



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2020



## St Mary MacKillop College Isabella Plains

Ellerston Avenue, Isabella Plains 2905

Phone: 02 6209 5215

Email: [michael.lee@mackillop.act.edu.au](mailto:michael.lee@mackillop.act.edu.au)

Website: [www.mackillop.act.edu.au](http://www.mackillop.act.edu.au)

### **Principal**

Mr Michael Lee

## Section One: Message from Key Groups in our Community

### Principal's Message

The 2020 Academic year posed challenges to the College we could have done without. Widespread disruption to learning and to the pastoral and extracurricular life of the College was keenly felt. The College was also aware of the significant emotional and financial dislocation within our community.

MacKillop, having prioritised student and staff safety and high-quality learning, received very positive feedback for its prompt adoption and delivery of remote learning. The College community's response to the cancellation of calendar events and other disappointments was highlighted by a strength of good humour, co-operation and collective responsibility. The College has emerged to be a stronger, more confident community of learners.

### Parent Body Message

The College Board had an interrupted year with remote meetings and evolving agendas. It discharged its responsibilities in the areas of finance, fees and advice in a manner that has been appreciated by the College leadership.

The Board's role as advocates for College policy and decision making was enhanced this year – particularly in the areas of decision making around pupil free days, setting fees and the communication of decisions around student safety, remote learning and the cancellation of events. The Board has appreciated the close involvement with College Leadership in key decision making this year.

### Student Body Message

The students were disappointed with the impact of lock-down and the year long threat of COVID-19 to the usual student-led community activities. Students praised the teachers for their interest in us and our studies and to the school for its willingness to come up with alternate plans and events.

All of us were really pleased to return after lock-down and the College thanks our student leaders for doing a great job under difficult circumstances. Student effort in the areas of social media, conferencing and online communication were original, entertaining and really helpful. The online Athletics Carnival was a great example of MacKillop innovation under pressure.

## 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, comprehensive, co-educational secondary school belonging to the Archdiocese of Canberra and Goulburn, located in the Tuggeranong Valley of Canberra.

The College operates on two campuses; The Padua Campus located in Wanniasa which accommodates 1030 students in Year 7-9 and the St Peter's Campus located 5 kilometres away in Isabella Plains which accommodates 850 students.

The College provides a dynamic learning environment which caters to the needs of all of its students. While the majority of students study with their peer cohort, opportunities for acceleration and positive pathways are provided on an individual basis. MacKillop's program of targeting and accelerating Year 10 students into Year 11 and 12 courses, particularly in Religious Education, Drama and Dance sets a standard of expectation and provides students with broader course and package options in Semester 1 and 2 of Year 12. The College is widely acclaimed by parents for its Inclusive Education program which provides opportunities for students with a broad range of diverse needs.

The College's commitment to recognising all kinds of success, not just high ATARs, builds collective efficacy, confidence, and authentic diversity among the cohort.

The College is committed to authentic diversity and aspires to fully integrate students of all ethnic, cultural and faith backgrounds into our Vision. It welcomes students who are high achieving, who have challenges with their learning, students with physical disabilities and those who identify with the LGBTQI+ community. Increasingly the College is recognised for its success in the performing arts.

A distinctive feature of the College is its investment in the professional growth of its staff. The voice of parents and students is heard and valued through student forums, surveys and visible and available leadership. The positive, dynamic culture of the school is often favourably commented upon.

MacKillop is renown as an authentic Catholic School for everyone.

## Section Three: Catholic Identity and Faith Formation

---

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

### Religious Life & Religious Education

Our school is implementing the Archdiocese Religious Education curriculum, R.E. curricula and BSSS approved senior Religion courses.

The College experienced a profoundly dignified Opening Mass and Ash Wednesday liturgy before moving to online liturgies. This mode of celebration and reflection gave MacKillop the opportunity to explore the imagination and creativity offered by technology. With the “watch in your own time” facility, these liturgies enjoyed wide engagement. Campus youth ministry and the involvement of the clergy continued successfully.

Plans to fit out the two new buildings on the St Peter’s Campus with Catholic iconography images and signage was delayed.

A highlight of the Catholic life of the College was the Year 12 retreat. This event was held in the Providence Building over two days and relied, as usual, on our own staff. The total engagement of the students, their willing spirit and the quality of the staff contribution was reassuring.

