

School Performance Report 2020

Australian Education Act 2013

SCHOOL CONTEXT

Mission and Vision

St Michael's College is a Catholic school in the Lasallian tradition which is committed to the human and Christian education of the young, especially the poor, through **Community, Challenge and Choice:**



St Michael's College is a leading Catholic school in the Lasallian tradition located in the western suburbs of Adelaide. The College comprises two campuses currently offering primary co-education from Reception to Year 6 at Beverley and a secondary co-education from Year 7 to Year 12 at Henley Beach.

The St Michael's College community is comprised of a diverse range of cultural, social and religious backgrounds, all aspiring to a common purpose. A strong and vibrant partnership is required to be successful in achieving our most common aspiration ... for our young people to be the best they can be.

Our staff, students and families work together to create an inclusive and respectful community where each individual is known, valued and cared for.

The St Michael's College student will witness personal growth through engagement, opportunity and recognition. They will be a part of a positive learning culture that is authentic, challenging and supportive, no matter where they come from or what they aspire to.

The year 2020 commenced with a sense of excitement as the College announced the purchase of the land on which the school operates from the Trustees of the De La Salle Brothers. This was a logical and natural step in the evolution of our College and reflected our priority to ensure a strong and stable future for St Michael's College. The purchase of the land delivered an assurance of the continuation of high quality education to the families of the western suburbs for generations to come, underpinned by the strength of our Lasallian heritage and charism.

Schools experienced quite a unique situation during 2020, attempting to maintain a 'business as usual approach' within a world of ongoing uncertainty and incongruence due to the COVID pandemic. St Michael's College was fortunate to not only be able to cope with the challenges presented, but was able to provide an environment where students continued to flourish.

This was only achievable through the trusting partnership of staff, students, families and the wider College community. We are proud of, and thankful for, the genuine care, kindness and support shown for each other, particularly at the toughest of times.

Whilst COVID-19 created conditions somewhat foreign to us, we continued to draw on some common principles that have helped guide educators across the world during times of turmoil. These principles include: an ongoing focus on safety, security, and belonging; the importance of relationship building at the heart of student learning; maintaining timely communication and transparency around decision-making; and a commitment to equity.

Additionally, we have continued to learn more about ourselves and others in times of change, complexity and sometimes chaos, including an ability to acknowledge and embrace the chaos, and then to stand back and simplify it! The essential values of relationships and connections as a cornerstone of Lasallian education was reinforced.



Community

We are an inclusive and respectful community where each individual is known, valued and cared for, enabling them to feel confident to explore their curiosities, flourish and fully realise their potential.



Challenge

Individual growth is achieved through engagement, opportunity and recognition, underpinned by a positive learning culture that is authentic, challenging and supportive.



Choice

Through a quality Lasallian education, inspired by the Gospel and a concern for social justice, students are empowered to better choose who they become as people, learners and leaders in the world.



MISSION & VISION

The St Michael's College Mission and Vision is an aspirational narrative for a quality Catholic, Lasallian Education today. The story values the individual living life to the full and represents our Lasallian heritage and its connection to a contemporary world.

Mission and Vision

St Michael's College is a Catholic school in the Lasallian tradition which is committed to the human and Christian education of the young, especially the poor, through Community, Challenge and Choice:



HIGHLIGHTS OF OUR SCHOOL YEAR

Coping with COVID19

There's no doubt COVID-19 seeped into every facet of school life, both for students and staff. It afforded the opportunity to reflect on what's important and re-evaluate how we approach our work. It has posed the greatest question we should never forget to ask: 'what did I learn from this?'

The pandemic inspired College staff to think about the different ways to maintain engagement with students and the community.

From implementing new technology and work practices to innovative approaches to learning, COVID-19 has, and will, teach us invaluable lessons. Some teachers joined forces (and talents) to create new offerings:

- ★ Science practical investigations were adapted ... engaging students in the Earth, Moon and Sun topic whilst studying at home and allowing them to watch the unfolding weather patterns in real time;
- ★ With the amazing support of our IT department, Music teachers were able to set up a network where teachers were able to effectively engage online with the students;
- ★ Students who did not have access to a computer at home were supplied with a College laptop allowing them to stay engaged in their studies;
- ★ Art Department staff sourced practical resources from galleries and artists all around the world who had time during COVID to produce and share rich resources, virtual exhibitions, and workshop tutorials.
- ★ Some teachers live-recorded their lessons and made them available via YouTube, post class.
- ★ An online museum exhibition.

