



**MT ST MICHAEL'S
COLLEGE**

UNDER THE STEWARDSHIP OF
MARY AIKENHEAD MINISTRIES



2024

MT ST MICHAEL'S COLLEGE

ANNUAL REPORT

Fide et Amore



The 2024 Annual Report offers valuable insights for both the College community and the wider public, fulfilling the reporting requirements set by the Federal Government. Beyond the mandated data, this Report captures the rich narrative and qualitative dimensions that define our educational experience. Each year builds upon the last, and the achievements of our students and staff in 2024 reflect our ongoing commitment to continuous improvement and the pursuit of both personal and collective excellence.

2024 has been a busy and rewarding year at MSM, marked by meaningful progress across many areas of our strategic plan. Our 2020 – 2025 Strategic Plan provides direction for the College. The goals outlined in the Strategic Plan are as follows:

1. **Living our Mission:** To celebrate our Catholic identity and ensure that all members of the community are nurtured in the values gifted to us by the Sisters of Charity, Under the Stewardship of Mary Aikenhead Ministries.
2. **Strengthening our Learning Organisation:** To enhance a learning community that values excellence and diversity in developing students to become independent, autonomous and lifelong learners.
3. **Student Wellbeing:** To provide a safe and nurturing environment for all students to allow them to flourish and to face the future with confidence and resilience.
4. **Staff Wellbeing and Development:** To ensure staff are valued, supported and given opportunities to build their capabilities and enhance their professional growth as part of a vibrant learning culture.
5. **Community Partnerships:** To foster enduring and positive partnerships amongst all members of the extended MSM community.
6. **Resourcing the Future:** To operate as wise stewards of all College resources in accordance with our Mission.

The Principal submits detailed written reports to the Board on a monthly basis, aligned with the objectives outlined in the College's Strategic Plan.



At the January 2024 staff meeting, the following goals were established to guide direction, inform professional learning, and shape monitoring and reporting processes throughout the year:

Living our Mission

Core value for 2024 “Compassion”

- Review and refine the MSM Retreat Formation Program, including the expansion of the Year 9 Retreat to include an optional overnight sleepout experience
- Investigate further opportunities for student formation, including networking with other MAE Colleges
- Progress the work of the Staff Formation Committee, with a special focus on expanding the Staff Formation Program
- Complete an annual review of the College’s RAP and continue to implement identified goals
- Continue to work with MAE on Policy Development around inclusion and LGBTQIA+ People
- Refine the MSM Giving Program by implementing a new annual project and seeking new practical project opportunities for Years 9 & 10
- Plan for and begin implementation of a Service Learning Program for the College, with opportunities for staff and students.

Strengthening Our Learning Organisation

- Continue planning for the implementation of the Australian Curriculum v9.
- Develop curriculum for the Junior School to ensure a seamless transition into our Middle School.
- Review of the MSM Philosophy and Practice framework with a vision of contemporising the document.
- Review General Subject and Applied Subject offerings for 2025
- Refine College processes in response to changes in inclusive education environment.
- Continue to explore ways to enhance celebrating and promoting achievements of students.
- Continue to use data to inform development of programs and strategies to achieve optimal learning outcomes for all students.

Student Wellbeing

- Engage with the MSM community to develop and implement an approach to make MSM a Positive School (not just a College with a Positive Education program).
- Review the Positive Education Program and develop a program for the Junior School Students.
- To promote the Behaviour Matrix as the foundation of Positive Behaviour Support.
- To progress the implementation of Restorative Practices to staff, students and parents/caregivers.
- Explore the implementation of a vertical Pastoral Care system.
- Create content such as vlogs to engage the parent community in parent education in order to foster a proactive approach to building relationships with parents/caregivers.



Staff Wellbeing and Development

- Develop a Staff Performance and Professional Development Policy
- Contemporise Staff Wellbeing Framework and Toolkit to align with domains of staff wellbeing
- Development staff mentoring and coaching program
- Develop Early Career Teacher program
- Continue to refine new staff induction program

Community Partnerships

- To finalise and promote the “2025 Centennial Celebrations” calendar of events.
- Establish a committee to assist with centennial celebration planning.
- Engage author to collaborate with our community to produce a book to celebrate 100 years of MSM.
- To develop and foster links with our Catholic Primary Schools

Resourcing the Future

- To continue planning as we prepare to welcome our Junior School students and staff in 2025.
- To continue planning in preparation for the commencement of the construction of our new building.
- To promote our fundraising capital campaign “Light the Way”.
- Continued development of Enterprise Risk Management Framework.
- Review the content on the College website.





1. OUR SCHOOL

Mt St Michael's College is a Catholic College for young women in Years 7 – 12 located at 67 Elimatta Drive, Ashgrove in Brisbane. The College enrolment is currently 828 students.

Our mission statement underpins all that we do:

Students educated at the College are nurtured in the tradition of the Sisters of Charity to be principled young women with a passion for life, a commitment to justice and the courage to live out the teachings of Jesus.

Throughout 2024, our students have exemplified excellence across all facets of College life. Highlights of their achievements include:

- **Academic Excellence:**

- An outstanding performance by the Year 12 cohort, with **54% of students achieving an ATAR of 90 or above.**
- **100% of students** were awarded a Queensland Certificate of Education (QCE).
- **18 students** received a QCAA Certificate of Academic Commendation for attaining an 'A' grade in all six General subjects studied.
- **7 students** earned a QCAA Subject Commendation for achieving a perfect score of 100/100 in Units 3 and 4.

- **Community Engagement:**

- Our 2024 fundraising initiative, *Project Raise the Roof*, established a meaningful partnership with the Sisters of Charity Foundation, successfully raising **\$17,500** to support their mission.

- **Cultural Achievement:**

- MSM was proudly represented at the Queensland Catholic Schools and Colleges Music Festival, earning **4 Gold, 3 Silver**, and **1 Bronze** award across various ensemble performances.





2. DISTINCTIVE CURRICULUM OFFERINGS

The College curriculum is structured according to phases of learning; Middle Schooling (Years 7 – 9) and Senior Schooling (Years 10 – 12). The College has a pedagogical framework underpinning the curriculum and reflects the teachings of the Catholic Church.

At Mt St Michael's College, our Middle School curriculum is designed to provide a strong academic foundation while encouraging exploration and personal growth through a broad range of learning experiences.

Year 7

The core curriculum includes Religious Education, English, Mathematics, Science, Humanities, and Health & Physical Education. Throughout the year, students engage with eight different elective subjects, offering a diverse introduction to various disciplines. To support students requiring additional assistance in numeracy, a *Bridging Mathematics Program* is available in place of one elective.

Year 8

Students continue to study core subjects: Religious Education, English, Mathematics, Science, Humanities, and Health & Physical Education. In addition, they select two year-long electives from a choice of nine options. The *Bridging Mathematics Program* is offered by invitation to selected students in lieu of an elective, providing targeted support in numeracy development.

Year 9

The core curriculum expands to include Religious Education, English, Mathematics, Science, History, and Health & Physical Education. Career Education is also introduced as a key component, preparing students for informed decision-making in their senior years. Students choose two year-long electives from ten available options. As in previous years, the *Bridging Mathematics Program* is offered by invitation to support students who would benefit from additional numeracy development.

