

SCHOOL PERFORMANCE REPORT 2022

■ community ■ challenge ■ choice



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St Michael's College



St Michael's College is a leading Catholic school in the Lasallian tradition located in the western suburbs of Adelaide, and comprising two campuses, a Primary Campus at Beverley and a Secondary Campus at Henley Beach. The College has 1,966 enrolled students, with 422 students at the Primary Campus and 1,544 students at the Secondary Campus.

St Michael's College will be fully co-educational by 2027, following the introduction of girls to Reception in 2021. The Secondary Campus has been fully co-educational since 2008 and comprises a middle school (Years 7-8) and a senior school (Years 9-12) structure.

The origins of Lasallian education date back to 17th century French priest St John Baptist de La Salle, founder of the Institute of the Brothers of the Christian schools (De La Salle Brothers).

The St Michael's College community is comprised of a diverse range of cultural, social and religious backgrounds, all aspiring to a common purpose. A strong and vibrant partnership is required to be successful in achieving our most common aspiration, for our young people to be the best they can be.

Our staff, students and families work together to create an inclusive and respectful community where each individual is known, valued and cared for.

The St Michael's College student will witness personal growth through engagement, opportunity and recognition. They will be a part of a positive learning culture that is authentic, challenging and supportive, no matter where they come from or what they aspire to.

St Michael's College, Adelaide is a company limited by guarantee and beneficially owned by the De La Salle Brothers. St Michael's College is a work of the Brothers and is conducted in accordance with the mission and values of that Order.



Mission and Vision | Strategic Directions



St Michael's
COLLEGE

MISSION AND VISION

St Michael's College is a Catholic school in the Lasallian tradition which is committed to the human and Christian education of the young, especially the poor, through: Community, Challenge and Choice.

■ Community

We are an inclusive and respectful community where each individual is known, valued and cared for, enabling them to feel confident to explore their curiosities, flourish and fully realise their potential.

■ Challenge

Individual growth is achieved through engagement, opportunity and recognition, underpinned by a positive learning culture that is authentic, challenging and supportive.

■ Choice

Through a quality Lasallian education, inspired by the Gospel and a concern for social justice, students are empowered to better choose who they become as people, learners and leaders in the world.



*A quality Lasallian education
"is realised by offering a community and personalised
environment where each individual flourishes as human beings
and where they are open to hope and have a positive sense of life"*

Br Alvaro

*I have come that they may have life, and live it to the full
John 10:10*

Catholic Identity

Religious celebrations are an important part of the education program at St Michael's College. Students participate in a range of liturgical celebrations, prayer services, pastoral care and whole school activities. These include Chapel services, Year Level Masses, beginning of Year Mass, Graduation Mass, Founder's Day Mass, De La Salle Day celebrations and Mission Action Day (MAD).

The St Michael's College Primary Campus offers students and their families the opportunity of celebrating the Catholic sacraments of Reconciliation, Confirmation and Holy Eucharist through the sacramental program, which is integrated into the Year 3 and 4 Religious Education curriculum. Candidates celebrate the Sacrament of Reconciliation in Year 3 and Confirmation and Holy Eucharist in Year 4. Preparation is provided through class Religious Education lessons, whole day candidate workshops and several parent/caregiver and candidate workshops after school hours.

The Secondary Campus also offers students and families the opportunity to complete the Catholic Sacraments of Reconciliation, Confirmation and Holy Eucharist under the guidance of the Pastoral Associate during some in school and after school time and parent meetings.

Students in Years 7 to 12 participate in retreat and seminar programs which are organised by the Director of Mission and Year Level Directors. These programs allow students to reflect on and share their faith and life experiences.

We fulfil the mission and vision of St Michael's College through celebrations, service within the inner and wider community, social justice activities, and strong, respectful connections with peers and staff. The Religious Education curriculum and the Social Action Program teach students about Catholic social teaching and ensure we as a community take actions that support the less fortunate and raise awareness in our community. This focus is particularly developed in the Year 11 Lasallian Youth Leaders program under the direction of the Lasallian Campus Minister who also coordinates activities with other year levels, which involves young people ministering to their peers. We place a strong emphasis on activities that foster the unique and individual talents of students. Participation and teamwork is encouraged to progressively equip students with the self-esteem necessary to cope with future challenges.



LASALLIAN & MISSION IDENTITY DELIVERY

The Mission and Vision of St Michael's College is fulfilled through celebrations, service within the inner and wider community, social justice activities, and strong, respectful connections with peers and staff. The Religious Education curriculum and the Social Action Program teach students about Catholic social teaching and ensure we, as a community take actions that reflect our Lasallian charism.

