

MacKillop Catholic College

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Principal: Ms Rita Daniels



Annual Report for 2007

A Message from Key School Bodies

Message from the Principal

2007 was a significant year for MacKillop Catholic College with major features including interim principal, Ms Rita Daniels, a highly successful Registration and Accreditation Report, the development of a visionary ICT Strategic Plan and significant preparation for the ten year celebration of the College in 2008.

The College, in its tenth year, is Canberra's largest school providing Catholic co-educational education for over 1600 students in the Tuggeranong Valley. A dual campus school, the Wanniasa Campus has 950 students in year 7, 8 and 9 and 650 students in Years 10, 11 and 12 on the Campus at Isabella Plains.

MacKillop is deeply embedded in the charism of Blessed Mary MacKillop and thereafter is an authentic, welcoming Catholic school for all, confident in its Catholic identity and proud of its energy, vision and many opportunities for student achievement.

Our Vision

MacKillop Catholic College
is a dynamic welcoming
community based on
gospel values.

It is a learning environment
where excellence
in education is valued.

Members of the
community are nurtured
and empowered
to face the future with
faith and courage

Our Patron

Mary MacKillop, the patron of the College,
was a woman who responded with total
commitment to God; a person of great faith
and courage who dared to search for the
truth in the face of adversity and a person
who gave her life in service of others.

Mary MacKillop challenges the community of
the College to be people who dare to search
for the truth; people who can take a stand for
Christian values in a secular world; people
who dare to make a difference to the world in
which they live. Such qualities require 'Faith
and Courage' – the College motto.

Catholic Life and Mission

The College has regular liturgical celebrations with fortnightly Mass on the Isabella Campus and First Friday Mass on the Wanniasa Campus. The whole school assembles to celebrate Eucharist for the Opening Mass and for MacKillop Day.

Ash Wednesday and Easter liturgies are Campus based. All MacKillop liturgies have significant student involvement and prayer is part of the daily life of students on both campuses.

At each year level, students are involved in expanding their understanding of the charism of Blessed Mary MacKillop and in participating in whole group activities to deepen their faith and spirituality.

The Year 7 cohort attended a “*Beginnings*” Camp in March. All Year 8 students made the pilgrimage to MacKillop Place in Sydney. In Years 9 and Year 10 students were involved in Reflection Days run by the Youth Ministry teams. These are annual features of the College Calendar.

The Year 11 cohort attended a Retreat in Term 1. The focus of the retreat was “*Community*” and students engaged in practical and reflective activities to consider their roles and responsibilities in the MacKillop community.

Year 12 Retreat concluded the Pathways Program in Term 3. The retreat assisted students to shape their understanding of the responsibilities they have as they leave school, promote reflection on the values they hold and foster a climate of care and compassion within the year group.

MacKillop Catholic College leads Catholic education in Canberra in the evangelization of the Church to young people. The College warmly welcomes families from many Faith traditions, indeed the student population is 51% baptized Catholic. The College is proud to be a major point of Catholic encounter to a student body of such a diverse faith traditions. MacKillop recognises its privilege and the responsibility that goes with being recognised as such a welcoming Catholic school.

Key Curriculum Initiatives in 2007 included:

- Boys’ Education Strategies.
- Year 11 Academic Care Mentor Program.
- The trialling of Latin as an elective in Year 8.
- The introduction of the ‘Talking Group’: a program to challenge gifted and talented students in Years 7 –12.
- Use of MyClasses across the College.
- Refining of the Year 7 timetable structure to give additional time to the study of English, SOSE and Religious Education.
- Introduction of timetabled time for Year 12 Tertiary students to participate in problem solving and advanced literacy programs.

The College Board

The College Board in 2007 worked with the interim Principal in the following ways:

- Promotion of the Catholic life and identity of the College.
- The recruitment of quality teachers.
- The production of an ICT Strategic Plan
- The appointment of a permanent Principal from 2008.
- The incorporation of the College Parents and Friends Association in the College Board.
- The provision of advice to the Registration and Accreditation panel.
- The close monitoring of finances
- The building and refurbishment initiatives.

The College Board was a key means of providing input to the running of the College by parents and other stakeholders in the College. It continued to exercise a significant and supportive role in the progress of MacKillop.