The elective offerings are as follows:

Year 7	Year 8	Year 9
Art	Art	Art
Dance	Dance	Dance
Design Technology	Design Technology	Design Technology
Digital Technology	Digital Technology	Digital Technology
Drama	Drama	Drama
French	Economics & Business	Economics & Business
Japanese	French	French
Music	Japanese	Geography
Bridging Mathematics Program* (by invitation only)	Music	Japanese
	Bridging Mathematics Program* (by invitation only)	Music
		Bridging Mathematics Program* (by invitation only)



Senior Schooling

In Year 10, Mt St Michael's College delivers the Australian Curriculum across all key learning areas. Students are required to study four core subjects: Religious Education, English, Mathematics, and Science. In addition to these, students select three year-long elective subjects from a broad range of 13 options, allowing them to explore areas of interest and begin shaping their senior school pathways.

The Year 10 course offerings are as follows:

Year 10	
Core:	
Religion	
English	
Mathematics (Preparatory General Mathematics, Mathematics Methods or Essential Mathematics)	
Science (Physical Science or Life Science)	
Electives:	
Art	French
Dance	Japanese
Digital Technology	Modern & Ancient History
Drama	Music
Economics & Business	Physical Education
Fashion Technology	Certificate II in Sport & Recreation
Food Technology	

Year 11 and 12

In 2024, Mt St Michael's College continued to offer two distinct senior pathways, each designed to support students in achieving their individual goals and aspirations:

1. ATAR Pathway

The Australian Tertiary Admission Rank (ATAR) is the standard pathway for students intending to pursue university study. ATAR eligibility is determined by a student's best five General subjects, or a combination of four General subjects plus one Applied subject or a completed VET qualification at AQF Certificate III level or higher. The Queensland Tertiary Admissions Centre (QTAC) uses these results to calculate the ATAR.

2. Non-ATAR Pathway

This flexible pathway combines General and Applied subjects with Vocational Education and Training (VET) certificate courses, as well as School-based Traineeships and Apprenticeships. It is designed for students seeking practical, workplace-related qualifications and can lead to employment, further study at TAFE, or entry into selected university programs.

All Year 12 students had the opportunity to graduate with the Queensland Certificate of Education (QCE) through either pathway. Additionally, the Queensland Certificate of Individual Achievement (QCIA) was available as an alternative credential to support students with diverse learning needs.

As part of the core curriculum, all students in Years 11 and 12 are required to study a strand of Religious Education, English, and Mathematics, ensuring they meet the literacy and numeracy



requirements of the QCE. Students then select three additional subjects to complete their senior program.

The Year 11 and 12 course offerings for 2024 were:

Year 11 Electives	
Ancient History	Geography
Biology	Hospitality Practices
Business	Japanese
Certificate III in Business	Mathematical Methods
Chemistry	Modern History
Dance	Music
Digital Solutions	Physical Education
Diploma of Business	Physics
Drama	Psychology
English	Religion & Ethics
Essential English	Social & Community Studie
Essential Mathematics	Specialist Mathematics
French	Study of Religion
General Mathematics	Visual Art

The Year 12 course offerings are as follows:

Year 12 Electives:	
Accounting	Hospitality Practices
Ancient History	Information, Communication & Technology
Biology	Japanese
Business	Mathematical Methods
Certificate III in Business	Modern History
Certificate IV in Justice Studies	Music
Chemistry	Music Extension
Dance	Physical Education
Digital Solutions	Physics
Drama	Psychology
English	Religion and Ethics
English & Literature Extension	Social & Community Studies
Essential English	Specialist Mathematics
Essential Mathematics	Study of Religion
Fashion	Visual Art
French	Visual Arts in Practice
General Mathematics	
Geography	

Future Pathways – Vocational Education

Students at Mt St Michael's College are given the opportunity to undertake school-based traineeships and apprenticeships, TAFE courses and private RTO courses.



During 2024, 104 Year 11 and 12 students were involved in Vocational Education pathways or other alternative pathways. Four students completed a school-based traineeship, and one student participated in a school-based apprenticeship which continued after Year 12. A total of 82 qualifications ranging from Certificate II through to Diploma levels were also awarded to 63 Year 12 students.

A breakdown of these qualifications:

- Certificate II – 22 students
- Certificate III – 22 students (+ 4 Traineeships)
- Certificate IV – 2 students
- Diploma – 32 students

Careers Pathways

Our Program Leader - Career Pathways provides information for students and parents on all aspects of career education including:

- Delivery of the careers program for Years 9 – 12
- Tertiary Institution offerings
- QTAC application processes
- One-to-one interviews such as Year 10 SET Plan interviews and Year 12 Post-Schooling Transition Interviews.

Inclusive Learning

Mt St Michael's College is committed to supporting the diverse learning needs of all students through a differentiated and inclusive approach. Targeted assistance is provided to students identified as requiring additional support in literacy and numeracy, ensuring they have the tools and confidence to succeed.

Equally, the College places a strong emphasis on identifying and extending gifted and high-potential learners. A variety of enrichment opportunities are offered to challenge and inspire these students, including participation in programs such as Future Problem Solving, the Australian Space Design Competition, the Mathematics Team Challenge, the Ethics Olympiad, and the Da Vinci Decathlon.





Integration of Digital Technology in Teaching and Learning

The integration of Information and Communication Technologies (ICTs) remains a central focus of our ongoing commitment to educational excellence. A fully implemented 1-to-1 take-home tablet program ensures that every student has access to a personal device, supporting learning both in and beyond the classroom.

All learning spaces are equipped with data projectors and utilise the Vivi wireless presentation system, enabling seamless sharing and projection of content across any screen within the College. This streamlined setup enhances collaboration and engagement in the classroom.

To stay current with emerging trends and challenges, staff participate in weekly professional learning sessions focused on digital technologies. Recent topics have included cybersafety and the evolving impact of Artificial Intelligence on education.

Facilities

In 2022, Mt St Michael's College began engagement with the College Community and our neighbours regarding plans to improve the teaching facilities at Mt St Michael's College. The project is about creating contemporary, flexible facilities to provide better educational outcomes for the existing enrolment cap of 900. Our masterplan aims to balance built form and open space across the College. It identifies opportunities to refurbish parts of our College to provide additional facilities for our students and staff. It proposes:

- A new 2-3 storey building fronting Amarina Avenue including administration offices, library, meeting rooms, auditorium, and general learning areas
- Internal refurbishments to existing buildings
- New shade structures to playing courts and outdoor areas
- Repurposing existing spaces to meet the College's needs, including the heritage-listed 'Grantuly' building.

In March 2023 we commenced formal consultation as part of the Ministerial Infrastructure Designation (MID) approval process hosting Community Information Sessions at the College. Our MID application was submitted in the later part of 2022. In June 2024 we received the long-awaited news that our MID was approved by the State Government.

In accordance with our maintenance schedule at the commencement of 2024 the floor of the Sophia Centre was recoated and tiles on the ground level and level 1 of the Ionian Centre were replaced. Technology upgrades included the replacement of the College's PA system and an upgrade of the Ionian Auditorium technology system.





