



# St Michael's School

## North Melbourne

### 2021

### Annual Report to the School Community



Registered School Number: 98

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## Minimum Standards Attestation

I, Denise Hussey, 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

27/03/2022

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

[ResponsiblePerson]

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

### VISION STATEMENT

As a welcoming community at St Michael's we will:

Unite as one family where all are valued and respected;

Embrace life experiences as opportunities for growth;

Foster self belief and the full potential of each person;

Empower all to act with dignity and purpose;

Engender a love for life-long learning; and

Give witness to and celebrate the presence of Christ in our lives.

## School Overview

St Michael's Primary School North Melbourne is one of Melbourne's oldest Catholic parish primary schools having opened in 1868 and operated from its present site since 1918. Throughout this period St Michael's has been providing an excellent Catholic education for students in the inner city.

By 1868, the first St. Michael's School was built and opened on a site opposite the present-day North Melbourne swimming pool. It was in 1886 that the first Sisters of Mercy arrived from Geelong to lead the education of children at St. Michael's at that site.

Many of these children were from families who were experiencing much poverty and unemployment due to the Depression. The school proved to be very important, not only in the lives of the children, but also as a great support to many needy families. Our community continues to provide for families in need as well as attract families from diverse backgrounds residing in our catchment zone.

Our school currently has eleven classes from Prep to Year Six and our current enrolment is 202.

The school's families are from diverse cultural, faith, and economic backgrounds. We have 35 Staff members including teaching, non teaching, and administration personnel.

The school is housed within one main building connecting both the original and most recent additions together. There are 10 rooms which include seven classrooms, an art room, library, intervention/extension room, before and after school care room as well as a multi-purpose hall.

The playground space provides three play spaces with senior and junior play equipment, and an artificially grassed area for quieter games and activities. Our basketball court provides excellent opportunities for Physical Education sessions to take place on site as well as a flat play space area for children to engage in physical play activities during break times. The tennis court attached to the parish provides a second space for activities such as basketball, tennis, and netball.

The Royal Park precinct is used for Sports days and other whole school activities.

All school buildings and surroundings are well maintained and provide a safe, inspiring, and nurturing learning environment for students and staff.

We have enjoyed working closely with our new Parish Priest Rev Nicholas Pearce and have valued the support he has shown to staff in planning sacramental programs and liturgies as well as bringing to life our commitment to 'giving witness to and celebrating the presence of Christ in all our lives'.

At St Michael's School, we are committed to providing rich learning opportunities that are purposeful, collaborative, and reflective. We encourage all learners to engage in authentic learning that encourages students to use the skills of Inquiry to explore and deepen their understanding of the world. By understanding each child's individual needs, skills, and knowledge through extensive, regular, and relevant assessment tasks we engage our students in real life learning where they can explore their passions both within and beyond the classroom.

All staff at St Michael's are committed to and passionate about providing a vibrant and engaging learning environment for each student. They continually participate in ongoing professional learning to further their skills and knowledge to enable them to provide students with opportunities to improve their learning.

Our Out of School Hours Program is administered by Youth Leadership Victoria and is overseen by the School Principal and operates both before school and after school as well as vacation care.

St Michael's has a very supportive parent community who are actively involved in a variety of areas including the School Advisory Council, Parents and Friends Association, and classroom helpers program.

The school encourages all families to participate in events such as class masses, school assemblies, Parents and Friend's events, and whole school celebrations.

St Michael's is a welcoming and growing community. We endeavour to keep the community up to date with school events and learning opportunities via our fortnightly newsletter, Operoo App, Class Dojo App and the school website. Both students and teachers contribute to these ensuring our community is informed about current issues and upcoming events.

## Principal's Report

St Michael's is a vibrant and active learning community where each child is known by every staff member. St Michael's provides every child with an education of high quality in faith, knowledge, and skills. With a community of children, parents, and teachers, St Michael's continues to grow as a school of first choice for our local community.

I am extremely proud to be the principal of St Michael's in an era that sees the school growing in numbers.