An innovative approach was also required for other aspects of College life, for example:

- ★ Online Parent/Teacher Interviews using the Teams App;
- ★ Online subject selection interviews via the Teams App;
- ★ Livestreaming of Assemblies and sporting events;
- ★ The introduction of virtual College Tours;
- ★ Alternative University entrance options, in particular the Year 11 Grade Conditional Offer pathway allowing many students who would not normally get an offer at a higher level course, receive an offer based on their Year 11 results.

In relation to the Secondary online Parent/Teacher interviews, 81% of parents participated with 96% indicating that it was a Satisfactory to Excellent experience. Although, ultimately parents would prefer a face to face meeting with teachers, the method undertaken in 2020 proved highly successful under the circumstances.

Secondary Library Redevelopment

With planning completed, the redevelopment of the secondary Library began in earnest in 2020. This new project will deliver the next part of a staged College Master Plan. The Secondary Campus Library building project will encompass extensive internal refurbishments including a variety of new flexible spaces such as presentation, collaboration and quiet spaces, a new entry feature, meeting space and acoustic treatments.



Early Primary & Innovation Centre

The 2020 completion of the Early Primary & Innovation Centre brought a genuine sense of excitement to the College community. The stunning \$6.5m development caters for increased enrolments and continues to foster an innovative and adaptable learning environment at St Michael's College. The new building incorporates:

- ★ Five new Early Primary Classrooms with breakout spaces both indoor and outdoor;
- ★ Access to nature play areas which allows for constructive and imaginative play.
- ★ An Innovation Centre which allows students to generate their creative ideas in the Thinkers Tank, design in the Da Vinci Room, construct in the Makers Space, test in the STEM space and celebrate their learning in the Campfire.
- ★ A video and podcast laboratory which enables students to record their learning and share it with their teachers, peers and families.



Students and staff unite for good

Faith, service and community are core pillars upheld at St Michael's College. 2020 has taught us all the importance of community support, from both students and staff. In 2020, the College deepened its commitment to social justice and 'being the best we can be' by being involved in the following projects:

- ★ Push-Up Challenge: Year 11 students raised awareness and funds in support of mental health;
- ★ Generous donations of wool and knitting needles were supplied to Year 8 students who learnt to knit, creating many squares which were then sewn into blankets for the homeless;
- ★ Blankets and jumpers were donated in support of the APY Lands as part of National Reconciliation Week.
- ★ As part of their major Stage 2 Health assignment, a Year 12 student organised a fund-raiser for prostate cancer, even convincing a staff member to shave his long hair to raise \$6,700;
- ★ An SMC Beanie was manufactured and then sold to raise funds towards the College Mission Action Day and in support of the Lasallian Mission;
- ★ A College wide Crazy Sock and Guernsey Day raised funds for Beyond Blue, and finally,
- ★ On October 30, the College "Frocked Up" in celebration of a much-loved staff member who passed away from ovarian cancer. The community raised over \$12,000 and awareness of this insidious disease.

Outstanding co-curricular achievements

Primary

- ★ The Year 4/5 football team finished their respective season undefeated.
- ★ The Year 4 ANZ Tennis Hotshots team won the carnival and progressed through to the State tennis final held at War Memorial Drive tennis courts in late November.
- ★ The Year 5 Soccer team only lost one game in their respective season.

Secondary

- ★ Senior Girls Football team won their State Knockout final against Sacred Heart College.



- ★ Open Knockout Baseball team won the Grand Final 3 – 0 against Seaton High Fielders – a dream end for the Year 12s finishing their time at SMC. SMC Boys 1st XI Soccer team made it to the Grand Final of the SAAS 1st XI Soccer League.
- ★ The hockey team played their first ever State Knockout Championship which involved playing six games – resulting in three wins, one draw and two losses. Overall, they received third place.
- ★ The Year 7 SAPSASA Girls' Basketball team won the entire competition and progressed to the championships.

Music

With COVID restrictions cancelling the annual Generations in Jazz Festival, Big Band 1 recorded an 'iso' performance at home showcasing one of the three songs they were due to perform – "Samantha" directed by Mr Tim Donovan.

The ABDODA (Australian Band and Orchestra Director's Association) Band Festival moved to an online setting. Five ensembles performed and received outstanding results:

- ★ Intermediate Stage Band Section: Big Band 1 – Gold Award (and overall Section Winner!)
- ★ Novice Stage Band Section: Big Band 2 – Silver Award
- ★ Intermediate Plus Band Section: Senior Concert Band – Bronze Award
- ★ Novice Band Section: Middle School Concert Band – Silver Award
- ★ Open Percussion Section (Tuned): Percussion Ensemble - Silver Award

In September a small ensembles performance evening was held for students' family and friends in the MacKillop Centre. This was an exciting event as it was the only opportunity in 2020 that students were able to perform in front of a live audience.

