



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St Mary MacKillop College Isabella Plains

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Principal

Mr Michael Lee

Section One: Message from Key Groups in our Community

Principal's Message

It is a pleasure to report to the community for 2017. The past academic year was a successful one for the College with highly successful community events, a record student enrolment, the beginning of extensive building and refurbishment programmes on both campuses and impressive academic achievement for students in school based and external measurement.

Initiatives involving greater use of student voice in teaching, learning and assessment, extensive development of elective courses across the College and targeted professional learning for staff have further enlivened MacKillop as a place of opportunity and choice.

Parent Body Message

The College Board was active this year in its review of policy, engagement with the Registration and Accreditation Review Panel and in its advocacy for the College in the wider community.

The Board gave close attention to the College's response to the Australian Government's Gonski 2.0 funding model, our policies around marketing, communications and social media and in the highly successful Parent Satisfactory survey. The Board will farewell a number of parents and staff representatives at the end of 2017 and records its gratitude for their important work.

Student Body Message

The student Body of the College was actively involved in the areas of leadership, sporting pursuits, highly successful fundraising, satisfaction surveys and in cross campus initiatives.

Student Satisfaction surveys revealed a student body that feels valued, safe and engaged in its school. Year 7 and Year 10 were particularly positive about issues such as new school/campus orientation, academic engagement, feeling safe and the quality of the College's facilities.

Students involved in the revision of the College Vision Statement brought real energy to the ideas of inclusivity and diversity.

Section Two: School Features

St Mary MacKillop College is a Catholic systemic Co-educational College located in Isabella Plains.

St Mary MacKillop College is a Catholic, co-educational secondary school belonging to the school system of the Archdiocese of Canberra and Goulburn. A distinctive feature of the College is its dual campus structure; Year 7-9 on our Wanniasa (Padua) Campus (1050 students) and Year 10-12 on our Isabella Plains (St Peter's) Campus (800 students).

The College prides itself on welcoming families of all faith traditions, socio-economic and cultural backgrounds into a community that strives to always respect difference. The pastoral accent of the College works against bullying and encourages in each of its students a sense of collective and personal responsibility, hope, faithfulness and a belief that at the heart of our school is a loving God.

The voice of the students contributes to the progress of the school through regular surveys, an extensive leadership program and a vibrant Student Representative Council. The parent voice is heard through a dynamic Advisory Board, email and telephone communication, regular parent surveys, parent teacher interviews and opportunities for parents to meet with Year Coordinators, teachers and senior staff as required. The College values constructive feedback and advice and is respected for effectively incorporating it into its planning.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

In 2017, the words from Corinthians: “Stand firm in the faith, be courageous, be strong” were chosen as the College theme. Such words not only echo our motto, “faith and courage”, but also invoke the life and work of our patron, St Mary MacKillop, as her unwavering faith and her vision for education drive our practices. While the distinct culture of this College focuses on the charism of Mary MacKillop, its foundation remains grounded in Scripture. In this important year of College Registration, the panel noted that the atmosphere of the College was undeniably Catholic—in its use of Scripture and careful choice of religious iconography, as examples—but also did so in an atmosphere of inclusivity; the delicate balance of drawing on 2000 years of rich tradition and culture as invitation for people of the 21st Century.

This is perhaps no more evident than through our vibrant College masses, which combines the orthodox with contemporary language, through Latin and modern hymns, as we celebrate Eucharist together. The reading of the Rosary continues to be said throughout May and October, in the months of Mary and the Rosary. The College has further established stronger bonds with one of our parishes in Holy Family by introducing Sunday Mass led by the student leaders. MacKillop has further continued to maintain our partnership with the Missionaries of God’s love brothers, who attend our College every Thursday. St Mary MacKillop College remains a leader across the Archdiocesan schools by putting faith into action, notably through its charity fundraising, through its work with Caritas and St Vincent de Paul.

