ANNUAL REPORT 2010

The information contained in this report is addressing the indicators as requested from the Federal government as part of their accountability process. The report is based on 2010 information. This report complements the end of year report as presented to the school community at the closing service in December 2010.

St. Michael’s Lutheran school is a co-educational primary school of 360 students offering tuition from Reception through to year 7. Located in the township of Hahndorf in the Adelaide Hills, St. Michael’s has been offering Lutheran education to the members of the region for over 150 years. The school’s mission statement, ‘Our purpose is to provide a Christ centred, quality education in a family orientated school community, within a nurturing environment’, guides the decision making process within the school.

2010 marked the completion of the building programme undertaken by the school over the past two years. This building programme had been financed through both government and school resources. The final part of this building programme was the refurbishment of the library (including an upper storey with a general purpose room and computer room), refurbishment of the tutor rooms and an additional classroom. It is expected that the school will need no further building programmes into the foreseeable future.

During the previous twelve months the school had purchased a portion of the neighbour’s backyard. Towards the end of the year this was developed into a green playspace for the students thus providing them with a sandpit, vegetable gardens, rocks for climbing and shade.

One of the major announcements for the year was the introduction of a middle school at Cornerstone College in 2014. In effect St. Michael’s will cease to offer year 7 after 2013 and will become a double stream, R – 6 primary school, from 2014.

We continually thank God for the blessings which He has bestowed on this community. We pray that He will continue to bless and guide us, as we offer, ‘Christ Centred, Quality Education’ to the local Hills community.

Shane Paterson (Principal)
Teacher Standards and Qualifications

All of the teachers employed by St. Michael’s satisfy the requirements as set down by the Teacher’s Registration Board.

A list of the qualifications and the number of these held by teaching staff are recorded below. In addition to these formal qualifications all staff undertake training in mandatory notification and hold all the necessary qualifications for teacher registration in South Australia, including a criminal history check.

In 2010 the following changes occurred on staff:

Mr. John Dow: (St. Peters Lutheran School, Blackwood) John was employed as the Deputy Principal and PYP Coordinator as a replacement for Mrs. Victoria Weiss who accepted a position as Principal at Springhead Lutheran school.

Mrs. Jayne Zadow: Jayne was offered the role of Teacher Librarian which became vacant due to the resignation of Mrs. Judi Taylor, who accepted a like position at Walford. Jayne had previously held the position of Creative Arts at St. Michael’s for several years prior to this appointment.

Ms. Theresa Sugars: Theresa accepted the position of Creative Arts teacher due to Jayne Zadow’s appointment as Teacher Librarian.

Teacher qualifications:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number held</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters of Education</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>11</td>
</tr>
<tr>
<td>Bachelor of Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor of Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor of Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor Contemporary Arts</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Communications</td>
<td>1</td>
</tr>
<tr>
<td>Grad Diploma of Theology</td>
<td>8</td>
</tr>
<tr>
<td>Grad Diploma Business</td>
<td>1</td>
</tr>
<tr>
<td>Diploma of Teaching</td>
<td>5</td>
</tr>
</tbody>
</table>

Workforce Composition

In 2010 St. Michael’s had the following composition of staff to support students in their learning and to provide support in the administration of the school.

Teachers:

Females: 9 full time and 8 part time, totalling 17 staff or 12.5 full time equivalent.
Males: 5 full time and 2 part time, totalling 7 staff or 6.4 full time equivalent.
Non Teaching:

Females: 1 full time and 8 part time, totalling 4.2 full time equivalent.
Male: 1 part time, totalling 0.4 full time equivalent.

The teaching staff includes all classroom teachers, Principal, Deputy Principal and specialist teachers in the areas of German, Mandarin, Creative Arts, Library and PE.

The non-teaching staff includes our school Community Carer, teacher aides, maintenance and administration support. There are no staff employed who have an indigenous background.

