2013 Annual Report to the School Community

St Michael’s Primary School
Berwick

Registered School Number: 1624
## Content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Details</td>
<td>3</td>
</tr>
<tr>
<td>Minimum Standards Attestation</td>
<td>3</td>
</tr>
<tr>
<td>Our School Vision</td>
<td>4</td>
</tr>
<tr>
<td>School Overview</td>
<td>5</td>
</tr>
<tr>
<td>Principal’s Report</td>
<td>6</td>
</tr>
<tr>
<td>Education in Faith</td>
<td>7</td>
</tr>
<tr>
<td>Learning &amp; Teaching</td>
<td>8</td>
</tr>
<tr>
<td>School Community and Student Wellbeing</td>
<td>10</td>
</tr>
<tr>
<td>Leadership and Stewardship</td>
<td>14</td>
</tr>
<tr>
<td>Financial Performance</td>
<td>17</td>
</tr>
<tr>
<td>Future Directions</td>
<td>18</td>
</tr>
</tbody>
</table>
Contact Details

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address:</strong></td>
<td>16 Scanlan Street</td>
</tr>
<tr>
<td></td>
<td>Berwick, Vic 3806</td>
</tr>
<tr>
<td><strong>Principal:</strong></td>
<td>Dr Angela Kelly</td>
</tr>
<tr>
<td><strong>Parish Priest:</strong></td>
<td>Fr Peter Slater</td>
</tr>
<tr>
<td><strong>School Board Chair:</strong></td>
<td>Mrs Kelly Rogerson</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>9707 1600</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:principal@stmberwick.catholic.edu.au">principal@stmberwick.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.stmberwick.com.au">www.stmberwick.com.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Angela Kelly attest that St Michael’s Catholic Primary School Berwick 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* (Vic) and the *Education and Training Reform Regulations 2007* (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our School Vision

We envisage that St. Michael’s Primary School, Berwick is a place where:

Each person in our school community experiences positive relationships and contributes to an environment that nurtures and welcomes.

We provide a stimulating education environment that develops critical, independent learners.

The experience of our community is being centred on the person and teaching of Jesus, where each member can find meaning and value in their life.

Our School Mission

Continue to provide quality pastoral care based on the teachings of Jesus and to enhance the faith development of our children and families through our Religious Education curriculum and sacramental program.

Provide a stimulating, engaging and challenging learning environment that aims to develop critical, independent lifelong learners. Continue to provide a range of teaching strategies that develop literacy and numeracy skills.

To maintain and nurture a culture of positive relationships between school, parish and families, which enhances wellbeing and respect for self and others.

To provide opportunities for staff, students and parents to develop robust, effective and flexible leadership that addresses the changing needs of our school community.

Continue to develop and implement sustainable structures and provide resources within our environment that reflect the changing needs of our school community.
School Overview

St Michael’s is a co-educational parish primary school in the beautiful, leafy village of Old Berwick. Established in 1960 under the guidance of the Presentation Sisters, the school now caters for children within the St Michael’s Parish and serves families who wish to be educated in an environment where Catholic Faith and values are lived and experienced within an educational setting. At St Michael’s, the spiritual development of the children based on a faith centred education is why the school exists. Our students are our inspiration and the community’s ‘reason to be.’ The Scriptures guide their faith as they live out their Christian way of ‘being’ in their world – nurtured to be Christ centred people.

Within this context, the heart of the school is a sense of community that is highly valued by the school’s families. St Michael’s works to promote a respectful community that nurtures pastoral and personal awareness for all its members and works to ensure that St Michael’s is an open, welcoming place of learning and living.

St Michael’s is blessed to have a close, nurturing, effective staff, who work together to ensure that the education of their students is purposeful, engaging and life-giving are wholeheartedly committed to the welfare of the children and work tirelessly to ensure that the children’s time at school is both purposeful, exciting and life-giving. It does this by providing a comprehensive curriculum, quality programs and a commitment to current educational practices. Specialist classes are offered in Creative arts, Performing Arts, LOTE (Japanese) and Physical Education.

In 2013, the school comprised of 373 students. The students were grouped in fifteen, single level grades throughout the school. 2013 saw the first group of a third stream of children beginning, ensuring all families within the Parish who wish to enrol their children are assured of a place in a Catholic School.

