2025

MT ST MICHAEL'S COLLEGE

ANNUAL REPORT

1925-2025

100 YEARS

IN FAITH & LOVE

Fide et Amore

Throughout 2025, Mt St Michael's College joyfully celebrated our centenary; a milestone that invited us to pause, reflect, and give thanks for all that our community has become. We look forward with hope as we dream of what MSM will become in its second century.

The 2025 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 2025 reflect our ongoing commitment to continuous improvement and the pursuit of both personal and collective excellence.

Our 2020 – 2026 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 2025 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 2025 "Hope"

- Celebrate the College's Centenary, promoting the heritage, stories and culture of MSM through Story, Liturgy and Prayer.
- Complete an annual review of the College's RAP and continue to implement the identified goals, and work with First

Nations students to celebrate the stories of First Nations students and families in our Centenary year.

- Review and Refine the MSM Retreat Formation Program, with a focus on:
  - Creation of Year 5 & 6 Retreats
  - Expansion of Year 9 Sleepout
  - A new Retreat for Year 10 in 2026.
- 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.
- Refine the MSM Giving Program by implementing a new annual project and seeking new practical project opportunities for Years 9 & 10.
- Continue to develop a Service-Learning Program for the College, with opportunities for staff and students (including the Junior School).
- Provide professional learning opportunities focused on the implementation of the TMAM Social Inclusion Statement.

Strengthening Our Learning Organisation

- Continue planning for the implementation of the Australian Curriculum v9.
- Continue the development of the Junior School curriculum to ensure a seamless transition into our Middle School.
- Implement NCCD strategic project in response to changes in inclusive education environment.
- Continue to explore ways to enhance the celebrating and promoting of achievements of our students.
- Implement the MSM Teaching and Learning framework across the next two years through professional learning opportunities.

Student Wellbeing

- Continuing engaging 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).
- To reinvigorate staff engagement with the Positive Education Program.
- 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.
- To develop and implement a College wide approach to consent education for staff, parents and students.
- To develop and implement a College wide approach to cyber and digital safety education for staff, students and parents/caregivers.
- Create content such as vlogs to engage the parent community to foster a proactive approach to building relationships with parents/caregivers.

Staff Wellbeing and Development

- To develop and implement a whole school professional learning program.
- To implement a Middle Leadership Professional Development program.
- To develop and Implement a Mentorship and Coaching Journey.

- To develop an Early Career Teacher program.
- To review the qualifying review processes for new staff.
- To continue the implementation of the Staff Wellbeing Framework.

Community Partnerships

- To conduct successful 2025 Centenary celebrations.
- To reinvigorate parent engagement through a new model of “P and F”.
- To launch our book celebrating 100 years of MSM.
- To build our Alumni database through engagement with Centenary celebrations.
- To develop and foster links with our local Catholic Primary Schools.

Resourcing the Future

- To successfully implement the introduction of Year 5 and to continue planning for the implementation of Year 6 2026.
- To commence works on our new building.
- To continue to promote our fund raising capital campaign “Light the Way”.
- To review our current strategic plan and develop the 2026-2030 strategic plan.
- To successfully complete of the Non-State Schools Accreditation Cyclical Review.
- To conduct summative performance reviews of the College Leadership Team members (Principal, Deputy Principal, Dean of Faith and Mission, Dean of Student Wellbeing and Dean of Teaching and Learning).

1. OUR SCHOOL

Mt St Michael's College is a Catholic College for young women in Years 5 – 12 located at 67 Elimatta Drive, Ashgrove in Brisbane.

In 2025, we are a thriving community of 849 students and 122 staff. A new chapter in the history of the College commenced when we welcomed our first cohort of fifty Year 5 students on Wednesday 29 January 2025.

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 2025, 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 **48% of students achieving an ATAR of 90 or above**.
- **100% of students** were awarded a Queensland Certificate of Education (QCE).
- **19 students** received a QCAA Certificate of Academic Commendation for attaining an 'A' grade in all six General subjects studied.
- **5 students** earned a QCAA Subject Commendation for achieving a perfect score of 100/100 in Units 3 and 4.

Service Outreach Participation:

MSM Students have been enthusiastic participants in our service outreach programs during 2025:

- more than 240 students (28% of the College) and 12 staff have been involved in a Community Action Network Group.
- an average of 118 students (13.7% of the College) have a role in each end of term liturgy as readers, dancers, musicians and performers.
- 50 students completed the Year 11 Rosies' Outreach Program.
- 38 students participated in the Year 9 Sleepout.
- more than 300 students (34% of the College) and 22 staff participated in community events such as Ashgrove ANZAC Day March, Teralba Park Sorry Day and the Luminous Lantern Parade.

Cultural Achievements:

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

2. DISTINCTIVE CURRICULUM OFFERINGS

The College curriculum is organised across three distinct phases of learning: Junior Schooling (Years 5–6), Middle Schooling (Years 7–9), and Senior Schooling (Years 10–12). This structure is supported by a clearly defined pedagogical framework that underpins curriculum delivery and reflects the teachings and values of the Catholic Church.

Within this framework, the Junior and Middle School curriculum at Mt St Michael's College is designed to provide a strong academic foundation while fostering student curiosity, independence, and personal growth. Students engage in a broad and balanced range of learning experiences that support both academic achievement and the development of key skills needed for future learning.

Year 5

The core curriculum includes Religious Education, English, Mathematics, Science, Humanities, and Health & Physical Education. In addition, students engage in a range of enrichment experiences throughout the year, including instrumental music, library programs, languages (Japanese and French), and the Arts, with a focus on Dance and Drama. This breadth of learning provides students with a diverse introduction to a wide range of disciplines and supports the development of their individual interests and talents.

Year 7

The Year 7 core curriculum includes Religious Education, English, Mathematics, Science, Humanities, and Health & Physical Education. Throughout the year, students engage in eight different elective subjects, providing a broad introduction to a range of disciplines and supporting the development of new interests. To support students requiring additional assistance in numeracy, a Bridging Mathematics Program is offered in place of one elective.

Year 8

In Year 8, students continue their study of the core curriculum: Religious Education, English, Mathematics, Science, Humanities, and Health & Physical Education. In addition, they select two year-long electives from a range of options, allowing for greater choice and deeper engagement in areas of interest. The Bridging Mathematics Program remains available by invitation for selected students, providing targeted support in numeracy development.

Year 9

In Year 9, the core curriculum includes Religious Education, English, Mathematics, Science, History, and Health & Physical Education. Career Education is introduced as an important component, supporting students in making informed decisions about their senior schooling pathways. Students select two year-long electives from a diverse range of options. The Bridging Mathematics Program continues to be offered by invitation to students who would benefit from additional numeracy support. 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
Briding Mathematics Program* (by inivitation only)	Music	Japanese
	Briding Mathematics Program* (by inivitation only)	Music
		Briding Mathematics Program* (by inivitation only)

Senior Schooling

In Year 10, Mt St Michael's College delivers the Australian Curriculum across all key learning areas, providing a strong foundation for students as they transition into their senior schooling pathways. Students are required to study four core subjects: Religious Education, English, Mathematics, and Science, ensuring the continued development of essential academic skills.

