



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Michael's School

8-14 Brougham Street, NORTH MELBOURNE 3051

Principal: Denise Hussey

Web: www.smnthmelbourne.catholic.edu.au

Registration: 98, E Number: E1012

Principal's Attestation

I, Denise Hussey, 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 2023 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 11 Jun 2024

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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our School Vision

As a welcoming community at St Michael's we will:

Unite as one family where all are valued and respected;

Embrace life experiences as opportunities for growth;

Foster self belief and the full potential of each person;

Empower all to act with dignity and purpose;

Engender a love for life-long learning; and

Give witness to and celebrate the presence of Christ in our lives.

School Overview

School Overview

Established in 1868, St. Michael's Primary School North Melbourne holds the distinction of being one of Melbourne's oldest Catholic parish primary schools. Situated at its current location since 1918, it has steadfastly provided quality Catholic education to inner-city students.

Originally founded opposite the present North Melbourne swimming pool, the school welcomed the first Sisters of Mercy from Geelong in 1886, offering crucial education and support to families enduring the hardships of the Depression.

Today, the school accommodates 220 students across eleven classes from Prep to Year Six, reflecting a diverse mix of cultural, faith, and economic backgrounds. With a staff of 39, including teaching, non-teaching, and administrative personnel, St. Michael's remains committed to nurturing an inclusive learning environment.

Facilities include a main building housing classrooms, a music room, library, and multipurpose hall, alongside outdoor spaces featuring play areas, a basketball court, and green spaces for recreational activities.

Collaboration with Reverend Nicholas Pearce, the Parish Priest, enhances sacramental programs and liturgical events, emphasizing the school's commitment to embodying Christ's presence.

St. Michael's educational ethos prioritizes purposeful, collaborative, and reflective learning, encouraging students to explore and understand the world through inquiry-based methods. Regular assessments ensure personalized learning experiences.

Staff engage in ongoing professional development to maintain a dynamic learning environment, complemented by an Out of School Hours Program managed by Youth Leadership Victoria.

Parental involvement is integral, with opportunities to participate in various school initiatives, fostering a sense of community and belonging. Events such as class masses, assemblies, and celebrations strengthen this bond.

Modern communication tools like newsletters, apps, and social media platforms facilitate transparent and timely information sharing, ensuring the community remains engaged and informed.

In summary, St. Michael's Primary School North Melbourne continues its legacy of providing excellent Catholic education, embracing diversity, fostering community involvement, and prioritizing student growth within a nurturing and inclusive environment.

Principal's Report

Principal's Report

St. Michael's Primary School North Melbourne stands as a vibrant and dynamic learning community, where every child receives personalized attention from our dedicated staff. Our commitment is to provide each student with a high-quality education grounded in faith, knowledge, and essential skills. Through collaboration among students, parents, and teachers, St. Michael's continues to evolve as the premier choice for learning in our local community.

As the principal, I take great pride in witnessing the ongoing growth of our school, marked by a steady increase in student enrolment. Currently, we are in the final stages of a comprehensive 4-year review process, demonstrating our unwavering dedication to maintaining excellence in education. This process ensures that St. Michael's remains at the forefront of educational innovation, offering engaging, purposeful, collaborative, and reflective learning experiences for all our students. Our School Improvement Plan outlines clear goals and outcomes, providing strategic direction for our continued growth and improvement.

Under the pastoral leadership of Fr. Nicholas Pearce, our appointed Parish Priest, our school community has forged strong bonds with St. Michael's parish. This partnership has been particularly evident during significant events such as the Sacrament of Confirmation, which holds a special place in our school calendar. These collaborative efforts serve to strengthen the connection between our school and the wider community, enriching the educational experience for our students.

At St. Michael's, we are fortunate to have a highly qualified and dedicated staff who are deeply committed to the ethos of Catholic education. Throughout the year, our staff members work tirelessly to broaden their knowledge and skills, ensuring that they can provide each child with an engaging and inclusive learning environment. Professional development opportunities, both on-site and off-site, are pursued with a focus on areas such as Digital Technology, Inquiry Learning, and Mathematics, aligning with our commitment to delivering a modern and relevant curriculum.

Our school community is characterized by its diversity, welcoming families from a wide range of cultural backgrounds. The St. Michael's Parish Education Advisory Council plays a vital role in providing support to both myself and our parent community, ensuring that the needs and concerns of all stakeholders are addressed. Additionally, our parent community actively contributes to the life of the school through fundraising, community activities, and classroom assistance, demonstrating a strong sense of partnership and collaboration.