Creative solutions such as streamed school Masses and the rescheduling of year level Retreats assisted in overcoming the disruptions to the start of the year caused by COVID19 and the inability to come together in large numbers. By year's end we were able to hold all of our year level Retreats, including a Staff Reflection Day, and were able to gather in large numbers for De La Salle Day and the Graduation Mass. These occasions help us to reflect on our Lasallian charism and ensure we are living out the messages from the Bible and De La Salle.

This focus is particularly developed in the Year 11 Lasallian Leaders program under the direction of the Lasallian Campus Minister who also coordinates activities with other year levels, which involves young people ministering to their peers, empowering our students to better choose who they become as people, learners and leaders in the world.

Throughout 2022, students across both campuses participated in a range of liturgical celebrations, prayer services, pastoral care and whole school activities. These included Chapel services, Year Level Masses, beginning of Year Mass, Founder's Day Mass, Mission Action Day (MAD) and the aforementioned De La Salle Day and the Graduation Mass. With the ongoing provision of the Sacramental program to both Primary and Secondary students.

The Retreat programs provided Secondary students with unique opportunities for reflection on their Lasallian identity. Year 7 students examined our school Mission and Vision Statement of Community, Challenge, Choice. Year 8 students focused on 'Finding the Hero Within'. Laudato Si was the focus for our Year 9 students and Year 10 students visited a number of community based service organisations. The Year 11 Retreat examined how 'We are all Leaders' and was led by the Lasallian Mission Council with local facilitators.

The rescheduled Year 12 Retreat provided the opportunity for senior students to travel to one of three locations in South Australia. Together with Year 12 Seminar days, the Retreat is a means of engaging senior students to make the connections between the world they know and the Lasallian faith to which they are called. Student evaluations of the Retreat confirm its profound value and central place in the St Michael's College Year 12 experience.

The College has had many opportunities for staff formation in our Lasallian charism; new staff to the College experienced Lasallian Compass, an all staff Lasallian Reflection Day focused on the twelve virtues of a Lasallian educator and the Director of Mission and Director of Religion and Spirituality Primary attended a four-day conference titled "Together for Mission". In addition five staff members attended the 4 day residential program, Exploring our Lasallian Heritage in Ormiston, Queensland. Br John Pill facilitated Lasallian formation for staff and students alike with the Brother's in Residence program conducted throughout the year with weekly Staff Masses conducted in the Chapel.

The College has continued its response to current needs with the ongoing support of charities that focus on the local community and others with a worldwide reach including Lasallian Missions, St Vincent de Paul, Moore Street Centre, Australian Refugee Association, Cancer Council, Catholic Charities and the Hutt Street Centre. Funds raised through Mission Action Day this year provided a significant donation of \$50,000 to the Lasallian Foundation. This contribution meant the provision of much needed classroom equipment, clean drinking water, bathrooms and security to students in schools in Faisalabad, Ahmadabad, Gokhuwal and Multan.

A continuation of the Beyond Borders Program provided full scholarships to 17 Secondary students in 2022. The program supports students from a refugee background, newly arrived students or students with disrupted or no schooling, experiencing hardship and aims to have a positive impact on the educational and wellbeing outcomes for the students and their families.

The College also finalised its Reconciliation Action Plan (RAP) in 2022, an important social justice initiative and significant milestone as we continue to play our role in reconciliation in the country.

Designed as an outdoor learning space, the completion of the Reflection Garden at the Secondary Campus in Term 1, provided staff and students with a quiet and tranquil setting for moments of prayer, reflection and contemplation in the midst of a busy and comprehensive year.



Pastoral Care

Pastoral Care assists in the development of all students so that they are able to reach their academic, spiritual, emotional, social and physical potential.

St Michael's College:

Provides an environment in which every student is valued, feels safe and has someone with whom they can talk.

Respects the dignity of each person.

Develops a spirit of community through positive relationships between staff, students and parents/caregivers.

Develops self-discipline and personal responsibility.

Provides opportunities for spiritual growth/reflection.

Educates students in a Christ-centred model of leadership.

Encourages participation in social justice initiatives.

Provides activities and strategies that develop students' personal, organisational and lifestyle skills and choices.

Provides guidance in relation to subject selection, vocational and career options.

Fosters participation in community building and recreational activities.

Encourages students to build on their strengths and celebrate achievement.



Teaching & Learning

Curriculum

There are six essential elements to our curriculum:

- accessing an inclusive curriculum which caters for differing learning styles and abilities;
- learning individually and collaboratively and communicating effectively;
- thinking creatively and critically to gain knowledge and apply skills;
- participating in a community of learners that contributes to the development of, and are enriched by, each individual member;
- being a child of God, valued for the contribution made to the social and cultural diversity of the College; and
- being informed citizens who act within integrity.

