School and Family Working Together
Introduction

The Annual Report for 2015 is provided to the community of Michelago Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Claire Plummer
Principal

School contact details:

Michelago Public School
20 Ryrie St
Michelago NSW 2620
Web address: www.michelago-p.schools.nsw.edu.au
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Telephone: 6235 9153

Message from the Principal

At Michelago Public School we understand that great education depends on great teaching and as a result we have had a focus on building the capacity of all our teaching staff. This has been achieved through the establishment of a highly collegial environment characterised by open communication, professional sharing and development.

Michelago Public School maintains its commitment in providing opportunities to develop the whole child to reach their full potential. Our small school provides a personalised learning environment, with an emphasis on intervention, enhancement and a range of opportunities to engage students. We believe in providing every child opportunities to shine in a caring and supportive environment. The development of strong values and respectful relationships in our students is supported by the school and community.

We believe in building strong partnerships with our families and across the community. Our strategic plan has been informed by feedback from students, staff and parents through surveys, focus groups and conversations. Hence, we have created an environment with a focus on continuous improvement and high expectations in learning.

It is the overall commitment and dedication to the school and community by school, family and community members that has led to the school not only maintaining enrolments during difficult times but increasing enrolments in 2016. Our school reflects a strong sense of belonging, connectedness and engagement and our students, staff and families are proudly proactive advocates of Michelago Public School.

To our students, congratulations on a successful year of learning and happy faces. To our staff, thank you for your wonderful work in building a culture where students grow and learn. To our parents and community, thank you for your faithful support and ongoing partnership to support our students and local school.

Claire Plummer
**P&C Message**

The Michelago P&C is supported by several devoted families who work hard to ensure all students and staff are supported at the school. Fundraising activities during 2015 included a sausage sizzle for the State Election, Easter BBQ, cake stall at the May Fair and community disco at the local hall. At the end of year presentation, a BBQ was held to thank all our families for the continued support and to raise funds for school programs.

The P&C continued to improve the Clothing Pool by providing uniform items that were in good condition. These uniform items are sold to new families and funds once again, support our students. A new school uniform provider, from Cooma, was established for convenience to local families. We are all very proud of our school uniform and have reviewed our uniform requirements for consistency, high standard, quality and affordability. More importantly, our students take pride in their uniform.

Our biggest achievement this year was the completion of the new, high standard sandpit for long jump. The sandpit is covered, when not in use, and is a great place to jump and play. Funds also contributed to the supply of mulch used around the garden beds.

Further, P&C funds were used to support student attendance at camp. Camp is a valuable experience for all senior students and we need to ensure they are all supported.

The Term 3 Presentation Night was a huge success. Our students performed plays and thoroughly enjoyed themselves, as did the parents. We all look forward to Presentation Night and are very proud of our school and its achievements.

Once again, thank you to our students, staff and parents for an amazing year.

Anna Bunston
2015 P&C President

**Student Representative Message**

This year every student in our school participated in the Queanbeyan Performing Arts Event held at the Canberra Theatre. The performance ran for 2 nights and we were transported by bus the second night.

Mrs Cavanagh produced and choreographed our dance item. We practised regularly during Term 2. Some of the students were very nervous about performing on such a huge stage however we were really excited as well.

We were very proud of our item and so were our parents. We are definitely performing again next year! As students, we all want to acknowledge our appreciation to Mrs Cavanagh.

Once again, the Senior Class students visited Camp Cooba for a three day excursion. The camp focuses on outdoor education and developing team spirit. We had a lot of fun especially on the Flying Fox. This year we participated in a new challenge with large space bubbles. Students had to get into the bubbles and perform a number of tasks which were really difficult.

During the year we held a number of fundraising activities such as Bad Hair Day and the Mini Markets. We raise funds to help support student excursions. The Mini Markets are always fun and this year Students from Jerangle and the local preschoolers joined us.

At the end of Term 3 we held our Presentation Night at the Community Hall. The Senior Class performed a play called 'The Paper Bag Princess' and the Junior Class performed a play called 'The Fantastic, Scary Box'. It is a great chance to put on costumes and have fun. Our parents loved our plays and enjoyed the night.

As leaders, we wish to thank all the staff and parents for their support this year.

Max Tillack
Amy Sands
Taliyah Vaxevani
Michelago Public School School Leaders
### School background

#### School vision statement

At Michelago Public School we are committed to happy, safe, successful experiences for all.

Our students will be creative and confident in their learning through safe, collaborative, supportive learning environments.

#### School context

Michelago Public School is a small, country school committed to providing quality educational opportunities and experiences for all students.