MacKillop continues to work systemically with other schools as we collaborate to roll out the new RE curriculum across years 7—10. For the first time MacKillop has seen double figures of senior students into Year 11 choosing to undertake a Double Major in Religious Studies in 2018, demonstrating the work that has been done to increase the depth and breadth of senior courses on offer by the College. Further, we have embedded the CYSMA programme into Year 9 RE curriculum after a successful CYSMA retreat for Year 8, with students expressing interest to run two full classes in 2018. We have employed a Youth Minister for three days a week, to not only assist these classes, but also be present to all students on both campuses to promote additional CYSMA activities.

Section Four: Student Profile

Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
893	881	73	1774

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2015, 72% completed Year 12 in 2017.

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Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2017 was 90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	95%
Year 8	90%
Year 9	89%
Year 10	87%
Year 11	87%
Year 12	90%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2017 Graduating Class	40%	17%	23%	20%

Section Five: Staffing Profile

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
153	58	211

* This number includes 100 full-time teachers and 53 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

PL focused on developing skills in using the applications Canvas and TurnItIn. PL in Growth Mindset, Positive Education, effective feedback, the new RE Curriculum and an examination of AST style questions was designed to build curriculum knowledge, application and skills. A rationale for PLCs and a process for their introduction in 2018 were work-shopped with staff. The College continued to support the PL Calendar. Staff volunteered to share expertise on topics such as productive conversations with parents, strategies for students with ASD and teaching the gifted and talented.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

CEO will insert data when it is available

Student Credentialing

ACT Year 10 Certificate

313 students received a Year 10 certificate.

ACT Year 12 Certificate

255 Year 12 students received the ACT Senior Secondary Certificate awarded by the Board of Senior Secondary Students

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2017

The College underwent an extensive review of all curriculum, assessment, reporting and teaching and learning policy and practices with its five year Registration and Accreditation Review Panel visit in March. The concluding report was laudatory of many aspects of the College; particularly facilities, financial management and quality teaching and learning. Its few recommendations were implemented in 2017 and will be completed in 2018. This was a significant achievement of MacKillop.

The College established the Learning Commons structure in the Isabella Plains Library which incorporated new facilities, restructuring of staff and enhanced learning/research technologies.

The revised approach to leadership performance following a review was also recognised by the whole staff as a positive innovation leading to enhanced collegial voice, creditable participation and authentic, critical appraisal.

Priority Key Improvements for 2018

For 2018 the College has identified key improvements which include the following:

- Targeted Use of School Resources

A review of the roles of key leaders including Campus Head, AP Curriculum, Teaching and Learning Coordinator and the Coordinators of Literacy and Numeracy.

- Creating a Culture of Learning

A sweeping review of the College timetable to enhance focus on flexible learning, optimising teaching time and for the provision of collaborating and individual research.

- Developing an Expert Teaching Team

A focus has been giving to the resourcing of teacher mentoring and support staff moving to Highly Accomplished and Lead roles. The establishment of professional learning communities is also a key initiative in this domain.

Section Eight: School Policies

Student Welfare Policy

The College was warmly commended for its prioritising of student welfare. The restructure of staff roles in managing and responding to welfare issues has been successful. In 2018 the College plans to undergo a review of all aspects of student welfare policy and practices with particular emphasis on technology, privacy, bullying and appropriate usage, "Is every child known?", professional learning around diversity, inclusivity, anxiety and student wellbeing. The College will include in this a review of programs and the practices of Restorative Justice.

The College expressly forbids corporal punishment and actively discourages its use by people outside the College to manage the behaviour of young people.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

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The full text of the Complaints Policy may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

With respect to complaints and grievances the College actively encourages, parent, students and members of the broader community to contact the College at their convenience with a view towards resolution. The College follows the Complaints and Grievances Resolution Policy of Catholic Education for the Archdiocese of Canberra and Goulburn.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The College along with other Catholic secondary schools in our Archdiocese sought parent satisfaction in a wide range of areas. MacKillop was greatly reassured with the affirming response to the survey. Whilst extremely positive, the College will continue to bring energy to its communication with parents, opportunities for community engagement and celebration, and to practices around inclusive education.