Inclusive Education

Our Inclusive Education Team works with students who may have additional learning and/or social and wellbeing needs. The team targets the specific needs of identified students who require assistance and develops programs accordingly.

Inclusive Education incorporates:

- Literacy and numeracy intervention;
- Working with students with learning and/or social/emotional needs;
- Providing support with making adjustments/differentiating the curriculum;
- Individual Education Plans and modified reports;
- Tracking and reviewing a student's individual progress;
- Providing information and updates to parents/caregivers; and
- Counselling.

**Please refer to Appendix A for student reports*



Vocational Education Training

VET plays an important role in the curriculum. By combining secondary education with VET, students have the opportunity to receive their South Australian Certificate of Education (SACE) as well as gain national recognized qualifications and workplace specific skills.

In 2022, 10% of Year 12 students and 52% of Year 11 students undertook a VET course.

In addition 8 school based apprenticeships commenced.

Co-Curricular Activities

St Michael's College encourages and affirms the participation of students in the various activities offered through the co-curricular program.

The St Michael's program is a co-operative venture involving students, staff, old scholars, parents/caregivers and friends of the College. These activities play an important role in the total development of the student, and as such, are considered to be a vital part of the holistic education offered at the College.

Involvement in the co-curricular program fulfils important education and social goals established by the College.

The co-curricular program:

- Provides an opportunity for students to contribute positively to the College community;
- Enhances the holistic development of the individual;
- Promotes and nurtures responsible behaviour and attitudes;
- Cultivates self-discipline and self-responsibility;
- Fosters mutual support amongst parents/caregivers and staff;
- Provides a means by which relationships can be established and consolidated in the whole school community; and
- Develops a student's skills and talents.



Current co-curricular activities include:

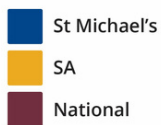
Army Cadets | Athletics | Badminton | Baseball | Basketball | Chess | Club Cricket | Cross Country | Dance | Drama | Eco Squad | Football | Games Club | Gifted and Talented | Golf | Hockey | Lasallian Youth Leaders | Music/Bands | Musical Club | Netball | Podcasting | Robotics Club | School Drama/Musical Productions | Soccer | Softball | Student Leadership | Swimming | Table Tennis | Tennis | Touch Football | Vocal Ensembles | Volleyball | Water Polo

National Assessment Program Literacy & Numeracy (NAPLAN)

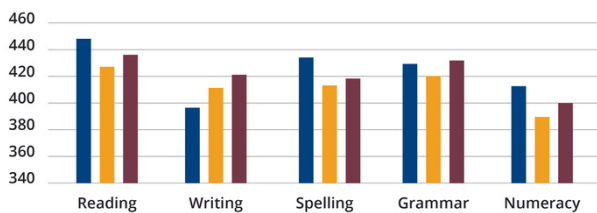
The National Assessment Program - Literacy and Numeracy (NAPLAN) takes place each year for students in Years 3, 5, 7 and 9.

NAPLAN assists the College in ensuring our students meet important numeracy and literacy standards. The proportion of students achieving at or above the national benchmarks in reading, writing and numeracy remained high.

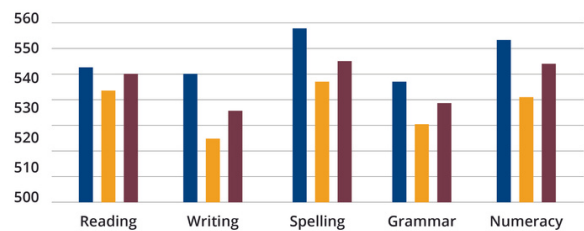
In most year levels/categories, St Michael's College students achieved higher than both State and National results.



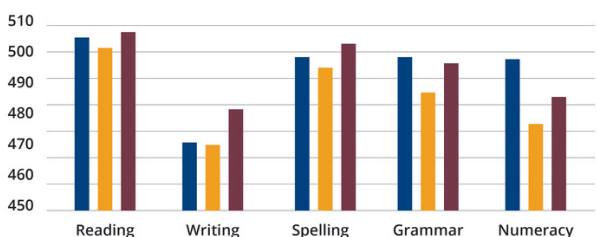
Year 3 NAPLAN Results (2022)