In addition, students select three year-long elective subjects from a broad range of options, allowing them to explore areas of interest, develop subject-specific knowledge, and make informed decisions about their preferred pathway in Years 11 and 12. 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 Tecnology	

Year 11 and 12

In 2025, Mt St Michael's College continued to offer two distinct senior pathways, 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 were supported to achieve the Queensland Certificate of Education (QCE) through either pathway. Additionally, the Queensland Certificate of Individual Achievement (QCIA) remained available as an alternative credential, recognising the achievements of students with diverse learning needs.

The core senior curriculum requires all students in Years 11 and 12 to undertake studies in Religious Education, English, and Mathematics, ensuring the development of essential literacy and numeracy skills aligned with QCE requirements. Students then select three additional subjects to complete a balanced and personalised senior program.

The Year 11 course offerings for 2025:

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 Studies
Essential Mathematics	Specialist Mathematics
French	Study of Religion
General Mathematics	Visual Art

The Year 12 course offerings for 2025:

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 2025, 104 Year 11 and 12 students were involved in Vocational Education pathways or other alternative pathways. A total of 20 qualifications ranging from Certificate II through to Diploma levels were also awarded to 60 Year 12 students.

A breakdown of these qualifications:

- Certificate II – 16 students
- Certificate III – 20 students
- Certificate IV – 9 students
- Diploma – 35 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 providing an inclusive, equitable and high-quality learning environment that recognises and responds to the diverse learning needs of all students. The College's approach aligns with legislative requirements ensuring that all students are able to access, participate in and progress in learning. Inclusive practice is grounded in respect for dignity, voice and belonging, and reflect contemporary best practice in Catholic education.

The College adopts a whole-school, strengths-based approach to inclusive education, informed by data and responsive teaching practices, through collaborative planning with teachers, learning support staff, students and families.

The College also recognises and nurtures gifted and high-potential learners. Curriculum differentiation and enrichment opportunities, including programs such as Future Problem Solving, the Australian Space Design Competition, Debating, the Mathematics Team Challenge, QUEST Brainways Challenge, Ethics Olympiad and the Da Vinci Decathlon, provide appropriate challenge and extension. Through ongoing review and alignment with system expectations and the charism of Mary Aikenhead Ministries, the College ensures inclusive learning remains intentional, sustainable and responsive to the needs of every student.

Integration of Digital Technology in Teaching and Learning

The integration of Information and Communication Technologies (ICTs) continues to be a key strategic priority in supporting high-quality teaching and learning across the College. During the reporting period, the College maintained a fully embedded 1-to-1 take-home tablet program, ensuring that all students have equitable access to digital tools that support learning both within and beyond the classroom. Students in Years 5, 7 and 10 received a new laptop which was rolled out in the first week of the College year.

All learning spaces are equipped with contemporary presentation technology, including data projectors and the Vivi wireless presentation system. This infrastructure enables seamless sharing of content across multiple devices and screens, enhancing student engagement, supporting diverse pedagogical approaches, and fostering collaborative learning environments.

Staff capability in the effective integration of digital technologies remains a strong focus. Weekly professional learning sessions provide ongoing opportunities for staff to build knowledge and confidence in this area. Throughout the year, professional learning has addressed key topics including cybersafety and the evolving impact of Artificial Intelligence in education, ensuring that the College remains responsive to emerging trends and equips both staff and students with the skills to navigate an increasingly complex digital landscape.

Facilities

During 2025 the College reviewed the plans for the new building on Amarina Avenue, and our overarching master plan in response to the introduction of the Junior School (Years 5 and 6).

Retaining the same building envelope in line with our MID development approval, the new building will provide wonderful new facilities that will benefit all students.

The bottom level of the Learning Centre will have the new College Reception Area, including a meeting room and improved sick bay facilities. A senior learning hub for students in Years 10 – 12 encompassing a senior resource centre (including access to reprographics), study rooms and flexible learning spaces will be an exciting feature of this level. The library will be located on the ground level for easy access for students in Years 5 - 9. The presentation space will accommodate a whole year level cohort providing an additional area for activities such as year level assemblies and guest speakers. The top level will be a dedicated Junior School precinct which includes four classrooms including break out rooms, collaborative spaces, and an outdoor learning area and makerspace.

Construction is scheduled to commence during Term 2 2026 with anticipated completion for the commencement of the school year in 2028.

In accordance with our maintenance schedule, the downstairs Sophia Dance room was refurbished. In preparation for the arrival of our two Year 5 classes, classrooms M18 and M19 were also refurbished during the Christmas holidays.

Staff facilities were also improved with the creation of the Head of Junior School and Junior School Support Officer offices. The Program Leader – Career Pathways was also relocated to a new office which allows better accessibility for students and families.

3. KEY STUDENT LEARNING OUTCOMES

Year 12 2025 Learning Outcomes

Number of students awarded a Senior Education Profile	**144**
Number of students awarded a QCIA	**0**
Number of students awarded a QCE at the end of Year 12	**144**
Number of students awarded one or more VET qualifications	**60**
Certificate II	16
Certificate III	20
Certificate IV	9
Diploma	35
Number of students who are completing or completed a School based apprenticeship SAT	**6**
Number of students who received an ATAR	**124**
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	**124**

2025 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:

- 4% of students received an ATAR of 98 and above
- 23 % of students received an ATAR of 95 and above
- 48 % of students received an ATAR of 90 and above
- 81 % of students received an ATAR of 80 and above

Notable achievements:

- 19 Students received a QCAA Certificate of Academic Commendation for achieving an A in all six general subjects studied.
- 5 students received a QCAA Subject Commendation for achieving 100/100 for Unit 3 and 4 results.
- 22 students achieved 100% on their external examination, with 1 student achieving 100% in two subject areas.

Post-school destination information from the Next Step 2025 survey

The Next Step survey was conducted in conjunction with the Department of Education and Training, Queensland Government. In Year 12, 2024 Mt St Michael's College had 135 students graduate and of that 111 responded to the Next Step Survey.

In 2026, 97.3 per cent of young people who completed their Year 12 at Mt St Michael's College in 2025 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 (77.3 per cent). The combined VET study destinations accounted 2.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.

In association with the study destinations, 22.7 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. 17.3 per cent of respondents transitioned directly into paid employment only.

