



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**SS MICHAEL AND JOHN'S PRIMARY
SCHOOL
HORSHAM**

2019

REGISTERED SCHOOL NUMBER: 0486



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	5
Parish Priest's Report	6
School Advisory Council Report.....	7
Catholic School Culture	8
Community Engagement	9
Leadership & Stewardship.....	10
Learning & Teaching.....	12
Wellbeing.....	14
Child Safe Standards	16

Contact Details

ADDRESS	7 McLachlan Street Horsham VIC 3400
PRINCIPAL	Andrea Cox
PARISH PRIEST	Fr Peter Hudson
SCHOOL ADVISORY COUNCIL CHAIR	Heath Watson
TELEPHONE	(03) 53823000
EMAIL	principal@smjhorsham.catholic.edu.au
WEBSITE	www.smjhorsham.catholic.edu.au
E NUMBER	E2023

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 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 2019 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.

20th April 2020

Our School Vision

With Christ as our centre point and inspiration, our children will thrive and be empowered to positively contribute to the world.

Caring Learning Growing: Every Child; Every Day

In light of the Gospels, we commit to establishing authentic relationships and collaborative partnerships to maximise learning for ALL.



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, located in the CBD of Horsham attracts families and students from the city area and rural surrounds of Horsham. Due to the deterioration of the original convent, the decision was made to fully redevelop the site, which occurred 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

Foundation	Grade 1	Grade 2	Grade3	Grade4	Grade5	Grade 6	
45	33	36	34	42	36	34	260

Families	168	Girls	121	Boys	139
----------	-----	-------	-----	------	-----

Classes are organized in accordance with the school's policy which endorses a multi-age approach to teaching and learning. During 2019 the school operated with 11 classes.

Sherman Learning Community	Brigid Learning Community	Lynch Learning Community	Madden Learning Community
Two Home Groups: Foundation: 45 Students <i>2019 Average Class Size: 22.5</i>	Three Home groups: Years 1/2: 69 Students <i>2019 Average Class Size: 23</i>	Three Home groups: Years 3/4: 76 Students <i>2019 Average Class Size: 25.3</i>	Three Home groups: Years 5/6: 70 Students <i>2019 Average Class Size: 23.3</i>
Total Classes: 11		Overall Average Class Size: 23.6	

Principal's Report

During the year I chanced upon a movie on SBS called 'The First Grader'. The essence of the film was how important education is to so many people and the lengths that they will go to, regardless of age to become educated. Access to education is something that we take for granted, and the right to an education is grounded in our democratic rights. At the heart of a successful school is the relationships and partnerships built within the school community and the broader community in which we live. Through the many opportunities that are available to our families and students, we work together to bring our school motto alive ensuring our democratic right of education for all.

As a Catholic school, we gather throughout the year and participate in rich prayer and liturgical experiences. Mrs Jess Wilson began as Religious Education Leader, supported by Mrs Anna Robertson. Jess is to be congratulated for the outstanding job in planning the celebrations and preparing the children for the Masses that we have celebrated.

The most special Mass of the year is our beginning of year mass when the Grade six buddies support the new prep children as they attend their first school Mass. Learning Community Liturgies held throughout the year are well supported by parents and grandparents.

Catholic Social Justice teaching is at the heart of our Religious Education Program. Mini Vinnies provides an opportunity for our senior students to put words into action by taking on programs and finding ways of supporting those less fortunate than us. This year we have been supported by Mr Jim Waight from the Catholic Education Office in implementing the updated 'Awakenings' curriculum. Jim has done an outstanding job, and the staff are looking forward to working with him again in 2019.

Mrs Julie Coutts has given very generously of her time over many years to ensure the ongoing catering service that the school has provided continued. School families have provided great support to Julie over this time. However, declining numbers of parents available to assist on the day with preparing and serving food has led to the decision to no longer provide this service. Julie finishes as a parent at the school this year and all thank her for her dedication and tireless efforts in raising (with your support) in excess of \$30 000 in the last 3 years.

In conjunction with St Brigid's College, this year we participated in an Education focus at the Horsham Plaza highlighting the technology program and the partnership between the two schools.

