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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>16 Scanlan Street BERWICK VIC 3805</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Dr Angela Kelly</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Peter Slater</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mrs Kelly Rogerson</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9707 1600</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@stmberwick.catholic.edu.au">principal@stmberwick.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.stmberwick.catholic.edu.au">www.stmberwick.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Angela Kelly attest that St Michael’s 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 2006 (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
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

27 April 2015
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 with a school population of 379 students. Established in 1962 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 our reason to be. They are guided in their faith by the Scriptures as they live out their Christian way of ‘being’ in their world – nurtured to be Christ-centred people.

St Michael’s is an authentically Catholic learning community that is dedicated to providing the very best opportunities for our young people. It is a place where academic rigour is developed through rich relationships, deep integrity, lifelong learning and extraordinary care for its children. There is a commitment to whole school improvement and an enthusiasm in approaching the many new initiatives and increasingly complex demands of learning in a contemporary environment.

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. Parents are valued as active participants in the education process of their children.

St Michael’s is blessed to have a close, nurturing, effective staff who work tirelessly to ensure that the education of their students is purposeful and engaging. Classroom teaching provides flexible and adaptable approaches and strategies to enable students to construct meaning and build understandings. Our teachers place students at the centre of the learning process. We share the belief that effective learning takes place when positive relationships are developed in an atmosphere that balances challenge with support. There is a whole of staff approach to managing issues which ensures that every effort is made for each child to enjoy success as they grow and develop within our supportive school community.

St Michael’s uses the AUSVELS curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards. St Michael’s uses this curriculum to plan learning programs, assess student progress and report to parents. Specialist curriculum areas include Visual Arts, Performing Arts, Physical Education and LOTE. The quality learning environment of St Michael’s truly supports the academic growth of its children. Children have the opportunity to take responsibility for their learning and utilise appropriate learning technologies to support their learning.

It is a privilege to work within a learning-focused, faith community that is united in its diversity and committed to a culture of discovery; a collaborative community where personal excellence is prized, where creative thought, word and action are nourished, where paths to success are varied and where positive relationships thrive.

The educational journey of St Michael’s Parish Primary School is one of transformation – a journey through which we are changed, those around us are changed and our world is changed. The Gospel of Jesus Christ nurtures us for our journey and we are challenged by the words of John’s Gospel ‘If you continue in my Word you are truly my disciples, and you will know the truth and the truth will set you free’.
Principal’s Report

The past year at St Michael’s has been a journey of growth, change and a time of problem solving and collaboration to ensure that the school’s future was clearly planned and strategically positioned. Our community was supported and encouraged by our Parish Priest, Peter Slater. All involved in the work of St Michael’s School and Parish recognize the enormous load that Fr Peter carried as he ministered to the needs of those in his Parish. This past year has seen him with the dual role of Parish Priest and Acting Bishop to the Sale Diocese. In spite of his enormous commitments, he held a strong presence within the school community and was recognized by parents as a caring Priest, always approachable and willing to support. Fr Peter values the School Board as a body that represents him in all matters of school life and he recognizes the wise decisions and thoughts that the Board holds regarding the school and its operations.

I need to acknowledge the commitment and dedication of the School Board members in their trust and belief in the staff and in myself. This relationship enhances the forward progress of the school and I commend them all for their passion in visioning their school. The commitment and dedication of the Board have been recognized by the whole school community and the trust and belief in the school held by its members enhances the forward progress of our school. I thank Kelly Rogerson our Board Chair for her vision and passion for the school and for her clear-sightedness in gazing forward to the school we can be. I thank Jacinta Studham for her ‘walking alongside’ Kelly in ensuring the school is well-supported and I recognize her strong secretarial skills. I recognize the time, interest and dedication of all Board members - and on behalf of the whole school community, I commend them all for their work. I farewell and thank Anne Maree Bayard for the years of service she has given to St Michael’s. Her vision for our school has helped to steer a new direction for St Michael’s. I thank the present Board members and wish them well as they continue their work of leading in 2015.

