2011 Annual Report to the School Community

Saint Michael’s Primary School
Heyfield

Registered School Number: 1524
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Contact Details

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Parish Priest: Fr. Andrew Wise

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Our School Vision

At Saint Michael’s Catholic Primary School we envisage a community where faith is an integral part of our daily lives and everyone works together to strengthen individual spirituality. We envisage a learning community where all are self-motivated, successful and passionate about learning.

We envisage a whole school community where everyone feels nurtured, valued and accepted, with strong connections to each other.

In its service to the Parish in Heyfield, Saint Michael’s Catholic Primary School strives to create an environment that reflects the charism of the Sisters of St. Joseph who were its founders. This is characterised by a sense of welcome, a spirit of faith, confident learning and a strong sense of inclusion for all.
Saint Michael's Primary School is a Catholic primary school located in the township of Heyfield, a small rural community about half an hour’s drive from Traralgon. The school has an enrolment of 76.2 students and belongs to the Parishes of Maffra, Heyfield and Cowarr. We are a small, rural school that has at its centre the Gospel values. We pride ourselves on being an inclusive and friendly school community that celebrates its Catholic identity. The school was founded by the Sisters of St. Joseph and we proudly carry on their teachings, this is characterised by a sense of welcome, a spirit of faith, confident learning and a strong sense of inclusion for all.

In partnership with parents and/or carers we aim to develop the whole child, spiritually, academically, emotionally and physically within the Catholic ethos that we aspire to. We want the children at our school to grow up strong and resilient, to be compassionate and have empathy for others, and to develop the skills that will enable them to be active and confident participants in a global world.

The school is well equipped and well maintained. With dedicated staff and supportive parents, our school is a learning community in a safe and happy environment. We maintain a strong emphasis on literacy and numeracy and look to the future in our ongoing development of information and communication technologies. Saint Michael’s also offers comprehensive specialist programs appropriate to the needs of our students.

We believe that the family is the initial teacher in faith education and we foster the child’s ongoing faith development through our Religious Education program, which is based on the Diocesan Guidelines. We also offer Sacramental Preparation programs for Reconciliation, Eucharist and Confirmation. The children participate in prayer times and liturgies.

Our school participates in community activities and makes links to the wider community through the St Vincent De Paul Society, Catholic Missions, Bishop Foundation and Laurina Lodge.

With a February 2011 census of 76.2 students, the school operated four classes. The structure comprised of 1x Prep/One, 1x Yr. 2, 1x3/4 and 1x 5/6. Staffing in the school comprised 4 full time and 3 part time teaching staff, 5 part time non-teaching staff.
Principal's Report

At Saint Michael's Catholic Primary School we are driven by the desire to help all children, whatever their unique gifts, talents and challenges to achieve their full potential and experience success.

Educationally we continually aspire to provide quality learning environments and effective teaching and learning strategies. Our aim is to equip our students with critical thinking skills and helping them to deal with the complexity of change they will encounter in a lifetime. In 2011 we were able to implement a Reading Recovery program; this targets students who require additional one to one support to get them on track with their reading. The staff in the Junior School also participated in professional learning centred on writing and spelling. On a regular basis throughout the year, staff from schools in our immediate area met as a cluster to discuss teaching and learning. The meeting was facilitated by CEO personnel.

Technology continues to play a big role in teaching and learning. A big impact was made on teaching and learning in 2010 with the installation of Interactive Whiteboards in every classroom. In 2011 the staff has attended professional development to enhance their own skills in ICT. The school has completed an independent ICT audit of its infrastructure and upgrade will commence in 2012 for the school to be ready for the new Integrated Catholic Online Network (ICON) system to commence in 2013.

Saint Michael's held its first “Art on Davis Street” art show. On the day, visitors joined in the celebrations and fun; there was face painting, art and craft activities and mosaic making. It was a great success and highlighted what talented and creative artists we have in our school community.

The students in Year 5/6 successfully entered for the first time in the very popular “RACV Energy breakthrough Program” in Maryborough. The students had a fabulous time throughout the program and they enjoyed their time seeking help from the outside community to assist in assembling their HPV (Human powered Vehicle). The parents involved in the program were amazed by the children’s enthusiasm and commitment to the program. The students raced their vehicle against teams from other schools across the state.