Central to our educational approach is the Positive Behaviour Learning Program, which promotes a culture of respect, responsibility, safety, and learning. This program is deeply embedded in our school's ethos, fostering a welcoming and nurturing environment where both staff and students can thrive. By adhering to these core principles, we create a supportive community where every individual is valued and respected.

St. Michael's proudly upholds the traditions of its founding figures, including Catherine McAuley, the founder of the Mercy Order, and our patron saint, St. Michael. These traditions serve as our guiding light, inspiring us to uphold the values of compassion, service, and excellence in all that we do. With our exceptionally talented students, dedicated staff, and supportive community, we are well-equipped to continue offering an outstanding Catholic education to each child who enters our doors.

Looking ahead, we remain committed to fostering a love of learning and empowering our students to achieve their full potential. In 2023, we celebrated the completion of a new vertical building, made possible by a generous capital grant of \$5,000,000. This state-of-the-art facility features modern learning spaces and an additional rooftop playground, providing our students with the resources they need to succeed. Furthermore, a recent State Government grant of \$3,000,000 will support the completion of Stage 2 of our master plan, further enhancing our capacity to accommodate our growing enrolment numbers and ensuring continued growth and success for St. Michael's.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals & Intended Outcomes

To strengthen the Catholic Identity of the St Michael's Learning Community in dialogue with Faith, Life, and Culture.

That staff capacity is built to design and implement an RE curriculum that is authentic, meaningful, and relevant to all learners.

That learners are encouraged to explore connections between faith, life, and culture.

That partnerships between families and the school are enhanced through dialogue and engagement.

Key Improvement Strategy

Ensure our mission and vision, Catholic faith, values, and traditions are embedded in all that we do.

Achievements

Achievements

- Continue to build teacher capacity to deliver an engaging and rigorous RE curriculum under the Renewed RE Framework.
- Continue providing varying opportunities for students, staff, and parents to attend and be involved in liturgical celebrations and prayer services.
- Continue building strong links between social justice and Catholic social teachings via planned curriculum units and initiatives led by the student Mini Vinnies action team.
- Continue providing opportunities for staff professional learning in Education in Faith.

Value Added

- Religious Education Leader appointed to collaborate with staff, students, families to strengthen faith-life connection .
- Facilitated Planning with the Religious Education Leader and teaching teams, with a strategic approach to use Pedagogy of Encounter and Teacher Dialogue Tool

- Redesign Religious Education Planner with the integration of Faith Life and Culture.
- Purchase of digital resource, Understanding Faith, for teacher's use in enhancing Religious Education teaching.
- Build an understanding of scripture with staff and inviting Denise Arnel to facilitate staff meetings
- Meeting as a Religious Education Team with a focus on strengthening partnerships between families and school and exploring various faiths/spirituality celebrated within families

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

To develop an engaging and purposeful Catholic learning community in dialogue with the contemporary world and the teaching and traditions of the Catholic Church.

That all learners will be engaged in their learning and make stronger connections between faith and their lives within and beyond our community.

Key Improvement Strategy

Develop a whole-school approach to contemporary learning and teaching based on a shared understanding of differentiated teaching for personalised learning.

Achievements

Achievements

- Three-week cycle of team-facilitated planning with Leaders in Maths, Religious Education, and Inquiry
- Continued strengthening of explicit Learning Intentions, Success Criteria, and student goal-setting
- Use of Student Performance Analyser (SPA) as data portal for Running Records, PATR, and PATM to inform teaching and highlight learning strengths and challenges
- Data from PAT R and PAT M, Essential Assessments, Mathematics Online Interview, and Running Records Prep to Year 6 uploaded to SPA. Teams interpret and analyse this data at facilitated planning to plan learning pathways
- Data from PAT R and PAT M, Essential Assessments, Mathematics Online Interview, and Running Records Prep to Year 6 uploaded to Elastik. Teams analyse this data and identify gaps in learning at facilitated planning to plan learning pathways
- Continued use of Fountas & Pinnell Benchmark system for Running Records for Years P-6

- Consistent use of targeted teaching notes to capture student understanding and skill development
- Final year of the 'Getting it Right from the Start' project, developed by Murdoch Institute, Royal Children's Hospital, University of Melbourne, and La Trobe University. David Whimpey, (Intervention Support Person -MACS Speech Pathologist) worked closely with the P-2 Literacy Leader and the P-2 team to broaden and deepen understanding of the top six evidenced-based literacy practices. This year, the focus was to embed an understanding of data from the Sutherland Phonological Awareness Test to inform our teaching of phonological awareness skills, constantly collecting data to monitor progress at a universal level.
- Fortnightly P-2 literacy meetings with a focus on professional learning based on Tiered Vocabulary, Story Grammar, and Phonological Awareness. This learning incorporated reading, videos, and discussions reflecting on practice. This reflection was supported by a coaching cycle used - one-week modelling by the ISP and the following week, the ISP would observe the classroom teacher and provide feedback using a strength-based model.
- Continue to embed Writer's Notebook as the writing routines and practices for a consistent pedagogy across the school. Conferencing, modelled writing, and targeted teaching groups in writing are consistent practices.
- Plotting students on the EAL Curriculum, continuing to use evidence-based strategies to assist students in learning English
- One-to-one support for the New Arrival children was continued, focusing on reading and viewing, speaking and listening, and writing.
- Moderation PL for Writing, using the Victorian Curriculum to guide teacher judgments
- Literature Circles (reciprocal teaching), an evidenced-based reading strategy, is now an embedded practice in Years 3-6. Students have rigorous discussions based on their shared texts, drawing on the connections they have made with the text and questions about characters and their intentions.
- Discovery Based Learning in Prep to Year 2 is a pivotal practice at St Michael's. We have high expectations to deliver vibrant and engaging learning spaces. To ensure these spaces are designed, professional learning time was scheduled into the calendar. Staff prepared these spaces after school hours.
- We joined the Discovery Cluster led by consultant Deb Vietri. This cluster supported us to develop our further understanding of Discovery Learning and Make, Know, Do, Act.
- Make, Know, Do, Act (MKDA) was facilitated with our Year 3-6 students, making explicit the Inquiry processes that are linked with each strand of Make, Know, Do, and Act. Students

engaged in MKDA sprints whereby the inquiry process was made explicit at every stage, allowing students to make connections between the process and the project. This led to students making more robust independent decisions when leading their own inquiry. Student proposals and student conferences are areas that still need to be developed.

- Inquiry Leaders from Prep-2 and 3-6 was a continued initiative. The purpose of this was to explore how to build their capacity in leading Inquiry within their year levels Deb Vietri worked regularly with these teams to build their skills in leading processes for teacher and student-led inquiry learning. The purpose of this was to implement the new Inquiry throughlines established over a 2 year cycle. Deb Vietri supported both Inquiry leaders to develop engaging and purposeful units of work bringing data and student voice to planning sessions. At the end of the year, an audit was undertaken to evaluate units from the year and identify any gaps in the curriculum over the 2 year cycle
- Different Year Levels showcased learning throughout the year, inviting families into classrooms to view their children's learning. Question prompts were introduced to guide parents as to the sort of questions they could ask if needed. This enabled students to talk about their learning.
- Every three weeks, each year level team created 'What we Are Learning at School' videos. These were shared with families via Dojo as a means of assisting parents to have a greater insight into their child's learning foci at school.
- The whole school approach of a student centred structured inquiry with the lesson structure of 'launch, explore, summarise' in the teaching and learning of mathematics has been established.
- Continued use of Essential Assessments in Years 3-6
- All Year Prep to Year 2 students completed the Mathematics Online Interview and were given a growth point that was used by teachers to identify students that need extra support or extension.
- Continued use of enabling and extending prompts across the whole school to involve and differentiate for all learners.
- Embedded effective mental maths strategies with universal language throughout the whole school.
- A tutoring program with a focus on mathematics was continued for students in Year 3 - 6 identified at risk in different mathematical areas.
- The tutoring students completed the Mathematics Online Interview and were assigned a growth point.
- Year 3 - 6 PL to improve mathematical content knowledge in shape.

- Establishment of Digital Technologies Scope & Sequence, to plan effective teaching & learning of IT skills and DT curriculum
- Staff PL: face-to-face professional learning with Technological Education Consultant (Tserlin Hetherton), undertaken by all staff across the year, to promote student engagement and focus on IT skills eg. logging in, using G-Suite, etc; exposure & competence in new websites/ apps such as FlipGrid, Canva, Soundtrap, online maths games, etc.
- PL led to staff competence in G-Suite, Zoom, Class Dojo & Google Classroom, as well as new technologies such as Soundtrap, CoSpaces, Scratch, etc.
- Hapara used for Cybersafety in Years 1-6: during learning throughout the year.