The Student Leadership and Pastoral Programs in 2007

MacKillop provided a wide range of opportunities for student leadership in 2007, principally in the areas of:

- An active, responsible Student Representative Council
- House Captains in junior and senior campuses
- An outstanding team of College Captain and Vice Captains
- College Liturgies
- Representing the College at Archdiocese liturgical and sporting events
- Representing the College at Archdiocese and community events.

The College was splendidly served by the confidence, appropriateness and enthusiasm of its students in 2007.

The Status Award System continued to flourish in 2007. The program recognised leadership and initiative amongst the student body through three levels (Bronze, Silver and Gold Status), each involving strict criteria for the awarding of status.

A significant curriculum was developed and delivered for Pastoral Program across years 7 to 12. Highlights included a unit on mental health that ran in Year 11 where students reported an increased understanding of mental health issues.

A broader leadership program was offered to year 11 students interested in formal leadership positions when they were in Year 12. In this way, 35 students developed their leadership ability and created a broad and strong basis of student leadership from which we elected our officials.

The Student Representative Council

Again in 2007, the SRC helped organise many College and Campus based functions including the Opening and MacKillop Day Masses; MacKillop Day itself; the two major sporting carnivals; Grandparents' Day; Discos and Variety Night. Through the House system, the SRC helped raise considerable funds for designated charities, including Caritas.

MacKillop entered a team in the Relay for Life, a fundraising campaign for the ACT Cancer Society. This team was comprised of and sponsored by the SRC. It was the first time the SRC took on this initiative and the students were delighted with their efforts.

Student Performance

Wanniassa Campus – Years 7-9

The Wanniassa Campus of MacKillop Catholic College uses various forms of assessment data to guide curriculum development to best meet the needs of individual students and the group as a whole.

Over recent years the ACT Assessment Program (ACTAP) has provided valuable data to assist the college in directing its resource for the betterment of the student cohort.

One of the data measurements that ACTAP informs MacKillop is the proportion of Year 7 MacKillop students achieving the National Benchmarks. (As at 2007 there are no national benchmarks for Year 9 students).

Percentage of Students Achieving Year 7 Benchmarks

	2005		2006		2007	
	School	System	School	System	School	System
Reading	97	93	95	94	95	94
Writing	91	92	92	91	93	91
Numeracy	88	88	86	89	84	86

From the table above:

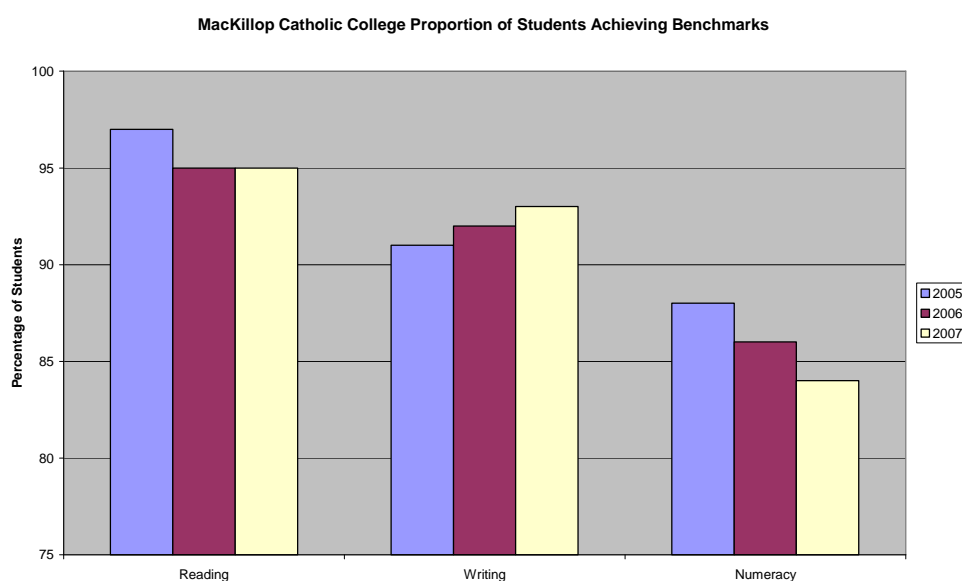
2007 – The percentage of students above benchmarks in both reading and writing have remained fairly constant. Students below numeracy benchmark both at MacKillop and across the system continue provide challenges to lift overall standards of these students. Year 7 Students have only been in the College for six months but there is an obvious need that has to be attended to.

2006 – A higher percentage of MacKillop students achieved the benchmarks for Reading and Writing than students from the ACT. The percentage of students achieving the Numeracy benchmark was 3% lower than ACT.