3. KEY STUDENT LEARNING OUTCOMES

Year 12 2023 Learning Outcomes

Number of students awarded a Senior Education Profile	136
Number of students awarded a QCIA	0
Number of students awarded a QCE at the end of Year 12	136
Number of students awarded one or more VET qualifications	62
Certificate II	18
Certificate III	25
Certificate IV	2
Diploma	32
Number of students who are completing or completed a School based apprenticeship SAT	2
Number of students who received an ATAR	110
Number of students who did not receive one or more of the following: ATAR, QCE, QCIA, IBD, VET qualification	0
Number of QTAC applicants receiving a tertiary offer	129

2024 ATAR Results

The following data is based on the 99 ATAR eligible students who have given permission for the College to view their ATAR result:

- 5% of students received an ATAR of 99 and above
- 14 % of students received an ATAR of 98 and above
- 29 % of students received an ATAR of 95 and above
- 54 % of students received an ATAR of 90 and above

NOTABLE ACHIEVEMENTS:

- 18 Students received a QCAA Certificate of Academic Commendation for achieving an A in all six general subjects studied.
- 7 students received a QCAA Subject Commendation for achieving 100/100 for Unit 3 and 4 results.



Post-school destination information from the Next Step 2025 survey as follows.

The Next Step survey was conducted in conjunction with the Department of Education and Training, Queensland Government.

School response rate to the survey

In Year 12, 2024 Mt St Michael's College had 135 students graduate and of that 111 responded to the Next Step Survey.

In 2025, 91.0 per cent of young people who completed their Year 12 at Mt St Michael's College in 2024 continued in some recognised form of education and training in the year after they left school.

The most common study destination was bachelor's degree (86.5 per cent). The combined VET study destinations accounted for 4.5 per cent of respondents, including 2.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.

In association with the above study destinations, 26.1 per cent of respondents from Mt St Michael's College were enrolled in a double degree, combining two bachelor degrees into a single course of study. 5.4 per cent of respondents transitioned directly into paid employment only.

Main destinations over time

Main destination	2021		2022		2023		2024		2025	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	99	79.8	75	72.1	97	82.9	103	86.6	96	86.5
VET Certificate IV+	4	3.2	6	5.8	2	1.7	4	3.4	3	2.7
VET Certificate III	0	0.0	1	1.0	0	0.0	1	0.8	2	1.8
VET Certificate I-II/other	2	1.6	2	1.9	1	0.9	0	0.0	0	0.0
Apprenticeship	2	1.6	0	0.0	2	1.7	1	0.8	0	0.0
Traineeship	5	4.0	2	1.9	1	0.9	0	0.0	0	0.0
Full-time employment	3	2.4	3	2.9	3	2.6	1	0.8	5	4.5
Part-time employment	7	5.6	13	12.5	8	6.8	8	6.7	1	0.9
Seeking work	2	1.6	1	1.0	2	1.7	1	0.8	2	1.8
NILFET	0	0.0	1	1.0	1	0.9	0	0.0	2	1.8
Total	124	100.0	104	100.0	117	100.0	119	100.0	111	100.0

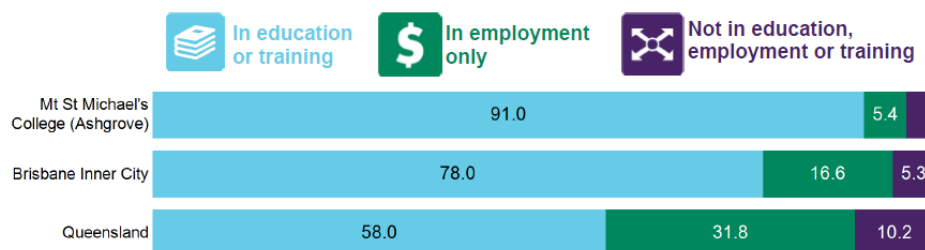


Figure 2 compares the main destinations of all Year 12 completers for Mt St Michael's College with those of Brisbane Inner City and all schools state-wide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access to university and VET providers. Regional areas are based on the Australian Statistical Geography Standard.



Study field (broad) by level of study

Study field*	Bachelor Degree		Other		Total	
	number	%	number	%	number	%
Health	30	31.3	1	20.0	31	30.7
Society And Culture	30	31.3	0	0.0	30	29.7
Management And Commerce	22	22.9	0	0.0	22	21.8
Creative Arts	11	11.5	1	20.0	12	11.9
Natural And Physical Sciences	7	7.3	0	0.0	7	6.9
Engineering And Related Technologies	5	5.2	1	20.0	6	5.9
Education	4	4.2	0	0.0	4	4.0
Agriculture, Environmental And Related Studies	1	1.0	1	20.0	2	2.0
Architecture And Building	2	2.1	0	0.0	2	2.0
Information Technology	1	1.0	0	0.0	1	1.0
Mixed Field Programmes	0	0.0	1	20.0	1	1.0
Other	1	1.0	0	0.0	1	1.0
Total (students)	** 96	—	5	100.0	** 101	—

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

*Both Fields of study have been included for 18 students enrolled in a double degree in more than one broad field.

**Total number of students is less than combined total of all study fields.

NAPLAN Results

Historical data shows average scores for the Mt St Michael's College and National. In 2023 NAPLAN testing moved from May to March.

YEAR 7	2021		2022		2023		2024	
	MSM	NAT	MSM	NAT	MSM	NAT	MSM	NAT
NAPLAN TEST								
READING	588	542	582	535	581	536	588	535
WRITING	568	522	582	515	575	534	602	540
SPELLING	570	549	578	541	560	539	564	540
GRAMMAR AND PUNCTUATION	586	533	580	528	578	539	588	537
NUMERACY	588	551	587	537	570	538	576	540

YEAR 9	2021		2022		2023		2024	
	MSM	NAT	MSM	NAT	MSM	NAT	MSM	NAT
NAPLAN TEST								
READING	620	578	634	566	619	564	624	565
WRITING	607	550	618	544	646	567	651	574
SPELLING	606	580	614	570	597	568	593	567
GRAMMAR AND PUNCTUATION	617	571	636	566	624	557	621	555
NUMERACY	627	588	628	575	620	567	611	565



4. STUDENT RETENTION RATES

Retention rates for Queensland and Australia are as follows:

QLD	%	Australia	%
2020	83.7	2020	82.1
2021	83.2	2021	81.6
2022	81	2022	79
2023	80.7	2023	78.7
2024	81.2	2024	79.9

Apparent retention rates for Year 10 to 12 Mt St Michael's College:

Year	Year 10 Enrol	Year	Year 12 Enrol	Year 10-12 Apparent Retention Rate
2018	152	2020	141	93%
2019	139	2021	131	94%
2020	153	2022	148	96.7%
2021	148	2023	139	93.9%
2022	142	2024	135	95.1%

Average Student attendance rate (%)

The required reporting to the Commonwealth Government on average student attendance rates for 2024 shows a whole school average of 92% as follows:

Year	%	Year	%
7	95	10	90
8	93	11	90
9	93	12	91

Student Attendance is managed by the Dean of Student Wellbeing in conjunction with the College Administration staff. Parents are requested to telephone the absentee line before 9.00am each day if their daughter will be late or absent from the College. If no notification has been received,



it is College policy to telephone or SMS parents. On returning to the College, the student must provide a signed note explaining the absence to her Homeroom teacher.

A Doctor's certificate is required for:

- Any extended absence (beyond 2 days);
- Absence during exam periods (Years 10 – 12); or
- Any absence which affects deadlines for other assessment work.

Any student who is absent for summative exams will not be permitted to sit for those exams when she returns. Final grades will then be calculated using all other assessment completed over the one or two year period.



5. THE CREATION OF A TWENTY-FIRST CENTURY SCHOOL

While technology is a vital component in shaping a 21st-century learning environment, it is equally important to preserve and promote best practices that align with contemporary curriculum standards. In 2016, Mt St Michael's College introduced a whole-school Pedagogical



Statement titled 'Our Practice', which reflects current research and expert understanding of learners, the learning process, and effective teaching within our context.

