



St Michael & St John's School Horsham

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

06/04/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

The Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and Mission

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

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

Our Vision and Mission are brought to life through our school mantra:

CARING LEARNING GROWING



EVERY CHILD EVERY DAY

School Overview

Ss Michael and John's Primary School, working in partnership with St Brigid's College, is a community devoted to Catholic Education. The school also works in close collaboration with St. Paul VI Parish Wimmera-Mallee.

The school was founded in 1883 when the Parish leased the Temperance Hall in Splatt St (now Roberts Ave) for use as a school. Since 1884, Ss Michael & John's has operated in various buildings, including the parish church, but always on the current site.

The Brigidine Sisters assumed responsibility for the school between 1920 and 1990. St Brigid's College also operated here from 1920 until 1968. In 2010 the current building replaced the former Brigidine Convent as the building had become structurally unsound due to severe drought conditions.

With the redevelopment of the site, the school now offers open modern facilities catering for the diverse educational needs of our students, supported by dedicated staff, the School Advisory Council, and a supportive parent body. All promote and implement the Vision and Mission of the school.

Ss Michael and John's philosophy is to develop all children's self-esteem and provide for their educational needs. We offer a comprehensive education that will help children develop a consistent set of beliefs and values: an education committed to spiritual and moral development and providing knowledge and skills for the future.

The nature of our school community is diverse, drawing from both the urban and rural sectors of the Horsham Community. The school community's socioeconomic makeup is likewise diverse, representing a wide range of situations and circumstances.

We pride ourselves on meeting individual students' diverse needs and celebrating our reputation as an inclusive school in our local community. The school, in its work, attempts to provide education in faith and life for all entrusted to our care.

Principal's Report

While there have been no more lockdowns, 2022 has thrown up its challenges. The number of students off with COVID and other illnesses for the year's first half impacted the school's day-to-day education program. The second semester has, thankfully, seen us return to some sense of normal.

Our staffing continues to be fairly stable; however, the national teacher shortage made filling the position vacated by Ms Walker proved difficult. The Victorian Institute of Teaching (VIT) was very supportive in assisting with the appointment of Mr Dawson Cross as a pre-graduate teacher providing him with Permission To Teach (PTT). Dawson has been a great asset to the school.

The return of Mrs Jessica Wilson in semester 2 allowed for the inclusion of Performing Arts into the curriculum. Jess brings a sense of fun and enjoyment to the role while providing an outlet for those students who love performing.

Slowly, we have been able to reintroduce many of the events cancelled during the COVID years. This term, holding Assemblies in the Parish Centre has allowed the children to showcase their work to families. The steady stream of parents coming in as parent helpers for the Prep and Junior Learning Communities is a testament to how much parents have missed being involved in their child's education.

Our enrolments remained steady throughout the year, and we ended the current year with 255 students, as we did last year. Mrs Alison McKinnon, assisted by Mrs Diane Egan, provided literacy intervention programs across the school, and Mrs Lisa Glatz continued in her role as Learning Diversity Leader. We welcomed Mrs Kate Wade to the staff as Visual Arts teacher. Kate has been a great asset to our school, as seen by the fabulous artwork displayed.

We are very blessed at Ss Michael and John's to have a very competent Wellbeing team led by Mrs Chesterfield. In partnership with Uniting Wimmera, we have two part-time counsellors who work collaboratively with all the staff and Louise.

The combined events with St Brigid's College returned this year. The swimming sports for years 4-6, Catholic Education Week Mass, the Giving Mass and the Colour Run were all amazing and enjoyed by the students and the staff of both schools. This year the collaboration between our two schools has been enhanced with the grade three and four students taking part in science lessons and the grade five and six students utilising the STEAM facilities and the Gymnasium for the specialist subjects in terms three and four.

All the school camps and excursions went ahead throughout the year with very little disruption due to COVID. The grade six students participated in a further camp through the Positive Start school camp initiative in term four.

Congratulations to Ms Dortmans, Ms Murray and Ms Marr as they successfully completed their Graduate Certificates in Religious Education. They are all fully accredited to teach R.E. in catholic schools across Australia. Thank you to DOBCEL for their continued support of the accreditation program.

