



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Michael's School

268 High Street, ASHBURTON 3147

Principal: Anne-Marie Herbison

Web: www.smashburton.catholic.edu.au

Registration: 1477, E Number: E1159

Principal's Attestation

I, Anne-Marie Herbison, attest that St Michael's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 26 Feb 2025

About this report

St Michael's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement:

ST MICHAEL'S PARISH SCHOOL: A SAFE COMMUNITY OF ANIMATED LEARNERS
ENLIGHTENED BY FAITH IN GOD

Strategic Intent:

Through a distinctively Catholic lens, St Michael's commits to the full flourishing and animation of learners. Teachers will develop a growth mindset and build deep pedagogical knowledge and capacity. As active agents, teachers will collaborate using data, research and evidence to ensure maximum progress and growth for all. St Michael's will authentically engage our parents and forge strong partnerships establishing connected and innovative communities of life-worthy, hopeful and meaningful learning.

School Overview

St Michael's School is a Catholic Parish Primary School of the Archdiocese of Melbourne. St Michael's School is situated at 268 High Street, Ashburton, one kilometre west of Warrigal Road, and in proximity to the main Ashburton shopping centre and both the Alamein and Ashburton railway stations. The student intake areas comprise parts of Glen Iris, Burwood, Solway, Alamein, Ashwood, Ashburton and more recently the Chadstone area. These suburbs are predominantly residential areas.

St Michael's School is established and maintained specifically to serve St Michael's Parish faith community and is an integral part of the St Michael's Parish community.

We positively and actively recognise the strength of our vibrant community and are enriched by the partnerships between staff, parents, students and parish. We firmly believe that Catholic school communities like ours - teachers, staff, parents - are most effective when the community works together to educate the whole child emotionally, academically, socially, physically and spiritually. We identify ourselves as a community of learners where all students are personally known, encouraged and challenged by a dedicated, caring and professional staff. In 2024, we have 10 classes - Two Year Prep (Foundation) classes, three Year One/Two classes, three Year Three/Four classes and two Year Five/Six classes.

Each student at St Michael's has his/her learning enhanced through participation in the following specialist areas: Visual Arts, Physical Education, Performing Arts, Mandarin, Science, and Digital Technologies. Within the classroom, learning tasks are differentiated so that all students can develop in their learning at their own rate. We pride ourselves on recognising student abilities and meeting with parents to target learning areas as students need. Throughout the year many students were additionally supported in their learning through one on one and small group interventions in Literacy and Mathematics Intervention and in small group extension learning in Mathematics.

We had a number of students receiving Nationally Consistent Collection of Data for Students with a Disability (NCCD) funding. Our students were verified and submitted by our principal as part of the school's 2024 NCCD August census. Throughout 2024, staff at St Michael's School made learning and social/emotional adjustments and support for these students in learning situations and through playground observations.

During 2024, St Michael's School underwent the School Review process, during which all aspects of the school were reviewed and feedback sought by an external reviewer. Of note was the reviewer's reflection on the school's strong achievement in the area of writing as evidenced in the 2023 National Assessment Program - Literacy and Numeracy as well as the Year Three cohort's strengths in Reading and Writing from this assessment period. Two factors of which we are enormously proud and endeavouring to maintain.

Principal's Report

It has been another outstanding year as the Principal of St Michael's School, Ashburton! Taking part in our review process reflected the dedication and commitment of our staff in all facets of school life.

As a community we continue to build strong connections which support all our families to feel a sense of belonging. Our Parents and Friends Association eagerly planned events and took part in initiatives which all families were able to access. Consideration in these events is given to families, St Michael's Parish, partnerships we have secured, local businesses within the local community.