Designed with a strong emphasis on 21st-century skills, learners, and educators, this guiding framework outlines four key focus areas:



'Our Practice' empowers teachers to draw on a range of strategies to support the development of the Cognitive System, as outlined in Marzano and Kendall's *The New Taxonomy* (2007). Building on the long-standing use of Marzano and Pickering's *Dimensions of Learning Teacher's Manual* (2009), educators continue to foster higher-order thinking and complex reasoning by refining the scaffolds found in Dimensions 3 and 4: *Refining Knowledge* and *Using Knowledge Meaningfully*.

The implementation of *Our Practice* also promotes rich professional dialogue and reflective practice among staff, ensuring that all students are encouraged to think critically, creatively, and with purpose.

6. PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

The College endeavours to provide parents with full and transparent access to the operations of the College encompassing the College goals, all educational programs and outcomes, student wellbeing and the rich co-curricular dimensions of learning.



The Mt St Michael's Catholic Parents' Association is an important body working in partnership with the Principal. The P&F attempts to reach out to the wider parent community to enhance their involvement in College activities. A highlight of the year is the P&F Mothers' Lunch which was held on 23 August at Rydges South Bank, where significant funds were raised to support our "Light the Way" Capital Campaign.

Early engagement with our community is encouraged with Parents/Caregivers invited to attend our Orientation Day for Year 6 students which is held in August each year. Positive feedback was received from both students and parents/caregivers.





EXTRA-CURRICULAR ACTIVITIES

Mt St Michael's College promotes a holistic approach to education through encouraging an active participation in a rich and diverse Co-Curricular program, comprising Mission, Academic Learning, The Arts and Sport. The program has many aims including service, teamwork, student health and wellbeing and a commitment to excellence.

FAITH AND MISSION

Prayer and Spirituality

Our College theme for 2024, *Compassion: The Courage to Look, the Courage to Act*, taken from Pope Francis' teaching on compassion, reflects our community's commitment to carry the values of the Sisters of Charity forward. In their Vision, Mission & Values document, Mary Aikenhead Ministries defines compassion as *"...a profound and loving response to a suffering person. Compassion moves us to stay with a suffering person in their pain, to alleviate their ill, and to restore them to community."*

Compassion, in a Catholic context, calls us to look where we would prefer not to, to see things as they truly are, and to use our voice and privilege to transform unjust structures. Our value of Compassion was the central focus of our prayer, formation and mission work this year.

At our Opening Eucharist, we heard Jesus share the corporal works of mercy with his disciples, reminding them that their faith should be actively expressed through their care of the most vulnerable and needy. At our Easter Liturgy, members of our College Leadership Team and Student Leadership Team knelt to wash the feet of the newest members of our community, reflecting Jesus' actions at the Last Supper. Our ANZAC Day and NAIDOC Week liturgies explored the ways that groups that have been largely marginalised and silenced – women and First Nations People – courageously raised their voices and used their gifts for the betterment of all.





Our annual Feast Day, Mary Aikenhead Day, provided rich opportunities for our community to engage in a spirited, joyful celebration of the extraordinary life and legacy of our Foundress, as we seek new ways to live her mission of love and hope in our world today. After celebrating Mass, our community engaged in service and community outreach activities, aligned with the vision of the Sisters of Charity. On this day, our students created:

- 150 gifts for residents at St Vincent's Aged Care
- 150 gifts for residents at St Vincent's Aged Care
- 500 hand-stitched felt hearts for St Vincent's Palliative Care
- Awareness for refugees and asylum seekers by completing a fundraising walk
- 500 birthing kits for women in Africa
- 150 hand painted planter pots for St Vincent's Aged Care
- 150 Cuddle Hearts for Mater Neo-Natal Care

Formation

Our College Formation program continues to strengthen and consolidate, with revision and expansion of offerings a priority in 2024.

The College offers a bespoke Retreat program, created and facilitated by Kate Simpson, Dean of Faith and Mission, with the generous support of our Pastoral Leaders and College Staff. Our program consists of:

- 4 day-long retreat programs for students in Years 7 – 10.
- 1 optional sleepout experience for students in Year 9.
- 2 residential retreat programs for students in Years 11 and 12.
- A Staff Retreat Day for all College Staff.

Our staff also enjoyed a rich formation program across 2024, with whole staff formation focusing on our core value of Compassion. A highlight of this program was the annual Staff Retreat in June.





This year's Retreat featured a keynote address by Kate Simpson, reflecting on her pilgrimage with the Trustees of Mary Aikenhead Ministries to Ireland, streamed sessions focusing on the changing face of Church in Australia and a variety of workshops focused on service learning and compassion.

Service and Outreach

In keeping with the mission of the Church and the Sisters of Charity, the College has a commitment to advocacy and action for groups and individuals who are marginalised or disadvantaged; 'service of the poor'. There are five service groups that form our Community Action Network (CAN):

1. **Missions of St Vincent** – working closely with our local St Vincent de Paul Conferences in Ashgrove and the Gap, Missions of St Vincent seeks to provide material support to vulnerable members of our community, while also educating about justice issues. In 2024 this service group made Easter care packages for the residents of St Vincent's Nursing Home and coordinated the SVDP Winter and Christmas appeals on behalf of the College.
2. **Social Justice Council** – concerned with the promotion of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards, and the core principles of Dignity of the Human Person that underpins our Catholic faith. Its aim is to raise awareness and take action focusing on building a community in which every person enjoys justice, freedom, opportunity and respect. An area of particular focus is the rights of Aboriginal and Torres Strait Islander Australians and Refugees, exemplified through our ongoing partnerships with the Teralba Park Stolen Generations Support Group, The Romero Centre and Multicultural Australia.
3. **Environment Group** – established in 2004 in response to community concern about human impact on the natural environment. Catholic social teaching on "Stewardship of Creation" underlies the guiding principles of the group. Their major projects for 2024 were the recycling program "Containers for Change" where more than 18000 containers were recycled, the Stationery Aid Drive, where surplus office supplies are donated to children in need and a new partnership with the Environment Group at Marist College Ashgrove.





4. **Interact** – the MSM Interact Club is closely affiliated with The Gap/Ashgrove Rotary Club. The aim of the Interact Club is to enable members to carry out “Hands On” service projects, help those less fortunate in our world, to make international connections and to develop leadership skills. Major projects for 2024 included “Washer Bunnies and Easter Egg” Fundraiser, support for the “Zephyr International” project and various fundraising initiatives for College supported charities.
5. **Sisters Empowering Sisters** – established in 2018 this initiative aims to educate fellow students on gender inequality faced by many around the world in hope that they are better equipped to contribute and create an empowering, equal world for all. One of the major projects for the year was “Share the Dignity” for those experiencing period poverty.

In addition to our CAN programs, the College provided financial, material and practical support for:

- Rosies’ Youth Outreach Program (Year 11 students)
- The Romero Centre for Refugees and Asylum Seekers (Year 9 students)
- Birthing Kits Australia (Year 10 students)
- Downs & West Community Support (Year 12 students)
- CARITAS Project Compassion (whole school)



Following a review of the philanthropic giving processes at the College, a new MSM Giving Plan was implemented in 2023. The aim was to streamline the financial support of charitable projects to focus on a single significant annual project that was aligned with the work of the Sisters of Charity.

