

# Michelago Public School

## Annual Report



2016



MICHELAGO PUBLIC SCHOOL

2540

## Introduction

The Annual Report for **2016** 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

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### Message from the Principal

2016 has truly been an amazing year for our local, community based school. Michelago Public School is growing in enrolments, as is our reputation and standing within the community. Our school motto is 'School and Family Working Together' and we do this exceptionally well at Michelago. Our community is strongly supportive and proud of our school, our students and their achievements.

The P&C Association under the leadership of Mrs Emily Green, has enthusiastically supported the school's goals and worked diligently to provide additional resources to support our students. One particular project involved refilling the play equipment area with soft fall and replacing the borders. It is wonderful to work in collaboration with such a fantastic group of people, so highly supportive of our students.

In implementing the school plan, our staff have engaged in professional learning to implement the new NSW curriculum as well as the 'HOW2LEARN', a positive approach to learning and changing mindsets. Staff have strengthened their understanding of quality teaching practices and have increased their capacity to implement a whole school approach to student wellbeing. Our teachers and support staff take the time to ensure every child learns and is safe and happy.

This year, our school was involved in the School External Validation process where our achievements were aligned to the School Excellence Framework. This process involved self-assessment, reflection and the gathering of data to support the impact of key school strategies and improved learning for students. This has resulted in celebrating our achievements and strengths as well as identifying areas for further improvement.

2017 will be an exciting year of collaborative planning for our sesquicentenary celebrations to be held in early 2018. This planning will actively engage all members of the school community and broader community culminating in the celebration of the achievements of Michelago Public School over the past 150 years.

We are indeed fortunate to have such a beautiful school where the atmosphere is joyous, friendly, supportive and respectful. Our school reflects a strong sense of belonging and commitment so that our students can thrive and succeed.

I thank everyone most sincerely for another great year.

**Claire Plummer**

**Michelago Public School**

### Message from the school community

The Michelago Parents and Citizens Association (P&C) provides an opportunity for parents to be part of an active and engaged community whose goal is to support our students and teachers in our local, rural school.

The P&C has worked hard this year to raise significant funds to support the school. These funds have enabled substantial work to be undertaken to improve the safety of the school playground. Sand was removed and replaced with approved tanbark fill and a timber surround was established.

We engaged with our families to undertake numerous activities including raffles, cake stalls, barbecues and a highly successful, mini-school fete. The fete demonstrated great community spirit and support for our school. The school community actively promotes the school in the local surrounding area by positive word of mouth. This reflects the pride in the school and has led to an increase in enrolments.

We will continue to encourage positive and supportive parent engagement through a number of means including focus groups and monthly P&C meetings which allow parents and staff to raise matters of concern which can be addressed promptly. We work collaboratively with the school to produce an annual, School and Community Action Plan. This partnership fosters our ability to succeed and have valued input via a strategic school plan outlining the school's goals and directions.

Thank you to all our families and community members.

**Emily Green**

**Michelago P&C President**

### **Message from the students**

2016 has been a friendly, safe, fun filled year at Michelago.

The highlight of this year, for the senior students was our excursion to Sydney. We went to Sydney Opera house, walked the Sydney Harbour Bridge and visited Hyde Park Barracks– where we slept in hammocks. Most of us ended up on the floor!

Probably the most thrilling experience was our trip to Bondi Beach. Here we soaked ourselves in the waves and built a large sand fortress. We also met two of our famous Australian Bondi lifeguards.

In sports, we participated to the district cross country event and were very successful. We also participated in the district swimming carnival and in the district athletics carnival. We held our own annual Family Fun Sports Day and Tinderry team won.

This year, we went to the Canberra Theatre for the second time. We performed two nights in a row. Our school put on one of the greatest performances – or so our teachers say! The whole school performed, every student, and we all had a fantastic time.

We had a new learning experience this year with the implementation of a robotics program which gave us new technical skills in coding. It was so much fun.

This year provided the best opportunity for us to develop our leadership skills.

Thank you Michelago Public School for a great year in 2016.

