



Annual Report

2018



St Michael's  
Grammar School



### Who we are

St Michael's Grammar School is a leading coeducational independent school on a single campus from Kindergarten to Year 12, respected for its exceptional education, well-being programs and diverse learning community.

Deeply committed to an innovative approach to teaching, learning and caring, St Michael's empowers students to pursue their chosen educational paths, explore their interests and passions, and gain confidence in their unique strengths, talents and abilities.

### Our vision

St Michael's students will think critically and creatively, be able to communicate and negotiate, live with dignity, care and compassion, demonstrating respect for others and their environments as contributing global citizens. They will leave St Michael's with a strong sense of self. They will learn to recognise their strengths and confidently apply this knowledge to plan the next phase of their lives.

### Our values

The School's progressive culture reflects the spirit of its founders, the Community of the Sisters of the Church. Since 1895, their visionary principles of diversity, creativity and innovative learning have been deeply embedded within the St Michael's community.

At the centre of our community of learners are the values of Dignity, Respect, Care and Compassion, which are translated into daily actions through positive relationships and encapsulated by the School community's belief in autonomy and integrity.





**2018 has been an important year in the School's history as we have welcomed our new Head of the School, Mrs Terrie Jones, who has embraced the role and very quickly, with grace and respect (and an incredible amount of dedication and hard work), become an integral member of the St Michael's family.**

Under the guidance of Mrs Jones, the School embedded a strong focus on listening in 2018. We have worked with Independent Schools Victoria to carry out a comprehensive opinion survey of St Michael's students and our community, and Mrs Jones conducted interviews with all of our Year 12 students and with families leaving the School.

I would like to thank all who participated in this process and for taking the time to provide us with your feedback. The insights and the information that we have received from this listening process are invaluable and will inform every decision we make as we move into a new era of leadership at St Michael's.

2018 has been another year of heavy investment into our existing facilities with the long awaited completion of air conditioning in the Sisters' Building, rolling out our energy masterplan and

upgrading both our physical and IT security capability.

Our Scholarship Program has been overhauled to ensure it meets the needs of both our incoming students and our community. Our focus on equity within our Program remains intense and will not change.

We have made changes to our K-12 structure and we welcome new leaders into the junior and senior years. I am sure the fresh thinking and new ideas that they bring will augment the strong and valuable contributions already being made by our existing staff.

We finish 2018 in a strong financial position with our debt levels further reduced and our balance sheet robust. Our enrolments continue to be strong in an ongoing environment of challenge. For all of these reasons we have again worked very hard to ensure that our fee increases for 2019 were below 5%, which I am proud to say, for the third year in a row, is at the lowest end for schools in our sector.

With our new Head of the School in place, the Board is starting to turn to the future and consider what St Michael's will look like in 10 and 20 years' time.

Throughout 2019 we will be engaging in a strategic planning process, one with a clearly iterative and consultative approach, to distil a vision and intent for the next 10 years' of St Michael's, a vision in which we will all 'see our handprint'.

In closing, I wish to thank all of the staff for their dedication and hard work this year. I would also like to thank our many volunteers for their hard work and enthusiasm, and my fellow Directors for another year of dedicated contribution to the School.

Whilst there is change and evolution afoot, our foundations, our values, our governance, and our focus on excellence, do endure and will continue to inform the next exciting period for the School and its community.

**Mrs Fiona Mead**  
Chair of the Board









**2018 has been a year characterised by 'firsts' for me in the role of Head of the School. Consequently, it has been a year of listening and discovery, as I have been busy discovering the wonders of the School and what makes it unique.**

The word I chose to characterise this first year of discovery was 'Lift', introducing the idea that all members of the School community are crucial to a shared quest for lift. Throughout the year we have tried to make concrete the idea of lift as made manifest in the small things that seem at first so insignificant but in fact, are the leading indicators for the health of a culture and the effectiveness of a system. At a school level, we considered the ways in which we treat each other, the respect we show ourselves, the offer to assist someone, the commitment to seeing the positive in ourselves and others, caring for our beautiful School environment, our combined focus on learning and wellbeing, attention to detail, and the pursuit of personal excellence.

I have done a lot of listening over the course of the year. Listening, in particular to students, who spoke of the inclusive culture and the values of St Michael's, which were highlighted as considerable strengths of the School. In addition, the sense of being known as an individual was

singled out for mention and praise. The co-curricular program, the challenge inherent in the Outdoor Education Program and the breadth of opportunities available to students through immersions were also mentioned as things to cherish and preserve.

