

School Name Clairvaux MacKillop College

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Principal's Foreword

Introduction

We were formed by the amalgamation of two Catholic Colleges – Clairvaux College and MacKillop Catholic College and we continue to grow in faith following in the footsteps of the Christian Brothers and the Sisters of St Joseph. Our Motto is 'By Effort and Faith' and we encourage our students to be involved and believe in themselves.

Our Mission Statement refers to the Gospel image of Jesus, inclusive and welcoming, teaching the people of his times. By stating the importance of faith alongside effort, we adopt this example for our own community. In a society that challenges faith while offering greater freedoms than previously, we affirm Gospel values, and encourage our young people to assess their situations and make decisions about the kind of future they choose.

Our vision at Clairvaux MacKillop College is to encourage students to aspire beyond what people think possible. The College is blessed with a rich history, strong academic and vocational traditions, rapidly growing facilities, nurturing pastoral care programs and extensive co-curricular opportunities. This year, we continue the mantra of "Respect, Responsibility, Results", encouraging our students to challenge and strengthen themselves in all areas of College life. The College firmly believes in providing a challenging and safe environment where every individual is challenged to do his or her best.

School Profile

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

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 1310 Girls 618 Boys 692

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 St. Mary MacKillop of the Cross, and Blessed Edmund Rice, with Pastoral Care and the Spiritual formation of students as its foundation.

The College caters for approximately 1300 students, drawn from in excess of 65 primary schools, covering an extensive catchment area.

Students who attend Clairvaux MacKillop College actively participate in the scholastic process at all levels, be it academically, on the sporting field, culturally through the arts, and in the engagement in Social Justice.

Our students are located in three discrete Centres of Learning, the Formation Centre (Year 7 and Year 8), the Junior Centre (Year 9 and 10) and the Senior Centre (Year 11 and 12). All Centres are supported by the Edmund Rice Centre which offers Learning Support and a special program designed for students requiring high levels of support.

Our distinctive curriculum offerings

Clairvaux MacKillop College offers a diverse range of subject offerings, allowing students opportunities to foster and develop many skills throughout their education. Students study core and elective subjects throughout Years 7-10, engaging in a multiple pathways approach to Senior schooling. This approach enables students in Years 11 and 12, to choose a Senior Pathway which may combine their study in Authority Subjects with School-based Apprenticeship and Traineeships (SATs), Authority-Registered subjects, or Certificate I, II or III courses - delivered in partnership with TAFE and private training providers. The College continues to have a strong relationships with the Southside Community Industry Partnership Service - supporting students studying in the non-OP Pathway through structured work placement and work experience opportunities.

Students are also able to study an academic pathway, leading to university study. Students have the opportunity to study introductory courses at Griffith University, QUT or UQ while in Year 12. Clairvaux MacKillop College has an inclusive approach to teaching and learning, with our Edmund Rice Centre and programs offering support for students at their level of learning, and assisting them to achieve success in their role as life-long learners. In 2015 the College introduced new Curriculum offerings of Science 21 in Year 11 and STEM (Science, Technology & Engineering Mathematics) in Year 9

Extra curricula activities

In 2015, the College joined the South East Colleges Association (SECA). This Association was established to facilitate spirit of camaraderie, competitiveness and support amongst ten BCE member schools. We are proud to announce that in our first year of competition we won all 3 carnivals and had 22 teams win their division in winter sport.

Sports include; AFL, Athletics, Badminton, Basketball, Cricket, Cross Country, Futsal, Netball, OzTag, Rugby League, Rugby Union, Soccer, Swimming, Tennis, Touch Football, Volleyball, plus numerous 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 and String Orchestra
Service offerings include; St Vincent de Paul, Interact, Mission Weeks, Support-a-Reader and Clean-Up Australia

Academic activities include; Debating, Public Speaking, Lions Youth of the Year, Optiminds, Chess Club, Maths Club, Robotics Club and Writers Group

Opportunities also exist for travel to; China, Japan, New York, New Zealand and Peru

How Information and Communication Technologies are used to assist learning

The College has developed a strategic approach to the use of ICTs to enhance teaching and learning. This includes staff professional development, network infrastructure requirements and subject-specific needs. By engaging the services of MOQ Digital, the College has optimised our IT Services taking advantage of the services offered by BCE IT.

All classrooms are suitably resourced with internet access through a campus-wide wireless and LAN infrastructure, data projectors (some interactive) and speakers, and significant student access to computers or laptops.

Every student at Clairvaux MacKillop College issued with a college supplied laptop device. Namely; Year 7 & 8: Dell Latitude E7240, Year 9: HP 820G1, Year 10: HP 430GI, Year 11: Dell Latitude E6330 and Year 12: Dell Latitude E6320

The College operates Moodle as a Learning Management System that allows for a school-wide approach to the use of technology within teaching and learning. The College also employs subject-specific software, maintained at industry standard which also assists in providing effective learning opportunities.

Students access eBooks for Mathematics and Science and have access to a library which is a hub of digital technologies. Students can access Kindles in our Resource Centre

All teachers have been allocated a laptop, allowing them to make effective use in teaching, planning and in professional development.