Professional learning

School Council are supportive of professional development in the school and during 2010, $22 200 was spent on staff development and training. This equated to approximately $1168 per teacher. This support and professional development is undertaken to support the school’s goals, in particular: Literacy, Numeracy, the Primary Years Programme and Spiritual Life.

Professional development occurred in the following areas:

- International Baccalaureate – various workshops and conferences were attended by staff. These workshops and conferences were held locally and interstate.
- Leadership training for key staff.
- Meetings of professional organisations including state committees and various support networks.
- Regular weekly planning sessions between teacher planning partners, specialist teachers and the PYP coordinator which enabled support and development to be targeted to individual needs.
- Numeracy and Literacy: various programmes were accessed during the year for all staff to receive training in these areas. These courses were attended by individual teachers according to identified needs.
- Training of selected staff in Special Education to introduce new support programmes into the school (Multilit).
- Selected staff underwent spiritual formation and development through workshops run by Lutheran Schools Association in order to gain accreditation to teach in Lutheran schools.
- Communication with an LSA external facilitator in the area of Indigenous Education.
- School observation visits.
- Other: throughout the year other activities are undertaken in which teachers participate to ensure professional growth. These activities included: structured professional reading, assessment and moderation activities.
a) Rates of Attendance for whole school and each year level

<table>
<thead>
<tr>
<th>Year level</th>
<th>Days Absent</th>
<th>Students</th>
<th>School Days</th>
<th>Possible Days</th>
<th>Days at School</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec</td>
<td>553</td>
<td>38</td>
<td>189</td>
<td>7182</td>
<td>6629</td>
<td>92.6%</td>
</tr>
<tr>
<td>1</td>
<td>454</td>
<td>37</td>
<td>194</td>
<td>7178</td>
<td>6724</td>
<td>93.6%</td>
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<tr>
<td>2</td>
<td>689</td>
<td>54</td>
<td>194</td>
<td>10476</td>
<td>9787</td>
<td>93.8%</td>
</tr>
<tr>
<td>3</td>
<td>597</td>
<td>56</td>
<td>194</td>
<td>10864</td>
<td>10267</td>
<td>94.5%</td>
</tr>
<tr>
<td>4</td>
<td>603</td>
<td>45</td>
<td>194</td>
<td>8730</td>
<td>8127</td>
<td>93%</td>
</tr>
<tr>
<td>5</td>
<td>300</td>
<td>34</td>
<td>194</td>
<td>6596</td>
<td>6296</td>
<td>95.4%</td>
</tr>
<tr>
<td>6</td>
<td>481</td>
<td>39</td>
<td>194</td>
<td>7566</td>
<td>7085</td>
<td>93.6%</td>
</tr>
<tr>
<td>7</td>
<td>589</td>
<td>40</td>
<td>194</td>
<td>7760</td>
<td>7171</td>
<td>92.4%</td>
</tr>
<tr>
<td>Totals</td>
<td>4266</td>
<td>343</td>
<td>1547</td>
<td>66352</td>
<td>62086</td>
<td>93.5%</td>
</tr>
</tbody>
</table>

b) Management of Student Attendance

It is important that the school is made aware of any student absences. Parents have the ability to notify the school of absences via the school telephone system – absentee line or by written note. The attendance roll is taken at the commencement of the school day by the class teacher. If students are absent for unexplained reasons, parents are contacted by telephone or SMS seeking reasons for the absence.

Sources of School Funding

We acknowledge an amount of $1.9 million received from the Commonwealth Government during the 2010 school year as part of the Building the Educational revolution programme.
National Benchmarks

St. Michael’s participates in the annual NAPLAN tests (national Benchmark testing) expecting all students in year 3, 5 and 7, irrespective of academic ability, to participate.

The school views the data received from these tests as another indicator of a child’s learning journey and should be taken in conjunction with other results achieved at school along with the broader school programme.

School data is analysed using a commercial tool (Smart tool) to identify areas of strength to be celebrated and areas which may need further development. This tool has proved invaluable in guiding professional development needs.

