

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**St MICHAEL'S PRIMARY SCHOOL
BERWICK**

2018

REGISTERED SCHOOL NUMBER: 1624



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In recent years, both Federal and State Governments have required all Catholic Schools to report school performance information to the community. With this expectation in mind, this Annual Report has been written to cover the specific areas of school life that must be reported. Not all improvement outcomes can be measured, sometimes they are visceral. In the report to follow, you will read statistics and data around our school improvement agenda, but often it is not in numbers that the improvement is really evident. Hence, this report provides only part of the overall picture of the achievement by individuals and groups within our school community. The school continues to be committed to both fulfilling its Vision and Mission statements and to an attitude of continuous school improvement.

Contact Details

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Minimum Standards Attestation

I, Angela Kelly attest that St Michael's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 2019

Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O'Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate with Parish Priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

By leading with integrity, with intent and with courage, St Michael's Primary School commits to:

Embracing our Faith to Inspire Courage and Kindness through:

Living out our Christian responsibilities courageously and kindly in seeking justice and respect for all.

'Walking in the footsteps of Jesus',

Witnessing to Him in all we say and do.

Providing guidance from the Text and Traditions of the Catholic Church.

Igniting a Passion for Dynamic Learning through:

Thinking critically, discerning wisely and valuing the search for the truth.

Providing a curriculum that is meaningful, relevant and appropriate.

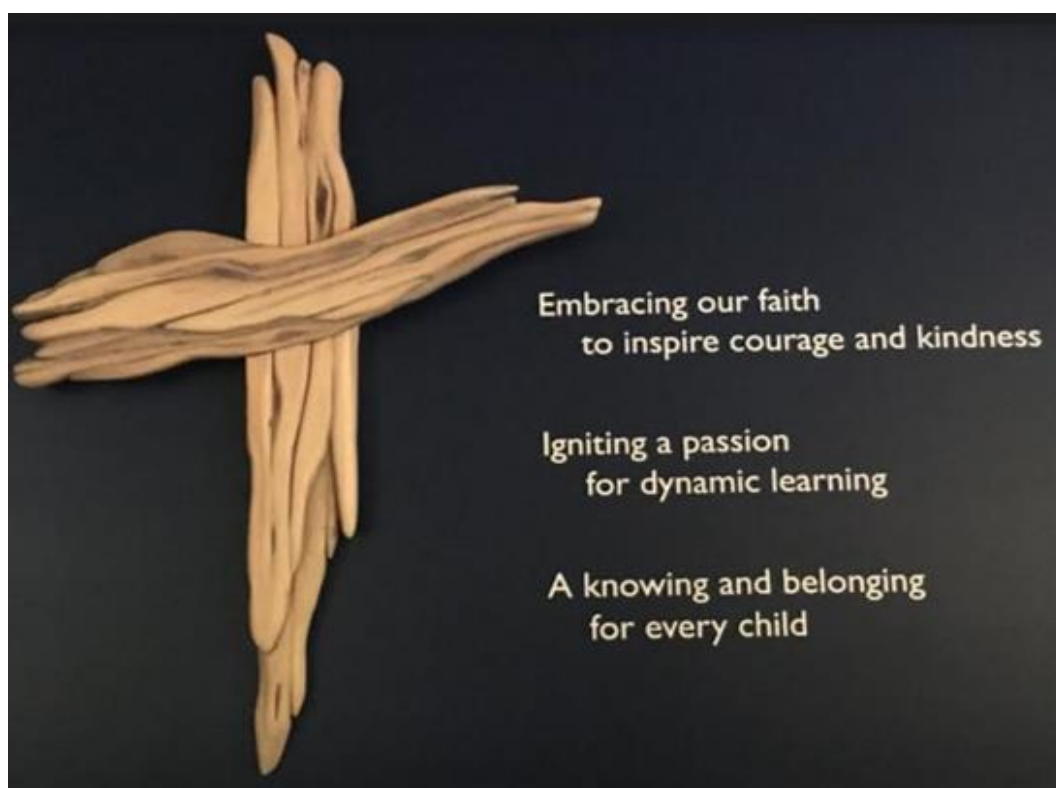
Pursuing excellence within a collaborative, creative and reflective learning culture.

A Knowing and Belonging for Every Child through:

Embracing stories, celebrating uniqueness and respecting difference.

Creating a safe, secure, inclusive and respectful learning community.

Fostering an optimistic, reflective community where young minds and spirits thrive.



School Overview

St Michael's is a co-educational parish school in the beautiful leafy village of Old Berwick. It has a school population of 464 students. The school operates 20 classes with specialist classes conducted in the Performing Arts, Fine Arts, Physical Education and LOTE Japanese. Established in 1962 under the guidance of the Presentation Sisters the school now caters for children within the St Michael's Parish and serves families who wish to be educated in an environment where Catholic Faith and values are lived and experienced within an educational setting. At St Michael's, the spiritual development of the children based on a faith centred education is why the school exists. Our students are our inspiration and our reason to be. Guided in their faith by the Scriptures our students live out their Christian way of 'being' in their world – nurtured to be Christ-centred people.

St Michael's is an authentically Catholic learning community that is dedicated to providing the very best opportunities for our young people. It is a place where academic rigour is developed through rich relationships, deep integrity, lifelong learning and extraordinary care for its children. There is a commitment to whole school improvement and an enthusiasm in approaching the many new initiatives and increasingly complex demands of learning in a contemporary environment.

Within this context, the heart of the school is a sense of community that is highly valued by the school's families. St Michael's works to promote a respectful community that nurtures pastoral and personal awareness for all its members and works to ensure that St Michael's is an open, welcoming place of learning and living. The school gives high priority to maintaining a safe, secure environment where all children experience a sense of belonging. Parents are valued as active participants in the education process of their children.

