Brisbane Catholic Education
teaching • challenging • transforming

SCHOOL PROFILE

School name — **McAuley College**

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Principal's foreword

McAuley College is the newest Catholic school in the Scenic Rim, opened on the 25 January 2017. Located in Beaudesert, our co-educational school enjoys a rural, picturesque setting with new state-of-the-art facilities.

McAuley College is honoured to be named after Catherine McAuley. The Sisters of Mercy have established a legacy of quality Catholic education in the Beaudesert and Boonah communities, a tradition we are proud to carry on. The tenacity and vision of the Mercy Sisters coupled with the advocacy of the local community have ensured the success of McAuley College.

And so, this report reflects the first six months of our operation, building a community around Our Vision - To provide an ongoing Catholic education valuing contemporary and innovative learning, through quality teaching, in an environment of engagement and partnership with the local community. Our Mission is integral to our three touchstones of BELIEVE LEARN SERVE.

It was clear from the first six months, that the McAuley College foundation staff and students (numbering just under 40) may have been small in number; were certainly huge in spirit. The students enjoyed a seamless transition from primary school. They reaped the benefits of a safe and supportive learning environment where there were opportunities galore across a range of activities, including cultural and sporting. Participation was the key to describe how our foundation student embraced their first year at McAuley College.

School facts

McAuley College is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational [X] or Single sex [ ]

Year levels offered: Primary [ ] Secondary [X] P-12 [ ]

Total student enrolments: 36   Girls: 21   Boys: 15

Characteristics of the student body

As a small school, McAuley College prides itself on the care we provide for each individual child. Each student belongs to a smaller Pastoral Care group based on our four Houses; Bojaxhiu, Frassati, MacKillop and Steele. These Pastoral Care groups in our first year were Year 7 only, but in future, will grow to be vertical in nature with students eventually from Years 7 to 12 in each group. Our Pastoral Care groups help to create a sense of belonging for each child coupled with a strong connection to their Pastoral Care Teacher. This teacher becomes a first point of contact for the parents regarding any concerns.

McAuley College has a strong connect with the local Catholic Primary schools, St Mary's and All Saints'. A significant number of students from St Mary's transition across to our College, with growing numbers expected from All Saints'. To assist parents in Boonah access a Catholic education at McAuley College, we run a bus to ease the concerns over transport. We have also identified that students from smaller local state schools across the Scenic Rim find McAuley College the best choice. In 2017, we enrolled students from over ten different primary schools.

At McAuley College in 2017, we had enrolled in Year 7 one (1) Indigenous student and one (1) English Second Language (ESL) student.

Social climate

McAuley College has adopted the Positive Behaviour for Learning (PB4L) Framework as the cornerstone for our student wellbeing approach. The framework has as its foremost principle a positive approach to student behaviour and development. It operates on explicitly teaching behaviours consistently across the whole school establishing clear expectations for student behaviour.

Through quality teaching and learning experiences students are challenged to make positive choices about their education. In fostering right relationships, students are encouraged to reflect upon their actions and grow in their ability to take responsibility for their learning and developing positive relationships.

The PB4L has a continuum of behavioural support, acknowledging that our students will need differing levels of interventions and support to be successful at school. Our College expectations are clearly outlined in the "Keeping it REAL" matrix; this is explicitly taught and continually referred to within our daily structures, as well as informing our End of Semester Reports.

McAuley College has a clear response to bullying and are committed to the prevention of bullying by and of students in our College. The priority in any response to incidents of bullying behaviour is always the wellbeing and on-going protection of those who have or may have been affected by this behaviour. Students and parents are advised to report suspected cases of bullying to a staff member.

"Bullying No Way" day is an important day that reinforces expected behaviours and includes a presentation by our Adopt-a-Cop on cybersafety.

Curriculum - our distinctive offerings

Learning at McAuley College is student focussed. It is engaging, contemporary and challenging, building the capacity for each student to connect, collaborate and be critical thinkers. Our students are equipped to contribute and be responsible citizens in a digital world. A technology rich learning environment through the one to one laptop program provides a platform for innovative teaching and learning.

The College is organised around three phases of learning, with Years 7 to 8 providing a broad curriculum based on the Australian Curriculum. Towards the end of Year 8, students make choices which build their capacity as independent and self-reflective learners. The curriculum incorporates a Religious Education Program delivered across the year levels; a Pastoral Care Program; and a comprehensive co-curricular program to foster the engagement of students and promote service to others.