As a professional learning community we have continued to review and revise our Mathematics and Writing Curriculums. Diane Siemon, Professor of Mathematics at RMIT University has supported the staff with the explicit planning of maths, to identify the essentials required at each year level and the development of the correct language for them to use. Mrs Simone Consedine has facilitated this work and liaised with Di throughout the year.

Mrs Lisa Glatz has provided professional learning in the area of writing, supported by the Catholic Education Office, Ballarat. Endorsed by the CEO, Lisa has attended professional learning in the 'Scaffolding Literacy Approach' to the teaching of writing that she has been able to share with the staff.

Our significant initiative this year has been our participation in the Resilience Project partnering with Horsham College. The Resilience Project delivers emotionally engaging programs providing practical, evidence-based, positive mental health strategies to build resilience and happiness. Aligned with the Victorian Curriculum, the program offers lessons and wellbeing journals seeks that seek to help the students become mentally healthy.

Schools are busy places and our success is a direct result on your participation and the unwavering support of all staff. Thank you and may you all have a blessed and holy christmas.

Parish Priest's Report

2019 welcomed our new Foundation Students together with our new Teacher. As a Catholic school, our primary aim is to provide the best possible Catholic education for all our students. Mrs Cox, Principal, with our Teachers and support Staff worked together with students, parents, family and parishioners to develop students to grow in faith and learning.

The children are fortunate in that they enjoy a range of opportunities offered to help them grow and develop as good role models for all. We believe that our successes are the result of a strong relationship between school, home and parish.

I thank the Staff and families for working cooperatively to ensure that the students have the best opportunities and experiences in learning, whether in the classroom or through involvement in spiritual, cultural, intellectual, social, sporting and community events. These opportunities have been further enhanced through the use of information learning technologies integrated into all Key Learning Areas (KLAs).

Our School Advisory Council and our Parents and Friends (P&F) worked co-operatively to ensure the best possible environment for both staff and children. The school's strong Catholic community focus is reflected in the many initiatives and learning opportunities in the work of the SAC and P & F.

Julie Coutts did a fabulous role as co-ordinator of our Catering, and in her final year with us at SMJ Julie has left a wonderful legacy of working with parents and others to provide this valued community support.

The school brought the community together to celebrate masses and liturgies each term with family members and parishioners coming to commemorate the Opening and Closing Masses, Ash Wednesday and Easter Liturgies and Mothers' and Fathers' Day Masses.

I thank Mr Chris Robarts, Northern Zone Co-Ordinator, for asking Mrs Andrea Cox, Principal at Ss Michael and John School, to be the Acting Principal at Patrick's School, Nhill, after the resignation of Mrs Kathryn Bendall in October for health reasons. Andrea was fantastic in keeping the School going with all its learning resources, travelling often and weekly to Nhill. I thank other Staff from Ss Michael and John School, for their readiness to support St Patrick's. Meanwhile, Mr Michael Rowe, with his broken foot, was mobile enough to ensure Ss Michael and John School kept up its valuable learning and teaching activities. Thank you to all.

God bless you all, thank you staff, families and children.

I would like to thank this year's council for their support throughout the first year of my term on council. I would like to acknowledge the contributions of Narelle Ezard, Simon McKinnon and Heath Martin, who finish their terms on the council this year and to Babu Joseph and Tom Dempsey for their contributions during their time on council.

Community 4 (C4) focused on Family, Fun and Faith activities this year. What a great way to start the school year with the pizza night that was well attended by current and new families to the school. A new event this year was the music bingo night, which was a great success and all that attended had a very enjoyable evening. Record numbers attended the Mother's Day breakfast and Liturgy and as always the student disco's were well attended and enjoyed by our children. A big thank you to all of those that gave their time to help with the organisation and running of these events. I would like to make a special acknowledgement of the efforts of Julie Coutts over the last three years coordinating the catering which has substantially contributed to the fundraising effort. During the year, C4 was able to raise \$21,445 for the school and currently has \$33,648 in the bank which includes \$5,777 of funds from the 'Ten 4 Ted' campaign.