The targeted Year 10 to Year 12 acceleration in RE initiative continued to be a powerful way of sustaining interest in RE and contributed to strong numbers into majors and double majors in RE in the senior years.

The story of the Sisters of St Joseph continues to be commented upon by students, parents and visitors to the College. The College is exploring new opportunities to evangelise the Gospel through the life and legacy of St Mary MacKillop.

Other features of MacKillop’s Catholic life in 2020 was the prayer life of the College, the youth ministry initiative and the very successful youth ministry elective in the junior school curriculum.

## 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 2020:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 903   | 941  | 55     | 1844           |

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2018, 83% completed Year 12 in 2020.

### 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.

### 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.

| <b>Destination Data</b>                   | <b>University</b> | <b>TAFE / Other institutions</b> | <b>Workforce entry</b> | <b>Destination not reported</b> |
|-------------------------------------------|-------------------|----------------------------------|------------------------|---------------------------------|
| <b>Year 12, 2020<br/>Graduating Class</b> | 62%               | 19%                              | 0%                     | 25%                             |

## Section Five: Staffing Profile

---

The following information describes the staffing profile for 2020:

| <b>Total Teaching Staff*</b> | <b>Total Non-Teaching Staff</b> | <b>Combined Total</b> |
|------------------------------|---------------------------------|-----------------------|
| 144                          | 46                              | 190                   |

\* This number includes 107 full-time teachers and 37 part-time teachers.

|                                        |    |
|----------------------------------------|----|
| Percentage of staff who are Indigenous | 1% |
|----------------------------------------|----|

### Professional Learning

Professional learning:

1. Visible Learning – Achieving Teacher Impact (5 hour TQI accredited program with 10 workshops)
2. PLCs
3. Staff Spirituality Day
4. Wanniasa Campus Moderation Day Professional Learning

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

### Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

| <b>Graduate Level</b> | <b>Proficient Level</b> | <b>Lead/Highly Accomplished</b> |
|-----------------------|-------------------------|---------------------------------|
| 17                    | 142                     | 1                               |

## 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. As NAPLAN was not undertaken in 2020 due to the COVID-19 pandemic there is no NAPLAN data available for this report.

### Student Credentialing

#### **ACT Year 10 Certificate**

ACT Year 10 Certificates: 335

#### **ACT Year 12 Certificate**

A cohort of 230 students presented for and achieved an ACT Senior Secondary Certificate (100% achievement)

Of those 230: 137 successfully completed a Tertiary package and achieved an ATAR.

20 students achieved an ATAR of over 90 with the top ATAR being 99.55

48 students achieved an ATAR over 80

VET Certificates issued:

55 Vocational Qualifications and 162 Statements of Attainment

100% of ATAR seekers achieved above their estimate.

For the third consecutive year a MacKillop student was accepted into NIDA while two students topped ANU H Course in Astrophysics and Specialist Mathematics.

## 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 2020

Each year the College develops an Annual Improvement Plan which signals to the community the areas the College has targeted for growth. The College's Strategic Plan, the annual staff, parent and student satisfaction survey, feedback from curriculum and pastoral care leadership meetings and national and system initiatives drive the Improvement Plan. A wide range of data is used to evaluate the success of the plan.

Progress in the following areas was made in 2020:

- Key aspects of visible learning.
- Innovation around online and remote learning.
- New resources, staffing and facilities were provided to better impact on the learning culture of the College.

### Priority Key Improvements for 2021

Key improvements for 2021 include:

- The continual gathering, editing and incorporation of data into evaluation and innovation for learning.
- The trialling of comprehensive student profiles around learning, achievement and well-being.
- Continual resourcing of and investment in staff, particularly in the application of certification in Highly Accomplished and Lead teachers and in the training of staff to become National Assessors in the certification process.
- Further development of staff in the impact of mental health issues on student learning.
- Continued implementation and resourcing of the new Archdiocesan Religious Education guidelines.

## Section Eight: School Policies

---

### Student Welfare and Behaviour Management

MacKillop enjoys a deserved reputation for its policies and management of student welfare. Indeed, in 2020 the College's commitment to diversity, inclusion and celebration of difference received favourable attention from a variety of media and considerable affirmation from students and parents. The College embarked upon new arrangements with the Archdiocese to engage counsellors to meet with students and assist the College Leadership with the revision of policies.

