



PRINCIPAL'S PRESENTATION TO SCHOOL ADVISORY COUNCIL
ANNUAL GENERAL MEETING

Thursday 15TH November 2018

It gives me great pleasure to provide this information to the St Michael's School Community, outlining the 2018 school year.

'Reverence for the sacred dignity of each learner provides a foundation for pedagogy in a Catholic school. Through pedagogical choices educators seek to develop deep learning, powerful teaching and to create animated learners who are inspired by the Holy Spirit to act for justice and strive for the common good. (Horizons of Hope: Pedagogy in a Catholic school, p. 2 & 6.)

St Michael's vision is at the heart of everything we do.

St Michael's Parish School:
A Safe Community of Animated Learners Enlightened by Faith in God

We are all learners and in a Catholic context, animated by the Holy Spirit. Helping learners to 'put life together' meaningfully in the context of an ongoing engagement with Catholic faith is the privilege of us Catholic educators and the great contribution our teachers make to the learning of their students.

2018 has been an extremely productive and exciting year for all learners. We have certainly lived out our Vision of being a safe school by providing a variety of forums to ensure the Child Safe Standards are being adhered to and supported.

Our strategic intent as outlined in our School Improvement Plan (2016-2020) is

Through a distinctively Catholic lens, St Michael's commits to the full flourishing and animation of learners. Teachers will develop a growth mindset and build deep pedagogical knowledge and capacity. As active agents, teachers will collaborate using data, research and evidence to ensure maximum progress and growth for all. St Michael's will authentically engage our parents and forge strong partnerships establishing connected and innovative communities of life-worthy, hopeful and meaningful learning.

With the support I have had from Fr Laurence, Staff, SAC, PFA and our families and support from Catholic Education Melbourne, we have developed strategies that meet the needs of all learners and our context and addresses the feedback from the 2016 Review.

School Context

In 2018 we have an enrolment of 291 students at the August census. The total number of families in 2018 is 196 with the gender balance being 162 girls and 129 boys. 2019 is once again a high sibling year with 19 siblings entering prep and 19 new families. 11 students are leaving at the end of Year, six to attend Catholic Independent Schools. We have 4 students entering St Michael's in years other than Prep. We expect that the 2019 school population will be 293.

In 2018 we have 14 classes, 2 preps, 5 x Year 1/2, 4 x Year 3/4, and 3 x Year 5/6, with an average class size of 21. In 2018 we have 18 students receiving Students with a Disability (SWD) funding. There have been 14 students referred to the Student Support Group, by classroom teachers in 2018. 58 students are listed on the Nationally Consistent Collection of Data (NCCD) as requiring adjustments to meet their learning needs.

Currently we have 9 families receiving the Camps, Sports, Excursion Funding CSEF.

In 2018 St Michael's was in the second year of the School Improvement cycle. The team from Catholic Education Melbourne; Rob Scanlon (Principal advisor), Carol Grinsted (Learning and Teaching) and Kate Robinson (Education in Faith) have worked with us at various times throughout the year and supported us to ensure high expectations and improved growth for all learners.

School Community

In the sphere of **School Community** our goal is; *To strengthen the collaborative partnership between home, school, faith and the wider community to support learning and wellbeing.* Our school continues to be supported by an amazing parent community who seek every opportunity to participate in the life of the school through; the classroom helpers program, a dynamic Parent and Friends Auxiliary and School Advisory Council and all their subcommittees and numerous other school activities:

- In the classrooms this is evidenced by the number of classroom helpers each week and the participation of parents in our junior Literacy workshops.
- Parent representative on SWPBS team and Respectful Relationship Team
- At School Enhancement sessions where 58 families attended one or more of the school enhancement sessions in 2018;
- Participation on committees and celebrating the social life of our community through various fundraising activities.
- The Walkathon provides a healthy alternative to fundraising and is always well supported by our Parents
- Parent help with the Year Six Mini Fete whereby some parents cooked and attended.
- End of Term Sausage Sizzle is a wonderful new initiative
- Parent help with the Electives has provided a passion personalised approach to learning.
- Three Open Days were held in 2018 and were attended by 18 new families in the area. 20 less than the previous year. Many tours are now requested on regular school days.
- Art, Music & Story time sessions for pre-schoolers were advertised through local kindergartens and making contact to new families through Mini Micks. Mini Micks now incorporates a morning tea with the school after these sessions.
- The St Michael's Parish Pastoral Council have actively demonstrated their interest in the welfare of our school through participation in PFA events and always supporting the school and staff.
- Extra-curricular activities were conducted such as: Mini Vinnies, Running Club, Art & Tinkering Club, Gardening Club, Imagination Club, Library Club and Digital Technologies Club.
- Grandparents and Special Friends Mass was held on July 20th joining Fr Laurence and the school community in celebrating our wonderful Grandparents and Friends.
- Classroom Helpers 17 parents attended the training sessions conducted by Leanne Gibbs our Literacy Leader.