Congratulations to Ms Janetzki and Mr Polycarpou, who have completed their registration tasks with the VIT to receive full registration. This process has proved to be very difficult due to last year's disruptions and homeschooling.

On a personal note, I thank all the staff for their continued support and commitment to the children. I extend my heartfelt thanks to Mrs Chesterfield for her dedication and commitment to our families, and her continued unwavering support to me throughout the year.

Thank you to everyone in our school community for your support, understanding, encouragement for your children's learning and continued support to the staff as they work with you for the best outcomes for your child/ren.

Andrea Cox

Principal

School Advisory Council Report

SAC Chair Report

Over this last year we have been resilient in once again adapting to difficulties we haven't experienced before, as a school community, as school leaders, as teachers, as families, as parents and guardians, and as children. All learning and adapting to so many changes, sometimes things have been exciting and have brought joy as we gathered again in classrooms and school events, and sometimes things have created some anxiety and exhaustion. But through out it all, once again the SMJ school community has supported each other.

We all know we need good leaders to stand strong and keep things moving, and we are grateful for all that the leadership team has done over 2022, but if there is something also, we need to highlight it is the teachers, support staff and administration team that need some praise and gratitude. They are the ones that have definitely lived the purpose of SMJ this year in Caring, Learning, and Growing carried all through the year even when they themselves are exhausted, they are the ones with such kindness and compassion who support our children as they have struggled to adapt back to normality. So, THANK YOU!

Throughout the year, we have seen the return of some of our events, discos, Mission Day, last day of term activities, and family pizza night. It has been a welcome opportunity to come together to build connections with others in the school to have some fun together. We have joyfully welcomed back our weekly assemblies, and this year have the excitement again of our Christmas Concert.

Thank you to all members of the School Advisory Committee who have stayed committed to coming together and guiding the decisions and policies of SMJ. It has been a tricky year when although we have been able to implement some new things, we have also been restricted still in so many areas. So, thank you for staying involved and keeping that enthusiasm going all year.

We welcomed Fr Matt to our School Community this year, and it has been truly lovely to see him spending time in the classrooms and attending events. We are blessed to have such an engaging priest who provides an additional connection between our school community and our parish community.

As enrolments continue to come in for 2023, we look forward to another year ahead where we can continue to come together, support each other, and see our children smiling and developing. We wish our Grade 6 students all the best as they move on to the next chapter in their schooling.