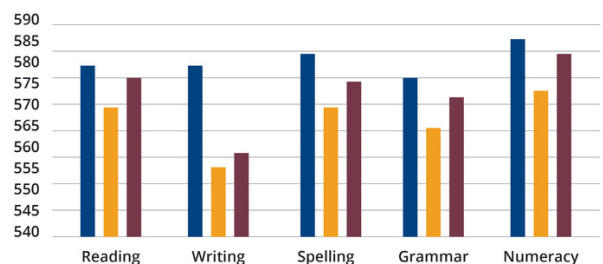
Year 7 NAPLAN Results (2022)



Year 5 NAPLAN Results (2022)



Year 9 NAPLAN Results (2022)



Year 12 SACE Results

The student cohort of 2022 continued the St Michael's College tradition of outstanding Year 12 SACE results, with 100% of eligible students (219) successfully completing the SACE. Of the 187 students eligible for an ATAR, 43 students (23%) achieved an ATAR over 90, which places them in the top 10% of students in the State and the nation. In total, 91 students (49%) secured an ATAR in excess of 80.

In 2022, 62 A+ grades were achieved by 40 students for outstanding academic achievement. Furthermore, a total of 26 merits were awarded to 20 of these students across 10 subjects.

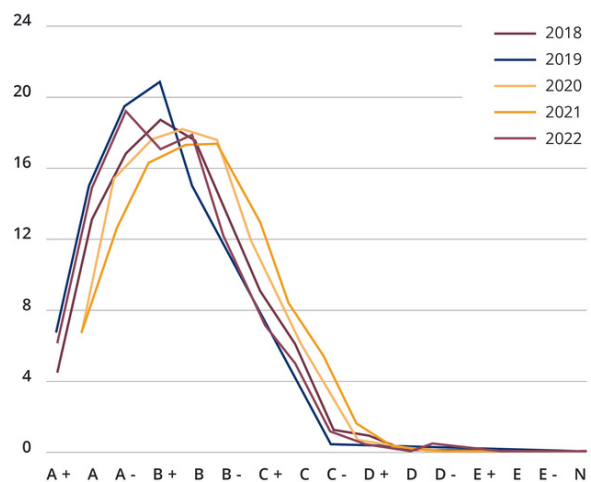
Year 12 grades have continue to remain high for our students, highlighting their dedication to their studies and the dedication of their teachers.

St Michael's continues to provide a broad selection of Year 12 subjects ensuring that the needs of a diverse cohort of students are considered. In 2022 forty two Tertiary Admissions Subjects (TAS) and two non-TAS subjects were offered for study.

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	N
2012	24	119	190	169	203	192	98	59	23	2	5	1	0	1	0	1
2013	21	99	124	164	173	156	107	74	24	1	0	0	0	0	0	0
2014	25	117	150	212	213	163	91	66	20	5	0	1	0	0	0	0
2015	38	135	208	206	203	148	91	49	12	1	0	0	0	0	0	0
2016	35	139	193	205	227	182	109	74	12	9	1	0	0	0	0	0
2017	48	136	212	211	189	141	110	49	12	1	0	0	0	0	0	0
2018	45	135	174	194	182	136	91	60	11	7	1	0	0	0	0	0
2019	77	140	181	192	193	151	94	63	17	4	2	0	0	0	0	0
2020	77	179	204	211	203	136	88	51	7	2	1	0	0	0	0	0
2021	75	168	220	236	167	124	87	44	4	2	0	0	0	0	0	0
2022	62	151	200	177	186	119	75	51	13	3	0	3	1	0	0	0



Percentage of Results



Governor's Civics Awards

In 2022, Year 12 Legal Studies students were put forward for the Governor's Civics Awards for Schools. Our awardees were invited to a reception at Government House where they participated in a round-table discussion with Her Excellency the Honourable Frances Adamson, Governor of South Australia.

These awards provide the opportunity for young South Australians to develop their capacity and awareness in the area of active and informed citizenship in a multicultural and democratic society. The awards aim to highlight the importance of civics education in the South Australian historical context and be a conduit for quality student engagement and learning in these areas.

Megan Adrain (award winner) - her Inquiry focused on the Australian Government's duty of care to combat environmental issues in order to protect the future of humanity.

Grace Cavallaro (award winner) - investigated the extent to which the government is effectively addressing Australia's teacher crisis and protecting the education system.

Benjamin Ryan - (merit) researched specific environmental legislation and uncovered whether such Acts promote environmental protection and conservation.

We congratulate these students and wish them every success as they begin their tertiary studies this week.



Megan Adrain



Grace Cavallaro

Post School Destinations: Year 12, 2022

Of our 219 graduating Yr 12 students, 100% achieved their SACE and 86% of students selected subjects eligible for an ATAR.

There was a significant rise in the percentage of students who completed Vocational Education studies as part of their schooling up to 64% of students, and an increase from 36% to 42% completing a Certificate 3 or above.