St Michael's is blessed to have a close, nurturing, effective staff who work tirelessly to ensure that the education of their students is purposeful and engaging. There is a total staff of 48, including principal, 18 full-time and 16 part-time teachers, 13 non-teaching staff, including 2 administration officers, eight education support officers, 1 library technician, 1 maintenance officer and canteen officer. Shared values and beliefs about learning and learners are evident. Staff value collaborative practices within learning teams where they share ideas and support each other to improve their teaching and learning, for themselves and for the benefit of their students. Classroom teaching provides flexible and adaptable approaches and strategies to enable students to construct meaning and build understandings. Our educators place students at the centre of the learning process. We share the belief that effective learning takes place when positive relationships are developed in an atmosphere that balances challenge with support. There is a whole of staff approach to managing issues which ensures that every effort is made for each child to enjoy success as they grow and develop within our supportive school community.

St Michael's uses the Victorian Curriculum to provide a single, coherent and comprehensive set of prescribed content and common achievement standards. St Michael's plans learning programs, assesses student progress and reports to parents based on this curriculum. Specialist curriculum areas include Visual Arts, Performing Arts, Physical Education and LOTE. The quality learning environment of St Michael's truly supports the academic growth of its children. Children have the opportunity to take responsibility for their learning and utilise appropriate learning technologies to support their learning.

It is a privilege to work within a learning-focused, faith community that is united in its diversity and committed to a culture of discovery; a collaborative community where personal excellence is prized, where creative thought, word and action are nourished, where paths to success are varied and where positive relationships thrive.

We are fortunate to have the parish church beside school grounds. This is critically important to our liturgical and social celebrations and gives us many opportunities to enhance and grow our identity and sense of community.

The educational journey of St Michael's Parish Primary School is one of transformation – a journey through which we are changed, those around us are changed and our world is changed. The Gospel of Jesus Christ nurtures us for our journey and we are challenged by the words of John's Gospel 'If you continue in my Word you are truly my disciples, and you will know the truth and the truth will set you free.'

Principal's Report

As Principal of St Michael's, I work with and for your children every day. I work with a myriad of people who share the same hope and dreams for a school and this is within the context of a faith, driven by love. Although difficult work, it is hope-filled and joyous because you have entrusted your most precious children into the care of St Michael's School.

At the beginning of 2018, the governance model for our parish schools in the Sale Diocese changed. Parish Priests no longer were the employer of staff or managers of school properties in the Diocese. A Company Limited by Guarantee (the Diocese of Sale Catholic Education Limited - DOSCEL) was established and a Board of Directors was appointed to take over the management of all aspects of Catholic Education.



At the end of 2018 we farewelled five much loved members of the staff group, Kathy Paynter, Kara Dedigama, Emma Morris, Jade Flanagan and Annette Turner. They represented a vast array of teaching experience, from Kathy who was retiring after 25 years of service to Catholic Education to Jade, a young teacher who began her first years of teaching experience at St Michael's. Kara and Emma had been with St Michael's since their first years of teaching and had worked for many years as well as having family leave breaks to have their own families. They all leave a legacy of care, respect and compassion for all and they will be firmly entrenched in the history of St Michael's.

I acknowledge my outstanding Administration Team, LeeAnne Muzzolini and Madeleine Edwards: LeeAnne's unwavering support for all areas of school life as she goes about her role as 'gatekeeper' of the school with warmth and dedication while Madeleine has assisted and advised me in making sure that the budget is sound and realistic. Madeleine's calm spirit and discerning spirit has been a strong support to me. Both ladies have strengthened bonds with families because of their confidentiality that is strongly felt, and their integrity in the way they go about their vital administrative roles within our community.

I also acknowledge the commitment and dedication of School Board Members. The relationship that the school forms with these parents enhances the forward progress of the school due to the creative lens they bring to the meeting table. Their openness and support has been felt strongly. The Board is a place of trust and open communication, where frustrations can be expressed, longings can be formed and advice regarding the community can be gained. I thank them for their trust, I thank them for their commitment to the school through engaging in the work of the Board. They are vital people for me in my role. With great sadness, I farewell Tim Stinear who has held the Chair position on the Board for the past four years. Tim's gentle presence and wise leadership will be strongly missed. He now leaves our school community after many years of service. I also thank Rhett Beere for his strong secretarial skills and his constant determination to keep Board members informed. I thank each Board member for their trust, for their input and for their dedication to our school.

I also acknowledge the work and dedication of Luisa Wilkinson, our Learning Adjustment Leader *who* supported all students within the school community by ensuring that learning is adjusted to ensure all students are able to access the curriculum, at their point of need. Some unfunded students now have access to Personal Learning Plans that ensure the curriculum is moderated upwards or downwards from the universal curriculum provided to them. Luisa is also a member of the School's Executive Leadership Team along with Jen, Andrew and myself in the work of leading, guiding and envisioning a school through exploring creative ideas, facilitating professional development of staff and listening to the entire community's dreams for the school.

I need to acknowledge and thank my Deputy Principals, Jen Benbow and Andrew Greco for their professional and personal support of me in my work of leading and for the outstanding leadership and direction they have provided to our school. Both are incredibly knowledgeable, wise and visionary leaders, dedicated and skilled teachers who have driven the strategic plan of the school with strong processes and procedures throughout the school.

I need to thank the many parents within our community who have generously given of themselves and their time to our children. They have provided opportunities for extra support in the form of providing supervision for sporting activities, aged care, helping in our learning spaces and our excursions for younger students, providing food for grand-parents day, attending Anzac Day and Remembrance celebrations as well as

School Assemblies and Flag Raising. It gives a powerful message to our children about the value of schooling when they see their parents alongside them at school.