The College's careful negotiation of the opportunities and challenges of technology continued to be prioritised. Open, transparent dialogue with parents, extensive counselling, professional learning for staff in the areas of student mental health and sustained focus on the practices of restorative justice continued to be features of the College's approach.

Quality conduct honours the dignity and needs of all individuals in the community including students, staff and parents. Restorative practices are followed at MacKillop which means we see each individual as being in a relationship with every other person in our community. If something goes wrong in a relationship we work to restore it. This restorative approach to learning, managing behaviour and resolving conflict educates and supports students through building and maintaining quality learning relationships and connectedness..

Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the College policy may be accessed at <https://www.mackillop.act.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.

Student Welfare and Behaviour Management Policies were reviewed in March 2020.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://cg.catholic.edu.au>.

### Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) 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 school life 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. CECG monitors the implementation of this policy.

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

## 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

Community satisfaction data is sought and valued in a variety of ways. These include the data informing attendances and participation at school events and carnivals, absenteeism, student feedback opportunities, parent, staff and student interviews, consultation via the College Board, staff forums and a parent, student and staff survey conducted by Catholic Education for all system schools.

Parent satisfaction continued to build upon record levels of confidence. Issues around quality of teaching and learning, child safety, accessibility of leadership and quality of facilities showed tremendous parent confidence. The College received high praise for its response to the COVID 19 lock-down and its high quality for remote learning and communication.

### Student Satisfaction

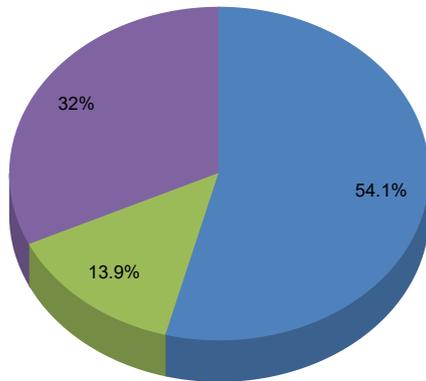
The students indicated a strong desire to be involved in all aspects of the school. Satisfaction involving leadership opportunities, safety, relationships with teachers and with the quality of their learning was again at record levels. The College's commitment to diversity and inclusion was also warmly praised. Innovation in study support through programs such as Infinite@MacKillop, acceleration and homework club were recognised as successfully impacting on learning.

### Teacher Satisfaction

Staff provided outstanding feedback to the College in the Annual Satisfaction summary. High praise was offered for the College's management of COVID-19 lock-down, its approach to teacher safety and for the provision of resources and flexibility around remote learning. The level of staff satisfaction was extraordinarily high.

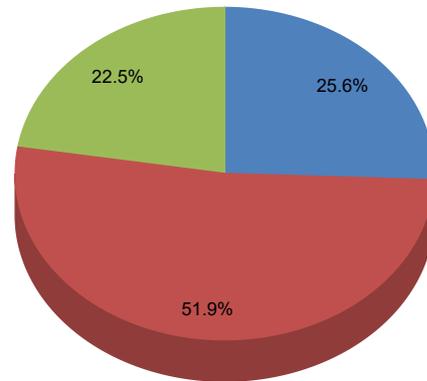
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (54.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (13.9%)
- Fees and Private Income (32%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (25.6%)
- Salaries and Related Expenses (51.9%)
- Non-Salary Expenses (22.5%)

| RECURRENT and CAPITAL INCOME               |                     |
|--------------------------------------------|---------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$19,370,711        |
| Government Capital Grants <sup>2</sup>     | \$0                 |
| State Recurrent Grants <sup>3</sup>        | \$4,988,150         |
| Fees and Private Income <sup>4</sup>       | \$11,472,477        |
| Other Capital Income <sup>5</sup>          | \$650               |
| <b>Total Income</b>                        | <b>\$35,831,989</b> |

| RECURRENT and CAPITAL EXPENDITURE          |                     |
|--------------------------------------------|---------------------|
| Capital Expenditure <sup>6</sup>           | \$11,542,005        |
| Salaries and Related Expenses <sup>7</sup> | \$23,422,721        |
| Non-Salary Expenses <sup>8</sup>           | \$10,130,674        |
| <b>Total Expenditure</b>                   | <b>\$45,095,399</b> |

**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.