Growing partnerships are being developed to ensure the learning is relevant and enhanced by connections with the local community. As part of the Scenic Rim, the College is well placed to create links with agricultural, tourism and health industries, to name a few.

At McAuley College, we embed the explicit teaching of literacy into each class in a consistent and purposeful way. The College, with evidence, plans the most appropriate focus and strategy to improve each student's literacy. These are linked to High Yield strategies and Expected and Effective practices that result in the greatest impact on student learning outcomes.

In 2017, the College focused on writing, with a specific intention to improve student's capacity in Sentence Structure and Punctuation.

Curriculum - our extra curricula activities

McAuley College values the importance of our co-curricular program; and applauds the overwhelming participation rates of our students in 2017. The College makes involvement our priority; involvement promotes a sense of belonging, which in turn develops resilience in our young men and women.
Cultural Opportunities – College Choir (competed in the Queensland Catholic Colleges' Music Festival); All Schools Choir (singing at the St Mary of the Cross Mass held at the Cathedral) and other school events. Instrumental Program including piano and guitar culminates in a Soiree Evening each semester.
Sporting Ventures – South East Colleges Association (SECA) Competitions including the three main carnivals and a Thursday afternoon competition in Terms 2 & 3. McAuley College won the CHAMPION SCHOOL PERCENTAGE TROPHY for all three disciplines in 2017, indicating our strong culture of participation within our small community. McAuley College is a member of Pacific District Sport and we participated in Bridge to Brisbane.
Service and Social Justice Groups – Service opportunities including: Project Compassion with an awareness on Syria; Vinnies Sleepout to raise awareness for homelessness; and Vinnies Christmas Appeal.

Parent, student and teacher satisfaction

Student attendance of 93% and retention of students except one across the 2017 year indicate a level of satisfaction with our students and their parents. Minimal disruptive behaviour and discipline issues as evident from records in our School Behaviour Management system (SBSS). This indicates that learning is contemporary and challenging, and students are engaged. This is further supported by data showing extremely high levels of Student Attendance at whole school events such as carnivals.
Parent conversations, as recorded via our SBSS and in other forums, indicate strong support of the College in our first six months. Significant parent attendance across a range of College events indicates strong satisfaction within our inaugural year. This was evident across events such as our whole school masses, carnivals and official Opening and Blessing of the College.
Teacher retention of 100% and attendance of 98.05% across the 2017 year indicate a strong degree of satisfaction with their role within our school community. It is certainly a very demanding position to be a foundation staff member and these teachers are acknowledged for their hard work and commitment to building a strong community at McAuley College.

Parent engagement

The McAuley College Steering Committee worked for nearly two years prior to the College opening in January 2017. The committee had parent representatives. This allowed for extensive parent engagement in the initial stages of McAuley College and included parent voice in the Education Brief, name of the College, Uniform Design, and so on.
In our initial six months, the strong involvement of our small parent body provided a good voice to reinforce support as we delivered elements across all aspects of College life. Parents have been heavily involved and visible at all College events, such as the Opening Mass, Parent Teacher Student Conversations and Mother's Day Liturgy and Breakfast, to name a few. Feedback, both unsolicited and solicited, has been positive and affirming. Communication via newsletter and Facebook also provided a good sounding board for parent satisfaction.
In the absence of a College Board and P&F, the school formed a committee including Parent Representatives to consult with regarding the Fees and Levies for 2018.

Achievements against 2017 annual plan

Strong Catholic Identity – The College established a program for liturgies and masses to celebrate our Catholic/Mercy identity, including our Opening, Closing and Mercy Mass, and Easter Liturgy. Detailed unit plans for Year 7 Religious Education were prepared; and service opportunities were implemented including Project Compassion, Vinnies Sleep Out and Christmas Drive.

Excellent Learning and Teaching – Comprehensive programs for Year 7 Key Learning Areas were developed which embedded explicit, consistent literacy strategies and adjustments for students. The SMART Goal promoted a consistent language and approach across all Key Learning Areas in our writing literacy focus. Improvement occurred in results across the year in literacy using the WAT tool data and the College met the system critical challenge. Students and staff shared a common language around expectations linked to behaviour as per PB4L and "Keeping it REAL" matrix.

