



# St Michael's School Traralgon

## 2022 Annual Report to the School Community



Registered School Number: 154

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E NUMBER	E4003

## Minimum Standards Attestation

I, Jodie Ware, attest that St Michael'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.

02/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

## Vision and Mission

### OUR VISION

St Michael's is a Catholic community inspired by the life of Jesus. We are passionate life-long learners who have the courage to live our beliefs.

### OUR MISSION

St Michael's is a school called to serve the families of St Michael's Parish, Traralgon. We will nurture personal growth in a safe and inclusive environment.

## School Overview

St Michael's Primary School, established in 1902, serves Catholic families from within Traralgon areas. In 2022, 480 children attended the school with 21 class groupings across the school. We offered specialist subjects in LOTE (Italian), Visual Arts, Sport and Digital Technology.

As a staff that is an integral part of the local faith community, we are committed to working with students and their families to make a difference in the lives of the children. Our children are supported in becoming independent, responsible, confident learners for life.

We provide a child safe, meaningful learning environment, which considers children's individuality, and we support children's ongoing academic, social, emotional, and spiritual development so that they can achieve success and engagement with their learning.

Our school motto, "Learning for Life" continues to inspire us to see learning as a journey over time that brings together the academic, spiritual, and social dimensions of life, seeking to inspire and educate children toward successfully living lives both now and into the future.

## Principal's Report

Throughout 2022 we continued to strive to ensure we were delivering the very best learning opportunities we could for our students.

St Michael's is a wonderfully vibrant Catholic community and a proud member of the Diocese of Sale. We have strong links to the Parish and were delighted that we could once again resume school and class Masses.

We pride ourselves on being a welcoming school where everyone is valued and respected. The committed and professional staff provide a safe, caring environment where we promote a love of learning in every student.

St Michael's staff take pride in ensuring that a detailed and contemporary curriculum, is enacted to cater for the individual needs of the students. This would not be possible without staff being prepared to work above and beyond what is expected to ensure success.

During the 2022 St Michael's underwent a school review process, and we were appreciative of the feedback provided by staff, students and families. This review provides a sound foundation for St Michael's to work towards over the next four years.

It was lovely to move into the refurbished administration space in Term Four which created much needed space for our office staff, an additional meeting room and ensuring the school was child safe through our new secure entryway.

We are very proud of our school and I hope that you thoroughly enjoy your involvement with St Michael's. There is much to look forward to in the next few years,

## Catholic Identity and Mission

### Goals & Intended Outcomes

To build/promote Catholic identity through the recontextualised and dialogical use of the Religious Education Curriculum: 'To Live in Christ Jesus'.

- Professional learning about Sexuality Education in the Catholic School
- Professional learning about planning using an inquiry approach
- Developing re-contextualised prayer opportunities for staff.

### Achievements

Explicit opportunities were provided to enable teachers to better know and understand the RE Curriculum "To Live in Christ Jesus through whole staff and team collaborative planning sessions. The inquiry model of learning was implemented when planning RE units of work.

Two staff meetings were dedicated per term with a particular focus on enhancing and understanding of the RE Curriculum, understanding the Achievement Standards, Scripture (AWES), an ESCI Data results and Inquiry unit Pre-Planning.

Prayer and Liturgy continued to form a rich and significant component of the life of the school community. This included class prayer, year level Masses and whole school Masses.

Staff involvement with the Parish was strengthened through the year by participation in Sacramental Programs and attending the Sacrament Celebrations.

The link between Catholic Identity and Catholic Social Teaching were highlighted by the formation of a staff team to be a part of the "Mick's Kitchen" parish initiative, whereby teams provide meals to members of the community in need. The school also supported Socktober with a focus on buying goats for a village in Ethiopia with students planning a variety of activities to raise money. This was hugely successful with enough money raised for approximately 40 goats.

Three staff members accessed the Accreditation to Teach Religious Education course provided by the Catholic Education Office in Sale.

Unfortunately the blessing and opening of the Foundation building was unable to occur again due to State and Federal elections.

### VALUE ADDED

- Sacraments of Reconciliation, First Communion and Confirmation were celebrated at St Michael's with a number of students continuing their faith journey.
- A Religious Education School Closure Day was held where the focus was on Inquiry Learning in Religious Education.
- Opportunities to actively respond to Christian Life Catholic Social Teaching strands were provided throughout the year with support given to Project Compassion, Socktober, St Vincent's winter collection and Christmas Appeal.



## Learning and Teaching

### Goals & Intended Outcomes

To develop expert teachers through evidence-based practice:

- Strengthening assessment processes at universal and targeted level
- Develop expert teacher practice through peer observation and feedback

### Achievements

St Michaels had a continued involvement in the Diocesan Collective Strategy with Team Leaders playing a key role in delivering professional learning to staff with a focus on developing expert teacher practice. There was a focus on identifying common misconceptions in our student cohort and working with staff from the Diocese to address areas that had been identified through the use of evidence based teaching strategies.