Main destinations over time

Main destination	2022		2023		2024		2025		2026	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	75	72.1	97	82.9	103	86.6	96	86.5	85	77.3
VET Certificate IV+	6	5.8	2	1.7	4	3.4	3	2.7	2	1.8
VET Certificate III	1	1.0	0	0.0	1	0.8	2	1.8	0	0.0
VET Certificate I–II/other	2	1.9	1	0.9	0	0.0	0	0.0	1	0.9
Apprenticeship	0	0.0	2	1.7	1	0.8	0	0.0	0	0.0
Traineeship	2	1.9	1	0.9	0	0.0	0	0.0	0	0.0
Full-time employment	3	2.9	3	2.6	1	0.8	5	4.5	5	4.5
Part-time employment	13	12.5	8	6.8	8	6.7	1	0.9	14	12.7
Seeking work	1	1.0	2	1.7	1	0.8	2	1.8	1	0.9
NILFET	1	1.0	1	0.9	0	0.0	2	1.8	2	1.8
Total	*104*	*100.0*	*117*	*100.0*	*119*	*100.0*	*111*	*100.0*	*110*	*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	29	34.1	1	33.3	30	34.1
Society And Culture	26	30.6	0	0.0	26	29.5
Management And Commerce	12	14.1	2	66.7	14	15.9
Natural And Physical Sciences	9	10.6	0	0.0	9	10.2
Engineering And Related Technologies	7	8.2	0	0.0	7	8.0
Creative Arts	5	5.9	0	0.0	5	5.7
Architecture And Building	4	4.7	0	0.0	4	4.5
Education	4	4.7	0	0.0	4	4.5
Information Technology	3	3.5	0	0.0	3	3.4
Agriculture, Environmental And Related Studies	1	1.2	0	0.0	1	1.1
Total (students)	*** 85*	—	*3*	*100.0*	*** 88*	—

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 15 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 5	2025	
NAPLAN Test	**MSM**	**NAT**
Reading	***526***	***492***
Writing	***503***	***480***
Spelling	***478***	***487***
Grammar and Punctuation	***515***	***497***
Numeracy	***488***	***492***

Year 7	2022		2023		2024		2025	
NAPLAN Test	**MSM**	**NAT**	**MSM**	**NAT**	**MSM**	**NAT**	**MSM**	**NAT**
Reading	***582***	***535***	***581***	***588***	***542***	***536***	***597***	***538***
Writing	***582***	***515***	***575***	***568***	***522***	***534***	***593***	***538***
Spelling	***578***	***541***	***560***	***570***	***549***	***539***	***574***	***542***
Grammar and Punctuation	***580***	***528***	***578***	***586***	***533***	***539***	***595***	***539***
Numeray	***587***	***537***	***570***	***588***	***551***	***538***	***579***	***545***

Year 9	2022		2023		2024		2025	
NAPLAN Test	**MSM**	**NAT**	**MSM**	**NAT**	**MSM**	**NAT**	**MSM**	**NAT**
Reading	***634***	***566***	***619***	***620***	***578***	***564***	***616***	***568***
Writing	***618***	***544***	***646***	***607***	***550***	***567***	***631***	***575***
Spelling	***614***	***570***	***597***	***606***	***580***	***568***	***588***	***569***
Grammar and Punctuation	***636***	***566***	***624***	***617***	***571***	***557***	***615***	***559***
Numeracy	***628***	***575***	***620***	***627***	***588***	***567***	***605***	***573***

4. STUDENT RETENTION RATES

Retention rates for Queensland and Australia are as follows:

QLD	%	Australia	%
2021	83.2	2021	81.6
2022	81	2022	79
2023	80.7	2023	78.7
2024	81.2	2024	79.9
2025	83.1	2025	81.5

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
2019	139	2021	131	94.2%
2020	153	2022	148	96.7%
2021	148	2023	139	93.9%
2022	142	2024	135	95.1%
2023	148	2025	144	97.3%

Average Student attendance rate (%)

The required reporting to the Commonwealth Government on average student attendance rates for 2025 shows a whole school average of 92% as follows:

Year	%	Year	%
5	95	**9**	91
6	N/A	**10**	90
7	94	**11**	91
8	93	**12**	90

Student attendance is overseen by the Dean of Student Wellbeing in conjunction with College Administration staff. Parents are required to notify the College via the absentee line prior to 9.00am if their daughter will be late or absent. Where notification has not been received, the College will initiate contact with parents via telephone or SMS in accordance with College policy.

Upon returning to the College, students are required to provide a signed note from a parent or caregiver explaining the reason for their absence to their Homeroom teacher.

A medical certificate is required in the following circumstances:

- absences exceeding two consecutive days;
- absences during examination periods (Years 10–12); or
- absences that impact the completion of assessment tasks or submission deadlines.

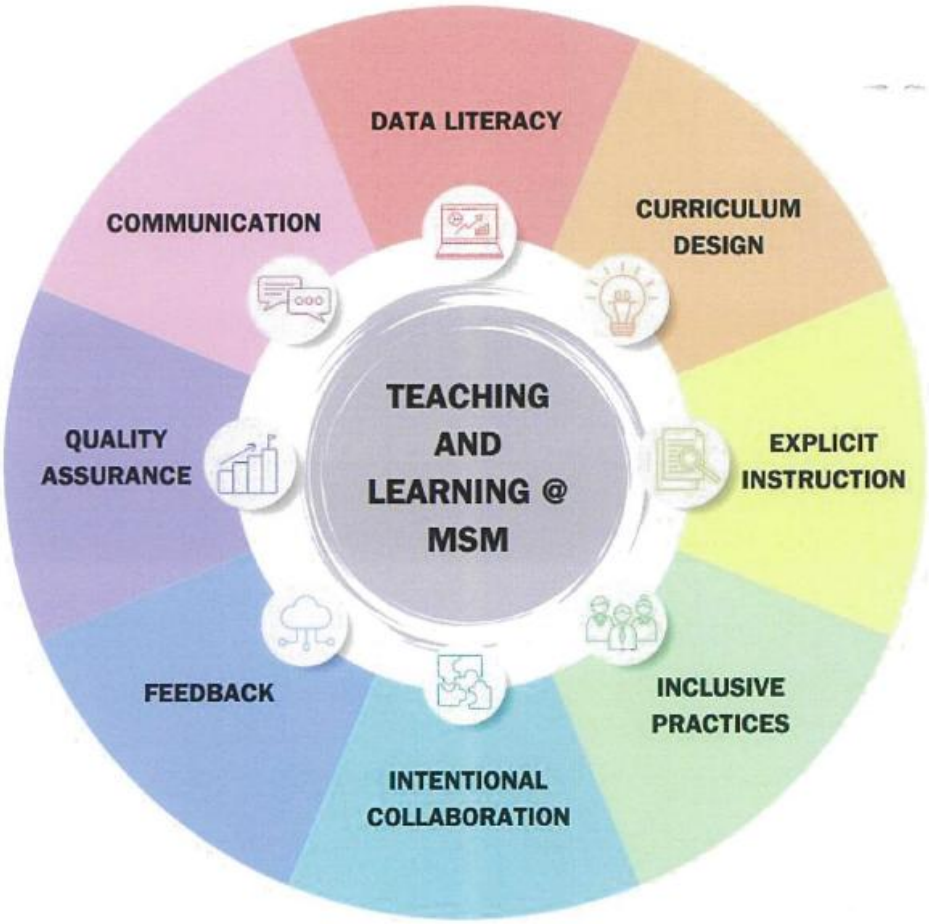
Students who are absent for scheduled summative examinations are not permitted to sit these examinations upon their return. In such cases, final subject results are determined based on other completed assessment across the unit or course of study.

5. TEACHING AND LEARNING FRAMEWORK

At Mt St Michael's College, we come together each day in 'Faith and Love' to share the gift of learning. Our aim is to foster a learning culture that values excellence and diversity to develop engaged, autonomous, and lifelong learners.

Our values of Love, Hope, Justice and Compassion, gifted to us by the Sisters of Charity, affirm our sincere belief in the potential of each young person in our care and our commitment to support their learning.

Guided by the Alice Springs (Mparntwe) Education Declaration, which promotes equity and excellence for all young Australians and supports them to become confident and creative individuals, the MSM Teaching and learning Framework identifies eight inter-connected priorities that shape and sustain our practice.