<table>
<thead>
<tr>
<th>Year</th>
<th>P</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>26</td>
<td>25</td>
<td>34</td>
<td>19</td>
<td>24</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Girls</td>
<td>38</td>
<td>25</td>
<td>20</td>
<td>30</td>
<td>28</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>50</td>
<td>54</td>
<td>49</td>
<td>52</td>
<td>50</td>
<td>56</td>
</tr>
</tbody>
</table>

Total families: 258
Total Enrolment 373
Principal's Report

I wish to recognize the staff for their support of me in my role and for the work they do for the children and families of St Michael’s. I not only commend them for their work and energy, but for the way they go about their work. They are a strong community within themselves and this has created comments by many observers. I am very proud of the culture of professional respect that they have all created and for the sincere warmth and comradeship they genuinely hold for each other. Their passion and commitment to the profession of teaching and more importantly to the children in their care, leaves me feeling very proud of them. I thank each of them for their part in this.

I recognise that the challenge for St Michael’s is in providing a contemporary, relevant education for its students. For this to happen, the school must have a strong sense of shared purpose, knowing that lives are transformed within the learning process, if the educating is done with heart and mind together. I believe the journey ahead will be one of change and growth and a time of problem solving and collaboration, to ensure that the school’s future is clearly planned and strategically positioned in a time of turbulent change within our world.

The school community has been supported and encouraged by Fr Peter Slater. He has an enormous workload in ministering to his parishioners, has a keen interest in the children, their family life and their spiritual life. I value the moments that I spend with Peter for his leadership and clear direction and I thank him for his pastoral leadership of the community.

I believe the way a school cares for its students is reflected in the way it cares for its students’ families. A strong partnership between home and school is vital in ensuring that a student is connected to self and to school. St Michael’s recognises the importance of school-home partnerships in contributing to successful learning experiences for its children and will be focussing on this area to develop and concern itself with over the next four years as an area of improvement.

Agreed expectations of our students are encouraged as they are supported to accept responsibility for their learning and their behaviour. The school aims to develop students who are confident, independently minded and well-placed to contribute to a just, equitable society, as well as have a deep understanding of, and commitment to the Catholic faith. Religious Education has continued to be the cornerstone of life at St Michael’s where all are encouraged to walk in the footsteps of Jesus. The school demonstrates a strong Catholic ethos which is enhanced by the committed relationship between school and parish.

St Michael’s ensured all students were supported in their numeracy and literacy learning through a strategic plan. Numeracy and literacy support teachers and support officers worked alongside classroom teachers and students were grouped according to their individual needs. This meant that student/teacher ratios were significantly reduced.

2013 was a decisive year for ICT at St. Michael’s. Our primary focus was to ensure that as a school we were building a vision as to how we would cater for our students as 21st century learners. To achieve this we put in place a 3 year plan to ensure our teaching and learning practices were contemporary. With an eye on the future we improved our infrastructure to almost future proof our school for the next 10 years by ensuring that the technology introduced into the school will be reliable on our wireless and server systems.

The school used a variety of assessment strategies at key points in the learning framework. The school also participated in the National English and Mathematics testing program for the purpose of diagnosing individual learning needs and reviewing whole class teaching programs. 100% of our Grade 3 and 5 students were well above the national benchmarks in reading, writing, spelling and numeracy. This is a testament to the strong pedagogical understandings that are being embedded in the staff’s learning culture.

Maintaining perspective, staying connected to people and trusting in Christ’s loving presence enables my colleagues and myself to continue to live and work with a positive spirit that I believe can influence the culture of a school. I feel honoured to work within the community of St Michael’s.