Students who were engaged in a school-based apprenticeship during their final year of schooling rose from 1% to 5.5% which was as a result of the change in Government incentives to employers.

A record 9.1% (20) students in total have been signed into formal apprenticeships.

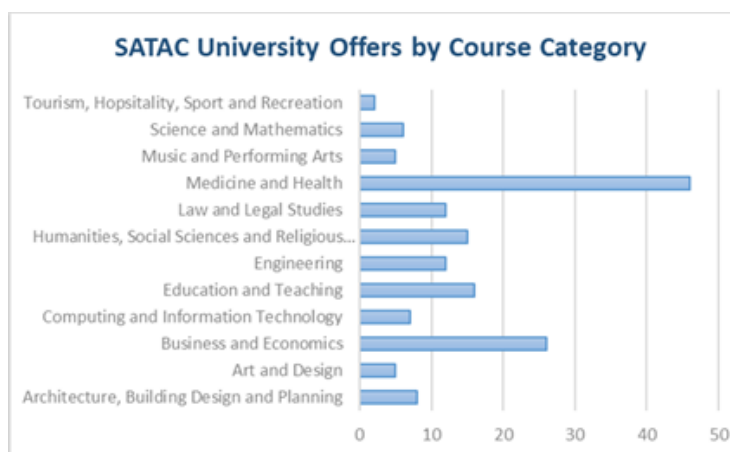
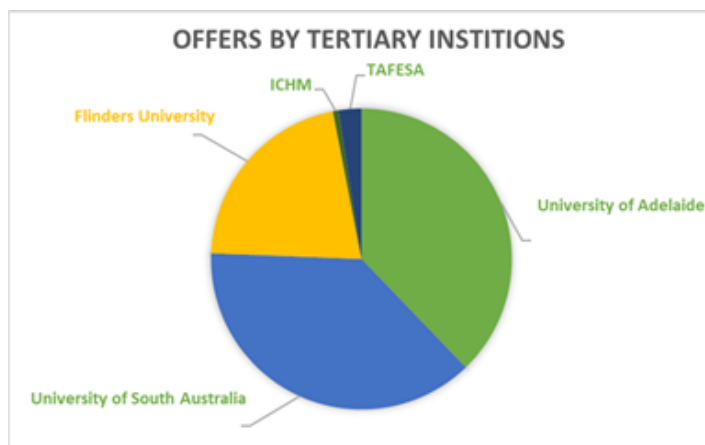
75.2% Pursued Study

- 73.4% University Pathway
- 1.8 % RTO TAFE SA Course

24.3% Pursued Employment

- 9.1% in signed Apprenticeships
- 15.1% Full or Part time Employment or Volunteering (Non-Apprenticeship)

0.5% Untracked



Tertiary Pathway

73% of students applied to SATAC for consideration for a University pathway. 100% were offered a course of study in 2023 with 95% receiving an offer to their first or second preference. Of interest there was a growth in numbers receiving "Conditional Offers" based on schemes offered by the universities (not solely based on ATARS) 42% (90) students in Year 12 had a Conditional Offer to a University degree course before the end of the formal assessment period.

University of Adelaide and University of South Australia attracted 39% of applicants. Despite the majority of conditional offers being for a Flinders University course. Just 1.8% chose a TAFESA RTO pathway, indicative of more students heading into apprenticeships and other employment.

Nursing, Teaching, Business, Creative Arts, Health and Medical Sciences continue to be popular course selections. We had more students offered places into highly competitive courses such as Medicine, Paramedics, Dentistry, Music Composition, Drama, Screen, Nutrition and Dietetics. Many students reported they were going to begin a course such as Health and Medical Sciences and Human Movement, with the hope of achieving a Tertiary Transfer to a more competitive course the following year.

Non Tertiary Pathway

In this category we saw an increase in percentage of students seeking employment over study (24.7%) Of those employed, there were more students in secured formal apprenticeships and traineeships (10%) as of March 2022. There has been a growth in the percentage of students in the part time employment category who commonly stated they were waiting to secure more desired pathways mid-year. Those that pursue trades are largely employed in the Construction Industry

School Attendance & Management of Non-Attendance

School attendance is managed and recorded using the SEQTA system. Student absence is monitored closely and followed up as necessary. An SMS is sent to parents if there is an unexplained absence and Year Level Directors are provided with absentee lists daily.

Intuitively, we know that attendance at school is essential to successful academic and well-being outcomes, but the research also strongly supports this.

On the whole, student attendance is very strong, however there are times when absences are unavoidable and families are the best judge of this.

Sometimes, individual student absenteeism can become a complex issue and we encourage parents to work in partnership with the College to work towards a solution.

