

## SCHOOL PROFILE

School name Clairvaux MacKillop College

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### Principal's foreword

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 continued to give emphasis to 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 facts

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: 1248 Girls: 562 Boys: 686

## 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.

## Social climate

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 that addresses Cyberbullying, Drugs, Alcohol, Healthy Living, Student Wellbeing and Anger Management. The College's Students and Behaviour Support Plan illustrates the expectations of the students, staff, year level coordinators and wider college community in relation to these issues.

## Curriculum - our distinctive 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 that may combine their study in Authority Subjects with School-based Apprenticeship and Traineeships (SATs), Authority-Registered subjects, or Certificate I, II, III, IV or Diploma courses - delivered in partnership with TAFE and private training providers. The College continues to have a strong relationship 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 2016, the College introduced new Curriculum offerings of Authority Dance, Film, Television and New Media, Certificate III in Music, Certificate III in Visual Art, Certificate IV in Justice Studies and Diploma of Business.

## Curriculum - our extra curricula activities

In 2016, the College continued our participation in South East Colleges Association (SECA). We are proud to announce that we retained all 3 trophies that we won in 2015 and had 19 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 , Chess Club, Maths Club, Robotics Club and Writers Group.

## Parent, student and teacher satisfaction

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 and 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 engagement

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.

## SCHOOL ACHIEVEMENTS

### **Achievements - progress towards goals**

In 2016 the College set the goals of Establishing Sacred Spaces, engaging in Eucharist, and recontextualising our engagement with charism of our two Founders, Blessed Edmund Rice and Saint Mary of the Cross, MacKillop, as part of our commitment to the Leuven Catholic Identity project.

The College heavily invested in Gradual Release of Responsibility Model (GRRM), which were linked directly to Classroom Instruction that Works. Engagement with these learning frameworks have been the catalyst for improvement in our NAPLAN and QCS outcomes.

As part of our Professional Accountability goal, the College revisited all aspects of WH&S. The College employed a WH&S specialist who audited our WH&S procedures, and made recommendations. The College embarked on implementing many of these recommendations.

### **Future outlook**

In 2017 we continue to implement the recommendations from Leuven, but are heartened by the endorsement of our efforts to date.

The College intends to maintain the momentum generated by GRRM and BCE model of Pedagogy, by endorsing the ELT (Excellent Learning and Teaching) and Reading to Learn strategies. Through continued use of PAT-M and PAT-R testing current indicators would suggest that we are on track to improve on the gains from 2016.

The College has implemented all the WH&S recommendations identified in 2016, and continues to maintain our WH&S compliance.

## STUDENT OUTCOMES

Whole school attendance rate 93.00 %

|                        |   |                         |         |
|------------------------|---|-------------------------|---------|
| Prep attendance rate   | % | Year 7 attendance rate  | 96.00 % |
| Year 1 attendance rate | % | Year 8 attendance rate  | 92.00 % |
| Year 2 attendance rate | % | Year 9 attendance rate  | 93.00 % |
| Year 3 attendance rate | % | Year 10 attendance rate | 91.00 % |
| Year 4 attendance rate | % | Year 11 attendance rate | 91.00 % |
| Year 5 attendance rate | % | Year 12 attendance rate | 92.00 % |
| Year 6 attendance rate | % |                         |         |

### Management of non-attendance

The Homeroom 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 Support and Behaviour Management Plan.

### NAPLAN results

Average NAPLAN results

|                       | Year 3 |       | Year 5 |       |
|-----------------------|--------|-------|--------|-------|
|                       | School | Aust. | School | Aust. |
| Reading               |        |       |        |       |
| Writing               |        |       |        |       |
| Spelling              |        |       |        |       |
| Grammar & punctuation |        |       |        |       |
| Numeracy              |        |       |        |       |

|                       | Year 7 |        | Year 9 |        |
|-----------------------|--------|--------|--------|--------|
|                       | School | Aust.  | School | Aust.  |
| Reading               | 547.54 | 541.00 | 575.48 | 580.60 |
| Writing               | 510.68 | 514.70 | 535.35 | 548.40 |
| Spelling              | 543.73 | 542.90 | 585.25 | 580.30 |
| Grammar & punctuation | 542.84 | 540.20 | 572.25 | 570.30 |
| Numeracy              | 553.59 | 549.50 | 587.15 | 588.80 |

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

|  |         |
|--|---------|
| Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort | 96.04 % |
|--|---------|

### Outcomes for Year 12 cohort of 2016

|  |        |
|--|--------|
| Number of students receiving a Senior Education Profile  | 215    |
| Number of students awarded a Queensland Certificate Individual Achievement   | 0      |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12   | 195    |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications  | 92     |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)  | 0      |
| Number of students awarded an International Baccalaureate Diploma (IBD)  | 0      |
| Number of students receiving an Overall Position (OP)  | 150    |
| Percentage of OP/ IBD eligible students with OP 1-15 or an IBD   | 82.3 % |
| 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 | 93.0 % |
| Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer  | 96.5 % |

### Overall Position (OP) bands

Number of students in each band for OP 1 to 15

| OP 1-5 | OP 6-10 | OP 11-15 |
|--------|---------|----------|
| 21     | 48      | 56       |

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

| Certificate I | Certificate II | Certificate III or higher |
|---------------|----------------|---------------------------|
| 9             | 31             | 85                        |

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 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.

## STAFF PROFILE

| Workforce composition                  | Teaching staff | Non-teaching staff |
|--|----------------|--------------------|
| Headcounts                             | 110            | 47                 |
| Full-time equivalents                  | 105.20         | 36.65              |
| Aboriginal and Torres Strait Islanders | Less than 5    |                    |

| Highest level of attainment           | Number of teaching staff (teaching staff includes school leaders) |
|---------------------------------------|---|
| Doctorate                             | 5   |
| Masters                               | 26  |
| Post Graduate Diploma/<br>Certificate | 30  |
| Bachelor Degree                       | 49  |
| Diploma/Certificate                   | 1   |

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 62 802

The major professional development initiatives were as follows

Professional Learnings for Teaching Staff in 2016 included;

\* Curriculum design, pedagogy and the development of their understanding of Classroom Instruction that

**Average staff attendance rate** The staff attendance rate was 96.86 % in 2016.

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

From the end of the 2015 school year, 91.51 % of staff were retained by the school for the 2016 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/>

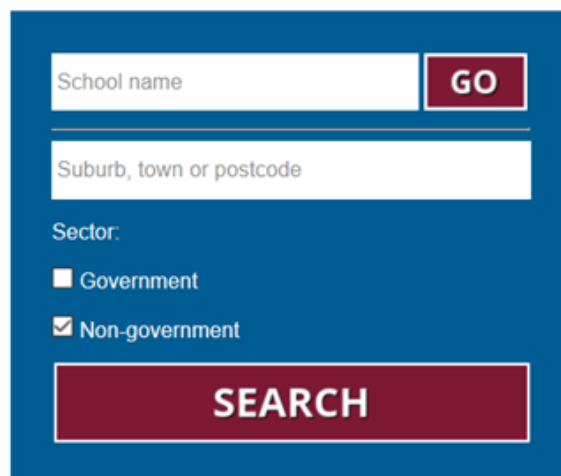
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'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.

### Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, there is a 'Sector:' label followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.