Our parent community is generous in contributing to the growth of the school through untiring support and assistance in every area of school life. The funds raised by the Group are immeasurable in the benefits to our school. I commend Louise Mettes for her role as a conduit between the Board and the Parent Group and for her sincerity in working hard to give strong representation of each group to each other. Many of our parents contributed immensely to the growth of our school through helping in wide variety of ways throughout the year. Their assistance and support is immeasurable in the benefits the school gains both in work, resources and in community spirit. St Michael’s Parent group creatively design projects to ensure that the school meets the necessary funds to meet the government regulations for our Catholic school. I thank Lia Whitelaw and Kim Peterson for presiding over the group, for leading with integrity and clarity, Fran Russel for keeping accurate records of the group as Secretary and Kim Collard for her work as Treasurer. It is with great pleasure I inform you that through the enormous work of the Parent Group throughout 2014, that $57 000 was raised for use towards improving the learning outcomes of our children.

Your staff have contributed with immense dedication for one reason – the education and well-being of your children. They are an amazing group of people who consistently uphold a strong belief in what a Catholic school should be. During 2014 we farewelled two much loved members of the staff group – Sue Fiddes and Rebecca Kollaris and we wished them well in their futures. I commend the dedication and commitment of my two deputy principals, Luisa Wilkinson and Jenny Benbow who have supported me in the work of leading and guiding the school. They have been my inspiration envisioning the school and my comrades in exploring new ideas and dreams for the school.

I thank Madeleine Edwards, our School Finance Officer for her outstanding contribution to working with our 2014 budget. Madeleine has assisted and advised me in making sure that the budget is sound and realistic. I thank Lee Anne Muzzollini who in her ‘gate-keeper’ role has been a warm, welcoming and calm face to the school community.
Our strategic plan focused on the provision of a rich, comprehensive curriculum, with a strong focus on Religious Education, Numeracy and Literacy. Technology was used as a tool to motivate, engage and challenge our students. The Grade 5 classes trialled iPads as supports for learning and to gain understanding of the use of apps within the school environment.

The major project for the year was the planning and creation of Foundation House. My thanks go especially to Jakob Kelly for his architectural skills and his generosity of heart in working gratis for the school. The Schultz building group formed a strong partnership with the school and with Jakob to ensure that all our hopes and dreams for Foundation House were realized. The opening was a great celebration for the school community and recognised the hard work of many within the community.

Term 3 saw the redesigning of the Senior East wing of the school by Jakob. With a small budget and much creativity, a design was created to enhance the learning space and to ensure that an environment was created to ensure collaborative, open spaces of learning were created. I commend the teachers who showed great resilience and positivity in the way they coped with a constantly changing platform as the building changed constantly and the classroom spaces were designed and shaped around their classes. By the end of the year, all spaces were well-prepared for the new year.

Towards the end of the year, it was decided that the Junior school environment was no longer an appropriate space for Grade 1/2 students of the school. Jakob created plans for building works to be conducted to create a modern, functional learning space for our Junior students. These plans were in the hands of the Casey Council as the year came to an end.

St Michael’s is working to reach its goals as we work to provide our children with a fine, comprehensive, engaging education. I look forward to continuing the journey with you in 2015 and in sharing the dreams and aspirations you hold for your own children and for the school community you have entrusted them to.

Angela Kelly

Principal
School Education Board Report

2014 was a year of significant change for St Michaels as we celebrated the unveiling and establishment of Foundation House. This building is a significant addition to our school, which created an increase to our grounds through the generous donation of the building and grounds from the Parish.

The third stream of classes in the Junior school is now in its third year and has been integrated successfully into the school. While challenges are still being dealt with as we move forward with Junior school development, the planning for new building works is still in process and we hope to conclude the plans by mid-2015.

