



**Clairvaux MacKillop College, UPPER MT GRAVATT**

# Annual Report 2021



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

# Contact information

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<b>Contact person</b>	Christine Clarke — 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.



Clairvaux MacKillop College is a Catholic, co-educational secondary college, Years 7-12, situated in the inner southern suburbs of Brisbane with an enrolment of 1400 students.

We seek to work actively as a Catholic, Christian inclusive learning community. We strive to achieve this by educating our students spiritually, intellectually, physically, culturally, socially, emotionally and morally.

The educational mission of Clairvaux MacKillop College is borne of rich traditions. We were founded by the Sisters of St Joseph and the Christian Brothers. We take our inspiration and example from Jesus – source of life and light for all – and from St Mary of the Cross MacKillop and the Blessed Edmund Rice – who welcome everyone, and who show us how to turn our dreams for justice into practical reality.

Clairvaux MacKillop College is a great place to learn and grow. Generous hospitality and welcome are hallmarks of our thriving learning community. Ours is a friendly place built on a deep respect for each person – their innate goodness, their learning potential, their unique capacity to be good for the world.

We have high expectations of the students of Clairvaux MacKillop College. We value their diversity – their stories, their hopes and dreams, their interests and aspirations. We seek to open their minds and hearts to new horizons, new perspectives, new possibilities. We do this with determination and focus, imagination and purpose.

There is a lot on offer at Clairvaux MacKillop College. The Australian Curriculum is the foundation for our extensive range of subjects in Years 7-10. There are multiple course options for students in the senior years drawn from QCAA courses, vocational education and training certificates and diploma courses offered on and off campus, university short courses, and more.

We love our students and seek to really know them as learners. We actively explore, collate and analyse evidence of their learning and adjust our teaching to enable each of our students to thrive. Learning extension, consolidation and enrichment opportunities are at the heart of our commitment to learning and teaching differentiation, which is responsive to the needs of our individual learners.

The graduates of Clairvaux MacKillop College are principled people; people who know their worth; people who have learned, and who love to keep on learning; people of hope and compassion, knowledgeable and skilled, eager to step out to university, further training and work; people already using their ingenuity to innovate, create, problem solve and reinvent; confident people bringing hope to the world.

2021 was a momentous year. COVID continued to impact us and people the world over. Masks, vaccinations and lockdowns were part of our lived reality. Such times served to sharpen our focus on what is really important to the formation of young people. Courage, imagination, compassion and change were demanded of us all. Our 2021 mantra was *Great learning. Great teaching. Great people.*

We are pleased to report significant gains in learning progress, resource sustainability, wellbeing and the integration Catholic perspectives in learning and teaching.



## School progress towards its goals in 2021



# Clairvaux MacKillop College Annual Plan 2021



## Vision

**Inspired by our Catholic tradition, we strive for excellence imbued by the charisms of our founders. As witness to the Good News of Jesus Christ, we act with integrity and hope. Empowered by the Spirit, we embrace the future with confidence.**

## Mission

**Our mission is to work actively as a Catholic, Christian, inclusive learning community.**

## Values

Excellence

Integrity

Justice

Commitment

Compassion

Celebration

## Priorities

### Learning and teaching Know Thy Learner

#### Goal

Provide excellent, evidence-based teaching enabling learning progress for every student, that is obvious in every classroom and learning context, and which is explicitly evident in learning progress data.

#### Strategies

- Teacher goals
- Data literacy
- Coaching conversations
- Celebration
- Reflective practice
- Sharing of practice
- Evidence-based pedagogy

#### Success measures

- Teacher goal requirements articulated and implemented
- Data used in lesson planning
- Two coaching conversations with each teacher
- Middle leader coaching program
- Termly reflection overviews
- Every teacher articulates learning progress evidence for students.
- TEAMS repository of shared resources
- Stories shared, recognised and published

### Catholic identity

#### Goal Catholic Perspectives

#### Strategy

- APRE work with Middle Leaders

#### Success measures

- Catholic perspectives identified in all unit plans for all Year 7 curricula.

### Wellbeing

#### Goal Positive Behaviour for Learning

#### Strategy

- Teacher workshops

#### Success measures

- Restructured Positive Behaviours for learning Tier 2 team.



## Our College priorities and progress in 2021:

- **Learning and Teaching:** *Know thy learner* - data literacy focus

An explicit emphasis on great learning and teaching founded in teacher understanding and knowledge of the learning progress of each student evidenced in the data was core to the professional learning program for staff in 2021.