Our initiatives throughout 2024 included:

- Continued partnership and connection to St Michael's Parish, including welcoming a new Parish Priest in October.
- Comprehensive School and Parish Sacramental program offered within St Michael's School. Continuation of Sacramental Faith sessions, available for all family members.
- Continued engagement of parents in the St Michael's School Advisory Council with a focus on upgrading the school uniform and sharing of new MACS policies and procedures for St Michael's School.
- Whole staff professional learning in Melbourne Archdiocese of Catholic School Vision for Instruction initiative.
- Strengthening of staff knowledge and skills in the area of Restorative Practices in Wellbeing, inclusive of professional learning focus in effective classroom management strategies.
- Continuation of offerings of a range of Sports and activities through our Physical Education program.
- Continuation of strong communication between families and staff in provision of Student / Parent / Teacher Learning Conversation, focusing on student goals and growth in learning.
- Community annual Visual Arts Show in which all students displayed four or five pieces of their art works from the year.
- Engagement of School Review process to highlight successes and areas for future development for the upcoming four year period.

Catholic Identity and Mission

Goals & Intended Outcomes

To enable the full flourishing of all students

To re-contextualise the Catholic education in faith in ways that encourage dialogue and learning that will nurture our Catholic identity

That staff, students and parents will understand and strongly value the importance of Catholic faith and traditions.

Achievements

- 86% of staff indicate that the school makes time to pray in rich and meaningful ways.
- 85% of families indicate that the Catholic mission is well emphasised at St Michael's School.
- 89% of families indicate that respect for Catholic beliefs is emphasised at St Michael's School.
- 89% of families indicate that Catholic religious practices are emphasised at St Michael's School.
- 71% of students indicate they believe teachers present Catholic beliefs and practices in ways that make sense in the classroom.
- 93% of students agree that their class prays regularly.
- 73 % of students indicate that celebrations and traditions, such as prayer and liturgy, are regular features of school life.
- 62% of students indicate that their teachers encourage them to respect the religious beliefs and practices of others, an increase of 5% from the previous year's data.
- Over half the staff acknowledge that leadership create a culture which enables others to share their faith perspectives.
- 72% of staff indicate that they believe staff participation in prayer in the school is important.

Value Added

- The school is committed to providing many opportunities for students to celebrate the faith through engagement in daily prayer, meditation and liturgies.
- The students have been involved in creating Prayers of the Faithful for the various whole school and class Masses.

- The students designed and created their own class prayer cloths and class cross to represent their connection with God.
- The Religious Education Leader continued to attend professional learning provided by the Melbourne Archdiocese of Catholic Schools.
- Professional Learning about recontextualising scripture continued into 2024, as a follow-on from the 2023 focus.
- Families are made welcome to attend daily morning prayer sessions with their child's class.
- The school's Catholic identity generally reflects the preferred stance of being a recontextualised, dialogical school.
- Students are involved in several projects and community partnerships which evidence Catholic Social Teachings and bear witness to the Catholic faith. These are authentic opportunities for increasing student voice and agency.
- All families, Catholic and non-Catholic, in the sacramental levels were encouraged to attend the Family Faith Evenings related to the sacrament their child learned about in class.
- Students are encouraged to pray for those receiving their Sacraments throughout the year.

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

To maximise learning for all students through high quality teaching and shared practice, which is supported by evidence and research.

That student outcomes will improve for all students demonstrating expected levels of growth.

Achievements

Achievements

In 2024 MACSSIS and NAPLAN data indicate the following in relation to learning and teaching at St Michael's School

2024 NAPLAN data indicates:

- * In the area of reading, 83% of Year 3 students are in the 'strong' to 'exceeding' range for achievement
- * In the area of writing, 86% of Year 3 students are in the 'strong' to 'exceeding' range for achievement
- * In the area of mathematics, 77% of Year 3 students are in the 'strong' to 'exceeding' range for achievement
- * In the area of reading, 85% of Year 5 students are in the 'strong' to 'exceeding' range for achievement
- * In the area of writing, 85% of Year 5 students are in the 'strong' to 'exceeding' range for achievement
- * In the area of mathematics, 85% of Year 3 students are in the 'strong' to 'exceeding' range for achievement