Louise Netherway

Chairperson

SMJ School Advisory Council

Catholic Identity and Mission

Goals & Intended Outcomes

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

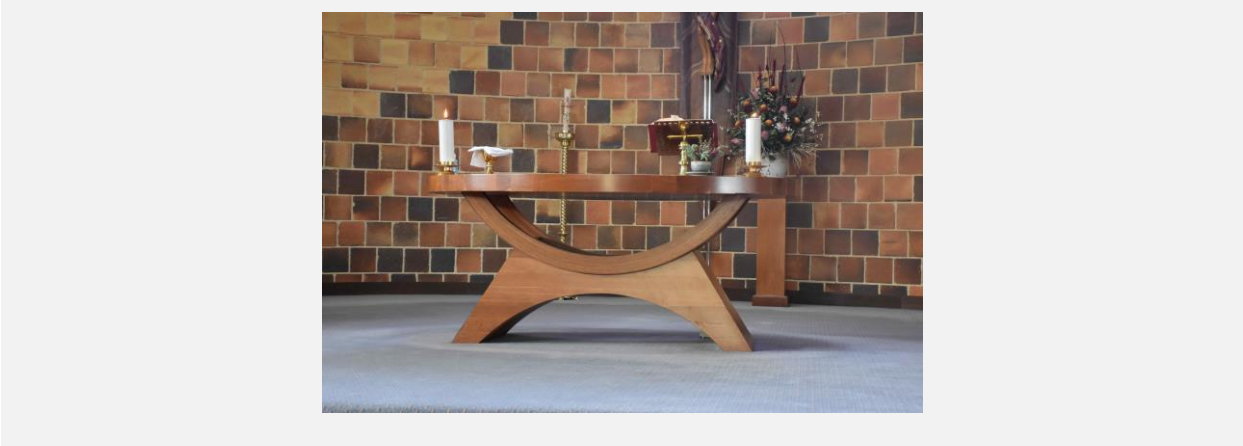
Achievements

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 assemblies - organised by the Pastoral team (comprising senior students)
- Ss Michael & John Feast day celebrations and whole school liturgy.
- Beginning School, Mission Day, Catholic Education Week Mass, Grandparents Mass and activities
- Daily prayer with classmates, both in person, at school
- 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 - blankets
- Five staff members began their accreditation to teach Religious Education through the REAP program - they have completed this process. Many thanks to Gina Bernasconi for her continued support of the program and the participants.
- Project Compassion, Mary MacKillop fund raiser, Socktober fund raiser.



Learning and 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
- Continued use of Essential Assessments for Mathematics and Learning Through Doing assessments and planning
- Learning Community Teachers weekly Collaborative Planning Time
- 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
- The curriculum Team facilitate weekly Professional Learning Team Meetings
- Staff attendance at relevant Professional Development
- Continued to implement 'Get Reading Right' phonics program P-2
- Intervention programs operational throughout the school, including Mini-Lit, Macq Lit, Reading Recovery and Maths Mastery
- 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 extracurricular sporting activities
- Opportunities for students to participate in optional experiences such as the 'Little Scribe Mini-Writing Festival.'
- Two written student reports per year and the opportunity for parents to attend two Parent/Teacher interviews
- Samantha Meerbach & Shae King, Education Officers 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 2022, demonstrating the time and effort staff put into using data to support children's education throughout the year.

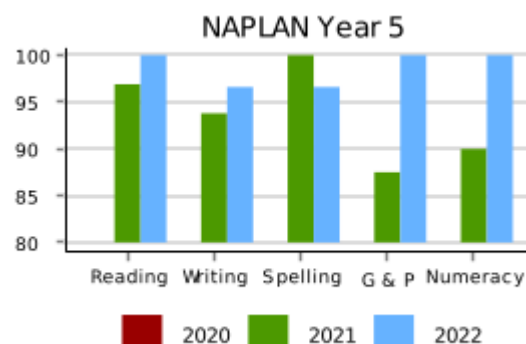
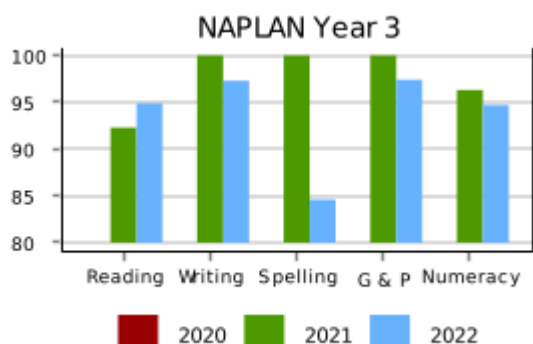
The NAPLAN results indicate the disruption of the previous two years with limited face-to-face teaching due to COVID-19 restrictions. It is pleasing to see the improvements made in all areas of the NAPLAN assessments.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	97.4	-2.6
YR 03 Numeracy	-	96.3	-	94.7	-1.6
YR 03 Reading	-	92.3	-	94.9	2.6
YR 03 Spelling	-	100.0	-	84.6	-15.4
YR 03 Writing	-	100.0	-	97.3	-2.7
YR 05 Grammar & Punctuation	-	87.5	-	100.0	12.5
YR 05 Numeracy	-	90.0	-	100.0	10.0
YR 05 Reading	-	96.9	-	100.0	3.1
YR 05 Spelling	-	100.0	-	96.6	-3.4
YR 05 Writing	-	93.8	-	96.6	2.8

* 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.



Student Wellbeing

Goals & Intended Outcomes



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

Achievements

- Continuing engagement with McKillop Family Services and ReLATE
- Strong focus and continuity of wellbeing programs
- Liaising with external providers of wellbeing support to ensure vulnerable families were supported
- Planned meetings and events for staff with a focus on their own wellbeing
- All staff show respect for and interest in each student and establish strong connections.