The Catholic Schools Music Festival (CSMF) also went to an online setting in 2020, with performances being filmed in the St Michael's College MacKillop Centre and at Sacred Heart College.

College Statistics & Income

| | |
|--|-----------|
| SES Rating: | 102 |
| Total Enrolments: (Primary 349 / Secondary 1,495) | 1,841 |
| Indigenous students % | 0.597% |
| Students with a disability: (210 students) (based on students only who receive special funding) | 11.4% |
| Teaching Staff: | Total 151 |
| Full-time | 111 |
| Part-time | 40 |
| Non-Teaching Staff: | Total 65 |
| Full-time | 37 |
| Part-time | 28 |
| Aboriginal/Torres Strait Islander Staff | 0 |



The College meets Equal Opportunity compliance requirements.

| | |
|--------------------------------|--------------|
| Education Fees | \$13,315,839 |
| Other fees, charges and income | \$1,020,180 |
| Government grants | \$26,115,745 |
| Total | \$40,451,764 |

TEACHER STANDARDS & QUALIFICATIONS

The teaching staff of St Michael's College are expected to meet the standards outlined in the formal Teacher Position Description. A commitment to uphold and contribute to the Lasallian ethos, participate in professional development activities, plan comprehensive learning programs and establish positive and effective relationships with students are but a few of the high expectations.

College staff hold qualifications relevant to their positions and all teaching staff are registered with the South Australian Teachers Registration Board.

New teaching staff, permanent or contract, complete the CESA Teacher Induction module at the commencement of their employment and permanent staff are required to complete the Teacher Accreditation requirements of an accredited course in Catholic Studies within the first five years of employment. Completion of the accredited course requires 4 units of study.



Staff Professional Development

The College supported staff in their professional development endeavours with over \$39,000 expenditure for the 2020 school year.

Teaching staff undertook professional development in their chosen subject fields as well as other areas of interest whilst non-teaching staff were encouraged to attend courses, for example, in front office communication and relationship skills, upskilling of computer programs and recruitment and workplace relations.

7 teaching staff commenced their Master of Education degree in 2020.



SCHOOL ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

School attendance is managed and recorded using the SEQTA system. Student absence is monitored closely and followed up as necessary. An SMS is sent to parents if there is an unexplained absence and Year Level Directors are provided with absentee lists daily.

Intuitively, we know that attendance at school is essential to successful academic and well-being outcomes, but the research also strongly supports this. On the whole, student attendance is very strong, however there are times when absences are unavoidable and families are the best judge of this. Sometimes, individual student absenteeism can become a complex issue and we encourage parents to work in partnership with the College to work towards a solution. Attendance data is used to inform action and there are numerous support structures in place if required.

The 2020 attendance should be considered in light of the impact of the COVID situation.

| Year Level | Gender | % 2019 | % 2020 |
|------------|--------|--------|--------|
| Reception | Male | 93.39 | 92.09 |
| Year 1 | Male | 93.49 | 91.93 |
| Year 2 | Male | 93.34 | 92.27 |
| Year 3 | Male | 93.74 | 91.98 |
| Year 4 | Male | 92.50 | 90.93 |
| Year 5 | Male | 94.04 | 90.65 |
| Year 6 | Male | 92.10 | 89.97 |
| Year 7 | Male | 93.42 | 91.66 |
| Year 7 | Female | N/A | 92.29 |
| Year 8 | Male | 93.70 | 89.79 |
| Year 8 | Female | 93.44 | 90.03 |
| Year 9 | Male | 92.74 | 90.87 |
| Year 9 | Female | 92.67 | 89.83 |
| Year 10 | Male | 91.12 | 90.46 |
| Year 10 | Female | 92.64 | 89.71 |
| Year 11 | Male | 94.06 | 90.65 |
| Year 11 | Female | 92.96 | 91.33 |
| Year 12 | Male | 94.06 | 92.95 |
| Year 12 | Female | 92.96 | 92.03 |



SECONDARY SCHOOL OUTCOMES

St Michael's continued to provide a broad selection of Year 12 subjects ensuring that the needs of a diverse cohort of students are considered. In 2020 thirty-nine Tertiary Admissions Subjects (TAS) and two non-TAS subjects were offered for study.