Building a sustainable future – Key policies and procedures were developed, meeting all requirements for compliance as per the NSSAB audit. Stage One Building was completed. Teaching staff where engaged in setting goals, and the beginning of strong partnerships were evident within the community.

Future outlook

Build the College culture around our Catholic Identity and Mercy Charism so all members of the community can articulate what it means to be part of McAuley College.

SMART Literacy Goal - By the end of 2018, the teaching staff, through shared professional practice, are using expected and effective practices and high yield strategies to improve written literacy. 75% of Year 7 and 8 students are demonstrating at standard in the Writing Analysis tool (20-24). This will be achieved through a focus on the eight criteria of the WAT, with a priority on Sentence Structure and Punctuation and Spelling.

Develop a whole school Scope and Sequence across Years 7 to 12.

Develop a College Strategic 4-year plan and Annual Improvement Plan for 2018.

Complete Stage Two of Building Program.

STUDENT OUTCOMES

Whole school attendance rate	93.00	%

Prep attendance rate	%	Year 7 attendance rate	93.00	%
Year 1 attendance rate	%	Year 8 attendance rate		%
Year 2 attendance rate	%	Year 9 attendance rate		%
Year 3 attendance rate	%	Year 10 attendance rate		%
Year 4 attendance rate	%	Year 11 attendance rate		%
Year 5 attendance rate	%	Year 12 attendance rate		%
Year 6 attendance rate	%			

Management of non-attendance

The College has developed an Attendance Policy. We have made it clear that attendance is a priority to maximise each student's learning. At the end of each semester, students who demonstrate outstanding attendance receive a certificate at our Celebrating Success Assembly. Students must make an application to the Principal if there is a planned absence for a period during the term.

Each student's attendance is monitored by their Pastoral Care teacher. Unexplained absences are followed up and a process is implemented following three days (not necessarily consecutive) of absenteeism. An additional layer of monitoring of absenteeism occurs with the members of the Targeted Support Group; with a guided series of communication and correspondence with parents and guardians across each key point to address concerns and encourage a change in behaviour.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	534.91	544.70	0.0	0.0
Writing	506.15	513.00	0.0	0.0
Spelling	548.41	549.60	0.0	0.0
Numeracy	536.38	553.80	0.0	0.0

Apparent retention rate from Year 10 to Year 12	
Year 12 student enrolment as a percentage of the Year 10 (2015) student cohort	%

Outcomes for Year 12 cohort of 2017	
Number of students receiving a Senior Education Profile	
Number of students awarded a Queensland Certificate Individual Achievement	
Number of students awarded a Queensland Certificate of Education at the end of Year 12	
Number of students awarded one or more Vocational Educational Training (VET) qualifications	
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	
Number of students awarded an International Baccalaureate Diploma (IBD)	
Number of students receiving an Overall Position (OP)	
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	%

Overall Position (OP) bands		
Number of students in each band for OP 1 to 15		
OP 1-5	**OP 6-10**	**OP 11-15**

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework		
Certificate I	**Certificate II**	**Certificate III or higher**

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	11	6
Full-time equivalents	9.90	3.34
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	
Masters	4
Post Graduate Diploma/ Certificate	3
Bachelor Degree	4
Diploma/Certificate	

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was $ __12 000__ .

The major professional development initiatives were as follows:

Towards the end of 2016, all staff attended a two-day induction program, with a focus on our Mercy tradition, as well as building a shared vision for McAuley College. The Induction program will continue to be delivered to new staff on an annual basis, prior to their commencement.

'In situ' Professional Development (PD) was prioritised in 2017. It centred around our Literacy SMART Goal, modelling literacy strategies using Gradual Release and training staff in the use of the Writing Analysis Tool (WAT) and applying this to set assessment pieces. BCE Education Officers delivered majority of this training and consequently the cost was minimal.

Funding was used to support staff to attend PD to deliver whole school programs within the College such as: PB4L, Relationships & Sexuality Education, and SECA and Pacific District networks.

Average staff attendance rate The staff attendance rate was _____98.05__ % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, _____100.0__ % of staff were retained by the school for the 2017 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the My School website at **http://www.myschool.edu.au/**

To access our school income details, click on the My School link above. You will then be taken to the My School website with the 'Find a school' text box.

Type in the name of the school you wish to view, and select <GO>'.

School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.