



# St Michael's School

## North Melbourne



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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/04/2023

**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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### Our School Vision

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 208.

The school's families are from diverse cultural, faith, and economic backgrounds. We have 37 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, a library, an intervention/extension room, a 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 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.

Fr Nicholas Pearce is the appointed Parish Priest of St Michael's North Melbourne and during 2022 the school community continued to develop strong links with our parish priest and the parish of St Michael's. This was especially seen when we celebrated the Sacraments of Reconciliation and First Eucharist, 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.

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 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 charism 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.



In 2022 St Michael's embarked on the construction program that was possible due to being awarded a capital grant of \$5,000,000. The construction consisted of a vertical building that includes 20th-century learning spaces that cater to the increase in demand for enrolments here at St Michael's. It also provides the children with more playground space with the inclusion of a rooftop playground. The Lloyd Group Construction Company was expected to complete the new building in early 2022 but due to varying delays, the completion date occurred in December.

The children and staff were very excited to finally move into the building in the last week of 2022. We look forward to using the new classrooms and rooftop playground to its full capacity in 2023.

## Catholic Identity and Mission

### Goals & Intended Outcomes

#### Goal & Intended Outcomes

To strengthen the Catholic Identity of the St Michael's Learning Community in dialogue with Faith, Life, and Culture.

- That staff capacity is built to design and implement an RE curriculum that is authentic, meaningful, and relevant to all learners.
- That learners are encouraged to explore connections between faith, life, and culture.
- That partnerships between families and the school are enhanced through dialogue and engagement.

#### 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.
- Continue providing varying opportunities for students, staff, and parents to attend and be involved in liturgical celebrations and prayer services.
- Continue building strong links between social justice and Catholic social teachings via planned curriculum units and initiatives led by the student Mini Vinnies action team.
- Continue providing opportunities for staff professional learning in Education in Faith.

### VALUE ADDED

- Education in Faith Leader release for planning and mass/liturgy support (2 days).
- Facilitated Planning with the RE Leader and teaching teams.
- RE Leader attendance at RE Network meetings (once a term).
- Opening of the Year School Mass.
- End of Year School Mass.
- Pre-recorded fortnightly year level student-led Prayer Services.
- P-6 Holy Week Liturgy in the church.
- P-6 Christmas Carols school concert with the Nativity scene interwoven.
- 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.
- Socktober Crazy Sock Day fundraiser led by Mini Vinnies for Catholic Mission.
- Purchase of new RE resources.
- After school Staff Meetings in Term 2 - Pedagogy of Encounter and Scripture.
- Staff Spirituality and Professional Learning Day Term 3 - 'Designing Rich RE Curriculum by Deepening our Understanding of Scripture, Prayer and the Pedagogy of Encounter'.
- Acknowledgement of various multi-faith events throughout the year.
- Students sharing their own religious background and experiences.
- RE units involve links to multi-faith dialogue and world events and issues.

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 continued focus on multi-faith dialogue will further support and build our school's Catholic Identity.

## Learning and 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

- Three-week cycle of team-facilitated planning with Leaders in Maths, Religious Education, and Inquiry
- Continued strengthening of explicit Learning Intentions, Success Criteria, and student goal setting
- Use of Student Performance Analyser (SPA) as data portal for Running Records, PATR, and PATM to inform teaching and highlight learning strengths and challenges
- Data from PAT R and PAT M, Essential Assessments, Mathematics Online Interview, and Running Records Prep to Year 6 uploaded to SPA. Teams interpret and analyse this data at facilitated planning to plan learning pathways
- Continued use of Fountas & Pinnell Benchmark system for Running Records for Years P-6
- Consistent use of targeted teaching notes to capture student understanding and skill development
- First year of the 'Getting it Right from the Start' project, developed by Murdoch Institute, Royal Children's Hospital, University of Melbourne, and La Trobe University. David Whimpey, (Intervention Support Person -MACS Speech Pathologist) worked closely with the P-2 Literacy Leader and the P-2 team to broaden and deepen understanding of the top six evidenced-based literacy practices. This year, the focus was on understanding how to administer the Sutherland Phonological Awareness Test. The results of the data-informed our teaching of phonological awareness skills, constantly collecting data to monitor progress at a universal level.
- Fortnightly P-2 literacy meetings with a focus on professional learning based on Tiered Vocabulary, Story Grammar, and Phonological Awareness. This learning incorporated reading, videos, and discussions reflecting on practice. This reflection was supported by a coaching cycle used - one-week modelling by the ISP and the following week, the ISP would observe the classroom teacher and provide feedback using a strength-based model.
- Literacy Consultant Deb Sukarna continued to work with the whole school to embed writing routines and practices for a consistent pedagogy across the school. Conferencing, writer's notebook (Yr 3-6) modelled writing, and targeted teaching groups in writing are consistent practices.

