



2025

Annual Report to the School Community

St Michael's School



ST MICHAEL'S
DAYLESFORD
Excellence - Nurture - Community

29 Smith Street, DAYLESFORD 3460

Principal: Timothy Hogan

Web: www.smdaylesford.catholic.edu.au

Registration: 715, E Number: E2076

Principal's Attestation

I, Timothy Hogan, attest that St Michael's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 12 May 2026

About this report

St Michael's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

From the Murray to the Sea, DOBCEL aims to realise a vision of the 'fullness of life for all' for more than 18,600 students across a community of 63 Catholic primary and secondary schools.

We began 2025 with an uplifting Mass led by Bishop Paul in a packed St Patrick's Cathedral. In his homily, Bishop Paul highlighted our mission as Catholic educators to pursue the fullness of life for every child in our care, reminding us to keep students, staff and mission at the centre of our work.

The January 2025 publication of the DOBCEL Strategy 2035 represents a pivotal moment for the DOBCEL community and marks an important phase in our ongoing development.

The main purpose of this 10-year strategy is to inspire the whole system to commit to and move towards a high performing system of Catholic schools. The system is strong and well-performing, but we can do better.

Underpinned by our Catholic Identity, the strategy identifies five strategic pillars that reflect primary areas of focus.

- Collaborative Cultures
- Engagement and Belonging
- School as Community
- Rich Pedagogical practices for Deeper Learning and Wellbeing
- Sustainable Stewardship

The strategy was co-designed with teachers, school leaders, non-teaching staff, students, parents and those working in Catholic Education Ballarat offices.

I had the great privilege of participating in these co-design sessions, which showcased the professionalism and passion of all those in our system that devote their working lives to provide a great education for our children and young people.

Therefore, it is only fitting that I record my sincere thanks to all of you. These are exciting times of opportunity for our community of schools, but it is only possible because of your extraordinary work and dedication.

Tom Sexton
Executive Director DOBCEL

Vision and Mission

Vision

Excellence - I learn

Nurture - You matter

Community - We grow

Mission

To transform lives through education.

As a faith inspired community of learners we are committed to:

- implementing a comprehensive and stimulating curriculum which engages children with their learning and responds to their individual needs; (Excellence)
- creating an environment which is true to Gospel values and promotes Catholic Identity; (Nurture)
- fostering positive and respectful relationships amongst all members of the school community;
- providing a child safe environment where children are treated with respect and kindness. (Community)

School Overview

The school commenced in 1892 when the Presentation Sisters opened Holy Cross College as its second establishment in Victoria. Presently the staff of St Michael's School is predominantly lay in nature. Mother John Byrne was the visionary who brought the Presentation Sisters to Daylesford.

In 1955, a new St Michael's School was built on the opposite side of Daly St on what was known as the Police Paddock. The school remained there until 1980 at which time it moved back to the Holy Cross site after the Parish of St Peter's had purchased and converted Holy Cross to a primary school. In 1992, land in Smith St was purchased by the parish for a new site for St Michael's with occupation taking place in 1994. Sports Houses are Daly, Nagle and Marian which represent our links to the Presentation Sisters, and the site of Holy Cross Convent.

In 2010, the Presentation Centre was built at the current Smith St site which included a multipurpose area, which allows for the current students to enjoy Performing Arts, Indoor Sports and Assemblies.

In 2015, the school installed a sculpture at the front of the school building, in recognition of the contribution of the Presentation Sisters to the area. It was blessed and opened by the Parish Priest of the time, Fr Gary Jones.

In 2018, the school building undertook a major refurbishment, the first since it was built. Many of the current students, are second and third generation of students who have attended Holy Cross.

The final stage of our building project was completed last year and our new space now consists of five classrooms, a Multipurpose room, a Library/Italian room and a re-imagined learning street.

Principal's Report

Introduction

The 2025 school year at St Michael's Primary School was a year of continued growth, reflection and community connection. Grounded in our Catholic faith and supported by our close-knit regional, the school maintained a strong focus on student learning, wellbeing and engagement. Throughout the year, we continued to provide a nurturing and inclusive environment where every child is known, valued and supported.

Catholic Identity and Mission

Catholic identity remained central to the life of the school in 2025. Students participated in regular prayer, class and whole-school liturgies, and faith-based learning experiences that reflected Gospel values. Social justice initiatives and community service activities encouraged students to develop empathy, compassion and a sense of responsibility to others, strengthening their understanding of faith in action. Some achievements included:

- Adopt a Parishioner program.
- Sacramental program.
- Laudato Si work with Sarah Page from DOBCEL.
- RE planning with Jo-anne Van der Voort from DOBCEL.