**School Leaders:**

**Leyla Gaha–Morris**

**Lachlan Ferraris**

**Danny McMahon**

## 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.

We have the commitment of staff, students and community to promote a culture of learning through mutual, respectful partnerships. Our school's core values require our students to do their best by being:

SAFE RESPECTFUL RESPONSIBLE

School and Family Working Together Building

*A Culture of Mutual Trust and Honesty.*

### 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.

Our commitment to customer service is based on a collaborative community approach, a culture of mutual respect with open and honest communication and is underpinned by our school's core values.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

On Thursday 25 August 2016 our school participated in external validation. In preparation for this meeting the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

#### **In the Learning Domain, there was variation across the elements between Delivering and Sustaining and Growing.**

The results of this process indicated that in the School Excellence Framework domain of Learning our school had sufficient evidence to support Sustaining and Growing with elements of Delivering.

Our student data based around behaviour, suspension and attendance demonstrates there is commitment within the school community to strengthen and deliver on school learning priorities. Student, parent and staff communication and



observation reflect positive respectful relationships. The new Wellbeing Policy is an example of well-developed policy and processes to identify and address student needs. Michelago Public School has clearly defined behavioural and learning expectations creating a positive and supportive learning environment.

The Learning Support Team actively collects and uses information to support students as they progress through stages of education. The Learning Support Self Evaluation is evidence of policies and programs effectively addressing student learning needs with positive parental feedback. Individual Learning Pathways are evidence of consistent communication with parents to support student learning and wellbeing. Parents receive regular communication about what their children are learning and how they are supported in the classroom.

Our staff analyses school performance data and a range of other information to monitor trends in student performance and progress as demonstrated in data such as PLAN, L3 and CBM's. Productive discussion with parents is based on detailed information about individual student achievement and areas for growth.

Local and national school data demonstrates expected growth for all students.

**The results of this process indicated that in the School Excellence Framework domain of Teaching vary between Delivering and Sustaining and Growing.**

Classroom observations and behaviour data reflect that all classrooms are well managed with students engaging in their learning productively with minimal disruption. Tell Them from Me data rated effective classroom learning time at 8.9 out of 10 as compared to the NSW norm of 8.2.

The school leadership team uses data to inform key decisions and set learning goals which is demonstrated in the Annual School Report and School Plan. Through regular staff meetings and Learning Support Team meetings, teachers analyse student learning progress and identify areas to improve. This is reflected in the need to develop consistent teacher judgment practices in specific areas of writing to progress students.

Teachers communicate and consistently work together to improve teaching and learning practice across their stage groups. This is evidenced in sharing professional expertise from learning development in numeracy assessment tasks and developing consistent teacher judgment practices.

Through classroom observation, teachers provide and receive planned, constructive feedback from peers which informs classroom practice. Mentoring supports teachers and improves teaching and leadership practice as evidenced in staff attaining Accreditation.

Staff Professional Development Plans demonstrate that teachers are actively engaged in planning professional development and working towards achieving the school goals. Teachers work beyond their classrooms to implement and contribute to broader school programs such as Homework Club and Active After School Programs.

All staff, including temporary and casual members, are committed to their ongoing professional development and are actively supported by the school to maintain and progress professional standards.

**The results of this process indicated that in the School Excellence Framework domain of Leading , vary between Delivering and Sustaining and Growing.**

Michelago Public School actively solicits and addresses feedback on school performance and relevant community matters through Focus Groups, P&C and other community bodies such as the mobile pre-school and MRCA. This is demonstrated in the School Community Action Plan and Focus Group meeting minutes.

The Community Consultation Statement demonstrates that leadership development is central to school capacity building and parents are positive about the educational provision provided by the school. There are strong links to educational groups such as the Monaro Education Network and the local AECG.

Staff are committed to monitoring, evaluation and review processes as part of embedded routine. This is reflected in the termly monitoring of milestones, aligned to the school strategic directions, and performance review on an annual basis to determine future directions. This is evidenced in the Annual School Report.

School resources are maximised to support the school's strategic directions through the use of RAM funding. Staff collaboration led to extra time being allocated to the Learning Assistance Support Teacher to support the targeted learning of identified students, as well as time for Maths Enrichment Groups and Performing Arts.

Flexible processes exist to deliver services and information and strengthen parental engagement. This is demonstrated in the school's regular update of the school website and Facebook which has been received with enthusiasm by the school community. Community has also been engaged in reviewing and updating the school logo and formatting of school documentation and correspondence as a response to the changing needs.