2024 MACSIS (MACS School Improvement Surveys) data indicates:

* 71% of families reported that teachers in the school support students to engage with their learning

* 100% of parents in Yr 5 reported that they would recommend the schools to prospective families

* The school has had a 11% increase in students feeling like they belong in the last 12 months

* There has been an increase in how well teachers work together in teams to improve teaching and learning

Student Learning Outcomes

- Professional development and whole school commitment to the Vision For Instruction
- Revised Phonemic Awareness programs P-6 and continued the implementation of Little Learners Love Literacy and SMART spelling for new staff
- Staff embedded Daily Reviews in the area of Mathematics and English
- The Explicit Instruction module became a part of common teaching practice within planning and teaching
- Staff Professional Learning time allocated to work alongside lead teachers in planning learning progress for all students
- Explored the Seven cognitive principles with staff to become knowledgeable with the MACS Vision for Instruction
- Implementation of the Ochre novel studies for years 3-6
- Coached, modelled and implemented an Explicit Instruction learning sprint with the Year One/Two Team, focusing on the phonemic awareness program.
- Finalised Take Home reading library to include \$20,000 of decodable texts
- Staff set professional learning goals around Daily Review practices
- Literacy Leader assigned to two full days to support staff in delivering a specific and data driven literacy program P-6
- All teachers in Years F-6 continued to use and analyse Maths data to support our planning and to target teaching to the students' point of need.
- Differentiation of learning within the classroom, allowing for development of skills for all students
- Case Management process to examine "students of wonder" in order to collaborate on students' learning plans
- St Michael's Learning Diversity Leader and seven Learning Support Officers support learning across all year levels at St Michael's School
- Intervention in the area of Reading from Prep - Six with a fully qualified Literacy Intervention teacher alongside the Literacy Leader

- St Michael's specialist programs enhanced learning for all students and provided a range of learning experiences for all: Visual Arts, Performing Arts, Physical Education, Mandarin, and S.T.E.M.
- Continuation of new assessment schedule and data plan, commenced in 2023.
- Essential Assessment online data platform was used to support teachers to identify growth of students in the classes.
- PAT linear and adaptive online assessments were used to plot student growth and inform teaching
- Students in Years 5-6 who required extension in Maths were catered for via their participation in Maths Olympiad and other problem solving programs.
- Students in years 3-6 were given the opportunity to partake in the Australian Maths Competition.
- Students were involved in a range of sporting events. These included an F-6 swimming program, Yr 3-6 Cross Country event, Yr P-6 Twilight Sports day, Annual Athletics House Sports Carnival, Hoop Time. This year our Year 4-6 students took part in the School Sports Victoria 9x9 Easter Metropolitan Football event.
- Cybersafety lessons were implemented throughout the school with the Inform and Empower program which addressed current topics that were relevant to each year level.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	414	63%
	Year 5	527	80%
Numeracy	Year 3	418	77%
	Year 5	529	93%
Reading	Year 3	425	83%
	Year 5	527	90%
Spelling	Year 3	418	66%
	Year 5	515	90%
Writing	Year 3	415	86%
	Year 5	508	90%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

To enable the full flourishing of all students.

That students are optimistic, resilient, confident, motivated and connected learners.

That families will be empowered and actively engaged in the learning of their children.

Achievements

Achievements 2024 MACSSIS data (Student, Staff and Family annual surveys) indicates the following in the Student Wellbeing sphere:

- 71 % of parents feel that teachers at the school support you to engage with your child's learning
- 81% of parents feel that staff are approachable
- 81% of parents were positive about the communication processes within the school
- 75% of families were positive about the Information about engagement opportunities
- 80% of families felt that the school considered their family background.
- 91% of families felt that school leaders are approachable
- 71% of families understand the school's approach to the care and safety of students.

Value Added

- Commitment of the school to a dedicated Student Wellbeing Leader
- Continued strong commitment to the **Rights, Responsibilities and Respectful Relationships Program** taught in classrooms Prep to Year Six.
- Continued implementation of Zones of Regulation in classrooms and development of understanding about actions that can be taken to support students within the various zones.
- SW Leader working closely with Learning Diversity Leader and other school leaders to ascertain and problem solve wellbeing needs of students and effective strategies and programs that can support them.

- Continued engagement in the **Positive Behaviour for Learning** strategy, inclusive of support from Melbourne Archdiocese of Catholic Schools staff.
- Two staff completed Student Wellbeing Graduate Diploma or Masters Degree.
- Additional extracurricular activities provided for students to engage in.
 - Lunch time Library Club
 - Morning Running Club
 - Mini Vinnies
 - School Choir
 - Individual Instrumental lessons provided by "Hands On" Music company
 - After school Digital Technologies club
 - Lunch time & after school Chess clubs
 - Hoop Time (Years Three to Six)
 - Annual Netball competition (Senior students)
 - Year Five/Six Camp
 - Jump Rope for Heart participation
 - Eastern Region AFL 9x9 Mixed Football Competition

Student Satisfaction

Annual student data indicated the following in the 2024 MACSSIS surveys:

- An increase of 12% of students believed they were focused during their learning than in 2023.
- A higher percentage of female students felt more engaged / attentive in classes than in previous years.
- 77% of Year 4 students indicated a positive mindset about themselves as learners.
- A higher percentage of students in 2024 indicated that they feel they have opportunity to have an impact on their school.

Student Attendance

All parents are expected to contact the school via phone or email to communicate any absence for their child before 10am on the day of the student's absence. Each classroom's roll is complete by 8:55am and at 2:30pm each day. Any unexplained absence is communicated with administration staff. These absences are followed up with an automated SMS, then a phone call the same day. If the absence continues, parents are asked to attend a meeting with the principal. Any non-compliance is communicated to MACS and then strategies would be implemented to support the student's return to school.

Average Student Attendance Rate by Year Level	
Y01	90.5
Y02	90.3
Y03	90.2
Y04	91.7
Y05	87.8
Y06	83.8
Overall average attendance	89.1

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

To sustain a performance and development inquiry culture that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

That the performance and development culture of the school is strengthened and embedded.

That school climate particularly in relation to role clarity and staff empowerment will improve.

Achievements

- Implementation of Recontextualisation of Scripture through Religious Education lessons and through weekly staff prayers.
- Continued focus on the staff Collaborative Norms as a reminder to our commitment.
- Implementation of classroom strategies to support students in self regulating.
- Staff teams collaboration in uploading evidence in all areas as part of our school review in 2024 and celebration of our successes.
- Leaders' modelling of Daily Reviews in class and regular observations of the practice in classrooms.
- All staff making use of the Ochre Resources provided through the Melbourne Archdiocese of Catholic Schools in Literacy and Numeracy.
- Continued focus on individual staff professional learning plans. Annual Review Meetings conducted with the Principal to discuss and gauge feedback on these.
- Use of restorative practices in classrooms and on the playground.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Continued staff professional development in Recontextualisation of Scripture • Whole staff focus on the Victorian Curriculum 2.0 in preparation for full implementation. • All staff professional learning undertaken in the Melbourne Archdiocese of Catholic Schools Vision for Instruction. • <i>Science of Learning</i> Cognitive Principles • Principles underlying <i>Daily Review</i> practice • Whole staff professional learning focus in Classroom Management Strategies, led by Glen Pearsall. • Restorative Practices Professional Learning. • Collaborative professional learning lead by MACS Eastern Region office. • Continued professional learning in differentiation of the curriculum for all students, planning of learning adjustments and Personalised Learning Plans for students on the Nationally Consistent Collection of Data count. • Revisit of the strategies within the Positive Behaviour for Learning approach. • Digital Technologies forum provided for staff, parents and students in use of online platforms and staying safe online led by <i>Inform & Empower</i>. • Staff member accredited with Certificate IV in School Based Education Support through EduTrain. • Annual Child Safety professional learning. • Annual Disability Standards in Education training. • Annual Emergency management; First Aid; Anaphylaxis training for all staff 	
Number of teachers who participated in PL in 2024	20
Average expenditure per teacher for PL	\$940.00

