



2016 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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:

- Being a Child Safe School
- 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 255 students

Boys: 137		
Girls: 118	Total 255	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: 33 Students <i>2016 Average Class Size: 16.5</i>	Three Home groups: Years 1/2: 79 Students <i>2016 Average Class Size: 26.3</i>	Three Home groups: Years 3/4: 72 Students <i>2016 Average Class Size: 24</i>	Three Home groups: Years 5/6: 71 Students <i>2016 Average Class Size: 23.6</i>
Total Classes: 11		Overall Average Class Size: 23.2	

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

At the beginning of 2016 we began our journey to becoming a Professional Learning Community. When a school functions as a professional learning community, its members:

- Collectively pursue a shared mission, vision, values, and goals.
- Work interdependently in collaborative teams focused on learning.
- Engage in ongoing collective inquiry into best practice and the “current reality” of student achievement and the prevailing practices of the school.
- Demonstrate an action orientation and experimentation.
- Participate in systematic processes to promote continuous improvement.
- Maintain an unrelenting focus on results.

In unpacking our Mission and Vision the staff developed a school mantra that we all believe encapsulates the essence of what is our core purpose in the education of the children.

Caring, Learning, Growing: Every Child, Every Day.

Bringing our mantra to life and embedding it in our school culture will continue into the future.

In consultation with staff it was decided to introduce Bounce Back! across the school.

Bounce Back! is an award-winning wellbeing and resilience class-based program.

At the same time, as a staff we had recognized that a lack of consistency in the management of children's behavior across the school affected the learning outcomes for our students. Jenny Mackay, a behaviour management consultant, was engaged to support the staff in building that consistency and to recognize and understand how to deal with inappropriate behaviours. Whilst our school is a much calmer place, we still have some work to do and Jenny will continue to support us in that journey through 2017.



Catholic School Culture

Goals & Intended Outcomes

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

Achievements

Our Mini Vinnies group continued their good work throughout the year, building on the success of their inaugural year in 2015. They were instrumental in raising awareness across the school of the plight of the homeless and set themselves a target of raising enough money to purchase swag. The group linked up with Wimmera Uniting Care and with a fundraising effort at school were able to purchase two swags that were presented to Wimmera Uniting Care at an assembly.

John Meneely, Deputy Director of Catholic Education, Ballarat, facilitated a day for staff on Social Justice in today's context.

VALUE ADDED

- Sunday Children's Masses
- Regular attendance by the Religious Education Leader at cluster meetings
- Student presentation of the Stations of the Cross
- Pancake Breakfast on Shrove Tuesday
- Seasons for Growth
- Regular school Liturgies and Masses
- Student and family volunteering for Meals on Wheels
- Mini Vinnies for year 5&6 students
- Parent Roster for Children's Liturgy throughout the school term
- 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
- School Advisory Council cluster meeting with St Patrick's Stawell
- Grandparents Mass
- Sacrament Masses
- Christmas Concert~ retelling the Christmas Story
- Continued support from the Catholic Education Office with the Planning of Religious Education.

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
- Begin the journey to become a Professional Learning Community based on the work of Dufour
- 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 supported by a mentor from Hawker Brownlow and Julie Shepherd (independent literacy consultant)
- 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.

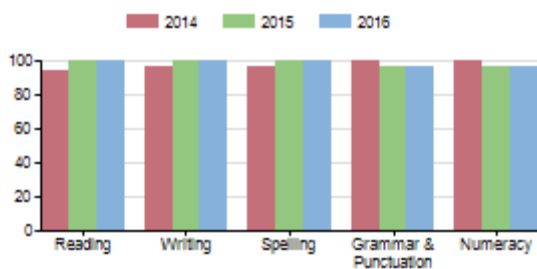
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St Michael & St John's School, Horsham

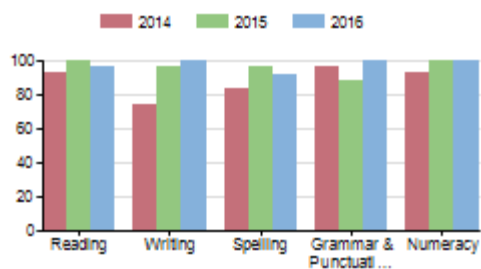
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	94.1	100.0	5.9	100.0	0.0
YR 03 Writing	97.1	100.0	2.9	100.0	0.0
YR 03 Spelling	97.1	100.0	2.9	100.0	0.0
YR 03 Grammar & Punctuation	100.0	96.9	-3.1	96.9	0.0
YR 03 Numeracy	100.0	96.9	-3.1	96.9	0.0
YR 05 Reading	93.5	100.0	6.5	97.2	-2.8
YR 05 Writing	74.2	96.2	22.0	100.0	3.8
YR 05 Spelling	83.9	96.3	12.4	91.7	-4.6
YR 05 Grammar & Punctuation	96.8	88.9	-7.9	100.0	11.1
YR 05 Numeracy	93.3	100.0	6.7	100.0	0.0