- Plotting students on the EAL Curriculum, continuing to use evidence-based strategies to assist students to learn English
- Literacy Leader worked closely with the New Arrivals teacher to support the literacy demands of the influx of New Arrival
- One-to-one support for the New Arrival children was established, focusing on reading and viewing, speaking and listening, and writing.
- Moderation PL for Writing, using the Victorian Curriculum to guide teacher judgments
- Literature Circles (reciprocal teaching), an evidenced-based reading strategy, is now an embedded practice in Years 3-6. Students have rigorous discussions based on their shared texts, drawing on the connections they have made with the text and questions about characters and their intentions.
- Discovery Based Learning in Prep to Year 2 is a pivotal practice at St Michael's. We have high expectations to deliver vibrant and engaging learning spaces. In order to ensure these spaces are designed, professional learning time was scheduled into the calendar. Staff prepared these spaces after school hours.
- We joined the Discovery Cluster led by consultant Deb Vietri. This cluster supported us to develop our further understanding of Discovery Learning and Make, Know, Do, Act.
- Make, Know, Do, Act (MKDA) was relaunched with our Year 3-6 students, making explicit the Inquiry processes that are linked with each strand of Make, Know, Do, and Act. Students engaged in MKDA sprints whereby the inquiry process was made explicit at every stage, allowing students to make connections between the process and the project. This led to students making more robust independent decisions when leading their own inquiry. Student proposals and student conferences are areas that still need to be developed.
- Appointing Inquiry Leaders from Prep and Year 1/2, Year 3/4 and 5/6 was a new initiative. The purpose of this was to explore how to build their capacity in leading Inquiry within their year levels Deb Vietri worked regularly with these teams to build their skills in leading processes for teacher and student-led inquiry learning. The first semester, the focus was on Discovery Learning in P-2 and MKDA in Years 3-6. In the second semester, the focus was on teacher-led inquiry and how to plan units of learning from start to end, using the Victorian Curriculum to guide the planning.
- Different Year Levels showcased learning throughout the year, inviting families into classrooms to view their children's learning. Question prompts were introduced to guide parents as to the sort of questions they could ask if needed. This enabled students to talk about their learning.
- Parents were invited to read with their child in their classroom during Book Week. This was very well represented especially in Prep to Year 2. Children were excited to share stories with their families at school.
- The focus of our Professional learning day was to revisit our Throughline Framework for Inquiry learning. We reflected on our current throughlines, discussed the strengths and challenges of each one, and used the curriculum to identify any gaps in curriculum areas. Staff was led through a process of identifying the curriculum demands for each throughline, which led us to design new and improved throughlines. These throughlines will now be set up in a two-year cycle of learning, ensuring curriculum areas of Science, Humanities, and Design inclusive of the capabilities are covered over this cycle.

- Every three weeks, each year level team created 'What we Are Learning at School' videos. These were shared with families via Dojo as a means of assisting parents to have a greater insight into their child's learning foci at school.
  - The whole school approach of a student centred structured inquiry with the lesson structure of 'launch, explore, summarise' in the teaching and learning of mathematics has been established.
  - Continued use of Essential Assessments in Years 1-6
  - All Year Prep to Year 2 students completed the Mathematics Online Interview and were given a growth point that was used by teachers to identify students that need extra support or extension.
  - Professional Learning for Learning Support Officers in activities to assist move children from one growth point to another was undertaken.
  - Continued use of enabling and extending prompts across the whole school to involve and differentiate for all learners.
  - Embedded effective mental maths strategies with universal language throughout the whole school.
  - A tutoring program with a focus on mathematics was established for 13 Year 3 - 6 students.
  - The tutoring students completed the Mathematics Online Interview and were assigned a growth point.
  - P - 2 teachers participated in the Mathematics Sequences of Learning PL at MACS.
  - Year 3 - 6 PL to improve mathematical content knowledge in shape.
  - 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 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.
- Continued use of Class Dojo to communicate with families and share student learning
- Social Media to promote school activities and learning
- Staff engage in PL with Tserlin from TechEdu to learn about new technologies to further students learning
- Engaging in Cyber Safety learning with Inform & Empower, and they provide additional resources to support teachers
- Parent information sessions with Inform & Empower on Cyber Safety

Continued use of BeeBots & Spheros to engage students in learning about robotics

1:1 Chromebook use from Year 2-6

2:1 Chromebooks were introduced in Year 1 this year and required set lessons with the support of ELearning leader to model

ELearning leader modelling new technologies in the classroom: Canva, Greenscreening, Robotics, Google Sites etc.