Angela Kelly

Dr Angela Kelly
Principal
Education in Faith

GOALS AND INTENDED OUTCOMES

- Collaborative planning will demonstrate intent and direction in moving from literal to a mature faith stance
- Lesson dialogue reflects an understanding of mature faith stance
  
  Student ↔ Teacher ↔ Student

- Staff understand, own and can communicate a mature understanding of Catholic social teaching and the implications for St Michael’s school community
- Small student action group be formed to create awareness of Catholic social teaching

ACHIEVEMENTS

- Collaborative planning strategies and culture scaffolded through staff meeting and planning level meetings.
- Scripture readings were unpacked at staff meeting prayer time and modelled in classrooms.
- Staff were supported through whole school and level meetings, as well as ongoing dialogue, to ensure a personal action accompanies and integrates learning of key concepts in everyday lives of students
- Sacramental students received strong support from School and Parish
- SEE JUDGE ACT THINKING was presented and unpacked with staff
- Mini Vinnies group was introduced with a strong Catholic/Gospel connection
- Heightened awareness of Social Justice

VALUE ADDED

- Scripture was unpacked, explored and reflected on in a variety of liturgies such as Catholic Education Week, Confirmation and Advent for the whole school community.
- Prayer Bags were rotated through the families of the school so that prayer is encouraged and supported in the lives of the students.
- All classrooms have prayer tables to assist students centre themselves for prayer.
- Children receiving Sacraments participated in workshops with their parents. They were encouraged to discuss the sacraments and how they enrich and nourish their faith.
- Easter Liturgy of Passion, Death & resurrection of Jesus was a highlight of school’s faith practices.
- The Mini Vinnies Group was educated by senior members of St Vincent de Paul. They also visited a large St Vincent de Paul store and call centre to gain an insight into the work of the charitable organisation. They then took the message to the school through presentations they created collaboratively.
- The Mini Vinnies Group organised a pyjama day for Typhoon Haiyan. The message of the day was to be grateful for the warmth and shelter the students take for granted every day. They raised money for Caritas to use for emergency relief.
Learning and Teaching

GOALS AND INTENDED OUTCOMES

- Staff engagement in learning conversations will be evident
- Learning Culture will be addressed as a whole school approach and will be evident in the school
- Staff learning indicators in Insight SRC data will improve by at least 5% (actual scores)
- Common understandings and practices regarding contemporary teaching and learning
- Code of professional ethics document will be created by staff
- Improvement in student assessment scores
- Investigate iPad technology for classrooms

ACHIEVEMENTS

- Staff were involved in a process of the understanding of the “art of conversation”.
- There were conversations around the nature of learning and sharing understandings of professional learning within the school.
- All staff were engaged in the Learning Culture process and a creed for our school was created ‘Nurturing passionate empowered learners.’
- School supported staff member in Post Graduate in Education Intervention.
- Post Graduate staff member shared and deepened learning in regard to reading and understanding data and improving data literacy.
- Every staff member identified students at risk and worked with colleagues to develop individual learning plans.
- Class groupings in Numeracy and Literacy were given extra support teachers.
- There was professional dialogue in pedagogy of teaching and learning.
- Protocols for meetings and professional conversations were developed.
- Literacy and numeracy blocks were clearly understood and implemented based on contemporary learning and teaching principles.
- Strategically planned lessons using assessment data was evident.
- Strategic management of support staff was evident in teaching and learning process.
- All teachers had access to and support in iPad technology.
- Strategic plan to stage iPad technology within school was formulated.
- Student engagement as measured by connectedness to school and student motivation showed a steep improvement from 2011 data

NAPLAN:

Students in Year 3 and Year 5 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2013. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of student performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for, numeracy and literacy reading writing, grammar, punctuation and spelling). These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.
**Proportion of Students meeting National Minimum Standard**

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.1%</td>
<td>100%</td>
<td>97.7%</td>
</tr>
<tr>
<td>Writing</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98%</td>
<td>98.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.2%</td>
<td>100%</td>
<td>97.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Change in Proportion of Students meeting National Minimum Standard**

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>-2.0%</td>
<td>3.9%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>2.1%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>0.1%</td>
<td>0.1%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>7.9%</td>
<td>9.8%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**GENERAL ANALYSIS OF NAPLAN DATA 2011-2013**

Within literacy the largest student gain was in spelling in which a majority of our Grade 3 students were substantially above the national standards. Our students were above the national standards in reading and our persuasive writing results showed consistent improvement between the years of grades 3 and 5. It was in Mathematics that this cohort of students showed most improvement with an above average growth in student understanding from grades three to five. Overall St. Michael’s Primary School has seen a steady growth in students’ performance since 2011 and as the results show, are beginning to show results that are above the state average in the curriculum areas assessed during NAPLAN.
School Community and Student Wellbeing