Social climate inclusive of pastoral care and our response to bullying

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 Founder's 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 make their way in a complex world where conflicting values will challenge them.

The College's Pastoral Program has been developed to encourage community inclusiveness across the College. It has an educative component which addresses Cyber bullying, Drugs, Alcohol, Healthy Living, Student Wellbeing and Anger Management. The College's Behaviour Support Policy illustrates the expectations of the students, staff, year level coordinators and wider college community in relation to these issues.

Parent, student and teacher satisfaction with the school

Parents have a range of opportunities to provide the College with feedback on their degree of satisfaction. These opportunities take the form of parent surveys of Year 7 & 8 parents to gauge the introduction and orientation process of their child upon entering the college, to feedback opportunities from internal reviews and school renewal processes. Surveys are also conducted during Parent Teacher interview afternoon/evenings, as well as during other parent information sessions.

Feedback is also obtained from the College Board and the College's P&F Association. Parents are welcome to provide feedback about the College and frequently do so. This feedback allows the College to reflect upon its practices and refine and enhance how it operates.

Parent involvement in their child's education

As a community we welcome and encourage parental involvement. We have 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: Parents and Friends (P&F) Association, Parent Social Network and College Pastoral Board.

The College communicates with parents each week via the College Newsletter and 'Dates and Deadlines' on important events occurring throughout the College, which is hosted on a dedicated site and weekly secured access emailed to the parent body.

Parents are actively encouraged to communicate informally with their son/daughter's teachers through the diary, email and phone. We also encourage face to face meetings to discuss a child's academic progress. In Year 10 SET Planning to guide students down the correct academic pathway, which is then reassessed through Mentoring Interviews each semester of Year 11 and 12.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	106	45
Full-time equivalents	100.83	33.11
Aboriginal and Torres Strait Islanders		0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	5
Masters	21
Post Graduate Diploma/Certificate	29
Bachelors Degree	49
Diploma/Certificate	2

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 19 307

The major professional development initiatives were as follows

Professional Learnings for Teaching Staff in 2015 included;

- * Curriculum design, pedagogy and the development of their understanding of Classroom Instruction that Works.
- * DELT Literacy
- * Gradual Release of Responsibility Model (GRRM)
- * Responsible Thinking Process (RTP)
- * Classroom Walk Throughs
- * All staff gained a First Aid qualification

School Income by Funding Source

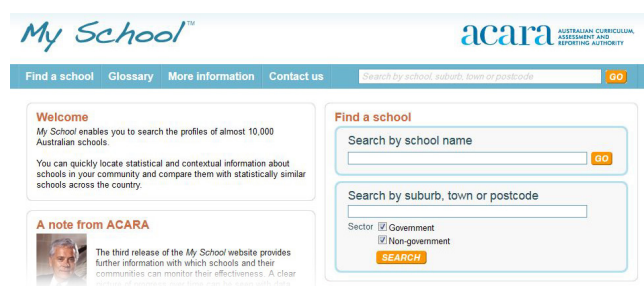
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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 following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 96.47 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 92.71 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	93.00 %
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Prep Attendance Rate	%	Year 7 Attendance Rate	95.00 %
Year 1 Attendance Rate	%	Year 8 Attendance Rate	95.00 %
Year 2 Attendance Rate	%	Year 9 Attendance Rate	93.00 %
Year 3 Attendance Rate	%	Year 10 Attendance Rate	92.00 %
Year 4 Attendance Rate	%	Year 11 Attendance Rate	90.00 %
Year 5 Attendance Rate	%	Year 12 Attendance Rate	92.00 %
Year 6 Attendance Rate	%		

Policy and practice to manage student attendance

The Home Room System in place at Clairvaux MacKillop College has as one of its key roles a Home Room teacher, who makes contact with parents of absent students, via notes, phone calls and meetings depending on the length of absence.

The college employs eMinerva and ALLE to record and track student attendance and absenteeism. Class rolls are marked every lesson as well as during Home Room. The legal guardian of students absent receives an SMS alert, with the request to explain and/or verify lateness and absence.

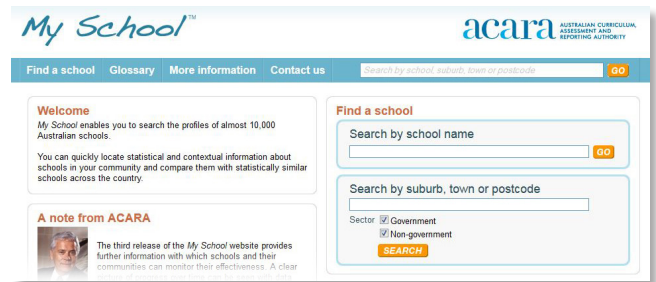
eMinerva and ALLE permit tracking of patterns of specific student attendance, which is addressed in accordance with our Student Behaviour Management Policy.

Any extended absence is to be submitted in writing to the Principal for discussion, before approval.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.	91.5 %
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Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	224
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	150
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	30
Number of students awarded one or more Vocational Educational Training qualifications.	83
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	211
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	83.3 %
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.	96.4 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	99.3 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
21	48	56	25	0

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
20	47	72

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.