



2015 ANNUAL REPORT

TO THE SCHOOL COMMUNITY



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Contact Details

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Minimum Standards Attestation

I, Andrea Cox, attest that Ss Michael and John's Primary 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our School Vision

With Christ as the centre point and inspiration our children will thrive and be empowered to contribute to the world in which they live.



Therefore, the Ss Michael and John's school community commits to:

- ❖ Living the message of Gospels
- ❖ Nurturing the faith of all who come
- ❖ Active stewardship of the environment
- ❖ Building self-belief
- ❖ Striving for excellence
- ❖ Developing critical thinkers
- ❖ Fostering resilience
- ❖ Developing self-responsibility and independence
- ❖ Valuing the uniqueness of each individual
- ❖ Bringing learning to life.

School Overview

Ss Michael and John's is a Foundation to Year 6 co-educational Catholic School in the Ss Michael and John's Parish Horsham, in the Diocese of Ballarat. The school is located in the CBD of Horsham attracting families and students from the city area and rural surrounds of Horsham. Due to the deterioration of the original convent, where the school was located, the school site was fully redeveloped throughout 2009 and 2010.

Ss Michael and John's acknowledges and supports the role of the family in the life of the growing child. We provide a supportive environment where all families are made to feel welcome and valued.

In offering a quality education in keeping with Catholic Tradition, we provide a safe and caring environment that nurtures the individual development of each child as they are encouraged and supported to reach their full potential.

We offer a modern educational facility that has been designed to support and enhance the learning environment for today's children. All staff continue to be supported by professionals from the Catholic Education Office, Ballarat and outside educational consultants to ensure that we provide the best possible learning environment for all students.

We have forged strong links with the Parish which we continue to nurture and accept the role that the school has in the life of the Parish by encouraging all staff and students to be actively involved.

Enrolments

The school year started with 254 students

Boys: 143		
Girls: 118	Total 261	No. of Families: 167

Classes were organized in accordance with the school's policy that endorses a multi-age approach to teaching and learning. During 2015 the school operated with 11 classes.

Sherman Learning Community	Brigid Learning Community	Lynch Learning Community	Madden Learning Community
Two Home Groups: 41 Students <i>2015 Average Class Size: 20.5</i>	Three Home groups: Years 1/2: 78 Students <i>2015 Average Class Size: 26</i>	Three Home groups: Years 3/4: 75 Students <i>2015 Average Class Size: 25</i>	Three Home groups: Years 5/6: 67 Students <i>2015 Average Class Size: 22.3</i>
Total Classes: 11		Overall Average Class Size: 23.1	

School Improvement:

Areas for improvement as identified in the school review of 2014 that we continue to develop and implement.

All professional development must link explicitly to one of these goals that the school has identified.

- To deepen and strengthen the student's experience and understanding of Catholic teachings and traditions
- To improve writing and reading standards across the school
- To improve mathematics standards across the school
- To strengthen student capacity to be independent, interdependent and engaged learners
- Build student resilience, empathy and leadership in the school community
- Enrich student engagement by building positive and effective learning relationships
- To strengthen role clarity and communication across the school community
- Strengthen the performance and development culture of the school to effectively build and sustain the learning community
- To gather data on Parental Engagement using the Parental Engagement Toolkit from CEOM to evaluate and identify opportunities for development

These goals as set by the school review process have provided the school with a clearly articulated direction for the 4 years of the review process.

Principal's Report

In many ways last year was very challenging. My thanks to Mrs Grace and Mrs Chesterfield for their ongoing support throughout the year, especially in my absence.

Three significant projects were undertaken during the year. During the Christmas break, the Natural Play space was developed and incorporated into the Robert's Avenue side of the school. Thanks must go to Emelia Sudholz for overseeing the project and for her ongoing management of the area. During term 3, the soft fall in the playground was replaced with a recycled rubberised surface and the area surrounding it landscaped with artificial turf. This certainly made a difference to the overall look of grounds.