2005 – The percentage of MacKillop students achieving the Numeracy benchmark was equal to the ACT. The percentage achieving the Reading Benchmark was 4% higher and Writing only 1% lower.

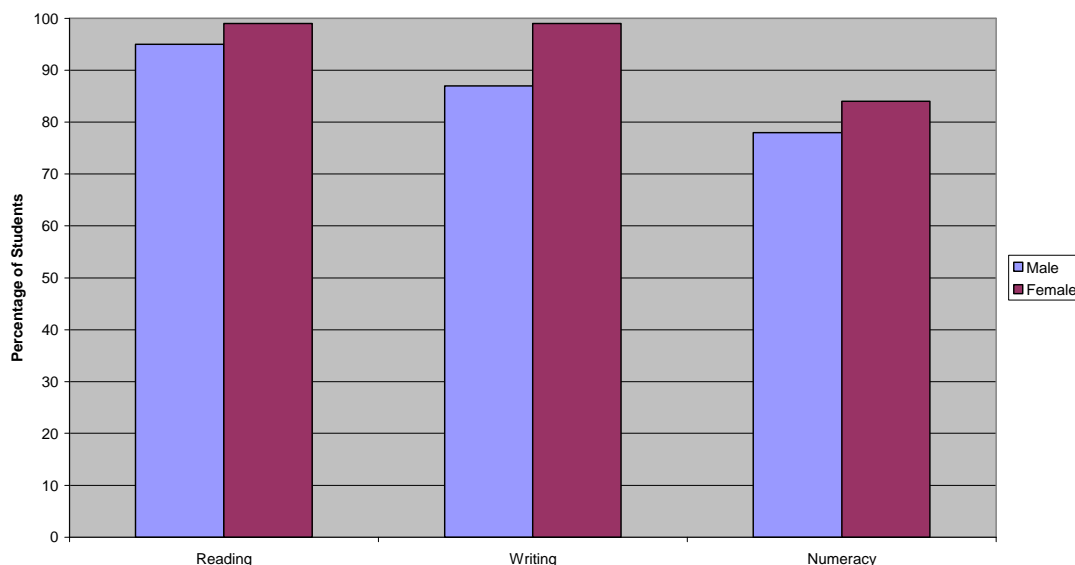
Strategies have been put in place to target numeracy in 2008.

Further to the above table, the chart below shows that the past three Year 7 Cohorts have remained consistent in the percentage of students achieving the bench mark in Reading and a gradual improvement in writing. In Numeracy the number of students achieving the benchmark has dropped steadily. This reflects a developing pattern in the abilities of students new to the College in Year 7 and challenges the College to make provision through pedagogy to help raise students' numeracy achievement levels.



The next chart shows the percentage of boys and girls achieving above the benchmark for 2007. The percentage of boys achieving the benchmark continues to remain below that of girls. The teaching and learning focus will continue to encourage staff to use a variety of teaching approaches in the classroom. Faculties will continue to look at alternative ways to engage boys in the educative process.

MacKillop Catholic College - ACTAP 2007 Proportion of Year 7 Students Achieving Benchmarks (by Gender)



Distribution of Students in the Top, Middle and Lower Groupings ACTAP 2007

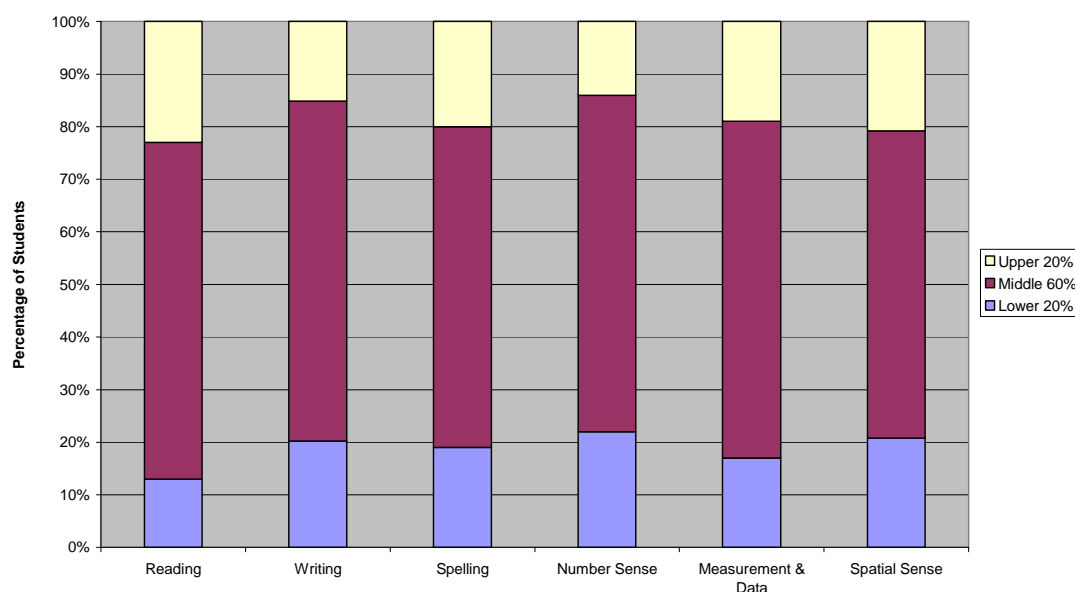
The following graphs show the proportion of Year 7 and Year 9 MacKillop students in the Top 20%, Middle 60% and Lower 20% compared with the ACT distribution (including Government and non-Government students.)