Broadly, areas for focus mentioned by the students accorded with the results of the Independent Schools Victoria Parent, Staff and Student Surveys. These included the importance of quality teaching that is consistently focused on preparing students for the next stage of their learning, close monitoring of student progress, developing student motivation and engagement in learning, developing even more opportunities for cross year collaboration and mentoring, and the acquisition of life and work readiness skills. These will continue to be priority areas in 2019 and beyond.

I want to thank all of the young people in the Class of 2018 – you have set a strong example for your peers and supported each other beautifully over the year. The world awaits – be brave and be kind, work with heart, soul and humility and do not forget you will always be welcome at your School.

A school is a community of contributors, with students at the centre, radiating out from which is a village of adults working with our young people in an endless act of generosity and optimism. I would like to thank all members of our School community who have given so much of their time, energy and commitment to ensure that we continue to offer opportunities for connection and engagement with our shared mission – to educate our students to find who they are becoming, what they wish to learn, and to discover their meaning and purpose in life.

There were many opportunities for community connection in 2018. We celebrated the reprisal of the concept of a school fair via the St Michael's Community Festival presented by the Parent Community Association, held 11 reunions for former St Michael's students and enjoyed many more parent and community events throughout the year that made visible the strength of our St Michael's community.

In 2019, we embark on the next Strategic Plan. There will be opportunities for students, parents and staff to be involved in this exciting and iterative process to envision our progression towards a shared and sustainable future. The year also promises us an exciting 12-month window to ready ourselves for the School's 125th Birthday in 2020.

**Mrs Terrie Jones**  
Head of the School



*Enabling the ongoing performance of our valued and talented staff.*

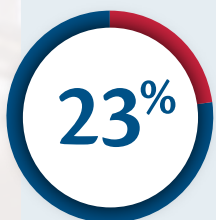
The progressive transition of the new Head of the School was an emphasis and focus for the People and Strategy Team throughout 2018.

In 2018, the *St Michael's Grammar School Enterprise Agreement 2018* and the *St Michael's Grammar School Music Tutor Individual Agreement 2018* came into effect, and a new recruitment and applicant tracking platform and onboarding platform were launched, streamlining these functions for the School.

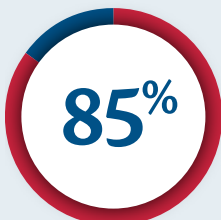
A major upgrade of the existing payroll system was successfully implemented and positively received by St Michael's staff. Reviews were undertaken across the School on a number of key functions, including Additional Learning Services, People and Strategy, Business, Induction, Knowledge Management and Volunteering practices, as well as the Leadership structure in Kindergarten to Year 6.

We continue to combine wellbeing, capability and capacity in systems and processes, enabling the ongoing performance of our valued and talented staff.

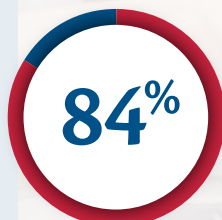
In 2018 ...



Approximately **23%** of our staff hold a master's degree and above



Approximately **85%** of our staff hold a tertiary qualification\*



Approximately **84%** retention rate of staff



**100%** of staff participated in the professional learning program

*\*All teaching staff have a prerequisite Bachelor Degree*



# Our Leadership Team

## Board of Directors



**MRS FIONA MEAD**  
**Chair of the Board**  
(Elected 26 April 2016)  
Commenced 28 April 2014



**PROFESSOR GABRIELE LAKOMSKI**  
**Deputy Chair**  
Commenced 22 November 2000



**MR ANDREW EDDY**  
**Director**  
Commenced 10 September 2012



**MS DALE FISHER**  
**Director**  
Commenced 26 April 2017



**MS ALANA KILLEN**  
**Director**  
Commenced 27 April 2015



**MR JIM MOSER**  
**Director**  
Commenced 26 April 2016  
Resigned 31 December 2018



**MR TOM ANGLISS**  
**Director**  
Commenced 14 November 2017



**MRS JOANNE LONERGAN**  
**Director**  
Commenced 24 April 2018

## School Executive



**MRS TERRIE JONES**  
**Head of the School**  
Commenced 1 January 2018



**MR GERARD HOULIHAN**  
**Deputy Head of the School**  
Commenced 1 January 2001



**MRS ANNABELLE KNIGHT**  
**Associate Head (Innovation and Learning)**  
Commenced 29 January 2002  
Contract concluded 31 December 2018