NAPLAN Year 3



NAPLAN Year 5



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	%
Foundation (Prep)	95.84
Y01	94.97
Y02	95.36
Y03	95.53
Y04	94.78
Y05	94.14
Y06	96.12
Overall average attendance	95.25

- 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 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

- Full time student Wellbeing Leader
- Introduction of the Bounce Back! Social and Emotional program
- End of year Christmas Concert
- Introduction of Bounce Back program including a staff professional learning with Therese Sheedy.
- Familiarising and unpacking the Disability Discrimination Act
- Better Buddies program through the Alannah and Madelaine Foundation
- Senior students puberty nights
- Staff Wellbeing survey, Allan Hutchinson < Ballarat Catholic Education Office
- Jenny Mackay engaged to support staff in the development of effective behavior management strategies.
- Seasons, Loss and Grief, peer support program
- All staff completed online modules for Mandatory Reporting

STUDENT SATISFACTION

The motto “Self Responsibility Sticks at St Micks” continued 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. After consultation with staff it was decided to introduce Bounce Back as the whole school social and emotional program.

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

Child Safe Standards

Goals and Intended Outcomes

Ss Michael and John's Primary School is committed to being a Child Safe Organisation and embedding a child safe culture into our practices and processes to ensure that all children who attend our school are safe at all times. Adherence to the Child Safe standards ensures that all children, regardless of their gender, race, religious beliefs, age, disability, sexual orientation, or family or social background, have equal rights to protection from abuse. Ss Michael and John's is committed to the cultural safety of Aboriginal children and those from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

Ss Michael and John's Primary School has zero tolerance for child abuse. All staff employed at Ss Michael and John's are responsible for the protection of children within our care and to report information about suspected child abuse.

In January 2016 Ministerial Order 870 was issued requiring all non-government to comply with the Child Safe Standards. Our goal and intended outcomes is to reach compliance by creating and maintaining a child safe organisation that has:

- Strategies to embed an organisational culture of child safety, through effective leadership arrangements
- A Child Safe Policy
- A Code of Conduct that establishes clear expectations for appropriate behaviour with children
- Screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel.
- Processes for responding to and reporting suspected child abuse
- Strategies to identify and reduce or remove risks of child abuse
- Strategies to promote the participation and empowerment of children

Achievements

Ss Michael and John's Primary School has taken the following steps to implement the Child Safe standards.

Standard 1. Strategies to embed an organisational culture of child safety including through effective leadership arrangements.

In response to this ministerial order, the school has:

- Introduced a Child Safe Policy
- Introduced a Child Safe Code of Conduct
- Revised the schools Recruitment and Induction process

- Conducted a Child Safe Risk assessment
- The school has a designated Child Protection Officer.

Standard 2. A child Safe Policy or Statement to Child Safety.

In response to this ministerial order, the school has:

- Devised a Child Safe Policy that outlines the schools commitment to child safety. This policy applies to all staff members and volunteers.
- The policy outlines the processes for reporting concerns and allegations.
- The school induction process ensures that all new staff are taken through our Child Safe Policy
- The policy will be reviewed on an annual basis.

Standard 3. A Code of Conduct that establishes clear expectations for appropriate behaviour with children.

In response to this ministerial order, the school has:

- The school has developed a Child Safety Code of Conduct
- The school has undertaken training sessions to educate both staff and volunteers in the Code of Conduct.
- The school's Code of Conduct outlines the commitment by the school to ensure that all staff and volunteers observe child safe principles and expectations for appropriate behaviour towards and in the company of the children.
- The schools Induction process ensures that all staff are taken through the School's Child Safety Code of Conduct.

Standard 4. Screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel.