In a year of great uncertainty, the excellent overall and individual results are a testament to the partnership between staff, students and families and something to be very proud of. Some key indicators include:

- * 100% SACE completion
- * The highest possible ATAR of 99.95 (including 5 Merits) was achieved by the College Dux
- * 3 students achieved an A grad in all six subjects studies
- * 31 Merits across 13 subjects
- * 54 students (25%) achieved an ATAR in excess of 90
- * 97 students achieved an ATAR in excess of 80
- * 77 A+ grades
- * 26 students achieved As in at least 5 subjects
- * 460 (40%) A grades achieved
- * 87% of all grades were A's or B's

All students were able to complete their 13 years of schooling with the SACE, and many students will have achieved great relative personal success that will allow them to pursue future opportunities. Whilst ATARs and SACE achievement don't tell the definitive story of a school's success (and certainly don't define students) they are clearly an indicator and public window into the College. As always, the data provides the College with significant opportunities to celebrate the strengths and identify areas of challenge and potential growth and improvement.

The 2020 Graduands of St Michael's College have shown skills and capabilities that will ensure they continue to contribute productively to the world into the future.

Final grade comparisons:

| Year | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E+ | E | E- | N |
|------|----|-----|-----|-----|-----|-----|-----|----|----|----|---|----|----|---|----|---|
| 2020 | 77 | 179 | 204 | 211 | 203 | 136 | 88 | 51 | 7 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| 2019 | 77 | 140 | 181 | 192 | 193 | 151 | 94 | 63 | 17 | 4 | 2 | 0 | 0 | 0 | 0 | 0 |
| 2018 | 45 | 135 | 174 | 194 | 182 | 136 | 91 | 60 | 11 | 7 | 1 | 0 | 0 | 0 | 0 | 0 |
| 2017 | 48 | 136 | 212 | 211 | 189 | 141 | 110 | 49 | 12 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016 | 35 | 139 | 193 | 205 | 227 | 182 | 109 | 74 | 12 | 9 | 1 | 0 | 0 | 0 | 0 | 0 |
| 2015 | 38 | 135 | 208 | 206 | 203 | 148 | 91 | 49 | 12 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2014 | 25 | 117 | 150 | 212 | 213 | 163 | 91 | 66 | 20 | 5 | 0 | 1 | 0 | 0 | 0 | 0 |
| 2013 | 21 | 99 | 124 | 164 | 173 | 156 | 107 | 74 | 24 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |



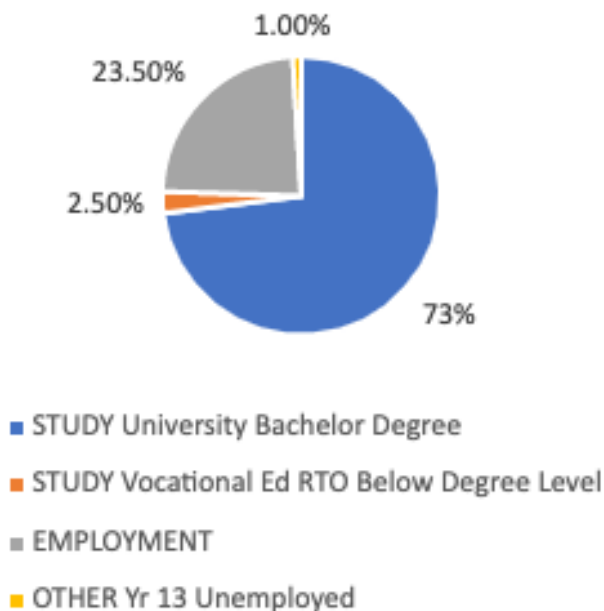
The results achieved by our Year 12 students in this year's Research Project were once again outstanding. 227 St Michael's College students were resulted in Semester 1, with all achieving successful completion. Overall, the 209 students studying RPB achieved as follows in each grade band (previous years' comparisons shown):

| Year | A grade band | B grade band | C grade band | D grade Band | E grade band | A+ |
|-------------|--------------|--------------|--------------|--------------|--------------|-------------|
| 2020 | 68% | 31% | 1% | 0% | 0% | 36 students |
| 2019 | 61% | 36% | 3% | 0% | 0% | 39 students |
| 2018 | 57% | 39% | 4% | 0% | 0% | 30 students |
| 2017 | 53% | 38% | 9% | 0% | 0% | 26 students |
| 2016 | 49% | 46% | 5% | 0% | 0% | 21 Students |
| 2015 | 48% | 41% | 12% | 0% | 0% | 16 students |
| 2014 | 39% | 41% | 20% | 0% | 0% | 7 students |
| 2013 | 27% | 49% | 24% | 0% | 0% | 3 students |

Well done to the staff and students on their commitment to excellence in this subject and congratulations on your successes.



