St Michael’s, Traralgon

2014 ANNUAL REPORT
to the School Community

Primary School

REGISTERED SCHOOL NUMBER: 0154
## Contents

- Contact Details ................................................................. 2
- Minimum Standards Attestation ........................................... 2
- Our School Vision .................................................................. 3
- School Overview .................................................................... 4
- Principal’s Report ................................................................... 5
- Education in Faith .................................................................. 6
- Learning and Teaching ............................................................ 8
- School Community and Student Wellbeing .............................. 11
- Leadership and Stewardship .................................................. 15
- Financial Performance ............................................................ 17
- Future Directions .................................................................... 18
- VRQA Compliance Data ........................................................ 19
Contact Details

| ADDRESS      | 37-57 Church Street  
|             | Traralgon 3844      |
| PRINCIPAL   | Mrs Catherine Blackford |
| PARISH PRIEST | Fr Bernard Buckley |
| SCHOOL BOARD CHAIR | Mr Bruce Poole |
| TELEPHONE   | (03) 51743295       |
| EMAIL       | principal@stmtraralgon.catholic.edu.au |
| WEBSITE     | www.stmtraralgon.catholic.edu.au |

Minimum Standards Attestation

I, Catherine Blackford, attest that St Michael’s 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)

22 May 2015
Our School Vision

St Michael’s is a Catholic community inspired by the life of Jesus.

We are life-long learners and thinkers who have the courage to live our beliefs.

Our School Mission

St Michael’s is a school called to serve the families of St Michael's Parish, Traralgon. We are committed to nurturing personal achievement in an environment where relationships are authentic and collaborative.

At St Michael's we believe that we can make a difference in the lives of children by developing and nurturing spiritual awareness through the teachings of Jesus Christ and by our example. Our children are supported in becoming independent, responsible and confident learners for life, enabling them to reach their full potential. We provide a safe, meaningful learning environment, which considers children's individuality and supports children's ongoing academic, social, emotional and spiritual development within a contemporary global society. Our community is sustained through sharing leadership, common goals and working together. We have a genuine commitment to developing contemporary teaching and learning practices that promote opportunities for children, as individuals, to learn within a structure that is flexible and caters for a variety of needs and learning styles.
School Overview

St Michael’s Primary School, established in 1902, serves Catholic families from within Traralgon and surrounding areas. There are 378 children who attend St Michael’s and 37 dedicated staff who are committed to the social, spiritual, and academic life of these children and their families.

As a staff that is part of a Catholic community we make a difference in the lives of the children by developing and nurturing spiritual awareness through the teachings of Jesus Christ and by our example. Our children are supported in becoming independent, responsible, confident learners for life.

We provide a safe, meaningful learning environment, which considers children's individuality and we support children's ongoing academic, social, emotional, and spiritual development within a contemporary and global society.

Through sharing leadership, common goals and working together, our vision is achieved through our genuine commitment to developing contemporary learning practices that promote opportunities for children to learn within a structure that is flexible and caters for a variety of needs and learning styles. We have a school-based values program centred on core values, which enhance our relationship with each other and our Catholic faith. We are active participants in pastoral support programs, regional sports, and activities such as eisteddfods.

Our school motto, “Learning for Life”, and our Learning theme, “Building Learners as Thinkers”, inspires us to see learning as a journey over time that brings together the academic, spiritual, and social dimensions of life seeking to inspire and educate children toward successfully living lives both now and into the future.
Principal’s Report

2014 was such a busy and event filled year. As a school community we participated in the School Renewal process where we planned for the next four years. Our Catholic Identity data was very positive as was the information gained from our Insight survey. There were many highlights throughout the year such as our Art Show, Eisteddfod and Grandparent Day. All our sacramental meetings, class and whole school Masses and liturgies were special and prayerful celebrations. Every learning level held Learning Assemblies and these were also wonderful occasions as so many parents, grandparents and friends attended to make these amazing and interactive events. We had many successful sporting events with some of the children going on to represent the school at State level in cross country and one child reaching the Nationals in swimming.