VALUE ADDED

- Continuing position of full-time Deputy Principal, as 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 maintain two counsellors to work at the school one day a week each
- Planned and intentional teaching of social-emotional literacy utilising Zones of Regulation, Respectful Relationships and Bounceback.
- 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)

- Development of School-wide Positive Behaviours Matrix

STUDENT SATISFACTION

Our 2022 Insight SRC student satisfaction data has remained steady in Student Wellbeing (76-77) and Student Behaviour (84 - 83). This was seen as a celebration, considering the students returned for a full year of schooling, unaffected by remote learning but impacted by significant periods of illness across the school.

STUDENT ATTENDANCE

Student attendance across 2022 was at 95%. Daily, any unexplained absence results in a text being sent from the office to families.

In individual cases where attendance is low or unexplained, teachers or leadership contact families. In the case of an extended period of leave, for example holidays, families and teachers work in partnership to develop a learning plan for that period of time.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	89.3%
Y02	86.5%
Y03	88.0%
Y04	86.4%
Y05	88.6%
Y06	85.5%
Overall average attendance	87.4%

Child Safe Standards

Goals & Intended Outcomes

Ss Michael and John's Primary School continues to hold the care, safety and wellbeing of students as our school's central and fundamental responsibility. 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 our school community.

Throughout 2022, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Most importantly, the school has complied with and implemented Ministerial Order 1359 with its new 11 standards. Professional boundaries have been reinforced with all staff members and volunteers, as have obligations regarding the protection and reporting of allegations or disclosures of abuse

Achievements

Standard 1. Organisations establish a culturally safe environment where Aboriginal children and young people's diverse and unique identities and experiences are respected and valued.

At Ss Michael and John's Primary School we recognise the need to provide our Aboriginal and Torres Strait Island families a culturally safe environment.

Our achievements include the following:

Engaging in conversation with our current Aboriginal and Torres Strait Islander families to ensure our school is a culturally safe environment for their children.

Exploring incorporating Aboriginal and Torres Strait iconography into our school environment authentically and meaningfully.

Building networks with our own local Aboriginal Community.

Unpacking and exploring the standard with staff

Identifying this standard requires significant and ongoing focus to ensure our compliance.

Updating policy documents to ensure compliance with this standard.

Standard 2. Child safety and wellbeing is embedded in organisational leadership, governance and culture.

The Principal, the school governing authority and school leaders at SS Michael and John's Primary School recognise their particular responsibility to develop preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety and wellbeing.

Our achievements include the following:

- creating an environment for children and young people to be safe and to feel safe

- upholding high principles and standards for all staff, clergy, volunteers and contractors
- promoting models of behaviour between adults and children and young people based on mutual respect and consideration
- ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff and volunteers
- ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to, and ability to prevent, identify and address child safety and wellbeing matters
- ensuring that the school has in place appropriate risk management strategies and practices that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in the school environment
 - providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to children and young people's protection and wellbeing
 - ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 1359
 - ensuring the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the Crimes Act 1958 (Vic.) and in line with PROTECT: Identifying and responding to all forms of abuse in Victorian schools
 - ensuring the school understands and reports all matters that may constitute reportable conduct under the Reportable Conduct Scheme and in accordance with the School's reportable conduct policy
 - educating staff on the r legislated information sharing schemes (CISS and FVISS) in accordance with the school's prescribed role as an ISE
 - ensuring that the school monitors and reviews the risks related to child safety and wellbeing, including evaluating the effectiveness of implementing its risk controls, on an annual basis.

Standard 3. Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

At Ss. Michael and John's Primary School, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them. We teach students what they can do if they feel unsafe and enable them to understand, identify, discuss and report their concerns. We listen to and act on any concerns students raise with us or their parents or carers. The curriculum design integrates appropriate knowledge and skills to enhance students' understanding of being safe, as well as their understanding of their rights to safety, information and participation. Teaching and learning strategies that acknowledge and support student agency and voice are implemented. We ensure that students are offered access to sexual abuse prevention programs and relevant related information in age-appropriate ways.

