



# Junior School Handbook

2024



St Michael's  
Grammar School





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## Welcome to St Michael's.

When I started teaching thirty years ago, I entered the profession with a personal pledge that every child I had the privilege of teaching would feel valued and seen, and that in partnership, each year they would flourish academically and personally. I aspired to provide an exciting culture of learning in my classroom, based on building trusting relationships, and an environment that stimulated and supported my children to passionately seek answers, inquire and engage deeply in learning. I loved learning with my children and my colleagues. The sheer elation I felt when I saw a child grasp a new concept, develop a theory, question, challenge, or master a new skill is the same elation I still feel today. Quite simply, I love the buzz and energy of a vibrant learning environment.

“Our task is to help children communicate with the world using all their strengths and languages, and to overcome any obstacle presented by our culture.”

– Loris Malaguzzi, founder of Reggio Emilia's educational philosophy.

Many years later, I still hold fast to this pledge and the joy I feel has only grown over the years. Education is dynamic and requires a rigorous, open mindset and stamina. Although my younger self did not know about Reggio Emilia, when I connected with the philosophy over a decade ago, it aligned with my personal and professional belief. The philosophy has endured over many decades as it is grounded in research and continues to be relevant in our everchanging world.

Establishing optimal environments in which children can be their best selves requires schools and teachers to know their children and care about them. Teachers and leaders in schools must be experts in learning and be passionate learners themselves. We must understand how each child learns best, embed wellbeing into programs, allow children time to wrestle with challenges and understand their strengths and lesser strengths. Empowering children to have input into their programs provides a vital connection to the 'why' of learning. We have a duty to help children view themselves as citizens who have a voice, who are problem-identifiers and problem-solvers, and who understand their responsibility to be ethical, contributing members who can make a positive impact at school and in society.

The children of St Michael's Junior School are part of a vibrant and energetic K-12 community. Our vision, built on the traditions of the Community of the Sisters of the Church has laid the foundations for our innovative and responsive educational offerings. Our holistic approach to education is underpinned by a commitment to be inclusive and we hold preminent the values of Dignity, Respect, Care and Compassion.

The St Michael's child is **curious, confident, tenacious, agile, reflective, motivated, just and self-regulating**. Our programs are evidence-based and delivered to the highest standards. The foundational literacies are explicitly taught, within an inquiry approach to learning. Through engaging, powerful questions, our children are supported through a process of research and action. We provide a diverse range of subject offerings, allowing students to explore and utilise their strengths and we equip them with the skills and dispositions to thrive in a rapidly changing world.

The St Michael's experience means that we know your child, and that your child is supported to understand themselves and their capacity to contribute at a broader level. Empowering children, and supporting them from a very young age to understand how they learn best and how they can develop their knowledge, skills and dispositions to become their personal best is a gift they deserve. Our children learn how to grow in relation to others and understand their interconnectedness to their planet.

By giving children 'a hundred worlds' during their time at St Michael's, your child will walk away well prepared for life beyond school. They leave understanding their value, with a strong sense of self and understand they have enormous capacity. Our graduates leave with a passion and drive to keep learning **from, with** and **for** the world.

I look forward to welcoming your child to St Michael's.

**Mrs Nicole Armatas**  
Deputy Head and Head of Junior School





# Introduction

## Who We Are

St Michael's Grammar School is a progressive, coeducational Kindergarten to Year 12 school. We believe co-education positions our students to truly understand inclusivity, equity, respect, justice and compassion. These ethical capabilities are important to develop from an early age. Our approach is based on the view that knowing your students, and how they learn, has a greater impact than separating the genders.

Located on one site, our Kindergarten to Year 12 (K–12) structure provides flexibility for the design of learning experiences. The formal and informal contact and interaction with senior students fosters peer-to-peer relationships, and students across ages find meaningful opportunities to collaborate. The variety of collaborative activities and the more formal peer mentoring opportunities highlight the benefits of a one campus model.

This all starts in our Junior School.

## VISION

Our students are at the heart of a learning ecosystem designed to cultivate strong foundations in key areas of learning, creative and flexible problem-solving, independent thinking, effective collaboration and collective wellbeing. In a respectful, coeducational environment, St Michael's students demonstrate daily the power of confident, forthright young people working in synergy to solve the challenges of today and tomorrow.