As educators, we are continually challenged to change and improve the education delivered to our students so teachers were given the opportunity to have coaching to further develop our learning theme, ‘Building Learners as Thinkers’ and improve student outcomes.

Professional Learning is highly valued at St Michaels and the staff were given many opportunities to continue their learning, examples of this are; all staff completed Level 2 First Aid, three of us were extremely lucky to be part of the ‘Stronger Smarter’ professional learning, one staff member completed a Certificate in Special Education through Melbourne University, an initiative offered through the Catholic Education Office and another receiving a scholarship to study in Jerusalem for a month. I would like to acknowledge the professionalism of all staff at our school. We are fortunate to have committed staff who enjoy working together to ensure student needs are met; educational, social/emotional and spiritual/faith.

We are also blessed at St Michael’s to have such hardworking and committed Parents and Friends who again raised in excess of $20,000 which was used to purchase extra furniture for the library and classrooms and a set of i-pads for the prep classes. Our School Advisory Board is also a great support to me and to the school and we are so pleased that they share their time, skills and enthusiasm so willingly.
Education in Faith

Goals & Intended Outcomes

St Michael’s is a Catholic School community. Our faith based on the love and compassion of Jesus permeates everything we do. This faith connects with our children and parents, building their understanding of, and commitment to, the traditions, practice, and celebration of our Catholic Identity.

- Children will experience a meaningful and effective relationship between St Michael’s families, parish, and school.
- Children will have an increased awareness of, exposure to and involvement with Catholic welfare agencies and other welfare organisations
- Children, Parents and staff will connect with their belief and practice in the Catholic faith and traditions
- Children will develop their understanding of Catholic faith traditions and doctrine

Achievements

Promotion of, and connection with, our Catholic Identity, as part of St Michael’s Catholic Parish, is central to our success as a school.

2014 was a great year in Religious Education at St Michael’s School Traralgon for we set out, as part of our goal, to raise our Catholic Identity and show that we are living our faith in our school and our community.

Each week our children eagerly participate in class Masses or liturgies: we sing, we move, we pray to show our love for God. Children enthusiastically help plan and present these Masses. Families and parishioners are warmly welcomed to join us and they love to be part of the celebrations which are usually followed by morning tea in the hall. This is an opportunity for our school to pray with parishioners and families and to show the children a united faith in our parish.

We also celebrate whole school Masses for Ash Wednesday, beginning and end of school year Masses, Feast of the Assumption, Feast of Mary Mackillop, Feast of the Sacred Heart, (our Giving Mass) and grandparents and families’ mass. Our children also travel to Sale for the Mass of the Oils and for Catholic Education Week Masses. These provide our students with a valuable opportunity to see that they are part of a bigger vibrant “Church”. After all celebrations we receive wonderful feedback from community, church and other schools commenting on how focussed, reverent and prayerful our students are. There is definitely a love for celebrating God in St Michael’s.
This year as with every year we celebrated a Holy Week paraliturgy and an Easter celebration. All classes participated actively and parents were invited to take part.

Our Religious Education Leader, Judi Scholtes, works with students, staff and parish to ensure all celebrations are rich, meaningful and full of love for God.

We celebrated a staff retreat at Rawson in August. Mary O'Brien led us in ways to further develop our own spirituality and how much we as teachers influence people’s lives. We looked at the meaning of prayer and the different ways of praying as well as the importance of having balance in our lives. Again Jan shared her Biblical journey with the staff.

Many children and families participated in the Parish based, family centred and school supported Sacramental Program. The children and families attended 3 workshops over the period of each of the Sacraments celebrated - Reconciliation, Eucharist, and Confirmation. Participation in these Sacramental programs and the celebration of the Sacraments is central to our beliefs and practices as a Catholic community. We continue to make real the life of Jesus in our daily lives, through the regular celebration of the Sacrament of Eucharist and Reconciliation and the receiving of the Sacrament of Confirmation.

