



**McAuley College,
BEAUDESERT**

Annual Report 2020

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



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Principal's foreword

The 2020 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.

McAuley College is a new school which opened in 2017 with Year 7 only. In 2020, we welcomed Year 10 for the first time, completing our Junior school. As part of our delivery of Year 10, the College engaged in a NSSAB audit and was pleased with the glowing feedback regarding our attentiveness to all aspects of schooling from our educational programs, support of diverse learners, workplace health and safety practices, financial obligations and accountability, to name just a few. It is testimony to the work of many who have been invested greatly in the success of our beautiful school.

McAuley College is the only Catholic, secondary College in the Scenic Rim. Our commitment is for each student at McAuley College to reach beyond their potential!

The College offers a place where all are welcomed. As a community, this safe, nurturing and supportive environment is our biggest asset with staff, students and parents making it a priority in all we do and say. Our relatively small size helps to promote this sense of belonging.

To achieve our goal, McAuley College provides the following:

- A community that lives out the Catholic mission and values with a focus on social justice and outreach to others.
- A culture of learning for all, where each student is entitled to learn from quality teaching.
- A place where Pastoral Care is central, where welcome, hospitality and belonging are a priority.
- An affordable education.
- A staff that are dedicated and highly qualified.
- A culture of involvement where our students are encouraged to be involved in our growing co-curricular program that covers opportunities in the Sport, Cultural and Service fields.

The College is nestled in a Catholic precinct, and we enjoy a strong connection with the St Mary's Parish. It offers parents the opportunity to enjoy a seamless option to educate the whole family in the Catholic tradition, with our neighbours; St Mary's Primary School, Beaudesert and All Saints' Catholic Primary School, Boonah both offering Preparatory to Year 6.

School progress towards its goals in 2020

McAuley College identifies its key goals across our three touchstones of Believe, Learn and Serve.

BELIEVE - Strong Catholic Identity

Catholic Culture around Mercy Charism

The College successfully launched the 2020 theme, "Mercy begins with ME" at the College Opening Mass and Professional Development days. It featured across subsequent assemblies and whole school events.

A suitcase was used across the year as a link to the 175 Years of Catholic Education and a small logo was designed to use in newsletters and other publications. Pastoral Care groups had MERCY letters on their prayer table to link to College theme.

'Mercy Cares' was actioned across the year providing meals for our families who suffered hardship, especially significant illness for a number of our students, complicated by the COVID restrictions. Across the year, the Principal sends a card to families who are bereaving a significant loss. These two key actions are practical ways in which we live Mercy at McAuley College.

The College celebrated key days such as Reconciliation Day and Sorry Week, Refugee Week, Remembrance Day and NAIDOC Week. This year we endeavoured to build a stronger identity for our Indigenous Students through a partnership with PACE staff from Mununjali House. This resulted in our first student planned NAIDOC Assembly, which included local elders sharing story and a traditional dance group performing. The College completed a banner, like our House Banners, as a visible reminder of the importance of our story being linked to that of our Indigenous ancestors.

Term Three saw a significant amount of work that focused on our Mercy Charism and Catholic Identity, which was linked to our Mercy Day. The day included our Mercy Day Mass, Mercy Day PC stalls and "McAuley's Got Talent".

As part of the Mercy Day Mass, one of our students formalised her journey into the Catholic Church, receiving the rites of Baptism, Reconciliation and Confirmation. A very special mass where the whole school was witness to this faith commitment by one of our young Year 8 students.

At the mass, each House group presented their House Banner, which they designed and produced across the term. Each banner was linked in some way to their founder and the Mercy value espoused by that House. The banners will be displayed in The Oakland Shed. To continue our idea of service, each Pastoral Care group delivered a stall that added some wonderful fun for all to enjoy as part of our celebration of Mercy Day.

"Mercy begins with ME" has continued to be a focus and as part of Mercy Day, students were asked to respond to "What is in the suitcase?", using both art and photography work.

As the year concludes, McAuley College continued to provide service through the annual assembly of birthing kits. This year, students volunteered their time during lunch times to fold the black plastic and then the kits were completed by Year 7 and 8 Religion classes. A great project to conclude the year which reinforced with students that "Mercy begins with me" is about doing little things every day that make a difference in the lives of others.

On Friday 13 November, Sr Mary Lawson delivered the Mercy Formation Day to our new staff. This has been part of our tradition since the College opened and is a wonderful way to start the induction of new staff and give emphasis to the value placed on our Catholic Identity lived out through our Mercy Charism.

Gather 2020 was cancelled for reasons linked to COVID.

Relationships and Sexuality Education (RSE) in English

- Two key English staff attend the Relationships and Sexuality Education PD delivered in Term One.
- As a result, these two teachers have ably embedded Catholic Identity well within units of English and Drama.
- Catholic Perspectives were incorporated in all Unit Plans.
- In Term Three, CLT had the opportunity with our Senior Leader to discuss the transition from Relationships and Sexuality Education (RSE) to embedding Catholic Perspectives across all curriculum areas. This was part of our Senior Leader visit, which included the College Leadership Team speaking to our current work in this space, with BCE Religious Education Consultant, Paul Blom.

- The APRE delivered a Professional Learning opportunity for all of our teaching staff in Term 4 at the College Twilight around 'embedding the Catholic Perspectives'. In addition, one of our new Middle Leaders, Learning and Teaching – Years 9 & 10 attended Professional Development in Term 4 to ensure this team of Middle Leaders in 2021 will be well placed to support our staff in this work as they develop and write their unit plans.

LEARN - Excellent Learning and Teaching

SMART Goal

Each team, students in Years 7 to 10 engage in a writing analysis task. This work allows our teachers to analyse our students' work, to ensure each student is working at the required standard (20-24). Where this is not the case, our teachers engage in High Yield strategies such as Review and Response to explicitly target and respond to student needs to improve their learning outcomes.

Year 7 – 86.7%

Year 8 – 89.1%

Year 9 – 96.7%

Year 10 – 81.8%

In terms of our SMART goal, 80% of each of our four-year levels have achieved at least once in the 20-24 range for the writing tasks completed across the four terms. We are thrilled that our Year 9 cohort have managed to achieve the Brisbane Catholic Education target of at least 95%.

2020 marked the second and final year of our journey as part of the Accelerate program. There has been a real maturing of our understanding of how to improve literacy, from consistent and specific whole school strategies identified and delivered across every class each term, to a greater focus on teacher capacity to deliver expected and effective practices. We also have a greater understanding of how the High Yield strategies interconnect and are tools to support our growth in pedagogical practices which directly impact student learning outcomes, particularly the data wall and review and response processes.

The College found ways to work across the AEP, with specific examples provided to teaching staff around how to embed expected and effective practices in the online forum, including use of LI and SC and focus on cognitive verbs. Professional Learning occurred via online delivery in place of a face-to-face staff meetings.

This year, targeted capacity building work has been implemented around whole staff, as well as around teaching teams across each year level. This was planned strategically to address where individual staff are on their journey. New staff, at various times, worked one on one with the Curriculum Leader Learning Enhancement, to consolidate their understanding and ensure non-negotiables were being embedded into their planning and lessons.

Work in Term Three has a specific focus on building teacher capacity in the effective teaching of composing in learning areas. The 'Bump up' strategy was a core strategy in the composing process, as it provided opportunity for teachers and students to improve writing, with particular focus on writing elements such as 'Purpose', 'Audience', 'Subject Matter' etc. It is also a key part of our drafting process as outlined in our Assessment Policy.

We have seen great strength in our current approach to Review and Response. All staff were able to identify students to bring to the R&R from our Data Wall. Once identified, all teachers were allocated to a group to focus on a student who they all taught. They were all asked to bring a sample of that student's writing to the R&R. At the meeting, we started by each sharing the writing sample, talking to our observations, and speaking to what strategies we have already used. Collectively we planned on what strategy we would try and embed over the next three-week block of teaching.

Whilst one teacher took on the responsibility of embedding this, we observed that all teachers in fact did the same. And at our follow up meeting, the teacher who took on the key responsibility could talk to the outcomes for the student's writing following the use of the intended strategy, but all teachers involved could do the same.

A very powerful, short and purposeful way to target one student, benefit many, through a very collaborative and explicit teaching strategy.

The latter really demonstrates where we are at on our journey... where all of our work seems well connected and very purposeful. Student Learning Progress is at the forefront, with the focus on supporting teachers to keep on growing and building their classroom pedagogies. Our teachers have seen and experienced the growth and know they are better teachers for what we are doing.

Whilst it is good to have a whole school focus, it is imperative to explicitly target key focus groups across any one term to be involved in targeted and purposeful work to build individual capacity and engage staff more explicitly in improving classroom pedagogies.

2021 will see the introduction of three Curriculum Middle Leaders across the three phases and will be part of our core work across the year to build their work in support of our learning and teaching goals.

Prepare for Senior Years

The College is well prepared for the commencement of Year 11 in 2021. The following has been achieved across the year:

- In Term One, we prepared our Senior Subject Selection Handbook... an excellent marketing piece for the College using Studio Kirby to ensure the presentation was very professional.
- The College finalised our Senior Subject offerings including a good range of General and Applied QCAA subjects, as well as certificate courses. The latter involved liaising with relevant Registered Training Providers.
- Targeted staff completed their Training and Assessment Qualifications across the year to ensure the College was well placed to deliver certificate courses, with an eye on suitability.
- The College achieved 'Above Staffing' support to deliver a comprehensive range of subjects and courses across all pathways.
- Jayne Heit completed her Certificate IV in Careers (via a BCE Scholarship Offering), and subsequently appointed to the Middle Leader role of Pathways to commence in 2021.
- The Year 10 Vocational Program was planned and delivered in Term 2.
- The SET Plan was built within our enterprise systems allowing students to complete this plan electronically, linked to subject selection. SET Plan interviews occurred in early Term 3 with key staff, and a tool was developed to guide the SET Plan conversations.
- The Year 10 students successfully engaged in a two-stage process for subject selection, which firstly included the narrowing of the curriculum, followed by the more traditional subject selection type process.
- Work Experience for Year 10 was delayed until Term 4 but was successfully rolled out. Individual students have explored additional Work Experience opportunities across the holiday periods. The program required the upskilling of an administration staff member to provide the required support to the process and they have successfully delivered Work Experience using the Activ8 system.
- McAuley College templates have been designed for TLAPs for both General and Applied subjects. Staff have mapped out the scope for the two-year course.
- Key teachers were identified across the year to drive senior subject offerings. Unit One TLAPs and Assessment pieces have been finalised. The staff have engaged in two internal moderation processes to increase their knowledge and understanding of assessment requirements in the new senior schooling process.
- Templates and timelines for Year 11 & 12 Reporting have been developed.
- Parent Information workshops have been delivered virtually.
- Year 10 students were exposed to the demands of the QCAA Assessment Guidelines in preparation for Year 11 & 12. This included a workshop presentation being delivered to parents in Term One.
- Students who qualified for adjustments based on the QCAA AARA guidelines engaged in a conversation with the STIE and Deputy Principal, along with their parents. This ensured everyone had a good understanding of the types of adjustments possible as the student moved into Senior schooling. Teachers of Year 10 were briefed on these adjustments and the above were implemented from the start of Semester Two this year, to assist the Year 10 students in the transition.
- Students driving a motor vehicle to school Policy and procedures were published and students, parents and staff engaged in feedback and informed of the expectations.
- The Uniform Development committee finalised changes to the uniform to mark transition into the Senior Years.
- Year 11 Stationery requirements were developed and published, and textbook requirements were investigated and finalised.
- Year 11 Budgets were completed for the first time.

- The three Study Plans were submitted to QCAA in October and have been approved for delivery at the start of 2021.
- The College signed our Partnership Agreement with the two certificate providers in Binnacle (Certificate III in Fitness) and Connect and Grow (Certificate III in Health Services Assistance). The College sent home an overview for parents to provide key information around these certificate offerings. This was done early in Term 4.
- A Request for Alternate Learning form has been designed. Students and their parents are to complete this request if they are considering any other learning not delivered by the College. In Term Four, several students progressed these requests with a number of apprenticeships, traineeships and TAFE at School courses being implemented into the program for our students.
- Planning commenced in Term 4 for Year 10 2021 Work Experience. A form was sent home at the end of Term 3, and placements are occurring and being finalised across Term 4 this year.
- Digital Champions provided direction to teachers around the minimal expectations in the Senior School around the use of OneNote and TEAMS.
- Recruitment of appropriate staff occurred across Term Three and the College is well positioned to staff the timetable, with a number of new staff being employed to deliver specific subjects in Year 11. The College will deliver two subjects via the new BCE School of Distance Education model.
- In Term Four, a team of staff used feedback from Parents and students on the Year 10 Vocational Program to assist the staff to map out the timelines for Year 10 2021.
- A rough draft of the Vocational Program from Years 7 to 12 has been developed.
- Majority of staff have completed the QCAA Modules as recommended.
- Our Curriculum Development Leader was selected as a marker for the English External exam. Much has been learnt through this process that will benefit the College.

Assessment

The College Assessment Policy was rewritten in 2019 and introduced at the start of this year. It provided the required transition for our students to ensure they were well prepared for the demands of the Senior Schooling program; and this scaffolded across Years 7 to 10.

Targeted support and workshops were delivered for students and parents. Year 10 students engaged in sessions explicitly designed to address the requirements of the assessment policy. All staff were directed to make use of TEAMS for Year 10 Assessment. Digital Champions delivered training for all teaching staff around the use of assignments in TEAMS and how to make use of this tool to provide feedback on drafts, archive work and communicate results. This was achieved in Term One. Our Parent Engagement for Term One was a specific session for our Year 10 Parents on Assessment and the policy. Our Year 7 to 9 parents engaged in TEAMS and how it supports our learning.

Documentation to support the Assessment Policy was drafted. Staff provided feedback as part of a staff meeting, and this is yet to be actioned. It is anticipated this documentation will be available from the start of 2021.

Running parallel to the Assessment Policy, the College developed a Drafting Policy for Years 7 to 12. Consultation occurred across the first part of the year, and the document was rolled out to trial, as is, in Term 3. A focus on Year 7 and Year 10 was the priority, especially to assist our Year 10 students transition to the demands of the Senior Schooling rigour.

The Homework Group at lunch times was introduced and has been well utilised by teaching staff to hold students accountable for homework and additional tasks such as assessment, and meeting required deadlines.

Tier One Classroom Practices

The APA and Pastoral Leader revisited expected Tier One Classroom Practices as part of Professional development at the beginning of the year. This was consolidated and reinforced across the year with appropriate resources and timely reminders at Staff Briefings and staff meetings. Mark Wakefield, BCE Education Consultant, provided some learnings around Tier One Classroom Practices and PB4L, in general.

Later in the year, the College focussed on aspects of PB4L as articulated in the School Student Behaviour Support Plan. The focus has been around Tier One supports, strategies and practices. This has been achieved through:

- In staff morning briefing and staff meetings, we have consistently promoted the proactive teaching and implementation of the positive behaviours, practices and routines we would like our students to learn and demonstrate.
- Regular discussion with staff to identify key supports that may be relevant or timely at specific points across the term.
- Presentation to staff exploring the relationship between the three levels of supports in the PB4L model and explicit unpacking of the College School Student Behaviour Support Plan.
- A focus on the domains of the Keeping it REAL Matrix during Whole School Assemblies, Year-level Assemblies and Pastoral Care Group activities.
- Presentations to students about Restorative Practice at McAuley College.

Mathematics Focus

To ensure students are well prepared for the demands of Senior Mathematics and on reviewing our current numeracy results, it was decided that a focus on problem solving and a consistent approach to the same was required. At the start of the year, the Mathematics staff agreed to embed the problem-solving scaffold used in senior and to embrace similar processes in the Junior school, with a specific Problem-Solving task.

The staff agreed on embedding specific stages in the scaffold in particular year groups, culminating into the complete process for Years 9 and 10.

SERVE - Building a Sustainable Future

Develop Leadership Opportunities

The APA commenced in 2020, an inaugural position at McAuley College. The College Leadership Team used time at the beginning of the year to confirm an overview of their roles and responsibilities, which has assisted the APA to have clarity around their areas of responsibility which is important when this is a new role. The APA and College Principal met fortnightly across the year and allowed a periodic check on progress with annual goals (set at the beginning of the year) and to set smaller more achievable goals across each fortnight.

The College Deputy Principal and APRE completed their five-year appraisal across Term 3 and Term 4 respectively.

The College designed and staffed a new Middle Leader structure for the next triennium commencing in 2021. Current Middle Leaders engaged in a review process across Term 2, given their appointment would conclude at the end of this year.

Finally, work occurred across each term giving Year 10 students an opportunity to experience and 'get a taste' of Student Leadership. This was delivered under the guidance of the APRE and Pastoral Leader. This was a great way to start to build leadership capacity within our foundation students in the absence of senior role models. A different group worked across each term.

Improved Digital Skills

The College was well on our way to embedding greater use of TEAMS and OneNote across our learning and teaching. We had commenced Digital Snapshots at staff meetings, one each week, actioned a team of Digital Champions, and engaged in the Digital Skills program. Nathan Richards (BCE EO) was working directly with our staff and had engaged for three days on campus working one on one with staff to improve their own digital knowledge and literacy. All staff completed a pre-survey. Our updated Assessment Policy, specifically for Year 10, required the use of TEAMS for submitting of assessment work, marking and providing feedback and archiving work to support our transition into Year 11 & 12.

By Week 10 of Term One, our foundation knowledge grew exponentially through the delivery of PD by our Digital Champions, and this was evident in the development and delivery of the AEP across Term Two. We achieved our goal by Term Two as we far exceeded expectations.

Marketing

Two main marketing publications were finalised in Term One, the Senior Subject Handbook for 2021 and the Prospectus. The Senior Handbook will be instrumental in our inaugural subject selection process for Year 11 2021.

The College Yearbook 2019 was distributed across Term Three.

Across Term Two, the main marketing strategies centred around “Enrolling now for Year 7 2022” with our Year 7 for 2021 already full and progressing to a waiting list. Marketing included a visit to Year 5 at St Mary’s and All Saints’ to do a short presentation and hand out a promotional bag. Enrolment interviews for 2022 commenced in Term Three. Email signatures, advertising in School Newsletters and Parish bulletins, advertising and editorials in Beaudesert Times and Fassifern Guardian, as well as advertising in Canungra and Beaudesert Bulletin, and Rebel radio advertisement have targeted this same priority... for enrolling now in Year 7 2022.

The Year 7 2021 Parent Information Evening was delivered via a video presentation produced by Studio Kirby, who produced a professional finished product to market and promote the College with our newest members.

Future outlook

In 2021, we will continue to focus our work across the three touchstones of Believe, Learn and Serve. Key priorities have been identified as follows:

BELIEVE

- Foster the Spiritual formation of each member of our community embedding our College Theme of “We should be as shining lamps giving light to all around us” across all aspects of College life; Service and Faith Opportunities and Engaging specific teachers in delivering units of work that explicitly embed Catholic Perspectives.

LEARN

- In the context of improved literacy, writing, the following key areas will be targets to realise ongoing growth in student learning outcomes, including attendance, engagement, and teacher capacity.
- To build assessment capable learners resulting in improved NAPLAN results.
- Investigate our numeracy practice and student progress and achievement.
- Deliver Senior Schooling successfully across 2021 and 2022.

SERVE

- Develop a whole school Pastoral Care Program (Years 7 to 12)
- Achieve compliance across the quarterly Health Checks, developing a new Strategic Plan for 2022, and shift Finance to Cloud.
- Formation and Induction of our new staff and new Middle Leader structure.
- Parent Engagement

Our school at a glance

School profile

McAuley College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2020: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	198	101	97	5

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

McAuley College entered its fourth year of operation in 2020. As a new school, this is very much a key characteristic of our student body, with only Years 7 to 10 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 implementation

Curriculum overview

McAuley College has designed a curriculum for Years 7 to 10 that provides the required broad exposure to all learning areas as outlined in the Australian Curriculum across Years 7 and 8, introducing student choice into Years 9 and 10 across The Arts, Technologies, and Languages.

Students study English, Mathematics and Science across each semester from Years 7 to 10, with a priority given in our timetabling to Years 7 to 9 English and Mathematics where students have 4 hours of classes across each week or 160 hours per year. This is well above the hours recommended by the Australian Curriculum.

The following dot points highlight other key aspects of our Learning and Teaching program:

- 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 are well planned and prepared to deliver Year 11 for the first time in 2021.
- The College was successful in receiving a Gateway to Industry Agriculture grant for 2020.

Extra-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. We have embedded a culture of participation and students are celebrated for their contributions to the College and wider community life.

The list highlights the activities that we planned (some delivered) for 2020 to give readers an overview of the extensive range of enrichment and extension opportunities on offer at McAuley College.

However, it should be noted that the delivery of some of these events were impacted by COVID.

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

- QAMT Mathematics Competition and Maths Quiz
- Mathematics Enrichment
- Homework Club
- eSports Program and competitions

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, Rock Band, Fusion Ensemble and Strings
- Arts Showcase (virtual in 2020)
- Shake and Stir Drama Presentation
- Drama Club and Scene Project

Sporting Ventures

- Southeast 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. This was well tested and consolidated our practice in 2020 as the College delivered their learning and teaching online during the lockdown in early Term 2 (AEP).

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.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

Percentage of parents/ carers who agree# that:	2018	2020
This school helps my child to develop their relationship with God	100%	98%
School staff demonstrate the school's Catholic Christian values	100%	96%
Teachers at this school have high expectations for my child	100%	96%
Staff at this school care about my child	100%	96%
I can talk to my child's teachers about my concerns	100%	96%
Teachers at this school encourage me to take an active role in my child's education	90%	90%
My child feels safe at this school	100%	96%
The facilities at this school support my child's educational needs	NA	98%
This school looks for ways to improve	100%	94%
I am happy my child is at this school	100%	98%

Percentage of students who agree# that:	2018	2020
My school helps me develop my relationship with God	82%	82%
I enjoy learning at my school	89%	89%
Teachers expect me to work to the best of my ability in all my learning	93%	99%
Feedback from my teacher helps me learn	95%	93%
Teachers treat students fairly at my school	81%	88%
If I was unhappy about something at school I would talk to a school leader or teacher about it	88%	71%
I feel safe at school	94%	89%
I am happy to be at my school	91%	85%

Percentage of staff who agree# that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	92%	100%
School staff demonstrate this school's Catholic Christian values	94%	97%
This school acts on staff feedback	93%	93%
This school looks for ways to improve	100%	100%
I am recognised for my efforts at work	94%	90%
In general, students at this school respect staff members	100%	100%
This school makes student protection everyone's responsibility	100%	100%
I enjoy working at this school	100%	100%

Family and community engagement

The College has enjoyed the opportunity to explore new and innovative ways to engage our families and community since we opened in 2017.

In 2020, the opportunities to engage authentically with parents across Parent Information evenings, Parent Engagement workshops, and whole school celebrations, to name a few, were greatly impacted by the restrictions resulting from COVID-19. This included opportunities for parents to work as volunteers.

McAuley College has a priority to deliver Parent Engagement evenings each term which address key areas of focus or concern for our parents as they navigate the trials and tribulations of a teenager. The College was fortunate enough to deliver one such evening in Term One, 2020, with a focus around "Assessment". The presentation was relevant to the particular year level of the student, from guiding parents using TEAMS to draft, provide feedback and submit assessment, through to the increasing rigour and demands in Year 10 preparing for the QCAA Guidelines that are part of the Senior School.

Parent Teacher Student Conversations, Year 9 "My Path" Conversation and Year 10 SET Plan meetings all occurred via TEAMS or telephone. Several video presentations were prepared, or events live streamed to continue to inform and engage parents as required across the 2020 year. This included our Year 7 2021 Orientation evening.

The College has 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 and continuing into 2020, the College had 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.

Regarding 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 several 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

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. In 2020, the College installed the first stage of solar panels on Ellen Whitty Block, to complement the installation of air conditioning in the administration building. These panels provide sufficient energy to cover our power usage, as well as surplus being sold back to our energy supplier.

The College also has the capacity to monitor peaks in water usage and regularly reviews this data to analyse usage and ways to be more water wise.

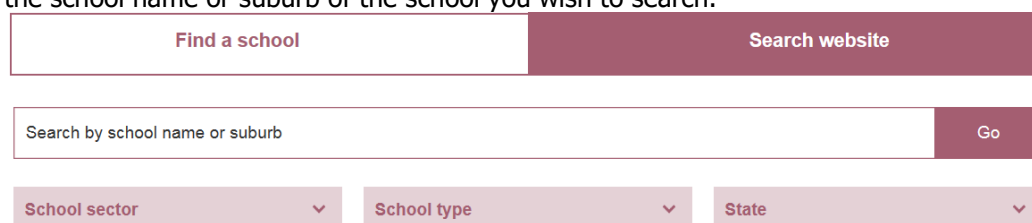
School funding

School income broken down by funding source

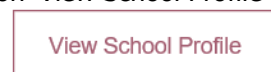
School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

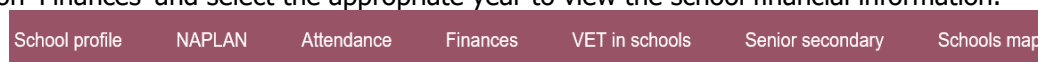
1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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	21	19
Full-time Equivalents	18.9	6.2

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate diploma etc.**	3
Bachelor degree	12
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- New Staff Induction with focus on Mercy Charism
- Staff Spirituality Day, "Beauty, Truth and Goodness" presented by Steve Laurence
- Professional Development 'in situ' around the College SMART Literacy Goal, which utilised Education Officers from within the BCE system. 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, as well as the writing of programs for Years, 10, 11 and 12.
- 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 2020 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, 100% of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years 7-12 was 89.2%.

Description	%
The overall attendance rate* for the students at this school	92.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.3%

Average attendance rate per year level			
Year 7 attendance rate	91.1%	Year 10 attendance rate	
Year 8 attendance rate	93.1%	Year 11 attendance rate	
Year 9 attendance rate	92.7%	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.

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 key ways 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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

Please note, NAPLAN was cancelled in 2020 due to COVID, and as a result, data is only available for previous years.

How to access our NAPLAN results

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.

The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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

The screenshot shows a rectangular button with the text "View School Profile" in a light blue font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN" (which is highlighted with a blue background and a dropdown arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.