## VALUES

Inspired by the Anglican tradition of the Community of the Sister of the Church since 1895, St Michael's Grammar School has evolved a holistic approach to education underpinned by a commitment to be inclusive of all who hold preeminent the values of Dignity, Respect, Care and Compassion, expressed within the School as 'DR CC'. Our values live in the School community informing and shaping our actions and behavioural expectations.

‘...a hundred worlds to discover  
a hundred worlds to invent  
a hundred worlds to dream.’

– Loris Malaguzzi, founder Reggio Emilia

## Our Philosophy

The Reggio Emilia Educational Project has inspired our approach to teaching and learning and our focus on thinking, collaboration and challenge.

We see children as strong, curious and capable co-constructors of knowledge and skills and this image of the child guides the development of all our programs. We encourage both our students and staff to be inquirers and researchers from the time they commence in our Junior School. We empower children to understand why curiosity, a growth mindset, and important dispositions support them to realise their learning potential and their capacity to take action on matters and issues that are important to them and their community.

Through a process of inquiry, children are supported to question, theorise, experiment, problem-solve, synthesise, reflect, analyse and apply. They express their knowledge and practise their skills in a variety of ways, or through what Loris Malaguzzi references as ‘the one hundred languages’. We view research as an attitude and an approach, for all members of our community.



## Guiding Inquiry Principles

### COHERENT

A coherent inquiry approach supports ownership of learning.

### POWERFUL QUESTIONS

Empowering learners to ask powerful questions.

### PURPOSE AND PROCESS

Purpose and process are valued as much as the final product.

### COLLABORATION

Knowledge, skills, ideas and values are exchanged to allow for problem solving and critical thinking.

### CREATIVITY AND DIVERSITY

Cultivating creativity and exploring diverse perspectives is crucial to effective learning.

### ENVIRONMENTS

Learning environments ignite curiosity and enable exploration of possibilities.

### TRANSFER

Learning is powerful when we act, reflect, improve and make connections to the broader community.

### CITIZENS OF THE WORLD

We learn from, with and for the world, understanding our impact as ethical citizens.

Within the framework of the Victorian Curriculum, exploration is incorporated into learning experiences, and we are guided by children's interests. Central to our way of being is respect for self, others, and the environment. This sense of self is affirmed through respecting and valuing our students' ideas and affirming their place as a member of a dynamic learning community.

We focus on the development of the ‘whole child’, a person mindful of their contribution to the world in which they live.

**In all aspects of their learning, we explicitly allow opportunities for students to utilise and reflect on the dispositions we feel are critical to prepare our students for an evolving world.**

We aim for our students to be:

<b>Self-regulating</b>	<b>Motivated</b>
<b>Confident</b>	<b>Reflective</b>
<b>Tenacious</b>	<b>Agile</b>
<b>Curious</b>	<b>Just</b>

**In the classroom, our emphasis is on ensuring our students have a strong foundation and developed competencies in the areas of Literacy and Numeracy.** This focus on the fundamental literacies, enables our students to research effectively and to engage in critical and creative thinking. Our educators are experts at identifying and responding to the individual needs and interests of our students. Continuous, timely feedback and online reporting provides the opportunity for students to set and reflect on goals and review their learning.

Parents are invited and encouraged to attend a range of celebrations and learning experiences, including Parent-Student-Teacher Conferences, information and discussion sessions, and many other special celebrations of learning.



# Our Spaces

Our buildings are designed to support our philosophy, and our programs allow for the diverse ways of learning and understanding. The places and spaces facilitate exploration and open possibilities for research.

The Junior School is predominantly housed in Marlton House, the original home of the School, and the award-winning Allan Pizze Building, with additional facilities in the School's newest building, the Gipson Commons.

The Allan Pizze Building and Marlton House classrooms accommodate team teaching, and students can often move independently between areas, into breakout 'chapter spaces' or 'atelier' spaces, enabling teachers to observe and facilitate learning while students retain their sense of trust and autonomy. Breakout spaces are designed for students' academic, social and recreational needs. Common areas, including technology facilities, are ideal for study and relaxation.