Each Monday, after morning recess, the whole school stops for meditation. Children set up prayerful focus areas and meditate silently for 5-10 minutes. We have found that this not only provides children with a calming atmosphere, it also allows them to focus on letting God speak to them in the silence.

**VALUE ADDED**

We continued to support and promote social justice issues through participation in fundraising and awareness raising activities. Each grade accepted responsibility for our weekly fundraising efforts with the money going to Caritas. This was supported weekly during our school assemblies. We also provided support for a sponsorship program from overseas.

In March a combined Parish primary schools’ fete was held in our school grounds. Two schools worked in partnership and displayed a strong sense of community.

Jan Fitzpatrick spent the month of June in Jerusalem on a Biblical Study Tour, learning and living in the land of Jesus and focusing on the Gospel of Mark. Our children were privileged to receive a medal blessed in the Holy Land and to hear about the land of Jesus.

In June we participated in a day with Andrew Chinn (singer songwriter of religious music) sharing his music, leading workshops for our children, culminating in a concert at the end of the day.
Learning and Teaching

Goals & Intended Outcomes
St Michael’s nurtures and sustains a quality learning culture that recognises, and caters for, the diverse academic and social needs of all children, within contemporary learning practices and within a safe and empathic learning environment.

Children, parents and staff are active participants who share in, and accept responsibility for, organisational and individual learning. They are part of a culture of high expectations, which challenge and build the capacity of all.

St Michael’s is an effective learning environment where people (children, staff and parents), resources and facilities are equipped, maintained and enhanced to meet the needs of our school community, within a contemporary and constantly changing learning environment.

- Teachers will use school and student performance data to set higher expectations and standards for our children and our school.
- Children identified as at risk academically, socially or emotionally will have Individual Learning Improvement Plans.
- St Michaels School Environment will be maintained and enhanced to meet the needs of the children and effective pedagogy to improve student outcomes and safety.

Achievements

St Michael’s is a place where children are aware, understand and take control of the thinking and learning.

In 2014 our “Building our Learners as Thinkers” theme is still being worked with and further developed in all levels of our school; classroom, teaching and leadership teams and the parent community. To strengthen this, we worked with Jo Osler from CEO Sale on enhancing Learning and Teaching skills for our whole staff. Our levels planned for and directed the learning of their Professional team, which in turn enhanced student learning. Learning walks have also been conducted with the staff coming together to discuss what was noticed and been happening in each area of our school.

At the beginning of 2014 we tested all our Year 1-6 students with the Fountas and Pinnell reading system to gauge where each child is at with their English skills. Our Prep students completed the PIPS program for exactly the same reasons. These processes allowed us to choose suitable ways to approach Learning and Teaching within the classroom.

During 2014, our open learning spaces for all levels, further developed contemporary learning practices. These learning spaces have created greater opportunities for collaboration and team building. Our students are able to learn in different group combinations and with different teachers.
In 2014, during each term, we continued to maintain our Learning Assemblies. Parents were invited into the learning spaces where all children had an opportunity to share their learning and the learning process with their parents and on many occasions their parents become active members of the learning task. This was greatly received by both parents and students, who go to great lengths to ‘educate’ their parents about what they have been learning.

Our teachers continue to update their Learning and Teaching with a variety of professional days both out of our school and in-school. We have attended Assessment workshops on Progressive Achievement Tests in Maths and the Maths Assessment Interview and a Maths curriculum day with Rob Vingerhoets who also worked with our students in the different levels of the school. Many of our after school meetings are Learning and Teaching based- Social and Emotional Learning, English, Religious Education, Catholic Identity, Student profiles, First Aid Level 2 and others.

A new initiative, Twitter, introduced by the Prep teachers in 2013 and a Linking Learning weekly newsletter by teachers in 1/2 to inform the parents on the specific Learning and Teaching taking place in those areas was expanded in 2014 to include other areas of the school.

Staff of St Michael’s continued to develop their Learning and Teaching skills with the support of the Catholic Education Office, Sale and through Professional Learning opportunities.