In 2011, Saint Michael’s started to implement an inclusive organisational structure by formulating a school board. The formation of the seven member school board has allowed the decision making be more inclusive of the whole school community.
Education in Faith

Goals and Intended Outcomes

Enhancing the Catholic Nature of our School;
- To improve the engagement of students in the culture and traditions of their Catholic Faith
- To provide opportunities for students to develop social responsibility in the context of their faith

Achievements & Value Added

- Student leadership development; Yr. 3/4 and Yr. 5/6 organised fundraising activities such as selling cook books for Bishop Foundation, collecting food for St Vincent De Paul and a fun activity day to raise money for the wellbeing of a local girl.
- Visits to Laurina Lodge Elderly Retirement Village provided children with links to the wider community.
- Yearly Mission week fundraising activities continue to be refined to address our goals towards social justice. In 2011 the focus was “Food for Africa”.
- Opportunities for students to attend week day masses were achieved again. Mass attendance for liturgical feast days and special days was maintained and in addition special celebratory weekend masses were arranged for families.
- At Staff meetings and PLT meetings Religious Education information was gained and shared by staff and visiting Religious Education consultant from CEO Sale.
- Staff took part in Professional learning session conducted by Fr. Elio Capra on liturgy.
- The school (Religious Education Coordinator) attended a biblical study tour in Jerusalem on the Gospel of Mark. On her arrival back she held two information sessions informing the community of Heyfield and Maffra of her insights whilst visiting the Holy Land.
- Saint Michael’s and Maffra parish continued to work in partnership in coordinating and preparing the children for the sacraments of Reconciliations, Eucharist and Confirmation.
- Students were trained as altar servers for school masses.
Learning and Teaching

Goals and Intended Outcomes

Promoting Effective Teaching and Learning

- To improve student learning outcomes in Literacy from Prep to Year 6 through developing a shared understanding of the assessment process and its place within the teaching and learning cycle.
- To improve student learning outcomes in Mathematics from Prep to Year 6 through developing a shared understanding of the assessment process and its place within the teaching and learning cycle.

Achievements & Value Added

- The staff developed a whole school scope and sequence chart for literacy and Numeracy assessment.
- The staff trialled an eight week assessment cycle in literacy based on information collected at beginning of each term to inform their teaching.
- The staff trialled a 5 week assessment cycle in Numeracy along the format of pre-testing, organising learning tasks and post testing.
- The school introduced a reading recovery program; this targets students in Years one and two who require additional one to one support to get them on track with their reading.
- The school continued to offer programs to ensure that children’s specific needs were identified and met. Programs offered included Bridges literacy and Social skills.
- The staff participated in professional learning centred on spelling and writing facilitated by a literacy consultant from CEO Sale.
- The installation of Interactive Whiteboards has been backed up with appropriate support for staff – has had significant impact on the teaching and learning in every classroom.
- The analysis of student data and the use of this information to drive teaching and learning for individuals and classes.
- Literacy parent workshop was offered during the year, for example “Helping Your Child to Read” which was well received by parents who attended.
- A more cohesive teacher understanding of both the Literacy and Numeracy Block has been achieved with more opportunities for teachers to share ideas about the use of these blocks.

Analysis of NAPLAN DATA:

- The data shows overall very pleasing improvement in the number of students meeting National Benchmark in 2011. The Year 3 group is above par with like schools in the areas of Reading and Writing. Spelling, Grammar and Punctuation. The results suggest this is an area for future improvement. Across all areas of the testing, the Year 5 group is also well above par with like schools.

Comparison: Yr. 3 2009 – Year 5 2011 (matched cohort of children)

- Across all areas of the testing, the group has shown significant improvement in their skills compared with like schools. In the areas of Reading, Writing, Grammar and Punctuation, the group is achieving at a higher level than like schools whilst the level of achievement in Numeracy is on par with like schools. The group of children has shown a significant improvement across the 2 years.
- Improving Literacy and Numeracy skills continues to take priority in Professional Learning and Teaching. We continue to aim for improved student outcomes in these areas.
2011 Literacy and Numeracy Special Learning Needs:

- Thanks to our early testing regime, we are very proud of our ability to identify students who qualify for extra assistance through the Government funded Literacy and Numeracy and Special Learning Needs (LNSLN) funding. 11 students qualified after substantial assessments conducted by appropriate sources.