From the data provided below it can be seen that the school is consistently above the Australian average in most areas.

Percentage of students at or above National Minimum Standards - 2010

![Year 3 Chart]

![Year 5 Chart]
(LE SA in the above graphs denotes Lutheran Education SA – primary schools)

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>LE SA</th>
<th>SA</th>
<th>Aus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>408.6</td>
<td>409.7</td>
<td>395.8</td>
<td>408.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>507.9</td>
<td>496.0</td>
<td>478.9</td>
<td>489.6</td>
</tr>
<tr>
<td>Year 7</td>
<td>566.4</td>
<td>550.2</td>
<td>538.9</td>
<td>541.4</td>
</tr>
</tbody>
</table>

**Percentage of Students achieving national benchmarks – 2010**

<table>
<thead>
<tr>
<th></th>
<th>Spelling</th>
<th>Grammar / Punctuation</th>
<th>Writing</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr. 3 (55)</td>
<td>96</td>
<td>91</td>
<td>100</td>
<td>92</td>
<td>100</td>
</tr>
<tr>
<td>Yr. 5 (33)</td>
<td>100</td>
<td>94</td>
<td>100</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>Yr. 7 (40)</td>
<td>98</td>
<td>95</td>
<td>97</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

(NB. 2-3% equates to one child)
Community satisfaction

St. Michael’s continues to monitor the satisfaction levels of all stakeholders to ensure the delivery of quality education.

a) Parent satisfaction

Parents are recognised as playing a vital role in supporting their child’s education and communication is therefore seen as essential in the development of the learning process.

- The school therefore structures regular communication processes such as weekly newsletters, parent information nights, interview nights, interviews upon parent request, and student led conferences as a means to inform parents of the total programme of the school.

Parents were asked for their feedback in a variety of ways:

- At School Council level various issues are discussed and feedback sought.
- Via the school newsletter, invitations are extended for parents to comment on a range of issues (eg. school events, curriculum, uniform).
- Class teachers encourage regular written communication with parents through a variety of means: notes, telephone calls, emails.
- Parents are invited and encouraged to discuss issues with class teachers, and the Principal and they regularly take up this invitation both in formal and informal discussions and in written form.
- Parents were invited to provide information to the school to assist in class selection and composition for 2011.

b) Student satisfaction:

St. Michael’s makes a conscious effort to measure and evaluate the levels of student well-being and satisfaction. Some of the ways this occurred during the year were:

- All class teachers conduct discussions and encourage journal writing within their classes to determine school, class and individual well-being levels.
- Regular class meetings are held as an opportunity for student suggestions and opinions to be heard. Quite often these discussions are then relayed to the Student Representative Council (yr3-7) who may decide what further action is needed.
- Students may make appointments to see the Deputy / Principal about new initiatives / suggestions / issues of concern.
- Yr. 7 students are eligible for leadership positions (School and House Captains) with all students in year 3 – 7 eligible for representation on the SRC.
- Counselling is offered to all students with special assistance being offered to those who experienced grief or trauma.

c) Teacher satisfaction:

Staff were consulted on a variety of issues and in various ways:

- As a result of the Better Schools Project from the previous year a new leadership structure was implemented to mirror the needs and size of the school.
- Regular meetings with the PYP Coordinator assisted staff with planning and assessment issues and enabled individualized support. This also provides opportunities to seek clarification and offer feedback.
• Teachers were consulted and participated in ongoing discussions on all curriculum issues, through meetings, focus groups and committee level.
• Teachers are encouraged to share concerns, make suggestions and share classroom happenings through the upper and junior primary coordinators, the Deputy and the Principal. The Leadership team may discuss these issues further.
• Upper and Junior Primary Coordinators provide individualised support to staff and lead their fortnightly level meetings.
• Short morning meetings after devotion and weekly staff meetings provide an avenue for staff to voice concerns, celebrate successes and provide feedback.