There is abroad understanding and support by the community of the school's high expectations for student learning reflected in the Tell Them From Me survey. The survey rated expectations for academic success 9.4 out of 10 as compared to 8.7 for the state norm.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Deliver high quality teaching and learning across our school.

### Purpose

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

### Overall summary of progress

During the later part of 2016, the school successfully undertook the School Validation Process . Staff worked collaboratively to align our practices and processes against the School Excellence Framework, celebrate our achievements and plan our future directions. Quality teaching practices are evident in planning, programming and classroom observations.

A broad range of data is being collected, analysed and monitored for the purpose of tailoring teacher learning programs to meet student need. The Learning Support Team worked collaboratively to implement personalised learning plans for students and to communicate effectively with parents. A continued focus on data collection and analysis will drive programs to support student learning.

A number of professional learning opportunities were undertaken by all staff to increase their capacity and confidence to teach and improve student learning outcomes. L3 data , diagnostic assessment and benchmarking data reflected every student making progress along the continuum. Writing was a specific area of the English curriculum that was being addressed during the year. Sentence structure, grammar ,punctuation and spelling were identified as areas to improve. Assessment at the end of the year, reflected a gradual improvement , however improving the use of technical language and vocabulary was highlighted as another area to be addressed. Numeracy assessments targeted specific learning areas to be addressed and were recorded on PLAN.

Student reports contain more detailed information about student learning and provided the basis for parent discussions. Semester 1 reporting and assessment period reflected 90% of parents attending interviews.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School data—external and school based shows effective growth across all cohorts	Funds were used to provide extra Learning Support time for identified students and time was allocated to a maths enrichment class and robotics. The LAST received extra days to collect and compile data across the Kindergarten to Year 6 cohort. Data reflects all students progressing along the continuums in both literacy and numeracy.	RAM Equity \$3266 RAM Location Loading \$1839 Total \$5105
Teaching capacity and competence demonstrated and capacity reflected against the 'Classroom Practice Continuum' and NSW Teaching Standards	Funds increased the capacity of staff to use student data to determine areas to address in literacy and numeracy. Professional development included a continuation of L3 and the implementation of Consistent Teacher Judgement. This led to an improvement in explicit instruction in teaching and learning, increasing staff confidence and competence.	P/L Funding \$4355 Plan \$1804 P/L supplemented from School Budget \$9923

### Next Steps

- Regularly review student data to track student growth. Maintain ongoing communication and consultation with parents to support student learning outcomes. Engage parents in the reporting process.
- Maintain professional standards and meet systematic requirements for self improvement. Unpack and engage in the Classroom Continuum to build expertise and improve practice. Continue to implement syllabus and build teacher capacity.
- Continue explicit teaching in writing to build staff and student capacity as well as to use consistent teacher

judgement practices to ensure consistency in assessing and comparing results. Writing will continue to be a focus of improvement.

- Teachers are to provide explicit, specific and timely feedback to students with a focus on how to improve. Assessment practices are to be refined to provide descriptive feedback, guide teacher learning opportunities and to use data effectively to improve student outcomes.





## Strategic Direction 2

Engage students in learning.

### Purpose

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

### Overall summary of progress

Learning Support Team meetings were held regularly with a focus on supporting identified student learning needs. Parents and students were involved in the development of PLP's and ILP's with parents reflecting a high level of satisfaction in the consultation process and with staff commitment to supporting their children's progress and wellbeing.

Positive Behaviour for Learning data is minimal and is reflective of the whole school approach to wellbeing with clearly defined behaviour expectations and a positive teaching and learning environment. Tell Them From Me student data reflected 100% of students surveyed, believed they tried hard to succeed in their learning. Students believed they had someone at school that they could rely on to provide encouragement and support with teachers being responsive to their needs.

Senior students began to develop and review learning goals for each term. Discussing learning goals within a collaborative classroom amongst peers generated discussion about setting more specific goals and goals that provided a challenge.

The HOW2LEARN professional development has impacted on the classroom learning environment with staff and students focussing on developing 'growth mindsets' and understanding concepts such as the 'learning pit'.