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100%</td>
<td>87.5%</td>
<td>-12.5 %</td>
<td>100%</td>
<td>+12.5 %</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>100%</td>
<td>93.8%</td>
<td>-6.2 %</td>
<td>100%</td>
<td>+6.2 %</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>100%</td>
<td>87.5%</td>
<td>-12.5 %</td>
<td>90%</td>
<td>+2.5 %</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>100%</td>
<td>93.8%</td>
<td>-6.2 %</td>
<td>100%</td>
<td>+6.2 %</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>93.3%</td>
<td>71.4%</td>
<td>-21.9 %</td>
<td>100%</td>
<td>+28.6 %</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>80%</td>
<td>71.4%</td>
<td>-8.6 %</td>
<td>100%</td>
<td>+28.6 %</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>71.4%</td>
<td>-28.6 %</td>
<td>100%</td>
<td>+28.6 %</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
</tr>
</tbody>
</table>
School Community and Student Wellbeing

Goals and Intended Outcomes

Enabling every student to learn so that he or she can lead a fulfilling life and contribute positively to the development of a healthy and just society.

- To enhance the wellbeing of our students through focusing on student resilience
- To enhance the wellbeing of our staff through creating a positive and affirming work environment

Achievements & Value Added

<table>
<thead>
<tr>
<th>STUDENT ATTENDANCE RATE</th>
<th>95.08 %</th>
</tr>
</thead>
</table>

- The teaching of explicit social skills and resiliency through implementing the "Bounce Back Program"
- Provision of alternative activities for students: e.g. games & hobbies club, pal program, drama club
- Clearer expectations of student behaviour
- Improved leadership opportunities for the students
- Introduction of weekly awards to staff members
- “Art on Davis Street” – a great success highlighting the talent and creative artists in our school community
- RACV Energy Breakthrough Program
- Mass Movie Night – a successful family event
- Information sessions were provided for parents on “Building Resilience in Children"
- Pancake Tuesday – Parents prepared pancakes for the whole school on Shrove Tuesday
- Duck Cup- a successful whole school fundraising event
STUDENT SATISFACTION

Students reported through a survey on “Student Connectedness”, that there is a strong sense of belonging to the school. They feel safe and welcomed and enjoy the extra-curricular activities offered by the school. The students have enjoyed the opportunity to participate in the “hobbies club” held once a week in the multi-purpose room during lunch time. The younger children have appreciated the older children introducing outdoor games through Peer Activity Leadership program (PAL) also held during lunch time.
Parents also see the school as a happy and safe place to be for their children. They trust the school with the decision making and know that their children are receiving a high quality education.

We have a very high participation rate for parents and extended family in special days at the school and these activities are valued.

Parents have indicated that they would like to see more avenues for communication. Although they frequently take advantage of the open door policy at St. Michael's there could be room for more authentic input from the extended community.
Leadership and Stewardship

Goals and Intended Outcomes

We seek to ensure that the way the responsibility, authority and accountability are distributed and managed at Saint Michael’s will enable us to achieve our vision. To foster leaders who are responsible for creating and sustaining the learning environment in school communities:

- To provide an enhanced physical environment that better meets the learning needs of our students and is safe, visually appealing and inspiring for our school community.
- To include parents in the organisational structure of the school through the establishment of a school board.
- To develop the leadership potential of staff and students at our school.
- Develop a model of leadership based on shared responsibility and productive partnerships.

Achievements

- The formation of a seven member school board consisting of: Parish Priest, School Principal, Staff member, Parents and Friends representative, a representative from the parish of St. Michael’s and two parent representatives from the school community.
- Student leadership has continued to be nurtured with their involvement in traditional leadership roles of school captains and house leaders.
- The Yr. 5/6 class had the opportunity to enhance their own leadership skills by participating in a group throughout the year comprising of: Liturgy, Fundraising and Public relations. Each group were provided with opportunities linked to the broader community with a focus on service.
- The establishment of a Curriculum lead teacher and a role description along with the staff discussing their meeting structure led to a change in the format of meetings and allowed for more involvement by all staff members.
- The school continued to address safety issues through a focus on occupational health and safety. The school with assistance from the Catholic Education Office have started to develop an action plan to address all identified potential hazards.
- Throughout the year successful working bees have ensured the physical environment of Saint Michael’s has always looked first class.
## TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>0%</td>
</tr>
<tr>
<td>Graduate</td>
<td>33.33%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>50%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>83.33%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0%</td>
</tr>
</tbody>
</table>