Attendance data is used to inform action and there are numerous support structures in place if required.

A summary of student attendance for the 2022 school year follows.



Year	Gender	Attendance %
Reception	Female	91.56%
Reception	Male	89.84%
Year 1	Female	92.65%
Year 1	Male	90.03%
Year 2	Male	91.95%
Year 3	Male	89.41%
Year 4	Male	91.09%
Year 5	Male	89.42%
Year 6	Male	89.06%
Year 7	Female	93.06%
Year 7	Male	92.02%
Year 8	Female	91.60%
Year 8	Male	89.69%
Year 9	Female	90.01%
Year 9	Male	89.87%
Year 10	Female	90.11%
Year 10	Male	89.50%
Year 11	Female	88.97%
Year 11	Male	90.31%
Year 12	Female	86.44%
Year 12	Male	90.20%

FACILITY DEVELOPMENT & IMPROVEMENT



DIGITAL TRANSFORMATION

Digital transformation has been a key focus for the administration areas of the College. This commenced with the replacement of the School administration system in late April 2022. Maze had been the school management system for more than 30 years, however the company development focus in recent years has been redirected at Civica Education suite. This has meant that the Maze system had become outdated and no longer was able to meet the operational requirements of the College. Detailed analysis and assessment was undertaken during the year and the ICT Strategic committee approved Synergetic as the preferred replacement. The system was successfully implemented at the end of Term 1.

Our focus immediately shifted to investigate a paperless solution that would automate our procurement and accounts payable workflow processes. Alii was selected as the preferred solution with the implementation commencing from middle of Term 4. Alii has provided immediate benefits including automation of manual tasks via workflows, automatic invoice scanning technology, fraud prevention checks, automated delegation approvals and the reduction of manual data entry.

FACILITY DEVELOPMENT & IMPROVEMENT

Primary Stage 2

The second stage of the Master Building Plan at the Primary Campus commenced during Term 2. This exciting project provides further developments to specialist facilities, coeducation and caters for the increasing enrolments at the Primary Campus. The project was separated into 2 stages and includes the following:

Stage 2A

Two new classrooms mirrored on our new Reception classrooms and breakout spaces including wet areas to support a variety of key learning areas. It will also comprise of a staff preparation and both boys and girls toilets. We will also take this opportunity to increase our student toilet facilities to accommodate the co-education cohort which includes the redevelopment of the southern toilets and additional toilets adjacent Founders Hall. **Stage 2A was completed in mid February 2023.*

Stage 2B to commence in March 2023 will include:

Following the completion of Stage 2A, further refurbishments of some existing classrooms and a new two storey build will continue at the Beverley Campus. The new construction will include a Performing Arts Centre, new canteen and additional classrooms.

Reflective Garden (Secondary Campus)

The Reflective Garden at the Henley Campus was completed during Term 1. This garden provides a quiet and restful space for prayer and reflection for students and staff. The space has been designed as an outdoor learning space which includes stepped seating areas, a stream through the centre of the space, varied plantings, multiple seating spaces and winding paths creating a tranquil space for people of all backgrounds to nurture their spiritual self.

Student Toilets Lasalle Courtyard (Secondary Campus)

The student toilet upgrade in the La Salle Courtyard was completed early in Term 1. A student representative group contributed to the design with a number workshops held with students and the Architect to determine the needs of the students with a focus on student wellbeing, functionality and aesthetics.

Staff Centre Refurbishment (Secondary Campus)

The refurbishment of the Staff Centre at the Henley Campus was completed early in Term 1. A staff working party was established to have input into the design and furniture selections. The new modern staff room has been very well received by the staff.

TEACHER STANDARDS & QUALIFICATIONS

College staff hold qualifications relevant to their positions and all teaching staff are registered with the South Australian Teachers Registration Board.

All staff of St Michael's College are expected to meet the requirements outlined in their Position Information Document. A commitment to uphold and contribute to the Lasallian ethos, participate in professional development activities, and establish positive and effective relationships within the College community are but a few of the high expectations of all staff.

New teaching staff, permanent or contract, complete the CESA Teacher Induction module at the commencement of their employment and permanent staff are required to complete the Graduate Certificate in Catholic Education within the first five years of employment. Completion of the accredited course requires 4 units of study.

Teaching and non-teaching staff at St Michael's College undertake both group and individual professional learning. Ongoing professional development is encouraged for all staff.

A sample of professional development undertaken by staff during 2022 include:

- CASEL Theory of Action of Equality and Excellence
- Austcyber Education & Work Skills
- Return to Work Coordinator
- Leading Science Workshops
- Trauma & Young People
- Basketball Club Coaching
- CESA Restorative Justice
- School Refusal Strategies
- Managing Resistance in Counselling
- Relationships Group Therapy
- Counselling Adolescents and their families



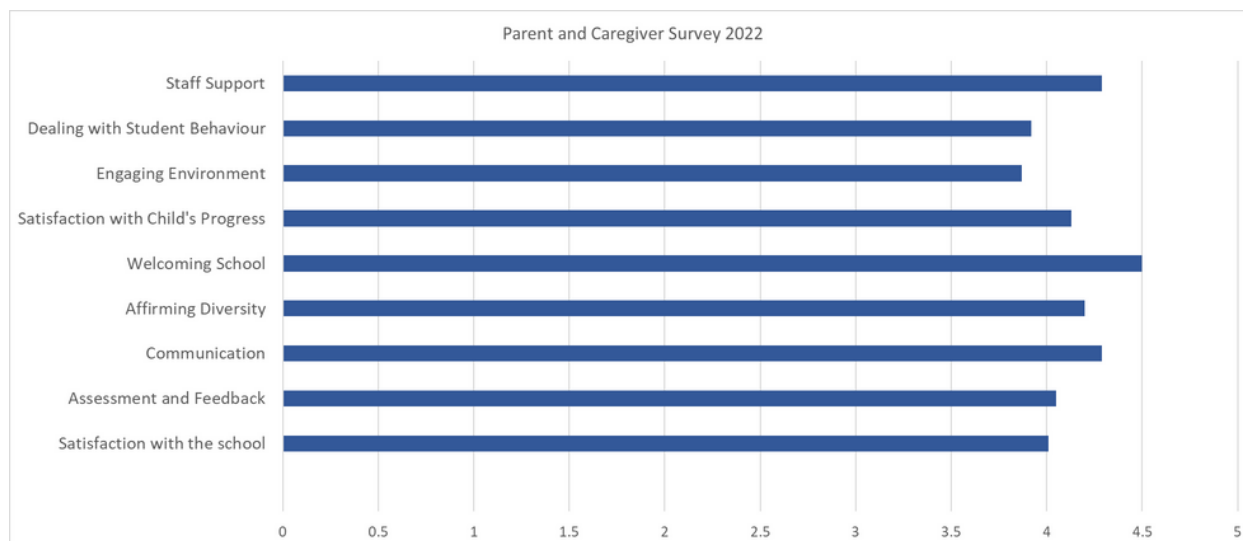
A sample of additional qualifications held by staff at St Michael's College:

- Masters of Teaching
- Masters in Fitness/Personal Training
- Masters of Educational Leadership
- Masters of Primary Education
- Masters of Urban Studies
- Graduate Degree Sociology
- Graduate Diploma in Religious Education
- Bachelor of Business - Human Resource Management
- Bachelor of Applied Economics (Marketing Major)
- Bachelor of Applied Science (Human Movement)
- Bachelor of Design & Technology Education
- Bachelor of Science in Marine Biology
- Builders Licence and trade qualifications
- Diploma of Languages; Diploma in Market Research
- Advanced Diploma in Graphic Design and Advertising

PARENT & CAREGIVER SURVEY

In 2022, the College partnered with the National Schools Improvement Partnerships (NSI) Effective School Improvement Program (Curtin University, WA).

The National Schools Improvement survey suite is a tool to benchmark data to inform strategy, operational plans, culture change and initiatives. The tool will allow for progress measurement over time. Engagement in the surveys was high and the results for St Michael's College were overwhelmingly positive from all stakeholder groups.



Student Feedback

76-80% of students in Years R-12 responded to the **'What's Happening in This School'** survey across 4 tools adjusted to the age of each cohort.

Primary Campus (R-6)

Strong results were achieved in all survey areas (based on averages across 3 survey groups):

- Teacher Support
- Peer Connectedness
- School Connectedness
- Affirming Diversity
- Rule Clarity
- Reporting and Seeking Help
- Support for Learning
- Challenge

Additional areas of strength indicated by Primary students included:

- Moral Identity
- Resilience
- Low reports of Emotional Disaffection
- Low reports of Risky Behaviours

Secondary Campus (7-12)

Strong results were indicated by students in the areas of:

- Peer Connectedness
- Affirming Diversity
- Rule Clarity
- Challenge
- School Connectedness
- Low reports of Social Harm
- Low reports of Risky Behaviours

Additional areas of strength indicated by secondary students included:

- Teachers treat them with respect
- They feel included at school
- They are encouraged to understand the culture of others
- The rules at this school are clear to them
- The rules make it clear that certain behaviours are not okay
- The consequences for breaking the school rules are clear
- They feel proud of their background
- They are determined to achieve their goals