Yr 12 2020 Graduates Post School Pathway



POST-SCHOOL DESTINATIONS

Below is a summary Year 12, 2020 Graduate Pathways.

- 73% Pursued full or part-time study at University Level (Bachelor Degree level).
- 2.6 % Pursued full or part-time study below Degree level at University, TAFE or other RTO. (Covers Foundation Studies through to Diploma level)
- 23.2% Engaged in full or part-time employment. (Formal Apprenticeships 8.4 % of graduates)
- 1.2% Unemployed, Year 13

University Pathways

The percentage of Year 12 students who applied via SATAC (or directly to RTO) for University courses (Degree and Diploma level) in 2021 remained stable at 73%, with 100% of eligible students receiving an offer.

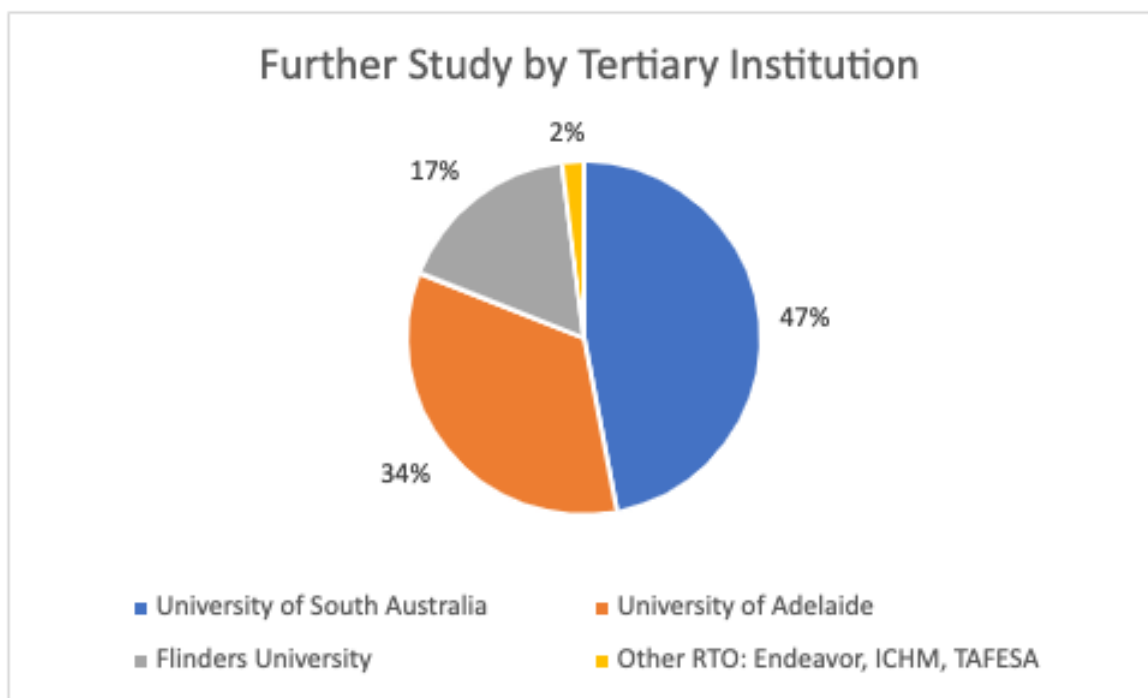
In 2020, 91% of students received their first or second preference, with an increase to 81% being offered their first SATAC preference. Once again there were many students who kept preferences that they were not eligible for or Courses such as Acting at Flinders cut and did not want to make subsequent changes.

In terms of Tertiary Institutions, University of South Australia remains the most popular pathway with 47% of students going on UniSA undertaking a course at one of their 3 metropolitan Campuses. University of Adelaide attracts the second largest group at 33.3% and Flinders 13%. With TAFESA, Endeavour College and ICHM attracting very small numbers. The increase in students attending University of Adelaide appears to be as a result of their



“generous” COVID response, Year 11 Grade Conditional Offer Scheme, where students were offered pathways they may not have normally achieved in terms of a competitive ATAR cut off.

There has been a reduction in the percentage of students going into courses offering a dual TAFESA / University Degree pathway at around 1.6%. This is due to the introduction of various alternative entry schemes, in particular the Year 11 Grade Conditional Offer pathways that saw many students who would not normally get an offer at a higher level course, receive an offer.