A staff coaching program was implemented in 2021. Explicit goals were established and reviewed during coaching conversations. Staff made specific reference to leaning data/evidence to establish goals and strategies for improved learning progress.

Clairvaux MacKillop College is pleased to report great learning progress and great results for our students in both Years 7 and 9 in NAPLAN 2021.

### Year 9

- Above Australian average progress in reading, writing and numeracy.
- Above Australian average achievement in reading, writing and numeracy.

### Year 7

- Above Australian average progress in writing.
- Close to Australian average progress in reading and numeracy.
- Above Australian average achievement in reading, writing and numeracy.

Improvements in the overall data and the learning progress of individual students is an outcome of our 2021 priority focus on learning and teaching.

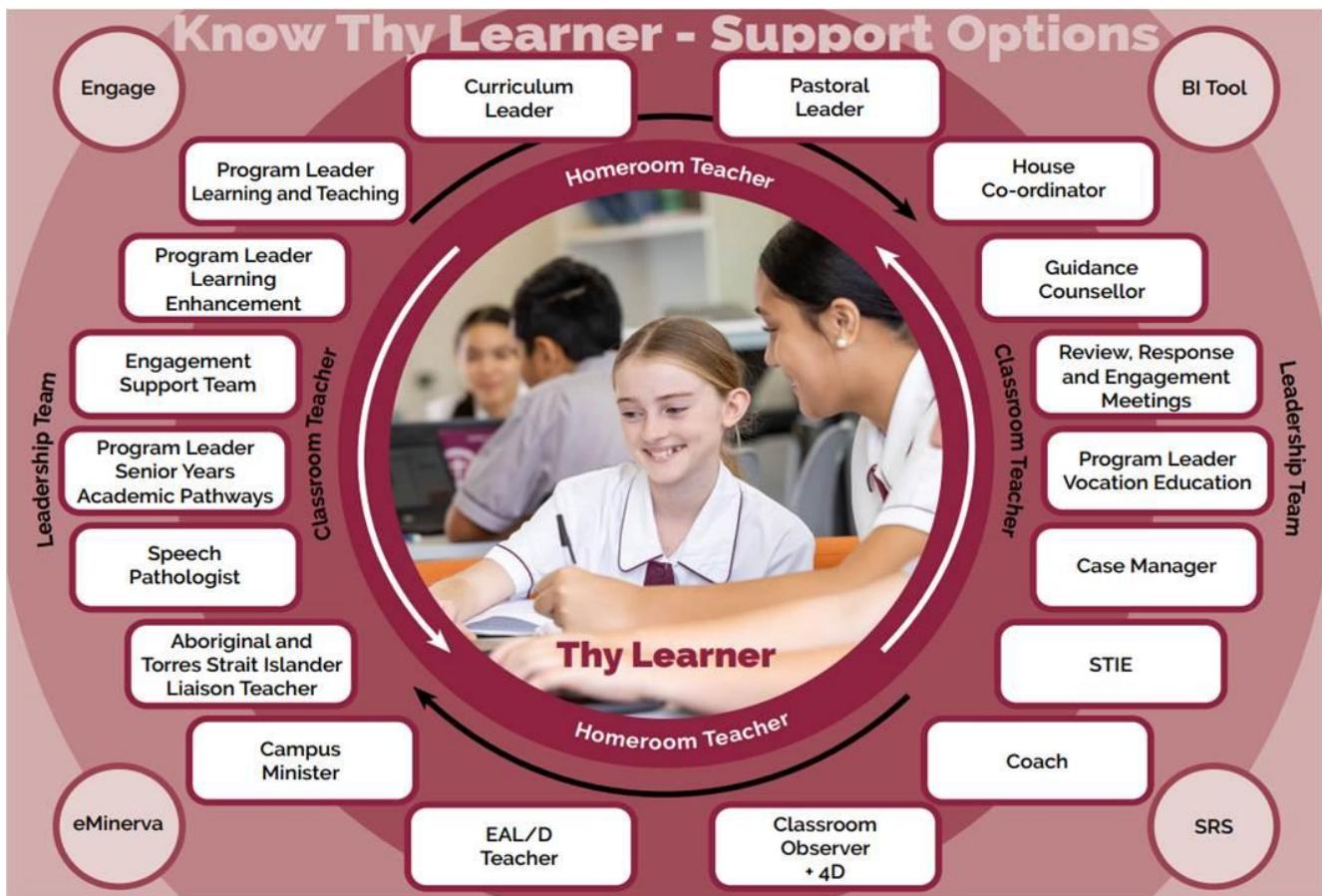
- **Catholic Identity:** *Embedding Catholic Perspectives* in Year 7 curriculum

All curriculum documents for all subject areas now include explicit reference to Catholic perspectives. The work to achieve this goal was led by our Assistant Principal – Religious Education, in collaboration with Curriculum Leaders.