During 2021 St Michael's underwent our 4-year internal and external review process. We looked back over the previous 4 years at our achievements and reset our goals in all areas for the next 4-year period. We have been rigorous in our review and are committed to St Michael's providing an environment that provides learning opportunities that are engaging, purposeful, collaborative, and reflective. These goals and outcomes for our School Improvement Plan provide strategic direction for continued school growth and improvement..

At the end of 2020, Fr Nicholas Pearce was appointed as Parish Priest of St Michael's North Melbourne and during 2021 the school community continued to develop strong links with our new parish priest and the parish of St Michael's. This was especially seen when we celebrated the Sacraments of Reconciliation, First Eucharist, and Confirmation, all very special events in the school calendar.

St Michael's has a highly qualified and dedicated staff. Each member of our staff is committed to the ethos of Catholic Education and works tirelessly throughout the year to broaden their knowledge and skills to provide each child with an engaging and inclusive learning environment. This was especially evident during the year when much of the teaching time was done via remote learning.

Throughout the year staff has engaged in a range of school based and offsite professional learning, many being undertaken while working remotely, with a focus on Digital Technology, Inquiry Learning, and Mathematics.

The school community is open and welcomes families from many diverse backgrounds. The St Michael's Parish Education Advisory Council was re-established in line with the new guidelines provided by MACS. It continues to provide great support to myself and our parent community.

Our parent community is very supportive and works hard for the school through fundraising and community activities and events as well as supporting in the classroom. I am extremely grateful for the support and commitment of the members of our School Advisory Council and Parents and Friends Association.

The Positive Behaviour Learning Program is embedded in our practice, this centres on 4 expectations: I am a Learner; I am Responsible; I am Respectful; I am Safe. This approach ensures we have a welcoming and nurturing environment in which staff and students work together to enable our community to achieve great things.

St Michael's has strong traditions following the charisma of Catherine McAuley, foundress of the Mercy Order, and the message of our patron saint, St Michael. With these as our guiding light along with our exceptionally talented, well-behaved, and well-mannered children, our dedicated staff, and our highly supportive community I look forward to continuing to offer an outstanding Catholic education for each child that enters our community.

We are committed to developing children that are passionate about their learning and are confident that they will continue to be successful in all of their chosen endeavours. We believe



that throughout yet another difficult year of remote learning we have continued to provide each child with learning opportunities that continued to challenge and engage them in their learning.

In 2020 St Michael's was awarded a capital grant for \$5,000,000. This grant will enable the school to build a vertical building that will include 20th-century learning spaces that will cater to the increase in demand for enrolments here at St Michael's. It will also provide the children with more playground space with the inclusion of a rooftop playground. The Lloyd Group Construction Company was appointed the contract to build our new building. Construction of the new building started in the second half of the year and was expected to be completed in early 2022. Delays to permit requirements, supply of building materials, and the effects of COVID restrictions, the completion date has been re-scheduled for mid-2022.

The completion of this building will prove a significant milestone for our community and Catholic Education in Melbourne.

## Education in Faith

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To develop an engaging and purposeful Catholic learning community in dialogue with the contemporary world and the teaching and traditions of the Catholic Church.

That all learners will be engaged in their learning and make stronger connections between faith and their lives within and beyond our community.

#### Key Improvement Strategy

Ensure our mission and vision, Catholic faith, values, and traditions are embedded in all that we do.

St Michael's is a school that values its Catholicity by focusing on a shared vision for faith-based behaviours that strengthen the Catholic School culture. A focus in the future on multi-faith dialogue will further support and build our school's Catholic Identity.

### Achievements

#### Achievements

- Continue to build teacher capacity to deliver an engaging and rigorous RE curriculum under the Renewed RE Framework.
- Continue providing varying opportunities for students, staff, and parents to attend and be involved in liturgical celebrations and prayer services.
- Continue strong links between social justice and Catholic social teachings via planned curriculum units and initiatives led by a newly established student Mini Vinnies action team.
- Continue providing opportunities for staff professional learning in Education in Faith.