### Progress towards achieving improvement measures

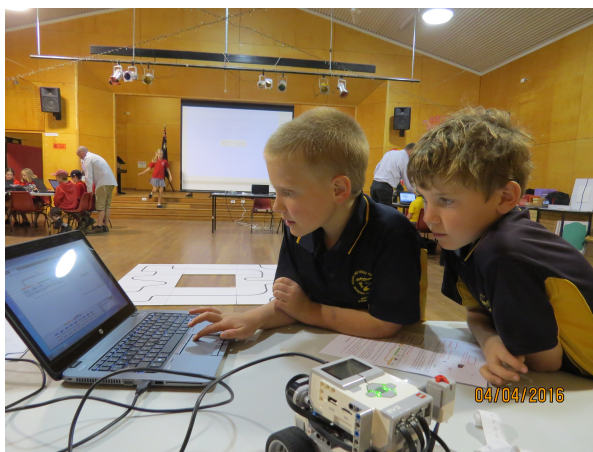
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL data reflects positive student behaviours.	Clear expectations in behaviour and learning have been established at the school. Data reflects minimal disruptions to the school learning environment.  Tell Them From Me student data reflected:  86% of students agreed positive behaviour was displayed at school and  Teacher survey data reflected a safe and orderly school environment had been established.	\$340
Attendance data supports student engagement.	There is solid student attendance data reflected in the attendance table. Parents are kept informed of the requirements for attendance and leave.	n/a
'Tell Them From Me' survey data and school data indicates success and improvement measures for the school.	Tell Them From Me survey data reflected:  100% of students believed they tried hard to succeed in their learning,  100% of students believed they valued the school's outcomes in education and  Staff surveys in Tell Them From me reflected:  High expectations are set for student learning,	n/a

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
'Tell Them From Me' survey data and school data indicates success and improvement measures for the school.	Internal school data reflects all students have made improvement along the learning continuums.	

## Next Steps

- Complete professional learning in and consolidate How2Learn practices across the school . Staff will focus on developing 'growth mindsets', incorporate the language of learning into the classrooms and provide effective, constructive feedback to students. Continue student specific goal setting and evaluation to build individual responsibility for learning.
- Strengthen collaborative practices to support the Learning Support Team in collecting and tracking data ;identifying targeted student and supporting student learning needs; providing differentiation in teacher learning programs. Teacher programs are to be more reflective of differentiation practices.
- Behavioural expectations are reviewed and practised according to the PBL positive behaviour expectation matrixes. Staff will construct a formal scope and sequence for the teaching of behaviours as well as consequences. Student are to be provided with opportunities to provide input into the wellbeing practices of the school.



### Strategic Direction 3

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

Michelago Public School collaborates with a strong educational network within the region. There are processes in place within the Monaro Education Group to support mentoring and coaching to improve leadership practice and provide personalised support. The implementation of the 'Stronger Smarter' professional development is evidence of the strong links between communities of schools to support leadership and capacity building.

Links with the Monaro Education Group and the Cooma Aboriginal Education Consultative Group led to increased involvement from Aboriginal elders and a local Aboriginal artist in the school's programs. This increased involvement was much appreciated by the students who looked forward to visits from the group and led to increased awareness of identity and diversity.

There is demonstrated commitment within the school to strengthen and deliver on learning priorities and sustainable growth. Opportunities have been provided for students and the community to provide constructive feedback on school practices and procedures and communication channels have been improved with the introduction of Facebook. The school's logo and communication through newsletter and other documentation has been updated and improved.

Focus groups were supported during the year contributing to feedback and improvement practices. The P&C were involved in finance committee meetings and the allocation of resources. School enrolment has increased to a sustainable level due to positive word of mouth and positive, respectful relationships are evident among students, staff and parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collaborative planning and consultation reflects increased parent/community engagement and support.	Focus group and consultation meetings based around finance and the equitable distribution of resources have demonstrated commitment within the school to strengthen and deliver on learning priorities and sustainable growth. Opportunities have been provided for students and the community to provide constructive feedback on school practices and procedures and communication channels have been improved with the introduction of Facebook.	Community Consultation Funds \$1909
Collaborative planning and professional learning practices supported by active engagement in communities of practice.	<p>All staff have been engaged in contributing to school planning and evaluation processes. There were regular, termly reviews of the progress of milestones and discussions as to 'where to next'.</p> <p>All staff developed and reviewed Professional Learning Plans and participated in observational feedback practices. This led to a more focussed approach on improvement in teaching and learning practices.</p> <p>The Cooma AECG visited the school on a termly basis to work with students and established strong links with the school.</p>	Funds \$1000

## Next Steps

- During 2017, the school will complete the update of work on the school logo and create refined templates for the newsletter and other school documentation.
- Ensure the school actively continues to promote itself through positive word of mouth, school brochure ,programs, events, Facebook and the Kindergarten Transition program.
- Strengthen community engagement in school planning, decision making, evaluation and improvement processes through focus group sessions.
- Continue to engage the parents and community in supporting school planning and improvement with a focus on consultation and constructive feedback. Strengthen school and community partnerships by engaging individuals and groups in working towards the 2018 Sesquicentenary.
- Strengthen community connections with the local AECG and other networks for learning.





