### Priority 1: Religious and Evangelising Mission

#### 1.3 Prayer and Worship

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**Evidence**

Community Prayer plays a central role in College life. Meetings regularly begin with prayer, including Staff, Parent, and Board Meetings, Cultural Events, Formal and Semi-Formal, Sports Awards and games, and College Open Days. Our commitment to prayer at the initiation of new endeavours is stated in communication and management documents such as newsletter articles, the Faith Policy, and the theological rationales for formation. (See the following documents in evidence: 1. Staff Meeting Prayer, 2. Newsletter Column Examples, 3. Faith Policy document, 4. Year 12 Retreat Rationale). The College Prayer is widely known by students. Each day begins with prayer in Pastoral Care, and classes are called to pause prior to lunch for the College Grace. Campus Ministry places weekly prayers on notices and publishes a “Pastoral Care Prayer Outline” for the formation of Teachers. (See: 5. PC Prayer outline, 6. College Prayer and Grace). Classroom prayer sites have been encouraged, partly in response to a recommendation from the Religious and Evangelising Mission Review Committee about more use of symbolism in classrooms. (This review committee met on the 15 September 2008 and again on 7 September 2010.) Prayer tables are modelled by the ambo present at Liturgy. (See: 7. Committee Minutes, 8. Prayer Table for Assembly, 9. Prayer Table in classroom). Survey indicates that people feel students are being taught how to pray at school. (10. Survey Result RE 2010). Each term the College community gathers for liturgical celebrations which reflect the Church calendar and the College ethos. These are often Celebration of the Word, sometimes devotion or reflection. We celebrate Mary in May and our founders, St Mary MacKillop and Blessed Edmund Rice in August. Our Opening Mass and the Liturgy of the Awards night are associated with concepts such as community, commissioning, thanksgiving, presence, and solidarity. Welcoming and Advent Liturgy open and close the year for each Year level and the Liturgy at the Year 12 Graduation Ceremony completes the set. Lectionary-based and framed in liturgical patterns, each year focuses on different dimensions of God. We seek a synthesis between important initiation moments in the lives of our students and staff and their prayer life. (See: 11. Liturgy Notice, 12. Founders’ Liturgy August 09, 13. Founders’ Liturgy 2010, 14. Marian Liturgy 2008, 15. Marian Liturgy 2010, 16. Extract from Welcoming Liturgy, 17. Leaders entering graduation ceremony). A regular pattern of liturgical prayer has been embedded in our formal College Assembly and similar events which are a focus of community ethos, discipline and student expression, and where the acceptance of prayer impacts on the character of College life. (18. Assembly Prayer 2009). As supported by our Faith policy, implementation of liturgy endeavours to connect to life through inculturation, balancing Catholic Tradition with appropriate adaptations to meet the needs of a community which encompasses diverse cultures, socio-economic status and ages. Good quality powerpoint presentations guide the responses and provide appropriate visual images. The Founders’ Liturgy 2009 powerpoint gives evidence of the way slides are used to visually extend the meaning of the words of a psalm. (19. Founders Liturgy 2009, 20. Assembly Powerpoint 2010).
Evidence

