



St Michael's Collegiate

## St Michael's Collegiate School

# School Performance Report – 2022 School Year

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The School is required to report to the School community on specific school performance information for the 2022 school year in order to comply with the Australian Government requirements.

### Our Identity

St Michael's Collegiate School is a learning community based on the Christian faith, that values its people, its place and its potential.

### Our Vision

To empower every student to embrace the fullness of life.

### Our Purpose

To learn bravely, together.

### Our Values

Courage, Integrity and Compassion.

### Our Motto

Beati Mundo Corde from Matthew 5:8-10 translates as 'blessed (are those) with a pure heart'.

### Guiding Principles

Integral to our success are the School's five interdependent Guiding Principles which are statements of what we value in our School community and what we wish to achieve.

1. Effective learning occurs in a positive, safe and inspiring environment.
2. Learning is internationally and culturally inclusive.
3. Quality staff meet the learning needs of every individual student.
4. Outstanding staff provide exceptional teaching and effective learning opportunities.
5. Dynamic learning environments, resources and technologies contribute to optimal student growth and development.

Developing and delivering on the aspirations embodied in these statements is a central imperative of our rich curriculum framework at Collegiate.

## Information about the School

Collegiate has an outstanding reputation for academic excellence – a reflection of the remarkable work that is undertaken by our staff and underpinned by a strong teaching and learning framework that challenges our students to be forward thinkers and problem solvers. However, our multifaceted curriculum reaches far beyond academia. A unique blend of artistic, sporting, outdoor educational, service learning, and overseas experiences are combined to develop self-belief, courage, leadership and resilience. Collegiate ensures programs cater for differentiated learning support and gifted education through our Enrichment, Differentiation and Gifted Education (EDGE) program.

Collegiate students participate in a broad spectrum of curriculum offerings and co-curricular experiences that range in diversity from service learning, participating in School performing arts productions in dance, drama and music, undertaking challenge and resilience building programs outside the classroom and involvement in activities which place them as connected global citizens. We actively promote relationships through our sister schools nationally and internationally through numerous exchange programs. Within our supportive environment we encourage students to learn more about themselves, the world in which they live and to prepare them for the future through our Careers Pathway Planning Program.

Reflecting our focus on the needs of our students, Collegiate offers a three campus structure to best cater for students as they progress through different developmental stages: Junior School Kinder to Year 4, Middle School Years 5 to 8 and Senior School Years 9 to 12. Each section of the School provides contemporary curricula and age appropriate learning programs aligned to the Australian Curriculum and the developmental needs of our students. In addition, Collegiate provides care for pre-school children in its purpose built Early Learning Centre. Within the physical environment of each campus the learning experiences are shaped in response to our students' stages of development.

As an accredited member of the Council for International Schools network our mission is to provide a global education with an emphasis on international mindedness. We are committed to developing ICT competency and digital technology opportunities strategically comprehensive teaching and learning programs and resourcing of our ICT provision. We provide a strong academic program within a broad based liberal education with an emphasis on inquiry, intellectual rigour, personal responsibility and commitment to others. Languages other than English are part of the core curriculum from Kindergarten to Year 7 and offered as electives from Year 8. There are programs for extension and academic support in all sections of the School through a well resourced EDGE program. We value and use a range of benchmarked indicators of learning to craft the learning program for each student.

We are committed to developing a community of excellence that cultivates the development of creative, confident, accomplished young women. We acknowledge the importance of student engagement, and of challenging and active learning opportunities. Excellent teachers support students through a program of student care focused on wellbeing and based on nurturing relationships through a model of pastoral care and academic mentoring. This structure promotes an environment in which students feel safe, gain a sense of identity, and become known and valued as individuals. Our supportive School community works collaboratively to ensure that each student receives the best education program we can provide.

Senior students are supported by a vertical House system, individual Mentors, professional counselling and a careers program. Leadership and service are valued at all levels of the School.

Through participation in leadership initiatives, all students are able to be part of the civic community that is the School. By providing a broad, well-balanced education the School helps develop an appreciation of diversity and a philosophy of life which will enable our students to be constructive and compassionate world citizens. Every effort is made to develop citizenship and individual character strengths within each student and we encourage them to pursue every opportunity in a caring but rigorous learning environment by fostering personal and academic excellence. We aim to create future oriented individuals who are sensitive to the needs of others and the environment and strong in service – students who hold a global perspective.

The School is recognised as a School of excellence with its strong academic charter well supported by a diverse range of sporting, cultural and co-curricular programs. Emphasis is placed on providing a caring environment in which students can flourish. Students are encouraged to have high self-esteem and be self-motivated. Collegiate is a non-selective school with an extensive record of exceptional results in all academic spheres. More information can be found on the School's website: [2022 TCE Results St Michael's Collegiate School](#).

