of maths’;
- Increased frequency and opportunities to investigate and practise problem solving strategies;
- Maintain CMIT strategies;
- Best Start training and support and
- Improving student understanding of patterns and ‘algebra’;

Our success will be measured by:

- Improvement in trend growth in NAPLAN comparable to the state average;
- The majority of Year 3 will achieve results in Band 4 or above;
- The majority of students in Year 5 will achieve results in Band 6 or above;
- The majority of kindergarten students will achieve cluster 4 on the numeracy continuum;
- Demonstrated improvement in students’ approach to multi-step questions;
- Comparison of pre class and post class assessments K – 6 as well as student observation of SENA based questions;
- Tracking student progress K – 6 and
- Improvement in teacher confidence and competencies.
Target 3

Student Engagement & Retention – All students maintain and display positive, responsible student behaviours in a safe learning environment.

Strategies include:

- Continuing implementation of the PBS classroom model to enhance the quality learning environment in all classrooms including changes to the reward & consequence system, award system, explicit teaching of behaviour values and expectations and Bee Partners;
- Effectively communicating with parents as concerns arise;
- Encouraging students to bring healthy lunches and recess to school as well as participating in the ‘Crunch and Sip’ program;
- Providing professional learning for staff through participation in PBS meetings to increase competency in dealing with student behaviour needs;
- Develop SRC leadership and peer mediation skills with participation in the Student Leadership program, with Jerrabomberra during Term 2 and
- Continuing OH&S implementation.

Our Success will be measured by:

- Positive feedback from student, staff and parent surveys;
- Improved staff competence and confidence in assisting students with needs;
- Observation of developing school leadership;
- Observation of students reflecting school pride, personal and social responsibility and respect and
- School data reflects decreased incidences in stop thinks, students on CICO, number of suspensions.

Target 4

- Connected Learning – All students & staff consolidate use of technology in an integrated approach across all KLAS’:

Strategies include:

- Staff and students accessing Tale and Count Me In Too to support learning outcomes;
- Extending technology across areas of the curriculum incorporating Interactive Whiteboards and Video Conferencing;
- Provision of professional learning and resources.

Our success will be measured by:

- Consistently strong results from CSA6 assessment;
- Teachers programs reflecting further ICT integration across the curriculum, including the use of interactive whiteboards;
- Stage 3 students prepared for transition to Stage 4 technology;
- All students matching and extending the updated checklist of skills in technology and
- Positive parent and student feedback.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


Special Events in 2010