Our 2024 fundraiser, *Project Raise the Roof*, established a partnership with the Sisters of Charity Foundation. We committed to raising \$15 000 to support a victim of modern slavery living in Australia to transition to safe housing and dignified work. Our community exceeded our donation goal, raising \$17 500 for the Sisters of Charity foundation.



CELEBRATION THE ARTS AT MT ST MICHAEL'S COLLEGE

Visual and Performing Arts

Mt St Michael's College offers a vibrant and diverse Visual and Performing Arts program, supported by dedicated staff and accomplished tutors. Students are provided with numerous opportunities to explore their creativity and showcase their talents through public performances at both internal and external events.

Dance

Our co-curricular Dance groups rehearse twice weekly under the guidance of experienced coaches, preparing for a range of performances and competitions. In 2024, the Performance Ensemble—comprising students from Years 7 to 12—achieved outstanding success, securing first, second, and third places across various events. They also featured in the bi-annual *Dance Showcases* held in May and August in the Sophia Centre. These showcases were a celebration of student talent, featuring a range of styles including contemporary, lyrical, and musical theatre. Additional performances at the *Spirit of the Arts* and *Open Evening* further highlighted the students' passion and dedication. Liturgy dancers also played a meaningful role in College liturgies, using movement to express and deepen the spiritual themes of each celebration.



Music

The College's music program continues to thrive, offering students a platform to develop their musical skills and perform in a variety of settings.

- *MusicFest1*, themed "**Three Chords and the Truth**", invited the audience to embrace a country-inspired atmosphere. Highlights included "Riders in the Sky" by the College Choir, "Bluegrass Fiddle Frenzy" by the String Orchestra, and a moving rendition of "Landslide" by MSM Singers accompanied by the Guitar Ensemble. The Concert Band rounded out the evening with traditional country dances, culminating in a powerful combined performance with the Orchestra.
- *MusicFest2*, themed "**Fire**", was a dynamic exploration of the element through music. The Concert Band opened with two compelling pieces, followed by the College Choir's warm and resonant harmonies. The Guitar Ensemble performed an original composition by



Director Mr Joel Woods, titled *"Rainbow Bird, Crocodile and How People First Got Fire."* The Middle School Choir brought energy and enthusiasm, while MSM Singers delivered a passionate performance. Senior Strings, String Orchestra, and the Percussion Ensemble showcased technical skill and emotional depth, leading to a stirring finale with all groups performing *"Burn."*

Each year, our music ensembles proudly represent the College at the **Queensland Catholic Colleges' Music Festival** at Villanova College. We are incredibly proud of our students' achievements and the dedication they bring to their craft.

- Guitar Ensemble GE1A – Gold
- Senior Strings IE1A – Gold
- Concert Band CB1B – Gold
- College Choir CH1A – Silver
- String Orchestra SO1B - Gold
- MSM Singers VE1B) – Silver
- Middle School Choir (CH1B) - Bronze
- Percussion Ensemble PE1B – Silver.



Co-curricular music students play an integral role in College life, contributing to a wide range of events throughout the year. Their performances enhance the atmosphere and meaning of occasions such as College Liturgies, assemblies, International Women's Day High Tea, the Father-Daughter Breakfast, Open Evening, Year 7 Orientation, the annual Awards Evening, ANZAC Day commemorations, and the Year 12 Graduation Mass.

A highlight of the College's cultural calendar is the annual **Spirit of the Arts Festival**, held in 2024 on Thursday 22 August. Widely regarded as a cornerstone of the College's creative community, the festival brought together approximately 150 students under the theme **"Epoch."** The evening celebrated a wide spectrum of artistic expression, including music, dance, drama, and visual art. Families—both current and prospective—enjoyed a vibrant and memorable event that culminated in a spectacular finale featuring live music, dramatic readings, and contemporary dance performances.



Below is a summary of the rich opportunities available to students in **Music, Dance, Drama, and Visual Art** at the College:

- College Choral Programme
 - College Choir
 - MSM Singers
 - Middle School Choir
 - Senior Vocal Ensemble
- College Instrumental Programme
 - Concert Band
 - Wind Ensemble, Intermediate Wind Ensemble
 - Brass Ensemble
 - String Orchestra, Senior Strings
 - Guitar Ensemble, Guitar Quartet
 - Percussion Ensemble
- College Performing Arts Programme
 - Drama Club
 - Dance Team
 - Performance Ensemble
 - Liturgy Dance Group
 - Dance mini movers
 - Art for the Heart

ACADEMIC ENRICHMENT AND SPECIAL INTEREST OPPORTUNITIES

At Mt St Michael's College, students are empowered to extend their learning beyond the classroom through a wide range of academic and co-curricular opportunities. For highly motivated and self-disciplined learners, the College provides an environment where a love of learning and critical thinking can flourish.

Participation in national and state-level competitions has offered students rich, authentic learning experiences that challenge and inspire.





2024 Highlights Include:

- **QUEST Gifted and Talented Challenge – National Champions**
- **Australian Space Design Competition – National Champions**
- **Future Problem Solving – State Finalists**
- **Year 9 Debating – State Finalists**

Academic Enrichment Programs Offered:

- Australian Space Design competition
- Brain Bee Competition
- Brainways QUEST challenge
- Da Vinci Decathlon
- Debating
- Esports
- Ethics Olympiad
- Film Television & Video Production
- Future Problem Solving
- Mathematic challenge competitions
- Model United Nations
- National and International Competitions
- Lions Youth of the Year
- UQ Science Ambassadors

Special Interest groups and Clubs:

- **ALBUM CLUB**
- **BREAKFAST CLUB – MIDDLE SCHOOL TUTORING**
- **BUSINESS CLUB**
- **COLOURSPACE**
- **CROCHET CLUB**
- **FRENCH CLUB**
- **HISTORY CLUB**
- **JAPANESE CLUB**
- **TED-ED CLUB**
- **WRITERS CLUB**





SPORT

The College participates in several different sporting organisations but primarily through the Catholic School Girls' Secondary Schools' Sporting Association (CaSSSA) with competitions in swimming, athletics and cross country. The team sports as listed below form part of this competition. Teams also compete in competitions with other state organisations as follows:

- Water polo Qld
- FISAF Aerobics
- North West (12 years) and North West Independent District – Metropolitan North School Sports – Qld School Sport
- Netball Qld – Vicki Wilson Netball Competition, Super 7's Series and Qld Catholic Cup
- Soccer - UhlSport Cup and ISSA Cup
- Volleyball Qld – Qld Schools Cup
- AFL Qld – Qld Schools Cup
- Touch football – Brisbane All Schools (BMTI), Gold Coast Titans All Schools Cup
- BOSL Futsal
- QRU Rugby 7's – Q7's competitions
- Equestrian Qld – interschool events



Mt St Michael's College continues to uphold its strong reputation for excellence in sport, with students and teams achieving success across Interschool, Club, State, and National competitions.

Our specialist coaching team has integrated targeted strength and conditioning (S&C), core stability, and aerobic fitness components into existing programs to support student development in alignment with the demands of their chosen sports. In addition, partnerships with external facilities and S&C professionals have enabled the delivery of foundational training sessions for high-performance athletes. These sessions are embedded within structured training plans and are offered during relevant sporting seasons as an optional offsite extension.