**Value Added**

Throughout the year the children continued to participate in a range of learning opportunities outside of the classroom. Our children from Prep to Year 6 attended a variety of excursions that supported the programs within the classroom.

Our Sport program continued to operate throughout the year with our Swimming Carnival for Year 3-6, whole school Athletics Carnival, eight and nine day Swimming program for Prep-Year 6 classes, Basketball HoopTime, Winter Round Robin for Year 5&6, Cricket, Cross Country and Tennis.

We have many exciting and different days at St Michael, not forgetting the whole school Footy Day which was a great hit with both students and teachers dressed in their team colours. The day was capped off with learning activities based around football, a hot lunch, footy theme songs and the longest kick competition.

Our Year 6 children attended camp at Camp Coolamatong, near Bairnsdale. Our Grade 5 children attended a two night camp in Melbourne. This Camp is an educational camp exploring the early history of Australia. In 2014 our Grade 3 and 4 children again attended a school camp at Coonawarra, near Bairnsdale in Gippsland. This was the first camp experience for Grade 3 children. It was introduced in 2011, with the support of our parents, to provide a Grade 3-6 Camp Program.
STUDENT LEARNING OUTCOMES

The NAPLAN results indicate that 98.1% and above of our children in Year 3 perform at the benchmark level in all areas assessed through NAPLAN. In all areas except spelling there was improvement in the data. Spelling is an area we need to address as this is the only area showing no improvement. Our Year 5 students have improved at the expected rate. The school is strongly focused on further improving and developing the students’ skills in literacy and numeracy.

As a school we continue to explore the data as this enables us to view trends within the data and may help indicate areas for future improvement. This data is cross-referenced with other school report data as well as school based literacy and numeracy data to help inform future directions.
School Community and Student Wellbeing

Goals & Intended Outcomes
St Michael’s is a community of learning and trust, where we work in partnership with parents, children, staff, parish and wider community to create and sustain a culture of lifelong learning.

- Children will develop skills, values and attitudes which will enable them to function effectively within the school and the wider community
- Children will experience a safe school and a safe learning environment
- Students, Parent and staff will experience a greater sense of connection and involvement within school life, building the morale of the children, staff and school community
- Staff will provide constructive feedback and support to each other improving learning outcomes for children and improvement staff, engagement, encouragement and accountability

Achievements
In our efforts to foster an environment that contributes to positive learning outcomes for all, our school community continued to acknowledge the important link between wellbeing and learning. A focus on effective wellbeing policies and practices ensured that students, staff and families were supported in their social, emotional, academic and spiritual wellbeing.

Throughout the year, we continued to acknowledge and promote effective student behaviour and attitude through the presentation of class awards and values awards at our weekly assemblies. At each assembly, our school captains and school leaders were given the responsibility to assist with leading the school gathering and the presence of many parents at our assemblies was evidence of the strong links we aim to forge with our parent community.

The nurturing of a safe and supportive school was enhanced by multi age days and the Prep and Grade 6 buddy program. Lunch time activities provided another opportunity for students to develop respectful relationships with their peers. Through voluntary participation in the student leadership team, students were provided with an opportunity to have a voice in their school. This program encouraged students from grades 3 to 6 to actively become involved in their school and to act as mentors to the other students. Our Year 5 students once again facilitated reading afternoons for our 2015 prospective preps. These afternoons assisted with the preschoolers transition from Kinder to school by making the kinder children more familiar with the school environment. It also provided another opportunity for parents to meet and socialise and helped support our endeavours to make our school a safe and supportive place for all.

In 2014, we continued to acknowledge the importance of parents as partners in their children’s learning. Understanding the diversity of our school community, staff continued to identify
strategies that would ensure that all parents were provided with varied opportunities to share in their child’s learning journey and to be involved in school life. Each day within our school, this involvement was evident with parents acting as volunteers in classes and on excursions; joining with classes for school liturgies; contributing to the Parent Group and School Board. Learning assemblies continued to be conducted each term, allowing parents to experience first-hand the learning occurring within classrooms. Classes continued to embrace Twitter as a means of communicating the learning occurring in classrooms with parents and Linking Learning sheets were utilised for engaging parents in wellbeing activities within the school. These strategies ensured that parents were provided with information that allowed them to engage in learning conversations with their children at home.