Teaching and Learning

High-quality teaching and learning continued to be a priority throughout 2025. The school maintained a strong focus on literacy and numeracy, supported by consistent teaching practices and targeted support for students requiring additional assistance or extension. Teachers worked collaboratively to plan engaging learning experiences, using assessment information to inform teaching and support student growth.

A broad and balanced curriculum, including specialist programs, provided students with opportunities to develop creativity, physical skills and confidence across a range of learning areas. Some achievements included:

- Significant school wide NAPLAN growth across numeracy and literacy.
- Uninterrupted explicit phonics instruction for each class from 9am-10am each day.
- Consistent planning and implementation of Stepping Stones (Maths) and Tudio (Inquiry) for each Year Level.

Student Wellbeing and Engagement

Student wellbeing remained a key focus at St Michael's during 2025. Through consistent pastoral care practices and explicit social and emotional learning, students were supported to feel safe, connected and confident at school. Positive behaviour expectations and strong relationships between students and staff contributed to a respectful and inclusive learning environment.

Student leadership opportunities supported students to develop responsibility and agency, while whole-school events, camps, excursions and sporting activities enhanced engagement and strengthened a sense of belonging. Some achievements included:

'Clubs' once a fortnight on even weeks and 'Resilience, Rights and Respectful Relationships' delivered once a fortnight on odd weeks complemented our approach to wellbeing throughout the year. 'St. Michael's 5' expectations were embedded both inside and outside the classroom and understood by students. In addition, pastoral care was available for all students throughout the year. Our Year 3-6 classes participated in a Melbourne camp experience and a variety of excursions took place for all each class.

Community and Partnerships

St Michael's continued to benefit from strong partnerships with families, the parish and the wider Daylesford community. Regular communication, community celebrations and shared learning experiences strengthened relationships and supported a welcoming school culture. The school values the ongoing support and involvement of parents and carers, whose engagement plays an important role in student success. Some achievements included:

- Adopt a Parishioner.
- Events such as our welcome night, student-led conferences, parent support group meetings, Mother's and Father's Day events, end-of-year celebrations and the Glenlyon Sports Day.
- Little Feet Big Footprints initiative and subsequent projects created by students in Year 6 to raise funds for a variety of causes.

Staff and Professional Practice

The commitment and professionalism of staff remained a strength of the school in 2025. Staff engaged in ongoing professional learning and collaborative planning, reflecting on practice to continually improve teaching and learning outcomes. A strong culture of teamwork and

shared responsibility supported consistency and quality across the school. Some achievements included:

- ReLATE PD
- SWPBS
- PD with Shane Crawford on Visible Learning
- Partnership Agreement with DOBCEL

Achievements in 2025

Key achievements during the year included:

- Continued strengthening of teaching and learning practices across the school.
- Strong focus on student wellbeing and positive relationships.
- Active participation in faith-based and social justice initiatives.
- Increased opportunities for student leadership and voice.
- Ongoing development of community and parish partnerships.

Farewell

We farewell Karinda Van Gulick, Louise Morris and Kylie O'Brien.

Karinda has contributed positively to our school as a CRT and teacher in our Innovation 2 class over the past two years.

Louise was a co-teacher in our Innovation 2 class during Semester Two.

Kylie held a number of positions at St. Michael's over the past five years including LSO, classroom teacher and specialist teacher.

We wish Karinda, Louise and Kylie all the very best with their future endeavours.

Welcome

In 2026 we welcome back Breanna Millard from long service leave. We also welcome Emmanuel Kerr who will be taking on a full-time role as our specialist teacher.

Looking Ahead

As St Michael's Primary School looks ahead, we remain committed to continuous improvement, faithful service and educational excellence. Building on the successes of 2025,

the school will continue to prioritise high-quality teaching and learning, student wellbeing and strong community connections, ensuring every child is supported to reach their full potential. We look forward to continuing our ReLATE professional development along with the opportunity to team up with OLHC Wendouree, St Mary's Clarke's Hill and St James Sebastopol for Positive Partnerships (work that supports school aged students with autism).