**MR TIM DORNING**  
**Associate Head (Teaching and Learning)**  
Commenced 28 January 2003



**MS VANESSA HANNAN**  
**Director of Engagement and Marketing**  
Commenced 8 August 2016



**MR FARAI MUFUKA**  
**Director of Business**  
Commenced 18 April 2017



**MRS PAULA SCHER**  
**Director of People and Strategy**  
Commenced 1 October 2018




**MS CLARE MURPHY**  
**Director of People and Strategy**  
Commenced 24 March 2010  
Resigned 17 October 2018



# Students

## Overview



*In 2018, St Michael's performed consistently above the state average in all NAPLAN testing areas.*

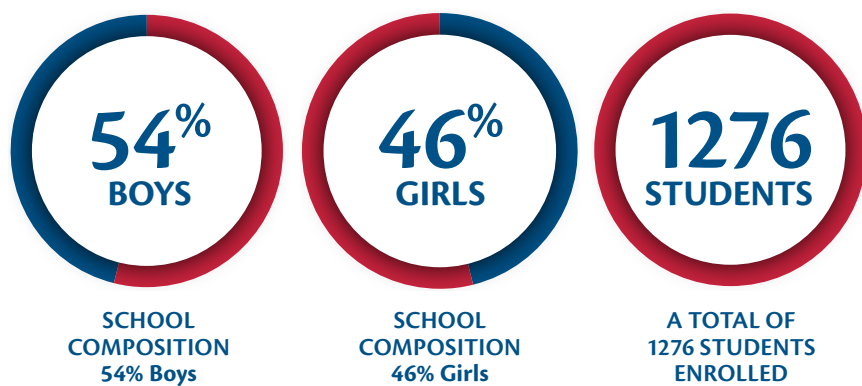
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for all Year 3, 5, 7 and 9 students in Australia. NAPLAN tests provide a snapshot of students' achievements relative to national benchmarks and national statistics.

In 2018, St Michael's performed consistently above the state mean (average) in all 20 of the NAPLAN testing areas, as the scores shown in the following graphs indicate. (Scores for 2017 are also given for the purpose of comparison.)

The School also conducted a number of student, parent and staff satisfaction surveys designed to aid continuous improvement of academic achievement, culture and support, and enhance the practices that ensure St Michael's remains a coeducational school of choice.



In 2018 ...



Year level	Attendance percentage*
Preparatory	95.19%
1	94.18%
2	98.30%
3	98.72%
4	97.47%
5	97.98%
6	96.63%
7	98.80%
8	98.03%
9	97.89%
10	97.88%
11	97.45%
12	93.94%

## Attendance


The average student attendance rate for each year level (excluding students in Margaret Thomas House, our early learning centre) is shown in the table (right):

\*In the case of student non-attendance, parents/guardians contact the School to report the absence that morning. For students to take leave of up to ten school days, parents/guardians notify the relevant Director in writing, well in advance of the leave period.

## Student Outcomes - NAPLAN

		YEAR 3		YEAR 5		YEAR 7		YEAR 9	
		Mean		Mean		Mean		Mean	
		2017	2018	2017	2018	2017	2018	2017	2018
Reading	State	444.5	448	514.6	521	550.7	548	582.4	591
	St Michael's	484	483	549	554	577	585	616	615
Writing	State	426.9	442	485.6	479	524	514	561	551
	St Michael's	463	453	505	490	549	528	591	561
Spelling	State	422.4	426	503.5	508	548.7	547	579.5	586
	St Michael's	434	436	518	522	553	561	591	594
Grammar and Punctuation	State	449.7	441	504.7	512	545.9	549	571.8	584
	St Michael's	472	456	538	542	577	571	598	597
Numeracy	State	420.1	419	501.7	504	559.7	556	593.3	603
	St Michael's	442	427	522	521	577	568	610	612





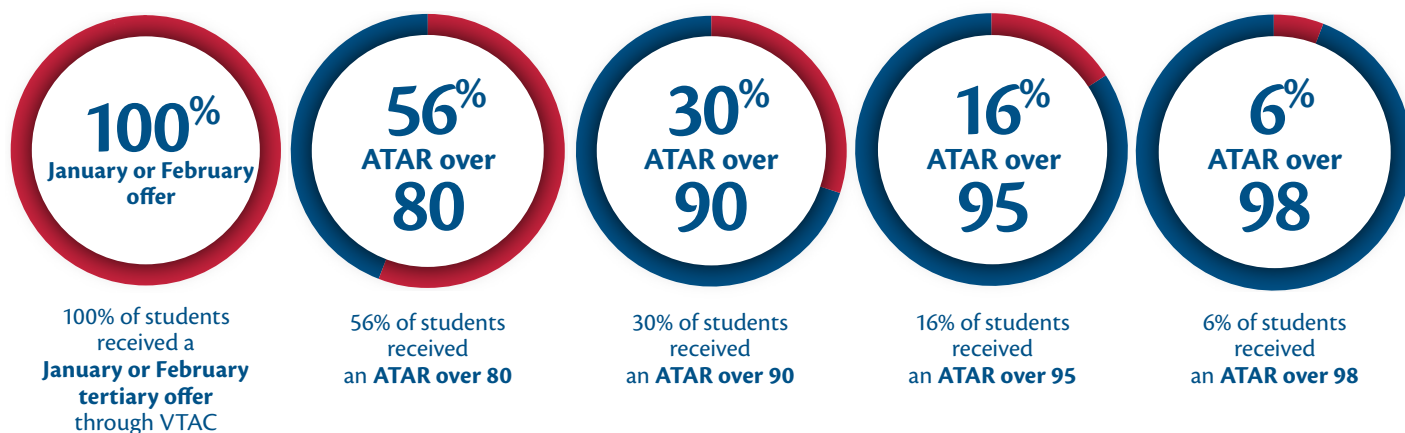
*We are very proud of our students' academic performance and congratulate all Year 12 students.*