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	This allocation provided professional learning for the Learning Support Officer to gain an understanding of Mgoals and support students. As a result PLP's were developed in consultation with the family and parents and students were engaged in feedback and progress.	Received \$516  Resources used \$128  Remaining funds allocated for 2017.
<b>Low level adjustment for disability</b>	This allocation allowed for the employment of the LAST for extra time each week to provide further support to targeted students and consistent, follow up communication with parents. This led to improved communication between home and school and supported student learning.  The school's learning support team processes were enhanced with a focus on ILP's.	\$1886
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funds were used to provide staff with time to assess students Kinder to Year 6 on numeracy tasks. This enabled data to be entered onto PLAN and identify areas requiring explicit instruction leading to teachers tailoring programs for learning.	\$1200
<b>Socio-economic background</b>	This allocation targeted support for students requiring assistance to participate in programs, such as swimming, and excursions such as Senior Camp. Assistance was provided on an equitable basis to provide opportunities for all students to participate in programs.  Input and feedback from staff, community and students provided valuable assistance in directing funds and support.	\$1380



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	13	17	20
Girls	11	10	9	15

Student enrolment has gradually started to increase and is providing a positive, sustainable base for the school in the community. This has resulted from the strong partnership between school and community and the desire to see the school thrive and succeed.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	95.7	93.7	91.6
1	94.6	96.6	100	96.7
2	97	97.3	96.2	91.7
3	95.5	96.3	97.8	97.2
4	91.2	97	97.8	97.8
5	98.4	95.1	93.4	98.4
6	92.7	94	97.1	94.3
All Years	95.1	96.2	96.2	94.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

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

### Class sizes

Class	Total
0 TO 2	17
3 TO 6	18

### Structure of classes

Michelago Public School has 2 multi-stage classrooms. The Junior Class includes Kindergarten to Year 2 students. The Senior Class includes students from Year 3 to Year 6. The structure of the classes fosters a caring and supportive environment for students and families.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.88
Other Positions	0.01

\*Full Time Equivalent

During 2016, we employed two casual School Learning Support Officers (SLSO).

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Professional learning and Teacher Accreditation was undertaken by all staff in meeting the strategic directions of the school plan supporting student need and building capacity. Compliance training and the legislative and mandatory requirements of the Department of Education demonstrate ethical practice in working towards the school's goals. Professional learning has been undertaken in areas such as L3, TEN, Consistent Teacher Judgement, Stronger Smarter Program, Robotics and HOW2Learn.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>60 942.17</b>
Global funds	59 282.39
Tied funds	45 701.37
School & community sources	18 712.44
Interest	1 582.63
Trust receipts	1 361.35
Canteen	0.00
Total income	187 582.35
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	14 767.96
Excursions	4 452.09
Extracurricular dissections	6 906.81
Library	1 466.18
Training & development	9 923.60
Tied funds	39 212.59
Short term relief	3 277.29
Administration & office	20 220.72
School-operated canteen	0.00
Utilities	7 565.91
Maintenance	5 364.84
Trust accounts	1 277.83
Capital programs	0.00
Total expenditure	114 435.82
<b>Balance carried forward</b>	<b>73 146.53</b>

A full copy of the school's 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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> 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 staff about the school. During 2016, parents and the opportunity to participate in a number of focus groups to contribute ideas, express concerns and to collaborate with staff in the development of an annual School and Community Action Plan. Students and staff participated in the Tell Them From Me surveys which provide valuable information across a broad range of domains.

Parents reflected strong and positive support for the school and its programs. Focus groups were appreciative of the opportunity to express concerns and to be a part of the school planning and evaluation process. Parents believe they are encouraged to be engaged in relevant decisions about student learning and school policy. This has contributed to a highly supportive and collaborative partnership. School enrolment numbers have increased a result of positive word of mouth from parents and community members.

