



McAuley College,  
Beaudesert

# 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

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## Vision, Mission and Values

### Vision

The Vision for the College from its inception was to provide an ongoing Catholic education for students of the Scenic Rim with a rural heritage valuing creative, contemporary and innovative learning, through quality teaching, in an environment of engagement and partnership with the local community.

### Mission

McAuley College is a welcoming community shaped by the touchstones of BELIEVE · LEARN · SERVE. BELIEVE – a community built on faith; LEARN – a community committed to delivering learning that is contemporary and innovative; and SERVE – a community inspired by the example of Jesus and Catherine McAuley to be of service to others, committed to social justice in our local and global community.

### Values

McAuley College prides itself on being a welcoming community whose foundations are built on relationships which are based on love and respect. The Mercy values of faith, wisdom and justice are clearly articulated in our motto of BELIEVE · LEARN · SERVE.

## Principal's foreword

### Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

## **School progress towards its goals in 2018:**

McAuley College experienced much success across 2018, in our second year of operation.

Our focus within Strong Catholic Identity, and our growing Mercy tradition, was enhanced through an induction program for new staff, delivered by Sr Mary Lawson rsm. Several teaching staff successfully engaged in the REAP program, and accreditation for all teaching staff was reviewed. The College engaged with the Relationships and Sexuality Education program, and the Religious Education Curriculum was further developed under the guidelines provided by the Archdiocese of Brisbane for Religious Education to include comprehensive Unit Overviews for Year 8. The service program for our students continues to strengthen both our Catholic identity and Mercy Charism. The College theme centred around 'boots' continued to be a strong foundation on which to build our growing story.

In Excellent Learning and Teaching, the College continued to excel at meeting both system benchmarks and our own SMART goals. Most significant is the shared professional practice of all staff, with explicit practices embedded consistently across each key learning area. The College delivered a successful NUDGE project in co-teaching, and a collaborative space was included in our Stage Two build to support the delivery of varying aspects of this approach. Across the two-year levels, 90% of our students achieve the required 'at standard' on the Writing Analysis Task (WAT).

Staff developed a Scope and Sequence for each Key Learning Area, with further work required to bring a whole school vision to this work.

Finally, in Building a Sustainable Future, the College successfully completed the Stage Two Building Program. We developed a College Strategic Plan for 2018 – 2021, and from this document, developed relevant goals to shape our Annual Improvement Plan for 2018.

### **Strong Catholic identity**

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.

### **Excellent learning and teaching**

1. 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.

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

### **Building a sustainable future**

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

2. Complete Stage Two of Building Program.

## Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in student results in the Writing Analysis Task (WAT), to be more consistent across the four testing samples and classwork. As a College, we will engage in the Accelerate Program, which will allow our teaching staff to improve their practice to address and be responsive to the individual needs of each student in their class. This will be achieved through short cycles of planning; and targeted and precise professional learning for our teaching staff.

## Our school at a glance

### School profile

McAuley College is a Catholic secondary school 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
<b>2018</b>	93	48	45	1

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

### Characteristics of the student body

McAuley College enters its second year of operation in 2018. As a new school, this is very much a key characteristic of our student body, with only Years 7 and 8 currently enrolled. Our students come from a range of 20+ feeder schools, including the two main Catholic Primary feeder schools in St Mary's Beaudesert and All Saints' Boonah. The remainder of our student body come from the many smaller state schools that make up the Scenic Rim. Our families are traditionally looking for a small school that is safe and supportive. The Pastoral Care of each individual student is key to our growing culture. In addition, the quality learning and teaching that occurs in our classrooms, due to our consistent expectations and explicit good teaching practices, creates a good foundation for students to be engaged and thriving in their classes.

### Curriculum delivery

#### Approach to curriculum delivery

- Learning is student focused.
- Quality learning and teaching is delivered by expert teachers who are responsive to the needs of each individual student in the classroom.
- The College has high expectations, which are outlined in our Positive Behaviour Support Plan, "Keeping it REAL at McAuley College". We explicitly teach and model positive and productive behaviours, building every student's capacity to be responsible decision makers and accepting the consequences for their actions.
- The teaching of literacy is explicitly and consistently embedded across each key learning area.
- Years 7 and 8 are designed to provide a broad experience of the curriculum as recommended by the Australian Curriculum.
- The curriculum incorporates Religious Education across all year levels; a Pastoral Care Program and a comprehensive co-curricular program to foster the engagement of students and promote service to others.
- Students learn in a technology rich environment supported well by our one-to-one laptop program.

- The College has a comprehensive student support team, working in partnership with our parents to wrap around and support our learners. This includes our Pastoral Leaders; Support Teacher Inclusive Education, Guidance Counsellor, Speech Pathologist and School Officers – Learning Support.
- Break times have a student wellbeing focus, where social interaction and connection is prioritised. This is well supported by our Mobile Phone policy and expectations around the use of the College laptop during these times.
- The College is well engaged in the Senior Schooling space and have commenced planning for the development of our future years, including Years 11 and 12.