GOALS AND INTENDED OUTCOMES

- Student social and emotional learning be strengthened especially in the area of personal learning
- Student motivation and connectedness

ACHIEVEMENTS

- INSIGHT data showed an increase in student morale and student connectedness to school since 2011.
- Student feelings of safety and an increased feeling of connectedness to peers were highlighted in INSIGHT data.
- Community engagement seen through INSIGHT data surrounding community engagement increased significantly since 2011 data.
- Information Nights were presented to parents by whole staff.
- Grade 6 parents and children invited to Sexuality Education evening.
- Engaged and developed the connecting skills with Board and Parent Group members.
- Developed a School Board Constitution, code of ethics, roles and responsibilities.
- Developed a Parent Group Constitution.
- Created opportunities for family activities surrounding school life such as Grandparent’s Day, Christmas Carols Night.
- Strong attendance at working bees.
- Staff held accountable to each other regarding compassionate, positive and non-judgemental conversations surrounding parents.
- Lunchtime activities were widened beyond the playground e.g Chill Out Zone, Library, Story Telling Time.
- There was professional development of staff regarding Circle Time.
- There was evidence of Circle Time within weekly classroom life.
- Formation of student leadership groups.
- School Leaders.
- House Captains.
- Mini Vinnies.
- Techxperts.
- St Michael’s Angels.
- Student leadership roles were visible and accessible to all families through badges and newsletter items.
- Art exhibition was a highlight for school families to celebrate student work.
- Information nights were well attended and received strong support.
Whole school incursion re bullying
Strong Buddy program supporting Prep children and all children throughout the school.
St Michael’s Angels were a powerful, influence group of support and care within the student body.
Membership to Michael Grose ‘Parenting Ideas’ articles was appreciated by the parent community and this provided on-going support for families through newsletter inserts.
Canteen provides healthy food
Hot dog days give the children an opportunity to enjoy sometimes foods.
Tournament of the Minds program supports high achieving students.
Debating team builds confidence within senior students regarding their opinions.
Visitation to Aged Care facility.
Classroom teacher awards and Citizenship awards acknowledged our students.
Independent Out-of-School Hours Program that supports the community to have quality care.
Informal parent teacher meetings encouraged on a needs basis.
Strong transition program for exiting Grade 6 students.
Strong transition program for new Prep students.
Fruit/vegie break supports students to develop healthy eating patterns and provides energy throughout day
‘Tournament of Minds’ competition to cater for high achieving students.
Debating workshops (outsourced) were conducted to enhance the skills of senior students.

STUDENT ATTENDANCE
Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents are responsible for promoting the regular attendance of students. Parents are responsible for the regular attendance of their children, and are required to report absences of their children from the school promptly to the school and taking measures to resolve attendance issues involving their children.
School staff, as part of their duty of care, monitor part and whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written or verbal communication, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The school has had no truancy issues in 2013.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>96.67%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.77%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.20%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.76%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.65%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.49%</td>
</tr>
<tr>
<td>Overall</td>
<td>96.09%</td>
</tr>
</tbody>
</table>
STUDENT SATISFACTION

The following anecdotal evidence was gathered from conversations with students and from their communication with the teachers.

- Upward trend in student/staff morale indicator and parent satisfaction (INSIGHT)
- Strong attendance rates at ‘Chill Out Zone’...averaging 35-45 students per session
- School incursions and excursions were valued
- Grade 6 trip to Canberra and grade 5 Camp to Mount Martha
- Great excitement surrounding their whole school Art Exhibition
- Students express a positive regard for their teachers and their school to parents and outside community
- Happy children
- Strong relationships with other children
- Supportive parents
- Provision made for all students to engage in purposeful and enjoyable lunchtime activities
- Opportunities for student voice and forums created to hear and respect this voice

STAFF SATISFACTION

The following anecdotal evidence was gathered from conversations with staff and from observation of their behaviour:

- Working with other staff members / team work
- Enjoyment of workplace and colleagues
- Connectedness of staff / praying together and supporting each other
- Feeling affirmed
- Professional manner regarding work
- Sharing of advice and experiences
- Personal reward and satisfaction
- Plentiful resources
- Privilege to work with the children
- Willing to take on board new initiatives
- Prayerful, reflective moments spent together
- Celebration of faith through sacraments, liturgies and mass
- Thoughtfulness shown
- Working with staff who share same values
- Staff who trust me
- Celebrating together the joys and sorrows and personal support
- Positive staff relationships
- Minefield of great ideas within staff
- Caring of staff
- Working together for the kids
- Strong friendships between staff
- Upward trend in student/staff morale indicator and parent satisfaction (INSIGHT)
- Staff open and responsive to student voice
The following anecdotal evidence was gathered from conversations with parents and from their communication with the school.

- Reflective writing in newsletters
- Newsletter articles written by Michael Grose
- Involvement in the following school activities:
  - Book Fair
  - Class reading programs
  - Sporting activities
  - Aged care
  - Level of care for children who are unwell at school
- Appreciation of online booking for parent teacher conferences
- Appreciation of ‘support arm’ of class parent group with the supply of meals and visits in times of difficulty for families
- Empathy for families and children
- Pastoral care of all within community by all within community families
- Sense of welcome within the community
- Friendliness
- Happy atmosphere
- Attendance at Parent Group meetings has increased.
- Parents are taking ownership of their Association
- Board members have indicated that they feel they have a ‘real’ role in decision making within the school
- Parents believe they are valued and welcomed as key participants in their child’s learning
- Upward trend in home school partnerships indicator (INSIGHT)
- Upward trend in parent opinion learning focus indicator (INSIGHT)
- Staff communication regarding parents shows respect and dignity
- Strong attendance at Parent Information meetings
- Parents expressed their satisfaction with new venue and format for Parent teacher Meetings
- Parents of integration students expressed their ‘comfortability’ around new format for PSG meetings
- Increased communication through Skoolbag App
- Strong support for graduation activities
- Consultation with parents is having strong effect
- Expressions that newsletters are giving valuable information to support parenting
- Positivity surrounding Foundation induction and information
- Board members are seen as active members in school life
- Out of School Hours Care is appreciated greatly
- Parent noticeboard has been informative and well used by parents
- School displays have represented the learning of students within the school
- Introduction of Parent Library as a valuable resource
## Leadership and Stewardship

*Leading with integrity, with intent and with courage”*

### GOALS AND INTENDED OUTCOMES

- Leadership remain true to the integrity of the strategic plan in all wise decision making
- Leadership roles are well understood by all staff
- Students are seen as the reason to be at St Michael’s
- Build capacity of leaders/teachers
- Staff report feeling connected, informed and part of the life of the school
- Upward trend in staff morale and supportive leadership indicators (INSIGHT)
- School buildings are safe and contemporary learning spaces.

### ACHIEVEMENTS

- Collaboration between staff and leadership team was promoted to ensure that the students’ needs are at the forefront of decision making
- Strategic plan document was the reference point for leadership
- Clear role descriptions developed.
- Lines of clarity around authority within role descriptions.
- Unpacked the implications and modelled these for staff in terms of lines of authority and actions
- Leadership team meetings had an element of reflection/professional learning
- Leadership constantly emphasised and articulated the belief that students are the core business of St Michael’s
- Learning Culture implemented
- Reviewed communication strategies, processes, practices, protocols roles and expectations throughout the school
- Emergency management plan devised and implemented
- OH&S plan devised for school
- Complete refurbishment of east wing
- Plan for 3 stream school, building permits lodged and staged plan devised
- Annual School Improvement Plan completed.

