

SCIENTIA ET CARITAS

**St Michael's College,  
MERRIMAC**

# **Annual Report 2021**

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



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# Contact information

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<b>Contact person</b>	Anthony Elmore — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Michael's College was established in 1985 as a Catholic co-educational secondary college with the mission of nurturing lifelong learners in a friendly, harmonious, Catholic, Christian community. This mission is achieved and promoted through the curriculum, the religious education program and the co-curricular program in the College. The middle-years curriculum engages students in learning with a strong focus on appropriate pedagogy and real-life learning experiences. Year 10 allows students to engage in subjects in preparation for the senior years. The senior-years curriculum offers a wide range of subjects with a strong academic focus as well as subjects which have a strong vocational focus. Ongoing pastoral support is provided through a vertical pastoral structure and program and a student services support centre offering counselling, career direction, campus ministry, learning enrichment and behavioural support. A wide range of co-curricular activities is offered for student involvement and development in the sporting and cultural areas. The College has a strong focus on social justice and community outreach and students are encouraged to take part in related activities within the College community, the Surfers Paradise Catholic Parish as well as the wider Gold Coast community.

### School progress towards its goals in 2021

In 2021 the College proudly continued our continuous improvement journey with a focus on six key annual goals.

Goal	Status	Commentary
<b>Catholic identity</b> <b>Goal</b> – Embed Catholic Perspectives in all units of work, Year 7 – 10. <i>Success measures – Teachers will be able to reference the lens through which Catholic Perspectives is taught in their subject area.</i>	<i>Partially achieved</i>	While there has been progress made in the embedding of Catholic Perspectives across department areas, some departments have achieved this more fully than others.
<b>Learning and Teaching</b> <b>Goal</b> – Explicit embedding of NAPLAN preparation in Learning and Teaching in Year 7 – 9.	<b>Achieved</b>	Embedding of NAPLAN preparation practice across 7 – 9 occurs more fully in some subject areas. There was a renewed awareness of the purpose of NAPLAN for students and families resulting in a greater engagement

Goal	Status	Commentary
<i>Success measures – Improved NAPLAN outcomes; Increased community value of NAPLAN.</i>		
<b>Learning and Teaching</b> <b>Goal</b> – Embed the Literacy and pedagogical practices in the third year of Accelerate. <i>Success measures – EEP are visible in every classroom, every day; Teachers and students have a range of techniques and tools that provide effective feedback.</i>	<b>Achieved</b>	<p>Core teacher meetings have been embedded and generally successful in identifying and responding to student data.</p> <p>Heads of Departments took role in leading the cross college embedding of Literacy (pockets of practice, strategy spotlight) including discussion at HOD meeting.</p>
<b>Organisational effectiveness</b> <b>Goal</b> – Maintain and grow student enrolments. <i>Success measures – Maintain enrolment numbers from Feb – Aug census; Enrolment growth.</i>	<b>Achieved</b>	<p>Opportunity still exists to develop community calendar of events and look for opportunities for student to engage in the broader community and activities.</p> <p>Focus remains to maintain the renewed meaningful engagement with local primary schools – in particular establishing this with the new local Catholic primary school.</p>
<b>Wellbeing</b> <b>Goal</b> – Activate student voice in all aspects of College life. <i>Success measures – The activation of student voice will be evident in all aspects of College life, e.g. policy review and development; facilities improvement.</i>	<b>Achieved</b>	<p>Feedback around uniform, student voice surveys and pastoral care were opportunity of seeking student voice on several matters. While Student Voice has been activated the next steps are increasing student voice in planning/infrastructure projects.</p> <p>Peer mentoring continues to be developed</p> <p>Student voice online app is well used.</p>
<b>Diversity and inclusion</b> <b>Goal</b> – Establish and implement a Reconciliation Action Plan (RAP) <i>Success measures – Strengthen current reconciliation initiatives and create further opportunities for Aboriginal and Torres Strait Islander students and staff.</i>	<b>Achieved</b>	<p>The College established a RAP working party, and in consultation with the Community developed a Reconciliation Action Plan (RAP) that was endorsed by the Community.</p>

### Future outlook

In 2022 the College looks forward to continuing to work on the intentional improvement journey with six key priorities:

### Catholic identity

Goal (Improvement area) – Strengthen staff capacity to lead, engage and teach using Catholic Perspectives.

Strategies for improvement – Professional learning and development for all staff on what it means to work in a Catholic School.

Success measures – Embedding Catholic Perspectives across all subjects; Increased capacity of teachers in the inclusion of Catholic Perspectives as part of their regular teaching practice; Shared understanding amongst staff of what it means to work in a Catholic School.

### **Learning and teaching**

Goal (Improvement area) – Enact the Model of Pedagogy with a specific focus on effective feedback that moves learning forward.