Much of the time of the council this year was discussing ways to reinvigorate C4 and encouraging greater participation from parents and families into school life. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism and maintains parents' confidence in their children's education. Getting involved is a great way to show your children that you are interested in their education and sends a positive message about the importance of school in their life journey.

Many schools have to raise their own funds for activities and supplies that are not considered surplus to basic needs. Parent volunteers are essential to organise and run fundraising events and other school activities to cover these costs. Parent volunteers offer a huge resource and support base for the school community along with showing their children the importance of participating in the larger community. By working with teachers, administrators, and other parents, it helps to understand your child's daily activities. You'll also tap into trends and fads of school life that can help you communicate with your kids as they grow and change – all without intruding on their privacy or personal space.

With all of my three children currently attending Ss Michael and John's Primary School I put up my hand to be actively involved with their education by giving my time to the School Advisory Council. I understand that we all have many competing responsibilities for our individual time, but any contribution, however small, can make a difference to the success of our school and to your child's education. There are many ways to be involved in the School community, so please think about getting actively involved in 2020. It might be by coming in to read to students, helping out with end of term lunches or suggesting and running a fundraising activity. Please contact your students teacher, a member of the leadership team or a SAC member to find out what you can do. Get on board at SMJ in 2020!

I look forward to continuing my involvement and supporting the school as we induct some new members to the Council.

Heath Watson

Catholic School Culture

Goals & Intended Outcomes

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

Achievements

VALUE ADDED

- Sunday student and family masses
- Regular attendance by the REL at cluster meetings
- Student presentation of the Stations of the Cross
- Annual Pancake Breakfast on Shrove Tuesday
- Regular school/learning community and class liturgies
- Students and families volunteering for Meals on Wheels
- Mini Vinnies Group for year 5 & 6 students.
- Mission Day Fete
- Giving Mass
- Celebrating Catholic Education Week with St Brigid's College, Our Lady Help of Christians, Murtoa and St Patrick's, Nhill
- Gradparents Mass
- Sacrament Masses
- Christmas Concert ~ retelling the Christmas story
- St Michael & St John feast day mass and celebration day.



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
- Harmony Day celebration recognizing the diversity of our school community
- 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 Christmas concert
- Giving 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 Energy Breakthrough
- Students attending performances organised by the Horsham Town Hall.



PARENT SATISFACTION

- 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
- Parent Helpers in the classrooms
- 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'sComments regarding the results from the Parent SRC surveys may be included here.

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

- Developmental Curriculum continued throughout the school
- Engagement of Professor Diane Siemon, Mathematics to support the development of a consistent approach and use of mathematical language across the school
- Continued Professional Learning Community whole school focus
- Staff undertook tertiary studies in the area of The Arts and Indonesian
- Regular Professional Learning Team, staff meetings and executive leadership meetings.
- Response to Intervention team
- Literacy Leader professional development on the Scaffolding Literacy Approach to the teaching of writing
- Annual Review Meetings with all staff
- Staff Professional Learning Plans
- Continued support for staff to be able to plan in Learning Community teams
- Provision of a report writing day for each Homegroup and specialist teachers
- 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 2019

- OLSEL Conference with Misty Adoniou
- Four staff members attended EduTech in Sydney
- Six + One Traits of Writing Graduated Teacher Days
- Diocesan Leaders days and cluster meetings
- School Visits to Melbourne PLC schools
- School Visit to St John's Footscray
- Behaviour Management Training for Graduate Teachers

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 2 223

TEACHER SATISFACTION

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.2%
--------------------------------	-------

STAFF RETENTION RATE

Staff Retention Rate	88.7%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	14.3%
Graduate	14.3%
Graduate Certificate	0.0%
Bachelor Degree	92.9%
Advanced Diploma	21.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	19.5
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	11.1
Indigenous Teaching Staff (Headcount)	0