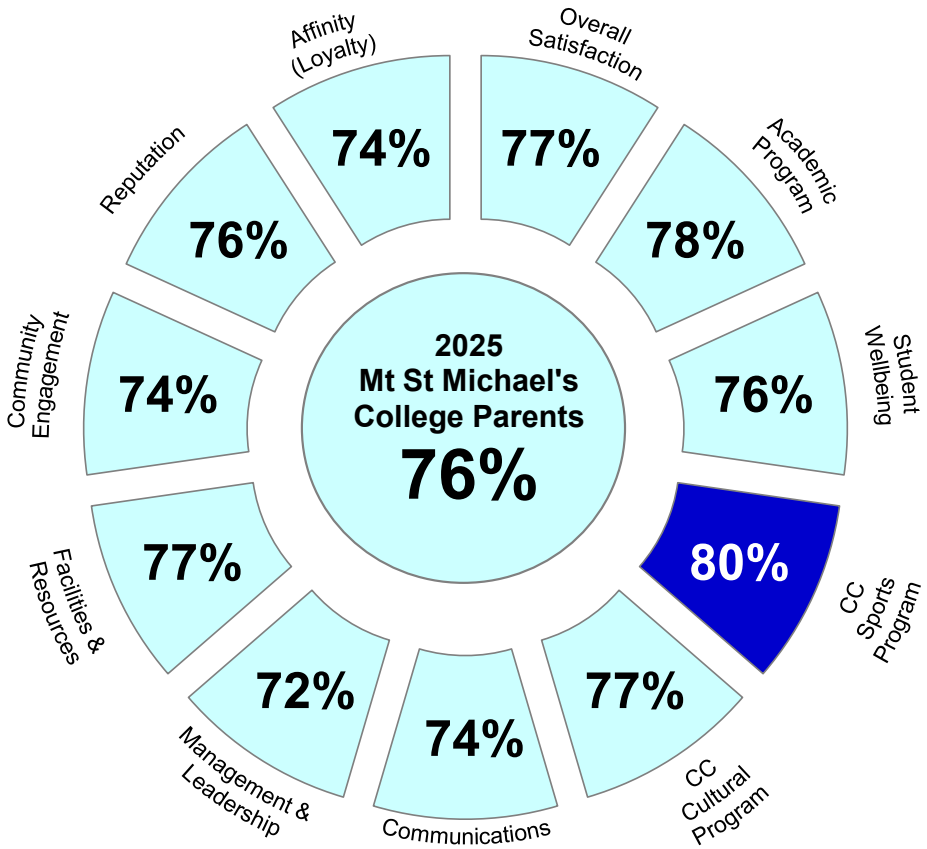
6. PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

During 2025 the College commissioned an independent, confidential "experience" survey of all school parents as part of our commitment to continually monitor and improve the quality of education that we provide to our students. A total of 316 parents completed the survey.

Overview of Key Areas

The 'MMG Wheel' below reflects the average scores for all parents across key areas.

Parents noted 'high' scores for 10 of the 11 areas and 'very high' score for the remaining area. The overall score is 'high' (76%).



Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

Expectations Met/Exceeded for Top 5 Most Important Areas

1. 73% of parents noted their expectations were met or exceeded in relation to the quality of teaching.
2. 81% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing.

3. 81% of parents noted their expectations were met or exceeded in relation to quality education at reasonable expense.
4. 82% of parents noted their expectations were met or exceeded in relation to the balanced education.
5. 87% of parents noted their expectations were met or exceeded in relation to the College's reputation.

2025 Mt St Michael's College Parents - What do you value most about your association with the College? Top 5
Student Happiness and Wellbeing
Friendships and Social Connections
Supportive and Caring Staff
Academic Quality and High Standards
Sense of Community

Parent extracts in relation to what they valued about the College:

How content my daughter is at school. The convenience associated with my daughter attending a local school

A respected learning institution for young girls

A sense of belonging for my daughter and friendships

Academic and Sporting Opportunities for my children

Beautiful staff who really connect with my children

Building a lovely community of families and girls that support and lift each other up and are educating our girls to be future leaders

Care level, communication

Catholic Ethos, humble and friendly girls, academic focus

Clear communication and confidence in my daughter's education

College has a beautiful inclusive culture and very supportive and warm

Community spirit, friendly and inviting nature

Connection to nice friends for my daughter, hopefully long term friendships will be forged – shared interests and connection to families that are similar

Excellent academic results. Good community service programs

Friendships – for my daughter and me

How much the teachers care about their students

I am impressed with my daughter's experience with Maths and Drama

I feel like a part of the community. My daughter is happy, well-supported and is a part of the school community also

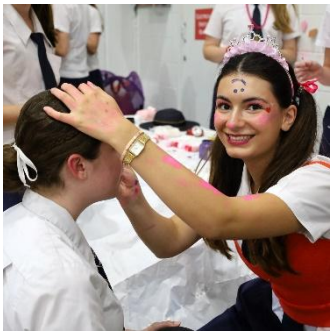
I value the College's strong community, focus on student wellbeing, and commitment to developing confident, resilient, and purpose-driven young women

It is a College that has wonderful values and has warmly welcomed my daughter into the community

7.Extra-curricular Activities

Mt St Michael's College promotes a holistic approach to education by encouraging active participation in a rich and diverse co-curricular program. This program encompasses four key domains: Mission, Academic Learning, The Arts, and Sport.

The co-curricular program is designed to support the formation of the whole person, fostering a strong sense of service, teamwork, student wellbeing, and commitment to excellence. Through these varied opportunities, students are encouraged to develop their interests, build confidence, and contribute positively to the College community.



Faith and Mission

Prayer and Spirituality

In 2025 all Mary Aikenhead Education Colleges celebrated a year focusing on our core value of Hope. In recognition of our College's Centenary, MSM chose *Hope Endures* as its theme for the year, reflecting our community's commitment to carry the values of the Sisters of Charity forward into the future. A celebration of 100 years of educating young women in faith and love, this year has allowed our community to reflect with gratitude, celebrating our history and accomplishments, and to look forward with hopeful hearts.

The azalea blossom was the symbol of our centenary. The gardens surrounding the heritage listed Grantuly Homestead are full of azalea bushes, and each spring they bloom in a riot of colour. Like the cherry blossom, the azalea is a floral symbol of hope. To commemorate our centenary, our community created a whole-school art project – a giant hope sign covered in thousands of handmade paper azalea blossoms.

To mark the College's 100th anniversary, a special centenary blessing was composed and the College commissioned a new processional banner, prayer plaque and ceremonial coolamon.

Our College's prayer life, which is rich and contemporary, reflected both our season of hope and acknowledgements of our centenary. At our Opening Eucharist, we blessed and welcomed the inaugural cohort of Year 5 students into our community. The Year 5 students were presented with a prayer card by representatives of the Brisbane Congregation of the Sisters of Charity. Our Easter Liturgy celebrated the hope and promise of the resurrection through a powerful retelling of the Passion story using drama and dance. Our ANZAC Day service focused on the experiences of Ashgrove people during wartime, and told the story of the Harney family, who once lived in the house that now serves as our Chapel. The 2025 NAIDOC Week Theme *The Next Generation: Strength, Vision and Legacy* drew from the College's own theme of *Hope Endures* to celebrate the strong emerging voices in First Nations art, music and leadership.