Contemporary culture offers a lexicon of symbols for engaging prayer responses. The Founders Liturgy 2009 powerpoint also shows how a contemporary song (Jars of Clay’s Valley Song) has been adapted into the traditional structure of a Responsorial Psalm. In addition, the Campus Minister includes catechesis in Liturgy scripts, for both students and staff who attend, giving our prayer celebrations theological depth. Prayer activity thus runs parallel to secular curriculum as part of a coherent learning and evangelising experience. Our Campus Ministry was the subject of a Master’s dissertation in 2009, which included a survey of Community Prayer Life and Formation, and a study of action being taken to improve them. (21. Extract from CM Model of Ministry, 22. Extracts from CM Survey, 23. CM Dissertation Synthesis Extract). Students and staff are encouraged and trained to minister in prayer celebrations as musicians, lectors, prayer leaders, servers, to prepare environment, and as Extraordinary Ministers of Communion where appropriate. This has improved the quality of prayer, the scope of devotions they prepare themselves, and the comfort with which the community expresses faith at other occasions. Collaboration particularly occurs with the Performing Arts students and staff. Music is vital in our prayer, not only as we sing the liturgy in our antiphons, psalms and responses but also as part of the general inculturation. (24. Opening Mass 2010, 25. Performing Arts at Liturgy, 26. Rice Icon Project, 27. Student Leaders at Liturgy). Increased communication about prayer and formation is also suggested with parents and wider community. (28. Survey Data Religious identity 08; also see 10. Survey Result RE 2010). Involvement with other Colleges has included Prayer and worship activity, such as our recent participation in The Mary MacKillop Novena at Our Lady’s College Annerley (29. Student Reps at Novena). We have promoted some involvement of students with their own Parishes. A few students expressing interest in the sacramental program were referred to St Bernard’s, but contact could be expanded with others of the many Parishes of our students. The survey conducted in 2008 suggests encouragement to be involved in Parishes is not very apparent. The diverse demographic plays a role: While 74% nominate as Catholic, parish affiliation would be lower. 19% nominate as Christian non Catholic. Only 1% claim non-Christian religious commitment, while 6% indicate lack of religion. To some extent prayer practices can challenge staff and students not accustomed to them. Relationships in the community have been enhanced through working together on prayer, worship and ceremony. A social environment is encouraged wherein God’s presence is experienced and people feel valued as persons. Survey indicates that people feel welcome in the College environment and are aware of calls for mutual respect. (28. Survey Data Religious identity 08). Nevertheless, staff need more opportunities for reflection. We have focused on building the skills and positive attitude needed among staff to engage and respond to mission. In 2009, one of our PD in-services focused on meditation and prayer styles. Beyond that, we also confronted self image with staff in 2009 in a PD which presented the proposition that teachers can take up the “mission” of the Catholic school quite effectively without waiting to become more spiritual first. (30. Staff PD A Life Well Prayed, 31. Rosary Group Info 09, 32. Staff RE PD April 2010, 33. Staff PD A Life Overflowing). Formation programs give opportunities for removal from everyday routine to connect with faith and Christian values. Students are challenged to incorporate spirituality into their other activities. Campus Ministry provides a coherent and structured Reflection Day and Retreat program, informed by the life of the community, to shape our young people into men and women with a strong sense of identity based on Kingdom values as outlined in the College Prayer, for example. The program is regularly reviewed through Evaluation Forms. (21. Extract from CM Model of Ministry, 34. Formation evaluation form). Self-image promotion and the ability to form relationships is the origin, locus, and goal of the Reflection Day/Retreat programs. The Year 8 Retreat calls students individually and collectively to the fullness of understanding of each person’s place and purpose in the community. They investigate their own minds, especially about questions of decision, true freedom and religion, and, in particular we attempt to counter the false culture of “choice” aimed at youth in the secular media. This need was named spontaneously at the Review committee meeting in 2008. (35. Extract Yr 8 Formation, 7. Committee Minutes). The Year 9 Reflection Day invites students into
living the reign of God in their midst by building a more just, compassionate, and inclusive Year 9 ‘household’ (36. Extract Yr 9 Reflection 2010). The Year 10 Day of Reflection explores the question “What Matters?” in their lives, in their relationships with others, with the world around them, and with their Creator. This is linked to Life Skills work on environmental issues like conservation and social issues like bullying. Year 11 Reflection Day is embedded into the Senior Leadership Development Program, and focuses on leadership and service. In the Yr 12 Retreat, students make an interior journey towards holiness through integration, as mirrored in Life Skills programs that focus on sexuality and maturity in social roles. Three venues are used for Yr 12: Staff lead one while outside providers, National Evangelisation Teams (NET) and Passionist Retreat Team, are employed at the others. Methodology is one of critical reflection through Shared Christian Praxis; using also drama, story, music, games, individual contemplation, outdoor activities, small group discussion, multimedia, prayer and ritual. (37. Year 12 Retreat extracts, 38. 12 Retreat NET groups 2009).

Involvement of the Yr 12 Student Leaders Team in formation with younger grades is also occurring (39. CM leading 8 formation). It is a goal to extend staff and student awareness of formation activity. Teacher participation as leaders in student formation brings benefits such as enhanced relationships between students and their teachers. It also has the potential for staff faith formation too. In addition, their training for formation work may contribute towards their Accreditation to teach in a Catholic School (40. Staff running Yr 10 Reflection 1, 41. Staff running Yr 10 Reflection 2, 42.Yr 9 Reflection 2010, 43. Leaders at Yr 8 Formation 2010). Prayer remains a vital linking component of all Retreats, Reflection Days, and Formation and Leadership Development Days. (44. Liturgy on 8 Retreat 1, 45. Liturgy on 8 Retreat 2, 46. Liturgy on 12 Retreat, 47. CM leading 10 Reflection). The Review Committee feels Catholic imagery could be more prominent. Renovation has removed some religious imagery that was part of older structures. As in all Catholic Colleges, some physical imagery is displayed relating to the vision and person of Jesus Christ, and the historical treasury of the church and its saints. Indirect references to devotional ethos may be perceived in the aesthetics being introduced by recent rebuilding. The Clairvaux Court, for example, speaks, in a modern urban context, of the peace, light and space traditionally associated with cloisters and other religious buildings of the past. In general we have a more abstract focus on the sacredness that religious objects signify, for example our use of the student Bible as both a symbol of belonging and a teaching resource. (48. Bibles at Opening, 49. Liturgy Statement Mary Icon 08).


Area for Development

The demographic challenge of a community diverse in faith stance. Communication with, and involvement of Parents and external communities with College Prayer and Worship The need to maintain and deepen staff commitment to prayer and leadership in formation The extension of class prayer and worship
Area of Strength

The establishment of regular Liturgy and the extension of liturgical forms into the ceremonial life of the College through principled enculturation. The coherence of the Formation program across year levels and its integration with prayer as well as curricular learning experience. The involvement of staff in collaborative models of prayer and formation and its promotion through effective Professional Development. The commitment in Policy and Practice to a prayerful ethos, including class prayer.

