

**Clairvaux MacKillop
College, UPPER MT
GRAVATT**

Annual Report 2019

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



Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

In 2018, the SMART Goal of 70% of learners in Years 7 to 10 who achieved the writing benchmark of 20-24 was easily met. As a college the aspiration was raised to 95% of learners achieving the writing benchmark of 20-24. This aspiration seemingly was too ambitious resulting in this goal not being achieved.

Continued implementation of Relationships and Sexuality Education (RSE) occurred in the Health and Physical Education curriculum. Professional development for staff members in the Catholic perspective of RSE was completed across curriculum areas. To support teacher direction in the Ways and Means (WAM) program, cards outlining the Catholic perspectives of RSE were distributed to teachers.

So that staff accreditation requirements were met, professional development was arranged. This included a staff twilight professional development session, facilitated by Kevin Treston, which covered the challenges and progress of engagement with the religious life of the school. WAM lessons provided additional time to prepare students for engagement in Religious Life of the school.

An audit of cognitive verbs was commenced so that their learning and teaching usage aligned with current terminology of pedagogical practices and assessment tasks. A Student Learning and Teaching Data Policy was formulated to guide discussions of unit and assessment planning that are data informed. The compilation of specific literacy classes has materialised after utilising data analysis including student achievement data, student progress data and a curriculum theme for student inclusion in these classes.

Regular and frequent meetings of relevant staff have ensured the continued implementation of the QCE requirements. Staff members have been involved as assessors, confirmers and writing of internal assessments. Staff members met in their respective subject departments to ensure that the expected requirements of reporting were met. Staff members were upskilled in Tier 1 classroom management practices. An outcome of the NCCD work sustained by staff in this legislative requirement resulted in the College receiving an increased amount of funds to support eligible students in 2020.

A Behaviour Matrix, which is part of the Student Behaviour Support Plan was completed with staff collaboration. A Tier 1 team was established so that the beginning stages of the Positive Behaviour for Learning (PB4L) Framework could be implemented. A technique to allow teachers to reflect on their practice commenced in 2019. This was known as class profiling. The College's designated class profiler has worked with self-identified teachers to participate in this reflective process. Data collection of effective classroom practices and presentation of data to staff will occur in the designated staff professional development days in January 2020.

Ongoing consultations between the College and the College's architect continued throughout the year. Although a final Master Plan was not achieved, the consultations allowed for productive conversations with relevant stakeholders as to the future facility requirements of the College. It is anticipated that the Master Plan will be finalised in the early months of 2020.

Goal	Progress
By the end of 2019, 95% of learners in Years 7-10 will achieve the writing benchmark of 20-24 through improving text structure, cohesion and sentence structure and punctuation.	Not Achieved
Continue implementation of RSE within HPE and WAM	Achieved
Actively, support and engage with Religious Life of the school.	Achieved
Refine and communicate expected and effective learning and teaching practices.	Achieved
Refine and communicate expected and effective practices for Positive Behaviour 4 Learning (PB4L) Framework.	Achieved
Create a Master Plan that will give direction for future facilities requirements.	Not Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

- Student attendance rates
- Senior Years Schooling Practices
- Strategies to enhance student numeracy learning outcomes
- Reducing the College's paper usage by 10%
- Master Plan
- Writing Analysis Tasks and NAPLAN results

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 2019: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	1287	628	659	12

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

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 1290 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 learning and teaching
- 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 cross country SECA championship.
- 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 Troupes, College Musical, 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
- Public Speaking, Lions Youth of the Year
- Host College for 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 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

Social climate

Overview

We are a faith community that celebrates life and learning through Christian worship in the Catholic tradition. Daily prayer, College Liturgies, 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 (WAM) 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 and Parents and Friends (P&F) Association.

The College communicates with parents each week via either 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 welcomed with staff members to discuss their child's progress.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

In 2019, the College's electricity usage was 709097kwh a reduction of 19,215 kwh from 2018. This was principally brought about by the College gradually rolling out the implementation of LED lighting. This project will be continued in 2020 as lighting systems require replacement.

Environmental footprint indicators	
Years	Electricity kWh
2019	709097

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 our 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.

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

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

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	121	58
Full-time Equivalent	112.9	46.1

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	24
Graduate diploma etc.**	34
Bachelor degree	59
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 2019 were \$104, 724.70.

The major professional development initiatives are as follows:

- Positive Behaviour for Learning (PB4L) Framework
- New QCE system
- Essential Skills for Classroom Management
- The Re-contextualisation of Catholic Identity in Schools
- Class Profiling

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.3%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 91.7% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	88.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.4%

Average attendance rate per year level

Year 7 attendance rate	92.3%	Year 10 attendance rate	86.6%
Year 8 attendance rate	90.7%	Year 11 attendance rate	88.4%
Year 9 attendance rate	87.6%	Year 12 attendance rate	85.3%

*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 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	89.0%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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 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. 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	543.9	546.0	566.6	580.4
Writing	504.0	513.2	530.3	548.9
Spelling	550.4	545.6	567.7	582.3
Grammar and punctuation	544.2	541.7	558.5	573.2
Numeracy	549.3	554.1	566.9	592.0

Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	145
Number of students awarded a Queensland Certificate of Individual Achievement.	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	138
Number of students receiving an Overall Position (OP)	84
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	88
Number of students awarded a VET Certificate II or above.	78
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	75%
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.	98.6%

Description	2019
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	97.9%

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

Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	11	27	25	21	1

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

Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	7	49	86

As at March 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.

Student destinations

Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 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.