This year's Mary Aikenhead Day events formed the major component of the College's Centenary celebrations. The pinnacle event was a beautiful Centenary Eucharist held at the Riverlife Complex. Our staff and students were joined by Trustees of Mary Aikenhead Ministries, representatives from Mary Aikenhead Education, members of the Australian Congregation of the Sisters of Charity, members of the College Board, community leaders, parents and caregivers, alumni and former staff for a Eucharist celebrating 100 years of educating *in faith and love.* The Eucharist commenced with a powerful Welcome to Country from a Jagera leader and our own First Nations students, and a beautiful drama presentation reflecting on the story of Grantuly Homestead.

As is tradition on this day, our community engaged in service and community outreach activities, aligned with the vision of the Sisters of Charity. On this day, our students created:

- Year 5: 50 card and gift packs for Downs & West Community Support
- Year 8: 150 gifts for residents at St Vincent's Aged Care
- Year 9: 500 hand-stitched felt hearts for St Vincent's Palliative Care
- Year 10: 1000 birthing kits for women in Africa
- Year 11: 150 hand painted planter pots for St Vincent's Aged Care
- Year 12: Graduation Caps and Graduation Books for Year 12 students at Red Hill Special School

Formation

Our College Formation program continues to strengthen and consolidate, with revision and expansion of offerings a priority in 2025.

The College offers as 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 2025, with whole staff formation focusing on our core value of Hope. A highlight of this program was the annual Staff Retreat in June. This year's Retreat reflected on the story of the Sisters of Charity in Brisbane. Our staff undertook a pilgrimage, visiting sites of significance to the Charity story across the city. At the Boggo Road Goal, staff learned about the deplorable conditions of the prison 19th and early 20th century from local historian Jack Sims, the ministry of Sr Agnes Fitzgerald and her work at Boggo Road and the wider story of the order's prison ministry. At St Vincent's Hospital Kangaroo Point, staff completed a Q&A with former nursing administrator Sr Clare Nolan and visited the Sister's Centenary display to learn more about the Charity story in Queensland.

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 six 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 2025 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. Guest speaker Professor Cameron Parsell from UQ spoke about homelessness in Brisbane and how awareness, empathy and action can lead to lasting change.

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. A continued focus for 2025 was the recycling program "Containers for Change".

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 this year included "Washer Bunnies and Easter Egg" Fundraiser, financial 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.

6. ***MSM Cares*** – established this year to allow our Year 5 and 6 students an opportunity to serve in age-appropriate ways. MSM Cares takes on term-long projects, including Project Compassion (Term 1), SVDP Winter Appeal (Term 2), the Season of Creation (Term 3) and Catholic Mission's Socktober (Term 4).

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)
- Share the Dignity (whole school)
- Micah Projects (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 2025 major fundraiser, *Project Providence*, established a partnership the Religious Sisters of Charity in Ireland to support their ongoing ministry work in sub-Saharan Africa. For more than 60 years, the Sisters have worked in Nigeria and Malawi providing healthcare and education. In both countries, the percentage of girl children completing an education is among the lowest rates in the world. In Nigeria, 43% of girls have never attended any type of schooling. In Malawi, only 51% of girls finish primary school, and of these, fewer than 20% continue on to secondary school.

Through *Project Providence* – named to honour the legacy of our Sisters, who continually placed their trust in divine providence – the College raised $18 411, enough funds to provide scholarships to cover the total cost of a secondary school education (fees, uniforms, textbooks etc) for two girls, one from Nigeria and one from Malawi. The Sisters will oversee the management of these funds, and have provided updates to the College on the two scholarship recipients:

- **Lydia (12 years old, Malawi).** Lydia has successfully completed her first term of boarding school at a Jesuit secondary school in Malawi. She has sent a video to the College, expressing her gratitude to our community for the opportunity to go to secondary school.
- **Eliana (12 years old, Nigeria).** Eliana is currently enrolled at a boarding school run by the Sisters of the Handmaid of the Holy Child Jesus. Eliana wrote a letter of appreciation to Mt St Michael's College, expressing her gratitude for the opportunity to continue her education. The Sisters noted in their correspondence with MSM that Eliana had been out of school for some time, and that this scholarship would be transformative for her and her family.

Celebrating the Arts at Mt St Michael's College

Visual Art

Mt St Michael's College offers a vibrant Visual Arts program, supported by dedicated staff. Students are provided with a wide range of opportunities to explore their creativity and develop their artistic skills.

Opportunities to showcase student work are a significant feature of the program, with performances and exhibitions held both within the College and in the broader community. Year 12 Visual Arts students represented the College in the Creative Generation Excellence Awards for Visual Arts hosted by GOMA. Two Year 12 students received commendation awards.

Dance

In 2025, Mt St Michael's College provided a range of curriculum and co-curricular dance performance opportunities that supported student engagement in the Arts from Years 5 to 12. Dance groups active during the year included the Performance Ensemble, Dance Team, Mini Movers and the Liturgy Dance Group. Students performed at key College events such as Middle School assemblies, the MSM Open Evening, the annual MSM Dance Showcase, the MSM Talent Show, and a number of College liturgies, including Easter, Christmas and the Centenary Mary Aikenhead Day Liturgy. These performances enabled students to present their learning in authentic contexts and contributed to whole-school celebrations and community events. Participation in dance across the year formed part of the College's broader commitment to providing a balanced education that supports students' academic, creative and personal development.

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.

Music Soirées across the year featured students from a range of year levels providing opportunities for students in our curriculum and co-curricular music programs to perform in a supportive, authentic performance setting. Programs included solo and ensemble performances.

MusicFest1, themed "Neopolitan Ice Cream" and MusicFest 2 themed "Toy Stories" set the stage for an incredibly colourful and mesmerising evenings. Students showcased their talent with enthusiastic and confident performances, captivating the audience with a variety of musical styles

and instruments. From the lively rhythms of the percussion ensemble and concert band to the delicate melodies of the senior strings, guitar ensemble and string orchestra and the powerful vocals of the MSM Singers, Middle school Choir and College Choir, these events were a testament to their hard work and passion for their involvement in our music program.

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.

- MSM Singers – Gold (VE1A)
- Guitar Ensemble Gold (GE1A)
- Senior Strings - Silver ((SO1A)
- Concert Band – Gold (CB1B)
- College Choir -Silver (CH1A)
- String Orchestra Bronze (SO1B)
- Middle School Choir – Gold (CH1C)
- Percussion Ensemble – Silver (PE1B)
- Combined Marist-MSM Rock Band – Silver (CRA)

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 of occasions such as College Liturgies, assemblies, International Women's Day High Tea, the Father–Daughter Breakfast, Open Evening, Year 7 Orientation, MSM Celebrates, ANZAC Day commemorations, and the Year 12 Graduation Mass.

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

College Choral Program

- College Choir
- MSM Singers
- Middle School Choir

College Instrumental Program

- Concert Band
- Wind Ensemble

- Brass Ensemble
- Senior Strings
- Guitar Ensemble, Guitar Quartet
- Percussion Ensemble

Co-curricular The Arts Program

- Drama Club
- Drama Divas
- 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 encouraged to extend their learning beyond the classroom through a wide range of academic and co-curricular opportunities. The College fosters an environment in which highly motivated and self-disciplined learners can develop a strong commitment to learning, critical thinking, and intellectual curiosity.