Strategies such as the POOCH problem solving method were introduced across the whole school to support students in their social, emotional and academic development. Teachers supported the students in using this strategy both in the yard and in the classroom.

Teachers continued to access professional learning opportunities focussing on wellbeing. Cathy Blackford, Jan Fitzpatrick and Katrina McInnes all attended the week long Stronger Smarter Program. Jenny Hanrahan and Cathy Blackford attended the KidsMatter conference in Melbourne. Anne Speekman from the Catholic Education Office provided professional development for staff in relation to student wellbeing within the school.

“Rhyme Time” continued for toddlers, babies and pre-schoolers; a program designed to improve oral language. The children and their families met once a week to join in the singing of rhymes and songs and read stories. Seasons was conducted for two groups of students in 2014. The Learner Assistance Program (LAP) continued to grow, with four volunteers working with selected children each week. A highlight of this program was the morning teas held for parents, LAP volunteers and students.

Once again the whole school participated in the National Day of Action against bullying and violence, with staff, students and parents joining in activities that promoted the creation of a safe and supportive school community. The book “Have you filled someone’s bucket today?” was used as a focal point in the lead up to this day and the metaphor of bucket filling and dipping quickly became embedded in language within the school.

We continued to explore opportunities for professional learning for both staff and parents. Throughout the year we published articles and advice in relation to wellbeing via the school newsletter. Our school desktop was utilised as an avenue for posting professional reading in relation to wellbeing. All staff completed the Mandatory Reporting module and staff meetings were used to promote discussion around student wellbeing.
VALUE ADDED

During 2014, with the support and leadership of Mrs Jenny Hanrahan (Student Wellbeing Leader) and Mrs Judi Scholtes (Education in Faith Leader), we continued to develop our School Based Values Program. A review was undertaken of the values focussed on within the school and a decision was made to focus on four values – respect, resilience, tolerance and excellence. Each value was linked to a scripture reference, ensuring a strong link between these values and our Catholic faith. Professional learning during staff meeting allowed staff to reflect on these values and identify examples of actions that demonstrated the living out of each value for both staff and students. Teachers facilitated learning with children that challenged them to consider the significance of each value in their daily life - at school, home and in the wider community. The review of values education within the school was supported by the creation of new values certificates that explicitly named the values and actions animating life at St. Michael’s. A focal display created within the school highlighted the school values and the link with our Catholic faith.

In response to continued efforts to find ways to support parents in their role as first educators of children, ‘Cuppa and Conversation’ afternoons were introduced. This initiative supported the belief that strong expectations from parents about the importance of learning are central to student success. These afternoons provided an informal opportunity for parents to not only socialise with other parents but also to engage in conversations about the academic, social and emotional development of their children. The afternoons focussed on topics including problem solving with children; social and emotional learning and promoting healthy eating habits in children. To celebrate mother’s day, A ‘Mums and Movie’ night was held for the children and mums in Grade Prep to 3.

Our student leaders led the whole school in a celebration for World Teacher’s Day. A special assembly conducted by the student leaders provided an opportunity for the children in the school to thank the staff for their dedication. At the assembly, students presented each staff member with a plaque of affirmation statements and also presented a video about each staff member, made by individual classes.

Cathy Blackford supported the introduction of an Environmental team. The display of fresh produce in garden beds within the school was evidence of the dedication and determination of this team. This initiative was another example of providing opportunities for our children to be engaged and active members of our school community.

Our school year finished with a wonderful (albeit wet) celebration that saw many parents and children attend our end of year carols night. Our parents were invited to bring tea and eat together. This was followed by Christmas carols and of course Santa arrived to thrill everybody present. There was a wonderful community spirit on this evening.