- Huge support from parents for the Art Exhibition either through setting up, collecting boards, or hanging backdrops.
- PFA Social functions The amazing Prep Welcome night, Ashburton Festival, Women's Breakfast, School Disco, Book Fair, Mothers and Father's day stalls, Trivia Night, the Fairy tale Ball and Classroom Social Activities organised by individual class coordinators, and many more.

Areas to Strengthen:

- A school strategic approach to developing parent/school partnerships
- The Fathering Project. An initiative to include and support Dads to connect with their children and each other
- Parents understanding of School Partnerships

Education in Faith

In the sphere of **Education in Faith** our goal was; *To recontextualise the Catholic Education in Faith in ways that encourage dialogue and learning that will nurture our Catholic identity* It is imperative the School continues to assist all stakeholders to improve and understand our Catholic identity.

Evidence of achievements in Education in Faith:

- Living out our Catholic School Vision
- Close working relationship with the Parish Team.
- Opportunity for regular Masses. Each level to celebrate with the parish at a weekend Mass twice a year and on Wednesdays during the week; School Masses throughout the year, Catholic Education Week Mass at the Cathedral and holy days of obligation.
- Regular Professional Learning Team meetings continue to contribute to staff professional growth using a Pedagogy of Encounter and Horizons of Hope
- Daily Christian Meditation opportunities, daily class prayer, meditation and reflection
- Focus on Catholic Social Teachings
- Engagement and inquiry in Faith and Life by integrating Religious Education with all curriculum areas using an RE lens to approach inquiry learning.
- Students visit the Islamic and Jewish museums as part of the Inquiry into Dignity
- Continued work with the Mini Vinnie's group reaching out to the local community
- Participation in Social Justice activities through Caritas Australia projects and St Vincent de Paul Winter and Christmas appeals
- Supporting the elderly Students regularly visiting the local nursing home to bring some joy to the elderly
- Participation at various faith formation sessions. Parish reflection day, Ingrid Green sacramental dialogue.
- Sacramental program in Year's 3, 4 & 6 and participation by Parents in Faith and Sacramental Education.
- Student Action Teams with a social justice outcome
- Reflection Day at St Oswald's lead by Minister Glenn Loughrey to connect with our local community and enhance indigenous studies
- Professional learning about Pedagogy of Encounter for all staff

Areas to Strengthen:

- Making RE meaningful, compelling and differentiated for students in today's context in a dialogical Catholic environment
- Enhancing Catholic school identity across all spheres of schooling. Parent Catholic Culture has increased in 2018.

Learning & Teaching

A contemporary learning approach responds to the learning needs, interests and experiences of each student. We endeavour to improve teacher knowledge and performance based on the belief that with support, teachers make the significant difference to student achievement. We are striving for Expert teaching. The goal in the **Learning and Teaching** Sphere is: *To maximise learning for all students through high quality teaching and shared practice, which is supported by evidence and research.* We know that student's gain increased success through a positive, stimulating learning environment and that we are a community of co-learners; student, staff and parents learning together.

Evidence of achievements in Learning & Teaching:

- Opportunities to 'add value' to student achievement both within curriculum and from extra-curricular activities e.g. strong formative assessment practices which direct the learning and teaching, goal setting by students and teachers, Book Week activities, Interschool sports, Walkathon, Australian Maths and Writing Competition, excursions, camps, level STEM inquiry presentations and electives.
- Participants in the Literacy Collective: Building a bridge from data collection to improved outcomes for students. Use of a data wall to track student progress. St Michael's achieved the highest growth above the state mean across the Eastern Region.
- Daily learning walks by the Principal who asks the students; What are you learning? How are you going? How do you know? Where/Who do you go to for help? How are you going to improve?
- Lesson Study whereby teachers plan, observe each other teaching, provide feedback and refine the lesson
- Regular Case Management meetings whereby teachers are supported by knowledgeable others to focus on personalised improvement
- Termly feedback for Growth sessions with Principal and teachers
- Strategic assessment regime ensuring valid data collection and analysis for benchmarking, triangulation and for tracking progress and growth of each individual student
- Collection, analysis and tracking of student data presented to parents and the learner, to allow for goal setting and personalisation of learning
- Tableau Data provided by Catholic Education Melbourne
- Utilising Horizons of Hope (L & T framework) to inform and deepen pedagogical practices
- Personalised awards presented at assembly
- Presentation of learning to parents and the community, STEM expo, introduction of SeeSaw, Mini Fair by Year 6 students
- Explicit reporting to Parents with checklists with specific outcomes against Victorian Curriculum and new RE Framework
- NAPLAN data shows St Michael's is above the state mean in Reading, Writing, Grammar and Punctuation, Spelling and Numeracy.
- Reading Recovery program
- Multi-sensory literacy intervention for 15 students with a diagnosis of Dyslexia
- Greater emphasis on personalised learning, success criteria and feedback
- Continuation of the Performance and Development Culture focusing on regular opportunities for each teacher to receive formal feedback about his or her performance. Teachers think systematically about their practice and learn from experience. Video themselves teaching for feedback purposes.
- Art Exhibition and learning from Minister Glenn Loughrey a local indigenous Anglican priest
- Parent Teacher Child conversations where students report their achievements and goals
- Use of library/ IT resources to teach a love of literature/ IT and research skills.
- Further Implementation of GAFE: Google Apps for Education to support deep learning and collaboration
- Mandarin lessons from Prep to Year 6
- Major focus on collaboration and teamwork for all staff
- Leaders work in classrooms supporting teachers

Area to Strengthen

- High performance in Writing.
- Students as designers- Students to become active engaged partners in the co-creation of learning experiences with their teachers.

Student Wellbeing

Positive relationships form the basis of strong learning partnerships. Learning is strongest when learners feel a sense of belonging within a community. This sense of belonging and being in relationship with others builds and strengthens the ability of learners to understand and manage their emotions and develop their sense of self. The goal in the **Student Wellbeing** sphere is *to enable the full flourishing of all students.*

Evidence of achievements in Student Well Being:

- Continued implementation of SWPBS; School Wide Positive Behaviour Support framework
- Lead school in Respectful relationships teaching parents, staff and students from St Michael's and other schools best practice
- Respectful Relationship surveys for Parents, Teachers and Students to inform our 2019 practises
- Explicit consistent teaching of SMASH expectations lead by the students
- Regular SWPBS team meetings which include parents and students
- Student Well Being as an agenda item at every staff meeting.
- Student input into the routines and structure of school through participation in class meetings and the SRC.
- Buddy Programs for Year 6 and Prep students
- Restorative Practices program and accreditation as a Restorative Practices school.
- Student services parent support program
- Support from our School Psychologist: Vicki Cowling
- Implementation of E-smart
- Regular student support group meetings
- Regular social skills groups offered to students
- Introduction of sensory sessions for students in need
- Compliance with Ministerial Order 870 Child Safe Standards
- Child Safe Officer continues to work on updating policies and processes
- Positive relationships between Teachers and Students
- Weekly circle time class meetings
- School Camp at Philip Island Vic.
- Cyber Safety/Wellbeing Forum lead by Think U Know for parents
- Continually building student voice through SRC, student lead assemblies, line-up, meditation, Student Action around inquiry based learning
- Greater leadership opportunities by introducing Arts, Wellbeing, Sustainability, Social Justice and Technology leaders
- Leadership workshops for students
- Use of a Wellbeing Room to cater for a quiet safe space for anxious students, socials skills groups, SRC meetings and privacy for psychologist meetings
- NCCD professional learning and implementation for all staff
- Trauma informed practice through Australian Childhood Trauma Group for all staff

Area to strengthen

- Student's emotional wellbeing and resilience
- Ownership of behaviour and learning from mistakes

- Parent partnerships

Leadership & Management

The **Leadership and Management** sphere goal is: *to sustain a performance and development inquiry culture that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement of the school.*

The 2017 to 2018 year saw some movement on Staff; Ann Maree Archer left to join St John Vianney, Gabbi Carter, Laura Shannon and Matt Knox moved schools to seek new experience, Christian Williams moved school to be the Enterprise Manager at Mentone Girls Grammar, Ying Huang moved to a fulltime languages program. Geraldine Esmore retired.

Elle Smart, Danny Macgill, Josie Walton, Lily Luo and Dr Troy Potter were employed for classroom teaching. The Leadership Team structure changed slightly in 2018. The Executive leadership team now comprises Erin Nagel; RE, Learning and Teaching and DP, Leanne Gibbs Literacy, Laurina van der EL Performance, Development and Innovation and Literacy Coach, Jo Mannix Student Wellbeing, Charlotte Mackie SWPBS, Emma Burgess Mathematics Leader and the Principal.

For greater leadership experience the decision was made to have a different level leader and specialist representative on the Leadership Team each term. All leaders have been a great support to me this year. They have focused on school improvement for amazing outcomes for our students.