### VALUE ADDED

- Teachers express that they feel part of a learning community
- Feelings of professional collegiality
- Increased transparency of school
- Creation of clear role descriptions
- Planning time together as class units
- Digital Staff handbook updated regularly
- Weekly memo
- Whiteboard in staffroom has been used to ensure effective communication and updates daily
- Celebrations of staff members eg., birthdays, family weddings, births
- Staff liturgies in times of individual staff members life tragedies
- Prayerful reflective moments spent together.
- Recognition of minefield of professional ideas within staff group
- Strong friendship groupings within staff
### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Level</th>
<th>This School</th>
<th>Like Schools</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-Doctorate</td>
<td>4.76%</td>
<td>0.21%</td>
<td>0.19%</td>
</tr>
<tr>
<td>Degree-Masters</td>
<td>9.52%</td>
<td>13.62%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Diploma</td>
<td>9.52%</td>
<td>23.87%</td>
<td>23.51%</td>
</tr>
<tr>
<td>Certificate</td>
<td>4.76%</td>
<td>4.4%</td>
<td>4.75%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>71.43%</td>
<td>73.29%</td>
<td>72.73%</td>
</tr>
<tr>
<td>Diploma – Advanced</td>
<td>42.86%</td>
<td>44.94%</td>
<td>43.85%</td>
</tr>
<tr>
<td>No qualifications Listed</td>
<td>0%</td>
<td>5.16%</td>
<td>5.82%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (head count)</td>
<td>34</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>31.53</td>
</tr>
<tr>
<td>Non-teaching staff (head count)</td>
<td>13</td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>10.5</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>
**Staff Attendance Rate:**
These figures include days when staff are engaged in professional learning activities and off-site activities (camps & excursions) but does not include days when staff are on approved leave (long service, maternity leave, leave without pay or study leave).

The average rate for attendance for teaching staff was 94.5%.
The average rate for attendance for non-teaching staff was 97.59%.
The average rate for attendance for all staff was 95.3%.

| Staff Retention Rate: | 73.3% |

**Teacher Qualifications:** All teachers have met all requirements for registration and accreditation under the Victorian Registration and Qualification Authority, CEO policy and curriculum requirements have been met.

**Expenditure and teacher participation in professional learning:**

**Learning Opportunities for Staff included:**
- Religious Education (Nurturing the Spirit through the Journey of Life)
- “Circle Time”
- Conflict resolution
- Supporting students with autism
- Understanding AusVels and Reporting
- Emergency management planning
- Anaphylaxis Training

**Learning opportunities for individual staff included:**
- Religious Education cluster meetings
- Principal tour to Finland & Rome (funded by Diocese of Sale)
- Masters of Education/Student Well-Being
- STAR training for SLO’S
- First Aid Certificate 11

| Number of teachers who participated in Professional Learning: | 24 |

| Average expenditure per staff member for Professional Learning: | $530 |
## Financial Performance

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>Tuition</td>
<td>322 699</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>116 407</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>68 270</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>783 728</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>2 018 538</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>3 309 642</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td></td>
<td>2 427 796</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>371 752</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>2 799 547</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>123 351</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>79 749</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>203 100</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>226 838</td>
</tr>
<tr>
<td><strong>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>502 385</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>577 323</td>
</tr>
</tbody>
</table>

**Note that the information provided above does not include the following items:**
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
FUTURE DIRECTIONS

Education in Faith: St Michael’s School Community will walk in the footsteps of Jesus.
- Students will be immersed in the traditions, understandings and knowledge of the Catholic faith, enabling them to be reflective discerning individuals.
- Catholic social teaching is embedded into the life and culture of St Michael’s School community and the wider community
- Staff challenged and supported on their personal faith journey

Teaching and Learning: St Michael’s will nurture passionate, empowered learners.
- Staff are active learners within a high performance development culture.
- High expectations of teaching and learning.
- Relevant contemporary learning tools are evident

School Community and Well-Being: St Michael’s will work towards being an inclusive, caring community, connected in honouring its students.
- The well being of the whole child is embedded in the life and teaching of St Michael’s
- Home-school partnerships are authentic
- Tolerance, compassion and empathy are lived out within the St Michael’s school community
- A culture of authentic student voice

Leadership and Stewardship: St Michael’s leadership will be authentic and transparent.
- Clarity of purpose and practice within leadership
- Transparency within leadership
- Collaborative, authentic leadership is understood and valued within the school community.
- School plant and facilities are maintained

The information in this report has been verified and the priorities endorsed by the Education Consultant of the Diocese of Sale, Mr Paul Lomas. His support has been felt strongly by the St Michael’s Community in 2013. I thank him for his supportive voice on the end of a phone line, his wisdom in times of doubt, his understanding of the work of leading a school and his complete confidentiality in all matters.

Angela Kelly
Principal