In our efforts to link with our wider community, we continued to be involved in a wide range of community activities. Our school joined with other schools within our local community to participate in a range of winter and summer sport competitions. Our students continued to not only succeed at local, zone and regional level in these sports but importantly
demonstrated their ability to live out our school values of respect, excellence, tolerance and resilience as they competed against their peers. Staff and students joined with the local community to participate in Remembrance Day and ANZAC day ceremonies. Continued support of local and international charities such as Vinnies and Caritas ensured that we continued to develop strong links with our wider community and ensured that we raised the profile of social justice issues with students.

**STUDENT SATISFACTION**

From the Insight Data it can be seen that students are very happy with all aspects of the school. They feel safe at school and know that issues such as bullying will be addressed respectfully by the teachers. They are happy with how the teachers prepare their lessons.

During our student leadership meetings and in discussions with the student leaders they commented on:

- how lucky we are to have such great learning areas and that we are in fact role models in the area of technology.

- Students are taught about using good learning behaviours to help them be responsible for their own learning so that we are prepared for the future.

**PARENT SATISFACTION**

From the Insight Data it can be seen that parents are very happy with all aspects of the school. Parents feel that their children are in a safe and secure learning environment, the teachers are welcoming and approachable and they feel valued for their input with the school.

They feel that the teachers are innovative, professional and really know and understand their children and provide stimulating learning for their children.

In conversations during prep interviews the feedback is that transition, not only from preschool to school but from year level to year level is excellent. The feedback from parents about how well their students have settled into the school is extremely positive.

Many parents have commented on the great sense of community that exists at St Michael’s and how we are always working to ensure the communication between home and school is at its best to continually strengthen the home/school partnership.

Parents also believe that the children are extremely well prepared for the sacraments by the school and parish.
Leadership and Stewardship

Goals & Intended Outcomes

Children, Parents and Staff are active participants who share in, and accept responsibility for, organisational and individual learning. They are part of a culture of high expectations, which challenge and build the capacity of all.

- Children, Staff and Parents will nurture and support a culture of shared leadership and responsibility for all.

St Michael’s is an effective learning environment where people (children, staff and parents), resources and facilities are equipped, maintained and enhanced to meet the needs of our school community, within a contemporary and constantly changing, learning environment.

- St Michael’s School Environment will be maintained and enhanced to meet the needs of the children and effective pedagogy to improve student outcomes and safety.

St Michael’s is a community of learning and trust, where we work in partnership with parents, children, staff, parish and wider community to create and sustain a culture of lifelong learning.

- Children will develop skills, values and attitudes which will enable them to function effectively within the school and the wider community.

- Staff will provide constructive feedback and support to each other improving learning outcomes for children and improvement of staff, engagement, encouragement and accountability.

Achievements

In 2013 we introduced coaching with Jo Osler from the Catholic Education Office in Sale, for all members of the leadership team. In 2014 all teams had coaching each term with Jo Osler. This has been a great success with all members of the teams changing their approach to teaching and learning. The main emphasis is now on the learning, developing good learning behaviours and what the children need to know rather than the activities or the teaching. Staff have also worked on their own learning goals as we believe learning is a lifelong process.

We have encouraged all students to develop and work on their own learning goals and take more responsibility for their learning. We believe learning is an active process and the children need to be involved and empowered as learners.

The student leadership team was also looked at, and after meeting with the students it was decided that there would be four different areas for the students to concentrate on; Health and Safety, Faith and Social Justice, School Pride and Community Building School Activities.
Each group has a staff member as a leader, meets twice a term, is very keen and the team members are slowly starting to have more input.