Students are educated in a positive, caring and safe environment. There are 2 multi-stage classrooms.

We actively promote a culture of learning where individual needs are met and each student understands and is responsible for their learning.

The school is valued as a community based school with high expectations in terms of education and behaviour. The school values the involvement and participation of the community in supporting the students and school programs.

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Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Comprehensive Evaluation of Data Collection & Consistent Teacher Judgement:

Our school undertook a program to establish more informed data collection processes to track and support student growth and included building teacher competency in the use of Consistent Teacher Judgement processes.

Our achievements include the collection of a range of data, collated and discussed to monitor student progress and inform planning and programming. Internal and external data reflects all students had made progress along the learning continuums. Teachers have a better understanding of how data and assessment practices can be used to support student growth.

The school aligned its achievements against the School Excellence Framework to reflect:

- There is a broad understanding of school expectations and aspirations for improving student learning across the school community (Leadership).
- The school has analysed performance data and is aware of trends in student achievement levels.
- Teachers are using student performance data and feedback to evaluate the effectiveness of their own teaching practices and inform further planning for learning (Teaching).
- The school is developing explicit processes to collect, analyse and report on student data (Learning)
- There is a focus on improving teaching methods in Literacy and numeracy, with professional learning activities focussed on building teacher competency.

Comprehensive Evaluation in Learning Support:

Our school undertook a comprehensive school self-evaluation in Learning Support to ensure a diverse range of student learning needs were being addressed.

Our achievements showed parents were more informed of the Learning Support processes and of student progress. Staff were fully engaged in the Learning Support Team and collaboratively planned to address student learning needs. Students were more aware of their own responsibility in contributing to their Learning Support pathways. A School Learning Support Team Policy was developed with clear procedures and guidelines.

The school aligned its achievements against the School Excellence Framework to reflect:

- Teachers worked together to improve teaching and learning across the school (Teaching).
- There are policies, programs and processes to identify and address student learning needs (Learning).
- The school identifies staff expertise and draws on this to further develop its professional community (Teaching).
- Monitoring, evaluation and review processes are being undertaken on a routine basis (Leading) and
- There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities (Learning).
Comprehensive Evaluation of Consultation and Communication Practices:

Respectful communication and consultation between all stakeholders in the school and broader community combined with the positive promotion of the school was a priority project.

Our achievements included the establishment of a Finance Committee to discuss school resourcing, planning and provide feedback to the community. All areas of the School and Community Action Plan had been addressed by the end of the year. Consistent and honest feedback was provided through discussion, surveys and focus groups. Student data acknowledged the high expectations of the school in terms of learning and behaviour. Enrolments have increased by 50% indicating high parent satisfaction, positive promotion of the school and valued teacher expertise.

The school aligned its achievements against the School Excellence Framework to reflect:

- The school fosters collaboration with key stakeholders in the development of the school’s vision directions and school plans (Leadership).
- Strategic financial management is being used to maximise resources and implement plans (Leadership).
- Practices and processes are responsive to school community feedback (Leadership).
- Positive, respectful relations are evident amongst students, staff and parents, promoting student wellbeing and ensuring good conditions for student learning (Learning) and
- Consistent implementation of a whole school approach to wellbeing and the creation of a positive teaching and learning environment (Learning).

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

**Strategic Direction 1**

Delivery of high quality teaching and learning.

**Purpose**

To ensure successful learning for students based on quality professional practice and delivery.

**Overall summary of progress**

At the end of the year, staff undertook a self-assessment exercise against strategic directions and the School Excellence Framework. This process assisted the school to identify achievements, collate evidence and make adjustments to the School Plan.

By the end of 2015 the school had 3 aspirations in this area;

- Teacher capability in best practice mapped against the Professional Teaching Standards.
- Teacher professional Development Plans mapped back against the school’s goals and aspirations and
- Effective assessment procedures around internal and external data.

Staff undertook a range of Professional Development activities to increase their competency and confidence in the classroom. Through collegial discussion and reflection, staff developed Teacher Professional Learning Plans, aligned to the strategic directions, and established goals for 2016. The Accreditation Process for 2 of the staff was successfully supported. Regular reflection and discussion against the Classroom Practice Continuum is to be incorporated into future staff development.

Staff used set Numeracy Assessment Tasks to effectively plot students on PLAN and track student growth. Best Start data, L3 data and Benchmark supported plotting and tracking students in PLAN. The implementation of the L3 literacy program has proven to be effective in delivering learning outcomes.