Participation in national and state-level academic competitions provides students with authentic and challenging learning experiences. These opportunities enable students to apply their knowledge in new contexts, strengthen problem-solving skills, and engage with peers beyond the College community.

2025 Highlights Include:

- **QUEST Gifted and Talented Challenge** – *National Champions*
- **Australian Space Design Competition** – *State Champions*
- **Future Problem Solving** – *State Finalists*
- **Years 10 & 12 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
- National and International Competitions
- UQ Science Ambassadors

Special Interest groups and Clubs:

- Album Club
- Breakfast Club – Middle School tutoring
- Business Club
- Colourspace
- French Club

- History Club
- Japanese Club
- TED-Ed Club
- Writers Club

SPORT

The College participates in a wide range of sporting organisations, with its primary affiliation being the Catholic Secondary Schools' Sporting Association (CaSSSA). Through CaSSSA, students compete in core interschool competitions including swimming, athletics, cross country, and a variety of team sports.

In addition to CaSSSA, students represent the College across numerous state and external competitions, including:

- Water Polo Queensland
- FISAF Aerobics
- North West (10–12 years) and North West Independent District – Metropolitan North School Sport – Qld School Sport pathways
- Netball Queensland – Vicki Wilson Netball Competition, Super 7's Series and Queensland Catholic Cup
- Soccer – Uhlsport Cup and ISSA Cup
- Volleyball Queensland – Queensland Schools Cup
- AFL Queensland – Queensland Schools Cup
- Touch Football – Brisbane All Schools (BMTI) and Gold Coast Titans All Schools Cup
- QRU Rugby 7's – Q7's competitions
- Equestrian Queensland – 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 levels.

A significant focus in recent years has been on strengthening athlete development through specialised coaching and structured training programs. Targeted strength and conditioning (S&C), core stability, and aerobic fitness components have been embedded into existing programs to better align with the physical demands of each sport. Partnerships with external facilities and S&C professionals have enabled the delivery of foundational training sessions for student athletes. In the absence of onsite gym facilities, these offsite sessions remain the College's primary S&C offering and are integrated into seasonal training programs. While currently offered as an optional extension, there is growing recognition of the value of these sessions as a core component of athlete preparation.

The CaSSSA competition remains a cornerstone of the College's sporting calendar, delivered consistently across four term-based seasons since 2022. This program is complemented by an expanding suite of competitive opportunities, reflecting both evolving student interests and

broader trends in adolescent female sport. Several sports have experienced notable growth, reinforcing the College's commitment to remaining responsive, relevant, and forward-thinking.

Equally important is the continued development of non-competitive and social sport programs, which play a vital role in promoting lifelong engagement in physical activity. These offerings form part of a deliberate strategy to address the national decline in sport participation among adolescent girls.

At Mt St Michael's College, this trend is actively being reversed through inclusive, student-centred initiatives that prioritise enjoyment, confidence-building, and overall wellbeing. These programs are designed to foster positive habits and support the holistic development of each student.

A diverse range of non-competitive and wellbeing-focused opportunities 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 at every stage of their sporting journey, offering accessible and engaging opportunities that support both physical development and personal growth.

Managing the staffing and logistics required to deliver both competitive and social sport programs remains complex, yet essential. Under the leadership of the Director of Sport, the Sports Department continues to evaluate and refine its offerings in response to student feedback and participation data. Collectively, these programs contribute to a vibrant and inclusive sporting culture, and remain a highly valued aspect of College life, often complementing students' involvement in competitive sport.

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 (Uhlsport and ISSA Cup teams) Touch Football – (high performance teams) QSchools AFL	Soccer (Uhlsport and ISSA Cup teams) Water polo – preseason QSchools AFL – elimination finals Touch football – (high performance teams)	

A highlight of the year was the College's outstanding success in securing the CaSSSA Percentage Cup in Swimming, Cross Country, and Athletics, representing a significant whole-school sporting achievement.

Junior School Sport: Year 5

The introduction of the Year 5 cohort marked an important development for the College and its sporting program. This presented both an opportunity and a responsibility for the Sports Department to thoughtfully integrate younger students into the established sporting culture of

Mt St Michael's College. A key focus has been to ensure that students are introduced to the value and enjoyment of sport in a manner that is age-appropriate, supportive, and not overwhelming.

Year 5 students participated in CaSSSA gala days across Terms 2, 3, and 4, as well as CaSSSA Tennis in Term 1, which represent the primary competitive opportunities available to this age group. The cohort embraced these opportunities with enthusiasm, demonstrating a strong commitment to representing the College. Notably, the Year 5 Touch Football team achieved runner-up in their CaSSSA gala day competition, a significant accomplishment for both the team and the College.

In addition to these structured competitions, Year 5 students were invited to participate in selected secondary school programs, including Swim Fit, Run Club, Athletics Development, and Social Aerobics. Opportunities were also available to continue tennis participation through the College's Tennis Development Program across Terms 2–4. Dedicated primary offerings, such as Auskick AFL, further supported engagement at an age-appropriate level.

Importantly, Year 5 students were also integrated into higher-level representative teams, including Swimming, Cross Country, and Athletics, where they contributed meaningfully to the College's success in primary divisions at CaSSSA events. Training alongside secondary students provided valuable exposure to experienced athletes, fostering skill development while also strengthening a sense of belonging and connection within the broader College sporting community.

The inclusion of Year 5 teams in the College's competitive aerobics program further supported this integration, with students representing Mt St Michael's in FISAF competitions. These experiences reinforced confidence, teamwork, and a strong sense of identity as MSM students.

Overall, the Year 5 cohort demonstrated high levels of engagement, commitment, and enjoyment in their first year of sport at the College. Feedback from families has highlighted the positive impact of sport in supporting students' transition into the MSM community, strengthening peer connections, and fostering a sense of belonging.

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 remains a strategic priority and a defining feature of the College environment. The College recognises the strong connection between student wellbeing and academic achievement, and is committed to fostering a safe, supportive, and inclusive community in which all students are encouraged to flourish. Wellbeing is embedded across all aspects of College life, with all staff contributing to this through consistent practices and professional relationships.

In 2025, the College continued to implement its Positive Behaviour Strategy, aligned with a Restorative Practices framework and supported by an increased focus on trauma-informed practice. This approach promotes a positive and inclusive learning environment, supporting students to develop self-awareness, accountability, and respectful relationships. Staff participated in targeted professional learning in tiered behavioural support to ensure consistent and effective responses to student needs. Pastoral Leaders and the Dean of Student Wellbeing led this work, facilitating restorative conversations and processes focused on repairing harm, rebuilding relationships, and supporting student growth.

Impact and Outcomes

Throughout 2025, the College observed strengthened student engagement, greater consistency in pastoral and behavioural responses, and earlier identification of students requiring additional support. Transitions into the College and between year levels were supported through structured mentoring and peer leadership programs, fostering a strong sense of belonging. Feedback from staff and parents indicated high levels of confidence in the effectiveness and accessibility of the College's wellbeing structures and support processes.