#### VALUE ADDED

##### Value Added

- Education in Faith Leader release for planning and mass/liturgy support (1 day).
- Facilitated Planning with the RE Leader and teaching teams.
- Opening of the Year School Mass.
- End of School Year Liturgy.
- Pre-recorded year level student led Prayer Services.
- P-6 Holy Week Liturgy in the church.
- Continuation of a Social Justice Student team - Mini Vinnies.

- St Vincent de Paul Winter Appeal Food and Toiletry Collection led by Mini Vinnies.
- St Vincent de Paul End of Year Christmas Appeal Food and Toiletry Collection led by Mini Vinnies.
- Purchase of new RE resources.
- Staff Professional Learning in the 'Pedagogy of Encounter'.
- Acknowledgement of various multi-faith events throughout the year.
- Students are encouraged to share their own religious background and experiences and RE units are to involve links to multi-faith dialogue.

## Learning & Teaching

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To develop an engaging and purposeful Catholic learning community in dialogue with the contemporary world and the teaching and traditions of the Catholic Church.

That all learners will be engaged in their learning and make stronger connections between faith and their lives within and beyond our community.

#### Key Improvement Strategy

Develop a whole-school approach to contemporary learning and teaching based on a shared understanding of differentiated teaching for personalised learning.

### Achievements

#### Achievements

Term Planning Days for Maths and English and Religious Education enable teams to forward plan and design learning pathways using the Victorian Curriculum as a guide

- Weekly team facilitated planning with Maths, Religious Education and Inquiry/ Literacy Leaders
- Visible evidence in classrooms of Learning Intentions and student goal setting
- Use of Student Performance Analyser (SPA) as data portal for Running Records, PATR, and PATM to inform teaching and highlight student needs
- Data from PAT R and PAT M, Essential Assessments and Running Records Prep to Year 6 uploaded to SPA successfully completed in Term 4. This was used to begin to interpret and analyse data and plan learning pathways based on analysis.
- Six week cycles of Running Records in Prep to Year 2
- Continued use of Fountas & Pinnell Benchmark system for Running Records for Years 3-6
- Consistent use of targeted teaching notes to capture student understanding and skill development
- When onsite, Prep and Year 1 teams, along with the Literacy Leader worked with David Whimpey (MACS Speech Pathologist) to develop and broaden knowledge about Phonological Awareness, and how to improve the classroom pedagogy in this field. David trained Prep and Year 1 teachers as well as Intervention teacher how to administer a Sutherland Phonological Awareness Test (SPAT). David then trained us on how to analyse and interpret the data, and use the data to target the teaching of phonological skills.
- Prep and Year 1 teams trained to use Phonological Awareness online resources to reinforce phonological skills.
- Literacy Consultant Deb Sukarna engaged to work in the area of Writing. A Professional Learning Day was allocated to understanding routines and practices for a consistent pedagogy across the school. Deb also met with teams to discuss and clarify the routines that were introduced into classroom practice.