Our 1-1 ipad program for the year 5’s and 6’s have again been a huge success with other schools visiting our classes to see how well they work in relation to improving and engaging students in their learning and the learning outcomes.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2014

- School Renewal
- Andrew Chinn
- Healthy Spirituality
- Diocesan RE Day
- Coaching with Jo Osler
- Understanding Diabetes
- Stronger Smarter
- RE Accreditation
- Sacraments
- Leadership
- First Aid
- Pat Maths and MAI
- Comprehension strategies
- Fountas & Pinnel

#### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

24

#### AVERAGE EXPENDITURE PER TEACHER FOR PL

$ 2,145

### TEACHER SATISFACTION

From the Insight Data it can be seen that the teachers at St Michael’s are very happy to be here, they feel supported in their positions, work well as a team and feel they contribute well to the school community. They realise the importance of continually building their capacity as teachers and are always eager to learn more so as to improve student outcomes. Teachers realised that they are well resourced and skilled to provide 21\textsuperscript{st} century education for our students.
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>24,062</td>
</tr>
<tr>
<td>Other fee income</td>
<td>144,331</td>
</tr>
<tr>
<td>Private income</td>
<td>66,751</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>802,491</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,359,043</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>3,396,679</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,304,455</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>466,429</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,770,883</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>303,984</td>
</tr>
<tr>
<td>Other capital income</td>
<td>29,542</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>333,526</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>512,097</strong></td>
</tr>
<tr>
<td><strong>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>571,230</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>739,337</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

By working through the school renewal process we have developed our School Improvement Plan for the next 4 years. Below are our long term goals from which we develop our annual plan.

Faith & Catholic Identity

All members of St Michael's school community come to a deeper level of personal faith.

All members of the school community understand that Catholic Social Teachings and its relevance to the local and global mission of the Church.

The Catholic Identity of St Michael's school community will be strengthened.

Learning and Teaching

Learning at St Michael's is targeted, challenging and relevant.

St Michael's will be an active community of resilient learners and thinkers

Wellbeing

St Michael's is an inclusive community that promotes the understanding that wellbeing is central to learning

Leadership

Leadership at St Michael's drives school initiatives leading to high morale and improved student learning.

Stewardship

The resources and infrastructure of the school actively supports the learning goals of St Michael's.
## VRQA Compliance Data

**E4003**  
St Michael's School, Traralgon

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 03 Reading</td>
<td>96.4</td>
<td>100.0</td>
<td>3.6</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>98.2</td>
<td>100.0</td>
<td>1.8</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>94.6</td>
<td>100.0</td>
<td>5.4</td>
<td>98.1</td>
<td>-1.9</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>96.4</td>
<td>100.0</td>
<td>3.6</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>98.2</td>
<td>100.0</td>
<td>1.8</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>97.5</td>
<td>100.0</td>
<td>2.5</td>
<td>96.3</td>
<td>-3.7</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>95.0</td>
<td>97.8</td>
<td>2.8</td>
<td>98.1</td>
<td>0.3</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>97.8</td>
<td>-2.2</td>
<td>94.4</td>
<td>-3.4</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>82.5</td>
<td>97.8</td>
<td>15.3</td>
<td>96.3</td>
<td>-1.5</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>98.1</td>
<td>-1.9</td>
</tr>
</tbody>
</table>
### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93.96</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.49</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.32</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.84</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.49</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.03</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.19</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate | 93.99%

### STUDENT ATTENDANCE MANAGEMENT

At St Michael’s the parents usually notify the school if their child is away. If we are concerned about regular non-attendance the classroom teacher will ring the family for an explanation. If there is still a problem the Wellbeing Lead Teacher or the Principal will work with the parents and the child to ensure attending school is a positive experience. If necessary we will also employ the services of outside professionals to work with families.
### Teachers' Qualifications

<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>0%</td>
<td>0.25%</td>
<td>0.25%</td>
</tr>
<tr>
<td>Degree - Masters</td>
<td>8.33%</td>
<td>14.13%</td>
<td>15.14%</td>
</tr>
<tr>
<td>Diploma - Graduate</td>
<td>12.5%</td>
<td>23.55%</td>
<td>23.49%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>0%</td>
<td>4.5%</td>
<td>5.06%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>70.83%</td>
<td>75.96%</td>
<td>76.19%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>58.33%</td>
<td>42.12%</td>
<td>41.73%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0%</td>
<td>2.74%</td>
<td>2.85%</td>
</tr>
</tbody>
</table>