Learning & Teaching

Goals & Intended Outcomes

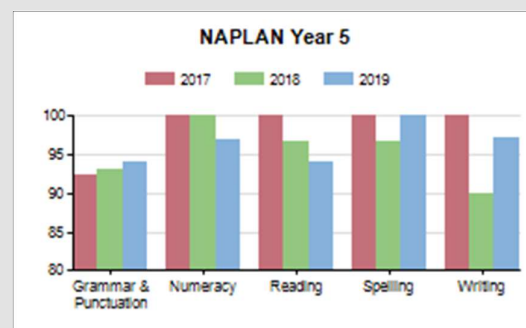
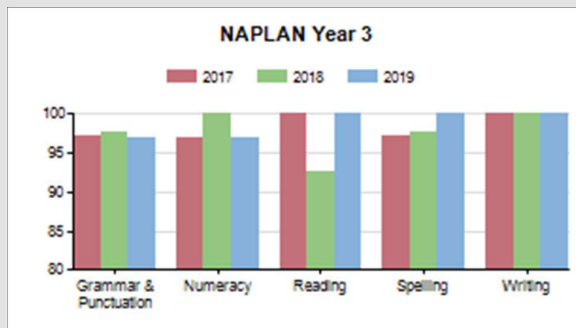
- Develop agreed essential core beliefs about the teaching of writing and the instructional practices that support those beliefs.
- Continue to develop teacher capacity in the planning and teaching of writing and mathematics.

Achievements

- Pre and Post Assessment P-6 for English and Math
- Continue the journey to become a Professional Learning Community
- Ongoing review of the English and Mathematics Essential Learnings and proficiency scales
- Time provided for Technology, Literacy and Numeracy Leaders
- 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.
- Outsourcing of education consultants to facilitate the up skilling of staff in the areas of writing, mathematics, 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.
- Staff attendance at relevant professional development to support the direction of the school. Samantha Meerbach, Education Officer from the Catholic Education Office, provided support with a focus on Literacy and Numeracy.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	97.1	97.6	0.5	97.8	-0.8
YR 03 Numeracy	97.0	100.0	3.0	96.9	-3.1
YR 03 Reading	100.0	92.7	-7.3	100.0	7.3
YR 03 Spelling	97.1	97.6	0.5	100.0	2.4
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	92.3	93.1	0.8	94.1	1.0
YR 05 Numeracy	100.0	100.0	0.0	97.0	-3.0
YR 05 Reading	100.0	96.6	-3.5	94.1	-2.4
YR 05 Spelling	100.0	96.6	-3.5	100.0	-3.5
YR 05 Writing	100.0	90.0	-10.0	97.1	-7.1



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

VALUE ADDED

- Full-time student Wellbeing Leader
- Resilience Project training and implementation across the school
- Continued use of the Bounce Back! Social and Emotional program
- All students undertook the Social Emotional Wellbeing assessment from ACER
- All staff undertook online training in the Disability Discrimination Act
- Better Buddies program through the Alannah and Madeleine Foundation
- Senior students puberty nights
- Seasons, Loss and Grief, peer support program
- All staff completed online modules for Mandatory Reporting
- Introduction of Nationally Consistent Collection of Data for Students with Disabilities

STUDENT SATISFACTION

Student satisfaction was demonstrated by student participation in:

- Active After School Communities
- Interschool Sport
- Student Representative Council
- Participation in Extra-curricular 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

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.7
Y02	94.1
Y03	95.2
Y04	94.3
Y05	91.6
Y06	92.8
Overall average attendance	93.6

- 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. Options include using email, the Skoolbag App, or PAM.
- A SMS is sent to the parent/s of all unexplained absences on the day of the absence.
- In the case of ongoing absence:
 - Initial telephone contact with the parent/s.
 - Counselling sessions for parents and student
 - Home Visits
 - Formation of a support group
 - School attendance as a prerequisite to extra-curricular activities
 - Attendance rewards

The Principal reports ongoing truancy issues to the appropriate welfare and government agencies.

Child Safe Standards

Goals and Intended Outcomes

Ss Michael and John's Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. We acknowledge that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2018-2019, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse

Achievements

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

- Child Safety Standards remains a regular agenda item at School Advisory Council meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements.

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

- 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.

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

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

- School Name continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)

- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

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

- 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 a designated Child Protection Officer who is able to support staff members in making a report.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

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

- Ss Michael and John's Primary School continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

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

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in the Bounce Back and Paths programs played a fundamental role in achieving this outcome.

Ss Michael and John's Primary School remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.