Staff identified data collection and understanding and interpreting a broad range data as an area requiring further development to support student learning.
Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School data-external and school based shows effective growth across all cohorts</td>
<td>All students were mapped against the continuums. Internal school assessment against the Literacy &amp; Numeracy Continuums, indicate all students have progressed. The school has also used diagnostic forms of assessment, work samples and observation to inform consistent teacher judgment and discussion.</td>
<td>$3329 Curriculum support</td>
</tr>
<tr>
<td>Teaching capacity and competence demonstrated and capacity reflected against the ‘Classroom Practice Matrix’ and NSW Teaching Standards</td>
<td>While addressing Accreditation, staff have participated in ongoing professional development to improve teacher capacity and competency. This is reflected in collegial discussions, programs and classroom practice. All staff have mapped themselves against the NSW standards. However, while staff have reviewed the Classroom Practice Continuum, their practice is not mapped against it.</td>
<td>$9343 Professional Learning</td>
</tr>
</tbody>
</table>

Next steps

Following self-assessment and consultation it was decided to refine our performance indicators for Strategic Direction 1. The new improvement measures are stated above.

In order to effectively monitor student performance and development the staff will use a range of formative and summative processes which will ensure consistent teacher judgement. Further Professional Development will be provided to support this process and a more consistent collection and interpretation of a broad range of data.

All students will be able to set and adjust individual learning goals. Students will focus on evaluating and reflecting on their writing on their progress against the writing indicators. It is anticipated that the school will use student and staff reflections on progress in reporting to parents.
Strategic Direction 2

Engage students in the learning.

Purpose

To produce students who are successful, confident, creative, and active and informed global citizens.

Overall summary of progress

By the end of 2015 the school had 3 aspirations in this area;
- All PLPs’ to be implemented and reviewed.
- Differentiation and adjustments are evident in classroom practice and planning.
- Student engagement is reflected in a positive learning culture.

The Learning Support Team was proactive in developing and implementing personalised Learning Plans for students with identified learning needs. Parental input and follow-up was consistent during the year. Parental feedback in the school self-evaluation of learning support was positive. Staff were trained in MGoals as another effective practice in meeting student needs.

Classroom observations, teacher practice, programs and collegial discussions reflect ongoing commitment to addressing student learning needs across the learning continuums. Student adjustments, Personalised Learning Plans and differentiation in the teaching and learning contribute to supporting student growth. Further professional development in the area of Differentiation is to be continued in 2016.

The Senior Class students set term learning goals and were able to reflect and evaluate their goals on a regular basis. This process has developed the student responsibility towards their own learning. The process of student goal setting will be refined in 2016 and involve parents and students in discussing, planning and sharing the goals established. Tell Them From Me data reflected a strong indication from staff and students of high expectations in terms of learning and behaviour.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL &amp; attendance data reflects positive student behaviours &amp; engagement</td>
<td>PBL data reflects no major behavior issues and no suspensions. Attendance data is satisfactory and reflects no cause for concern. Parent comments noted the positive and courteous behavior of students in general. Regular input and follow up for all Personalised Learning Plans. Parent feedback indicated a high level of satisfaction with student progress and school support structures.</td>
<td>$2595 Learning Support $5159 Technology</td>
</tr>
</tbody>
</table>
| Tell Them From Me data and school data indicates success and improvement measures for the school | Highlights from Tell Them From Me data:  
- Students feel teachers are responsive to their needs and encourage independence  
- Students value schooling outcomes | $3244 Curriculum resources and Performing Arts |
Positive student-teacher relations
Clear expectations for classroom behaviour
Staff hold high expectations for all students to succeed

**Next steps**

Following self-assessment and consultation it was decided to refine our performance indicators for Strategic Direction 2. The new improvement measures are stated above.

Student leadership will be further developed to increase a sense of ownership, engagement and belonging.

The PBL policy will be reviewed and refined with all stakeholders to ensure consistency of practice. The PBL Matrixes will be updated and displayed.

Enrichment and support programs combined with differentiated learning will be provided to support student engagement and learning. Continue support and consistent follow up for Personalised Learning Plans.
Strategic Direction 3

To promote a culture of learning partnerships.

Purpose

To enhance positive, caring relationships to identify needs and drive continuous improvement while supporting an inclusive, vibrant school culture responsive to change.

Overall summary of progress

By the end of 2015 the school had 3 aspirations in this area:

- Respectful communication and consultation between all stakeholders.
- Collaborative planning and collaboration with learning partnerships.
- Positive promotion of the school.

Michelago Public School is strongly supported by the school and local community members. Parents and community members are encouraged to participate in focus groups, learning programs, school events and school planning and improvement measures.