Collegiate became the first Australian School to join the GOA (Global Online Academy). GOA is a non-profit organisation that reimagines learning to empower students and educators to thrive in a globally networked society. With experienced educators from around the world, GOA have utilised these educators to coach and design programs that allow students to discover new ways to learn from and engage with. GOA was founded in 2011 and has become a part of the Global Learning platform. Forming a partnership with Collegiate, we are able to offer a unique style of learning to our Year 10 cohort and access teacher resource programs to support current curriculum already being offered throughout the entire school. We are looking forward to this unique opportunity and promote this point of difference to our community and students. Building partnerships with international schools, their students and educators, and to have access to global thinking and learning opportunities, is an exciting and unique pathway for Collegiate and one our teachers and students will find both challenging and rewarding.

## **Governance Pledge**

Collegiate's Board has a commitment to achieve and maintain good school governance and investigated elements of best practice that are relevant to contemporary schools. During this process, Collegiate's Board and Management reviewed a research document prepared by Independent Schools Queensland, titled 'Independent School Boards: Taking the Good Governance Pledge (Pledge) which was published in 2016. The Board believes that this Pledge identifies the critical characteristics and care responsibilities to help ensure due diligence and good governance, specifically: cultural custodianship; satisfying and being answerable to the School community it serves; being principally accountable for the School's success; being responsible, transparent, informed; and continuously renewing and evolving to be the best it can.

Following analysis undertaken by the Board's Governance and Risk Committee and Management, we identified our compliance with the majority of the elements of the Pledge. This presented an opportunity for further enhancements to some governance processes. Each of the criteria set out in the ISQ document have examples of how to comply with the Pledge. These criteria have been addressed by the School and are either in place or imminent. On 24 May 2018, Collegiate's Board resolved to adopt the Good School Governance Pledge and review its compliance against the document at least annually. The eight components of the Pledge are outlined overleaf.

## **Good School Governance Pledge**

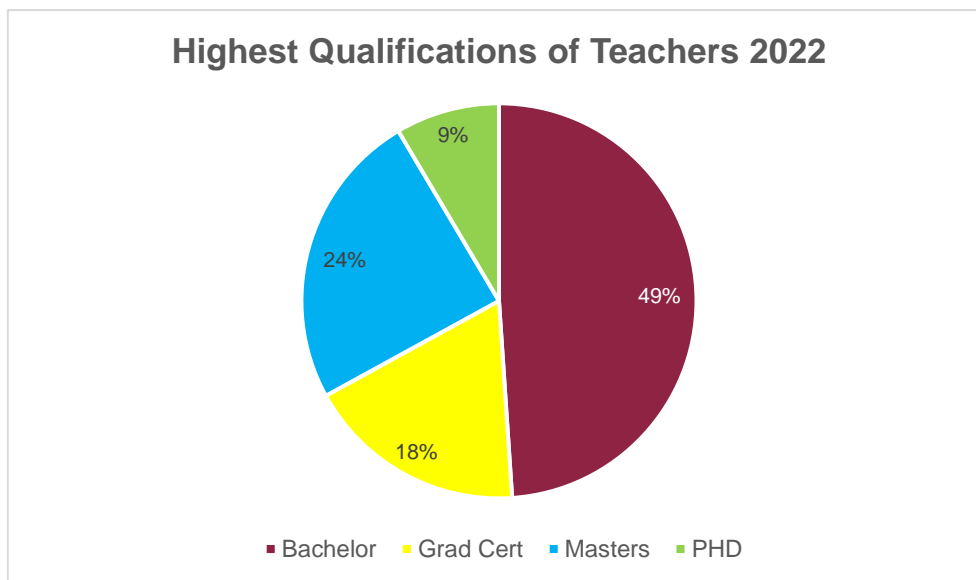
1. The Board is cultural custodian: The School Board proactively strives to incorporate the cultural and ethical components of the agreed ideals of school success in their own behaviour – Board conduct and behaviour models and is in line with what is expected of staff, students, and families of the School.

The Board is committed to the safety, wellbeing and protection of all students and children in our care. This commitment includes the provision of a safe and supportive learning environment for all students and children, and requires all employees, volunteers and visitors to model and encourage exemplary behaviour that protects students and children from harm. The Board promotes equity and respects diversity as outlined in the St Michael's Collegiate School Safeguarding Students and Children Policy.

