



St Michael's School

North Melbourne

2020

Annual Report to the School Community



Registered School Number: 0098

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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 2020 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 School.

24/05/2021

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

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 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.

St. Michael's has a long history of providing education for children within the North Melbourne and surrounding areas. 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 school currently has nine classes from Prep to Year Six and our current enrolment is ????. The school's families are from diverse cultural, faith and economic backgrounds. We have ??? 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 multipurpose 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 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. Students from P-6 also have access to facilities and programs at the North Melbourne Football Club and the Royal Park precinct is used for Sports days and other whole school activities. All school buildings and surrounds are well maintained and provide a safe, inspiring and nurturing learning environment for students and staff.

In 2020 St. Michael's our Parish Priest, Rev Ngoc Tran Tan left during the middle of the year and was replaced by Rev Ken Bollard who acted as Parish administrator until the appointment of our new Parish Priest Rev Nicholas Pearce at the end of the year. We look forward to working with Fr Nicholas in overseeing and supporting 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 the 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 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 Board, 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, Skoolbag App, Dojo App and 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 principal of St Michael's in an era which sees the school growing in numbers.

During 2016 St Michael's underwent our 4 year internal and external review process. We looked back over the previous 4 years and 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. In 2020 we were due to undertake the next 4 year internal and external review process but due to COVID lock down restrictions this process has been postponed until 2021. We look forward to taking part in this process.

In mid 2020 our parish priest, Rev Ngoc Tan Tran resigned from his position as Parish Priest of St Michael's' and the school was appointed with a parish administrator until a new parish priest was appointed. This occurred at the end of 2020 with the appointment of Fr Nicholas Pearce. The school community look forward to developing strong links with our new parish priest and the parish of St Michael's' into the future.

St Michael's has a highly qualified and dedicated staff. Each member of our staff is committed to the ethos of Catholic Education and work tirelessly throughout the year to broaden their knowledge and skills to provide each child with an engaging and inclusive learning environment. Throughout the year staff have 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 Board provides great support to myself and our parent community. Our parent community are very supportive and work 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 Board 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 nuns 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 highly supportive community I look forward to continuing to offering 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 this 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.

I am proud to announce that St Michael's has been 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 wil cater for the increase in demand for enrolments here at St Michael's. It will also provide the children with more playground space with te inclusion of a rooftop playground. It is expected to be completed for the beginning of the 2022 school year.

Education in Faith

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.

Achievements

- Continue to build teacher capacity to deliver an engaging and rigorous RE curriculum under the Renewed RE framework.
- Provide varying opportunities for students, staff and parents to 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.

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.
- More RE units of work have a Social Justice focus between Years 2-6.
- Opening of the Year School Mass.
- End of School Year Liturgy (online).
- Pre-recorded student led Prayer Services.
- Continuation of a Social Justice Student team - Mini Vinnies.
- St Vincent de Paul Winter Appeal Casual Clothes Gold Coin Fundraiser led by Mini Vinnies.
- End of Year Christmas Appeal (Happy Boxes Indigenous Toiletry Collection Appeal) led by Mini Vinnies.
- Audit and purchase of new RE resources.
- Students are encouraged to share their own religious background and experiences and RE units are to involve links to multi-faith dialogue.

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

Learning & Teaching

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

- 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
- Introductory 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 to 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
- In Term 4, 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 how to analyse and interpret the data, and use the data to target the teaching of phonological skills.
- Online Professional Learning undertaken by the Prep to Year 2 team and the Literacy Leader facilitated by David Hornsby, Literacy Consultant with over 53 years of experience. The focus was Phonics in Context, with a strong focus on understanding the underlying principles of current effective spelling practices and the implications for rigorous and explicit teaching. This learning will guide the development of the teaching of spelling in Prep to Year 2 in 2021.
- Online Professional Learning undertaken by the Year 3 to Year 6 team and the Literacy Leader facilitated by Dr Misty Adoniou, Professor Adjunct, University of Canberra. The focus was Spelling in Context, with a strong focus on developing strategies to spell using phonology, morphology, etymology and orthography. This learning will guide the development of the

teaching of spelling in Years 3 to 6 which will be an extension of the Prep to Year 2 spelling strategies.

- Plotting students on the EAL continuum, 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
- Literature Circles began during online learning in Years 5 and 6 and continued to become embedded in practise when children returned to school
- Reciprocal teaching began in Years 3 and 4 in Term 4. This evidenced based reading strategy allows students to read, talk and think their way through the text, supported by their peers and teachers.
- Development of a broader understanding of beliefs which underpin Discovery Based Learning for Prep, Year 1 and Year 2 and regular engagement with Educational Consultant for Professional Learning
- Introduction of Discovery Based Learning Planning in Prep to Year 2 and designated time to set up vibrant, engaging learning spaces
- Regular team planning focussing on Inquiry Learning, developing skills to design units of work supported by an Educational Consultant for Professional Learning
- Make, Know, Do, Act or student led inquiries (Years 3-6) continued throughout the year and encouraged during online learning, during Covid 19 pandemic. Upholding the underpinning philosophy and inquiry process is integral in this approach to student led learning.
- Introduction and implementation of Essential Assessments in Years 3-6
- Participated in a maths research project with Monash University in learning sequences of challenging tasks
- Regular engagement with Monash University staff and CEM maths coach for modelling and planning in effective practice.
- Development of a new maths planner in the junior school to reflect new practice in challenging tasks
- Teachers have made a portfolio of instructional videos of different mathematical strategies for future teachers and students to view at any time. These will be put on a website for future use.
- 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 2021.
- 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