A finance Committee was established to provide more effective consultation in terms of school resourcing, budgeting and planning. Feedback was provided to the P&C. This process will be consolidated in 2016. A number of focus groups were held to discuss the school’s strategic directions and provide informative feedback across a number of areas. Parents and staff evaluated a strand of the School Excellence Framework; Learning Culture. Feedback from all parties was positive with parents indicating the school learning environment was safe and happy and the students were respectful and well behaved.

Parents were proactive in using positive word of mouth to support the school within the local community and surrounding areas. A school brochure was developed and distributed. The school’s involvement in the Performing Arts production at the Canberra Theatre and the School Presentation Night was celebrated as a success. Enrolments increased considerably for the coming year. The introduction of Facebook, updating the school’s website page and newsletter are areas to be addressed in 2016 to further contribute to positive school promotion.

The school has made connection with and is highly supportive of both the Queanbeyan AECG and the Cooma Monaro AECG. The Cooma AECG visited the students and provided a cultural workshop. Plans were established to continue the visits and workshop in the coming year to support the Aboriginal Education Policy. The Monaro Education Group has contributed effectively to school planning and staff professional development through collaborative practices.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative planning and consultation reflects</td>
<td>P&amp;C executive were engaged in monitoring the school finances as part of the Finance Committee and</td>
<td>Grant $2529.62</td>
</tr>
</tbody>
</table>
increased parent/community engagement and support.

Focus groups and discussion actively engaged parents in contributing to school planning and evaluation. Parent and community members contributed to school programs including cooking, reading, running and choir.

Collaborative planning and professional learning practices supported by active engagement in communities of practice.

Professional practice and teaching capacity was increased as a result of engagement in professional learning communities. Links were established with both Monaro and Queanbeyan AECG. School Plan was accepted by the local AECG.

$14029

Next steps

Following self-assessment and consultation it was decided to refine our performance indicators for Strategic Direction 3. The new improvement measures are stated above.

Maintain collaborative consultation practices with school community through school planning, resourcing and evaluation.

Aboriginal Partnership Agreement to be finalised and further opportunities provided for students to be engaged in Aboriginal Education.

Increase professional capacity and development of all staff through ongoing partnerships with communities of practice.

Proactively support the positive promotion of the school, learning environment and programs to sustain and build future enrolments. This will involve updating all communication, reviewing the school logo and implementing Facebook through collaborative consultation.
Key initiatives and other school focus areas

This section includes:
- Key initiatives.
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economic funding</td>
<td>This allocation targeted support for students to participate in programs and excursions on an equitable basis.</td>
<td>$1632</td>
</tr>
<tr>
<td>Low level adjustment for disability funding</td>
<td>This allocation allowed for the employment of the LAST for extra time each week to provide further support to students and consistent communication with parents.</td>
<td>$1886</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other, including Early Action for Success</td>
<td>Staff increased their capacity to improve student literacy and numeracy skills by participating in professional development opportunities.</td>
<td>$4293</td>
</tr>
<tr>
<td>L3 &amp; Middle Years Writing &amp; TOWN</td>
<td>A consultant was employed to implement a K-6 Performing Arts program to develop student skills and resulted in a school performance at the Canberra Theatre as part of the District and Performing Arts Program.</td>
<td>$767</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Two of the teaching staff worked through the accreditation process and have achieved proficiency.</td>
<td>$1035</td>
</tr>
</tbody>
</table>
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td>17</td>
<td>19</td>
<td>15</td>
<td>14</td>
<td>18</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>10</td>
<td>12</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

Student attendance profile

Data reflects a strong positive attendance outcome for students at Michelago Public School.

Structure of classes

There are 2 multi-stage classes at Michelago Public School. The Junior Class includes Kindergarten to Year 2. The Senior class includes students from Year 3 to Year 6.

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>QTSS Release</td>
<td>0.01</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.876</td>
</tr>
<tr>
<td>Other positions</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.322</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no indigenous staff employed at Michelago Public 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>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Throughout 2015, the staff at Michelago Public School have continued to be involved in an extensive range of professional learning opportunities to build competency. Professional learning is developed through consultation and is linked to school priorities and recommendations. Professional Learning has included:

- Teacher Accreditation
- TOWN
- Leadership Coaching
- Best Start
- L3
- Robotics
- Syllabus Plus
- Classroom Teacher Program
- History Curriculum
- WHS training
- Child Protection
- Monaro Network Meetings
- Combined Principals’ meetings

Two teaching staff submitted documentation for Accreditation by the end of 2015. The total expenditure for professional learning and accreditation amounted to $6,918.15.
Financial information

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>46,024.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>54,801.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>15,337.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12,765.20</td>
</tr>
<tr>
<td>Interest</td>
<td>1,426.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,182.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>131,537.85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7,867.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>4,339.32</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6,087.92</td>
</tr>
<tr>
<td>Library</td>
<td>923.18</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,625.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>16,024.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>806.30</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>19,697.11</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,373.54</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,569.04</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,281.60</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>70,595.68</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>60,942.17</td>
</tr>
</tbody>
</table>

School performance

NAPLAN

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.