In response to this ministerial order, the school has:

- The school is committed to following fair and just recruitment standards in the selection of staff or volunteers however; our primary consideration is the safety and wellbeing of children.
- Position descriptions included an expectation that staff/volunteers must provide a child safe environment.
- St Michael and John's recruitment advertisements state that the school is committed to child safety.
- The school conducts face-to-face interviews with applicants, to ensure their suitability to work with the school.
- The school ensures that there are processes in place for reference checking which is essential in the employment of staff.
- All staff must complete induction that includes the school's commitment to Child Safety, the School's Code of Conduct and the School's Child Safe Policy.
- The school has ratified a Child Safety Policy to fulfil our commitment to Child Safety.
- All teaching staff at Ss Michael and Johns must be registered with the Victorian Institute of Teaching.
- All General Staff must have a National Criminal Check.
- The school maintains an up to date register of Working with Children Checks.
- All contractors to the school are not permitted on premises without a Working with Children Check and a register of these in kept at school.
- The school provides ongoing training to staff to ensure they clearly understand their obligations and expectations to ensure a Child Safe environment.

Standard 5: Processes for responding to and reporting suspected child abuse.

In response to this ministerial order, the school has:

- The school has a Child Protection and Mandatory reporting Policy that outlines the procedures for responding to allegations of suspected child abuse in accordance with the ministerial Order and other legal obligations, including criminal offences regarding grooming, failure to disclose and failure to report.
- The school has made it clear to all staff that responding to and reporting child abuse applies to all staff involved in child connected work at Ss Michael and Johns Primary School.
- The school has a designated Child Protection Officer who is able to support staff members in making a report.
- Staff complete annual online training in Mandatory Reporting Obligations.

Standard 6: Strategies to identify and reduce or remove risks of child abuse.

In response to this ministerial order, the school has:

- Recognised and is in the process of establishing risk management guidelines for out of school activities
- The school is an E-Smart school with a focus on Cybersaftey.
- The school runs Bounce Back! through our Student Wellbeing Program.
- All contractors to the school are not permitted on premises without a Working with Children Check and a register of these in kept at school.
- The school has an enclosed yard with limited access points.

Standard 7: Strategies to promote the participation and empowerment of children.

In response to this ministerial order, the school has:

- The school runs Bounce Back! through our Student Wellbeing Program.
- The school is an E-Smart school with a focus on Cybersaftey.
- We are developing an up to date Behavioural Management Policy that reflects the Child Safe Standards.
- We focus on teaching the Rights and Responsibilities of Children through our Religious Education Program.
- We have submitted an expression of interest for Respectful Relationships.
- We promote the involvement of children by drawing up norms within each Learning Community

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 to work with David Anderson~ Hands On Education Consultancy
- Developmental Curriculum continued throughout the school
- Professional Learning Community whole school focus
- Staff undertook tertiary studies in the area of Religion
- Regular Professional Learning Team, staff meetings and executive leadership meetings.
- Professional Learning day with Tom Hierck
- Annual Review Meetings with all staff
- Continued support for staff to be able to plan in Learning Community teams
- Provision of a report writing day for each Home group teacher
- All staff have appropriate qualifications and are registered with the Victorian Institute of Teaching
- Mentor provided for Graduate teachers.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

- Professional Learning Communities, facilitated by Hawker Brownlow
- Teaching of Writing, facilitated by Julie Shepherd
- Leadership Agility~ David Anderson
- Whole school approach to Behaviour Management~ Jenny Mackay
- Ongoing Reading Recovery Training
- After school professional learning facilitated by Chris Mitchell
- Religious Education Leaders participation in RE Cluster meetings
- Literacy and Numeracy Leaders participation in CEO literacy/numeracy days

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

20

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2 436

TEACHER SATISFACTION

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.09%

STAFF RETENTION RATE	
Staff Retention Rate	80.00%

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	1
Teaching Staff (Head Count)	19
FTE Teaching Staff	16.739
Non-Teaching Staff (Head Count)	15
FTE Non-Teaching Staff	9.057
Indigenous Teaching Staff	0

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

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

- Participation in the Sunday Masses
- Visits to the local Nursing Homes throughout the year and at Christmas
- Meals on Wheels
- Support for the local secondary schools work experience programs
- Local school performances~ St Brigid's College
- School Leaders representing the school at Anzac Day Dawn Service
- Whole school reflection on Remembrance Day
- End of year concert
- Poor Man's Mass
- Student led Conferences
- Trivia Night
- Parental involvement and support for the school sports day
- Close link with St Brigid's College for work experience, VCAL and VET students and assistance at sports and other significant events.
- Classroom Helpers
- Student and Family participation in the RACV Energy Breakthrough
- Students attending performances organized by the Horsham Town Hall.

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