A feature of the Allan Pizze Building is the Chapter Spaces, which provide a quiet and calm place where children work collaboratively and self-direct their learning, under the supervision of their teachers and learning assistants. All children and staff share responsibility for the aesthetics and management of the environment, and the flexibility of these spaces allows for a responsive approach to catering for individual needs.

The Octavius Brown Kitchen Garden provides a hands-on experience of growing produce. The Kitchen Garden enables students to trace their food's path from plant to plate. It is also a wonderful, hands-on learning area for our students, where science, sustainability, food production and technology can be explored and researched on site. The Kitchen Garden serves as both a thriving outdoor learning space, and as a retreat in our urban school.

The Gipson Commons offers a true K-12 environment, with a versatile floorplan to accommodate a range of learning approaches. Junior School students can regularly visit the Gipson Commons, where STEM lunch classes take place and where 'Literature and Research' is explicitly taught. Children borrow books from the extensively resourced library, known as 'The Knowledge Commons'. The School café, 'Dolly's', is located at the ground level and all Junior School students can order from the café daily.

The Centre for Inquiry and Innovation (CII) has spaces that support inquiry learning, integrating both research and design thinking. It is a place to discover and connect ideas – both independently and in collaboration with peers and expert adults.







# Our People

The Junior School has a core team to support our students’ journey. It is structured to ensure that the holistic development and needs of each student is accommodated, with specialised teams of staff. The transition points are seamless, but also celebrated.

## Staff Structure for the Junior School

HEAD OF THE JUNIOR SCHOOL			
DIRECTOR EARLY LEARNING CENTRE	DIRECTOR P-3	DIRECTOR 4-6	DIRECTOR OF CURRICULUM (K-6)
Year level educators from Kindergarten to Year 6			
Head of Positive Learning			
Learning Leaders – in each of the core curriculum areas			
Head of Physical Education (K-6)			
Director of Sport (5-12)			
Head of Languages (K-12)			
Head of Visual Arts (K-12)			
Head of Music (K-12)			
Director of Performing Arts			
Director of Learning Services (support and extension)			
Learning Services educators			
Learning Services Assistants for each year level			
School psychology services			
School Chaplain			
Health Services Manager			



# The Programs – Curriculum

## St Michael's Grammar School Early Learning Centre

- Full-time from 8.40am to 3.15pm
- Approved for Child Care Subsidy (CCS)
- Funded for 3 and 4-5 year old children.

Our Early Learning Centre is an integral part of St Michael's. The 3YO Kindergarten and Pre-Prep programs are the beginning of a continuous learning journey that can take the children through to Year 12.

Our programs are influenced by The Reggio Emilia Education Project and we are guided by the Early Years Learning Framework.

We believe that each child is unique, possesses enormous potential and should be celebrated for the capabilities, wonderings and theories they have already developed before starting school. All children are valued for their ideas and opinions. We believe in inclusivity and diversity with respect for culture, faith, gender and ability.

Our Early Learning programs include:

- experiences in Music, Art, Creative Movement, Motor Development and Literature in the Knowledge Commons (Library) with our specialist staff
- a language program – Mandarin in Pre-Prep
- a Before School Care Program from 7.30am to 8.40am and an After School Care Program from 3.15pm to 6.00pm, run by the School and our own staff, in the Early Learning Centre
- Holiday Programs, run by the School and our own staff
- additional, user pay opportunities to engage in the Extended Tuition program.



## Prep to Year 6 Curriculum

We use the Victorian Curriculum and reference the Early Years Learning Framework (ages 0-5). Our diverse Prep to Year 6 (P-6) curriculum includes:

- The Arts, including dance, drama, music, visual arts
- English
- Exodus (Camps from Year 2)
- Health and Physical Education
- The Humanities – Civics and Citizenship, Economics and Business (Years 5 and 6), Geography and History
- Languages (Mandarin, Japanese and French), offered at particular year levels
- Literature and Research
- Mathematics
- Performing Arts program
- Sport
- Science
- Spirituality (Anam Cara Learning)
- Wellbeing – Positive Learning

In addition, we offer a range of STEAM (Science, Technology, Engineering, Arts and Mathematics) programs including Digital Technologies and Literacies and basic programming concepts. STEAM is integrated into our Transdisciplinary units of inquiry, so students make meaningful links, and is taught by a specialist staff member along with the year level teacher.