2. The Board is custodian of school success: The Board takes steps to proactively inform itself of the expectations of the School community on a continuous basis and retains open lines of two-way communication to ensure that it invites and can receive unfiltered perspectives from key stakeholders. The Board reaches its own view on the agreed ideals of school success which are published and communicated effectively amongst the School community.
3. The Board evaluates school success, including culturally: The School Board has developed and implemented a means of evaluating, at least annually, the extent to which the agreed ideals of school success are achieved – including the incorporation of the valued culture of the School – enabling them to identify strategies for improving school success over time.
4. The Board's role and responsibilities are clear: Drawing on a range of accepted sources, and having regard to the agreed and published ideals of school success, the School Board has adopted a charter that sets out its role, and specifically that of its Chair and other office holders, vis-à-vis the Principal and what it regards as its responsibilities to staff, parents, students and other stakeholders. It makes this available to the School community on the School's website.
5. Board members take their responsibilities seriously: Board members prepare well, attend and participate actively in Board meetings with a view to ensuring that the School strives to deliver on its agreed and published ideals of school success and is protected from identified risks. The Board regards itself as accountable to the School community for these responsibilities.
6. The Board / Principal relationship is paramount: The Board regards itself as the primary source of holding the Principal accountable to deliver the agreed and published ideals of school success. It does this by ensuring that the Principal's employment conditions and role are clear, by setting annually the Board's expectations of the Principal against the agreed ideals, and by conducting rigorous performance reviews of the Principal, calling periodically on external help for this purpose.
7. The Chair is held to account: The Board Chair is the servant leader of the Board. S/he holds office only by the authority of those who are empowered to elect or appoint the Chair and regards her/himself as accountable to them and so accounts on a regular basis to the Board for her/his conduct in the role.
8. Board composition driven by ideals of school success: The manner in which the appointment or election of individuals to the Board occurs includes explicit consideration of the needs of the School in light of the agreed ideals of school success and also includes conscious and transparent consideration of the need for Board diversity and continuous renewal, having regard to the tenure of individuals within the Board and their continued contributions to the work of the Board.

## Teacher Qualifications

All teachers at Collegiate are registered as qualified to teach their respective subject and in their respective school section. All teachers undergo a process of professional reflection and growth and have been engaged in a wide range of professional learning in line with the whole School goals for 2022. The quality of learning is directly related to the quality and qualification of teachers and at Collegiate 33% of staff have a Masters' degree or PhD. The following graph shows a summary of the highest qualification of each teacher from Kindergarten to Year 12 in 2022.



## Key Student Outcomes

### ***Attendance***

The average student attendance rate for 2022 can be shown as follows:

<b>Junior School</b>	<b>Middle School</b>	<b>Senior School</b>
87%	91%	89%

### ***Attendance Policy***

At St Michael's Collegiate School, the attendance of each student is monitored by the Class Teachers in Junior School and Mentors in Middle and Senior School. If a student falls below approximately 90% attendance, staff receive an alert through our fortnightly attendance report. Heads of School sections keep track of trends and where attendance is unexplained, a meeting between the Class Teacher, or Mentor, the student and their parent / guardian ensues. If this student is an international student, the meeting will include the Head of School and the Director of Boarding. This meeting will examine the reasons for the absences and students and families are supported to improve attendance.

Various support services, accessed through the School, are utilised when dealing with students who are falling below required attendance rates. Professional counselling along with academic and careers advice are provided.

## NAPLAN Results

In 2022, the National Assessment Program – Literacy and Numeracy assessments were carried out for students in Years 3, 5, 7 and 9 in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

### Year 3

In all sections of Writing, Spelling, Grammar and Punctuation and Numeracy, 100% of students are at or above the National Minimum Standard. One student in Year 3 did not reach the minimum standard for Reading.

### Year 5

In all sections of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, 100% of students are at or above the National Minimum Standard.


### Year 7

100% of students were at or above the National Minimum Standard for Reading, Writing, Grammar and Punctuation and Numeracy and 98.7% of students were at or above the National Minimum Standard for Spelling.

### Year 9

100% of students were at or above the National Minimum Standard for Numeracy and Spelling, 98.8% of students were at or above the National Minimum Standard for Reading and Grammar and Punctuation and 96.5% of students were at or above the National Minimum Standard for Writing.

The table below shows a summary of the 2022 NAPLAN results:

	2017	2018	2019	2020	2021	2022
	<<		>>			
Compare to	<input type="radio"/> Students with similar background		<input checked="" type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	506	456	469	501	434	
Year 5	542	534	534	520	505	
Year 7	583	576	569	570	580	
Year 9	625	608	599	605	605	

**Interpreting the table**

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN participation for this school is 98%  
 NAPLAN participation for all Australian students is 95%

<sup>NB</sup> In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

Further analysis of the St Michael's Collegiate results for the 2022 NAPLAN testing can be found at: <https://www.myschool.edu.au/school/40035/naplan/results/2022#results>.