Catholic Identity and Mission

Goals & Intended Outcomes

Religious Education

- Teachers engaged positively with good support from CEB in the implementation of the DOBCEL Awakenings Units and feel supported in the development of their knowledge, skill and confidence.
- Teachers were committed to continue the development of their understanding of the theology that underpins the RE units, so as to refine their skills in the teaching of recontextualised Religious Education (RE). Eight teachers are accredited to teach in a Catholic School and four teachers have their Accreditation to Teach RE or Lead in a Catholic School.
- There was effective and consistent use of the Awakenings RE units from F-6, with dedicated time in PLCs to develop staff capability in the teaching of RE.

Enhancing Catholic School Identity

- Staff have a deep appreciation for the opportunities the school offers for faith formation, opportunities which extend to teachers, learning support officers, administration and maintenance staff.
- Staff Professional learning was intentionally aligned to and supported by the Diocesan preferred stance.

Social Action & Justice

- We continued our participation in several social justice activities, such as Mini Vinnies, helping at Hepburn House and collecting for St Vincent de Paul Hampers at the end of the year. Linking social justice activities with Catholic Social Teaching is an ongoing opportunity for the school.

Achievements

Stronger links have been made through Catholic Social Teaching Principles being taught throughout the school. We continue to reflect upon the community events we participate in and how these events are tied to Gospel values.

Value Added

We have benefited through the support we have received from CEB staff over the course of the year, leading professional learning for staff and providing feedback on our action plan through quarterly partnership meetings.

Learning and Teaching

Goals & Intended Outcomes

Learning and Teaching

- Existing curriculum documentation is available and there are clear links between individual unit plans and the Victorian Curriculum.
- The use of Bump it up Walls (BIUW) for writing and a set Maths Guaranteed and Viable Curriculum (GVC) to inform and shape learning opportunities for students has continued to aid teacher understanding of the curriculum.
- Teachers have been enriched by the professional conversations around what the curriculum asks of their teaching and how to best provide for all students.
- A shared storage system which has been implemented and which is accessible to all staff is well structured and allows staff to access knowledge of the curriculum.

Effective Teaching

- Professional learning was provided throughout the year with the view of keeping teachers abreast of the direction required for best presentation of the curriculum.
- The use of Essential Assessment helps ensure consistency in assessment for students (not used for students in Foundation).
- The teaching of RE units, as provided by CEB, has facilitated a greater teacher understanding of and insight into the theology underpinning the RE units. This support has been especially helpful for and welcomed by teachers that do not have a faith foundation but who are eager to learn. The opportunity to participate in faith formation professional learning has also assisted teacher confidence.

Engaging Students in Their Own Learning

- The three-way learning conferences continued to be led by students, who are pleased to showcase their work and explain their learning achievements to their parents/carers.
- Students know what the learning intentions and success criteria are for their lessons. They are also able to articulate their learning goals.
- The Clubs program continues to be a highlight for students, an initiative that provides students with a variety of different experiences and opportunities to work with peers across the school.

Analysis and Use of Data

- Staff use an Assessment Schedule for all areas of the curriculum.
- Students' writing tasks are moderated during PLT meetings where professional dialogue is entered into regarding the next steps required for each student to progress with their writing.
- Teachers use data from a variety of sources as a basis when making decisions to improve student learning. These sources include phonics data, PAT testing data, Essential Assessment data and Wellbeing data. The determination of relevant data sets and the analysis of such data to inform best learning and teaching practices is an area that the school wishes to improve in the next Validation cycle.

Coordinated Strategies for Intervention

- Teachers and Learning Support Officers (LSOs) are informed, thus meeting students at their point of need.
- Intervention occurs in the classroom and teachers and LSOs have implemented Tiers 1/2/3 interventions.
- Teachers attended Parent Support Meetings (PSGs) which allowed teachers to offer focussed and practical ways to support student learning.
- We are fortunate to have such a vibrant LSO team: there is a supportive collegiality and mentoring in this team, with LSOs confident in the implementation of student interventions and in their support of teachers and students.

Achievements

Data is used to inform teaching practices and assist staff in meeting students at their point of need.

Student Learning Outcomes

Due to the small number of participants in Year 3 and Year 5 who participated in the NAPLAN assessments, a comparison on previous years can't be determined.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	431	60%	*	*
	Year 5	541	87%	496	66%
Numeracy	Year 3	433	75%	*	*
	Year 5	515	87%	480	66%
Reading	Year 3	450	85%	*	*
	Year 5	535	100%	501	78%
Spelling	Year 3	405	50%	*	*
	Year 5	499	80%	456	54%
Writing	Year 3	428	90%	*	*
	Year 5	496	80%	471	49%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Wellbeing

Quality Relationships

- We are fostering a supportive and proactive environment for student wellbeing and academic success.
- There are clearly positive relationships between students and staff, with staff feeling supported and respected by their colleagues.
- Student data seems to show that students appear to be actively involved in their learning by building on their strengths and improving their weaknesses.
- Parents and carers articulate their appreciation for the positive relationships that staff have with their children. Parents are also grateful for the frequent and open conversations they have with teachers about their children's learning.