The Board worked with the Parent Group to support fundraising activities, and the interior of the school fit-out was completed using this funding. The Senior school buildings also received a boost with building works to support a more flexible learning environment. The work that has been achieved to date sets us in good stead to look towards 2015 with a positive vision for change and progress.

I would like to take this opportunity to thank Jakob Kelly for his generosity and commitment to the school. Without his assistance, the building works would not have commenced. The support of the Catholic Education Office in Sale is also noted, our socio-economic status creates challenges for us in seeking eligibility for grant funding. The families within the school have also contributed with a significant rise in fees over the last 2 years to support the need for infrastructure and capital development. A review of the budget illustrated that significant cost savings had been made by the teaching staff and that a positive focus on living within our means was being achieved after a number of years in deficit. We thank Madeline for her hard work in an area which is no doubt very challenging.

The Board discussed how to meet the needs of our children in a rapidly changing technological environment and how to best leverage off not only the educational opportunities technology provides, but also the need to prepare our children for this modern world. The integration of iPad technology with a “bring your own device” process was supported by the Board and implementation for Grades 4-6 will begin in 2015. A number of policies were passed including a homework policy. The vision and mission of the school remains a focus for us as we move forward. A review of the excursions and camps led to some change in destinations.

Luisa Wilkinson completed her time as deputy principal and I would like to thank her on behalf of the Board. Jenny Benbow has been an amazing support and energetic leader whose influence is palpable throughout the school.

This AGM sees the conclusion of term for Anne Maree Bayard. I thank you for your commitment and wish you well as you leave the school community. We are fortunate to have the support of such a positive and valuable leadership team.

On behalf of the board and the broader school community, I wish to thank Angela Kelly, with the support of Father Peter, for her commitment, energy and enthusiasm for creating such a positive learning environment to take our children through their years at St Michael’s and to support us as parents to fulfil all the dreams that we hold for them.

Kelly Rogerson
Education in Faith

Goals & Intended Outcomes

- Collaborative planning will demonstrate intent and direction in moving from literal to a mature faith stance.
- Dialogue surrounding religious teaching practice reflects an understanding of mature faith stance.
- Staff understand, own and can communicate a mature understanding of Catholic social teaching and the implications for St Michael’s school community.
- The staff culture supports, empowers and challenges teachers in their understanding of their faith journey.
- Parent community will be clear in understanding what social justice looks like at St Michael’s.

Achievements

The St Michael’s School Community has been invited to be engaged in the exploration and celebration of the Catholic story through reflection, prayer and action for the good of others and our world.

- Planning has become more collaborative, creative and reflective.
- Students have been challenged to deepen their faith by making connections with Scripture and Tradition and their own lives.
- Our Easter liturgy enabled the children to experience and understand Christ’s passion and resurrection and how it brings meaning to their own lives.
- Our family centred, parish based and school supported sacramental program has allowed a deepening of our faith.
- Classroom programs were linked to the parish sacramental preparation process to ensure children were adequately formed and prepared to receive the sacraments.
- Reconciliation, Eucharist and Confirmation were sacraments celebrated by Grades 3, 4 and 6 respectively.
- The school community also came together to congratulate these students in school liturgies.
- Through staff gatherings for prayerful reflection there has been a marked deepening in understandings of personal faith journeys.
- School assemblies have been used to promote understanding of social justice issues within our school.
- Throughout the year, much time and energy was spent planning liturgies and masses to support students, families and teachers to experience the Christian community.
- Each term every class had the opportunity to celebrate a weekday parish mass.
- Students took responsibility for reading, sharing prayers of intercession, singing hymns and playing instruments.
- Once a year the students from Grades 3 -6 celebrate the Sacrament of Reconciliation.
- Catholic Social Teaching has become an integral part of school life. An emphasis was placed on addressing social justice issues within the community and beyond.
- three of our teachers participated in the Diocese of Sale’s Accreditation program.
- Parish Sacramental Co-ordinator worked with REL to ensure the preparation and celebration of sacraments.
- Teachers took part in the Catholic Education Office professional learning day led by Sr Rose Duffy and Mr Jim Quilllan, focusing on the spiritual development and nourishment of staff.
VALUE ADDED