As a school we have been privileged to continue with the collective of schools; Genazzano, St Kevin's Templestowe, St Frances Xavier Box Hill and St Michael's. Dr Lyn Sharratt from Ontario Canada has supported our collective through the help of Catholic Education Melbourne. All four schools are working on the critical challenge of; *Building a bridge from Data Collection to improved student outcomes.*

We meet regularly and continue to implement Lyn Sharratt's 14 Parameters. A meta-study was performed on schools with high student growth in Literacy. The 14 Parameters are the explicit practices of these outstanding schools. We are implementing the Parameters and all learning from and with each other, analysing data and using action research to track our progress for improvement. Each day I go on a Learning Walk into the classrooms to seek feedback from the students about their learning. This is one of the parameters. We have weekly case-management meetings with teachers to support them to utilise strategies for high growth. It is a very exciting initiative and our achievements have been outstanding as previously stated. We are the highest achieving growth school above the state mean in the entire eastern region.

Area to strengthen

- Communicate a clear improvement agenda to all stakeholders
- Continue to work with teachers to build their pedagogical knowledge

Finances

This year the school accountant, Joe Brick consistently reviewed the school budget and met with me on a regular basis. The ongoing payment of our Learning Centre loan has once again necessitated prudent management of our finances. Many thanks to our accountant Joe Brick and to Kathy Muhllechner who have done an outstanding job with all financial matters. Joe provides a summary of the school finances which is presented to the School Advisory Council in May and October. St Michael's has a fee collection rate of approx. 91% for 2018. The accountant is satisfied with the school account figures.

The Parents and Friends Committee led by the team of Angie Fredericksen, Jac Sonogo, Stacey McKenna, Kate Wrathall, Sarah Griffiths and Melanie Bidychak has performed an outstanding job in organising social and fundraising activities within our school. We are deeply grateful to these ladies for leading the PFA and for the many volunteers who have coordinated different events throughout the year under their guidance and support. The regular PFA meetings were always well organised and focused on building community and raising funds. We are so fortunate to have such a generous, hardworking, and organised committee. They are a passionate group of people with excellent organisational skills and a deep sense of loyalty and love for St Michael's. Through their generous,

outstanding efforts St Michael's community spirit is at its best for all to see. The school is eternally grateful for enhancing community spirit, for the excellent amount of money raised and for the time they so selflessly give to our school.

This year PFA have funded:

- Graduation cake and gift for Year 6.
- Lunch for staff on World Teacher's Day
- Gifts for all teachers' birthdays
- End of Term barbecues

Feedback from parents indicated they would like expenditure of funds raised by PFA to go towards. Items on the wish list in survey response order 1. A junior playground 2. Fit out of the Black Box Theatre 3. St Michael's Hoop Time uniforms 4. Updated school signage 5. Completion of the Dry River Bed.

Updating school signage is the last item to be fully realised. Quotes will be gathered early 2019 and parents will be asked for their feedback in relation to the signage acquired and to a new wish list.

I thank all the PFA committee for their support, practical help, suggestions, positive ideas and generosity in all areas of school life.

The School Advisory Council led so ably by Michael Fletcher, has had a successful year. The constructive dialogue about the School Improvement Plan and their expertise in updating of school policies has provided me with great support. The input, vision, and expertise of the SAC have I believe, benefited the whole school community. I thank the Council for working so diligently on ensuring our school policies are up to date, thus providing greater communication and clarity for our community in regard to school operations. This is a work in progress.

I sincerely thank our outgoing members; Augarette Malki, and Jerome Durkin for their support of Fr Laurence and me and for their commitment to the SAC. Augarette's governance and council expertise and Jerome's financial and practical common sense has been invaluable. I look forward to working with our 2019 team on continual updating of policies, implementing the strategic plan and working on Stage 2 of the Masterplan and I value the support, advice, questions and input. I welcome Brendan Groves and Belinda O'Callaghan to the School Advisory Council in 2019.

I wish to thank the parent community and all the other committees for the support they have given to me in 2018 as principal. I thank Fr Laurence for leading our faith community this year. We are blest to have him as our leader. I thank him for our friendship and support.

At St Michael's the child is at the heart of education. Every decision we make as a school must centre on what is best for our students. I thank the students for the way they enthusiastically enter into all parts of school life and inspire us everyday.

2019 will be an exciting year as we deepen our high performance practices. 2019 is Year Three of our School Improvement Cycle where we continue the journey of achieving our goals, living out our vision and striving for excellence in all we do. I look forward to working with you all in 2019.

Marisa Matthys
Principal