Strategies for improvement – Modelled responses are developed, annotated and shared with students; Teachers develop task specific standards elaborations for all classes Year 7 – 9; A whole of College Moderation process is enacted.

Success measures – Staff demonstrate knowledge of A-E standards against the Aust Curriculum Achievement Standards; Students can articulate the next steps in their learning goals.

### **Wellbeing**

Goal (Improvement area) – Develop staff capacity in the delivery of morning Pastoral Care so that students have a meaningful experience.

Strategies for improvement – Pastoral Care (PC) Learning Walks and Talks with clear, collaboratively developed 'look fors'; Professional learning and development for teachers to facilitate morning PC.

Success measures – Feedback from student voice survey that reflects meaningful experiences are occurring; Increased student attendance at morning Pastoral Care.

### **Wellbeing**

Goal (Improvement area) – Continue to support staff wellbeing in authentic and sustainable ways.

Strategies for improvement – Provide release for staff to engage in service and renewal activities; Encourage staff to feedback to the community.

Success measures – Staff provided the opportunity to engage in service and renewal activities; Increased staff wellbeing, increasing staff connection with community; Positive outcomes in BCE Listens survey results.

### **Diversity and inclusion**

Goal (Improvement area) – Enact the Reconciliation Action Plan (RAP).

Strategies for improvement – Maintain connections with local First Nations People; Professional development of staff in unpacking the RAP and elements within it.

Success measures – There is a College acknowledgement of Country developed and utilised at College gatherings.

### **Organisational effectiveness**

Goal (Improvement area) – Maintain and grow student enrolments.

Strategies for improvement – Increase connection with local primary schools; Increase community engagement and visibility; Continue Year 4 primary school visits.

Success measures – Maintain enrolment numbers from Feb – Aug census; Enrolment growth.

# Our school at a glance

## School profile

St Michael's College is a Catholic College administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	873	428	445	12

Student counts are based on the Census (August) enrolment collection.

St Michael's College is a wonderful Catholic Community, centred in Christ and grounded by our motto, Scientia et Caritas, Knowledge and Love. Driven by our core values of Excellence, Love and Belonging, students and staff strive for excellence in all fields, Academic, Cultural and Sporting. St Michael's College is an inclusive College which caters for students of high academic ability and also for students who require support in the classroom. At St Michael's College, our commitment to a student-centred model reinforces our deep belief that no two students are the same. Each student brings their own unique gifts and talents, and our staff work in partnership with families to ignite the spark in each student. Students at St Michael's come from a variety of local primary schools, including Catholic, State and Independent primary schools.

Students typically enrol at St Michael's College after completion of Year 6, however the College welcomes students entering into the College at other stages of the secondary journey.

Current key partner primary schools include:

- St Vincent's, Clear Island Waters
- St Brigid's, Nerang
- St Kevin's, Benowa
- Merrimac State School
- Mudgeeraba State School
- Mudgeeraba Creek State School
- Gilston State School

St Michael's College draws students from as far as Gaven in the north, Currumbin in the south, Tallai in the west and Broadbeach in the east.

St Michael's College prides itself on being an inclusive community where all students have the opportunity to discover their spark, discover their strength and discover their spirit, regardless of their ethnicity, religion or academic ability. Our students have the opportunity to study both academic and vocational subjects and are presented with multiple pathways to tertiary education and the workforce.

## Curriculum implementation

### Curriculum overview

St Michael's College delivers a compliant curriculum offering for all students at the College. The curriculum structure at St Michael's College has been developed to suit the needs of both Middle Years and Senior Years students in alignment with the Australian Curriculum and the Queensland Curriculum and Assessment Authority.

The Middle Years curriculum structure consists of a mix of core subjects and electives. This structure enables students to experience a range of subjects while meeting the learning entitlement as set out

in the Australian Curriculum, which is the best preparation for subject selection in Senior Years and for future studies post-secondary school. The St Michael's College approach to Middle Years education consists of a core teacher model in Year 7 and 8 which maximises student learning experiences. Within all learning areas in the Middle Years, teachers co-plan from approved curriculum, engage in co-teaching, co-debrief after learning engagement and co-reflect to inform teacher response for learning and practice.

The delivery of curriculum in the Middle Years and the Senior Years involves teacher engagement in high level collaborative activities where effective and expected practices are embedded into the College's pedagogical approach. Fortnightly review and response sessions, that all staff participate in, assist in focusing and fine tuning our responsive cycles of planning.

Across 2021 the 8 Aspects of Literacy have been explicitly taught across all curriculum areas from Year 7 to 12 enhancing student access to their learning and contributing to student learning outcomes.

St Michael's offers multiple curriculum pathways for senior students which are designed to meet individual needs. The College recognises that no two students are the same, as such the College does not take a 'cookie cutter' approach to Senior Schooling. Students are able to undertake Academic studies, leading to tertiary study, Vocational Education and Training studies, leading to further TAFE programs or directly into the workplace or, most commonly, a pathway that combines elements of both.