Continued use of Class Dojo to communicate with families and share student learning

Social Media to promote school activities and learning

Continued partnership with Inform & Empower in Cyber Safety learning in 1-6 Additional resources were provided for classroom teachers and handouts for families around each session

Parent information sessions with Inform & Empower on Cyber Safety

Continued use of BeeBots & Spheros to engage students in learning about robotics

1:1 Chromebook use from Year 1-6, with Year 1s requiring set lessons with the support of eLearning leader to model

Student Learning Outcomes

Professional development in reading and comprehension, and planned targeted teaching groups have seen an increase in reading results, particularly in Year Five. An increased focus on the strategic development of skills and understandings of mathematics has seen an increase in results, particularly in Year Five.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	428	54%
	Year 5	482	57%
Numeracy	Year 3	410	68%
	Year 5	476	65%
Reading	Year 3	422	68%
	Year 5	507	82%
Spelling	Year 3	421	71%
	Year 5	492	61%
Writing	Year 3	437	92%
	Year 5	522	83%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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

Goals & Intended Outcomes

To inform St Michael's culture and educational approach in dialogue with the collective voice of the community (staff, students and parents)

That St Michael's supports staff, students and the wider community to effectively partner and collaborate in support of student growth.

That St Michael's builds sustainable relationships for improved student growth.

Key Improvement Strategy

Using evidence based strategies to determine what community engagement is.

Achievements

Achievements

- Working to build staff capacity around behaviour management
Continue to embed the Berry Street Education Model P - 6
- Ongoing Induction of new staff into Berry St Model
- Growing use of the language of the Zones of Regulation
- Reinvigoration of Positive Behaviour for Learning (PBL)
- Implementation of Ready to Learn and Ready to Play plans for students with tier 2 and tier 3 wellbeing needs
- Yard behaviour tracking to decrease negative behaviours and increase positive acknowledgment
- Implementation and communication of safety plans for students with additional wellbeing needs
- Positive Behaviour for Learning expectations and matrix implemented and embedded in the school practice

Value Added

Wellbeing team meetings

Student Leadership roles: School leaders, Social Justice leaders, Sustainability leaders, and House Leaders

Positive Behaviour for Learning program implementation and school handbook

Cocreation of behaviour response flowchart

New staff induction prior to the commencement of the 2023 school year

Staff access to Employee Assistance Program counselling services

PBL is a whole-school approach to creating a positive, safe and supportive school climate in which all students can learn and develop.

Implementation of Berry Street practises Prep to 6

At St. Michael's all teachers, administrators and family members work together to teach and support behaviour expectations at school. PBL is implemented to support the behaviour and wellbeing of all students in all school settings. Every part of our school, including classrooms, school gates and playground, is considered an integral part of the total learning environment.

We deliver instruction on a set of behaviour expectations and positively acknowledge students for those behaviours. All school personnel know the behaviour expectations and provide consistent positive feedback to students.

At St Michael's, PBL is a 3 tiered structure, striving to meet the needs of each student, providing them with the skills and strategies they need for success today and into the future.

Student Satisfaction

MACSSIS Student data 2023 positive endorsement:

School engagement 47%

School climate 41%

Teacher-student relationships 66%

School belonging 48%

MACSSIS Staff data 2023 positive endorsement:

School climate 85%

Student safety 72%

Staff-leadership relationships 91%

Since our school MACSSIS data suggests that students do not view the school climate in a particularly positive way, we will be exploring how we can better support

- School connectedness
- Affirming diversity
- Role clarity
- Help seeking

Time and energy are to be placed on prioritising Positive Behaviour for Learning and building relationships with our students and knowing individuals will work towards improving our student connectedness and outcomes.

Student Attendance

It is expected that when a student is absent, the parent/guardian contact the school via the Operoo App or by phone for the absence to be recorded. An explanation for the absence is requested to be forwarded to the teacher by the parent when she/he returns to school. On the day of a student's absence if the school is not contacted by 9.30am a text message is sent or a phone call made to the parent/guardian requesting an explanation for the student's absence. If a student is away for two days in a row, it is the school policy that the parent is contacted. If the student is absent for three or more days, the teacher informs the Student Wellbeing Leader who then consults the principal, who will then contact the family.