Our achievements include the following:

- the development of a School Wide Positive Behaviours Matrix
- continuing conversations with our children regarding child abuse awareness and prevention.

: • informing children and students about all of their rights, including safety, information and participation

- specific teaching about friendships and support from peers through Respectful relationships, PATHS and Zones of Regulation to help children and students feel safe and be less isolated

- continuing training and education for staff and volunteers so they are attuned to signs of harm and facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns

- continuing focus on a culture that facilitates participation and is responsive to the input of children and students

- we provide opportunities for children and students to participate and are responsive to their contributions to strengthen confidence and engagement

Standard 4. Families and communities are informed and involved in promoting child safety and wellbeing.

Ss Michael and John's Primary School ensures that families, carers and other members of the school community are informed about relevant child safety and wellbeing matters and are involved in promoting child safety and wellbeing at the school.

Our achievements include the following:

: • meeting with and communicating with families in decisions relating to child safety and wellbeing which affect their child.

- Engaging and openly communicating with families, carers and other school community members about our child-safe approach via social media, newsletters, volunteer training sessions etc.

- ensuring all members of the school community have access to information relating to child safety and wellbeing via the school website, social media, newsletter etc

- families, carers and other members of the school community are informed about the operations and governance of the school in relation to child safety and wellbeing.

- Sharing information with the families regarding updated child safe standards. (MO 1359)

Standard 5. Equity is upheld, and diverse needs respected in policy and practice.

At Ss Michael and John's Primary school, we are committed to ensuring that equity is upheld, and that diverse needs are respected in policy and practice.

Our achievements include the following:

- ensuring all school staff and volunteers understand the diverse circumstances of children and students as is needed through Simon posts, collaborative planning meetings, specific information given to volunteers

- supporting and responding to vulnerable children and students through ILP's, Program Support Group Meetings, collaborative Planning Team meetings, ongoing appointment of Learning Diversity leader, Wellbeing Leader and continued partnership with Uniting Wimmera and the appointment of two counsellors.

- children, staff, volunteers and the school community have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand
- the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds
- As per our Vision and Mission Ss. Michael and John's is committed to supporting the achievement and participation of all students. Inclusive education acknowledges that some children and young people have intersecting identities or additional needs that our learning community may need to consider.

Standard 6. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Ss Michael and John's Primary School will apply thorough and rigorous screening processes in recruiting employees and volunteers involved in child-connected work. Our commitment to child safety and wellbeing and our screening requirements are included in all advertisements for employee, contractor and volunteer positions. All applicants are provided copies of the school's Child Safety Code of Conduct and the Child Safety and Wellbeing Policy.

Our achievements include the following:

Each job description for staff involved in child-connected work has a clear statement that sets out the requirements, duties and responsibilities regarding child safety and wellbeing for those in that role and the occupant's essential qualifications, experience and attributes in relation to child safety and wellbeing.

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we ensure that we gather, verify and record the following information about any person we propose to engage

- : ● confirm the applicant's Working with Children Check and National Police Check status and/or professional registration (as relevant)
- obtain proof of personal identity and any essential or relevant professional or other qualifications
- verify the applicant's history of work involving children
- obtain references that address the applicant's suitability for the job and working with children.

We will also ensure that appropriate supervision or support arrangements are in place in relation to the induction of new school staff into the school's policies, codes, practices and procedures governing child safety and wellbeing and child-connected work.

We have procedures and processes for monitoring and assessing the continuing suitability of school staff and volunteers to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and must read and sign the school's Child Safety Code of Conduct annually.

- Volunteers are provided with regular briefings on acceptable behaviours and must read and sign the school's Child Safety Code of Conduct
- Staff members have completed the Victorian Department of Education and Training online Mandatory Reporting module.
- Child Safety Standards remain a regular agenda item at School Advisory Council meetings, where the school's child safety strategy, risk management processes, and effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy, focusing on classroom and student management, duty of care and reporting requirements.