Teacher Satisfaction

- Staff MACSSIS data indicated a 10% increase in 'Collaboration in Teams' domain
- 74% of teaching staff indicated a positive perception of relationships between staff and leadership.
- 81% of non-teaching staff indicated a positive perception of relationships between staff and leadership; an 11% increase from the 2023 data.
- The percentage of all staff at St Michael's School who indicate psychological safety in taking risks and making mistakes meets the MACS average in this area.
- 81% of non-teaching staff indicate a high perception of overall safety in the school; teaching staff match the MACS average in this area.

- 72% of non-teaching staff indicate confidence in the effectiveness of school leadership; teaching staff match the MACS average in this area.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	3
Graduate Certificate	2
Bachelor Degree	16
Advanced Diploma	3
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	20.95
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.61
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school, faith and the wider community to support learning and wellbeing.

That families will be empowered and actively engaged in the learning of their children.

Achievements

- The St Michael's School Advisory Council continued with strong leadership in 2024.
- Parents and family members are invited to attend all whole school masses / celebrations and weekly class masses.
- Parents are invited to be actively involved in all Sacramental programs and preparation, learning alongside their children about the various Sacraments of the church.
- Termly School Enhancement Sessions are held to which all parents are invited to attend. One session is coupled with the Parish for overall enhancement of the grounds.
- Extra-curricular clubs conducted included Running Club, Library Club, Chess Club, Coding Club and Mini Vinnies.
- Parent helpers are regularly invited to: pray each morning in all classrooms; support learning in classrooms; supervise on excursions; act as marshals at all sporting events; support PFA events - serve food, fundraise etc; support with large scale events, such as annual Christmas concert.
- Class and year level email groups are established each year to enable and enhance school and home communication.
- Year Level Contact information is shared to enable communication between families for social gatherings.
- Year level newsletters are shared each term with families, outlining the learning in all areas so parents can support what is happening in the classroom.
- Grandparents' and Special Friends' Day celebration was held onsite with a range of activities for families to engage in. A whole community mass was celebrated on this day.
- Mother's Day stall led by members of the Parents and Friends Association.
- Father's Day breakfast organised and prepared by our Leadership team.
- Use of the school Instagram Account to continue connection with parents and sharing with the community.

- An active Parents and Friends Association who support with fundraising and community building activities.
- Prep Information Session and transitions sessions for students commencing Prep in 2025.
- Operoo App used to support permission notes and greater communication with parents.
- Parents and extended family / community invited to the Arts Show Gallery, representing various student art works throughout the year. Parent support was garnered in preparing the hall for this biennial event.
- Increased use of the Seesaw App to communicate classroom learning to parents.
- Regular communication of use of Seesaw in the classroom and how parents can oversee student learning.
- Continued partnership with the Inform & Empower organisation to build cybersafety awareness and skills within the community. Parents partake in the 'Raising Kids in a Digital World' information session. This provides the parent community with the opportunity to inform them with the current digital landscape of primary school aged students and strategies to help support the use of technology at home.

Parent Satisfaction

The 2024 MACSSIS survey of parents indicate the following:

- 71% of families indicate positively that teachers support them to engage with their child's learning
- 91% of families indicate that school staff are approachable and are positive about the communication processes within the school
- 75% of families feel they are offered information about engagement opportunities; and increase of 25% from the previous year.
- 60% of families indicate that the school is welcoming of families
- 91% of families indicate that they believe the staff have respect for their child
- 91% of families indicate that school leaders are approachable
- 89% of families indicate that the school values their child's background

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.smashburton.catholic.edu.au