



Clairvaux MacKillop College,
Upper Mt Gravatt

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

School name:	Clairvaux MacKillop College
Postal address:	PO Box 349 Mount Gravatt QLD 4122
Phone:	(07) 3347 9200
Email:	admin@cvxmck.edu.au
School website:	www.cvxmck.edu.au
Contact Person:	Brian Eastaughffe - Principal

Vision, Mission and Values

Vision

Inspired by our Catholic tradition, we strive for excellence imbued by the charisms of our Founders. As witnesses 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 - Accepting responsibility for quality Learning and Teaching is a shared expectation.

Commitment - As a community we nurture the gifts and talents of all for the common good.

Compassion - Advocating for and empathising in solidarity with those at the margins. **Justice** - As people of faith we foster respectful relationships, as well as respect for the environment. **Integrity** - As witnesses to the Good News of Jesus Christ, we act ethically. **Celebration** - As a community, honour the successes and achievements within the framework of a holistic education.

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our college's operations and achievements through the year. The report includes information on the College's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

The embedding of a re-contextualised Catholic perspective was developed via: twilight Professional Development (for staff members) supporting theological understanding; participation in 'Year of Youth' initiatives and opportunities; Catholic perspective mapped across WAM; window art depicting the College's House Patrons - installed in the Auditorium window and Library entrance; Indigenous Stations of the Cross plaques installed on the College campus.

In progressing the Learning and Teaching goals, the following strategies were implemented: Writing of TLAPS - associated with BCE-funded Subject Group gatherings; provided information to parents about the new senior years schooling landscape; use of Learning Intentions and Success Criteria in each lesson; regular use of collaborative learning within GRRM for differentiation, especially use of ability and mixed ability groups. Teachers communicated home more regularly; enhancing student learning

responsibility; expectations for student behaviour being transparent in all classrooms and contexts; teachers' use of SBSS; students accessing and using the organisational supports in the Diary and within WAM.

In building a sustainable future, a maintenance schedule for painting, replacement of flooring and lighting and updating of furniture including whiteboards and data projectors was developed.

Strong Catholic identity

- | |
|-----------------------------------------------------------------------|
| 1. Design and implement visual iconography pieces around the College. |
| 2. Embed Catholic perspective across the wider curriculum. |
| 3. Review and revise the faith formation of students. |

Excellent learning and teaching

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. By the end of 2018, 70% of students in years 7-10 will achieve the writing benchmark of 20-24 through paragraph by paragraph reading, writing notes, joint construction and independent construction of texts. |
| 2. Enhance the use of Explicit Teaching to support student capacity toward independent learning |
| 3. Build teacher capacity in assessment literacy. |
| 4. Plan for and implement New Senior Secondary Assessment System |
| 5. Improve teacher understanding of and engagement with context-text model of literacy. |

Building a sustainable future

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To develop an updated maintenance plan which encompasses all the proprietary assets of College. |
| 2. To review and update the role descriptions of all role holders within the College: Principal, College Leadership Team, Middle Leaders, School Officers, Ancillary staff. |
| 3. Promote the Essential Skills of Classroom Management and Class Profiling to build the capacity of teachers to develop positive, safe, respectful and professional relationships with students. |
| 4. Transition to a new Behaviour Management and Student Support Framework to replace Responsible Thinking Process |
| 5. Create a Master Plan that will give direction for future facilities requirements. |

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in:

- Student attendance rates
- Senior Years Schooling Practices
- Implementation of the revised College Student Behaviour Management Plan
- NCCD requirements
- Master Plan
- Writing Analysis Tasks

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2018: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	1266	597	669	17

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

Clairvaux MacKillop College is a co-educational secondary college with a strong sense of Catholic community. The College proudly embraces the joint 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 1270 students, who are enrolled from approximately 65 primary schools.