- Dedication and passion of Religious Education Leader for faith development within the school community
- Faith content reflections on newsletters
- High quality of classroom prayer
- Our Easter liturgy was a moving experience of the faith life within our school community
- The Mini Vinnies Group led the school through presentations, words and actions.
- The Mini Vinnies organised a food collection for the poor throughout the winter months.
- Our Grade 6 students undertook knitting activities to make some blankets. Some of these were raffled and the money was given to St Vincent de Paul Society. Some of the blankets were donated to the needy in our parish.
- Through fundraising throughout the school, monies were donated to Caritas, Catholic Children’s Mission and a number of local community organisations.
Learning and Teaching

Goals & Intended Outcomes

- Teachers to be released from the old paradigm of teacher holding power and moving to trusting and empowering students
- Teachers challenge and support each other in their conversations surrounding ‘what makes a strong learner’
- Deep thinking (metacognition) be the foundation of our learning culture
- Improvement in teacher engagement in their learning
- Implementation of iPad technology for classrooms
- Whole school community awareness of current pedagogy

Achievements

NAPLAN RESULTS

Students in Year 3 and Year 5 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2014. 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.

<table>
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<th>NAPLAN TESTS</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100%</td>
<td>97.7%</td>
<td>97.8%</td>
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<tr>
<td>YEAR 3 WRITING</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>YEAR 3 SPELLING</td>
<td>98.1%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>97.7%</td>
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<tr>
<td>YEAR 3 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<td>YEAR 5 READING</td>
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<td>95.7%</td>
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<tr>
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<tr>
<td>YEAR 5 NUMERACY</td>
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<td>100%</td>
<td>97.8%</td>
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</tbody>
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In Grade 3, 100% of our students met the minimum standards in Writing, Spelling and Numeracy. Our results in Reading and Grammar and Punctuation showed steady and improved results.

In Grade 5, 95.7% of our students met the minimum standards in Reading, 97.9% in Writing, with 93.6% meeting the standards in Spelling and 97.8% in Numeracy. 100% of students met minimum standards in Grammar and Punctuation.

Assessment data collected through the NAPLAN program is compared to state and national outcomes and staff of St Michael’s evaluate their teaching and learning programs to gauge their effectiveness against these benchmarks. The National Benchmark data collected by St Michael’s over the past three years indicates that the many programs we are implementing are effective in assisting students to
achieve strong results across the school. Small variations in results from year to year occur when students are absent during national testing programs or when students with special and particular learning needs participate in such programs. Through analysis of the 2014 data, there will be emphasis placed on Guided Reading in 2015 to support and strengthen the reading program within the school.

There have been a variety of activities conducted within St Michael’s that have contributed to the achievement and development of our students. The curriculum is grounded in contemporary teaching and learning practices that are supported by a variety of rich, contemporary tools. The staff are committed to planning engaging and relevant units of work that motivate students and allow them to use a variety of skills in working through these units. Units of work have allowed students to develop a range of thinking skills and be involved in a variety of learning situations, some which have created community partnerships.

The staff have also focused on the continued development of mathematics with a view to sustaining the growth we have seen in this area over the past year. Our numeracy leader has led the staff through professional learning opportunities. The staff were engaged in the development of a Mathematics Scope and Sequence F – 6 which had the added benefit of engaging all teachers in all areas of mathematical learning throughout the school. All levels across the school have a consistent approach to the teaching and learning of mathematics, allowing for a particular focus on number and place value. This focus has assisted students to gain a more comprehensive understanding of more complex mathematical ideas which is built on a thorough knowledge of place value and numeration.