Wellbeing Practice

- The Wellbeing surveys elicit student voice, which staff use to inform their teaching practices.
- There has been a focus on staff wellbeing by supporting staff in understanding their vulnerabilities and how they can support their own wellbeing.
- The PSG schedule promotes a sense of partnership with parents.
- Teachers share strategies for supporting students at staff meetings.

Community Engagement

Partnering with Families

- Actions embedded within the school culture result in a positive experience and perception of the school.
- Staff continue to be visible and approachable for parents.
- St Michael's continues to hold the dignity of each person firmly in all that they do.
- There is a strong commitment by parents and the community to support the school's activities and events. This is evidenced by the support for the school fete and the Glenlyon fundraiser.

- We have explored many opportunities to partner with families, extending invitations to special events such as our AGM and SAC meetings, Athletics Carnival, Welcome Evening, liturgies and assemblies held throughout the year.
- Student events such as Parent Support Group meetings (PSGs) and the three-way chats are strongly supported by families.

Achievements

- The RRRR implementation and structure for social and emotional learning has been positively received, with clear results already seen in student behaviour.
- The Clubs program provides an enriching experience for students, engaging them more fully with their learning journey.

Value Added

We have benefited through the support we have received from CEB staff over the course of the year, leading professional learning for staff and providing feedback on our action plan through quarterly partnership meetings.

Student Satisfaction

When asked about their enjoyment of school, 90% of students gave a favourable response (either a 3 or 4 out of 4).

When asked about their enjoyment of learning, 92% of students gave a favourable response.

Student Attendance

The overall student attendance rate for the 2025 year was 90%.

Average Student Attendance Rate by Year Level	
Y01	84.68
Y02	93.17
Y03	87.94
Y04	90.09
Y05	89.11
Y06	81.7
Overall average attendance	87.78

Leadership

Goals & Intended Outcomes

Leadership and Management

Shared Leadership

- There are effective communication systems in place which especially help part-time staff remain informed about the daily processes at the school.
- We continue to be focused on school improvement.

Building Staff Capability

- The leadership team and various staff members are open to the support available from CEB.
- LSOs feel equal and empowered in their work and have strong autonomy in their working partnerships. There is a strong collegial relationship between teachers and LSOs.

Stewardship of Resources

- The school uses the resources available in terms of good stewardship in school improvement, especially with well-planned budgets and physical resources.
- The current building project is nearing completion and will add a most welcome addition in terms of facilities for classrooms and a stimulating learning environment.
- Students, staff and families were consulted and provided input into the current building project.

Achievements

We continued to work in partnership with staff from Catholic Education Ballarat, conducting quarterly partnership meetings with a focus on our annual action plan.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• Positive Partnerships • Intellischools • ReLATE • Catholic Identity • School Wide Positive Behaviours • Visible Learning • DIBELS • UFLI • Supporting students with ASD	
Number of teachers who participated in PL in 2025	17
Average expenditure per teacher for PL	\$1780.00

Teacher Satisfaction

The school's Organisational Climate Aggregate Indicator remains similar to the historical value.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	0
Graduate Certificate	0
Bachelor Degree	6
Advanced Diploma	0
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	11
Teaching Staff (FTE)	9.16
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	4.22
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Community Partnerships

- We have a welcoming and calm ambience throughout the school that is representative of all that the school undertakes.
- Partnerships with community and agencies enrich the learning experience of students. These partnerships include initiatives such as the Adopt a Parishioner program, the Daylesford Show, the Rotary Art Show and the Book Week Library visits.
- Various partnerships have been developed with other Catholic schools and local schools, such as camps, sport activities and the 'Little Feet, Big Footprints' program.
- There are supportive professional connections with CEB.

Achievements

We communicated with families in a variety of ways including:

- Fortnightly newsletters
- Learning tasks posted on PAM
- Student-led conferences
- Parent support group meetings
- Fortnightly assemblies
- Information sessions relating to important events such as Sacraments and camps
- School open days

Parent Satisfaction

Parents have indicated that 'connectedness to school' had improved. Parents also noted that student motivation and social skills had improved over time.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.smdaylesford.catholic.edu.au