At St Michael's, academic success is measured by the ability of our students to enter the next phase of learning in their preferred field, armed with confidence in their background, skills and ability to continue as confident learners.

We are very proud of our students' academic performance and congratulate all Year 12 students on their personal achievements. VCE success is their passport into a range of opportunities beyond school, and preparation for this is the School's fundamental obligation.

Students completing their education at St Michael's leave the School equipped with the confidence and clarity of purpose to make the most of the world's opportunities.





## Tertiary Offers and Destinations

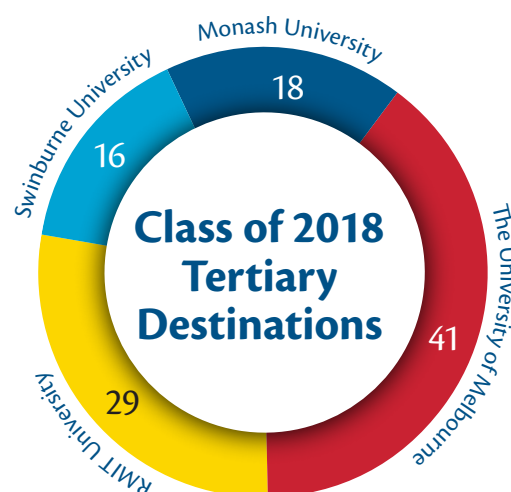
St Michael's students have a long history of continuing to tertiary study. This year, our students were offered places in a variety of tertiary institutions. From our Class of 2018, 142 students undertook VCE, and 131 of our students applied for tertiary courses. We are pleased to say that of the students who applied for a tertiary course, 100% received a January or February offer through VTAC.

**The majority of offers were from these major tertiary institutions:** —→

Students also received offers from a number of other tertiary institutions, including TAFE, foundation programs and independent tertiary colleges.

Reflecting the diversity of interests and abilities of St Michael's students, a wide variety of single and double degree courses were chosen by our students.

**The majority of offers were for courses in these areas:**



<b>Society &amp; Culture</b>	(including Arts, Forensic Science, Criminology, International Studies, Media and Communication and Psychology)	<b>46</b>
<b>Management &amp; Commerce</b>	(including Banking and Finance, Business, Commerce, Economics and Finance, International Business and Marketing)	<b>27</b>
<b>Creative Arts</b>	(including Design, Fashion Design, Film, Television and Animation, Fine Arts, Journalism, Media, Music, and Visual Merchandising)	<b>26</b>
<b>Natural &amp; Physical Sciences</b>	(including Biomedicine, Science, Science Advanced - Global Challenges, Science/Engineering and Science/ Veterinary Medicine)	<b>14</b>
<b>Health</b>	(including Exercise and Sport Science, Health Sciences, Nursing, Physiotherapy and Social Work)	<b>13</b>
<b>Engineering Related Technologies</b>	(including Aviation, Engineering, Engineering/ Innovation and Design, Engineering - Civil and Infrastructure and Industrial Design)	<b>8</b>
<b>Architecture &amp; Building</b>	(including Architecture, Building and Construction and Interior Architecture)	<b>6</b>
<b>Information Technology</b>	(including Computer Science, Games and Interactivity)	<b>2</b>