Our largest project was the installation of a 50kW_p solar system on the north facing roofline. This project was facilitated and overseen by Brad Carr from the Catholic Education Office, Ballarat. Without Brad's assistance the project would have taken much longer to negotiate and complete. Brad will continue to monitor the project over the next 12 months keeping track of our usage and savings.

Our involvement with the RACV Energy Breakthrough Challenge continued with the introduction of a Human Powered Vehicle. Although not winning the children acquitted themselves well, pedalling for 24 hours continuously and finishing 55th out of 72 entries. Not bad for a first up effort!

2015 saw the inaugural bi annual 'Spring Festival'. This was a fantastic effort that involved all families and the local community, whilst raising a staggering \$10 909. Well Done to the organising committee and the whole school community.

Community 4 was launched with a whole school gathering in term 1. The response to the evening was overwhelming. The commitment of families to support each of the areas throughout the year was evident in the assistance and attendance at the many school community events held throughout the year.

We are blessed to have the support that we do, not only from our school families, but also the wider Horsham Community. Thank you!

Andrea

Catholic School Culture

Goals & Intended Outcomes

- To deepen and strengthen the student's experience and understanding of Catholic teachings and traditions

Achievements

For the first time in many years a staff retreat was held in Hall's Gap. The focus of the retreat being, 'We are a Pilgrim People' and was facilitated by Fr Justin Driscoll. Mrs Robertson worked with the St Vincent De Paul Society to establish a 'Mini Vinnies' group to the senior school. This was very well received by the students and they enjoyed the opportunity to join other 'Mini Vinnies' groups at St Columba's in Ballarat for a primary school conference. Ongoing support from the Catholic Education Office continues to be of assistance to staff in the planning and reporting of Religious Education.

VALUE ADDED

- ❖ Sunday Children's Masses
- ❖ Regular attendance by the Religious Education Leader at cluster meetings
- ❖ Student presentation of the Stations of the Cross
- ❖ Introduction of a school community faith group through the School Advisory Council
- ❖ Introduction of Pancake Breakfast on Shrove Tuesday
- ❖ Seasons for Growth
- ❖ Regular school Liturgies and Masses
- ❖ Student and family volunteering for Meals on Wheels
- ❖ Introduction of Mini Vinnies for year 5&6 students
- ❖ Parent Roster for Children's Liturgy throughout the school term
- ❖ A visit by Bishop Paul Bird for the Sacrament of Reconciliation
- ❖ Staff Retreat with Fr Justin Driscoll
- ❖ Mission Day Fete
- ❖ Poor Man's Mass
- ❖ Celebrating Catholic Education Week with St Brigid's College
- ❖ Grade 6 students invited to St Brigid's College Mission Day fete
- ❖ Mini Vinnies Conference at St Columba's Primary School, Ballarat North
- ❖ School Advisory Council cluster meeting with St Patrick's Stawell
- ❖ Grandparents Mass
- ❖ School Spring Festival
- ❖ Sacrament Masses
- ❖ Christmas Concert~ retelling the Christmas Story
- ❖ Continued support from the Catholic Education Office with the Planning of Religious Education.

Community Engagement

Goals & Intended Outcomes

- Strengthen community connectedness as a dimension of all school programs and activities that focus on children's learning and wellbeing, faith development and practice.