Standard 7. Processes for complaints and concerns are child-focused.

Ss Michael and John's Primary School considers all complaints and concerns very seriously and ensures the focus is on the child, their well-being and welfare

At least annually, our professional learning and training addresses:

- staff's individual and collective obligations and responsibilities for managing the risk of child abuse
- preventing, identifying and mitigating child abuse risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities
- the reportable conduct scheme
- our school's current child safety standards
- guidance on recognising indicators of child harm, including harm caused by other children and students
- guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- guidance on how to build culturally safe environments for children and students
- guidance on their information sharing and recording

Standard 8. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

Ss Michael and John's Primary School provides employees and volunteers with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety and wellbeing matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities and the procedures for reporting suspicion of child abuse and neglect.

Our achievements include the following:

Annual training to address

- staff's individual and collective obligations and responsibilities for managing the risk of child abuse
- preventing, identifying and mitigating child abuse risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities
- the reportable conduct scheme
- our school's current child safety standards
- guidance on recognising indicators of child harm, including harm caused by other children and students
- guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- guidance on how to build culturally safe environments for children and students
- guidance on their information sharing and recording

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.
Volunteer Training.

Standard 9. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

At Ss Michael and John's Primary School, we are committed to proactively and systematically identifying and assessing risks to student safety across our whole school environment and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and annually review our risks and risk management strategies for child safety and wellbeing, evaluate the effectiveness of implementing our risk controls and ensure that the strategies change as needed and as new risks arise.

Our achievements include the following:

The ongoing appointment of a Child Safety Officer who discusses the activities and conduct involving our children.

Ongoing risk analysis and mitigation through the use of our risk register.

A Risk and Compliance Officer is employed to assist with the policy and procedure management of day-to-day child safety measures for parents, volunteers and contractors.

The school actively participates in the E-safety program to ensure the online safety of our students. The school also runs parent information sessions to educate our community about online safety.

Standard 10. Implementation of the Child Safe Standards is regularly reviewed and improved.

Ss Michael and Johns have an ongoing and vigorous commitment to the wellbeing and safety of our young people and children:

Our achievements include the following:

- * Systematically updating and reviewing the staff's knowledge and understanding of the new Child Safe Standards under Ministerial Order 1359 through staff meetings.
- * Ensuring compliance by July 2022 with the new Child Safe Standards under Ministerial Order 1359.
- * Educating families about the changes with Ministerial Order 1359 via newsletters and the school website.
- * Updating the School Advisory Board

Standard 11. Policies and procedures document how the organisation is safe for children and young people.

The Principal, the school governing authority and school leaders at SS Michael and John's Primary School recognise their particular responsibility to develop preventative and proactive

strategies that promote a culture of openness, awareness of and shared responsibility for child safety and wellbeing.

Our achievements include the following:

Updating all our child safe policies and risk management to reflect the change of Ministerial orders.

Updating and informing our staff and school community to inform them of the change of Ministerial orders.

Leadership

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 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 leadership across the school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022
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• DOBCEL Graduate Teacher program• Zones of Regulation• Religious Education• Get REading Right• Learning Through Inquiry• Cued Articulation

Number of teachers who participated in PL in 2022	28
Average expenditure per teacher for PL	\$1051

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.

The RELaTe survey undertaken by staff in November 2022 shows a decrease in staff stress since beginning our work with MacKillop Family Services, which supports the 2020 Insight SRC data.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	77.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.1%
Graduate	10.5%
Graduate Certificate	5.3%
Bachelor Degree	89.5%
Advanced Diploma	21.1%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	17.6
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	13.0
Indigenous Teaching Staff (Headcount)	0.0

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

Ss Michael and John's and St Brigid's College continued to work together throughout the year, enhancing the partnership between our two schools. The opportunities that presented themselves this year were our combined Colour Run and our Senior students using the specialist facilities (Gymnasium and Art) in three-week blocks during Terms 3 & 4.

It was wonderful to be able to celebrate Mother's Day and Father's Day with our school community and to reintroduce classroom helpers throughout the year.

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.