In 2018 we welcomed 66 Foundation children into our school community and 17 children throughout our Year 1-6 classes. We also welcomed Estelle Natoli, Rachel Harrison, Terese Camilleri, Beth Andrews, Georgie Benbow, Claudia Sajeba, Ana Marinovic and Victoria King. They have joined our committed and dedicated team of educators, as we all strive to provide strong educational opportunities for our students.

It is with great pride that I pen this report for you. It documents the events, activities and achievements of the 2018 school year at St Michael's School. As Principal for the past 7 years, I am pleased to offer this reflection on the past year and look forward to the coming year.

Our parent community displays incredible support for and involvement in all aspects of school life. We are in awe of their generosity and commitment to making St. Michaels' a special faith and learning community. I commend the Parent Group under the leadership of Estelle Scaiffe as Chair and Rebecca Roche as Secretary. The Group has continued its pastoral arm of the Board to care for families and to ensure finances are raised to enable new initiatives to be realised. The energy and the positivity of this group of determined parents supports other parents to feel connected and belong. I thank them for their wonderful contribution to the life of our school.

St Michael's is defined by being a Catholic Christian Community. Our Catholic Identity and Religious Education are at the forefront of our minds to ensure relevance of the Catholic Faith in the lives of our students. Our hope is that our students feel connected to their faith, where they see purpose and have a commitment to actioning their faith. Fr Jeff Kleynjans is an inspirational priest who humbly and quietly goes about his work of leading the Parish. I feel his support and understanding strongly as I work to lead the school. His keen intelligence, his astute sense of justice and his profound care and respect for others gives me great inspiration in my work of leading one of the schools within his parish. The school continues to enjoy a strong identity within our parish community.

The School Team has worked to ensure strong professional dialogue within the staff so that educators become critical, reflective educators as they identify the needs of the school, their students and themselves. I commend the staff for their dedication, their strong relational way of being for the children and for their innovative practices within their learning spaces. I commend them for their discernment of educational practices, for their energy and for their positive mindsets. This is noteworthy because every year, the work of ensuring a quality education for students becomes more and more complex as family life becomes more complex, and as society deals with a myriad of changes that affect schools. Our educators face challenges every day, and spend hours beyond their working hours to ensure that they are able to offer the best opportunities for the children. I commend these people for their connection to the children, their diligence to the work to be done, their commitment and determination to be the best they can be for the betterment of every child within our school and for their passion for the children and the work. I am very proud of the culture of professional respect that they have all created and for the sincere warmth and comradeship they genuinely hold for each other.

Angela Kelly

Principal



Catholic Identity and Religious Education

Goals & Intended outcomes

Religious Education / Catholic identity

- That prayer rituals are meaningful and inclusive, reflecting a re-contextualisation of student experience
- That there is a deeper understanding and commitment of re-contextualised scripture and traditions
- That student voice is heard to promote awareness of catholic social teaching
- That social justice is actioned and reflective of our Catholic faith

Religious Education / Curriculum

- That educators have a deep knowledge of the progression of learning of the Religious Education Curriculum
- That educators differentiate their teaching to enable and extend their learning
- That recontextualisation and post critical belief understanding is embedded and reflected in planning and assessment practices

Achievements

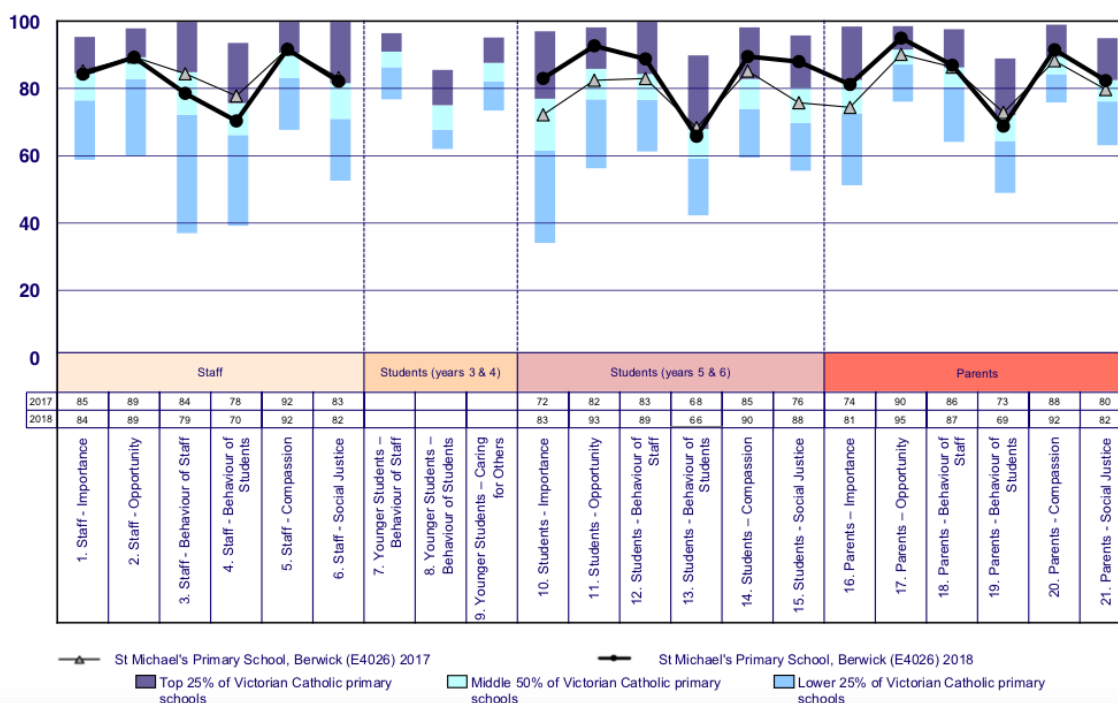
- Inquiry approach for Religious Education curriculum using the four lenses and strands contained within.
- Collaborative planning, rigorous dialogue and purposeful learning experiences seek to challenge and support all on their faith journey and ensure depth of learning.
- Dialogue around whole school scope and sequence for RE curriculum to ensure relevance and purpose.
- Students have been challenged to deepen their faith by making connections with Scripture and Tradition and their own lives.
- Diocesan Closure Day with Rev Dr Chris Monaghan services was held to support personal journeys of faith. Through staff gatherings for prayerful reflection there has been a marked deepening in understandings of personal faith journeys.
- Strong visual presence of Catholic Identity around school in the form of icons and art works
- School vision prominently displayed at school's entrance