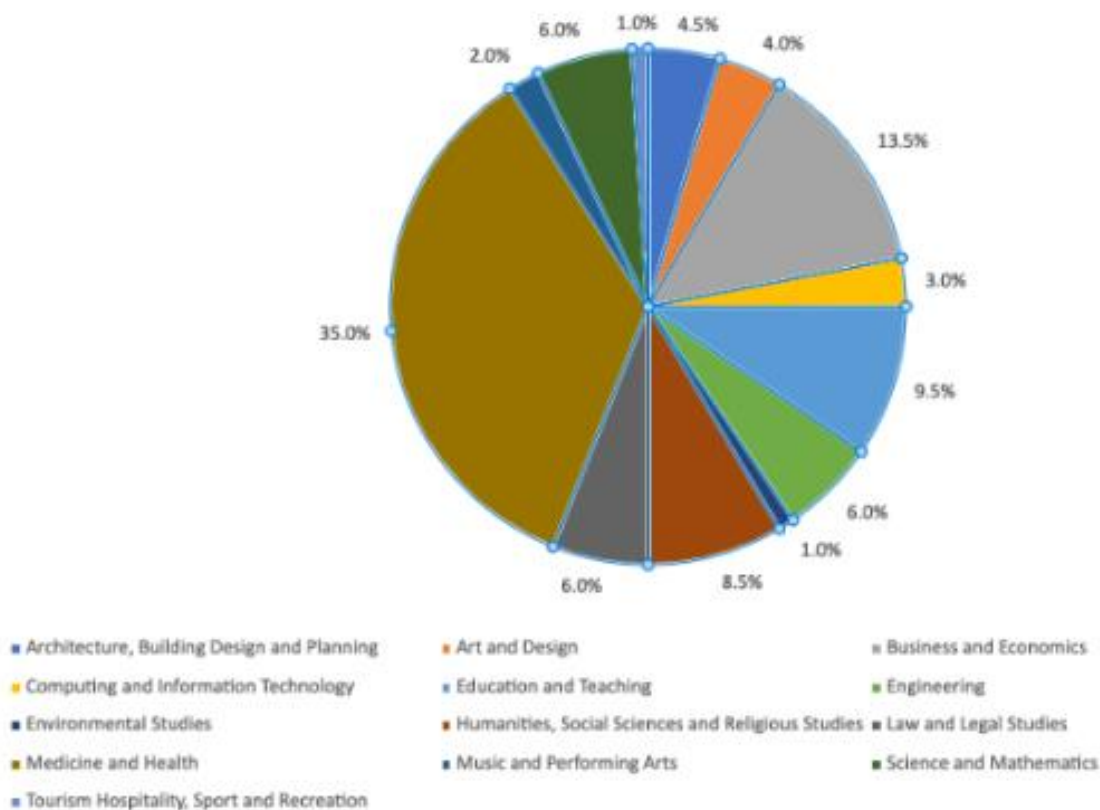
Courses below Degree Level: University | TAFE | Other RTO

Further instability in this pathway saw, a significant decline in students wanting to go on to study at a level below a bachelor’s degree level, with a decrease from 8% to 2% of students. There was also reduced interest specifically in TAFESA pathways. The number of course offerings at TAFESA continues to decline and with the Year 11 Conditional Offer schemes, and rise in Employment pathways, less students opted for a TAFESA Pathway. Given the research into the value of graduating with these VET vocational qualifications it is concerning this significant decline in interest. Many students who would have traditionally gone on to a paraprofessional pathway at TAFE have either gone straight into employment or undertaken degree courses.

By course category, the trends built further on the changes that emerged last year: a decline in interest in generalist degrees in Humanities, Creative Arts, General Science. Students are drawn to more specialised degrees in these areas. Overall, subjects with an obvious vocational path, such as Health, Education Business and Law are very popular pathways for our students. The increase interest in the Health category was significant. The decline in Engineering is unprecedented and will require more investigation.



Yr 12 2020 Graduates by Category of Tertiary Study



There was less pickup in new courses likely due to the more conservative decision making post COVID. Students were also much more aware of likely HECS debts when planning pathways. There was also less interest in Interstate Pathways and USA Scholarship Pathways with only one student to pursue that in 2021.