# Financials

Overview

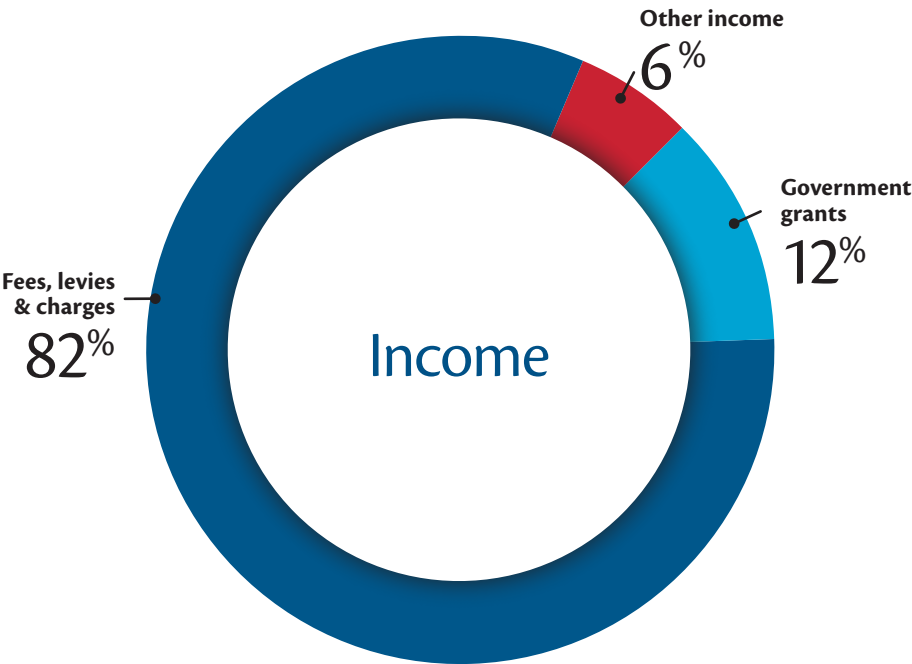




Financial sustainability is fundamental to the success of an independent school such as St Michael's. The 2018 year commenced with similar challenges to the rest of the independent education sector, including uncertainty in government funding. Through careful utilisation of resources and best practice financial management, the School continued to maintain a strong financial base, enabling ongoing strategic investment in our people and infrastructure to enhance teaching and learning for the benefit of all students.

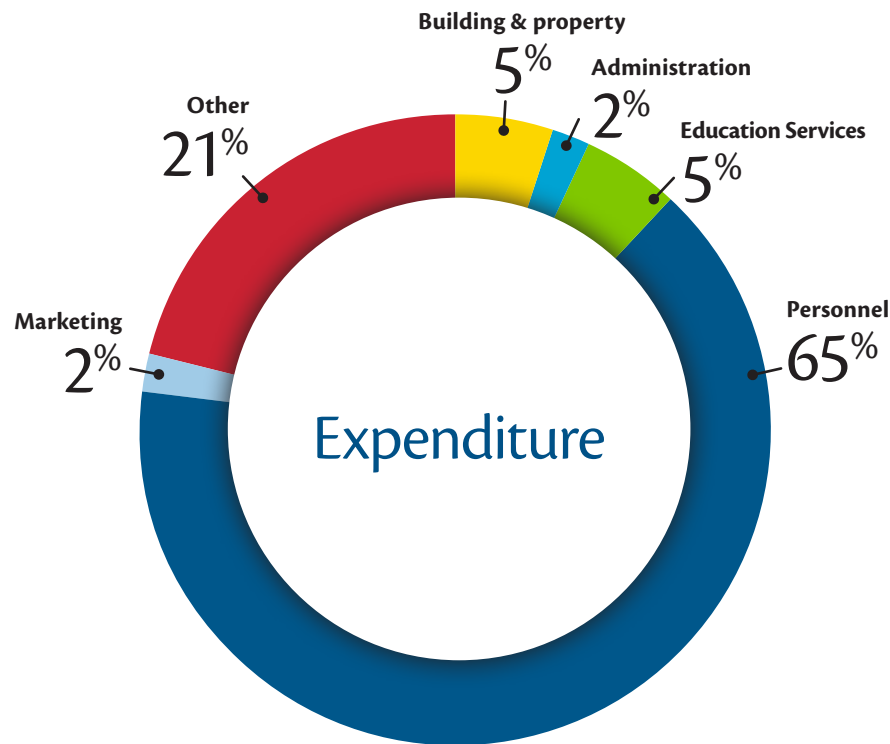
## Income

Tuition income is the significant revenue stream for the School and accounted for 82% of total income in 2018. Government grants accounted for 12% and other income accounted for 6%. Maintaining a strong enrolment base was a key driver in achieving these income levels.



## Recurrent Expenditure

School expenses in 2018 show that the major recurrent expense related to salaries, which accounted for 65% of the School's total recurrent expenditure. Other expenditure of 21% related to other personal expenses, depreciation and finance costs.







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