Attendance at College events continued to be high, particularly at events such as Variety Night, the College Musical and Parent/Teacher Information Nights. Attendance at the College Careers Expo was extremely enthusiastic.

Student Satisfaction

The satisfaction of students at the College has been extraordinarily high. Key indicators of this has been data around student welfare issues, satisfaction surveys, the range and quality of student initiatives and the atmosphere remarked upon by staff, visitors and the students themselves.

College community events such as Athletics and Swimming Carnivals, College Masses and community days, Retreats and Camps and high participation at cultural and sporting initiatives have been key indicators as has enthusiasm for the College.

Teacher/Student relationships have reflected a spirit of cooperation and mutual respect. Students feel supported and challenged by the staff and appreciate the responsiveness of the College to their needs and initiatives. Examples of this have been the refurbishment of the Senior library with better provision of individual study spaces, the provision of seminar rooms, the provision of Learning Commons teachers to support out of class study and inquiry and the development of programs such as the Performance Enhancement in a Sport Program which now begins in Year 10.

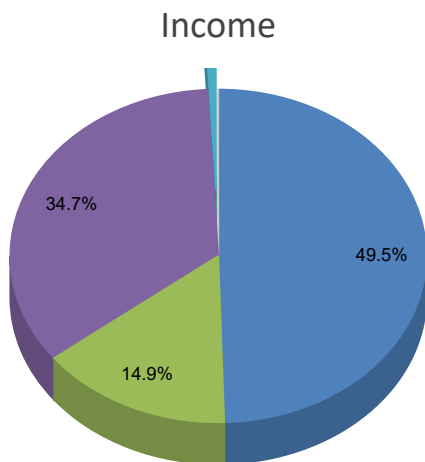
Teacher Satisfaction

The morale of the staff at MacKillop continues to be strong. Responses to satisfaction surveys were in general exceedingly positive; staff feel valued, heard and included in decision making.

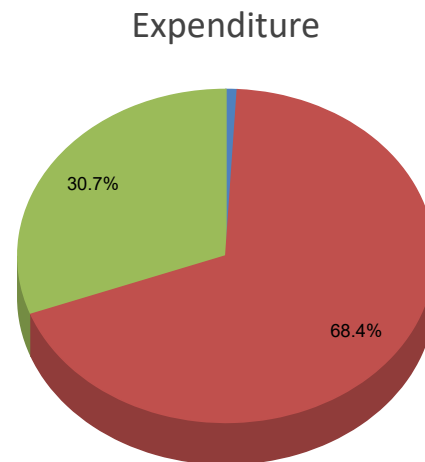
Staff response to the revised processes for leadership evaluation have been particularly reassuring. Plans for improved staff facilities on the Isabella Plains Campus, much needed as they are, have also been well received.

Teacher turnover has been essentially through partner redeployment out of the ACT and retirement. The quality of the staff was complimented in the Registration and Accreditation Report.

Section Ten: Financial Statement



- Commonwealth Recurrent Grants (49.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.9%)
- Fees and Private Income (34.7%)
- Other Capital Income (0.8%)



- Capital Expenditure (0.9%)
- Salaries and Related Expenses (68.4%)
- Non-Salary Expenses (30.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$14,876,102
Government Capital Grants ²	\$5,101
State Recurrent Grants ³	\$4,486,049
Fees and Private Income ⁴	\$10,409,649
Other Capital Income ⁵	\$249,527
Total Income	\$30,026,429

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$254,628
Salaries and Related Expenses ⁷	\$19,658,691
Non-Salary Expenses ⁸	\$8,824,647
Total Expenditure	\$28,737,966

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.