- Plotting students on the EAL Curriculum, continuing to use evidence-based strategies to assist students to learn English
- Moderation PL for Writing and Reading, using the Victorian Curriculum to guide teacher judgements
- This evidenced based reading strategy, Literature Circles, allows students to read, talk and think their way through the text, supported by their peers. This is embedded practise in Years 3-6
- We value Discovery Based Learning Planning in Prep to Year 2, and have high expectations to deliver vibrant and engaging learning spaces. Designated times were allocated to create the learning spaces.
- The introduction of a First Nations space was introduced into Discovery Learning spaces to highlight and acknowledge our traditional owners of the land.
- Regular team planning focussing on Inquiry Learning, developing skills to design units of work supported by Learning and Teaching Leader.
- Make, Know, Do, Act or student led inquiries (Years 3-6) continued throughout the year and encouraged during online learning, during Covid 19 pandemic.
- Continued use of Essential Assessments in Years 1-6
- Introduction of enabling and extending prompts across the whole school to involve and differentiate for all learners.
- Development of a scope and sequence for the learning and teaching of addition & subtraction and multiplication & division
- Development of a whole school new maths planner to reflect the new lesson structure of launch, explore and summarise
- Exploration of ICT and online programs that support the teaching and learning of mathematics was completed due to working online during the COVID-19 pandemic. The lists of these resources have been included in planners for 2022.
- Introduction of a whole school approach to effective mental maths strategies.
- Introduction of Digital Technologies Scope & Sequence, to plan effective teaching & learning of IT skills and DT curriculum
- Student engagement: focus on IT skills due to remote learning eg. logging in, using G-Suite etc; exposure & competence in new websites/apps such as FlipGrid, Canva, Soundtrap, online maths games, etc.
- Staff PL: face-to-face and online professional learning with Technological Education Consultant (Tserlin), undertaken by all staff across the year
- PL lead to staff competence in G-Suite, Zoom, Class Dojo & Google Classroom, as well as new technologies such as Soundtrap, CoSpaces, Scratch etc.
- Hapara used for Cybersafety in Years 2-6: during onsite & online learning throughout the year.

## STUDENT LEARNING OUTCOMES

### **Student Learning Outcomes**

Professional development in reading and comprehension, and planned targeted teaching groups have seen an increase in reading results, particularly in Year Five.

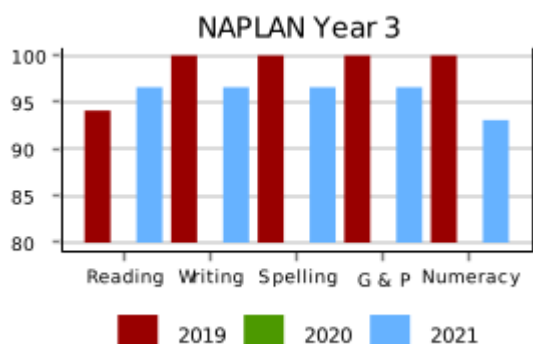
An increased focus on the strategic development of skills and understandings of mathematics has seen an increase in results, particularly in Year Five.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	96.6	-
YR 03 Numeracy	100.0	-	-	93.1	-
YR 03 Reading	94.1	-	-	96.6	-
YR 03 Spelling	100.0	-	-	96.6	-
YR 03 Writing	100.0	-	-	96.6	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	88.2	-	-	100.0	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To develop an engaging and purposeful learning community where students are active members of the school

#### Key Improvement Strategy

Develop confident and resilient learners who exhibit self-efficacy supported by a positive learning environment where wellbeing and learning and teaching are interconnected.

### Achievements

#### Achievements

- After school sports provided for students P to 6
- Personal and Interpersonal Learning focus on curriculum planning
- Prep — 6 Buddy Program
  - Chess club provided as a lunchtime alternative
- Transition Programs for Year 6 students and parents.
- Continued involvement in the "Early Years Network"
- ACU provisional psychologists e.g. counselling and whole class Zones of Regulation sessions
- WOW Week (Week of Wellbeing)
- Positive Behaviour for Learning program implementation and school handbook
- Positive Behaviour for Learning expectations and matrix implemented and embedded in the school practice
- Reward system implemented to increase positive behaviour in the yard
- Yard behaviour tracking to decrease negative behaviours and increase positive acknowledgment
- Student Leadership roles: School leaders, Social Justice leaders, Sustainability leaders, and House Leaders
- Student Leaders attended Halogen Young Leaders Day at The Melbourne Convention Centre.
- New staff induction prior to commencement of the 2021 school year
- Staff access to Employee Assistance Program counselling services
- Kaboom Sports and family BBQ evening
- On Psych counselling service
- Implementation of Berry Street practices Prep to 6
- Whole staff facilitated PL Berry Street Education Model
- Creation of sensory boxes for every classroom



The pandemic had a profound effect on what school looked like for the St. Michael's community. We were able to adapt our practices and implement different ways of working throughout remote learning as outlined below.