Strategy for Improvement

A regular pattern of prayer for Pastoral Care classes is developing but I am still concerned to exert pressure for wider acceptance of classroom prayer and keep staff aware of our responsibility to offer students opportunities for prayer. REM Committee also recommends more use of symbolism in classroom prayer and more student initiative. Catholic imagery and teaching may have room for improvement. Current success in formation activity requires effort to continue as a priority. Collaboration with interested and experienced Pastoral Care teachers and Year Level Coordinators remains at the heart of formation development. Prayer and formation involvement of staff to continue. Allowing sufficient flexibility for staff enthusiasm promotes ritual involvement in the community. The diverse demographic means that it remains necessary to actively promote sympathy towards the Catholic ethos. Inculturation also requires continuing work: Integration of Liturgical experience with tradition has to be effected with sufficient flexibility to attract students and staff, and possibly be extended to parents and other outside connections. We still need more encouragement of parish affiliation among our families, and to explore more avenues for communication about prayer and formation with parents.

Priority 2: Student Learning Outcomes

2.3 Learning and Teaching

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Evidence

The curriculum dimension at Clairvaux MacKillop College continues to evolve and improve over time. It is responsive to the diverse needs of its students and aims to provide all students with the opportunity to identify and exploit their academic strengths while working at improving upon their weaknesses. 2.3 - Learning and Teaching Data is used across the college in a number of different ways to inform teaching and learning at the college. Incoming Year 8 students each year are tested using the OLSAT tests, the results of which are made available to staff. The Learning Support area of the college uses these tests to also identify students who may potentially require added assistance in their schooling. At the end of each semester, data is collected from Semester reports to identify those who have performed well and those who may require Academic Intervention interviews with parents to identify why a student's results are consistently poor. Student academic successes are acknowledged at college assemblies and personally through certificates of achievement. NAPLAN data is distributed to staff and the community so that they are aware of the college’s successes. At the same time the data is analysed to identify where the English and Maths program can be improved to respond to this outside imposed assessment. The RTC monitors those who are referred to them for the non submission of assessment and again, Academic Interventions are conducted. Senior students are interviewed on their academic results, particularly those who are at risk of not obtaining their QCE and are offered alternative pathways to consider. The semester breakdown of grades across year levels are provided to HODs and consequently departments to identify trends and developments across specific year levels. Verification data is made available to staff, who have conducted analysis discussions regarding trends and results. At the beginning of each year, OP results, Certificates awarded and IP results are made available to the staff and the wider college community via the Annual Reporting process. Staff have engaged with the data of Year 12 results at staff meetings to identify where improvements can be made. The end of year Curriculum Committee planning days also explore this data to identify ways of improving the teaching and learning at the college. The use of effective pedagogies has been progressively developed throughout the last five years. Extensive PD has occurred across the staff using the DOL Framework and departments have used a common teaching unit overview for the planning and teaching of units of work. The learning support department have actively assisted students to achieve success through their assistance within the classroom, as well as teaching specific small groups of students in the junior school. Assessment tasks have been modified by way of conditions in the junior school where appropriate and the Learning Support staff have assisted students during the examination block periods by way of explanation, extrapolation and reframing questions. The ESL teacher provides support to those students whose primary language is not English. There are procedures in place whereby students can access Special Provisions so that their educational opportunities are not limited by their language nor learning needs. The ERC program is a unique facet of CMC and continues to offer a specialised individualised program to those with special needs. 2010 has been a year of experimentation for staff to explore how IT may be used in their discipline areas. Each staff member has received a laptop and the PD days at the start of 2010 were dedicated to a rolling number of sessions designed to assist staff in becoming more familiar with the range of potential uses of IT within the classroom. Moodle continues to grow in popularity and use and staff are increasingly becoming used to it as part of our teaching tools within the classroom. Unit outlines and resources are used with this platform so that students and their parents can access this information anywhere, anytime. While there is some way to go in this regards, staff are able to use IT to varying degrees in their classrooms in preparation for the rollout of student laptops in 2011.

Area for Development

Further competency of IT across the staff. Tracking of students as they move throughout the college. Further PD of staff as to how to use of data to enhance how differentiated learning or a variety of teaching strategies may assist their work.
Area of Strength
A curriculum that attempts to cater for a diverse range of student academic needs. An active Learning Support department who assists students with a number of academic needs. A common pedagogical framework that is increasingly integrating IT within the classroom.

Strategy for Improvement
- Development of IT strategies to be used in the classroom, discipline specific and targeted to student learning.
- Development of staff PD in IT.