## The Classroom Core Subjects

We schedule blocked, uninterrupted time to these foundational curriculum areas to set children up for success.

### LITERACY

There is dedicated time devoted to the explicit teaching and learning of Literacy and Numeracy. Children in their first years of schooling are taught to be confident communicators and imaginative thinkers. Developing a love of literature early on is critical, and ensuring that our students can read, write, speak, view, create and reflect on written, spoken and multi-modal texts with accuracy, fluency and purpose will enable them to be effective learners throughout their schooling. We have an explicit approach to teaching:

- Reading and Viewing
- Writing (including spelling)
- Speaking and Listening

As children develop their fluency in reading and writing, they continue to learn how to use text structure and organisation, as well as how to express and develop ideas in an increasingly complex and differentiated manner. Students understand phonics through a specific and consistent approach to the teaching of spelling, and they develop their word knowledge to engage more sophisticated spelling strategies.

While children 'learn to read' in the early years, there is a focus on always 'reading to learn'. Making meaning in reading is fundamental to engagement and the ability to apply comprehension strategies across all curriculum areas.

### NUMERACY

In Numeracy, teachers start developing students' skills from the very beginning of their learning journey. Students learn the concepts and skills identified for each year level in the Victorian Curriculum across the three major areas:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

We also emphasise the importance of applying mathematical knowledge and skills in varied circumstances to solve simple and complex problems efficiently. We value mathematical fluency and focus on developing ingrained habits, as well as building the critical conceptual understandings of Mathematics. While efficiency is important, we understand that a positive mathematical mindset is also critical to success, and we therefore allow time for exploration and experimentation in Mathematics through hands-on learning and discussion. We invite debate and assist students to discover the various ways to find solutions to one problem.



### TRANSDISCIPLINARY INQUIRY – INTEGRATING KNOWLEDGE AND SKILLS ACROSS DISCIPLINES

Inquiry is not a subject we teach. Inquiry is an approach to learning and teaching, where students are invited to actively investigate questions and seek solutions or reach a meaningful conclusion. We encourage students to integrate their knowledge and skills from the disciplines taught across the Junior School to question, understand and solve real-world problems. Students use their skills of reading, writing, speaking, viewing, listening, mathematical reasoning, scientific deduction and ethical decision making and apply them to examining and researching real-world problems or provocations posed by educators. We seek for students to not just acquire knowledge but understand and apply it.

Each year level has several inquiry topics that are investigated and researched over the course of the year. Topics are identified based on students' own interests and are also informed by the Victorian Curriculum. Students are supported to action their research, which may be as simple as a letter to a parent to working with organisations outside of the school, to support community causes.

### TECHNOLOGIES – DESIGN AND TECHNOLOGIES AND DIGITAL TECHNOLOGIES

Our students, from the time they commence at St Michael's, learn how to use various technologies to innovate and create, within the context of their learning programs.

We have an explicit focus on the teaching of the skills of digital technology, although the skills are not taught in isolation. Students use computational thinking and information systems, and they are taught by both their year level teachers and our specialist staff who work across the School. The vast resources housed in the Gipson Commons means our students have access to all the latest technological resources, and they can access a variety of programs to enhance their skills and develop their passion. Students are also taught how to be respectful, responsible and safe digital citizens.

All students are issued with an iPad on enrolment, from Prep to Year 6.

### ASSESSMENT AND REPORTING

Assessment provides staff with critical information about each student's progress and we have a rigorous assessment program that commences in Prep. Our assessment includes both standardised and informal testing. The gathering, analysing and interpretation of evidence allows us to reflect on, and make informed judgements, about the next steps in each student's learning. The data is tracked across a year, and across the student's journey in the Junior School with Case Management meetings held regularly. Students receive a mid and end of year summative report. Additionally, staff across all curriculum areas provide ongoing feedback via our Learning Management System SchoL, and utilise Seesaw to make learning visible.



# Specialist Areas

Our Junior School students benefit from the extensive range of specialist subjects the School offers. We have dedicated staff and dedicated learning environments that invite our children to explore their passions and talents.