### 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	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.6	-	96.7	0.1
YR 03 Numeracy	-	93.1	-	100.0	6.9
YR 03 Reading	-	96.6	-	96.8	0.2
YR 03 Spelling	-	96.6	-	96.7	0.1
YR 03 Writing	-	96.6	-	90.3	-6.3
YR 05 Grammar & Punctuation	-	100.0	-	95.7	-4.3
YR 05 Numeracy	-	100.0	-	90.9	-9.1
YR 05 Reading	-	100.0	-	91.3	-8.7
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

\* 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 inform St Michael's culture and educational approach in dialogue with the collective voice of the community (staff, students, and parents)

That St Michael's supports staff, students, and the wider community to effectively partner and collaborate in support of student growth.

That St Michael's builds sustainable relationships for improved student growth.

#### Key Improvement Strategy

Using evidence based strategies to determine what community engagement is.

### Achievements

#### Achievements

- Growing use of the language of the Zones of Regulation
- Engagement with Be You platform and consultant
- Wellbeing team meetings
- Student Leadership roles: School leaders, Social Justice leaders, Sustainability leaders, and House Leaders
- Positive Behaviour for Learning program implementation and school handbook
- Positive Behaviour for Learning expectations and matrix implemented and embedded in the school practice
- Yard behaviour tracking to decrease negative behaviours and increase positive acknowledgment
- Implementation and communication of safety plans for students with additional wellbeing needs
- Student Leaders attended Halogen Young Leaders Day at The Melbourne Convention Centre.
- New staff induction prior to the commencement of the 2021 school year
- Staff access to Employee Assistance Program counselling services
- Implementation of Berry Street practices Prep to 6

The role of the Wellbeing leader was handed over partway through the year. Time and energy were committed to getting to know the community and building trusting relationships with stakeholders.

#### Learning Diversity

- Personalised Learning Plans for students with diverse wellbeing and 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
- Program Support Group and Care Team meetings for incoming 2023 Prep students identified with additional needs.
- Employment of LSOs for every classroom to assist in supporting students with additional needs.
- Appointment of a New Arrivals educator to support the learning needs of the growing Ukrainian community at St. Michael's
- Appointment of an LSO fluent in Ukrainian to support the communication between students, educators, and parents.

**VALUE ADDED**

**Value Added**

Rebuilding community connections with families and children  
Welcoming families back onsite to engage in learning activities as well as family events  
Re-established Berry St strategies within the classroom

**STUDENT SATISFACTION**

**STUDENT SATISFACTION**

The 2022 MACSSIS data from the 4–6 students at St. Michael's school records a mostly positive experience across all domains. The sense of safety is an area identified as an area in which the school community can focus on strengthening.

**STUDENT ATTENDANCE**

**STUDENT ATTENDANCE**

It is expected that when a student is absent, the parent/guardian contacts the school via the Operoo 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	86.0%
Y02	89.2%
Y03	85.8%
Y04	85.5%
Y05	84.8%
Y06	90.0%
Overall average attendance	86.9%

## 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

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
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Child safety Team/Committee structures and the impact these teams/committees have had in continuing to strengthen the child safe culture of the school
- 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 the 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.
- Child safety - Risk Management practices and complaints handling processes.

# Leadership

## 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

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

- The 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 2022

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 2022	24
Average expenditure per teacher for PL	\$1500

**TEACHER SATISFACTION**

Feedback from staff via MACSISS indicates that they felt a high level of achievement for both themselves and their students. Staff 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 Literacy which had a significant influence on increasing their confidence in teaching Writing. Staff had opportunities to provide feedback to leadership 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	74.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	80.0%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	30.0%
Graduate	30.0%

Graduate Certificate	0.0%
Bachelor Degree	65.0%
Advanced Diploma	20.0%
No Qualifications Listed	10.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	24.5
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	17.3
Indigenous Teaching Staff (Headcount)	0.0



## Community Engagement

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To effectively implement strategies to enhance our school community engagement.

#### 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

#### Achievements

- Appointment of a Community Engagement Leader
- Social Media Presence - Facebook and Instagram
- Meet the Team Mondays on Instagram
- Parents and Friends Coffee Morning
- Increased opportunities for parent feedback through the use of Google Forms and a suggestion box in the school office
- Father's Day and Mother's Day Tea Mornings
- Learning Showcases in Classrooms
- Parents and Friends Association continuing to grow
- Whole school masses
- St Michael's Art Show 2022
- St Michael's Christmas Carols 2022
- Year 6 Graduation 2022

### PARENT SATISFACTION

Parents have indicated that they are very happy with the school. They appreciated and valued the opportunity to be able to provide the school with real-time feedback 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. The school established the role of a Community Leader (staff member) so that the positive relationship with families can be continued and strengthened. It would provided 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 2022 taking our numbers to over 200. Enrolment inquiries for 2023 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 2022 the enactment of the school's State Government Building Grant of \$5,000,000 was completed. Although the building program faced delays due to COVID-19 interruptions and construction issues we were all very excited to obtain occupancy at the end of 2022. The new building provides the school with 4 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.