Comments

2.4 Assessment of Student Learning

| Evidence | The tracking of student achievement has already been outlined in the previous paragraphs. The next phase of this tracking is to potentially make available to staff student results in their subject areas and to provide a tracking mechanism for student reports across year levels. The cross curricular layout for assessment tasks is an area that requires further development across the college. This area was discussed at the end of 2009 at the end of year Curriculum Planning meeting for 2010, but a common layout was not agreed upon. Despite this, there are common areas that all tasks have contained within them e.g. title of the assessment, due dates, conditions of the task, etc. This is an area to be developed in the future. By way of an engaging and rigorous assessment program, the college through its departmental meetings has developed internal moderation processes, part of which involved the review of assessment pieces. The diversity of our student body necessitates that we look to how our assessment satisfies QSA requirements and in the not too distant future QCARA assessment requirements. Having staff teach across a range of year levels provides them with the insight to backward map what outcomes they wish to achieve at the senior levels of the college. The development of the feeder subjects in Semester 2, Year 10 allows an engaging assessment program to assist students choose an appropriate pathway in their studies. The area of Gifted and Talented will be further developed across the junior school next year with a particular focus on Year 9. A committee of interested staff have met to develop this area within the college, focusing on differentiated assessment as a means to challenge and engage those students who demonstrate particular aptitude in their studies. Staff have participated in PD for G & T and this area is to be further developed throughout 2011.

| Area for Development | Further competency of IT across the staff. Tracking of students as they move throughout the college. Further PD of staff as to how to use of data to enhance how differentiated learning or a variety of teaching strategies may assist their work.

| Area of Strength | A curriculum that attempts to cater for a diverse range of student academic needs. An active Learning Support department who assists students with a number of academic needs. A common pedagogical framework that is increasingly integrating IT within the classroom.

| Strategy for Improvement | - Development of IT strategies to be used in the classroom, discipline specific and targeted to student learning.
- Development of staff PD in IT.

Comments

Priority 3: Student Support

3.2 Students with Disabilities

| Evidence | STAFF & PARTNERSHIPS Professional Development for all teachers on SLI – notes and PowerPoint. Professional Development for all teachers on HI – notes and PowerPoint. Professional Development for all teachers on ASD – notes and PowerPoint. Network days at BCE for Learning Support Staff – PD application Support Services department meeting (LSTs, ESL teacher, counsellors, and member from Leadership team) Cluster group meetings with Secondary South Learning support teachers In-service for Inclusive Education – Learning Support and Counsellors Induction Program for teachers new to school

| Area of Strength | Further competency of IT across the staff. Tracking of students as they move throughout the college. Further PD of staff as to how to use of data to enhance how differentiated learning or a variety of teaching strategies may assist their work.

| Strategy for Improvement | - Development of IT strategies to be used in the classroom, discipline specific and targeted to student learning.
- Development of staff PD in IT.

Comments

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on Learning Support and SWD. Induction meeting in ERC for teachers of students with II LST is member of Curriculum committee LSTs are members of At Risk committee Positive Partnerships framework for students with ASD. –Professional Developments Sessions for Learning Support Staff - Advisory Visiting teacher networking for staff who teach students with HI, SLI, PI.( transition and strategies to help teachers, understand and make adjustments.) Transition meetings with staff from Seton College and other feeder schools from where our SWD come prior to their enrolment at CMC LST case managers and school officer fortnightly meetings to discuss SWD Networking/ data gathering between class teachers and LST case managers in preparation for writing/ reviewing IEPs (2xyear) and EAPs year 8/year 11. Student Protection mandatory Inservice for all teachers, during Term 1, 2010 SCIPS – Southside Cluster Industry Placement Service for Yr 11 & Yr 12 for work experience for SWD liaised through CMC VET & Case Managers BCE Consultant, Inclusive Education mentors CMC Learning Support Coordinator and Support staff. & PD as is necessary. BCE Consultants (Inclusive Education/HI/SLI/ and EQ :PI) attend relevant Clairvaux Mackillop College SWD Enrolment Interviews and Cluster Meetings Role implementation and Review Process for Support Teachers – Description of Current Duties for each Learning Support teacher revised 2009. Development Planning outlines for each Learning Support teacher. (Professional Development Needs) Learning Support Staff are available for Individual appointments at Parent Teacher Meetings( 2xyear) STUDENTS Individual Support Meetings for Students Experiencing Difficulties – Minutes and Action Plan. Advisory Visiting Teacher - AVT: HI weekly visits for students with HI Visiting consultants, health professionals reports on school file Modified Exams in School Moodle site- Science Department Supported students listed in Moodle site- Science department Variation of RTP for SWD dependent upon individual needs Use of Chill out card for SD used in conjunction with counsellors/RTC Students with ASD information pack covering Positive Partnership strategies given to class teachers each semester Engagement of key student support through Learning Support and Work Placement/ Industry Pathways Coordinator or outside agencies and counselling – Enrolment Applications and Placement Reports. Dimensions of Learning framework – scaffolding of programs using the Teacher Toolkit for Dimension 2 Student Learner Profiles – to all Staff -S Drive ERC students –Student Learner profiles- S drive Testing of all Year 8 students in term 1 – Literacy and Numeracy ACER testing results. Teaching roster and staff allocation for Learning Support in classes each semester Tutorial sessions for individuals and groups after school : 2x week Minutes from Student Support Meeting and Action Plans UQ Paths- Phonological Awareness Training for High School students as needed (9 week course) Read and Write Gold school licence for students to access text help from all school computers PROCESSES AND PROCEDURES CMC Enrolment Application Procedure for Student with Disabilities – Flowchart Stage 1-5 School Action Plan Interview Process for verified and non verified students – Interview Notes Stages 1 and 3 Information gathering to support Year 7-8 transition. Forms sent to schools of prospective students. Year 7 teacher advice is used to develop Student Learner Profile in year 8 New Students – Sequence of Interview form conducted by the Leadership or Pastoral team SWD Case Manager List in School Learning Centres( Senior, Junior, Year 8) Bookmarks for teacher diaries available in each centre highlighting strategies for each area of disability Hyperlinked IEPs and Student Profiles on Supported Students List emailed to all staff each semester. Results of year 8 tests (ACER: PAT) and school results updated to Student learner Profiles each semester. Teacher issued with highlighted supported students in class lists at beginning of each semester Relief teachers are briefed by Leadership team on RTC processes and existence of SWD in classes Building commenced in July, 2010 of new Support Services Centre to house ERC classrooms, teaching space for literacy /numeracy classes, ESL, counsellors and sick bay Minutes from weekly/fortnightly Learning Support meetings. Minutes from fortnightly “Students at Risk” meetings between Year coordinators, counsellors, the Leadership team, Learning Support and VET Coordinator. Minutes in the form of updated EAP and IEP meetings for students experiencing difficulties. IEP – Individual Education Plans for all verified students – located on S Drive Students With Disability
Evidence