## THE ARTS

Each of the areas within the Arts are taught by teachers with specialised qualifications and a passion for engaging children to connect with the Arts.

### VISUAL ARTS

In Visual Arts our specialist art teachers design opportunities for students to see, think, respond to, and make art. Teachers encourage the children's creativity whilst embedding essential skills to allow them to grow in confidence and ability to explore and express their own ideas.

We offer two dedicated art spaces. Prep to Year 3 students work in smaller more focused groups, developing skills to support their self-expression. They are introduced to artists from all cultural and historical backgrounds and are encouraged to wonder and be curious and to use their questions as stimulus in their own artmaking. In Years 4 to 6, students work in a space within the studios of Frank Woods House, the specialised art house within the school. They begin to form a design process to enable them to communicate visually their ideas and thinking, learning to document their investigations from inception through to exhibition.

Learning from teachers who are practising artists themselves, students develop a strong emphasis on positive relationships through celebrating the joy and wonder of art and artmaking.

### DANCE, DRAMA AND MUSIC

The Performing Arts opportunities are diverse, with our core Music program running from Prep to Year 6. There is a balance of both choice and compulsory subjects, so children may gain experience in specific areas of the Performing Arts to allow them to make informed decisions about their future options as they progress through their schooling.

Students can participate in a variety of co-curricular music activities. Our instrumental ensembles include the Junior Band, Marlton Strings, Junior Guitar Ensemble and Junior Clarinet Ensemble. The Junior School choral program consists of the Harrison Choir (P-2), Harrison Choir (3-4), Harrison Choir (5-6) and the auditioned Chamber Choir (3-6). Our Junior students perform in Music Soirees, Assemblies, curricular Music Celebration Concerts and major music events including the Twilight Music Festival, the annual Spring Concert and Speech Night.

#### Performing Arts

	PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Music	✓	✓	✓	✓	✓	✓	✓
Curricular Instrumental Tuition	–	–	–	✓	–	–	–
Dance	–	–	–	–	✓	(choice)	–
Drama	–	–	–	–	✓	(choice)	–
Band	–	–	–	–	–	(choice)	–
Musical Production	–	–	–	–	–	–	✓
Co-curricular Music opportunities	✓	✓	✓	✓	✓	✓	✓
Private Music Tuition (fee-based)	✓	✓	✓	✓	✓	✓	✓

## Health, Physical Education and Sport

### HEALTH

Health is explicitly taught once a week, by a specialist teacher, along with the classroom teacher in every year level, with age-appropriate content.

### PHYSICAL EDUCATION

Physical Education is a compulsory subject taught from Prep to Year 6, with a focus on fundamental skills in lower primary and elements of teamwork, strategy and health-related fitness in the upper primary levels.

### SPORT

In addition to Physical Education, students from across the School take part in House Sport. House Sport events include Swimming, Athletics, Cross Country, Aerobics and a range of team sports. Students in Kindergarten to Year 2 participate in non-competitive events, which celebrate student learning and encourage the development of team spirit.

Students from Years 3 to 6 represent their House at the three major House carnivals. From these events, Years 4 to 6 students will be selected to compete in the South Yarra District Sports Association (SYDSA).

As part of the interschool Sports Program, St Michael's is a proud member of the Co-educational Independent Primary Schools Sports Association (CIPSSA) for Years 5 and 6. Weekly sport is compulsory for students in Years 5 to 6 for the Summer (Terms 1 and 4) and Winter (Terms 2 and 3) seasons. Compulsory sport is held on weekdays, so students have the opportunity to spend time with their family and establish connections with local community sporting teams on weekends.

#### Health, Physical Education And Sport

	PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Health	✓	✓	✓	✓	✓	✓	✓
PE	✓	✓	✓	✓	✓	✓	✓
Gymnastics (2x10week blocks)	✓	✓	✓	–	–	–	–
Swimming (2x10 week blocks)	✓	✓	✓	–	–	–	–
Swimming (weekly)	–	–	–	✓	–	–	–
Intraschool Sport	–	–	–	–	✓	–	–
Interschool Sport	–	–	–	–	–	✓	✓



## Languages – Mandarin, French, Japanese

All children at St Michael's study a Language other than English from Pre-Prep until the end of Year 9.