Achievements

- ❖ Spring Community Festival
- ❖ Participation in the Sunday Masses
- ❖ Visits to the local Nursing Homes at Christmas
- ❖ Meals on Wheels
- ❖ Visiting Japanese students from St Brigid's College
- ❖ Local school performances~ St Brigid's College
- ❖ School Leaders representing the school at Anzac Day Dawn Service
- ❖ Whole school reflection on Remembrance Day
- ❖ School Leaders meeting the then Prime Minister Abbott
- ❖ End of year concert
- ❖ Poor Man's Mass
- ❖ Introduction of student led '3-Way' Conferences
- ❖ Trivia Night
- ❖ Successful launch of 'Community 4'
- ❖ Parental involvement and support for the school sports day
- ❖ Classroom Helpers
- ❖ Student and Family participation in the RACV Energy Breakthrough
- ❖ Community B-B-Q's to raise funds for RACV Energy Breakthrough
- ❖ Visit from the Sandringham College school band

PARENT SATISFACTION

Insight SRC Data from 2015 indicates increased satisfaction in all areas of Community Engagement. The results are affirming of the initiatives that the school and School Advisory Council have implemented. These changes have seen the reorganisation and rebranding of the Parent's and Friends as 'Community 4'. This initiative provides every family with the opportunity to engage with the school in the areas of Faith, Family, Fun and Fundraising. This is indicated in the result for Parent Partnership.

Parent satisfaction was also demonstrated by:

- Excellent parent attendance at Parent Teacher Interviews and Get To Know You evenings.
- High level of support for social and fundraising events.
- Broad cross section of parent representation on the School Advisory Council
- Whole school launch of Community 4
- High level of involvement in excursions and at sporting events
- High level of attendance at school assemblies, school masses, class liturgies and sporting events
- Attendance at information evenings
- Attendance at PSG's

Leadership & Stewardship

Goals & Intended Outcomes

- Build shared vision, leadership and professional responsibility at all levels, creating conditions where individuals and teams feel empowered and are confident that they can and do make a positive impact on the life of the school.

Achievements

- Continued working with David Anderson ~ Hands on Education Consultancy
- Staff professional development and mentoring with David Anderson linked to School Improvement Plan
- Walker Learning continued as a mentor for Developmental Curriculum P-6
- Staff undertaking tertiary studies
- Review of the School Improvement Plan with the Zone Education Consultant
- Regular Leadership meetings for the Executive Leadership, and Learning and Teaching Team with the Consultative Committee meeting as needed.
- All teaching staff have appropriate qualifications and are registered with the Victorian Institute of Teaching.
- Staff review of the 2015 Annual Action Plan and input into the 2016 Plan.
- Feedback from the School Advisory Council and from the parent community.
- Annual Review Meetings with all staff.
- Introduction of SIMON as an internal means of communicating with staff.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

- ❖ Staff retreat with Fr Justin Driscoll
- ❖ Intervention Framework
- ❖ Boys in Education with Ian Lillico
- ❖ Walker Learning Approach Mentor
- ❖ Leadership Agility~ David Anderson
- ❖ Dealing with Difficult Behaviours~ Dan Petro
- ❖ Reading Recovery On Going Training
- ❖ After School Professional Learning facilitated by Chris Mitchell
- ❖ Religious Education Leader participation in Religious Education Cluster Meetings

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

23

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,295

TEACHER SATISFACTION

Insight SRC data gathered in 2015, indicates improvement in the areas of, teacher respect for students and student behaviour. The rest of the data is very reflective of the previous Insight SRC Data of 2013.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.09%
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A high level of teacher satisfaction was demonstrated by:

- ❖ Teacher attendance at information evenings
- ❖ Teacher support for Community 4 social and fundraising activities
- ❖ Time put in out of school hours
- ❖ Sharing of responsibilities amongst staff
- ❖ Ongoing development in the forward planning and direction of the school
- ❖ Willingness to participate in working parties to maintain school documentation

STAFF RETENTION RATE

Staff Retention Rate	89.47%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	14.29%
Graduate	21.43%
Certificate Graduate	7.14%
Degree Bachelor	85.71%
Diploma Advanced	42.86%
No Qualifications Listed	0.00%

STAFF COMPOSITION

Principal Class	3
Teaching Staff (Head Count)	23
FTE Teaching Staff	19.774
Non-Teaching Staff (Head Count)	19
FTE Non-Teaching Staff	14.015
Indigenous Teaching Staff	0

Learning & Teaching

Goals & Intended Outcomes

- Ensure all teaching staff consistently implement soundly based pedagogy that reflects high expectations for all students and which uses data rigorously to drive school improvement.