Tell Them From Me staff surveys reflect a safe and orderly school environment is provided at Michelago Public School. The principal has provided useful feedback about teaching practice and planning. The collaborative and collegial nature of the school provides teachers with opportunities to discuss strategies to increase student engagement, address learning concerns of targeted students and share ideas and resources.

Tell Them From Me student surveys reflect 86% of students indicating students at school displayed positive behaviour which is above the state norm. All students in the survey believe they try hard to succeed and that teachers hold high expectations of their learning. Students agreed they are provided with quality instruction and receive appropriate feedback.

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.



## Policy requirements

### Aboriginal education

Our school, Michelago Public, is committed to providing and promoting cultural awareness through curriculum implementation, culture and history experiences and ongoing professional development. One member of staff attended an exceptional professional learning opportunity, 'Stronger Smarter'. This has led to the incorporation of the 'Check In & Check Out Program' into the classroom routine.

The Junior class had a focus on Aboriginal story telling. This linked indigenous art to literacy through symbols to tell a story. The Senior class studied the effect of colonisation on the Aboriginal population. M Goals was incorporated into the individual learning plans of identified students.

During 2016, staff attended local AECG meetings in Queanbeyan to establish positive partnerships with the local network. We also worked with an Aboriginal elder, Uncle JD, from the Cooma Monaro area to provide workshops to support student learning. This led to a beautiful Bogong Art mural being completed at the front of the school. The students and staff were very fortunate to obtain the services of an Aboriginal artist, Pauline Syron-Coxon, who provided students with sessions in Aboriginal culture and art.



### Multicultural and anti-racism education

Michelago Public School continues to value and celebrate Australia's cultural diversity and heritage at every opportunity. The school ensures teaching and learning programs contribute to cultural inclusivity. We aim to foster our students' understanding of culture, diversity, citizenship and racism. Staff actively teach and reinforce positive values and expectations.

As a result strong links were forged with the Cooma Aboriginal Education Consultative Group.

The anti-racism officer, Mrs Tillack, is on hand to build greater understanding of cultural diversity in the school community.

### Other school programs

#### Achievements in the Arts

Once again, our students were provided with an amazing opportunity to perform in the combined Queanbeyan schools' presentation at the Canberra Theatre. Michelago students presented a performance based around the theme of 'Open the Door'. This item expressed positive thinking and taking advantage of the opportunities life provides.

The end of year school presentation culminated in a Kindergarten to Year 6 spectacular, 'The Jolly Jayne'.

This play provided students with the opportunity to act, sing and improvise.

Parent feedback is always rich and generous.

### Robotics

One staff member was provided professional development in Robotics. This led to a group of students from the senior class attending Robotic workshops in Queanbeyan where they worked alongside students from other schools.

The skills from these sessions were then introduced to all the Senior Class students during Term 3 and Term 4. Students learnt about simple programming and manoeuvring. As a result 3 extra robot kits and a mat were purchased to provide an equitable opportunity for students to access the program.

### **Family Sport Fun Day**

Each year, the school holds its annual 'Family Sport Fun Day'. The students work and compete together in their teams to excel in a range of activities from sprinting, long distance, high jump and ball games to novelty events such as egg and spoon and the three-legged race. Families are all welcome to attend the day and toddlers are involved in a number of activities as a means to engage community involvement. A fun day is definitely had by all.

### **Homework Club**

Staff support families in the area, by offering and running a Homework Club on Monday afternoons after school. The club is actively supported by families with a high number of students attending. The session provides staff with a valuable opportunity to provide students with one to one support in homework tasks.

### **Active After School Program**

The school obtained funds from the Sporting Schools' Grant to provide sport sessions after school, twice a week. Sport workshops developed both fine and gross motor skills across a range of activities and games. This included fundamental movement skills, basketball and cricket.

As a result, new sporting equipment was purchased to support the program to further enhance skill development. The program is actively supported by families.

### **Premier's Sporting Challenge**

Each year our students are engaged in the Premier's Sporting Challenge. Students must complete regular physical activity every day in order to achieve congratulatory certificates by the end of the year. Given our rural lifestyle and open air, this has not been a difficult task for our students.