Value Added

- Our family centred, parish based and school supported sacramental program has allowed a deepening of our faith. Reconciliation, Eucharist and Confirmation were sacraments celebrated by Grades 3, 4 and 6 respectively.
- Parish Sacramental Co-ordinator worked with REL to ensure the preparation and celebration of sacraments.
- Moments of deep communal staff prayer at staff meetings, closure days and in times of staff family bereavement, school family bereavement or times when world events need prayer.
- Class Mass timetable ensures exposure to the ritual of the Mass
- Opportunity for children in Grades 3 – 6 to receive the sacrament of Reconciliation
- Easter Liturgy enabled the children to experience and understand Christ's passion and resurrection and how it brings meaning to their own lives.
- Graduation Liturgy respects and honours our Grade 6 Graduands.
 - Class Prayer Bags were sent home with children and encouraged prayer in family life.
 - End of Year Mass was a moment where the whole community gathered to give gratitude and thanksgiving for the school year.

- Mini Vinnies group active within the school. This dynamic group
 - delivers Catholic social teaching presentations to all grade levels throughout school to encourage support for Caritas
 - supports local St Vincent de Paul in preparing meals in soup kitchen
 - visits Cranbourne St V de P to look at running of store and also call centre
 - raises awareness for St V de P winter appeal and Christmas appeal
- Meaningful, engaging liturgies, planned by students/teachers throughout the liturgical year.
- Group of students attended World Day of Prayer at St Michael's Church.
- Continued to support and promote social justice issues
- End of Year Mass was a moment where the whole community gathered to give gratitude and thanksgiving for the school year.

Catholic Culture – actual scores ...



Learning & Teaching

Goals & Intended outcomes

- **Data and evidence are effectively utilised to target improvement in teaching and learning**
- **Assessment and data drive student learning in English and Mathematics**
- **Documentation of student outcome is rigorous purposeful and collaborative**

Achievements

- Continued to support staff in their enrolments in the Masters of Clinical Teaching through Melbourne University. The school continued to help build capacity in five teachers through increased knowledge and skill in Teaching and Learning
- Evidence based, targeted teaching was a focus in 2018
- All teachers were provided with opportunities to understand how to administer, access and interpret student data
- Through PAT testing, NAPLAN, MAI and Essential Assessment, teachers were given the tools and knowledge required to provide an environment in which all students were given the best possible chance to learn.
- In consultation with all teachers, an assessment schedule was created that was practical and purposeful for students, and provided teachers with evidence through which they could collaboratively develop engaging learning plans for students.
- A consistent school-wide approach to teaching Spelling was developed through using Smart Spelling Program as a guide.
- Continued to support the Diocesan Agenda: 'to promote expert teacher practice ensuring an accelerated rate of progress for every student in English and Mathematics'.
- Continued to support four teachers in their roles as Middle Leaders. These Middle Leaders were able to be a conduit between Catholic Education Office (CEO), Diocese of Sale and St. Michael's.
- With support of Middle Leaders, teachers were given the opportunity to work with a set of learning progressions for both English and Maths. This has developed consistency in the way English and Maths is taught in all classrooms and continues to provide our teachers with the tools required to become high performing educators.
- Through professional development in both school closure days and allocated meetings, teachers were provided with workshops which continued to help them unpack and plan for delivering the Victorian Curriculum to our students.
- Explored the teaching of the Humanities through understanding curriculum and developing an authentic inquiry approach to teaching.
- Teams focused on curriculum planning and the development of professional learning communities, assisting in the development of curriculum design and delivery.
- Our facilities continued to be supportive to our team approach to learning. We continued to have further focus in our alignment with the philosophies of Professional Learning Communities, which require a shared approach by our educators in the planning, assessment and intervention of student learning.
- Teachers were provided with opportunities to learn from each other through modelled lessons and ongoing professional feedback.
- Developed capacity for teachers in developing Personal Learning Plans for identified students
- Active involvement in CEO directed Learning & Teaching Network & Collectives
- Ensured that Victorian Curriculum is grounded in contemporary teaching & learning practices that are supported by a variety of rich, contemporary tools.
- Students who are considered to be at risk or of concern by teaching staff have been identified and strategies implemented to provide targeted teaching in order to cater for their learning needs.
- Strong process of discernment of individual student needs within school
- Curriculum is grounded in contemporary teaching and learning practices that are supported by a variety of rich, contemporary tools.