### **Co-curricular activities**

McAuley College is small in size, but huge in spirit and opportunity. This is evident by the comprehensive range of activities embedded within our curriculum, as well as Cultural, Sporting and Service areas.

#### Co-curriculum Experiences

- Celebration of Success
- Book Week; Readers Cup; Premier's Reading Challenge
- Gardiners Chess Competition
- Bridge Building Competition
- Cooking, Arts & Engineering entries at the local shows
- STREAM Club
- QAMT Mathematics Competition and Maths Quiz
- Modern Inkers Writing Club
- Maths X Enrichment Class
- Literacy Masterclasses
- Homework Club
- Under 8's Cultural Day – Spanish Experience

#### Cultural Opportunities

- Instrumental Program – Voice, Guitar, Strings and Piano
- College Choir, participating in Queensland Catholic Colleges' Music Festival, Nursing Home Visits and College functions.
- Ensemble Groups including Guitar and Strings
- Soirée Afternoon
- Shake and Stir Drama Presentation
- Tournament of the Minds

#### Sporting Ventures

- South East Colleges Association (SECA) Competition including the three main carnivals, Swimming, Athletics and Cross Country. As well as an interschool competition on Thursday afternoon across Terms 2 and 3.
- Member of Pacific District
- Swimming Club (Term 1 and Term 4) and Running Club
- Vicki Wilson Netball Shield
- Bridge to Brisbane and Gold Coast Marathon

#### Service and Social Justice Groups

- Ignite High Youth Engagement Opportunities
- House Celebrations and link to service groups such as Birthing Kits in partnership with Zonta.
- Community Masses
- Caritas and Vinnies Christmas Appeal
- Service to St Mary's and All Saints' Fete Days

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

The McAuley College learning and teaching program is well supported by the suite of applications within Office 365. Our teaching staff utilise TEAMS and OneNote and the College Portal to keep students connected with their learning.

The College uses a range of technologies to keep parents engaged in the learning program and opportunities offered to our students. These include Facebook, fortnightly newsletters, and Parent Permission slips (as per EdSmart). All parents have access to the Parent Portal which is a powerful tool to keep them informed, and which can be accessed via the BCE Connect App on mobile phones.

McAuley College has a laser cutter and 3D printers. Our students connect with their learning through their own laptop device, school owned and student managed. A suite of iPads allows students to use a range of different applications within an Apple environment. Learning in The Arts and Media was enhanced by access to a class set of DSLR cameras and the Adobe Creative Suite, enabling our students to confidently create and share digital media products.

## **Social climate**

### **Overview**

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.

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, 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 in 2018, was linked to our MacKillop House Celebration day. It included a visit from the Mayor of the Scenic Rim, Greg Christensen, to connect our actions to those of our wider community. Across the year, we also enjoyed a presentation by our Adopt-a-Cop on cyber safety.

## 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	100.0 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	94.7 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of the school	100.0 %
This school looks for ways to improve	100.0 %
The school is well managed	100.0 %
My child is making good progress at this school	100.0 %
This school is a safe place for my child	100.0 %
This school helps students respect the needs of others	100.0 %
Teachers and staff are caring and supportive	100.0 %
Teachers at this school expect my child to do their best	100.0 %
Teachers and staff relate to students as individuals	100.0 %
The teachers help my child to be responsible for their own learning	100.0 %
My child is motivated to learn at this school	100.0 %
I can talk to my child's teachers about my concerns	100.0 %
This school offers me opportunities to get involved in my child's education	90.0 %
My child's learning needs are being met at this school	100.0 %
I am happy with my decision to send my child to this school	100.0 %

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	87.8 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	92.7 %
Religious Education at my school is interesting and engaging	82.9 %
I see school staff practising the values and beliefs of my school	92.4 %
My school looks for ways to improve	95.3 %
Students at my school are encouraged to voice their concerns or complaints	87.7 %
Teachers treat students fairly at my school	81.4 %
Teachers recognise my efforts at school	89.2 %
I feel safe at school	94.3 %
My school helps me to respect the needs of others	97.6 %
I am happy to be at my school	90.8 %

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2018
This school helps me to develop my relationship with God	92.3 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of this school	93.8 %
This school is well managed	100.0 %
My concerns are taken seriously by the school	93.3 %
This school is a safe place to work	93.8 %
This school has an inclusive culture	93.3 %
This school has a culture of striving for excellence	100.0 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work at this school	100.0 %

<sup>#</sup> '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

The College has enjoyed the opportunity to explore new and innovative ways to engage our families and community in the absence of a P&F or College Board.

During 2018, the College Principal engaged in a five-year Principal Appraisal, which incorporated feedback from our Parent group and wider community, as well as some focus groups. This coupled with feedback from the BCE Listens Surveys has provided positive feedback from a broad cross section of our community around all things McAuley College.

Parents are encouraged to participate in a wide range of school events. This includes our whole school masses and liturgies, our successful Mother's Day and Father's Day breakfast and liturgies, Parent Teacher Student Conversations, Interhouse Carnivals, to name just a few.