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

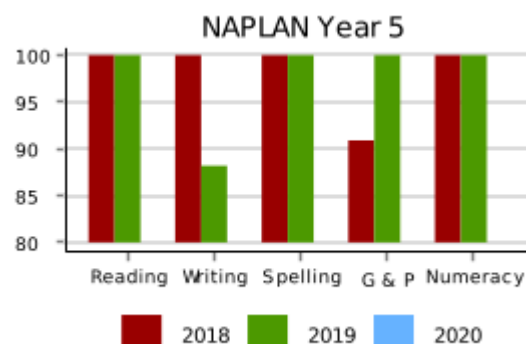
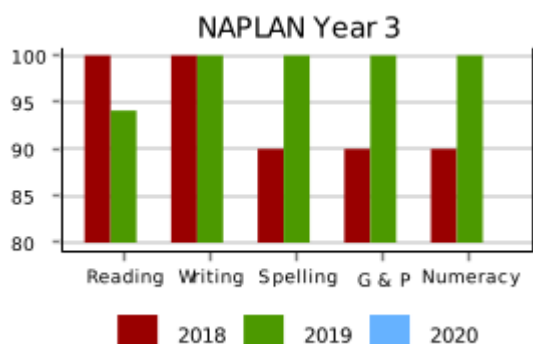
An increased focus on the strategic development of skills and understandings of mathematics has seen an increase in results particularly at Year Five.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	90.0	100.0	10.0		
YR 03 Numeracy	90.0	100.0	10.0		
YR 03 Reading	100.0	94.1	-5.9		
YR 03 Spelling	90.0	100.0	10.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	90.9	100.0	9.1		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	88.2	-11.8		

* 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

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

- After school sports provided for students P to 6
- Chess club provided as lunchtime alternative
- Personal and Interpersonal Learning focus curriculum planning
- Prep — 6 Buddy Program
- 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 school practice
- Reward system implemented to increase positive behaviour in the yard
- Yard behaviour tracking to decrease in negative behaviours and increase in positive acknowledgement
- 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 2020 school year
- Staff access to Employee Assistance P 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

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.

- Introduction of Wellbeing Wednesdays and Wellbeing Virtual Hub
- Weekly wellbeing check ins of families by 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

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 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 2021 Prep students identified with additional needs.

VALUE ADDED

- After school sports provided for students P-6 eg.Kelly Sports.
- Chess club provided as lunchtime alternative
- Student Leaders attended Halogen Young Leaders Day at The Melbourne Convention Centre.
- Kaboom Sports and family BBQ evening
- Year 6 Graduation (remote celebration)
- Learning Expos for parents to attend

- Online therapy and wellbeing sessions for students
- Virtual Wellbeing Hub (Wellbeing Wednesdays)

STUDENT SATISFACTION

- Google Forms e.g. parents/students e.g. Remote Learning, Wellbeing Wednesday and WOW Week

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.9%
Y02	89.8%
Y03	86.2%
Y04	85.9%
Y05	91.1%
Y06	84.5%
Overall average attendance	87.4%

Child Safe Standards

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

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 offsite activities · The school's commitment to child safety is include 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.
- Circle Time aims to promote students consecutiveness and empowers students to discuss issues.

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 2020
Weekly Staff Learning Meetings and Professional Learning Meetings focussing on Literacy and Numeracy
Berry St Education Model- Berry St Educators

- Inquiry Learning - Deb Vietri
- Discovery Learning - DEb Vietri
- Maths Learning - CEM Leaders
- Digital Technology - Tser Lin Hetherton
- Positive Behaviour Learning
- Numeracy Professional Learning
- Staff Collaborative Teamwork - Pauline Zuppulla
- Leadership Coaching - Pauline Zuppulla
- Networks & Conferences for Leaders
- Principal Leadership Program

Number of teachers who participated in PL in 2020	21
Average expenditure per teacher for PL	\$1952

TEACHER SATISFACTION

Feedback from staff indicates that despite being an 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 ATTENDANCE RATE

Teaching Staff Attendance Rate	98.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.8%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	37.5%
Graduate	37.5%
Graduate Certificate	6.3%
Bachelor Degree	87.5%
Advanced Diploma	31.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	15.8
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	8.8
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 families' welfare. They appreciated and value 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 well connectedness to the school community.

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 with an extensive extra-curricula program and that the school's focus is certainly on the improvement of their child's learning.

Future Directions

St Michael's continued to see an increase in school enrolment in 2020 taking our numbers to over 190. High levels of enrolment inquiries for 2021 have been received and it envisaged that school numbers will increase to over 200 children. St Michael's profile within our community has been raised to a new level and we are now being seen as a school of first choice for our community members.

We are continuing with the final stage of implementation of our four year School Improvement Plan with a strong focus on learning being engaging, purposeful and reflective across all areas of the curriculum. We will continue to engage in learning for our staff that enables them to provide our children with learning that is personalised and leads them to reaching their full potential.

The school was successful in attaining a State Government Building Grant of \$5,000,000 in order to build new learning spaces and increase the playground space for all children. It is envisaged that this building program will begin midway through 2021 and be completed ready for the 2022 school year.

The school was reviewed by the Victorian Registration and Qualifications Authority (VRQA) as part of the 2016 School Review process to ensure we meet the relevant State and federal requirements.