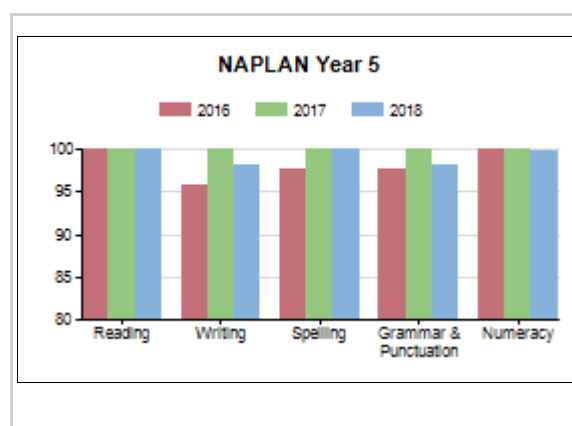
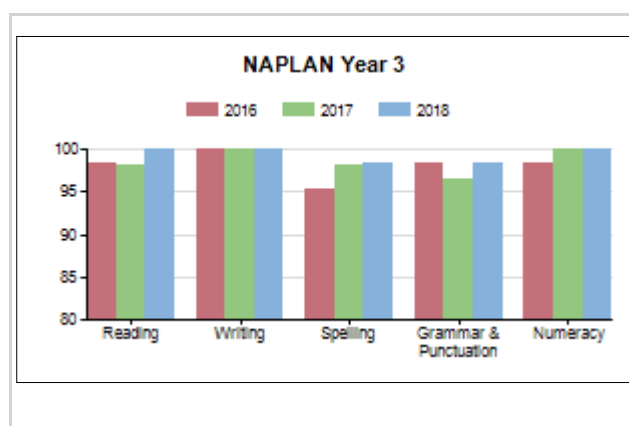
- Staff have considered the learning needs of students who are performing above the expected standard and provided meaningful learning opportunities for them.
- Weekly team planning shifting from planning lessons to building content knowledge and building understandings of current pedagogy
- Focused curriculum planning around the development of professional learning communities assisting in the development of curriculum design and delivery.
- Learning adjustment leader role understood and established
- Senior Learning Centre has a broad movement of students for focussed learning support and self-directed learning activities.
- Our facilities are supportive to our team approach to learning
- Student learning is also supported by our facilities: Library Resource Centre, Old Church Hall, Art Room, Stadium, Oval, Playgrounds, Hard Courts, passive play and vegetable garden areas.

NAPLAN DATA

Students in Year 3 and Year 5 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2018. The purpose of this test is to provide information to parents and teachers about the achievements of students in Literacy and Numeracy. The test provides a measure of student performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for Numeracy and Literacy - reading writing, grammar, punctuation and spelling). Student performance in NAPLAN in our school is compared to these standards.

PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5				
NAPLAN TESTS	2016	2017	2018	2017-2018 Change %
YEAR 3 GRAMMAR & PUNCTUATION	98.5%	96.4%	98.5%	2.1
YEAR 3 NUMERACY	98.5%	100%	100%	0.0
YEAR 3 READING	98.5%	98.2%	100%	1.8
YEAR 3 SPELLING	95.4%	98.2%	98.5%	0.3
YEAR 3 WRITING	100%	100%	98.5%	0.0
YEAR 5 GRAMMAR & PUNCTUATION	97.87%	100%	98.1%	-1.9
YEAR 5 NUMERACY	100%	100%	100%	0.0
YEAR 5 READING	100%	100%	100%	0.0
YEAR 5 SPELLING	97.8%	100%	100%	0.0
YEAR 5 WRITING	97.8%	100%	98.2%	-1.8



General Analysis of NAPLAN data 2016-2018

At St Michael's, data is analysed and explored for trends that can indicate areas for future improvement. NAPLAN data is cross-referenced with school report data as well as school based literacy and numeracy data. This process supports and informs future directions regarding learning and teaching. Assessment data collected through the NAPLAN program is compared to state and national outcomes and staff of St. Michael's evaluate their teaching and learning programs to gauge their effectiveness against these benchmarks. The National Benchmark data collected by St. Michael's over the past three years indicates that the school has been effective in assisting students to achieve strong results across the school.

Year 3 NAPLAN results indicated Writing results showing 100% of students reached minimum standard for past 3 years while Numeracy was maintained at 100% over past 2 years. Grammar & Punctuation results improved by 2.1% over past year while Spelling results improved by 0.3%. Reading showed an improvement of 1.8%.

Year 5 NAPLAN Grammar & Punctuation results, although high showed a decline of 1.8% and 1.9% in Writing. Numeracy & Reading results were maintained for 3 years since 2016 showing 100% reaching minimum standards while Spelling reached 100% of students reaching minimum standards for past 2 years.

The school will work to continue to strengthen the learning of its students well beyond the minimum expectations of the NAPLAN tests.



School Community & Student Wellbeing

Goals & Intended Outcomes

- Whole school approach, promoting and improving Emotional Wellbeing and Student Behaviour
- Consistent expectations, language and behaviour throughout the entire school regarding respect and care for each other
- Whole school approach promoting and improving Emotional Wellbeing and Student Behaviour

Achievements

- Consistent approach to Behaviour Management across the school was further developed.
- Strong connection with agencies to support students and their families
- Became an eSmart School – including provision of cyber bullying information sessions to parents, students and staff.
- First Aid training for all staff, including, CPR and Anaphylaxis Management.
- Grade 5 Leadership program introduced in term 4
- Learning Curve provided professional counselling by a clinical psychologist.
- Kindergarten Visits by LAL & Foundation teacher to connect with students
- Attendance Improvement Strategies were implemented to ensure the safety of students
- School community engaged in National Day of Action against Bullying and Violence
- Well-being Leaders work alongside teachers to support students
- Meditation within classrooms

VALUE ADDED

- Strong support for families in need by parent community.
- Transition program for Grade 6's to their chosen secondary schools
- Human Relationships Program /Grade 6
- Orientation program for Foundation 2019 students
- Injection of resources to support teaching staff in the mission of passing on the faith
- Grade Six children continued their outreach program of visitation at Edrington Park Retirement Village, providing companionship and care to the elderly residents of the home.
- St Michael's has continued to hold its annual school based sporting carnivals of cross-country and athletics.
- Develop and support staff through ongoing professional learning to increase confidence in teaching and in making connections between faith and life
- St Michael's year 5/6 students entered the 'Tournament of Minds' competition.
- Grade 6 were involved in debating competitions with other local schools.
- Children and families were enthusiastic regarding the school camps and excursions.
- 'Chill Out Zone' was valued by the students
- St Vincent de Paul Blanket Appeal where students knit squares for blankets and then raffle them
- After school Code Club
- School community contributed funds to a number of organisations
- Strong Buddy program throughout the school
- Out of school hours' program to support families
- School choir