In addition to traditional curriculum offerings the College facilitates a Personal Enrichment Program (PEP) combined with career guidance and preparation for future pathways and NAPLAN.

### **Extra-curricular activities**

St Michael's College prides itself on the education of the whole student and participation in co-curricular, and extra-curricular opportunities is an important element of a well-rounded education at the College. Extra-curricular and co-curricular activities are an important part of college life at St Michael's. Involvement in these activities continues to cultivate and support the important community values of Belonging, Care and Connection. Although our involvement in some activities in 2021 has been impacted due to ongoing COVID-19 restrictions, College co-curricular activities include:

- Carnivals – Athletics/ Swimming/ Cross Country
- Inter-school Debating
- Mooting competition
- Caritas / Rosies / Blind Eye Ministry / St Vincent de Paul appeals
- Confraternity Rugby League / QISSN Cup Netball (*COVID impacted in 2021*)
- Social Justice Committee
- Science / Mathematics / English competitions
- College Drama, Music and Dance Productions (*COVID impacted in 2021*)
- Pastoral Days including Foundation Day
- Languages Program
- Public Speaking
- GC5 Gala Inter-School Sport
- Liturgy Band
- Drama / Dance Eisteddfods (*COVID impacted in 2021*)
- Inter-school and representative sports
- Talent Show
- Camps and Retreats (*Some COVID impacted in 2021*)
- Student also have the opportunity to progress into State and National Sport teams via districts. St Michael's College is part of the Hinterland District.

### **How information and communication technologies are used to assist learning**

St Michael's College operates a one-to-one laptop program for all students Year 7 – 12. Students and staff access MS Teams and various Office365 programs to ensure connectivity and collaboration for learning. Parents maintain close links to the learning environment through the Parent Portal, Parent Slips, College social media and email communications.

## Social climate

### Overview

When St Michael's College first opened its doors in 1985, a strong commitment to the support and pastoral care of all students has been a strong feature of the College community.

St Michael's College promotes a climate in our school that is welcoming, relational and free of prejudice. The College believes that everyone has a right to feel safe and be safe at school; be accepted and respected as they are; and be happy about coming to school.

All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, is addressed by the College.

The College takes the issue of bullying very seriously and has a no tolerance policy. Any behaviour that results in harm to a student or staff member will be reported and responded to in line with the College's Behaviour Support Processes. Students who may experience bullying may speak to any staff member, including the Guidance Counsellor, Pastoral Leader, PC Teacher, Assistant Principals, Deputy Principal and College Principal.

Our Pastoral Program ensures that students feel open to communicating with any staff member in an understanding environment.

### Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

#### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree <sup>#</sup> that:	2020
This school helps my child to develop their relationship with God	87.0%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	94.4%
Religious Education at this school is comprehensive and engaging	84.0%
I see school staff practising the values and beliefs of the school	87.8%
This school looks for ways to improve	86.3%
The school is well managed	87.0%
My child is making good progress at this school	92.7%
This school is a safe place for my child	91.1%
This school helps students respect the needs of others	92.2%
Teachers and staff are caring and supportive	90.9%
Teachers at this school expect my child to do their best	95.2%
Teachers and staff relate to students as individuals	88.9%
The teachers help my child to be responsible for their own learning	95.2%
My child is motivated to learn at this school	83.9%
I can talk to my child's teachers about my concerns	90.2%
This school offers me opportunities to get involved in my child's education	75.9%
My child's learning needs are being met at this school	83.3%
I am happy with my decision to send my child to this school	89.3%

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
At my school, I can express my beliefs	69.0%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	82.5%
Religious Education at my school is interesting and engaging	47.3%
I see school staff practising the values and beliefs of my school	67.6%
My school looks for ways to improve	81.6%
Students at my school are encouraged to voice their concerns or complaints	74.4%
Teachers treat students fairly at my school	69.4%
Teachers recognise my efforts at school	77.7%
I feel safe at school	83.6%
My school helps me to respect the needs of others	84.8%
I am happy to be at my school	78.8%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
This school helps me to develop my relationship with God	96.0%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0%
Religious Education at this school is comprehensive and engaging	79.5%
I see school staff practising the values and beliefs of this school	92.2%
This school is well managed	82.0%
My concerns are taken seriously by the school	84.0%
This school is a safe place to work	96.0%
This school has an inclusive culture	96.0%
This school has a culture of striving for excellence	84.3%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	100.0%
Overall, I am happy with my decision to work at this school	95.8%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Family and community engagement

St Michael's College actively engages with families and the wider College community.

During the COVID disruptions of 2021 the College appreciated the significant support and strength of partnership between families and the College. The operates a Family and Community Engagement (F.A.C.E.) model under the guidance of Catholic School Parents Queensland (CSPQ).