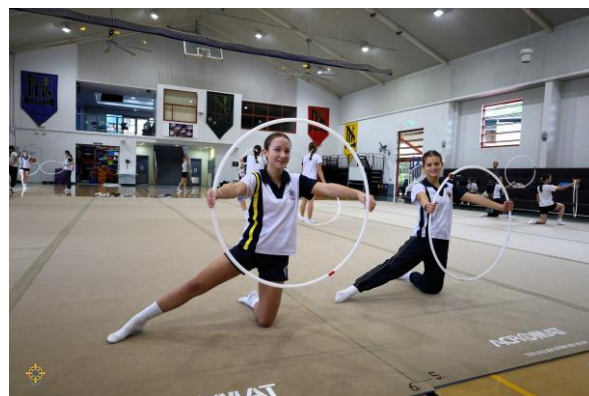
The College's participation in the CaSSSA competition remains a cornerstone of our sporting calendar, delivered consistently across four term-based seasons since 2022. This program is further enriched by a growing array of competitive sporting opportunities, which continue to evolve in response to student interest and emerging trends. Several sports have experienced significant growth, reflecting the dynamic nature of adolescent female sport and the College's commitment to staying responsive and relevant.

The College continues to prioritise the growth and success of its non-competitive and social sport programs, which play a vital role in fostering lifelong engagement in physical activity. These



offerings are a key component of our strategy to counter the national trend of declining sport participation among adolescent girls.

At Mt St Michael's College, we are proud to be reversing this trend through inclusive, student-centred initiatives that focus on enjoyment, wellbeing, and personal development. These programs are designed to build confidence, encourage healthy habits, and support the holistic wellbeing of our students.



A diverse range of non-competitive and wellbeing-focused options are available, with current student favourites including:

- **Beach Volleyball**
- **Pilates**
- **Girl Power** – General strength and conditioning
- **Perform 360** –S&C for performance athletes
- **Run Club**
- **Swim Fit**
- **Rock Climbing**
- **Yoga**
- **Martial Arts**
- **Tennis Development**
- **Athletics Development**

These programs reflect the College's commitment to meeting students where they are in their sporting journey, offering relevant and engaging opportunities that support both physical and personal growth.

Managing the staffing and logistics required to support both competitive and social sport programs is complex, yet essential. The Sports Department, under the leadership of the Director of Sport, continually evaluates and refines offerings based on student feedback and participation data. These programs remain a highly valued aspect of College life, often complementing students' involvement in competitive sport and contributing to a vibrant, inclusive sporting culture.



Term 1	Term 2	Term 3	Term 4
Swimming (including Swim Fit and Squad)	Cross Country	Junior and Senior Basketball	Junior Netball
Tennis	Junior Volleyball	Hockey	Junior AFL
Senior AFL	Intermediate and Senior Netball	Intermediate and Senior Touch football	Intermediate Basketball
Intermediate and Senior Volleyball	Junior Touch Football	Soccer	Water Polo
Indoor Cricket	Hockey	Aerobics	Touch Football (All schools competition)
Water polo	Aerobics	Athletics	
Rugby 7's Junior Program	Athletics Development	Rugby 7's	
Run Club – cross country pre-season Netball (High Performance teams) Futsal - BOSL	Rugby 7's Development Netball (High Performance teams) Soccer (Uhsport and ISSA Cup teams) Touch Football – (high performance teams) QSchools AFL	Soccer (Uhsport and ISSA Cup teams) Water polo – preseason QSchools AFL – elimination finals	

Winning the CaSSSA Percentage Cup in Cross Country and Athletics was a significant sporting achievement for the year.





THE SOCIAL CLIMATE OF THE SCHOOL, INCLUDING PASTORAL CARE PROGRAMS

MSM A POSITIVE SCHOOL AND FLOURISING COMMUNITY

At Mt St Michael's College, student wellbeing is a strategic priority and a defining feature of our educational environment. We recognise that academic success and student wellbeing are intrinsically linked, and we are committed to fostering a culture where every student feels safe, supported, and empowered to flourish. Wellbeing is embedded across all aspects of College life. Every staff member contributes to this culture—whether through daily interactions with students or by modelling respectful, professional behaviour. This whole-school approach ensures that wellbeing is not confined to specific programs but is a shared responsibility and a lived value.

In 2024, the College continued to implement its **Positive Behaviour Strategy**, aligned with our **Restorative Practices** framework. This approach promotes a positive and inclusive learning environment, where students are supported to develop self-awareness, accountability, and respectful relationships. Staff received targeted professional development in delivering **tiered behavioural support**, enabling them to respond to student needs with consistency and care. Our **Pastoral Leaders** and **Dean of Student Wellbeing** led this initiative, providing expert guidance and facilitating restorative conversations, plans, and conferences. These processes focus on repairing harm, rebuilding trust, and supporting students to learn from challenges and plan for future success.

The **Positive Education Program** remained a key component of our proactive wellbeing strategy. Grounded in **Positive Psychology** and the **Catholic faith tradition**, the program supports the holistic development of students—emotionally, socially, and spiritually. Delivered through dedicated lessons by specialist Pos-Ed or Homeroom Teachers, the program equips students with practical tools to build resilience, foster gratitude, and develop a growth mindset. All staff participated in professional learning in **Flourishing** and wellbeing science, reinforcing our commitment to being a positive school community.

In alignment with the **OECD's global education mandate** to promote **Human Flourishing**, the College is reviewing the Pos-Ed Program for 2025/26. This includes exploring the introduction of **formative assessments** to measure student understanding and engagement with wellbeing concepts. These assessments will support reflective learning and provide valuable insights into the program's impact.

Student Wellbeing Team

The Student Wellbeing Team at Mt St Michael's College continued to play a central role in fostering a caring, inclusive, and supportive environment for all students. The team is committed to nurturing student wellbeing and providing positive leadership across the College community.

The Student Wellbeing Team comprises **Homeroom Teachers**, **Pastoral Middle Leaders**, **College Counsellors**, and the **Dean of Student Wellbeing**. Together, they work collaboratively to support students' emotional, social, and academic development, ensuring that wellbeing remains a key pillar of the College's holistic education model.

Our team of three part-time College Counsellors provides professional support to students experiencing challenges related to mental health and wellbeing. They also offer guidance to parents seeking support in their parenting journey. Services include individual and group counselling, restorative conferencing, student protection, and referral and liaison with external agencies. The Counsellors play a pivotal role in the planning and delivery of the **Positive Education**



Program, working closely with Pastoral Middle Leaders and the Dean of Student Wellbeing to promote resilience, emotional literacy, and positive relationships across the student body.

The **Mt St Michael's Wellbeing Centre** continues to serve as a dedicated, purpose-built space for student support. The Centre houses the offices of the Pastoral Leaders and College Counsellors, along with several meeting rooms and a welcoming reception area. These spaces are used for a range of wellbeing activities, including peer support sessions, parent-student meetings, and restorative conferences. The Centre also provides a calm environment for students who may need time to reset, reflect, or engage in mindfulness practices during the school day.

Positive Education Program

A Positive Education audit was conducted in 2024 which led to the introduction of new courses for students in Years 7, 8 and 9 and new resources will be available for implementation in 2025/26. These new courses are currently being sustained and they are reviewed and adjusted annually. Currently, the Positive Education Program at Mt St Michael's College encompasses:

- Positive Psychology Origins and Constructs (All students).
- Performance Psychology (Special Program Year 8 students). This assists individuals with planning, motivation and overcoming setbacks to achieve individual goals.
- Mental Toughness Program (Special Program Year 10 students).
- Coaching Psychology (Year 11 students). A collaborative, solution-focused process to assist individuals to achieve their goals.
- Coaching Buddy Program (Year 11 and Year 7 Students).
- Flourishing Program (Year 11 & 12 students).