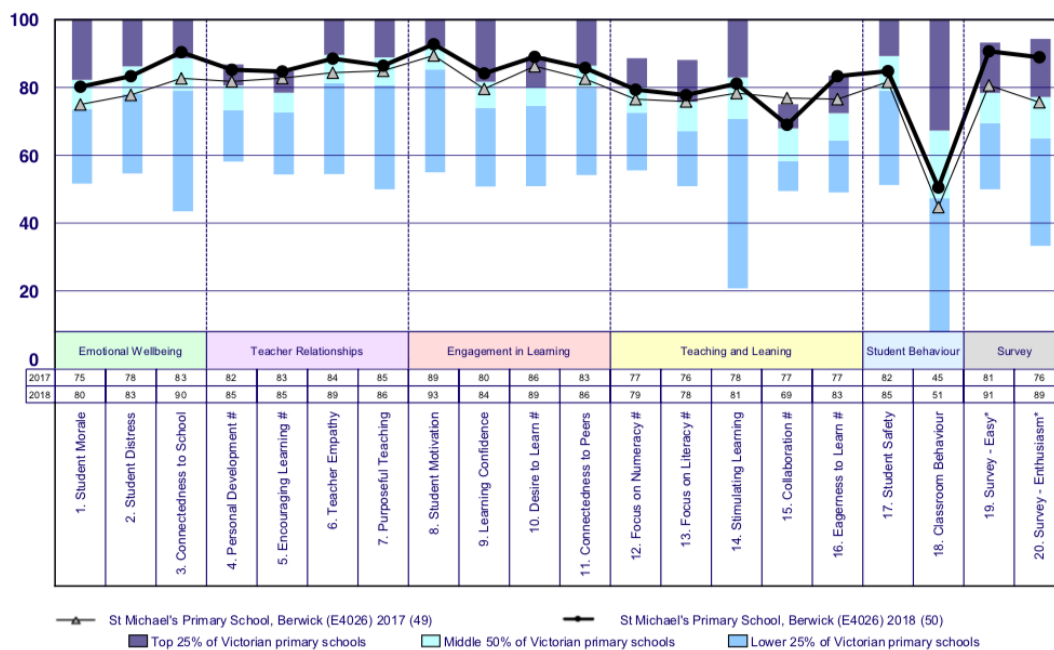
- Daily prayer
- Anzac Day ceremony / Remembrance Day Ceremony
- Easter Liturgy
- Graduation liturgy and dinner for 2018 graduands
- Rotary Club Public Speaking program
- Alanna & Madeleine eSafety program
- Successful Art Festival
- Camping programs for grades 4-6

St Michael's receives feedback on a regular basis from parents, students and teachers in regard to their satisfaction with the school. The School has been through considerable growth and development over the past years and there is a high degree of satisfaction with the School and with its future directions. Applications for Foundation far exceed places available each year.



STUDENT SATISFACTION

Students' socio-emotional experience (years 5 & 6) – actual scores ...



Student socio-emotional experience data is encouraging data with 19 out of the 20 indicators showing significant increases. The teacher relationship indicators show that students feel understood by their teachers, that their teachers have a presence in the classroom. Students are showing a significant growth in their motivation, in their desire to learn and in their connectedness to their peers. There is significant growth in all teaching and learning indicators with stimulating learning and collaboration showing steep growth. Students are enthusiastic, they want to learn and they enjoy the learning. They feel encouraged and motivated to be actively involved in their learning.

STUDENT ATTENDANCE

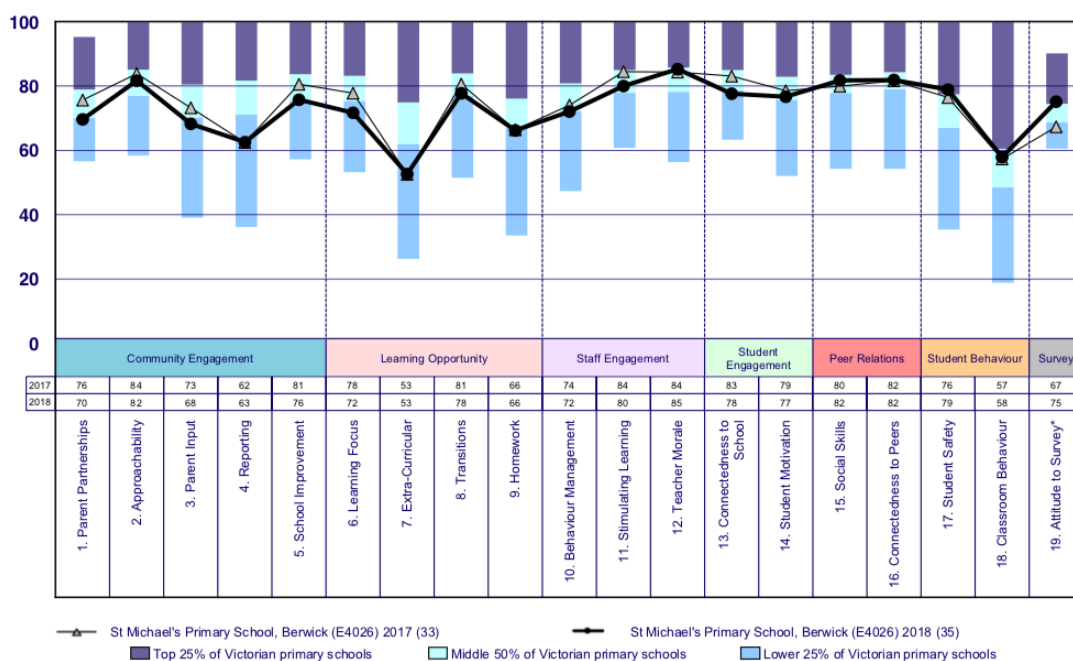
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.3
Y02	93.3
Y03	94.0
Y04	94.2
Y05	92.2
Y06	93.0
Overall average attendance	93.3