EAP Reviews (Criterion 2: updated 2009 for all SWD dependent upon Medical Specialist review date.) LSTs review EAP for SWD under the heading: Curriculum; Communication; Social Emotional Participation; Well-Being; Learning Environment; and Health & Safety. Documented in EIMS – reviewed for each transition to new setting school or Senior Phase of learning) Reporting to Parents- Markbook has a comments bank for SWD to accompany grades IEP/ITP – Individual Transition Plans reviewed in Term 4 for Yr 11 & Yr 12, Year 8-10 2x/year. All processes and procedures are updated according to mandated changes in Brisbane Catholic Education Policy Statement, Feb 2007 with reference to Students with Disabilities Brisbane Catholic Education – Enrolment Application and Support Procedures, revised July 2006 for students requiring significant educational adjustments. Applicants go through a Three Step Process before the Final Step 4 where a place may be offered by the Principal. Notes are documented on file. (flowchart) Brisbane Catholic Education – Personal and Social Development Education Guidelines, revised September 2007 Clairvaux MacKillop College - Edmund Rice Centre Program Handbook, located on S Drive SWD are given the opportunity to achieve QCIA – Queensland Certificate of Individual Achievement (ERC students only) SWD are given the opportunity to achieve QCE – Queensland Certificate of Education (vocational education qualifications are included) QLD Catholic Education Commission Position Statement – Inclusive Practices in Catholic Schools in Queensland, revised September 2009, dove-tailed in with this Statement are the Special Provisions for SWD regarding both internal CMC assessment tasks & external QSA assessment tasks (example- QCS). ‘Application for Special Provisions for Assessment Tasks’. This inclusive form and procedure enables SWD to access special provisions for all assessment tasks and is evidence of the SWD receiving Special Provisions.

Summary of Elements - An Overview Clairvaux MacKillop College is committed to inclusive education and strategic renewal principles and practices that support students with particular learning needs. Learning Support performs a key role throughout all facets of College life and encompasses a broad range of participants who share responsibility with the College Leadership team, teachers, parents, counsellors, visiting teachers, consultants and other professionals, in fostering a culture that supports and enhances the educational outcomes for students. Learning Support includes a focus on staff professional development, student identification and support, operational procedures, reporting and the effective distribution of resources. Currently there are 164 supported students receiving in-class support and tutoring. Of this number of supported students there are 44 students with disabilities. The Clairvaux MacKillop College verified students with disabilities, include: SLI (Speech Language Impairment), ASD (Autistic Spectrum Disorder); II (Intellectual Impairment); Social Emotional Disabilities; PI, HI, VI (Physical Impairment, Visual Impairment, Hearing Impairment). At Clairvaux MacKillop College the principles of inclusive education are flexible to respond to particular needs of students with disabilities. In particular, College based structures allow consultative teams to gather student information, and to plan and implement appropriate learning opportunities (curriculum and pedagogy by way of EAP/IEPs) towards effective learning outcomes. Monthly meetings and interventions are frequent and communication is on-going between our CMC Guidance Counsellors; Support Teachers & LS Coordinator. Clairvaux MacKillop College provides evidence-based profiles of individual learners with contributions from school and community personnel, health professionals, agencies or associations where appropriate. Central to classroom practices are clearly articulated frameworks for teaching and learning for students with particular support needs and partnerships which provide ready access to information and guidance about the learning characteristics of some students. The key areas of support include Learning Support teachers and school officers supporting teaching and learning in the classroom with groups or individual students with disabilities. Support is also offered via an nine week phonological awareness program for identified students. Also the provision for dual pathways throughout the senior phase of the learning provides both academic and industry career opportunities for students. In terms of data collection and the identification of students with disabilities; enrolment/ transition details, interview procedures and early
testing of students at the beginning of Year 8 (ACER testing) provide valuable sources of information.