1:1 iPad program was trialled for Grades 5 students. Systems and procedures for the safety of students surrounding technology use within the school environment were applied to the school site. Teachers were given the opportunity to purchase iPads and were given support and guidance in using the iPad as a learning tool. This would build capacity within staff as we move forward over the next three years with our technology plan.
School Community and Student Wellbeing

Goals & Intended Outcomes

- Build capacity in staff surrounding social and emotional learning
- Classroom practices will embrace the diversity within the classroom and school
- Student voice will be heard and respected
- Parents believe they are valued and welcomed as key partners in their child’s learning
- St Michael’s will work towards becoming a more inclusive, diverse school community

Achievements

Student wellbeing can contribute significantly to improved student learning outcomes. At St. Michaels’ we believe schools should be a place where children feel that they are safe, respected and able to learn.

- The St Michael’s Angels were distinguishable in their orange sashes and were recognised as supports to children in times of loneliness, isolation or when the social aspect of the playground management became difficult.
- Special Needs Leader and Well Being Leader attended 4 days at “Positive Partnerships” and completed an action research project focusing on Autism.
- Wellbeing Leader supported classroom teachers with resources regarding the wellbeing of students
- Modelling of Circle Time practice in the classroom
- During 2014, St Michael’s began the journey of a focus on ‘Sustainability’. We have begun to focus on reducing our energy consumption through the Resource Smart Project. This project is the beginning stage of a student driven focus on energy savings; allowing them to take ownership in helping St Michael’s become a sustainable school. The aim is that sustainability concepts become everyday practices which are driven and directed by the students.

VALUE ADDED

- Strong connection with agencies to support students and their families.
- Grade Six children continued their outreach program of visitation at Edrington Park Retirement Village, providing companionship and care to the elderly residents of the home.
- St Michael’s has continued to hold its annual school based sporting carnivals of cross-country and athletics.
- St Michael’s year 5/6 students entered the ‘Tournament of Minds’ competition.
- St Michael’s held its bi-annual ‘School Performance’ at Robert Blackwood Hall, Monash University.
- Parent library to support parents.
- Children and families were enthusiastic regarding the school camps and excursions.
- ‘Chill Out Zone’ is valued by the students
- WELLBEING EXPO was organized with the aim of raising awareness of local support agencies, connecting families to them.
**STUDENT SATISFACTION**

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

- School incursions, excursions and camps were valued
- Great excitement surrounding the whole school production
- Students express a positive regard for the school staff and their school to parents and outside community
- Students value strong relationships within the school community
- Students recognize and value support given by parents
- Students report feeling connected to their school and their peers
- Students are excited with the physical changes of their learning environments
- ‘Chill Out Zone’ is valued by the students

**PARENT SATISFACTION**

The following anecdotal evidence was gathered from conversations with parents and from their communication with the school. They value:

- That St Michael’s has continued its reputation of excellence in a thriving community whilst maintaining excellent academic standards
- Reflective writing in newsletters
- Newsletters that give valuable information to support parenting
- Involvement in the following school activities:
  - Book Fair
  - Class reading programs
  - Sporting activities
  - Visitation to aged care facility
- Level of care for children who are unwell at school
- Online booking for parent teacher conferences and Skoolbag App
- The ‘support arm’ of class parent group with the supply of meals and visits in times of difficulty for families
- Pastoral care for all within community
- Sense of welcome within the community
- Friendly, happy atmosphere around the school
- Parent Information meetings
- PSG meeting format for students with special needs
- Relationship with Board members as they are seen as active members in school life
- Out of School Hours Care
- School displays which represent the learning of students within the school
Leadership and Stewardship

“Leading with integrity, with intent and with courage”

Goals & Intended Outcomes

- Leadership roles are well understood by all staff
- A model of leadership is designed and understood within the school community
- All teachers are valued as leaders within the school community
- Supportive environment established for aspiring leaders.
- Completion of Foundation House
- Development of master plan for school grounds and surrounds
- Begin stage 3 of school building plan.
- Maintain current school grounds

Achievements

The model of leadership that is valued and modelled at St Michael’s is of ‘servant leadership’.