Safeguarding and Duty of Care

Student wellbeing is underpinned by a strong commitment to child protection, safeguarding, and duty of care. Pastoral systems, behaviour responses, and wellbeing programs operate within clearly defined policy frameworks aligned with legislative and regulatory requirements. These structures support consistent practice, proactive risk management, and shared accountability for student safety and wellbeing.

The Positive Education Program continued as a key component of the College's wellbeing framework. Grounded in Positive Psychology and the Catholic tradition, the program supports students' emotional, social, and spiritual development. Delivered through structured lessons by specialist and Homeroom teachers, the program equips students with strategies to build resilience, foster gratitude, and develop a growth mindset. Staff participated in professional learning focused on wellbeing and flourishing, reinforcing the College's commitment to a positive school culture.

In alignment with the OECD's emphasis on human flourishing, the College has commenced a review of the Positive Education Program for 2025–2026. This includes consideration of formative assessment approaches to support student reflection and to provide insight into program effectiveness.

Student Wellbeing Team

The Student Wellbeing Team at Mt St Michael's College plays a central role in supporting a caring, inclusive, and supportive environment for all students. The team is committed to promoting 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. These staff work collaboratively to support students' emotional, social, and academic development, ensuring that wellbeing remains a key pillar of the College's holistic education model.

The College Counselling team, consisting of one full-time and two part-time Counsellors, provides professional support to students experiencing challenges related to mental health and wellbeing. Counsellors also offer guidance to parents and families. Services include individual and group counselling, restorative conferencing, student protection processes, and liaison with external agencies. The Counselling team contributes to the planning and delivery of the Positive Education Program, working in collaboration with Pastoral Middle Leaders and the Dean of Student Wellbeing to promote resilience, emotional literacy, and positive relationships.

Staff Capability and Leadership Sustainability

A key focus in 2025 was the continued development of staff capability in wellbeing-informed practice. Targeted professional learning supported teachers and Pastoral Leaders to respond to student needs with confidence and consistency. This shared responsibility model strengthens leadership capacity across the College and supports the sustainability of wellbeing initiatives.

The Mt St Michael's Wellbeing Centre continues to provide a dedicated space for student support. The Centre accommodates Pastoral Leaders and College Counsellors and includes meeting rooms and a reception area for wellbeing activities such as student meetings, family conferences, and restorative processes. The Centre also offers a calm and supervised environment for students requiring time to reset or engage in wellbeing strategies during the school day.

Positive Education Program

A Positive Education audit conducted in 2024 informed the continued development of the College's wellbeing curriculum. This resulted in the introduction of revised courses for students in Years 7–9, with additional resources identified for implementation across 2025–2026. These courses are embedded within the curriculum and are subject to ongoing annual review.

A Positive Education program has also been developed for the Junior School. The Year 5 course was introduced in 2025, with the Year 6 course scheduled for implementation in 2026. The Junior School program reflects the principles of Positive Psychology and is designed to support the developmental wellbeing and social needs of younger students. The Year 5 program focuses on strengthening students' ability to build positive relationships, develop emotional awareness, and respond effectively to challenges.

The Positive Education Program at Mt St Michael's College currently includes the following components:

- Positive Psychology principles and foundations (All students)
- Foundations of Wellbeing and Belonging (Year 5)
- Building Resilience and Positive Mindsets (Year 6 – from 2026)
- Character Strengths (Year 7)
- Performance Psychology (Year 8 – targeted program)

- Mental Toughness Program (Year 10 – targeted program)
- Coaching Psychology (Year 11)
- Coaching Buddy Program (Years 7 and 11)
- Flourishing Program (Years 11 and 12).

The infographic below outlines the components of the Positive Education Program and associated wellbeing supports.

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 and enables opportunities to work across year groups.

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.

Little Sister, Buddy and Coaching Transition Programs

The Year 5 and Year 9 **Sister Program** supports Year 5 students as they transition to life at the College, fostering a strong sense of belonging, confidence and connection. Year 9 Big Sisters act as positive role models, guiding their Little Sisters through routines, spaces and expectations while modelling the College values of hope, justice, love and compassion. Through shared activities, structured play and regular interactions, the program strengthens community bonds and develops leadership, empathy and interpersonal skills in both year levels.

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. In 2026, as the Year 6 students transition into Year 7, their Year 10 buddies—now in Year 11—will 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 (Years 7 & 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 College piloted the first step with all year levels and is reviewing its overall effectiveness for 2026.

The initiative involves three steps.
1. Assess Step-completed Term 3 2025
2. Reflect Step-completed Term 3 2025
3. Connect Step-commenced Term 4 2025

Assess Step – August 2025.
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 2025
Provision of feedback about student wellbeing and health via emailed reports to the College pastoral care staff.

Connect Step – Commenced October 2025 with Counsellor communication to parents and students, continuing into 2026.

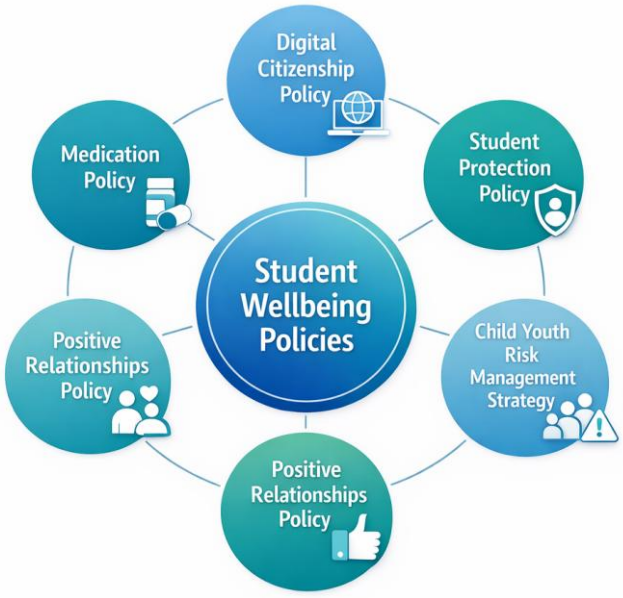
The following communication occurred for students who report elevated mental health symptoms on the included measures:

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 2025 to provide evidence-based interventions for our students. Units delivered are targeted to the specific areas of cohort need identified in the survey.

Policies

Core policies and frameworks underpinning student wellbeing at Mt St Michael's 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 remains a valued and integral component of College life. The College provides structured opportunities for students to develop leadership capabilities, including confidence, responsibility, and a commitment to service. Leadership formation is intentionally supported to ensure students are equipped to contribute positively to the College community.

Senior School Leadership

Senior students are provided with the opportunity to participate in the Student Leadership Team (SLT). Selection to the SLT involves a formal process, including participation in a Leadership Training Program and election by both staff and students. Appointed student leaders are formally commissioned at the commencement of Term 4.

In addition to the SLT, students have access to a range of co-curricular leadership roles across areas such as sport, the arts, and service. Students appointed to these roles are formally recognised at a designated College event.

Homeroom Captains are elected each term, providing ongoing opportunities for students to develop leadership skills within their peer groups and support the functioning of their Homeroom.