**Area for Development**

Continued ongoing professional development made available for learning support staff. Further monitoring of the delivery and effectiveness of Learning Support in the classroom. Survey of parents and students to evaluate the perceived effectiveness of support offered to students with disabilities. Review of ERC Curriculum, new Learning Environment & Pedagogy in light of new National Curriculum. Changes to funding of SWD since the implementation of the Shaddock Report. Explore avenues/possibilities for SWD who may be Gifted & Talented in a particular area. A whole school delivery approach of PD for class teachers to ensure they are aware of their responsibility to deliver effective teaching and learning for SWD. Individual mentoring of teachers by relevant personnel when teaching difficult students.

**Area of Strength**

Well coordinated approach to support offered across the College to students with disabilities. Effective methods of identification and monitoring of students with disabilities. CMC is building a new purpose built student services area/building scheduled for completion late 2010. Both Learning Support Coordinator and ERC Teacher in Charge develop strong partnerships with feeder schools for SWD & both are involved closely with new students & parents. (IEPS transition/orientation days) High level of flexibility in timetable design and implementation providing provision for individual adjustments and pathways. QCIA for all individual Year 12, SWD (ERC).

### Strategy for Improvement

### Comments

**Priority 4: Staff Support**

**4.3 Professional Practice**

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**Area for Development**


**Area of Strength**

Engagement with Induction Program. Professional engagement with Curriculum, Pastoral and VET forums. Annual Professional Development Program published and available at end of previous year. Leadership of Professional Development by College staff. Review of Staff Conference.

**Strategy for Improvement**

- Build team leadership skills for PARs
- Establish annual appraisal process for ET6 from 2011
- Closely monitor emerging leaders and provide targeted Professional Development
- Focus on positive collegiality and address staff room rivalry – break down “silo” approach
- Professional standards require further emphasis
- Whole staff Professional Development activity to start the year

**Comments**

- Bringing “professionalism” into greater focus has been confronting for some staff and in those cases on-going guidance will be required.

### Priority 5: Partnerships and Relationships

**5.2 Partnerships**

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Parent representation and engagement. Parent Information Evenings, Year 8, Junior School, Senior School, Senior Curriculum, Year 10. Subject Selection Night. The Teenage Symposium sponsored by the
Evidence promote faith in Jesus Christ by nurturing the gifts and potential of each collaboratively engage in the educational ministry of the Church, and Clairvaux MacKillop College embraces the Archdiocesan vision, to redevelopment and review processes. As a Catholic Secondary College appropriate policies and procedures, funding, and assistance with parents to collaboratively work with the College Leadership to provide Friends Association and Mothers’ Club also provide an opportunity for learning and teaching. The College Board and Parents, Staff and may not be easily provided within schools) to enhance and support professional knowledge and skills (opportunities and technologies that students. Collaborative partnerships also provide a currency of essential for effective partnerships, and ultimately, the care of our students. Good communication and respectful relationships are with parents, carers, the Church, and wider community; to develop a to foster and develop positive, appropriate, professional relationships based on mutual trust, open communication, and a shared MacKillop College is committed to strong collaborative partnerships leadership and strategic planning and Pastoral support. Bryan Byrt Ford –sponsorship of Community Access Program and engagement of students with Special Needs Southside Sports Complex and Southern Cross Sports Complex. Building Company, architect and BCE building advisors – Edmund Rice Centre. Garden City Security – Police, Local School representatives and Garden City Management Hibiscus Sports Complex Australian Catholic University – Formation Program for Teachers. Various Institutions and Agencies providing Professional Development for Teachers International school links – Thailand, Japan and China. Community Agencies and Organisation Outside medical providers and links for referrals Police and Child Protection Agencies Fire and Emergency Procedures audits Charitable organisations and providers such as St Vincent de Paul’s, Interact, Mount Gravatt Nursing Home, Little Darling Early Development Centre. Church / parish community, other Catholic schools and agencies St Bernard’s Primary School and Parish Catholic Archdiocese of Brisbane and BCE for “Pray 2010 Conference” July 2010. Affiliation with other Mary MacKillop Schools for canonisation ceremonies October 2010. Rome pilgrims October 2010. 2010 Primary Sports Cluster – Year 7 Sports Carnival hosted by Clairvaux MacKillop College. Student Interschool Leadership Program. Hosting and supporting a number of local Catholic primary schools’ sporting and performing arts events throughout 2010, through technical support and students and staff involvement. Summary of Elements – an Overview Clairvaux MacKillop College is committed to strong collaborative partnerships based on mutual trust, open communication, and a shared understanding of the values and ethos of our college. It is our intention to foster and develop positive, appropriate, professional relationships with parents, carers, the Church, and wider community; to develop a culture that supports and enhances the educational outcomes of students. Good communication and respectful relationships are essential for effective partnerships, and ultimately, the care of our students. Collaborative partnerships also provide a currency of professional knowledge and skills (opportunities and technologies that may not be easily provided within schools) to enhance and support learning and teaching. The College Board and Parents, Staff and Friends Association and Mothers’ Club also provide an opportunity for parents to collaboratively work with the College Leadership to provide appropriate policies and procedures, funding, and assistance with redevelopment and review processes. As a Catholic Secondary College Clairvaux MacKillop College embraces the Archdiocesan vision, to collaboratively engage in the educational ministry of the Church, and promote faith in Jesus Christ by nurturing the gifts and potential of each
Evidence