### **Learning Diversity**

- Personalised Learning Plans for students with specialised learning needs.
- Personalised Safety and Behavioural Plans to support positive school experiences for additional needs students.
- Partnerships with Allied Health services to support students with additional needs.
- Regular meetings with our Learning Diversity Learning Consultant from Catholic Education Melbourne.
- Program Support Group meetings held every term with Learning Diversity Leader,
  - Classroom Teacher and Parent/s to evaluate and set goals.
- Implementation of student Adjustment and Evaluation sheets for all students on National Consistent Collection of Data.
- Staff Meetings with a National Consistent Collection of Data /Learning Diversity focus.
- Establishment of a National Consistent Collection of Data moderation team and running moderation meetings in the lead up to the submission of the National Consistent Collection of Data.
- Establishment of an Internal Referral Committee and process for teachers to follow
- ACU provisional psychologists e.g. counselling, assessments and remote wellbeing drop-in sessions.
- Program Support Group and Care Team meetings for incoming 2021 Prep students identified with additional needs.
  - Employment of LSOs for every classroom to assist in supporting students with additional needs.

### **VALUE ADDED**

#### **REMOTE LEARNING**

- Introduction of Wellbeing Wednesdays and Wellbeing Virtual Hub
- Weekly Wellbeing check-ins of families by the Leadership Team
- Students identified as 'at risk' and/or children of essential workers attended school onsite
- House visits to 'at risk' families
- Online Prep Transition Evening
- Surveys via Google Forms e.g. parents/students e.g. Remote Learning,

- Wellbeing Wednesday
- WOW Week

## STUDENT SATISFACTION

Students at St Michael's have a relatively positive view of their engagement levels at school and their relationships with teachers. Most children feel safe and secure although further engagement with them in relation to the safety needs to be investigated. Some students are still showing the effects of long remote learning periods and a reasonable percentage of our students were involved in the harshest lockdown of all when they were forced to remain in their flats in the North Melbourne towers for a lengthy period of time.

We see a more positive response from our younger students and overall from our female population to engagement in learning than that of the senior students and make students. The implementation of strategies learned via the Berry Street Education Model and the Respectful Relationships program will enable staff to work more closely with these students and provide them with learning that addresses their needs.

## STUDENT ATTENDANCE

It is expected that when a student is absent, the parent/guardian contacts the school via the Skoolbag App or by phone for the absence to be recorded. A note of explanation is requested to be forwarded to the teacher by the parent when she/he returns to school. On the day of a student's absence if the school is not contacted by 9.30am a text message is sent or a phone call made to the parent/guardian requesting an explanation for the student's absence. If a student is away for two days in a row, it is the school policy that the parent is contacted. If the student is absent for three or more days, the teacher informs the Student Wellbeing Leader who then consults the principal, who will then contact the family.

During remote learning time, families who struggled with online learning were encouraged to send their children to school. Non attendance of children remotely was followed up with direct contact by the classroom teacher and also members of the leadership team.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.1%
Y02	92.9%
Y03	93.4%
Y04	90.7%
Y05	93.8%
Y06	91.4%
Overall average attendance	92.7%

## Child Safe Standards

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

"Catholic schools have a moral, legal and mission driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and where they are safe and feel safe." (Catholic Education Commission of Victoria Ltd 2016)

St Michael's Primary School is committed to child safe practice. The care, the safety and the welfare of students are embedded in policies and practices which ensure a commitment to zero tolerance of child abuse. All actions and programs will maintain high ethical standards and work in accord with child safe practices and child protection reporting guidelines. The participation and empowerment of all children is a consideration in decision-making, as we seek to provide a safe and nurturing environment where children are respected and listened to.