The infographic below shows the components of our Positive Education Program.



As part of the Positive Education Program, the College offers several coaching programs to students based on coaching psychology which is applied positive psychology. Coaching Psychology is described as a collaborative, solution-focused process to assist individuals to achieve their goals.



Coaching Psychology (Year 11 students)

All students in Year 11 complete a Life Coaching Program in the first half of the year where they learn the skills of setting smart goals and then activate this learning through goal striving and peer coaching. The Life Coaching Program is a 'solution focused' skills program where small groups of Year 11 girls work with a teacher trained in the GROW Coaching Model.

Buddy and Coaching Transition Programs

The **Buddy Program** is a key component of our transition strategy, designed to support incoming Year 7 students as they prepare to join the Mt St Michael's College community. During one of their orientation sessions in Year 6, students are paired with a Year 10 buddy who welcomes them to the College. This initial connection provides an opportunity for younger students to ask questions, learn about daily life at MSM, and begin building a sense of belonging. Each student also receives a welcome pack to mark the beginning of their journey.

This relationship is further strengthened through the **Coaching Transition Program**, which continues into the students' first year at the College. As the Year 6 students transition into Year 7, their Year 10 buddies—now in Year 11—remain connected with them through a series of structured activities and events held throughout Semester 1. These interactions are designed to deepen the mentor-mentee relationship, provide ongoing support, and foster a strong sense of connection to the College community.

Together, these programs play a vital role in easing the transition to secondary school, promoting student confidence, and nurturing a culture of peer support and leadership.



Coaching Buddy Program (Year 7 & Year 11 students)

In Semester 2, the **Coaching Buddy Program** continues to support student learning and leadership through a structured peer coaching model.

Year 11 students, trained in life coaching techniques, are paired with Year 7 students for four focused sessions in Term 3. Using the SMART goal framework (Specific, Measurable, Achievable, Relevant, Time-bound), students work together to set and pursue academic goals. This process encourages younger students to take ownership of their learning and develop practical strategies for success.



The program also strengthens cross-year relationships, providing Year 11 students with an opportunity to lead and mentor, while Year 7 students benefit from the guidance and encouragement of a trusted peer. These connections help foster a supportive and inclusive school culture.

By promoting goal-setting, resilience, and connectedness, the Coaching Buddy Program plays a valuable role in helping students transition confidently into secondary school and thrive in their learning environment.

Life-Fit-Learning - a collaboration with Griffith University

The Life-Fit-Learning System is an initiative introduced to Year 11 students where the College is working in partnership with Griffith University to enhance the social and emotional wellbeing of this cohort of students.

The initiative involves three steps.

1. Assess Step-completed Term 3 2024
2. Reflect Step-completed Term 3 2024
3. Connect Step-commenced Term 4 2024

Assess Step – August 2024.

Students completed a survey assessing wellbeing across a number of areas relating to (a) health: physical wellbeing (nutrition, sleep, exercise) and emotional wellbeing (happiness, sadness, anger, anxiety, self-satisfaction), (b) relationships: friendships, peer satisfaction and social behaviours, and (c) learning: school satisfaction, achievement and engagement in extra-curricular, leisure and technology activities, and student attributes of grit, optimism, growth mindset, hope, meaning in life, self-efficacy, resilience, compassion, and gratitude.

The following information was extracted from the survey:

- 1) An aggregated report was generated for the Year Level and copied to the Dean of Student Wellbeing. (No individual student/results are identified).
- 2) The College Counsellors received access to an additional data file identifying students who reported elevated mental health symptoms on the included measures. (No other staff access this data, and the College Counsellors do not share this data file with anyone else).
- 3) The Life-Fit team only have access to the de-identified, aggregated data.

Reflect Step – Completed September 2024

Provision of feedback about student wellbeing and health via emailed reports to the College pastoral care staff.

Connect Step – Commenced October 2024 with Counsellor communication to parents and students, continuing into 2025.

The following communication occurred for students who report elevated mental health symptoms on the included measures:

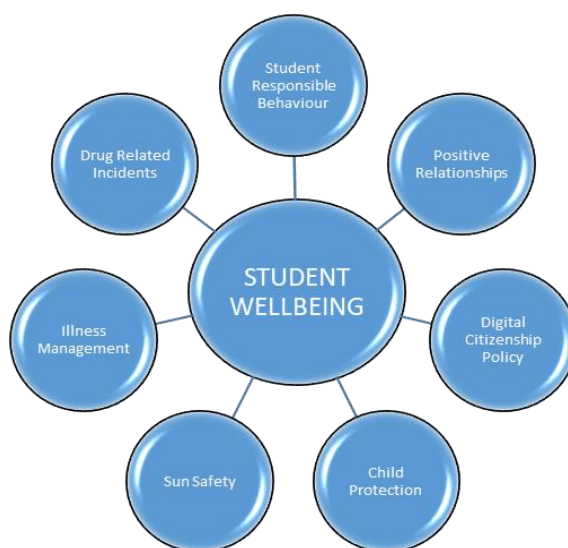
- 1) Each of these students received an email from the College Counsellors informing them of their elevated response to some measures and letting them know their parents would receive a letter notifying them of the same.
- 2) The parents of these students received a letter. This letter provided information to assist parents in talking and checking with their daughters about the areas of concern identified.



The Pastoral Middle Leader and the College Counsellors use the whole of Year Level reports to deliver wellbeing programs or engage the Griffith Life-Fit team in 2024 to provide evidence-based interventions for our students. Units delivered are targeted to the specific areas of cohort need identified in the survey.

Policies

The policies listed in the diagram below support Student Wellbeing at the College:



The Positive Behaviour Support Strategy and Policy promotes cooperation, communication, collaboration and human stewardship. Mt St Michael's College supports the right to work, learn and socialise in a friendly, safe and secure environment that enables both individual and community flourishing. In situations where conflict arises in student or staff relationships, Restorative Practices are implemented to provide the safe and supportive facilitation of just processes for restoration of relationships.

Student Leadership

Student leadership is a valued and integral part of College life, providing students with meaningful opportunities to develop confidence, responsibility, and a sense of service. Leadership formation is a key focus, ensuring that students are supported and guided as they grow into their roles.

Senior School Leadership

Each year, senior students have the opportunity to be part of the **Student Leadership Team (SLT)**. Members of the SLT are elected by both staff and students following participation in a dedicated Leadership Training Program. These students are formally commissioned at a special assembly held at the beginning of Term 4.

In addition to the SLT, a wide range of **co-curricular leadership roles** are available, allowing students to lead in areas such as sport, the arts, and service. These leaders are acknowledged and presented with badges at a designated College event.



Homeroom Captains are also elected each term, providing students with regular opportunities to experience leadership within their peer groups and contribute to the life of their Homeroom community.

Middle School Leadership

Leadership development begins early, with Middle School students encouraged to take on a variety of roles that promote initiative and collaboration. These include:

- **Middle School Assembly Leaders**, who assist in planning and presenting assemblies each term;
- **Homeroom Captains**, elected each term to support their peers and Homeroom Teachers;
- **Middle School Representatives**, who work alongside co-curricular groups to support College activities;
- **Big Sisters**, who mentor and support incoming Year 6 students as they prepare to transition into the College.

These opportunities help foster a culture of student voice, peer support, and active participation across all year levels.