person. Our partnership with Church, other Catholic colleges, Catholic primary schools, agencies and parish, is therefore important to maintaining some understanding of the very broad, global Catholic faith community to which we belong, and to our shared Catholic Christian values, beliefs and practices which emerge from this. One of the major partnerships in 2010 was the involvement of Clairvaux MacKillop College in hosting Pray 2010. This involved an ongoing partnership with the Archdiocese and BCE over many months, culminating in more than 2000 international and local visitors to the college each day of the conference. In 2010, many of our students of diverse backgrounds, cultures, and learning styles and abilities, have benefitted from some association with the wider community through School-based apprenticeships, TAFE Courses, placement with local businesses and industries, and University enrolment. The mutual benefit of this process has enable students to experience learning beyond the classroom in an area of interest, while maintaining the links to a protective and supportive Catholic secondary school environment. Often these relationships have led to more permanent work arrangements and student opportunities for post secondary employment, training or university course. Ultimately, parents remain the first educators of their children. Therefore, at Clairvaux MacKillop College our primary goal is for effective partnerships with the parents and the students entrusted to our care. It is important that as a school we continually strive to keep parents informed in this highly technology-driven, often time-poor environment. Therefore, information needs to be continuous and multi dimensional, using both the latest advances in communication (as practical) and the personal, face-to-face approach, to cater for the different needs and conditions for families. Students today will emerge into a very different world to one some decades ago, and therefore it is important to embrace both the local and global community, and the good knowledge and skills that can be shared through these experiences. Over the last few years our school has nurtured good global partnership with Japan, China and Thailand and propose a Peruvian community projects with the Josephite sisters in 2011. There is little doubt that in 2010 these international travel experiences have enhanced greater relationships between cultures though understanding and mutual respect, and a degree of resilience, understanding and acceptance among the students. At Clairvaux MacKillop College there is a very dynamic community that continually fosters collaborative respectful and professional relationships. This involves a very broad range of relevant agencies, organisations, Church groups, individuals and families. At Clairvaux MacKillop College such partnerships contribute positively to the outcome of students and the quality of learning and teaching.

Area for Development

Evaluate the SCIPS partnership in light of changes. Evaluate PS and F format in light of numbers and representation. Review and evaluate the effectiveness of Parent Evening and opportunities for learning. Review the Teen Symposium for greater effectiveness and support of parents and community. Review processes and effectiveness of Academic intervention and students support teams.

Area of Strength

A diverse range of highly effective forms of communication and engagement with parents, Church groups, community agencies and Industry and other educational agencies. A comprehensive program of Information Evenings and support processes for engagement, collaboration and understanding. Early detection and parent involvement for areas of student concern.

Strategy for Improvement

Comments

Priority 6: Information, Communication and Learning Technologies

Area for Development

Evaluate the SCIPS partnership in light of changes. Evaluate PS and F format in light of numbers and representation. Review and evaluate the effectiveness of Parent Evening and opportunities for learning. Review the Teen Symposium for greater effectiveness and support of parents and community. Review processes and effectiveness of Academic intervention and students support teams.

Area of Strength

A diverse range of highly effective forms of communication and engagement with parents, Church groups, community agencies and Industry and other educational agencies. A comprehensive program of Information Evenings and support processes for engagement, collaboration and understanding. Early detection and parent involvement for areas of student concern.