St Michael's College Staff 2022

Staff Profile

Total staff: 237

Teaching Staff: Total 165

Full-time 128

Part-time 37

Teaching Staff: Female 94

Teaching Staff: Male 71

Non-Teaching Staff: Total: 72

Full-time 42

Part-time 30

Non-Teaching Staff Female 50

Non-Teaching Staff Male 22

Aboriginal/Torres Strait islander Staff 0



2022 College Statistics & Income

DMI Rating: 103

Total Enrolments 1,968

Primary 422

Secondary 1,546

% Indigenous students .609%

% Students with a disability

(based on students only who receive special funding) 17.32%

The College meets Equal Opportunity compliance requirements.

School Income

Education Fees	\$ 14,882,000
Other fees, charges and income	\$ 733,000
Government grants	\$ 26,756,000
Total	\$ 42,371,000

Appendix A - Student Reporting

A+ to E-	Grades used for all subjects in Years 7 to 10
A band	Excellent achievement of what is expected at this year level
B band	Good achievement of what is expected at this year level
C band	Satisfactory achievement of what is expected at this year level
D band	Partial achievement of what is expected at this year level
E band	Minimal achievement of what is expected at this year level
F	No work has been submitted, a score of zero has been obtained
NA	Not Applicable

Student achievement is referenced against the Australian Curriculum Achievements Standards in a learning area or subject being studied. Demonstration of performance is required when making judgments about the standard and outcomes. Finer grade level distinction is made using + or - i.e. A+, A, A-

A+ to E-	Grades used for Year 11 subjects and the PLP (Year 10) and Grades used for SACE STAGE 2 subjects
A to E	Grades used when reporting to the SACE Board at Stage 1 (Year 11)
P	P for Pending may be used for the following compulsory SACE Stage 1 subjects: English (Literacy), Mathematics (Numeracy), and the PLP as well as Research Project - a compulsory SACE Stage 2 subject

Performance Standards, provided in each Subject Outline, are used to assess and report student achievement. These standards describe in detail the level of achievement required to obtain each grade at Stage 1 and Stage 2.

Individual Education Plan (IEP) Subjects:

Years 7 to 10 students completing Individual Education Plan Subjects (Learning Support) work on tasks designed to meet negotiated outcomes. Parents/Caregivers are informed of this process at the implementation stage.

Year 11 students complete an adjusted Stage 1 Learning and Assessment Plan. They may have restrictions placed on their Stage 2 subject choices.

Indicators:

Years 7-11: Each subject will have a number of indicators, two of which are **Application to Study** and **Behaviour in Class**. The other indicators are designed specifically for each Learning

Area using the Achievement Standards (Australian Curriculum, Years 7-10), and Performance Standards (SACE Stage 1 Subject Outlines) and will therefore vary from subject to subject.

Year 12: Each subject will have **Application to Study** and **Behaviour in Class** as indicators, as well as an individual written comment.

Subject Indicators will have the following levels:

- Excellent
- Good
- Satisfactory
- Inconsistent
- Unsatisfactory

Application to Study refers to the student's overall commitment, in-class participation (questioning and responding, collaborative learning, learning through individual and group work), and the ability to focus in class, take responsibility for learning, self-evaluate and self-manage homework, revision, wider/extra reading, attention to detail, determination, and initiative to extend the boundaries of personal knowledge of the subject.

Excellent	Completes all set tasks and meets deadlines. Highly motivated, works diligently in class.
Good	Completes all set tasks and meets deadlines. Works very well in class.
Satisfactory	Generally completes tasks, meets deadlines and works well in class.
Inconsistent	Often not on task, fails to meet some deadlines. Needs to show more self-motivation
Unsatisfactory	Poor concentration and self-motivation with little application to study

Behaviour in Class refers to the student's interaction with other students and teachers in the classroom setting, analogous with common politeness, courtesy, the following of instructions for the keeping of good order, and particularly in being a positive influence on the community as a whole.

Excellent	Listens carefully to and complies with teacher instructions, is courteous, considerate and respectful of others
Good	Good level of cooperation and conduct in class. Is respectful of others
Satisfactory	Usually co-operative with appropriate conduct most of the time
Inconsistent	On too many occasions is uncooperative towards others. Attitude needs significant improvement
Unsatisfactory	Often uncooperative, with a poor attitude towards the teacher, other students and the learning program

YEARS 7-10: Upon request, the College can provide information that clearly indicates your child's achievement in comparison to that of other students in your child's peer group at St Michael's. This information will indicate the number of students in each of the achievement levels A-E.