- **Wellbeing:** *Positive Behaviour for Learning* – Tier 2 focus

Our Learning Engagement Team with the leadership team led the further embedding of Positive Behaviour for Learning into our policies and procedures. This included alignment with the full range of support services available at the College to optimise learning engagement with due focus on wellbeing.





## Future outlook

We look to continue our *Know Thy Learner* focus into 2022, with emphasis on three key areas for the feedback, differentiation and reasonable adjustments in support of our mission to provide an inclusive learning environment. This will require dialogue with parents and professional development for teachers and school officers so to enhance our understanding of research-based practices and adopt a common language of Inclusive Education.

### Learning and Teaching: FEEDBACK

**Focus** - Targeted, specific, timely feedback for learning engagement and progress.

**Evidence-based rationale** - Feedback is proven to have large effect size on learning progress.

**Vision** - High trust, robust, culture of improvement, founded in our spiritual and religious imperative of growth towards fullness of life, and born of the implementation of specific, evidence-based feedback strategies and ways of working.

**Measurables & Monitoring** - Planning, mapping and implementation of professional learning about feedback.

- Coaching conversations and sharing of goals.
- Teacher self-report of classroom feedback practices and impact in data.
- Visible, in-class, support for, and notification of, feedback practices.
- Review and update of feedback for assessment in College assessment policy and procedures.
- Sharing and celebration of impactful feedback practices peer to peer.
- Student feedback explicitly sought by teachers in relation to impact of feedback on student learning.

**Communication** - Half yearly and annual report to college community in College newsletter.

### Catholic Identity: CATHOLIC PERSPECTIVES – YEAR 8 CURRICULUM

**Focus** - Catholic perspectives specifically named in all Year 8 curricula.

**Evidence-based rationale** - Integral to our mission, vision and values as a contemporary Catholic school.

**Vision** - Confident understanding and integration of Catholic perspectives in everyday teaching and learning across the college.

**Measurables & Monitoring**

- Middle leader engagement with integration of Catholic perspective is planned, implemented and monitored on a termly basis.
- All Year 8 curricula accessible on Sharepoint with Catholic perspectives clearly and simply articulated.

**Communication** - Half yearly and annual report to college community in College newsletter.

### Inclusion: REASONABLE ADJUSTMENTS

**Focus** - Reasonable adjustments planned and implemented as part of differentiated teaching practice.

**Evidence-based rationale** - Core to ensuring learning engagement and progress for all learners.

**Vision** - Vibrant, inclusive classrooms where all students access learning and achieve learning success.

**Measurables & Monitoring** - Professional learning on differentiation and reasonable adjustments.

- Individual and collective understanding of reasonable adjustments.
- Improvement in expertise and confidence in planning and implementing reasonable adjustments.
- Planning documents explicitly and simply indicate reasonable adjustments as applicable.
- Implementation of reasonable adjustments visible in classrooms.
- Student, teacher, parent feedback.

**Communication** - Half yearly and annual report to college community in College newsletter.

# Our school at a glance

## School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Secondary

**Student enrolments for this school:**

	<b>Total</b>	<b>Girls</b>	<b>Boys</b>	<b>Aboriginal and Torres Strait Islander students</b>
2021	1400	677	723	22

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



Clairvaux MacKillop College is a co-educational secondary college with a strong sense of inclusive Catholic community. The College proudly embraces the charisms of Saint Mary of the Cross MacKillop, and Blessed Edmund Rice, with pastoral care and the spiritual formation of students as its foundation. The College caters for approximately 1400 students, who are enrolled from some 65 primary schools. Students who attend Clairvaux MacKillop College actively participate in multi-faceted, holistic learning - academically, on the sporting field, through the arts, and in their engagement in social justice activities. Families at the College originate from some 70 cultural backgrounds. Our diversity is embraced and celebrated.

