



St Michael & St John's School Horsham

2021

Annual Report to the School Community



Registered School Number: 486

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E NUMBER	E2023

Minimum Standards Attestation

I, Andrea Cox, attest that St Michael & St John'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 2021 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 Schools.

12/04/2022

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

Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Our School Vision & Mission

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

The school was founded in 1883 when the Parish leased the Temperance Hall in Splatt St (now Roberts Ave) for use as a school. It was led by a staff of lay teachers. Since 1884, Ss Michael and John's Primary School has operated in a variety of buildings, including the parish church, but always on the current site. The Brigidine Sisters assumed responsibility for the school between 1920 and 1990.

The former Brigidine Convent was incorporated into the school facilities, housing classrooms and administration until 2009 when the building was demolished.

In 2010, Ss Michael and John's completed a major building project which saw the redevelopment of the whole site into a modern educational facility.

Principal's Report

Writing this report last year, I never thought we would have experienced another year like 2020. I believe that we have all found 2021 more challenging in some ways. What continues to hearten me is the resilience that the children have continued to draw on throughout the year. The joy as they came in the door after lockdown and the pleasure of being back with their friends was fabulous.

The beginning of the year saw a new Leadership Team in place, with Mrs Chesterfield taking up the position of Deputy Principal (Wellbeing) and Mrs Glatz as Curriculum Leader and Learning Diversity Leader. Mrs Consedine continued as Numeracy leader, Mr Millemaci stepped into the role of ICT Leader and Mrs McKinnon as REL, a position she has held in the past.

Mrs McKinnon and Miss Martin have provided intervention support throughout the year, very ably supported by our team of Learning Support Officers.

We began our school year fully staffed and welcomed Ebony Janetzki and Scott Polycarpou to our school. Our enrolments were very healthy, with 261 students starting the year. We have lost and gained some families throughout the year and our current enrolment stands at 255.

Jessica Wilson took maternity leave and, in June, Jess, Nick and their children Charlie and Harrison welcomed George to their family. We were fortunate to employ Miss Emily Hicks in the role of Art teacher for the remainder of the year.

With so many of the activities planned for the year cancelled due to restrictions, we managed to organise virtual discos for each Learning Community and a virtual Magician.

Our Grade 5 and 6 students were fortunate to have the opportunity to attend their camps early in term 2. After much consideration, I decided not to proceed with the Grade 3 and 4 camps, both scheduled for late in term 4, replacing them with a day trip to Hall's Gap (Grade 3) and Portland (Grade 4). Preps, Grade 1 and 2 students also have excursions planned before the end of the year.

This year, thanks to study sponsorship from the Catholic Education Office, we have five staff studying for their Graduate Certificate in Religious Education. Our connection with our Parish and Church has been challenging to maintain during this time. We have gathered to celebrate Mass and Liturgies throughout the year when possible. Mrs McKinnon has organised Socktober and a very different Mission Day to raise awareness of Catholic Social Justice teaching. The staff were fortunate to start term 2 with a reflection day led by Jim Waight from the Catholic Education Office.

Staff professional learning has continued throughout the year, supported by Samantha Meerbach from the CEO. Mrs Glatz and Mrs Consedine provided on-site training for staff in literacy and numeracy.

This year we began a three-year journey with MacKillop Family Services to implement the ReLATE model. This model combines educational research, social science, behavioural theory and neuroscience and applies a trauma-informed lens to bring practical strategies to schools to embed in their daily practice. ReLATE positions schools and systems to create safe, supportive and predictable environments, enhance teachers' understanding and responses to behaviour and improve student learning and wellbeing outcomes.

Our continuing partnering work with St Brigid's College continued and started with a lot of enthusiasm before the interruptions of lockdowns. Mr Raven, the new Principal at St Brigid's, attended our beginning of year Pizza night, introducing himself to parents. A combined swimming sports and colour run rounded out a great term 1 of activities between the schools.

Joining us for Catholic Education Week, Our Lady Help of Christians Murtoa and St Patrick's Nhill continued to build the connection between the catholic schools of the Parish.