- Development of school creed for the whole school community ‘Nurturing passionate empowered learners’
- Engagement of CEO Warragul support staff to mentor and coach teachers
- Development of personalised goal setting for all teachers
- Strong collaboration between leadership team and staff to ensure that students were at the forefront of all decision making
- Creation of clear role descriptions
- Opportunities for staff professional learning throughout the year
- Whole staff reflection day at Drouin
- Complete rebuilding of Parish Office to become Foundation House
- Completion of master plan for entire school site
- Complete refurbishment of senior east wing of school
- Lodgement of building permits to council for construction of Junior learning area
- Replacement of big top shade structure

EXPERIMENT AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

- Management of Anaphylaxis,
- Level II First Aide ReAccreditation,
- Phonemic Awareness for Teaching Younger Language Learners,
- CPR Refreshers
- Change 2
- Mandatory Reporting,
- Zart Art workshop,
- RE, Literacy and Numeracy Leaders Day,
- EMU ongoing professional development,
- Finance workshops.
- Religious Education PD(Nurturing the Spirit through the Journey of Life)
- ‘Circle Time’
- Conflict resolution
- Supporting students with autism
- Understanding AusVels and Reporting
- Emergency management planning
- Attendance at ICT conference in Queensland
- iPad in-servicing
- Religious Education Accreditation Units
- Partnerships
- Masters of Education/Student Well-Being
- Masters of Educational Leadership
- STAR training for ESO’s

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<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
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**TEACHER SATISFACTION**

The following anecdotal evidence was gathered from conversations with staff and from observation of their behavior.

Teachers at St Michael’s value:

- a culture of respectful relationships
- the changed physical spaces that enabled professional connectedness in the learning environment
- teaching in a well-equipped school
- teaching children eager to learn
- the support of leadership, education support officers and administrative staff
- peer coaching to improve their teaching practices
- strong relationships with parents and the parents’ role in educating their children
- respectful language surrounding students, parents and each other
- praying together and supporting each other in times of joy and sorrow
- their involvement in whole school issues beyond their classroom
- the opportunities for learning together within the school staff team
- 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 to ensure effective communication
### Financial Performance

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<th>REPORTING FRAMEWORK</th>
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<td>Other capital income</td>
<td>$40,825</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>$223,280</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$736,355</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>$577,323</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$1,100,497</td>
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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

Strategic plan

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
## VRQA Compliance Data

**E4026**  
St Michael’s School, Berwick

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>YR 03</strong></td>
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<tr>
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<td>97.7</td>
<td>-2.3</td>
<td>97.8</td>
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<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Spelling</td>
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<td>100.0</td>
<td>1.9</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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<td>97.7</td>
<td>-2.3</td>
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<td>Numeracy</td>
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<td>1.9</td>
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<tr>
<td>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</td>
<td>%</td>
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<tr>
<td>---------------------------------------------</td>
<td>---</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Year 1</td>
<td>94.35</td>
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<td>Year 2</td>
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<tr>
<td>Year 5</td>
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<tr>
<td>Year 6</td>
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<tr>
<td>Overall average attendance</td>
<td>93.94</td>
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If nonattendance becomes a regular activity, our Principal will contact the family involved to discuss the issue. Likewise if students are regularly late to school we make contact with the family to offer assistance in getting the children to school on time and explain the impact late arrivals have on the whole class settling in as well as their own child.

| TEACHING STAFF ATTENDANCE RATE | 94.72% |

| STAFF RETENTION RATE           | 96.43% |

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
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<tr>
<td>Doctorate</td>
<td>5.26%</td>
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<tr>
<td>Masters</td>
<td>10.53%</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
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<tr>
<td>Diploma Advanced</td>
<td>47.37%</td>
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<tr>
<td>No Qualifications Listed</td>
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## STAFF COMPOSITION

<table>
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<tr>
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<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>31</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>12</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>8.831</td>
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<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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