# Curriculum implementation

## Curriculum overview

Clairvaux MacKillop College implements the Australian Curriculum in Years 8-10. Students in Years 11 and 12 have access to multiple pathways – QCAA courses (QCE, QCIA, ATAR and VET). We are proud of our diverse offerings which support our commitment to inclusion. Excellence is one of our core values. Students shine in the full variety of pathways.

## Extra-curricular activities

There is a veritable smorgasbord of activities offered at the College by our staff who know the value of a holistic education and who are committed to going the extra mile to make these available for our students.

- Arts and Culture:
  - Art Competition and expo
  - Music and Art Showcases
  - *Sunset Sights and Sounds* Concert
  - Multiple concert and other performance opportunities
  - Celtic Ensemble,
  - Choir "CMC Singers",
  - Dance Troupes
  - College Musical - *Matilda*
  - Concert Band
  - Jazz Band
  - Music Ministry
  - Rock Band
  - Stage Band
  - Soul Band
  - String Orchestra.



- Service offerings include:
  - Reconciliation Action Plan Committee
  - St Vincent de Paul & Interact
  - R U OK & National Day Against Violence and Bullying
  - Year 10 Community Engagement
  - Project Compassion
  - Support-a Reader
  - Clean-Up Australia
  - International Women's Day
  - Rock the Chop for Cancer Council

- Public Speaking, Lions Youth of the Year.
- Host and originator of Battle of the Rock Bands Competition.
  - Champion Rock Band 2021
- Chess Club, Maths Club, Robotics Club and Writers' Group.
- Retreat and formation days for students and staff
- Camp program
- Formal and semi-formal
- Parent engagement activities – info sessions and celebrations
- South East Colleges Association (SECA) sporting competition:
  - 30 College teams SECA championship premiers
  - Open Girls' Oztag premiers
  - SECA Cross Country champion school
- Representative Teams:
  - QISSN netball
  - Super 7s Netball
  - Confraternity Rugby League – women and men
  - AFL Schools' Cup
  - All Schools Oztag
  - All Schools Touch Football
  - Volleyball Schools Cup
  - SEQ Futsal
  - Bill Turner Cup football
  - Uhlsport Cup Football
  - Kokoda Challenge
  - Broncos Challenge
  - League of Legends eSports Champions
  - ISSA Cup Football
- College and SECA cross country, athletics and swimming
- Metropolitan East and Queensland sport representation.
- AFL, Athletics, Badminton, Basketball, Cricket, Cross Country, Futsal, Netball, Oz Tag, Rugby League, Rugby Union, Soccer, Swimming, Tennis, Touch Football, Volleyball, and a variety of non- competitive sports.



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

All students and staff have school issued devices replaced each three years.

Office 365, provided through Brisbane Catholic Education, is deployed to all devices. Microsoft Teams is comprehensively used in all learning and teaching settings. We moved seamlessly to online learning during periods of lockdown in 2021. Our Sharepoint portal for staff, students and parents, provides opportunities to collaborate and be informed about College life. In addition, online platforms are used for the bookings of Parent, Student, Teacher Conferences, Senior Education Plans and a range of other applications. Student engagement in learning is enhanced through the deployment of digital pedagogical practices in conjunction with other technologies.



## Social climate

### Overview

We are a faith community that celebrates life and learning in a multitude of ways. Daily prayer, college liturgies, year-level retreats, reflection days and Founders' Day provide opportunities for spiritual reflection and growth for students from a diversity of cultures, stories and backgrounds.

These activities are integral to our College culture and reinforce our core Christian teachings, so that our graduating students are well equipped to participate in and contribute to a complex world where conflicting values will challenge them.

The College's Ways and Means (WAM) Program encourages community inclusiveness across the school. It has an educative component that addresses cyberbullying, drugs, alcohol, healthy living, student wellbeing and is responsive to emerging issues. In 2021 vaping was one such emergent issue. The College's Student Behaviour Support Plan outlines the expectations of the students and the processes that are used to support students to be respectful and responsible.