On a personal note, I thank all the staff for their continued support and commitment to the children. The principal position has been more difficult throughout the last two years. I extend my heartfelt thanks to Mrs Chesterfield for her dedication to our families and her unwavering support to me through some difficult times this year.

Thank you to everyone in our school community for your support, understanding, encouragement and flexibility throughout the many changes and challenges that sometimes came with very little notice.

School Advisory Council Report

Once again, we have navigated through another challenging year including multiple lockdowns and the adaption to home-schooling throughout these lockdowns. Thank you and well done to Andrea and all staff and parents for all their efforts. Although challenging at times, it was fantastic to assist in the education of my own children, much more than I would have without home-schooling. I must admit the teachers do a great job in keeping our children engaged in their learning!

Although disappointing, we haven't been able to hold most of the events we planned this year. I anticipate next year we will be able to return with lots of school community activities. At the start of the year, we had a great turn out at the Pizza night and the feedback was very positive. Unfortunately, this was soon followed by the first of several lockdowns. Throughout the year, the school adapted to these lockdowns by organising several online activities, including the very funny magic show by Tim Credible.

Thanks to Chris Robarts for taking the SAC through the functioning of DOBCEL. This was a great education for us.

I commend Andrea and the school's leadership for the support they have provided to their staff this year. There have been some challenging situations affecting staff where the school has gone above and beyond to support their staff and this should be commended and recognised.

I hope Monsignor Glynn has enjoyed getting to know the school community this year and we look forward to his guidance throughout 2022.

I would like to acknowledge the efforts and contributions of Miss Wren, Miss Hicks, and Miss Martin and wish them well in their future endeavours. Their input into our children's education and lives has been profound. Thanks to all three of you.

Finally, our children have again weathered another year out of the ordinary. For the more junior children, this must nearly be the ordinary. Hopefully the constant change the children have endured will develop a resilience in them that guides them through their life. Congratulations to the kids on the learning they have achieved and hope next year only gets better.

Thank you everyone for the opportunity to chair our School Advisory Council and wish luck to the future chair as I step back from this role.

Matt Perry

Catholic School Culture

Goals & Intended Outcomes

Developing student understanding of the relevance of the Catholic faith story to their world today

Achievements

Religious education units are designed around the context of our students' lives each term. Our teachers begin the planning process by reflecting on their own cohort of students and what is happening in their world at the time. The students are always at the centre of our religious education program.

The students continued their religious education throughout home learning with each unit focusing on the context of the children's lives throughout the pandemic. Learning communities focused on themes such as belonging, identity, relationships and change. When given the opportunity, the school organised whole school liturgies in the place of masses to continue to strengthen our connection with our Catholic tradition.

VALUE ADDED

- Weekly prayer services as part of our online assemblies
- Ss Michael & John Feast day celebrations and whole school liturgy, live-streamed via Zoom
- Daily prayer with classmates, both in person, at school and online during home learning
- Food drive in place of our gifting mass: families donated food items and toiletries to be donated to the Horsham Christian Emergency Food centre
- Weekly Advent liturgies were held in each learning community during the lead up to Christmas
- Christmas giving tree, families donated gifts to be donated to St Vincent De Paul's to help families in need
- End of year graduation Mass was celebrated with our school community
- Supported the St Vincent de Paul Winter Appeal
- Five staff members began their accreditation to teach Religious Education through the REAP program. Many thanks to Gina Bernasconi for her continued support of the program and the participants.

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

Tony Dalton, Family, School and Community Partnerships Consultancy Services, continued to work with our school and St Brigid's College to enhance the partnership between our two schools. Before being interrupted by COVID-19, the schools had begun to identify the opportunities for the two school communities to interact and partner together to enhance the relationship that exists between our school communities. The opportunities to engage families during COVID-19 presented challenges and a different way of thinking, especially regarding the use of video conferencing, telecommunications and Apps such as SeeSaw. The transition to Google Classrooms for the Middle and Senior school were well-received and permitted the children a level of independence in planning their work for the day.