Staff continued to use assessment data to identify points of need, to set targets for all students and to inform and evaluate teaching. The Tutoring Program was provided for students who were deemed to have fallen behind in their reading as a result of remote learning. A range of assessment data was used to determine those children who did not make the level of progress expected compared to previous data and tutoring was provided.

#### STUDENT LEARNING OUTCOMES

Our NAPLAN results were pleasing with both the grade three and five cohorts achieving results above the National standard in all areas however, they also indicated that a school wide focus is required on continuing to develop children in the upper percentiles.

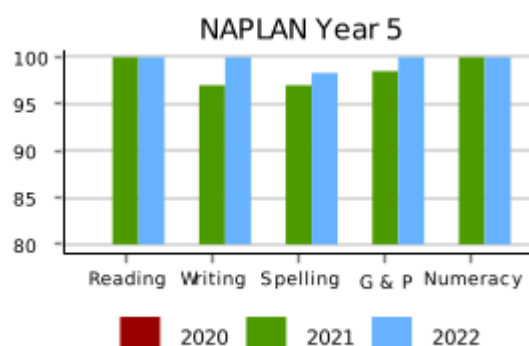
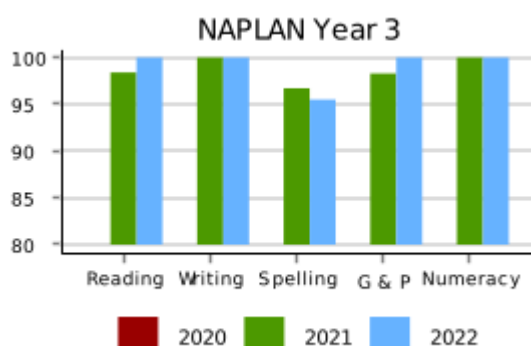
As there had been no NAPLAN results in 2020, the results from the grade 5 2022 cohort were compared to the PAT assessments to track growth over the past two years with the grade five students. The PAT resource centre was used to support teachers in identifying gaps in learning and opportunities for growth.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	98.3	-	100.0	1.7
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	98.4	-	100.0	1.6
YR 03 Spelling	-	96.7	-	95.5	-1.2
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	98.5	-	100.0	1.5
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	97.0	-	98.3	1.3
YR 05 Writing	-	97.0	-	100.0	3.0

\* 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

To have all students engaged, challenged and learning successfully.

- Build teachers knowledge of what to do when a child is not making progress in the classroom or is displaying behaviour outside the universal expectations and what they can do to change it through implementation of the Whole School Approach to Positive Behaviour Support targeted approach.

### Achievements

St Michael's staff continued to use the Whole School Approach to Positive Behaviour to promote and maintain a safe and supportive learning environment for all students and staff. A focus in 2022 was the Implementation of the universal school wide expectations, with a focus on making them explicit to all stakeholders.

The Whole School Approach to Positive Behaviour Support team met throughout the year with DOSCEL staff to enact the implementation plan through staff meetings and regular communication.

Student of the week awards were aligned with the whole school expectations with a strong classroom focus on what this expectation could look like for students and teachers.

St Michael's developed a Learning Adjustment Team who continued to refine the processes to support students at risk with a focus on streamlining the internal referral process, seeking external expertise, developing and implementing learning plans with teachers and Education Support Officers.

### VALUE ADDED

During 2022 the school participated in the following extracurricular activities:

- Transition programs for Foundation and grade six students
- Parish Sacrament programs
- School Masses
- School Athletics carnival
- SSV sporting events
- Dress up days including fairy tale day, pyjama day and football colours day
- Camp experience programs for all grades
- LOTE week
- Grade 6 graduation
- Foundation and Grade Six buddies

## STUDENT SATISFACTION

Data obtained from the Insight SRC Survey indicated that children in grades 5/6 felt there was a strong focus on collaboration and purposeful teaching. Their desire to learn showed improvement. The students in grade 3/4 had strong connectedness to peers and indicated that they were feeling safe at school.

Parent data showed growth in all key indicators of the survey, with parent partnerships, reporting and student safety being very strong growth areas.

## STUDENT ATTENDANCE

St Michael's has implemented the following systems and procedures in order to monitor daily attendance of students and identify absences from school or class:

- Parents are responsible for ensuring that they notify the School to explain the absence of their children on any particular school day. Notification is provided via the Parent Access Module (PAM) and should be made prior to the start of School. Parents may also submit a notification of student absence via SZapp.
- Class teachers take the class roll twice a day.
- All absences are recorded using SIMON.
- Office staff print off and file roll records.
- In the event that no explanation is received, an SMS is sent communicating unexplained absence. Where no response is received, it is a requirement that the school then contacts parents (or emergency contacts where parents cannot be contacted) as soon as practicable on the day of absence.

## AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.6%
Y02	86.6%
Y03	88.4%
Y04	86.5%
Y05	87.1%
Y06	85.8%
Overall average attendance	86.8%

## Child Safe Standards

### Goals & Intended Outcomes

St Michael's is committed to child protection strategies and procedures to ensure the care, safety and protection of all children in Catholic schools in the Diocese. In 2022 this included implementing the New Child Safe Standards.

### Achievements

To assist with the implementation of the of Ministerial Order 1359 and the new 11 Child Safe Standards a Child Safety Champions team was formed with a representative from each learning team. They met regularly and developed an action plan for the implementation. Regular communication with the school community regarding child safety was shared via the school newsletter.

The completion of the school administration area in line with our Master Plan ensured that St Michael's has a secure entryway in line with Child safety standards.

The student leaders were active in identifying areas for improvement in the yard and holding fundraising events to raise funds for them. This resulted in the creation of the Gaga pit and getting the asphalt lines repainted.

Throughout the year regular Emergency Management Plan evacuation practices occurred to ensure all members of the school community were able to respond appropriately in an emergency situation.

## Leadership

### Goals & Intended Outcomes

To develop a culture of collective efficacy and instructional leadership:

- Professional learning with the whole staff with a focus on developing collaborative cultures.
- Professional learning with the leadership team with a focus on building leadership capacity to lead collaborative teams.
- Strengthen induction processes of new staff.

### Achievements

All members of the Leadership Team drew inspiration from the Diocesan Learning and Teaching Networks throughout the year. After each meeting time was allocated to determine a plan to transact the outcomes with the school community.

The Team Leaders were also part of a Diocesan Learning and Teaching initiative known as Collectives. All teams have focused on the establishment of professional expectations around planning and how they operate as a team.

The need for identifying and developing emerging leaders was identified and opportunities created for staff to be part of initiatives such as the child safety champions and the Whole School Approach to Positive Behaviour support teams. Opportunities were also provided for interested staff to take on acting roles in a range of leadership positions.

One staff member participated in the DOSCEL leadership program and members of the leadership team also trialled using growth plans to develop their leadership.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- ACU Maths Webinars
- Kara DiDio - Reading a speech assessment report
- Renee Carr - Cognitive Assessment report analysis
- Tracey Ezard Leadership Day
- Tracey Ezard - Whole School
- Regulating Emotions in Violent and Aggressive Students
- Essential Assessment webinars
- Level meetings with Jodie Howe
- First Aid Training Level 2
- Diabetes in Schools Training
- Anaphylaxis Training

Number of teachers who participated in PL in 2022	33
Average expenditure per teacher for PL	\$2492

### TEACHER SATISFACTION

Based on School Improvement Survey Staff data compiled by Insight SRC:

- Growth was seen in the Empathy and Engagement pillars in particular with supportive leadership and teamwork.
- Staff indicated professional growth and school improvement focus had improved
- The highest growth was shown through the work of the Collectives.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.1%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	92.7%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	35.5%
Graduate	12.9%
Graduate Certificate	3.2%
Bachelor Degree	74.2%
Advanced Diploma	25.8%
No Qualifications Listed	3.2%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	37.0
Teaching Staff (FTE)	32.0
Non-Teaching Staff (Headcount)	28.0
Non-Teaching Staff (FTE)	17.5
Indigenous Teaching Staff (Headcount)	0.0



## Community Engagement

### Goals & Intended Outcomes

To identify ways to connect with the school community to build partnerships.

### Achievements

During 2022 we were able to welcome the school community back into the life of the school after the impact of the COVID restrictions. Classrooms were open on Friday morning before school for parents to visit, school and class Masses resumed, and the community was once again able to attend our weekly school assembly.

#### PARENT SATISFACTION

The Insight SRC data surveyed a random population of the school community. Parent survey results from the 2022 Insight SRC Data indicated that parents felt there had been strong growth in all areas surveyed. Parent partnership, reporting and stimulating learning were the greatest growth areas.

## Future Directions

After undergoing School Review in 2022 the following recommendations were provided to the school to focus on in the next four years.

### **Catholic Identity and Religious Education**

- Ensure the Catholic Identity is explicitly developed.
- Develop teachers' understanding and use of 'To Live in Christ Jesus' and the Sexuality in the Catholic School resource with a view to teaching the progression of learning in Religious Education consistently across the school.
- Explicitly make meaningful links between all principles of Catholic Social Teaching in all curriculum areas and aspects of school life.

### **Learning and Teaching**

- Embed a shared understanding of explicit teaching strategies, ensuring teachers have the mindset, language and behaviour that is consistently developed to meet all students at their point of need.
- Create a whole school approach to developing student agency.

### **Leadership**

- Develop a deep understanding of the ways to build a culture where success is named, expected and celebrated in both staff and students.
- Create a plan for collective leadership transaction of school improvement priorities which ensures: consistent focus, key messages and actions, aligned and relevant professional learning, naming evidence of impact on student learning and teacher practice.