Given the small cohort completing NAPLAN in 2015, readers are directed to the My School website.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Teachers and students participated in the Tell Them From Me surveys and discussion while parents participated in discussion at P&C meetings and in focus group sessions.

Data reflects 80% of students had a high sense of belonging and 100% of students valued school outcomes. The majority of students found classroom instruction well organized, with a clear purpose and were provided with immediate feedback.

The majority of parents reflected the satisfaction rate with the school is high. Parents valued consultation in the strategic planning of the school, school resourcing and in School and Community Action Plan. As a result of the positive support and promotion of the school, enrolments have increased. Parents were highly supportive of the music tuition program that was introduced in semester 2. Parents recommended the introduction of Facebook as a means of furthering communication between school and family.

Staff feedback indicated they were part of a caring, collegial environment that had a clear focus on supporting students and building teacher capacity. Staff commitment to the school is further reflected in their support for the After School programs.

Michelago Public School has a policy of actively listening to and addressing concerns as they arise. Feedback and suggestions are taken on board. This process contributes to respectful communication and consultation across the community.

Policy requirements

Aboriginal education

Michelago Public School is committed to providing and promoting cultural awareness through curriculum implementation, culture and history experiences and ongoing professional development.

This year, the Michelago School Plan was presented to the Queanbeyan AECG as part of the consultation process. A priority milestone activity is the signing of the Aboriginal Partnership Agreement which will
take place in early 2016. The School Plan was read and accepted.

This year staff received training in mGoals and one identified Aboriginal student has been accessing the program.

Elders from the Cooma Monaro region have visited the school to run an informative workshop with all the students. The two elders will continue their work in 2016.

**Multicultural Education and Anti-racism**

Michelago Public School continues to value and celebrate Australia’s cultural diversity and heritage at every opportunity. This year we were fortunate to have a representative from the United Nations Organisation visit the students and provide a practical and informative workshop.

During term 4, all students, Kindergarten to year 6 took part in a country study to broaden their knowledge and encourage respect for diversity.

Staff actively teach and reinforce the principles of anti-racism and promote respect and tolerance through everyday interactions and learning.

**Other school programs**

- **After School Programs**
  
  As part of the school’s commitment to support families, the school is involved in The Active After School Care Program which is organised twice a week after school. Activities are sport based and have included programs such as cricket, basketball and dance.

  After school music tuition was introduced during Semester 2.

  Further to this staff organise Homework Club on Monday afternoons

  Positive parent feedback reflects huge appreciation of staff in relation to the implementation of after school activities.

- **Family and community programs**
  
  This year we have been very fortunate to have family and community members contributing to programs providing learning opportunities for students. These programs have included;

  - Choir
  - Knitting Club
  - Weekly Running Club
  - Cooking

  The expertise and support of our parents and community members is a much valued component of our school.

- **Achievements in the arts**

  The main focus in 2015 was supporting all students in a performing arts program with an emphasis on movement and dance.

  This program culminated in a combined performance at the Canberra Theatre with schools from across the Queanbeyan District. The whole community was thrilled with our students’ performance.

  Later in the year both classes presented plays at the local community hall which contributed to positive engagement of the community. Students were exceptionally confident and very proud of their achievements.

  **Operation Art**

  Every year, student works are selected for the Operation Art exhibition which is held at the Art Gallery of NSW.

  This year a year 2 student had their artwork selected for the touring exhibition.

- **Achievements in sport.**

  - **Outdoor Education** - All students from Year 3 to Year 6 participated in a 3 day camp at Cooba to build team spirit, cooperation, fitness and resilience across a number of physical challenges.

  - **District Events:** All students in the Senior Class had the opportunity to participate in combined Monaro carnivals for swimming, cross country and athletics.

  - **Family Sport Fun Day**

    All students proudly participated in a range of sporting events and novelties for the Family Sports Fun Day. Every child received a ribbon for each event and Athletic as well as Good Sportsmanship medallions were awarded at the end of the day.

  - **Incentive Program**

    As a result of positive student behaviours, all students participated in an excursion to the Mount Stromlo Bike Park. The students, parents and staff enjoyed the activities and the challenges provided by different courses.

    **School Gardens:** During the spring season gardens were dug up and cultivated by the children.