PARENT SATISFACTION

The Insight SRC data indicates very little change in the data since the last data set in 2017. There is an area of concern around reporting which shows a significant drop from 73 to 61. There are a couple of factors that could have influenced this decline:

- Parents were not happy with the mid-year report during the COVID-19 lockdown and the parents took the survey before another reporting period.
- Since the last data set, the school has moved from a traditional Parent/Teacher Interview model to Student-Led Conferences.

Significant improvement (64-76) in Student Safety is indicative of the work that we have done over the years in the areas of behaviour management, the employment of a Pastoral Care Worker and increasing the status of the Wellbeing Leader in the school.

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

The leadership teams of both Ss Michael and John's and St Brigid's College continued to meet to identify the opportunities for partnering throughout the year.

As a result of the ReLATE professional learning through Mackillop Family Services, a School Implementation Team was formed with representatives from across the school. This team meets weekly along with the Curriculum and Intervention teams. The outcome of these teams has been the sharing of leading across the school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2021	
Staff partook in the following Professional Learning:	
<ul style="list-style-type: none"> • Developmental Curriculum~ The Walker Learning Approach. • Scaffolding Literacy • Autism Spectrum Disorder online modules. • Mental Health First Aid • ReLATE 	
Number of teachers who participated in PL in 2021	28
Average expenditure per teacher for PL	\$383

TEACHER SATISFACTION
The Insight SRC survey undertaken in 2020 shows improvement in the overall scores, with the organisational and Teaching Aggregate Indicators showing that the school falls within the mean for all Australian schools. Particular strengths identified by the data are in the areas of School Improvement, Team-Based Practices and Work Demands.

The data also provides the opportunity to identify areas for improvement, as indicated by the lack of growth in the area of Appraisal and Recognition, indicating that staff want a more formal procedure that allows for observation of peers and coaching.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.7%
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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)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	18.0
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	9.5
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

Identifying and implementing agreed sound pedagogical practices that lead to high-quality teaching

- Continue to develop teacher capacity in the planning and teaching of Writing and Mathematics.
- Establishment of a Response to Intervention Team and Curriculum Team
- Implementation of a phonics program P-2

Achievements

- Pre- and Post-Assessments for Writing and Mathematics were conducted and analysed by Learning Community Teachers
- Introduction of Essential Assessments for Mathematics assessments and planning
- Learning Community Teachers weekly Collaborative Planning Time
- Provision of Learning and Teaching Coaches to support teachers in developing curriculum knowledge and pedagogy
- Time allocated for data analysis during Collaborative Planning Time
- Ongoing review of the English and Mathematics Curriculum and Essential Learnings
- Time provided for weekly Curriculum Team Meetings
- Curriculum Team facilitate weekly Professional Learning Team Meetings
- Staff attendance at relevant Professional Development
- Implementation of 'Get Reading Right' phonics program P-2
- Intervention programs operational throughout the school including Mini-Lit, Macq Lit, Reading Recovery and Maths Mastery
- Staff attended the 'Scaffolding Literacy' by Misty Adoniou Professional Learning to support the planning and teaching of writing
- Time provided for weekly Response to Intervention Team Meetings
- Response to Intervention team completed NCCD Moderation
- Response to Intervention Team established set protocol for student Personalised Learning Plans and document storage
- Personalised Learning Plans for all students receiving NCCD funding or deemed 'at risk'
- Provision of Program Support Group meetings for children receiving NCCD funding or deemed 'at risk'
- Weekly staff meetings with a focus on professional learning
- Opportunities for students to participate in excursions and camps
- Opportunities for students to participate in extra-curricular sporting activities

- Opportunities for students to participate in optional experiences such as 'write a book in a day'
- Two written student reports per year and the opportunity for parents to attend two Parent/Teacher interviews
- Samantha Meerbach, Education Officer from the Catholic Education Office, provided support with a focus on Literacy and Numeracy