Achievements

- Pre and Post Assessment P-6 for English and Math
- Time provided for Literacy and Numeracy Leaders
- Continued support for an OLSEL leader
- Continued to support staff in implementing developmental curriculum with a focus on Grades P-6
- Analysis of data to inform planning that catered for the learning needs of all children
- Individual Learning Plans for all children identified as being 'at risk'.
- Provision of Learning and Teaching coaches to support teachers to develop teaching practices and skills when working as a Learning Community.
- Full time Student Wellbeing Leader to oversee the implementation of support programs for students with special learning needs.
- Continued outsourcing of education consultants to facilitate the up skilling of staff in the areas of developmental curriculum, contemporary learning practices and personalized learning.
- Continued support in timetabling teacher non-contact time to allow for collaborative planning in learning communities.
- Weekly staff and Professional Learning Team meetings
- Graduate teacher mentor program and participation in Beginning Teacher Professional Learning through Ballarat CEO.
- Opportunity for all students to participate in the school camps program
- Grade 6 students participated in the RACV Energy Breakthrough Challenge in Maryborough.
- Student participation in extra-curricular sporting activities.
- Two written student reports per year and the opportunity for parents to attend two Parent/Teacher interviews.
- Began to unpack the Victorian Curriculum in the area of Writing
- Staff attendance at relevant professional development to support the direction of the school.

Chris Mitchell, Education Officer from the Catholic Education Office, continued to support us with the focus on Literacy and Numeracy. Chris ran Professional Learning for staff after school on a fortnightly basis each term.

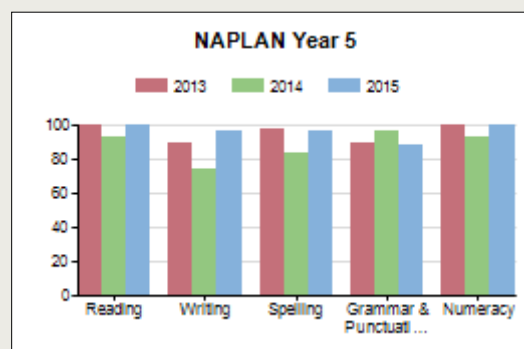
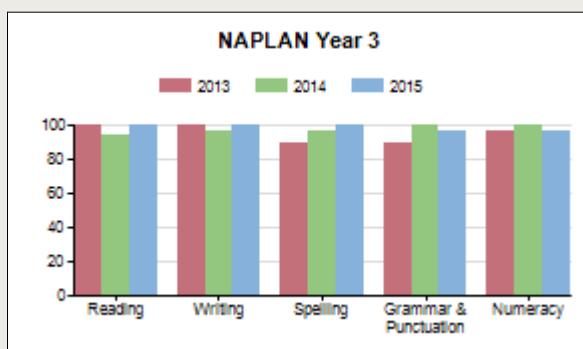
Continued support from Sarah Macdonald, Speech Pathologist CEO, for children with language learning difficulties. The Catholic Education Office in Ballarat also provided support in the areas of Behaviour Management and Restorative Practice.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 03 Reading	100.0	94.1	-5.9	100.0	5.9
YR 03 Writing	100.0	97.1	-2.9	100.0	2.9
YR 03 Spelling	90.0	97.1	7.1	100.0	2.9
YR 03 Grammar & Punctuation	90.0	100.0	10.0	96.9	-3.1
YR 03 Numeracy	96.9	100.0	3.1	96.9	-3.1
YR 05 Reading	100.0	93.5	-6.5	100.0	6.5
YR 05 Writing	89.5	74.2	-15.3	96.2	22.0
YR 05 Spelling	97.5	83.9	-13.6	96.3	12.4
YR 05 Grammar & Punctuation	90.0	96.8	6.8	88.9	-7.9
YR 05 Numeracy	100.0	93.3	-6.7	100.0	6.7

Ss Michael and John's Primary School believes that all children should be given the opportunity to participate in Naplan Assessments. Students may be withdrawn in consultation with parents or according to the guidelines as set out by ACARA (Australian Curriculum, Assessment and Reporting Authority) and VCAA (Victorian Curriculum and Assessment Authority). Last year 1% of the eligible students were withdrawn from the assessments.