## TEACHING STAFF ATTENDANCE RATE
- 95.29%

## STAFF RETENTION RATE
- 95.1%
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2011

Examples of Professional Learning undertaken by staff at Saint Michael’s in 2011:

CEO Sale Days for: Reading recovery, Financial Administration, REC, Wellbeing, Literacy, Numeracy, ICT
Diocesan Liturgy – Fr Elio Capra
Early Literacy Support Meetings – CEO Sale
Intel Training
Integrated Catholic Online Network
Jerusalem study tour – Religious Education Coordinator
Classroom behaviour & management – Bill Rogers
REC conference – Rawson
AUSVELS
Principals Briefings CEOSale & GCPPA Meetings

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$551</td>
</tr>
</tbody>
</table>

Teacher Satisfaction

Teachers feel very positive about the general tone in the school. There is a lot of energy in the school and the very positive levels of job satisfaction would support this. Teachers at Saint Michael’s are enthusiastic and eager to take on extra-curricular projects that they can see will be of benefit to their students.

The wellbeing of staff at Saint Michael’s is very important and a priority. Recognition of Staff members’ achievements throughout the year including special events and out of school social gatherings provides a great balance of professionalism and collegiality.
Smarter Schools National Partnerships

Improvement Targets/Milestones
Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.

To improve student learning outcomes in Literacy form Prep to year 6.

Improvement Strategies
Improvement strategies the school developed in 2011 to meet the improvement targets.

The school has extended its intervention delivery in Literacy.

2011 Outcomes
The achievements in 2011 in relation to these improvement strategies.

The school:
- Reading Recovery was introduced in 2011 to support students who were vulnerable in acquiring reading skills
- 3 students accessed the Reading Recovery in 2011
- Classroom teacher trained in Reading Recovery

2012 Planned Progress
The school will continue to implement the Reading Recovery program to meet the needs of more students who have been identified as vulnerable in reading.

Financial

Smarter Schools National Partnership Funding

| The National Partnership (NP) your school is participating in | Insert NP |
| 2011 Direct SSNP funding | $insert |
| 2011 Indirect SSNP funding | $insert |
| 2011 State NP actual allocation | $16,210 |
| 2011 School Co-investment | $insert |
| 2012 Notional SSNP budget allocation | $insert |
| 2012 Notional State NP budget allocation | $9,211 |

- 2011 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
- 2011 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
- 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.
- 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

Please note expenditure at the school level may not have been spent in the year the direct support was received.
# Financial Performance

Financial Performance for the year ended 31 December 2011

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>6,236</td>
<td></td>
</tr>
<tr>
<td>Other fee income</td>
<td>17,019</td>
<td></td>
</tr>
<tr>
<td>Private income</td>
<td>17,003</td>
<td></td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>240,418</td>
<td></td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>874,243</td>
<td></td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>1,154,920</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>746,685</td>
<td></td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>128,191</td>
<td></td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>874,876</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>26,613</td>
<td></td>
</tr>
<tr>
<td>Other capital income</td>
<td>18,304</td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>44,917</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>32,341</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>39,313</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>31,309</td>
</tr>
<tr>
<td><strong>Non DEEWR FQ reported items</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>System levies (payments)</td>
<td>(216,143)</td>
<td></td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td>(4,203)</td>
<td></td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td>(4,572)</td>
<td></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

Our aims and directions for 2012 are as follows:
- To improve engagement of students in the culture and traditions of their Catholic Faith
- To provide opportunities for students to develop social responsibility in the context of their Faith
- The development of independent learners
- Continue to enhance the wellbeing of our students through focusing on student resilience
- Continue to enhance the wellbeing of our staff through creating a positive and affirming work environment
- To continue to develop a model of leadership based on shared responsibility and productive partnerships
- To enhance leadership capacity of the school community
- To continue to provide an enhanced physical and learning environment that better meets the learning needs of our students and is safe, visually appealing and inspiring for our school community.