# TCE Results 2022

## Collegiate ATAR Results Summary 2022

St Michael's Collegiate School Year 12 students have achieved outstanding results in 2022 with 17% of students placed in the top 100 of Tasmanian students. 89% of our students achieved an ATAR. We had three students who were awarded an Office of Tasmanian Assessment, Standards and Certification (TASC) Outstanding Achievement in Vocational Education and Training (VET) Award for 2022 and one student awarded an Office of Tasmanian Assessment, Standards and Certification (TASC) Academic Achievement Award.

Eight percent of Collegiate students scoring an Australian Tertiary Admission Rank (ATAR) were above 99 placing them in the top one percent nationally.

Twenty-eight percent of Collegiate students scoring an ATAR scored an ATAR above 95 – placing them in the top five percent nationally and forty-eight percent scored an ATAR of 90 or more placing them in the top 10 percent nationally.

Eighty-six percent of Collegiate Year 12 students achieving an ATAR, scored an ATAR of 50 or above, placing them in the top 50 percent nationally.

The median ATAR score was 90.85.

### Tasmanian Tertiary Entrance (TE) Score

The Tasmanian TE Score is calculated by adding the five best subject scores from the pre-tertiary subjects satisfactorily completed by the student, with the proviso that no more than two of these can come from pre-tertiary subjects studied in Year 11.

Individual pre-tertiary subjects are awarded scores out of 20. Due to the scaling process some scores are scaled above 20 and it is possible to achieve a Tasmanian TE Score of above 100. Twenty-two percent of St Michael's Collegiate School students achieved a Tasmanian TE Score of over 100.

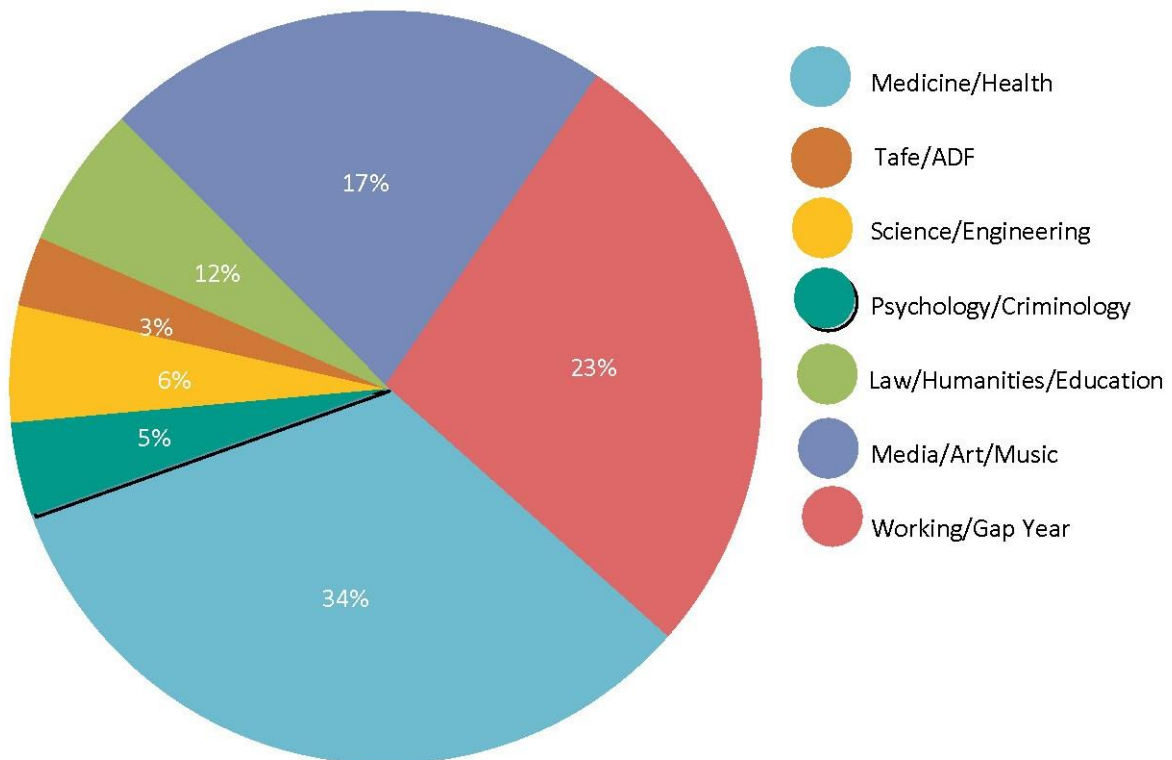
## Student Achievements

The 2022 School Magazine provides an overview of the achievements of students in both academic and cocurricular areas across all year levels in 2022.

# Post School Destinations

Post School Destinations, including Academic Areas Chosen by our Students

St Michael's Collegiate Institution Destination Data 2022





# School Finances

The School's income and expenditure data is summarised in the graphs below:

