

**McAuley College,
BEAUDESERT**

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

McAuley College experienced much success across 2019. This was clear in feedback that formed part of our Internal Review. The College was nominated for an Excellence in Learning and Teaching Award, as well as a finalist in the Scenic Rim Business Awards.

Our **Strong Catholic Identity**, and our growing Mercy tradition, has been consolidated by our annual theme centred around the teachings of Catherine McAuley. The symbol of 'boots' continues to be a strong foundation on which to build our growing story and allows staff, students and parents, to connect with our core Catholic beliefs regardless of where they are at on their own personal faith journey. A prayer table was established in each PC room. The annual induction program for new staff was delivered by Sr Mary Lawson rsm; and our Mercy Day incorporated a keynote speaker, Stephanie Langley, to build on our student's formation complemented by their BELIEVE days (Years 7 and 9) or camp experiences (Year 8). The College continued to celebrate our Catholic identity through opportunities such as Community Mass once a month, House Celebrations, Opening and Blessing of Stage Two, Ignite HIGH, Lenten and Christmas Appeals, fundraising opportunities, an Episcopal Visit, and the St Mary's Parish Youth Group, to name a few. The College engaged with the Relationships and Sexuality Education program, and the scope and sequence for Years 7 to 10 Religious Education was finalised with consideration given to Senior School offerings.

In **Excellent Learning and Teaching**, the College excelled at meeting 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. NAPLAN data demonstrates a significant growth in our Year 9 students across their two-year journey between testing periods. The effect size clearly demonstrates that our pedagogical practices have value added and are having an impact. The internal review affirms the College has a strong agenda around learning and teaching. In 2019, the College engaged in the ACCELERATE program which supported the ongoing growth of teacher capacity. Our mantra around collaborative practices and collective efficacies having the greatest impact on student learning outcomes; and our work this year ensured staff were 'consciously competent' in expected and effective practices. The College delivered a successful NUDGE project in co-teaching, and this unfolded in practice with our Year 7 Geography class in Semester One.

Scope and Sequence documents for Years 7 to 10 were finalised, with a view to planning our curriculum offerings for Year 11 & 12. A Curriculum Leader was introduced to our Middle Leader structure and this role has been instrumental in focusing staff on work to prepare teachers, and our students, for the demands of Senior Schooling. We reviewed the College Timetable structure to support the introduction of Year 11 & 12 in 2021, completed QCAA Modules, and developed our whole school Assessment Policy.

Finally, in **Building a Sustainable Future**, we introduced and supported a new Middle Leader structure for the next two years. Coaching opportunities were extended to Middle Leaders and Provisionally Registered teachers. There was a targeted approach to engage parents more authentically in the learning and teaching agenda. Regular Parent Engagement workshops were held across each term; as well as engaging parents in committees which had an explicit purpose and link to improving opportunities for our young people.

Goal	Progress
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.	Achieved
By the end of 2019, the teaching staff are engaging with the effective and expected practices, specifically identified through use of data that leads learning and short cycles of planning linked to our work with Accelerate, to improve written literacy. We will also continue to build capacity of teachers in the explicit teaching of literacy across learning areas. As a result, 80% of Year 7, 8 and 9 students will be consistently reaching the Writing Analysis tool (20-24).	Achieved
Develop the whole school curriculum (Years 7 to 12), with a focus on building our Junior curriculum offerings especially across Years 9 and 10 and developing the Year 10 Handbook that provides shape to our Senior Schooling Phase.	Achieved
Introduce authentic Parent Engagement across each term within the learning and teaching agenda.	Achieved
Develop coaching opportunities, formation and Performance Management Processes to support Middle Leaders, Beginning teachers and all staff in the successful delivery of their goals.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in teacher capacity around literacy demands, and more explicitly writing, in their learning areas. By building teacher confidence in explicitly teaching the writing process (comprehending and composing) in their learning area through expected and effective practices and collaborative capacity building strategies, student's learning outcomes will be improved.

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 2019: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	150	81	69	4

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

Characteristics of the student body

McAuley College entered its third year of operation in 2019. As a new school, this is very much a key characteristic of our student body, with only Years 7 to 9 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 to 10 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, Co-Teachers and School Officer – 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.
- STEAM and Agriculture Studies were added to our already extensive suite of curriculum offerings.
- The College was successful in receiving a Gateway to Industry Agriculture grant.

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
- Cooking, Arts & Engineering entries at the local shows
- 'Creative Cube' Club
- Journalism Writing Club
- QAMT Mathematics Competition and Maths Quiz
- Mathematics Enrichment
- Homework Club
- Robotics Program delivered to Year 3 and 4 at local Primary schools.
- eSports Program and competitions
- Archibull Challenge

Cultural Opportunities

- Instrumental Program – Voice, Guitar, Strings, Drums and Piano
- College Choir and Core 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

- Drama Club

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 Able 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 is 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. Across the year, we also enjoyed a presentation by our Adopt-a-Cop on cybersafety and included a Parent Engagement focus around "Raising Today's Teens".

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 [#] 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%

[#] '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.

McAuley College engages parents authentically in the learning and teaching program. This was realised in 2019 through the delivery of four very successful Parent Engagement Evenings, focused on the following topics; "Information Technology at McAuley", "How can I help my child to write better?", "Raising Today's Teens", and "Queensland's New QCE System". This is complemented by Parent Information Evenings around subject selection for Years 7, 8 and 9, and Year 7 2020 Orientation, as well as Parent Teacher Student Conversations at the start of both Term 2 and Term 3.

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 and Interhouse Carnivals, to name just a few.

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.

Finally, in 2019, the College established a Uniform Development Committee with a specific focus to lead community consultation around the development of our uniform for our Senior Years. The committee engaged actively with all stakeholders to incorporate their voice into the minor changes in our uniform to mark this juncture, with membership consisting of parents who had volunteered to be part of the group.

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.

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.

McAuley College actioned an Energy Reduction and Management Plan (ERaMp) which involved an equipment audit and campus assessment. A subsequent report was prepared and presented. Closely aligned with this plan, College personnel engaged in a special information presentation that shared best practice with regards solar, LED and other associated energy matters.

As a result, the College developed a Master Plan for the installation of solar panels, to complement the plan to manage heating and cooling solutions across the campus teaching and working spaces. Lighting across the College is compliant with best practice, apart from those in the shed. It is intended these will be replaced in 2020.

The College introduced four recycling bins as part of a student initiative to focus on practical ways we can reduce our environmental footprint and raise student awareness.

Environmental footprint indicators	
Years	Electricity kWh
2019	74092

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	19	16
Full-time Equivalents	16.6	5.6

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate diploma etc.**	4
Bachelor degree	10
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 2019 were \$ 24 884.

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.
- 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.
- All staff are accredited with first aid qualifications and updated CPR.

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	97.9%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96.7% 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	91.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.9%

Average attendance rate per year level			
Year 7 attendance rate	93.4%	Year 10 attendance rate	
Year 8 attendance rate	90.8%	Year 11 attendance rate	
Year 9 attendance rate	90.9%	Year 12 attendance rate	

*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%.

Description of how non-attendance is managed by the school

McAuley College has as 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 parent 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	560.4	546.0	571.1	580.4
Writing	514.7	513.2	549.8	548.9
Spelling	548.7	545.6	571.0	582.3
Grammar and punctuation	554.3	541.7	565.8	573.2
Numeracy	564.6	554.1	563.3	592.0