The College has introduced evenings specifically focusing on Parent Engagement. In 2018, these evenings were focused around "Navigating the use of technology in our school environment" and we engaged a renowned speaker around online safety and cyberbullying, Brett Lee. In the second semester, significant Parent Information Evenings were hosted around subject selection and Year 7 2019 Orientation and Welcome.

Finally, the College developed a Community Consultative Committee which includes parent, parish and school representatives. This group assists the College in endorsing our proposed Fees and Levies for the coming year, as well as some key expenditure.

With regard to students and adjustments in their learning programs, the College works closely with parents to provide a support network around each individual learner. At enrolment, students with any significant learning needs, engage in an Enrolment Application Support Process. This has a number of steps to ensure the College is well placed to support the student and to ensure the parent's aspirations for their child are well aligned with what the College can deliver.

Each classroom teacher takes a clear role in planning learning experiences accessible for each student in their class. Students with disabilities or those with learning difficulties are monitored and evidence is gathered to better inform all teachers around how best to structure the learning so the student can engage to their full potential. This work is done in partnership with the Support Teacher Inclusive Education (STIE). Parents are kept informed of concerns as they are identified, and where required parents engage regularly in review of any Learner Matrix or next steps.



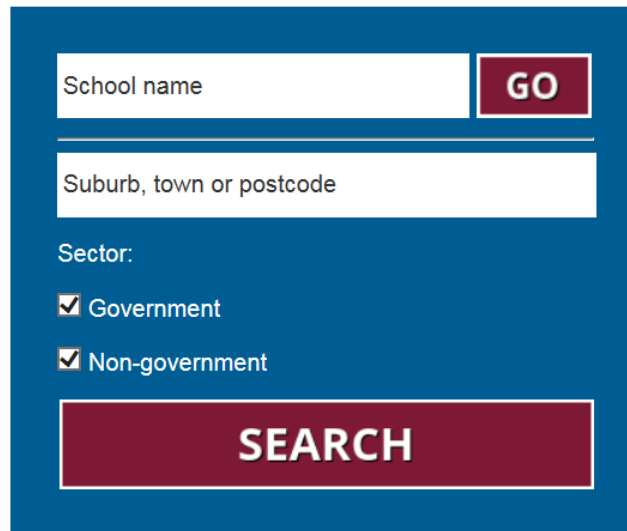
## School funding

### 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



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	13	7
Full-time Equivalents	12.0	4.5

## Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	3
Bachelor degree	6
Diploma	
Certificate	

\*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 \$ **17 784.76**

The major professional development initiatives are as follows:

- New Staff Induction with focus on Mercy Charism
- Professional Development 'in situ' around the College SMART Literacy Goal, which utilised Education Officers from within the BCE system, minimising costs. The College also engaged in four Monitoring Days across the year.
- Staff were supported to complete the four day REAP program.
- Internal Release for staff to work on their Scope and Sequence for their specific key learning areas.
- Ongoing Professional Development around PB4L (Tier 2 and Tier 3 strategies, including Restorative Practices)
- Senior Schooling Focus Days in preparation for Year 11 and 12, including two-day QCAA Senior Schooling forum and subsequent roadshow days.
- Commence a NUDGE project focused on co-teaching – release of staff to research and visit other schools as part of planning stages.

## Staff attendance and retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	98.1 %

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

From the end of the previous school year, **100%** 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).	92.4 %

\*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	92.8 %	92.0 %				

\*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

McAuley College has a well-developed Attendance Policy. Time is given across key junctures of the College year to remind staff around required practices with regards to the marking of attendance and any follow up required, especially responsibilities linked to the role of Pastoral Care teacher.

The College delivers a consistent message around the priority for attendance, and its direct impact on student learning outcomes. This message is delivered from the very start - beginning with our enrolment interviews, followed by information given at Parent evenings and in newsletter articles, as well as on whole school assemblies. Below are some of the keyways in which the College encourages increased rates of attendance:

- 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.
- Additionally, members of the Pastoral Care Team (PCT) monitor patterns of absenteeism and, using a guided series of communication and correspondence with parents and guardians across each key point to address concerns and encourage a change of behaviour.
- An SMS is sent to parents of a student who, on any one day is absent with no explanation; or who leaves early or arrives late. This assists the College in building a strong partnership with parents to address any concerns with attendance.
- At the end of each semester, students who demonstrate outstanding attendance receive a certificate at our Celebrating Success Assembly.
- Parents must make an application to the Principal if there is a planned absence for their son or daughter for a period during the term.

## NAPLAN

### Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	548.0	541.5		
Writing	489.9	505.3		
Spelling	537.3	545.2		
Grammar & Punctuation	535.3	543.9		
Numeracy	543.1	548.2		

### **Year 12 Outcomes; Overall Positions (OP); Vocational Education Training Qualifications (VET); Retention Rates (Year 10 to Year 12) and Student Destinations**

These reports are not included due to the nature of McAuley College as new school only having Year 7 and 8 in 2018.