Value added

St. Michael’s aims to provide a learning environment that provides for the development of the whole child. This is done through a range of academic and non-academic avenues.

Academic:

• International Baccalaureate (Primary Years Programme): As an accredited IBO World school the staff and students realise the enormous benefits that this curriculum framework has to offer. The students, through ‘guided inquiry’, explore the world around them, make connections in their learning and are encouraged to be internationally minded. We continue to implement the Action Plan that was devised after our Evaluation visit in 2009.
• Literacy support: ‘Reading recovery’ and ‘Multilit’ are offered to students who require extra support in literacy. Multilit was introduced into the school in 2010.
• Play based education: To support the academic programme, play has become an essential part of school life for students in the junior primary. The play activities support the teacher’s programme and allow the students to explore their world in a manner which is natural to them.
• University of New South Wales competitions: Students voluntarily competed in Spelling, English, Maths and Computing competitions gaining 1 High Distinction, (top 1% of Australia) 14 Distinctions and 19 Credits.
• Special Education: On a needs basis students are targeted for individual / small group work and support is given through team teaching in the classroom setting.

Co-curricular:

• Sport: The highlight for the year was the girl’s soccer team winning the SAPSASA state title. After coming close the previous year the girl’s won on the last kick of the game. Opportunities exist for students to be involved in sport at local, regional and state level:
  o Students competed in local SAPSASA carnivals in swimming, cross country and athletics with 18 students gaining selection in regional teams, with one student selected for a State team.
  o Knockout sport: teams were entered in football, cricket, netball, basketball and soccer.
• Pedal Prix: The tradition of being involved in this annual competition continued with two vehicles being entered over three races. The two teams were based on gender and the all girl’s team (‘Hills Angels’) through persistence, hard work and talent gained the honourable title of national champions in their division. The all boy’s team (‘Raging Reds’) ended the season in seventh overall – keeping alive the tradition of top ten
finishes for St. Michael’s teams. Pedal Prix is a highlight for many students in year 6 and 7.

- **Wakakirri**: In our second year of competing in this event we were delighted in being crowned State Champions. The winning dance was based on Nadia Wheatley’s book, ‘Lucy’s Way of Looking’.
- **Debating**: Our debating team continued to compete with good success.
- **Chess**: One team participated in the local competition.
- **Camps and Excursions**: All students participated in excursions during the year to complement their inquiry from their units of work. Students in Reception and year 1 participated in a sleepover at school, whilst year 2 and 3 students camped at Warrawong.
- **Music**:  
  - Band: The instrumental band performed several times throughout the year. Under the guidance of Cornerstone College teachers, this programme is encouraging many students to learn an instrument.  
  - Concert: Students in upper primary were involved in the 2010 concert ‘Best Foot Forward’. Performing to over 800 people over three sessions, the students used their skills of singing and acting to trace the history of music over the last one hundred years.
- **Perceptual Motor Programme (PMP)**: Offered to all students in Reception, PMP provides activities for the development of fine and gross motor skills, turn-taking and listening to instructions.
- **Home visits**: All students in Reception are visited at home, by their teacher, within the first few weeks of school.

**Other:**

- **Community**: Several community events take place throughout the year allowing parents to share school life. These days include: Mothers Day morning tea, Fathers Morning and ‘Grandfriends’ Day.
- **Pastoral Care**: With the assistance of the Commonwealth Government’s Chaplaincy grant and in conjunction with St. Mark’s school Mt. Barker, a ‘Community Carer’ is employed to provide support and care for the school community.
- **Community Service**: Whilst continuing our ongoing connections with such organisations as: Operation Christmas Child, Lutheran Community Care, World Vision, Cora Barclay Centre, Books for Laos, we had a major focus on supporting a village in Cambodia (along with the other Hills Lutheran schools). Each class took on the responsibility of raising money (cake stalls, hot dog days). As a school we raised over $4000.