Strategy for Improvement

Comments

Priority 6: Information, Communication and Learning Technologies

6.2 Leadership and Management

2010

6

21-Dec-2010

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Evidence

College ICT Plan – 2007-2011: Detailed College ICT Plan – 2007-2011: Goals, Strategies and Indicators College Network Services Handbook, inc. Teacher Laptop Program College Moodle Acceptable Use Agreement Summary of Elements – An Overview The College’s ICT Committee continued to provide a forum for reviewing practices and processes in relation to IT, such as project planning, staff and student
access, printing provisions, bookings, and so forth. In the later stages of 2007 significant planning went into developing a College ICT Plan that articulated the vision for strategic growth and management of available digital resources within teaching and learning. This plan involved a complete audit of the College’s resources, identifying the level of access to technology available at the time. Following this, research and consultation was conducted to determine a shared vision for how resources would be purchased, maintained and supported in the future – this included implementing management and support structures that would ensure the financial sustainability of the plan, as well as the currency of resources provided. This included forging a strong relationship with a single vendor, leasing technology where possible and reviewing the levy from which the budget is determined. In 2008 the College’s operating system was migrated from a Novell to a Microsoft platform. Coinciding with this was a complete upgrade of servers to ensure performance and reliability was maintained; servers are all supported by current warranties. In 2009 and 2010, continued review and refinement of the College’s ICT Plan in relation to NSSCF funding and the 1:1 initiative. Particularly in 2010, the implementation of a teacher laptop was integral in providing similar technologies to those to be used by students. The emphasis was not simply about trialling the capabilities of the infrastructure, but also about developing a vision for ICTs in teaching and learning. Implicit with this was a focus on teaching and learning – aligning needs with practise. A draft ICT Plan – 2011 to 2014 has been developed to address the next stage of planning needs. Information Management was reviewed in light of the migration. This included reviewing the location and accessibility of files for staff and students, the provision of space, and the scalability offered. Policy or procedural documents were developed for staff in the form of the Network Services Handbook. Media files, ie. Video, Music and Photos, poses an area for continued review, particularly as there will be an increase of multimedia usage when students have access to their own device. Similarly, student access and file management was supported through an updated Acceptable Use Agreement and training within Year 8 to develop effective practices. Draft and final documents in relation to 1:1 have been developed with a staged roll-out commencing in 2011. Policy documents in relation to Acceptable Use and so forth were reviewed with a focus group of teachers and promoted with parents. The Student Laptop Program required a review of support models for sustaining effective delivery on a daily basis and into the future, predicting an environment where all students would have a device of some manner. This included a review of available resources to assist students in completing their work in a manageable way. Live@edu and Moodle offered the resourcing needed to provide the level of access and availability needed. Physical access for student devices whilst on-site was also reviewed and adjustments made to the ICT Plan to provision a higher level of access with improvements in available technologies. The intent being to ensure a greater level of response to future growth possibilities. Wireless access has been provided with 100% access across the College – however, to ensure that classes are able to work effectively we increased the level of access to N-rated wireless devices and a staged roll out to ensure that there is 100% access with redundancy. Similarly, the level of access will increase from a standard 1GB link to a staged increase to 10GB for each building. Within curriculum development an emphasis on ICTs as tools was promoted – applying genuine principles of need rather than ‘want’. This was achieved through clear structures with the purchase of software and licensing, as well as additional ICT tools, such as projectors and cameras. A strong emphasis on understanding curriculum application was promoted, particularly through the features of Moodle. Significant PD and ongoing promotion of best practice was instrumental in encouraging this mindset. Support structures were a focus. A review of each IT staff members roll provided evidence for future planning, as well as ongoing professional development needs to support users and services: ICT Operations for the following year were then determined. This is seen as an ongoing area of growth for continued effectiveness. In light of this a Network Manager was employed to work in conjunction with the AP – Systems and Business Manager to develop stronger processes of support, and project planning and implementation. Review of network capabilities includes weekly reporting of server usage and
Evidence
traffic flow according to location, regular maintenance and provision of Microsoft updates, and alignment of future growth and needs when planning. Back-up solutions were reviewed and measures implemented to ensure full features for data recovery are available. Back-up measures have been bolstered with a dedicated server applying twice-daily snapshots of the network and software providing immediate access to data in the event of failed services. Additional assurance is provided with taped back-ups taken daily and kept in a separate location, ensuring industry standard back-up procedures were in place.

Area for Development
PD with staff, students and parents Consultation and data gathering of possible directions

Area of Strength
Planning, Documentation and Review Processes Backup processes ICT Operations – staffing

Strategy for Improvement
• Further enhance Professional Development for staff, parents and students. • Review of 1:1 Student Laptop Program Implementation

Comments

Priority 7: Resourcing Catholic Schooling

7.2 Equity and Stewardship

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Evidence
Clairvaux MacKillop College aims to provide the best possible education for all students equally, achieving this by the most effective use and management of all resources available, including (but not limited to) staffing, environmental and financial resources. Review of the enrolment and integration of students with disabilities through the college’s Edmund Rice Centre structure is to ensure alignment with the Mission Statement. Appropriate time is allocated to understanding the various dimensions of our education environment in an impartial manner, currently and into the future.

Area for Development
Environmental sustainability Ongoing, understanding the future directions and the development of a suitable environment.

Area of Strength
Special needs students support, programs and integration. Pastoral programs and support Understanding the future directions of education and developing a suitable environment to support the future.

Strategy for Improvement
Develop of an Education Brief and Master Plan Seek additional staff to manage the increased administration demands Ecologically sound enhancement of grounds and physical environment

Comments

Priority 8: Renewal and Quality Assurance

8.3 Monitoring and Self Review Processes

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Evidence
• Mission Statement • Strategic Renewal Plan • Annual Goals • School Policy documents • Board Response document • Annual Report on School Performance Summary of Elements – an Overview We are nearing the completion of the College’s Strategic Renewal Plan – 2006-2011. Over this time there has been a concerted effort towards improving planning processes, the development of goals and strategies that have guided decisions and directions. The College’s Strategic Renewal Plan will be modified to address the direction Education will take in the future (ie. National Curriculum, Student 1:1 Laptops, etc.) and the impact on resources. Annual Reporting against goals has been successfully conducted at the College level, however, we intend to progress this to other levels within the College, particularly with our middle management structures.

Area for Development
Documentation of Annual Action Plan

Area of Strength
Involvement of College Board in reviewing goal achievement and internal review process Strategic approach that includes a futures perspective Close alignment with College Mission

Strategy for Improvement
• Consultation and Preparation for next 5 Year Strategic Renewal Plan • Review of tools used for gathering feedback

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