Average Student Attendance Rate by Year Level	
Y01	90.6%
Y02	91.3%
Y03	92.4%
Y04	92.5%
Y05	91.7%
Y06	87.8%
Overall average attendance	91.0%

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

To build a professional learning community that promotes a culture that focuses on shared leadership and teamwork to enhance the personalisation of learning.

Key Improvement Strategies

Ensure a culture of excellence by building shared vision, leadership and professional responsibility at all levels, creating conditions where individuals and teams are empowered and are confident that they can and do make a positive impact on student learning and the life of the school.

Achievements

Achievements

Promotion of the Catholicity of our school and ensure that our Vision is lived throughout our school community

The continued increase in school enrolment

- Strengthen the staff as a professional learning community and provide staff with multiple opportunities to develop their skills, knowledge and understanding in the area of Literacy, Numeracy, Inquiry, Discovery Learning, Digital Technology, Student Led Learning and Professional Collaborative Teamwork
- Development of effective communication strategies for all members of the community
- Successful recipient of a State Government Capital Grant of \$3,000,000 for a building program that will complete Stage 2 of our Masterplan in order to cater for increased enrolment demands
- Allocation of funds and resources to meet the needs of our learning and teaching priorities, particularly in the area of Maths and Inquiry
- Reorganisation of timetable structures to enable teachers to be released together in teams to work with leaders to analyse data, evaluate and plan programs that meet all children's needs
- Build a shared vision for learning and strengthen teacher capacity and confidence to deliver the Victorian curriculum.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Weekly Staff Learning Meetings and Professional Learning Meetings focussing on Literacy and Numeracy	
Inquiry Learning - Deb Vietri	
Discovery and MKDA Learning	
Digital Technology - Tser Lin Hetherton	
Positive Behaviour Learning	
Numeracy Professional Learning	
Networks & Conferences for Leaders	
Principal Leadership Program	
Number of teachers who participated in PL in 2023	32
Average expenditure per teacher for PL	\$1200.00

Teacher Satisfaction

Feedback from MACSISS indicates that staff experienced a notable sense of accomplishment, both personally and in their students' progress. They expressed feeling well-supported by their colleagues, leaders, and parents, which empowered them to offer each child optimal learning opportunities within an engaging and purposeful environment. Particularly impactful were the regular professional development sessions, notably in Literacy, which significantly bolstered their confidence in teaching Writing. Staff appreciated the receptiveness of leadership to their feedback, noting that their input was valued and actioned upon.

Teachers felt genuinely valued and recognised, but recognised the need for greater engagement with support staff to acknowledge their role in student learning outcomes. There's a consensus among all staff members on the importance of enhancing professional learning, especially in receiving quality and timely feedback from leaders and peers. Such focused development initiatives are seen as pivotal in strengthening their capabilities as educators.

Teacher Qualifications	
Doctorate	0.0%
Masters	18.2%
Graduate	18.2%
Graduate Certificate	0.0%
Bachelor Degree	40.9%
Advanced Diploma	13.6%
No Qualifications Listed	9.1%

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	24.8
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	19.4
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

To successfully execute plans aimed at improving engagement within our school community.

Key Improvement Strategy

Strengthen and foster community ties and community cohesion across all aspects of our policies, programs, and practices to transition into a more externally engaged school.

Achievements

Achievements

Rock Bottom Whole School Concert

Social Media Presence - Facebook and Instagram

Parents and Friends Coffee Morning

Increased opportunities for parent feedback through the use of Google Forms and a suggestion box in the school office

Father's Day, Grandparents Day, and Mother's Day Tea Mornings

Learning Showcases in classrooms

Parents and Friends association continues to grow

Whole school masses

Kindergarten Programme

Japan Day 2023

St Michael's Christmas Carols 2023

Year 6 Graduation 2023

Parent Satisfaction

Parents have expressed high satisfaction with the school, particularly appreciating the opportunity to offer real-time feedback. They are pleased to see their input taken seriously and acted upon, reinforcing the positive trend of increased connectedness to the school

community in recent years. This underscores the importance of maintaining excellent communication channels, both face-to-face and online.

Parents feel confident that their children are learning in a safe environment with a strong focus on effective teaching and learning. They value the extensive lunchtime clubs provided by the school and recognize its commitment to enhancing their child's learning experience at St. Michael's.

The role of the Community Leader at St. Michael's has facilitated parents in coordinating events and fostering a sense of community. This position has also empowered parents to gain confidence in event planning and establish a robust Parents and Friends Committee.

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.smnthmelbourne.catholic.edu.au