The 2021 St Michael's College F.A.C.E. model consisted of a variety of engagement opportunities across the year, including a structured F.A.C.E. meeting each term. Unfortunately, COVID-19 had a significant impact on the ability of families to gather in the College for meetings and events, with some events cancelled or postponed. Where possible on-line opportunities were provided for families.



In addition to the Family and Community Engagement opportunities, in 2021 the College worked in partnership with parents through:

- Year Level Information Evenings
- Video format College Newsletter
- Parent/Student/Teacher Conferences (on-line)
- SET Planning and Senior Mentoring
- Family consultations and involvement in NCCD support processes
- College Board
- Parent information evenings
- Annual welcome evening for Year 7 and all new families
- Communication via the College ParentSlips
- Parent SMS system for messages and attendance
- College Facebook page, Facebook closed group, Parent Portal and College Website

Significant partnerships also exist with families, the local business community and external agencies in support of students with the College's Year 10 Work Experience Program and the College's new Pathways Program.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The top navigation bar includes 'Find a school' and 'Search website'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a red border and the text 'View School Profile' in red.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a row of navigation tabs for a school profile. The tabs are: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected and highlighted.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# Our staff profile

## Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	75	37
Full-time Equivalents	70.9	26.7

\*Teaching staff includes School Leaders

## Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	13
Graduate diploma etc.**	18
Bachelor degree	43
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives in 2021 were as follows:

- Learning and Teaching – Model of Pedagogy
- Learning and Teaching – Literacy
- Co-planning and Co-teaching
- Student and Staff Wellbeing
- Responsible Thinking Process
- Catholic Identity

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.5%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 85.25% of staff was retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	92.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.8%

Average attendance rate per year level			
Year 7 attendance rate	91.4%	Year 10 attendance rate	93.5%
Year 8 attendance rate	90.6%	Year 11 attendance rate	95.7%
Year 9 attendance rate	89.3%	Year 12 attendance rate	94.6%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	96.9%

### Description of how non-attendance is managed by the school

Attendance at the College is monitored daily through a daily report printed from eMinerva (Student Management System). For any student marked absent – unexplained, a text message is sent home notifying of the absence.

Student attendance figures are monitored weekly using both eMinerva reports and the Business Intelligence (BI) tool. If a student's attendance is below 90% for a week, an email is sent both to students and families indicating that their attendance has fallen below 90%. In addition, a flyer is attached to the correspondence indicating the importance of attendance.

If a student's attendance falls below 90% (Tier 2), a letter is sent to both student and family and the student is monitored weekly. If a student's attendance falls below 80% (Tier 3), a support plan is developed with the student, and the family is invited in to discuss the support plan and their part in supporting improved attendance.

As part of the support plan the student meets weekly with their Head of Year to discuss the week and completes an attendance tracking sheet. The support plan is reviewed after 3 weeks with the student and family. A student whose attendance is below 80% is also monitored by the Head of Year daily.

If student attendance is below 80%, and the student is away from the College, the family are contacted via a phone call on each occasion of absence by the College Attendance Officer and the student is emailed by the Head of Year. When the student returns from absence the Head of Year meets with the student.

If a student has an extended absence due to illness/holiday/family matter, then a support plan is again developed on their return and student attendance is monitored weekly.

The College expectation is that the class roll is marked during morning Pastoral Care and every lesson through the day. The expectation is that the roll is marked within the first 15 minutes of the lesson. Lesson rolls are checked after 15 minutes within the lesson using eMinerva attendance history. If a roll is unmarked, the teacher is contacted and asked to mark the roll. If a student is marked absent/unexplained then a text message is sent to families.

## NAPLAN

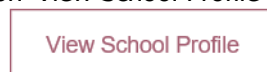
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

A screenshot of the My School search interface. It features a dark red header bar with a search input field on the left containing the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State", each with a downward arrow. A magnifying glass icon is positioned on the far right of the header bar.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin red border and the text "View School Profile" in a red serif font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

A screenshot of a horizontal navigation bar with a dark red background. It contains several menu items in white text: "School profile", "NAPLAN" (which is highlighted with a white background and a small downward arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	132
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	118
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	110
Number of students awarded a VET Certificate II or above.	106
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	89.4
Number of students receiving an ATAR	71
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	81

As at April 2021. The above values exclude VISA students.

## Student destinations

### Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

### Early leavers information

St Michael's College manages student enrolment closely and offers exit interviews to all students and families who exit the College prior to the completion of Year 12.

Traditionally small numbers of students exited St Michael's College prior to completing Year 12 to enter the workforce or to take up an Apprenticeship or associated Trade Course at the local Trade College. With increased pathways offerings provided at the College, the number of students exiting the College prior to completing Year 12 is significantly reducing.