Middle School Leadership

Leadership development is embedded within the Middle School program. Students are encouraged to participate in a range of leadership roles that promote initiative, collaboration, and engagement. These roles include:

- Middle School Assembly Leaders, who contribute to the planning and presentation of assemblies;
- Homeroom Captains, elected each term to support peers and staff;
- Middle School Representatives, who assist with co-curricular activities;
- Big Sisters, who support the transition of Year 6 students into the College.

These opportunities support the development of student voice, peer mentoring, and active participation in College life.

Targeted Wellbeing Initiatives

In 2025, Mt St Michael's College implemented a range of targeted wellbeing initiatives in response to identified student needs and contemporary social contexts. These initiatives addressed key areas including consent education and respectful relationships, digital and cyber safety, cyberbullying prevention, social conflict, and road safety.

Age-appropriate consent education was delivered across year levels by an external provider, supporting students' understanding of personal boundaries, respectful relationships, and shared responsibility. Programs relating to digital citizenship and cybersafety were also implemented to support students in engaging safely and ethically in online environments, including strategies to respond to cyberbullying and manage social conflict.

Road safety and harm-minimisation education was provided through engagement with external organisations, including RACQ and Red Frogs, supporting student awareness of safety beyond the school context.

These initiatives contributed to the development of student wellbeing knowledge and skills and reflect the College's commitment to a proactive and preventative approach to student safety, wellbeing, and responsible decision-making.

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

Mt St Michael's College is committed to fostering inclusive and collaborative partnerships with parents in support of each student's education. Parents are invited to participate in College assemblies, liturgies and significant celebrations, providing opportunities to strengthen engagement with the wider College community.

Structured communication processes support parent involvement in student learning. These include Parent Information Evenings and Parent/Teacher conferences, which are conducted in both online and face-to-face formats to maximise accessibility. These forums provide opportunities for parents to engage with staff regarding their child's academic progress and wellbeing.

The Senior Education and Training (SET) Plan process, supporting students transitioning from Year 10 to Year 11, is a key point of collaboration between parents, students and the College. This process enables informed decision-making in relation to individual learning pathways.

Additional strategies that support parent engagement include regular College communications, student reporting processes, and opportunities for parents to participate in College events and activities. Collectively, these initiatives strengthen partnerships between the College and families and support student learning outcomes.

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;
- 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 5 and 7;
- "Welcome to MSM" Year 5 and 7 Family Interviews;
- Year 5 and 7 Parent Welcome Social Event;
- Year 5 Semester 1 and 2 Learning Showcases;
- Year 5 Grandparents' Day;
- Year 5 Mothers Day Liturgy and Breakfast;
- Year 5 Fathers Day Liturgy and Breakfas;t
- 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;
- Parent and Staff social gatherings for example Mothers' Lunch and Golf Day
- Open and transparent accessbility to Principal and College Leadership Team.

STAFFING INFORMATION

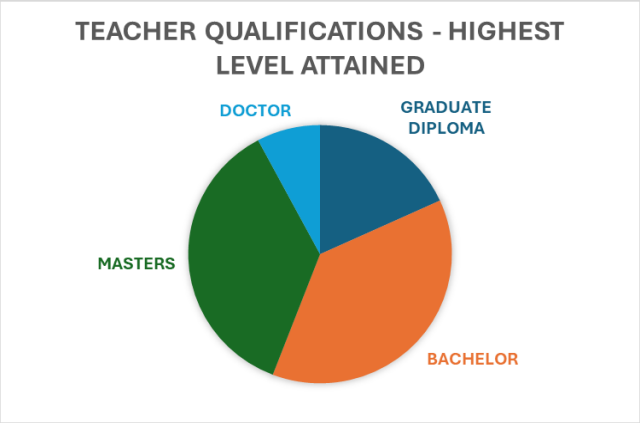
2025 STAFF CENSUS INFORMATION

	Teaching Staff			Non-Teaching Staff			Total Staff
	M	F	TOTAL	M	F	TOTAL	
TOTAL HEAD COUNT	16	61	77	9	36	45	122
TOTAL FTE	16	50	66	8	5	13	109

TEACHER QUALIFICATIONS

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

GRADUATE DIPLOMA	14
BACHELOR	27
MASTERS	30
DOCTOR	6



AVERAGE STAFF ATTENDANCE

In 2025, average staff attendance based on absences for personal/carer leave was 96%

RETENTION RATES

In 2025 our average staff retention rate was 81%.

STAFF ACHIEVEMENTS

At MSM we recognise that our staff go "above and beyond" to support our students. During 2025 three staff were recognised with awards:

- Elliot McGarry (Curriculum Leader – Health and Physical Education) was awarded an ACEL Queensland Pivotal People Awards for his contributions to educational leadership.
- Dr Caroline Taran was one of thirty one teacher in Queensland recognised for Excellence in Teaching on World Teachers' Day for her contribution to student learning, school culture and professional empowerment.
- Sherry Mulligan was inducted into Binnacle's 2025 Honour Board for outstanding excellence in program delivery for her work with the Sport and Recreation

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

10 years – Peter McFadden, Sherry Mulligan, Megan Paterson, Su Watt, Adam Watson
20 years – Nicky Romeo
25 years – Catherine Atkins, John Hamilton

EXPENDITURE ON AND STAFF PARTICIPATION IN PROFESSIONAL DEVELOPMENT

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

In 2025, a total of $57,500 was invested in staff professional development.

Professional learning activities during the year included a focus on:

- spiritual formation, including the Staff Retreat Day and preparation for participation in Student Retreats;
- Information and Communication Technologies, including the integration of Artificial Intelligence;
- the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and Inclusive Education;
- curriculum development;
- restorative practices;
- student wellbeing;
- student protection;
- leadership development; and
- workplace health and safety, including fire training and first aid.

Staff continued to demonstrate strong engagement with external professional learning, particularly through participation in Queensland Curriculum and Assessment Authority (QCAA) activities. A number of staff contributed as assessors, markers, and subject matter experts, further enhancing professional knowledge and practice across the College.

All teaching staff completed a minimum of 20 hours of professional development and five hours of formation during the 2025 calendar year, meeting the requirements for accreditation to teach in a Catholic school.

On Friday 12 August, teaching staff participated in a designated professional learning day, providing further opportunities to strengthen practice and engage in collaborative learning.

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 (www.myschool.edu.au). This information can be accessed via the 'School Finances' section on the website's homepage.

Families who are unable to access this information online, or who require further assistance, may contact the College to request a printed copy of the income breakdown.

10. OUR DISTINCTIVE LEARNING ENVIRONMENT (VALUE-ADDED)

Mt St Michael's College provides a distinctive learning environment that supports the growth and success of every student. Irrespective of evolving Federal and State educational requirements, graduates benefit from a holistic education grounded in Christian and Catholic values, enriched by a wide range of opportunities for personal, spiritual, and academic development.

Student achievement in external certification processes, including ATAR results, and in national assessments such as NAPLAN (Years 7 and 9), has consistently exceeded state and national benchmarks. These outcomes reflect the strength and coherence of the College's teaching and learning programs, as well as the commitment of staff and students to excellence.

The College's vision for graduates is articulated through the Five Cs, which underpin a values-based approach to education. This framework supports the development of confident, capable, and compassionate young women who are well prepared to contribute meaningfully to their communities and to respond to the challenges of an ever-changing world.

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 2026