Analysing trends in terms of specific course areas for electing Tertiary study destination

Nursing Courses attracted the highest number of St Michael’s students in 2021. The next highest were Health and Medical Science courses, Education, Bachelor of Business courses, Exercise and Sports Science and Human Movement courses, Engineering and Law. Of interest were the number of students that went into one area to gain a competitive GPA to attempt to successfully transfer in subsequent years. The ATAR cut offs (and other selective criteria) for the very popular: Physiotherapy, Occupational Therapy, and Medicine courses for example have seen many students plan to improve their competitiveness for entry and aim for a successful transfer in 2022 or beyond.

Alternative Entry Pathways to University

For the fourth year St Michael’s College students participated in the Flinders University Assessment Centre Conditional Offer program. 8 students entered Year 12 with a Conditional offer for a Flinders University course dependant on SACE completion and satisfying Pre Requisites. Of these students, none relied on the Conditional Offer for a place in the program, meaning they did not have this as their highest preference, or achieved a competitive Selection ATAR Rank anyway. Of the 49 students that accepted their Conditional offer for the Year 11 Grade Conditional Scheme offered by University of Adelaide and Flinders University only 26% of students kept this as a high preferences and would not have got an offer based on their ATAR Selection Rank alone.

There has been much discussion as to the impact of these Conditional Offers in reducing the effort students devote to maximising their level of achievement in Year 12. The real benefit lay in students feeling more confident with this



back up, to take on more demanding Year 12 academic subjects as a preparation for a specific University courses. Many students reported that having that Conditional Offer in place reduced some of their stress levels in Year 12.

Non-Tertiary Pathways: Employment | Apprenticeships | Gap Year

After last year's decline in those seeking primarily employment, 2020 graduates have shown a strong interest in this pathway. Many have reported they wanted to work for a year before deciding what to do. Many students report they wish to have a year working, travelling etc to help have a better understanding of personal strengths and interests before considering tertiary study the following year. We assume this is a product of COVID uncertainty, increased awareness around HECS debt and for many, the growth in opportunities presented.

Typically, close to 20% of our students choose a non-tertiary pathway post-school and after last year's decline, we are back to around 23% of the graduating cohort primarily in employment. The trend of part time and portfolio mix of jobs has continued with many students balancing a number of part time jobs. The significant increase in those securing Apprenticeships from 3.5% in 2020 to over 8% in 2021 i.e. 20 students and it has resulted in more Full Time Employment outcomes.

We have a number of students still hoping to transition from Trades Assistant to signed Apprenticeship in the new financial year. This Employed cohort are undertaking a wide variety of employment and in 2021 fewer are travelling. Whilst employment in Hospitality and Food and Trades Assistant remains significant, Retail has increased. Pathways into employment in a family business continued to decline. Many of the students in this category who are not in Apprenticeships have indicated they wish to pursue Tertiary study in 2022.

Year 12 Students undertaking Vocational Education

Of the Year 12 cohort, a small increase to 43% of students completing VET competencies whilst at St Michael's College. The percentage of students who graduated with a Certificate 3 that contributed to their ATAR and Stage 2 SACE credits experienced a small decline to 28%. The complications of the change in delivery due to COVID Restrictions and difficulty in completing placement requirements was in part the cause of this decline.

The assessment of Numeracy and Literacy before being accepted by RTO meant students were generally more successful once in the course, with fewer dropping out during the year. These VET qualifications continue to be advantageous for our students entering the workplace and to assist transition into the tertiary setting. In all cases, the inclusion of the Certificate 3 score improved student ATARs.

Overall, 16 of the students who did a related VET Pathway secured an Apprenticeship in their field, four non-VET students also secured Apprenticeships. This significant increase in apprenticeship uptakes is in part due the continued investment in VET at St Michael's College and the very generous incentives in the Commonwealth Government Australian Apprenticeships Incentives Program developed in response to COVID challenges and ongoing skills shortages.

The Catholic Education Office also invested in a Project Officer position transitioning VET students to apprenticeships – A Skilling South Australia Project and that person provided some one-on-one help to students looking for apprenticeships, helping to secure two of the twenty positions for Year 12 students.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

NAPLAN testing was cancelled due to COVID.



PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

What better way to gauge the satisfaction with St Michael's College than to count the current staff who are old scholars and the current students who are sons and daughters of old scholars. In 2020, 30 old scholars were employed by the College and over 170 students were sons or daughters of old scholars.

Community Satisfaction / Words of Appreciation

It is pleasing to note the following comments from parents in regard to the College's handling of the COVID situation, prospective families who visited the College for a tour of the College, and from the Adelaide Day Centre for Homeless Persons, one of the many charities the College community supports:

".. We were extremely impressed with many aspects that became apparent to us during our visit. What was paramount after our visit was how happy my son was with all that he had seen and particularly with the atmosphere and tone that your school radiated."