St Michael's recognises the importance of regular attendance for all school-aged children in their educational and social development. Children who attend school regularly have better health outcomes, better employment outcomes, and higher income levels across their lifespan. It is important that children develop habits of regular attendance at an early age to maximise their life opportunities. The school communicates these expectations to parents on enrolment and through regular updates such as the school newsletter. Students are expected to attend school during normal school hours every day of each school term unless there is an approved exemption.

Classroom teachers twice daily record attendance, and late arrivals, in the mornings and afternoons; including those days when the class may be off site. Daily attendance is monitored using nForma software –and a tally of days absent and late arrivals is included on the student's semester reports. Parents are expected to provide an explanation for students who are absent. This can be done in writing or by phone / text. This must be provided by 9:00 am on the day the student is absent. If a child is absent and no communication has been received from the parent, a phone call will be made by the administration officer. Long term and / or unexplained absences will be followed up by the principal. If the principal deems that parents have not met their obligations under the *Education and Training Reform Act 2006*.

PARENT SATISFACTION

Parent opinion – actual scores ...



Survey data reveals that there has been an improvement in parent perception of their children's connectedness to their peers and they feel comfortable in approaching staff. They feel their children are being given the best opportunity to learn. They also acknowledge a strong learning focus and a genuine sense of connectedness with the school. Parents of St Michael's feel that behaviour of students is managed effectively and that students feel safe. They are confident that classroom behaviour is positive. Parents believe that there is a strong focus on learning, with improved teacher morale and student learning. Parents feel staff at the school are engaged and have a strong passion and enthusiasm for learning and for their children.



Child Safe Standards

Goals and Intended Outcomes

- Hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school.
- Further embed Child Safe strategies through the ongoing review and implementation of policies and practices
- Active participation and shared responsibility from all within the school community
- Develop practices that enhance capacity to maximize child safety

Achievements

- Revised documentation regarding volunteer arrangements within our learning spaces.
- Policies and procedures demonstrate zero tolerance of child abuse within the school
- Promotion and display of Child Safety standards throughout school for staff and community
- Defined clear pathway for responding to and reporting of allegation of child abuse
- Used Department of human Resources PROTECT resource
- Growth in community awareness/understanding of shared responsibility for well-being / student safety
- Embedded policies into everyday practice
- Sign in procedures were tightened during the 2018 school year, with all visitors to the school between 9:00 am and 3:30 pm expected to sign in at the school office.
- Access to the school grounds is limited between 9:00 am -3:30 pm, with all outsiders required to access the school office before entering the wider school.
- Child Safety Standards remained a regular agenda item at staff meetings and School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are constantly reviewed.
- Staff participated in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.
- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members completed the Victorian Department of Education and Training's on-line mandatory reporting module
- Development of a 'Child Friendly Code of Conduct,' developed and reviewed by the Student Leaders and communicated to students via relevant learning opportunities and made available to the broader school community
- Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.
- Implementation of robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works.' To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - robust position advertisements
 - Position descriptions
 - Referee Checks
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.
- St. Michael's has focussed intently on achieving each of the prescribed standards:
 - Organisational culture of child safety
 - Child safety policy
 - Code of conduct
 - Staff screening, supervision and training
 - Responding to and reporting child abuse
 - Identifying and removing risks
 - Empowerment of children

Leadership

Goals & Intended Outcomes

- A culture of consistently high expectations for everyone at St Michael's
- A strong collegial culture of feedback is established to make a difference to student outcomes
- An agile/ responsive curriculum with learning entitlement and high expectation for every student
- Clear pathways for leadership in the school.
- All students have access to purposeful, effective and contemporary learning environment
- Existing infrastructure is maintained and serviced in accordance with diocesan and legislative requirements surrounding

Achievements

- Promoted and encourage student leadership in the life of the school
- Further developed open and clear lines of communication
- Furthered the strong culture of teamwork at all levels
- Establish a structured process for staff performance feedback
- Ensure leadership is supportive and facilitates authentic decision making processes.
- Collaboration between leadership team and staff to ensure that students were at the forefront of all decision making
- Leadership team have worked to establish school's professional learning culture
- Digital Staff handbook constantly updated where needed
- Role descriptions clear, concise and well understood
- Adjustment Leader's role actions learning entitlement for all.
- Opportunities for staff professional learning throughout the year in areas of spirituality, Literacy, and growth mindset
- Appointment of eLearning coach
- Learning and teaching network supported school's direction in developing its design principles Whole staff reflection day at Drouin with George Telford as guest speaker concentrating on a positive growth mindset
- Ensuring all documentation, training and communication of Child Safe standards
- Participation with three local schools for Diocesan Collectives Initiative
- Meaningful, engaging liturgies, planned by students/teachers throughout the liturgical year.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.1%
STAFF RETENTION RATE	
Staff Retention Rate	91.4%

TEACHER QUALIFICATIONS	
Doctorate	2.9%
Masters	14.7%
Graduate	11.8%
Graduate Certificate	0.0%
Bachelor Degree	67.6%
Advanced Diploma	35.3%
No Qualifications Listed	0.0%
STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	38
Teaching Staff (FTE)	28.6
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	9.2
Indigenous Teaching Staff (Headcount)	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