STUDENT LEARNING OUTCOMES

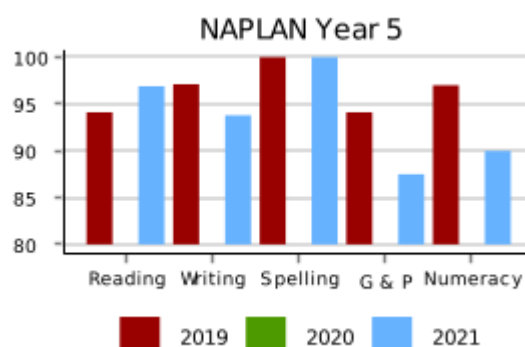
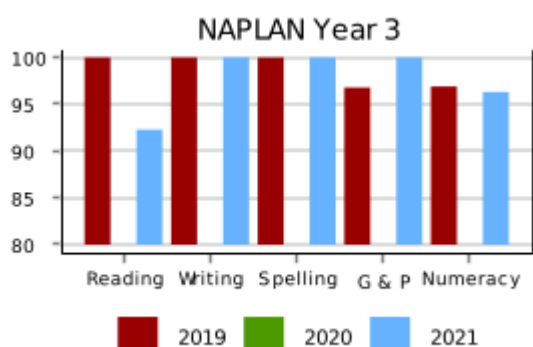
The PAT online assessments and school-based assessments conducted in term four indicate that student learning continued throughout 2021, which demonstrates the time and effort staff put into supporting the children through difficult circumstances.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	96.8	-	-	100.0	-
YR 03 Numeracy	96.9	-	-	96.3	-
YR 03 Reading	100.0	-	-	92.3	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	94.1	-	-	87.5	-
YR 05 Numeracy	97.0	-	-	90.0	-
YR 05 Reading	94.1	-	-	96.9	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	97.1	-	-	93.8	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Wellbeing

Goals & Intended Outcomes

Engaging in highly effective wellbeing practices that ensure all in the school community are treated with dignity and respect

Achievements

- Regular check-in with students via Zoom and Google Classrooms by both teachers and the Wellbeing Leader.
- Regular check-in with families via Seesaw and email by Wellbeing Leader
- Strong focus and continuity of wellbeing programs during remote learning
- Intentional planning for connectedness and relationship building on return to school after periods of remote learning
- Liaising with external providers of wellbeing support to ensure vulnerable and disconnected families were supported
- Planned meetings and events for staff with a focus on their own wellbeing

VALUE ADDED

- Appointment of a full-time Deputy Principal, with the role of Wellbeing Leader within the school.
- 2-year commitment to ReLATE through Mackillop Family Services to build a trauma-informed community with a strong focus on the wellbeing of students, staff and families.
- Partnering with Uniting Wimmera to appoint two counsellors to work at the school one day a week each
- Planned and intentional teaching of social emotional literacy utilising Resilience Project, Respectful Relationships and Bounceback.
- Students from Years 3 -6 completed the Six Star Wellbeing Student Survey through ACER
- All staff undertook Disability and Discrimination training
- All staff completed Mandatory Reporting Online Modules
- Better Buddies program supported with resourcing from the Alannah and Madeline Foundation
- Grade 5 Puberty evenings run by Wimmera Health Care Group
- Nationally Consistent Collection of Data for Students with Disabilities (NCCD)

STUDENT SATISFACTION

Our 2020 Insight SRC student satisfaction data showed an improvement in the areas of Student Wellbeing (70-75) and Student Behaviour (54 - 69). This was seen as a celebration, considering the circumstances of the year. We are hopeful this will be sustained when this survey is completed again this year.

STUDENT ATTENDANCE

Student attendance throughout the year was maintained. Staff followed up on students not engaging in remote learning to ensure connectedness to school.

If students were not engaging in school over periods of remote learning, the Deputy principal and Principal were notified, and they followed up with families.

Our administrative staff maintained and checked attendance, during both school and remote learning periods.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.5%
Y02	95.8%
Y03	95.5%
Y04	95.6%
Y05	96.1%
Y06	95.4%
Overall average attendance	95.7%

Child Safe Standards

Goals & 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 shared responsibility from all within the school community.

Throughout 2020-2021, 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 student management, duty of care and reporting requirements.

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

- Reviewed a Child Safe Policy that outlines the school's 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 & non-teaching 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 online 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

Ss Michael and John's continues to implement robust Human Resource practices ensuring 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 online 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 the 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 wellbeing 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 wellbeing and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.