Furthermore, the principles of child protection (stated in the applicable Child Protection legislation and Child Protection Policy) are a fundamental responsibility of all Clergy, Staff, Volunteers and Visitors to St Michael's. St Michael's has zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. Our school is committed to preventing child abuse and identifying risks early, and removing and reducing these risks. Our school has robust human resources and recruitment practices for all staff and volunteers. Our school is committed to regularly training and educating our staff and volunteers on child abuse risks.

St Michael's has developed a Child Safety Policy and Code of Conduct for all staff, visitors, volunteers and contractors. Existing policies have been reviewed to ensure that they are aligned with our school's approach to child safety. We have an active wellbeing team who meets regularly to discuss and review items pertaining to child safety.

The leadership team was responsible for leading the school community towards compliance with child safety. An action plan was established and the leadership team worked with staff, clergy and parents on the development of the Child Safety Policy, Code of Conduct and ensuring appropriate protocols for child safety are in place.

### Achievements

#### Achievements

Creating a culture of child safety is vital to lowering the risk of harm to children. St Michael's believes that it is the shared responsibility of our school community to protect children and prevent child abuse. Our school aims for all its members, including children and their parents or guardians, to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns.

To ensure St Michael's meets the child safe standards;

- All staff are required to complete a range of online child safety training modules, including mandatory reporting

- Identified staff, volunteers, contractors, and students on placements are required to undertake a Working with Children Check
- The implementation of the St Michael's Child Safety policy including the code of conduct, guidance on recognising child abuse, and reporting requirements
- A system is in place to report and respond to child safety concerns through the Child Safety reporting process flowchart
- Delivered Child Safety Staff Training
- Revised the School's Recruitment and Induction processes
- Maintenance and continued use of a Child Safe Risk Assessment for off-site activities
- The school's commitment to child safety is included in advertised position descriptions.
- Our PBL (Positive Behaviour Learning) approach is embedded in our curriculum and aims to educate and empower students about acting and behaving respectfully, responsibly, and safely. Our approach outlines expected behaviours and aims to facilitate a secure, respectful, and inclusive environment.

# Leadership & Management

## Goals & Intended Outcomes

### Goals & Intended Outcomes

To build a professional learning community that promotes a culture that focuses on shared leadership and teamwork to enhance the personalisation of learning.

### Key Improvement Strategies

- Ensure a culture of excellence by building shared vision, leadership and professional responsibility at all levels, creating conditions where individuals and teams are empowered and are confident that they can and do make a positive impact on student learning and the life of the school.

## Achievements

### Achievements

Promotion of the Catholicity of our school and ensure that our Vision is lived throughout our school community

- Continued increase in school enrolment
- Strengthen the staff as a professional learning community and provide staff with multiple opportunities to develop their skills, knowledge and understanding in the area of Literacy, Numeracy, Inquiry, Discovery Learning, Digital Technology, Student Led Learning and Professional Collaborative Teamwork

- Development of effective communication strategies for all members of the community

Successful recipient of a State Government Capital Grant of \$5,000,000 for a new building program to cater for increased enrolment demands

- Allocation of funds and resources to meet the needs of our learning and teaching priorities particularly in the area of Maths and Inquiry
- Reorganisation of timetable structures to enable teachers to be released together in teams to work with leaders to analyse data, evaluate and plan programs that meet all children's needs
- Build a shared vision for learning and strengthen teacher capacity and confidence to deliver the Victorian curriculum.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

- Weekly Staff Learning Meetings and Professional Learning Meetings focussing on Literacy and Numeracy
- Berry St Education Model- Berry St Educators
- Maths Learning - CEM Leaders
- Digital Technology - Tser Lin Hetherton