Professional learning supports school improvement and highlights the commitment of teachers to their own professional knowledge and practice. All teaching staff participate in a range of professional learning activities. These activities are many and varied:

- Staff spirituality day
- Scheduled after school meetings to discuss teaching practice and to plan curriculum as well as meet and discuss the needs of students
- Formal and informal meetings between individual class groups that include analysing student data, planning of particular teaching tasks and discussion about best practice
- Whole school professional learning – four student free days throughout the year provided the opportunity for staff to engage in activities that promote teaching and learning in the school.
- External professional learning activities...where individual staff are offered off-site activities to provide staff the opportunity to enhance their knowledge
 - SAS financials
 - Principal Conference
 - Involvement in GCPPA
 - REL conference
 - Country Leadership
 - Learning & Teaching Network meetings
 - Numeracy Leaders Collective meetings
 - Capabilities in-service with VCCA
 - Involvement of Middle Leaders in Collectives
- A number of staff have taken on formal study and they are to be commended on their level of commitment to their individual professional learning
 - Masters of Clinical Teaching
 - Religious Education accreditation unit
 - Accreditation to teach Religious Education in a Catholic School
- During 2018, all staff continued to undertake in-house professional learning to maintain their own competence and professional knowledge related to their own professional areas of responsibility. Professional learning activities included:
 - Enhancing Catholic School Identity workshop
 - 'Growth mindset'
 - Mandatory reporting online modules
 - CyberSmart workshops
 - Emergency management planning
 - First Aid course
 - Diabetes training
 - Anaphylaxis training
 - Asthma training
 - NCCD workshops

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$975.63

TEACHER SATISFACTION

The following anecdotal evidence was gathered from conversations with staff and from observation of their behavior.

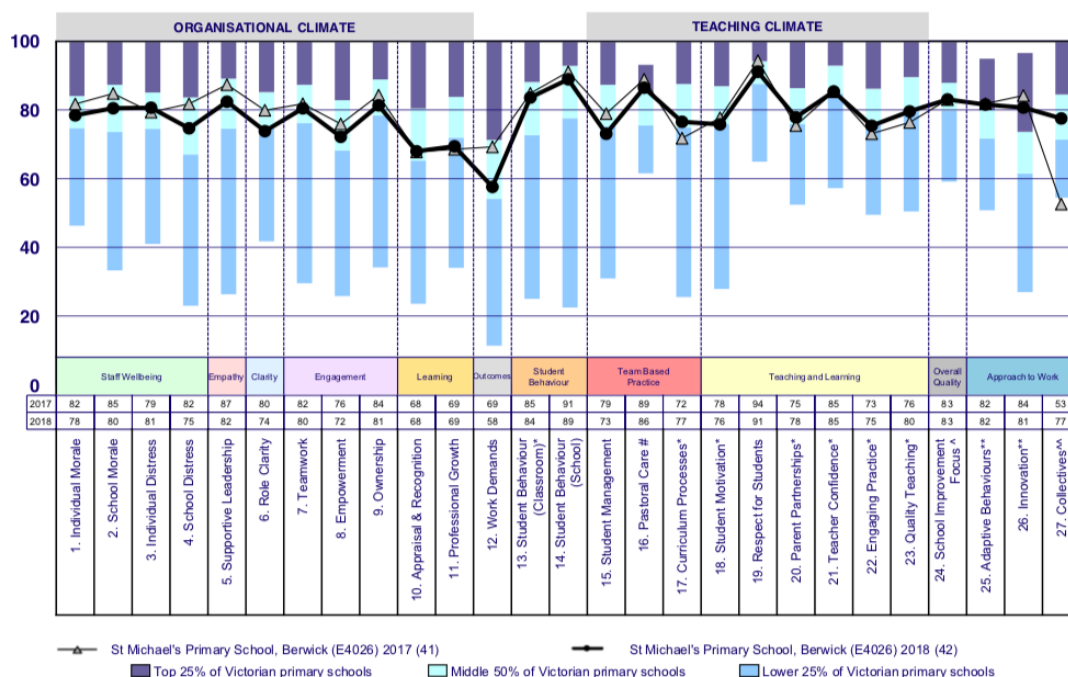
Teachers at St Michael's value:

- a culture of respectful relationships
- teaching in a well-equipped school
- the support of leadership, education support officers and administrative staff
- peer coaching to improve their teaching practices
- strong relationships with parents and the parents' role in educating their children
- respectful language surrounding students, parents and each other
- praying together and supporting each other in times of joy and sorrow
- involvement in whole school issues beyond their classroom
- opportunities for learning together within the school staff team
- professional collegiality
- Teacher Games each year during Term 3 holidays
- clear role descriptions
- digital Staff handbook updated regularly
- weekly memo
- whiteboard in staffroom to ensure effective communication
- out-of-school social gatherings

There is a positive tone and much passion at St Michael's. The Team Engagement culture is strongly motivational where staff are supportive of school's vision, goals and objectives of the school. Staff feel positive about the feedback they receive from performing their roles and are positive about their efforts being recognised. They believe they have opportunities to learn and develop in their roles, and that the school is focused on quality teaching and creating a learning environment that maximises strong outcomes for students. They also believe that parents are engaging in collaborating with them to achieve strong student outcomes.

Staff feel confident that they are able to find solutions to challenges and that their efforts are being recognised and their capability is being developed through appropriate learning and development opportunities. Despite this, data has shown that staff have feelings of being overloaded with work, have feelings of constant pressure to keep working, and that there is little time to relax at work. This obviously impacts individual and school morale. More work still needs to be done regarding role clarity as leaders work hard to continue to support staff in their work.

School climate – actual scores ...



NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and is available for the community to access from www.acnc.gov.au