"After receiving outstanding feedback about St Michael's College from neighbours, friends and old scholars, we decided to attend a college tour. The selling point for us was that after a brief welcome and introduction from the Principal, the entire tour was handed over to the senior students. The students spoke with confidence and maturity beyond their years and demonstrated true pride in the school and with their teachers. ... I strongly believe that an education supported by a values-based framework creates more than just good education. It creates good human beings. This is exactly what we experienced during our tour of St Michael's College."

The Adelaide Day Centre for Homeless Persons Inc was one of the many charities supported by the College in 2020. Sr Janet Mead and her staff were *"... very grateful for your thoughtfulness and willingness to support the work of the Day Centre. Your efforts, joined with ours, means that we can reach many, many people with the true spirit of Christmas which is greatly needed at this time."*

"In this challenging time, just wanted to say a Big Thank You for your dedication to education our kids, your patience, your understanding, but most of all, thank you for always being there for our kids, especially during this time when so many can self-isolate but you couldn't."

"Well done and thank you for all being at work and managing this unprecedented situation so incredibly. 'Teams' was looking and sounding very successful in our household."

The following extracts from families of graduating students, highlights the strong and positive student/teacher relationships so important to St Michael's College.

"As I look through the last Star Newsletter for this year it hits home that our family's high school days are over. The years have just flown past and I am a bit sad that this chapter in our life has closed. ... I also wanted to say that both the boys and Leah were lucky to have really good teachers in Year 12. Special mention must go to the teachers who went above and beyond. Not only did they teach their subject very well but they really cared for their students and knew how to support them emotionally every step of the way. The letter the boys received from Mr L at the end of their year 12 was so thoughtful and caring – I loved it!

The support that Leah and I received from Mr S while she dealt with the death of her grandpa was very much appreciated – so caring. And lastly, the support and "never give up" attitude that Mr K showed Anthony in year 12 will never be forgotten and makes me tear up just thinking about it. You definitely have some special teachers at St Michael's."



“Now that all the Year 12 2020 graduation events have finished, we would like to thank the College and Laura’s teachers over the past 5 years at St Michael’s and in particular her Yr 12 teachers. Laura’s Yr 12 results were beyond our expectations and we are extremely proud of her achievements. Laura has always been a very diligent student and with the guidance and support of her teachers over the last year she was able to achieve these exceptional results. In particular, we would like to thank Ms G, her efforts went beyond the classroom ensuring her Italian students were well prepared for their exams, particularly the oral exam. Her enthusiasm, encouragement and how she engages with the students were reflected in their results and on the day the Yr 12 results were released, Ms G personally contacted each family to congratulate the students on their achievements.

We thought you might like to know that following the Graduation Mass last year, we had a conversation with Laura reflecting on her 5 years at St Michael’s. We asked Laura if she had her time again and was about to start high school, would she still choose to go to St Michael’s or another school? Without hesitation Laura replied she would definitely choose St Michael’s. Laura has a number of friends that attend or attended other Catholic Colleges and schools in Adelaide and they obviously compared what was happening at their respective schools. Laura felt that the academic support and the majority of co-curricular opportunities were better at St Michael’s than other schools. Whilst there were some aspects of her time at St Michael’s that did not quite live up to her or our expectations, the positives far outweigh the negatives and the instilling of the Lasallian values will have a lifelong influence on her. We would also like to thank the College for rescheduling the Year 12 Graduation Ball. It gave the students the opportunity to have closure on their school life, especially after such a difficult year and was a wonderful evening, albeit minus dancing!

COLLEGE / FAMILY / COMMUNITY PARTNERSHIP

St Michael’s College is at its best when the community of staff, students and families work together in partnership. We live in a busy and sometimes complex world, and as parents it is not always easy to find or make the time to attend to all of the demands on us and hence the College is consistently heartened by the commitment of the families of St Michael’s College to be involved when the opportunity arises. Albeit COVID driven, there remained opportunities for families to engage via the following activities:

- Welcome Mass
- Primary and Secondary Academic Assemblies
- APY Lands blankets and jumper donation drive,
- Drama productions
- Year 6 Presentation Program
- Classroom Room Pulse Checkins
- College Tours
- Sacramental Program
- Sports Day
- Subject selection online counselling
- SEQTA Parent Engage
- Online Parent/Teacher interviews
- Memorial Mass