Positive Behaviour Learning

Numeracy Professional Learning

Networks & Conferences for Leaders

Principal Leadership Program

Number of teachers who participated in PL in 2021

20

Average expenditure per teacher for PL

\$1311

### TEACHER SATISFACTION

Feedback from staff via MACSISS indicates that despite being another extremely difficult year in which to teach, they felt a high level of achievement for both themselves and their students. Throughout the remote learning periods, they felt supported by their peers, leaders, and parents. They believed they were able to provide each child with the best possible opportunities for learning in an engaging and purposeful environment. They appreciated the regular professional learning opportunities that were provided, particularly in the area of Digital Technology, which was relevant during remote learning. Staff had opportunities to provide feedback to leadership for ways in which to improve the methods of engaging with families remotely and felt listened to and appreciated that their feedback was acted on. Teaching staff are feeling valued and appreciated, and it is felt that more engagement with support staff regarding their impact on student learning will improve their view of themselves as positive contributors. All staff indicated that a greater focus on professional learning in the area of quality and timely Leader and peer feedback would be of great benefit to building their capacity as educators.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

82.2%

### ALL STAFF RETENTION RATE

Staff Retention Rate

87.5%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	47.4%
Graduate	31.6%
Graduate Certificate	5.3%
Bachelor Degree	78.9%
Advanced Diploma	26.3%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	22.1
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	18.5
Indigenous Teaching Staff (Headcount)	0.0



## School Community

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To develop an engaging and purposeful learning community that builds sustainable relationships and partnerships within and beyond our local community.

#### Key Improvement Strategy

- Build and enrich community connectedness as a dimension of all policies, programs, and practices, in order to become a more outward-facing school.

### Achievements

- St Michael's Parish Education Advisory Board
- Harmony Day - celebrating diversity
- Family and Friends Association - continuing to grow
- Christmas Carols night shared with families via a video link
- Provision of interpreter services for parent evenings, parent teacher interview and meeting program, translations of newsletters
- Weekly assemblies held via zoom

End of Year graduation shared with families via a video link

Regular contact with families during remote learning

Opportunities given to families to provide school with feedback via remote surveys

Transition to Secondary School - partnership with St Aloysius, Simonds College And University High

- Establishment of Class Dojo as a key way of engaging parents/guardians in student learning and school events

### PARENT SATISFACTION

Parents have indicated that they are very happy with the school, particularly throughout remote learning. Parents appreciated the regular contact made by leaders and teachers to check in on each family's welfare. They appreciated and valued the opportunity to be able to provide the school with real-time feedback regarding remote learning and were pleased to see that their thoughts and recommendations were seriously considered and acted upon. This supports previous years' increased view of good connectedness to the school community and reinforces the need to maintain excellent pathways of communication whether they be face to face or online. Parents believe their children are learning in a safe environment and that there is a focus on effective teaching and learning at the school. They believe the school provides their children will an extensive extra-curricula program and that the school's focus is certainly on the improvement of their child's learning. It is recommended that the school establish the role of a Community Leader (staff member) so that the positive relationship with families can be

continued and strengthened. It would also provide the opportunity for the community to engage in conversations that assist our community to understand the varying ways in which they can be engaged in their child's education at St Michael's.

## Future Directions

St Michael's continued to see an increase in school enrolment in 2021 taking our numbers to over 200. Enrolment inquiries for 2022 have been received, and it is envisaged that school numbers will remain at over 200 children and increase into the future. St Michael's continues to increase its positive profile within our community, and we are now being seen as a school of the first choice for our community members.

In late 2021 the enactment of the school's State Government Building Grant of \$5,000,000 began. Unfortunately, the building program has faced delays due to COVID-19 interruptions and is now due to be completed in mid-2022. The new building will provide the school with new learning spaces and increased playground space for all children. This is a very significant development for St Michael's that will serve our community well into the future.

The school was reviewed by the Victorian Registration and Qualifications Authority (VRQA) as part of the 2021 School Review process to ensure we meet the relevant State and federal requirements.

In late 2021 the school leadership team led the staff, children, and community in the development of a new four-year School Improvement Plan which focuses on three key priorities: Connections between Faith, Life, and Culture, Developing a strong Professional Learning Culture, and Enhancing Community Engagement.

St Michael's will continue to be a faith community where the child is at the centre of every decision made, where staff is supported to engage in learning that enables them to provide our children with learning that is personalised and leads them to reach their full potential.