7. STRATEGIES USED FOR INVOLVING PARENTS IN THEIR CHILD’S EDUCATION

We aim to be inclusive in all interactions with parents, who are invited to attend assemblies, liturgies, and significant celebrations. Parent attendance at these events indicates the relationship between the College and the parent body.

Parent Information Evenings and Teacher/Parent conferences are part of the communication and participation process for parents in their daughter's education. In 2024, the Parent/Teacher conferences were conducted via TEAMS and face-to-face, and the Parent Information Evenings were presented to a live audience.

The SET Plan process, involving students transitioning from Year 10 to Year 11, is a notable aspect of the collaboration between parents and the College in their daughter's education.

The following are examples of parent participation:

- Parent information evenings for specific year levels;
- Open Evening;
- College *'Spirit'* newsletter produced fortnightly during Term time;
- College Website, Facebook, Instagram and APP;
- High quality End of Semester student reports Years 7 - 10 and Unit 1- Unit 3 interim student reports Years 11 and 12;
- Progressive reporting for Year 11 and Year 12 students;
- Parent / Teacher conferences;
- Parent meetings with staff as required;
- QTAC afternoon – career education;
- Year 12 Principal’s Honours Assembly
- Orientation Days before commencement of Year 7;
- “Welcome to MSM” Year 7 Family Interviews;
- Arts performances
- Year 11 and 12 Hospitality events
- Year 7 Father/Daughter Breakfast;



- Mother/Daughter High Tea;
- Sports Celebration Breakfast;
- MSM Celebrates – annual awards evening of excellence
- Year 12 Mother/Daughter Garden Party;
- Year 12 Graduation;
- College Magazine;
- Parents & Friends Association;
- Parent and Staff social gatherings for example Mothers’ Lunch and Golf Day
- Open and transparent accessibility to Principal and College Leadership Team.





STAFFING INFORMATION

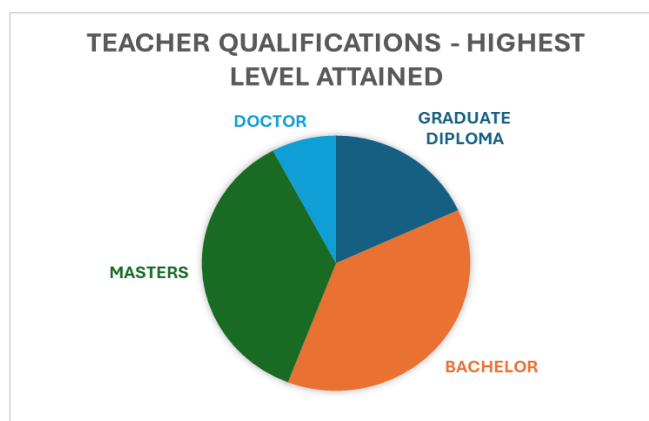
2024 STAFF CENSUS INFORMATION

	Teaching Staff			School Officers		
	M	F	TOTAL	M	F	TOTAL
TOTAL HEAD COUNT	16	61	77	9	36	45
FTE HEAD COUNT	16	50	66	8	5	13
PTE HEAD COUNT	0	11	11	1	31	32
FTE LOAD	16	50	66	8	5	13
PTE LOAD	0	8	8	0.8	20	20.8

TEACHER QUALIFICATIONS

Below is a breakdown of the highest level achieved by the teachers at Mt St Michael's College.

GRADUATE DIPLOMA	14
BACHELOR	29
MASTERS	28
DOCTOR	6



AVERAGE STAFF ATTENDANCE

The total ordinary hours for 2024 based on 77 teachers and 45 non-teaching staff was 182,229. Based on 5,767 hours of Personal/Carers leave taken in that period the average staff attendance was 96.8%.

RETENTION RATES

During 2024, our staff retention rate was 82% with 19 staff electing to separate from the College. The College had 77 teachers in its employ in 2024 with the retention rate for teaching staff at 87% with 10 teachers leaving the College. Retention rates exclude fixed term contact staff. Teaching staff who made the decision to leave the College in 2024:

- Mathew McAlister
- Megan Field
- Patricia Greenland
- Gabrice Alleaume
- Annabel Bolton
- Aura Parsons
- Aisling Carey
- Carmel Hickey
- Declan Ryan
- Jill Tweedie

STAFF ACHIEVEMENTS

In 2024, Mt St Michael's College was once again honoured as a finalist in the Australian Education Awards, receiving an Excellence Award for **Best Professional Learning Program**—marking the third consecutive year of recognition.



This achievement reflects the strength of our professional learning program and our unwavering commitment to continuous improvement in teaching practice. Through a focus on pedagogical excellence, we have cultivated a differentiated teaching and learning model that empowers all students to achieve their personal best.

On Mary Aikenhead Day we recognised the following staff for their valued service at the College:

10 years – Alison Larkings, Paegé Bellet, Francene Power

20 years – Ellen Bow

25 years – Marc Beavon

EXPENDITURE ON AND STAFF PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Staff engage in a broad range of professional development programs that reflect the College's ongoing commitment to excellence in learning and teaching, the care and wellbeing of students, and the spiritual growth of staff. These opportunities ensure that educators remain informed, inspired, and equipped to contribute meaningfully to the holistic development of the College community.

In 2024 \$70,202 was spent on staff participation in professional development.

The focus for Professional Development 2024 was:

- Spiritual formation for staff including Staff Retreat Day and training for participation in Student Retreats;
- Information and Communication Technologies (ICT);
- NCCD (Nationally Consistent Collection of Data on School Students with Disability) and Inclusive Education;
- Curriculum Development;
- Restorative Practices;
- Student Protection;
- Leadership Development;
- Workplace Health & Safety including Fire Training and First Aid.



The staff continue to have a high level of participation in QCAA activities and many staff accessed webinars specific to their subject areas. Many staff have trained as “endorsers” and “confirmers” which provide ongoing professional learning.

All teaching staff have completed 20 hours of Professional Development in the 2024 calendar year and five hours of formation, therefore they are eligible to be accredited to teach in a Catholic School.

On Friday 12 August the teaching staff participated in professional learning sessions where they developed new curriculum programs based on the implementation of the Australian Curriculum V9.

School Income by Funding Source

Details regarding the College’s income, including a breakdown by funding source, are publicly available on the **My School** website at www.myschool.edu.au. To view this information, navigate to the homepage and select ‘**School Finances**’ from the menu in the top left corner.

If you are unable to access the internet or require assistance, please contact the College directly to request a printed copy of the income breakdown.

10. OUR DISTINCTIVE LEARNING ENVIRONMENT (VALUE-ADDED)

At Mt St Michael’s College, we are proud to offer an exceptional learning environment that supports the growth and success of every student. Regardless of evolving Federal or State educational requirements, our graduates benefit from a holistic education grounded in Christian, Catholic values and enriched with diverse opportunities for personal and academic development.

Student achievement in external certification processes—such as ATAR results—and national assessments, including Year 7 and Year 9 NAPLAN, consistently exceeds both state and national averages, reflecting the strength of our teaching and learning programs.

Our vision for graduates is encapsulated in the **Five Cs**, which represent our commitment to a well-rounded, values-based education that fosters excellence in all areas of life.

OUR VISION FOR OUR COLLEGE GRADUATE



More information about the College is available on our website www.msm.qld.edu.au including the College newsletter, *The Spirit*, published fortnightly.

Sharon Volp
Principal
30 June 2025