Students who attend Clairvaux MacKillop College actively participate in the learning process at all levels, be it academically, on the sporting field, culturally through the arts, and in the engagement of social justice activities. The Edmund Rice Centre offers Learning Support and modified programs for students requiring high levels of support.

Families at the College originate from 62 different countries.

Curriculum delivery

Approach to curriculum delivery

- An inclusive approach to teaching and learning
- A diverse range of subject offerings
- Core and elective subjects in Years 7-10
- In Years 11 and 12, students choose a Senior Years Pathway
- School-based Apprenticeship and Traineeships (SATs)
- Certificate I, II, III or IV courses
- Diploma courses available

- Edmund Rice Centre offers support programs for students requiring high levels of support
- The Ways and Means Program assists students to lead healthy and fulfilled lives

Co-curricular activities

- The College continued its participation in the South East Colleges Association (SECA) sporting competition.
- Successful in winning the swimming, cross country and athletics SECA championships.
- Students were selected in Metropolitan East sporting teams and QLD school sport teams.
- Students participated in: AFL, Athletics, Badminton, Basketball, Cricket, Cross Country, Futsal, Netball, OzTag, Rugby League, Rugby Union, Soccer, Swimming, Tennis, Touch Football, Volleyball, and a variety of non- competitive sports.
- Cultural offerings include; Art Competitions, Celtic Ensemble, Choir “CMC Singers”, Dance Troupe, College Musicals, Concert Band, Jazz Band, Music Ministry, Rock Band, Stage Band, Soul Band and String Orchestra
- Service offerings include; St Vincent de Paul, Interact, Mission Weeks, Support-a Reader, Clean-Up Australia activities
- Debating, Public Speaking, Lions Youth of the Year
- Host College of the Battle of the Rock Bands Competition
- Chess Club, Maths Club, Robotics Club and Writers Group.

How information and communication technologies are used to assist learning

The College’s vision for the use of information and communication technologies to assist learning is:

“... to create a dynamic learning community where the use of technology is integral to the learning of every student, as we prepare them for engagement with their future world.”

The following key principles are important strategies in realising this vision:

- ICTs that are embedded in the teaching and learning processes throughout the curriculum
- eLearning strategies will enhance and expand the learning process for all students
- The provision of ongoing, relevant and timely training and development opportunities for members of the Clairvaux MacKillop College community
- Students and teachers access to eLearning systems that are reliable, flexible and current.
- Infrastructure, technical support and ICT device replacement planning that support quality learning and teaching to an appropriate and expanding level as required
- School leadership models and an articulated role of eLearning throughout the school, parent body and broader educational community

Social climate

Overview

We are a faith community that celebrates life and learning through Christian worship in the Catholic tradition. Daily prayer, whole school Liturgies and year-level Retreats, Reflection Days and Founders' Day provide opportunities for spiritual reflection and growth.

These activities are integral to our College culture and reinforce our 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 Program has been developed to encourage community inclusiveness across the College. It has an educative component that addresses Cyberbullying, Drugs, Alcohol, Healthy Living, Student Wellbeing and Anger Management. The College's Student Behaviour Support Plan outlines the expectations of the students and the processes that are used to support students.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	91.2 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	86.4 %
Religious Education at this school is comprehensive and engaging	88.2 %
I see school staff practising the values and beliefs of the school	84.0 %
This school looks for ways to improve	83.4 %
The school is well managed	91.6 %
My child is making good progress at this school	82.6 %
This school is a safe place for my child	93.6 %
This school helps students respect the needs of others	91.0 %
Teachers and staff are caring and supportive	89.6 %
Teachers at this school expect my child to do their best	95.2 %
Teachers and staff relate to students as individuals	88.2 %
The teachers help my child to be responsible for their own learning	90.9 %
My child is motivated to learn at this school	85.5 %
I can talk to my child's teachers about my concerns	89.3 %
This school offers me opportunities to get involved in my child's education	81.9 %
My child's learning needs are being met at this school	82.2 %
I am happy with my decision to send my child to this school	88.7 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	76.2 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	85.5 %
Religious Education at my school is interesting and engaging	60.6 %
I see school staff practising the values and beliefs of my school	76.2 %
My school looks for ways to improve	86.6 %
Students at my school are encouraged to voice their concerns or complaints	80.7 %
Teachers treat students fairly at my school	72.5 %
Teachers recognise my efforts at school	79.1 %
I feel safe at school	91.1 %
My school helps me to respect the needs of others	91.6 %
I am happy to be at my school	90.6 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	87.2 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	95.8 %
Religious Education at this school is comprehensive and engaging	88.6 %
I see school staff practising the values and beliefs of this school	93.8 %
This school is well managed	83.3 %
My concerns are taken seriously by the school	70.2 %
This school is a safe place to work	93.3 %
This school has an inclusive culture	88.6 %
This school has a culture of striving for excellence	89.4 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	96.2 %
Overall, I am happy with my decision to work at this school	93.3 %