### Languages on offer at St Michael's in 2022 – Prep to Year 6

	PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		(choice of one language)	(one language, continued, chosen in Y1)	(one language, continued, chosen in Y1)	(one language, continued, chosen in Y1)	(one language, continued, chosen in Y1)	(one language, continued, chosen in Y1)
<b>Mandarin</b> *Phased in from 2020	✓	✓	✓	–	–	–	–
<b>French</b>	n/a	✓	✓	✓	✓	✓	✓
<b>Japanese</b> *Phased out from 2020	n/a	n/a	n/a	✓	✓	✓	✓

As students near the end of Prep, with the support of their families, they are able to choose to study either French or Mandarin for the remainder of their Junior School years (until the end of Year 6). It is important for families to support their child in this choice.

In Year 7, students will be offered the chance to continue with the language they learnt during their Junior School time, or they may choose another language. The languages on offer from Year 7 are French, Japanese, Italian-beginners and Mandarin-advanced. All languages in the Junior School are taught by expert staff.

The main aim is to develop our students' confidence to interact as authentically as possible in the language they have chosen to learn. We use a gesture-based approach. This allows students to represent vocabulary and expressions visually and kinaesthetically, helping students learn and remember the language found in plays, stories, songs, games and simple daily situations.

In keeping with St Michael's Junior School philosophy, we integrate an inquiry-based approach to the Language classes, allowing children to direct their language acquisition according to class-discussed objectives.

## Literature and Research Skills (Library)

In addition to the core subject of Literacy, we also focus on nurturing and developing an informed love of literature, and teaching children the vital skills and techniques required to research.

Held in the Gipson Commons, the extensive range of resources on offer will cater for even the most discerning tastes. Students are taught by qualified librarians, starting in our Kindergarten.

Students are encouraged to study and explore authors and illustrators' techniques and styles, and to understand and interpret a range of literary texts including picture books, novels, graphic novels, and poetry. They are explicitly taught how to navigate libraries and locate resources. They are taught the structure of non-fiction texts and how to find information. Students engage with activities to identify and expand their reading preferences and practise skills for how to choose an enjoyable book for independent reading.

Our Literature and Research staff work closely with classroom teachers to support the research and learning occurring in classrooms.

## Spirituality (Anam Cara Learning)

Anam Cara, meaning 'soul friend', is our spirituality program, which supports the life messages children learn during Chapel and Eucharist, and complements the Positive Learning Program. During Eucharist or 'Calm Space' time, students in Years 5 and 6 are provided with time and space for worship or personal reflection. This occurs once per week.





# Wellbeing and Pastoral Care

St Michael's reputation for fostering students' wellbeing is widely acknowledged. During a student's time at St Michael's, they develop an understanding of a positive approach to wellbeing. They will learn skills necessary to demonstrate self-awareness, regulation and personal efficacy, as well as how to connect with others and identify opportunities to engage meaningfully with society.

In the Junior School, there is an explicit focus on health education and wellbeing. During class time, the students engage in learning more about their own physical and mental health and wellbeing, through a sequence of carefully designed sessions. The Head of Positive Learning works alongside classroom teachers to explicitly teach areas such as self-awareness and management, managing emotions, relationships and diversity, and collaboration.

The children also learn to recognise and develop their Signature Strengths through our Positive Learning program. This is intertwined in every subject of the School, from our Kindergarten through to Year 12. It forms an important part of children developing their sense of selves as citizens and learners.

There are four Houses from Kindergarten to Year 6 and each student is supported by a close-knit House group, jointly representing their House in community events, performances, assemblies and sporting contests. Students take great pride in their House affiliation, with friendly rivalry adding a sense of excitement to life at the School. Some students follow in their parents' or grandparents' footsteps by joining the same House.



# Student Leadership

We encourage all our students to develop leadership skills, and this begins in the Junior School.

Our Year 6 Leaders are an important part of the Student Leadership Team. In addition to the Co-Captains and Co-Vice-Captains, leadership roles for Year 6 students include Music Co-Captains, House Co-Captains, STEM Leaders, Environmental and Community Action Leaders, Sacristan and Mentors.