### 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	2020
Percentage of parents/carers who agree <sup>#</sup> that:	
This school helps my child to develop their relationship with God	91.9%
School staff demonstrate the school's Catholic Christian values	91.0%
Teachers at this school have high expectations for my child	86.2%
Staff at this school care about my child	92.4%
I can talk to my child's teachers about my concerns	86.6%
Teachers at this school encourage me to take an active role in my child's education	78.6%
My child feels safe at this school	95.4%
The facilities at this school support my child's educational needs	95.0%
This school looks for ways to improve	85.4%
I am happy my child is at this school	90.7%

#### BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree <sup>#</sup> that:	
My school helps me develop my relationship with God	58.9%
I enjoy learning at my school	78.0%
Teachers expect me to work to the best of my ability in all my learning	93.7%
Feedback from my teacher helps me learn	83.2%
Teachers at my school treat me fairly	72.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	45.3%
I feel safe at school	77.7%
I am happy to be at my school	76.2%

#### BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree <sup>#</sup> that:	
Working at this school helps me to have a deeper understanding of faith	84.8%
School staff demonstrate this school's Catholic Christian values	96.7%
This school acts on staff feedback	64.7%
This school looks for ways to improve	90.1%
I am recognised for my efforts at work	79.3%
In general students at this school respect staff members	69.6%
This school makes student protection everyone's responsibility	96.6%
I enjoy working at this school	95.5%

# '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**

During 2021, the Parents and Friends association reviewed the current model and decided to move to a more contemporary approach to parent and community engagement. After much discernment, and consultation with the community and with Catholic School Parents Queensland it was decided to move to *CMC Café – Community and Family Engagement*. This model will see an invitation to parents to form sub-groups that are responsible for a particular focus of engagement. We are also committed to ongoing dialogue with parents of students with diverse needs so to continue our journey towards authentic inclusive education. We support families to share love of life and learning.



# 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.

Find a school	Search website	
<input type="text" value="Search by school name or suburb"/> <span style="float: right;">Go</span>		
School sector	School type	State

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

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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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	130	65
Full-time Equivalents	118.8	49.2

\*Teaching staff includes School Leaders

## Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	32
Graduate diploma etc.**	30
Bachelor degree	58
Diploma	10
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional development

The major professional development initiatives for 2021 were as follows:

- Coaching training for all College Leadership Team members and Middle Leaders:
- Data literacy training and coaching conversations
- Goal setting
- Positive Behaviour for Learning – support options, behaviour and challenges, attendance, workshops, restorative conversations
- Catholic Identity – social teaching and church history
- Student Protection
- Workplace Health and Safety
- Code of Conduct
- Sexual Harassment
- Privacy
- QCAA and NAPLAN training
- Religious Education Curriculum

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	95.4%

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

From the end of the previous school year, 88% 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	91.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.5%

Average attendance rate per year level			
Year 7 attendance rate	92.7%	Year 10 attendance rate	91.7%
Year 8 attendance rate	91.6%	Year 11 attendance rate	91.1%
Year 9 attendance rate	91.5%	Year 12 attendance rate	90.9%

\*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	91.5%

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

The College has a clearly articulated attendance policy and procedures available for parents, students and staff. It is regularly reviewed and updated. The College uses *eMinerva* and *Arrive Late Leave Early* (ALLE) to record and track student attendance. Parents are required to use the Parent Portal to report student absence. Attendance rolls are marked every lesson/activity including home room at the commencement of the school day. The legal guardian of an absent student receives an SMS alert, to advise them of their student's absence in the instances where the college has not been previously notified by parent/s. *eMinerva* and ALLE are used to track patterns of specific student attendance, which is addressed in accordance with our Student Support and Behaviour Management Plan and Attendance Policy. The parents of students with high absentee rates receive written communication from the College. Support plans particular to individual circumstances are implemented on a case by case basis underpinned by the published policies and procedures.

## 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

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

Search by school name or suburb	School sector	School type	State	
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7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

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

School profile	<b>NAPLAN</b>	Attendance	Finances	VET in schools	Senior secondary	Schools map
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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	245
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	224
Number of students awarded a Queensland Certificate of Individual Achievement.	4
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	150
Number of students awarded a VET Certificate II or above.	226
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	93%
Number of students receiving an ATAR	149
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	90%

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>.

### Early leavers information

The retention rate of students post Year 10 at Clairvaux MacKillop College is very high. Occasionally, there are students who are successful in securing full time work (including full time traineeships) before the completion of Year 12. For others there will be very individual circumstances. The College supports students and families to ensure the most appropriate learning context for a young person even when that is not Clairvaux MacKillop College.