Staff are concerned by the results in the area of Grammar and Punctuation across the school. This is an area that staff are requesting professional learning to upskill themselves in their understanding and knowledge of grammar and punctuation. Taking this into account the results are very representative of the strengths and weaknesses of the cohort of students who participated in 2015.



Wellbeing

Goals & Intended Outcomes

Build student resilience, empathy and leadership in the school community.

Enrich student engagement by building positive and effective learning relationships.

- The school will develop multiple forms of evidence to monitor and respond to student engagement and wellbeing
- Set specific annual targets in the school's annual action plans Student Engagement Index. Target score 72: currently 59

Achievements

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	95.52
Y02	94.80
Y03	96.33
Y04	96.14
Y05	93.83
Y06	94.23
Overall average attendance	95.14

- Attendance and absence records form part of each child's half year and end of year progress report to parents.
- Parents of absent students are required to provide a written note or verbal explanation detailing the reason/s for absence. Absences are also able to be reported via the Skoolbag App and the school website.
- In the case of ongoing absence:
 - Initial telephone contact with the parent/s.
 - Counselling sessions for parents and /or student
 - Home Visits
 - Formation of a support group
 - School attendance as a prerequisite to extra-curricula activities
 - Attendance rewards
 - Ongoing truancy issues will be reported by the Principal to the appropriate welfare and government agencies.

VALUE ADDED

- End of year Christmas Concert
- Refresher in Restorative Practice facilitated by Sue Renn, Catholic Education Office, Ballarat
- Familiarising and unpacking the Disability Discrimination Act
- Better Buddies program through the Alannah and Madelaine Foundation
- Ian Lillico, Boys Forward Institute
- Senior students puberty nights
- KIP (Knowledge Is Power) Senior school
- Staff Wellbeing survey, Allan Hutchinson < Ballarat Catholic Education Office
- Dan Pedro, Behaviour Management
- Seasons, Loss and Grief, peer support program
- All staff completed online modules for Mandatory Reporting
- CAMHS & CASA information sessions

STUDENT SATISFACTION

2015 saw the motto “Self Responsibility Sticks at St Micks” introduced across the school. Staff looked at the areas where children needed to build the skills to be self-responsible and focussed on them throughout the year. PATHs (Promoting Alternative Thinking Strategies) was revisited to continue to build the social and emotional skills that students need to be effective learners.

Student satisfaction was demonstrated by student participation in:

- Active After School Communities
- Interschool Sport
- Student Representative Council
- Participation in Extra-curricula activities, e.g. RACV Energy Breakthrough
- Involvement in incursions and excursions
- High participation rate for school camp program
- Active Involvement in the school mission day
- Student Leader development program
- Student engagement in learning was demonstrated through their involvement and presentation of Educational Research Projects
- Effective transition programs~ Kinder to school and Year 6 to Year 7

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	164,092
Other fee income	138,943
Private income	39,882
State government recurrent grants	681,926
Australian government recurrent grants	2,368,533
Total recurrent income	3,393,376
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	2,321,848
Non salary expenses	801,702
Total recurrent expenditure	3,123,550
Capital income and expenditure	Tuition
Government capital grants	0
Capital fees and levies	88,714
Other capital income	79,000
Total capital income	167,714
Total capital expenditure	267,228
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	965,917
Total closing balance	1,132,982

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