[#] '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

As a community, we welcome and encourage parental involvement. There is a number of information evenings held during the year where parents are invited to take part in a wide variety of activities involving their son/daughter. The College has a number of forums whereby parents can actively participate in the life of the school. These include: College Pastoral Board, Parents and Friends (P&F) Association and Parent Social Network.

The College communicates with parents each week via the College Newsletter or 'Dates and Deadlines'.

Parents are actively encouraged to communicate informally with their child's teachers via the student diary, email or phone. Personal appointments are also welcome with staff members to discuss their child's progress.

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 at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	121	54
Full-time Equivalents	113.1	44.1

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	4
Masters	24
Graduate Diploma etc.**	38
Bachelor degree	54
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$81,524.97

The major professional development initiatives were:

- Positive Behaviour for Learning
- New QCE system
- Essential Skills for Classroom Management
- Emotional Intelligence
- The Re-contextualisation of Catholic Identity in Schools
- Class Profiling

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.0 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 93.4% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	88.8 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	92.5 %	89.8 %	88.9 %	87.0 %	87.5 %	86.8 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

The College uses software programs (eMinerva and ALLE) to record and track student attendance and absenteeism. Class rolls are marked every lesson as well as during Home Room at commencement of the school day. The legal guardian of an absent student receives an SMS alert, to advise them of their student's absence. eMinerva and ALLE permit tracking of 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. Parents of students who have high attendance rates receive written communication from the College.

NAPLAN

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	546.1	541.5	585.2	583.8
Writing	491.1	505.3	519.9	542.3
Spelling	546.3	545.2	588.2	583.3
Grammar & Punctuation	548.6	543.9	580.6	580.1
Numeracy	542.1	548.2	584.0	595.6

Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	221
Number of students awarded a Queensland Certificate of Individual Achievement.	3
Number of students receiving an Overall Position (OP)	115
Percentage of Indigenous students receiving an Overall Position (OP)	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	138
Number of students awarded an Australian Qualification Framework Certificate II or above.	136
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	206
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	0%
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.	96.8%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%

OUTCOMES FOR YEAR 12 COHORTS

Description

2018

As at February 2019. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)

Number of students in each band for OP 1 – 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	23	28	40	20	4

As at February 2019. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2018	11	48	123

As at February 2019. The above values exclude VISA students.

Certificate I in Construction, Certificate II in Furnishing, Electro Technology, Certificate III in Fitness, Recreation Studies, Business, Hospitality, Art, Music, Certificate IV in Crime and Justice, Diploma in Business. Outside of school certifications are available e.g. Animal Studies and Nursing.

Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12

Description

2018

Year 12 student enrolment as a percentage of the Year 10 student cohort. 91.0 %

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student destinations

Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

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.

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 destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The retention rate of students post Year 10 at Clairvaux MacKillop College is generally very high. Occasionally, there are students who are successful in securing full time work before the completion of Year 12. However, the number of these students is minimal.