Students across the Junior School are also members of the Student Representative Council (SRC) and work with their Senior School colleagues to look at opportunities to support causes in the local and broader community, as well as have genuine input into decision making of areas like programs, uniform, events and general student engagement opportunities.

Other leadership opportunities exist for students across Prep to Year 6 in areas such as Community Action, Environmental Action and Indigenous Education.



# Co-Curricular and Extra-Curricular

## Outdoor Education – Exodus

Incorporating the beauty and vastness of Australia into the holistic learning process, our Outdoor Education Program has been an important part of the educational journey at St Michael's for more than 30 years. The St Michael's Outdoor Education program, the 'Exodus Program', commences in Year 2.

Outdoor Education is compulsory for students in Years 2 to 11. The emphasis is on personal growth through outdoor experiences, focusing on three strands: self, others and the natural world.

## Community Connections

St Michael's has a long and rich history of volunteering in the community. Our Community Action Program runs throughout a student's time at the School, informing, educating and empowering them to consciously choose to make a positive contribution to society.

From supporting charities locally in St Kilda, nationally and globally, our students have a deep, authentic understanding of why and how they can make a difference. Activities are student-led and involve the entire Kindergarten to Year 12 cohort, including staff, parents and the wider School community. The highlight every year is the Merry Month of May, a dedicated month of raising funds and awareness for community organisations chosen by the students.

## Extra-Curricular – Clubs and Extended Tuition

These offerings are designed to enrich and extend on the learning experiences of our Junior School students. Some are offered during the school day and others after school as part of our Extended Tuition Program. They change each term, but can include (and are not limited to) the following:

- Makerspace Club
- Robotics Club tailored for all ages
- Young Engineers
- Fizz Kidz Science Program
- Art Play
- French Club
- Mad About Club
- Dance
- Immerse Drama
- Environmental Action
- Reconciliation Action Plan Club (RAP Club)
- Chess
- Book Club
- Kitchen Garden
- Before school swimming/cross-country/athletics squad training
- Community Action

# Uniforms

School Uniform is compulsory for all students from Kindergarten to Year 12. Children in Early Learning are required to wear a uniform from 2024.

The St Michael's School uniform enables our students to develop a sense of community and belonging, define our identity and provide a link from one generation of students to the next. As custodians of this legacy, students are expected to wear the uniform with dignity, pride and respect. The present St Michael's uniform is contemporary and practical and provides flexibility across a range of activities and conditions.

## Second-hand Uniform Shop

In keeping with St Michael's commitment to sustainability we encourage parents to recycle uniforms through our Second-hand Uniform shop. The Parent Community Association (PCA) coordinates the sale of second-hand uniforms, and stock is carefully checked for quality. Any items that are not up to our strict standards, outmoded uniform items, or items which have not sold within a year, are donated to charitable organisations servicing overseas communities in need.

The sale of second-hand uniforms provides an opportunity for members of the community to purchase quality uniforms at a reduced price, usually around 60% of the new retail price. The service is widely used across the School.



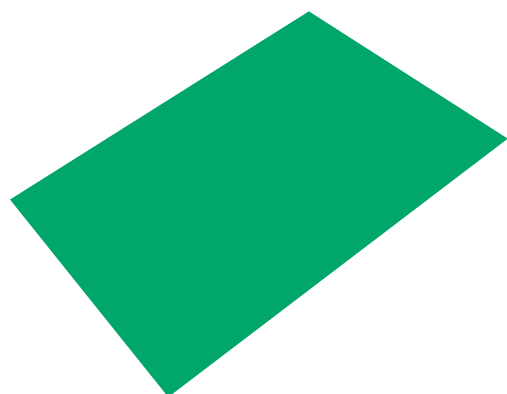


# The enduring benefits of a St Michael's education

Preparing our students for their future beyond St Michael's is at the very heart of what we do. Throughout their time at St Michael's, students are supported by our committed teaching staff, who recognise their personal and academic strengths, and empower them to tread their own path and excel in their areas of choice.

Their time in our Junior School provides a strong foundation for a love of learning and a capacity to develop new skills that will prepare them for every stage of their education and life beyond school.





# St Michael's

Grammar School

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