The graphs show the percentage of students at MacKillop in the lower 20% of the system, the middle 60% (20%-80%) of the system and the upper 20% of the system. (Note: The spelling data is not reliable and has a tendency to be easily distorted.)

In Year 7, MacKillop has more than 20% in the top 20% in Reading, and Spatial sense, which is a pleasing result. More work needs to be done with the top 20% of MacKillop Year 7 in Writing and Number Sense.

In the Lower 20% band, MacKillop is only over-represented in Number Sense. Number sense is an area that will be focused on in Year 8, 2008.

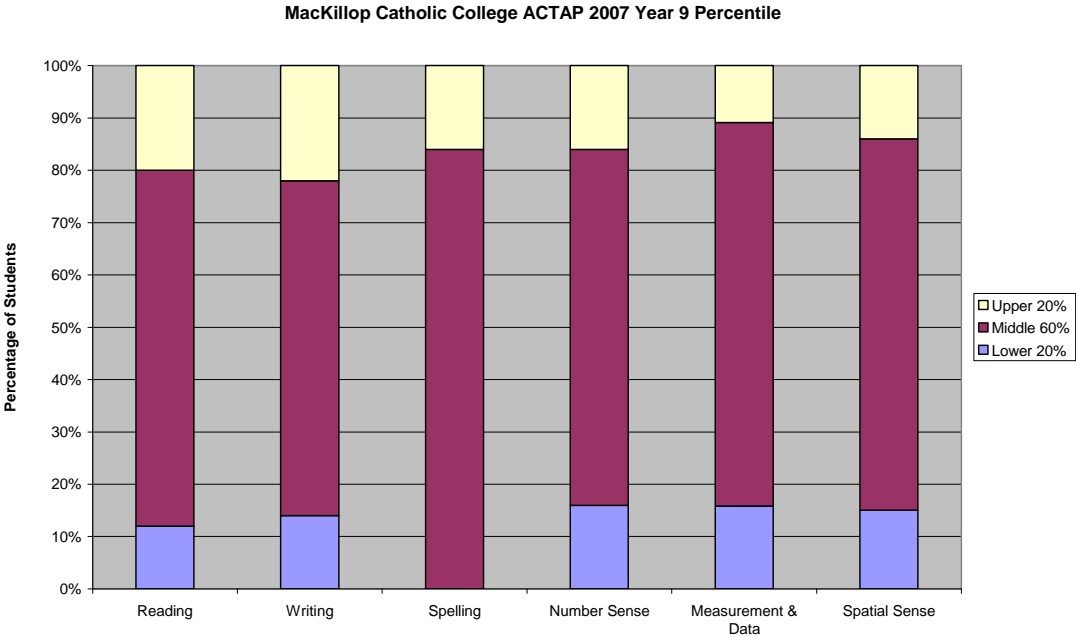
MacKillop Catholic College ACTAP 2007 Year 7 Percentile



The Year 9 graph below shows that more work needs to be directed to helping some of the middle 60% move into the Upper 20%. This is especially so in all three numeracy strands.

In the Lower 20% the Year 9's are well above the system 20%. That is there are less than 20% of MacKillop Year 9's in the system's Lower 20% in all strands (disregarding spelling). This is a

pleasing result that shows that the percentage of MacKillop students in the lower 20% is less than the system.

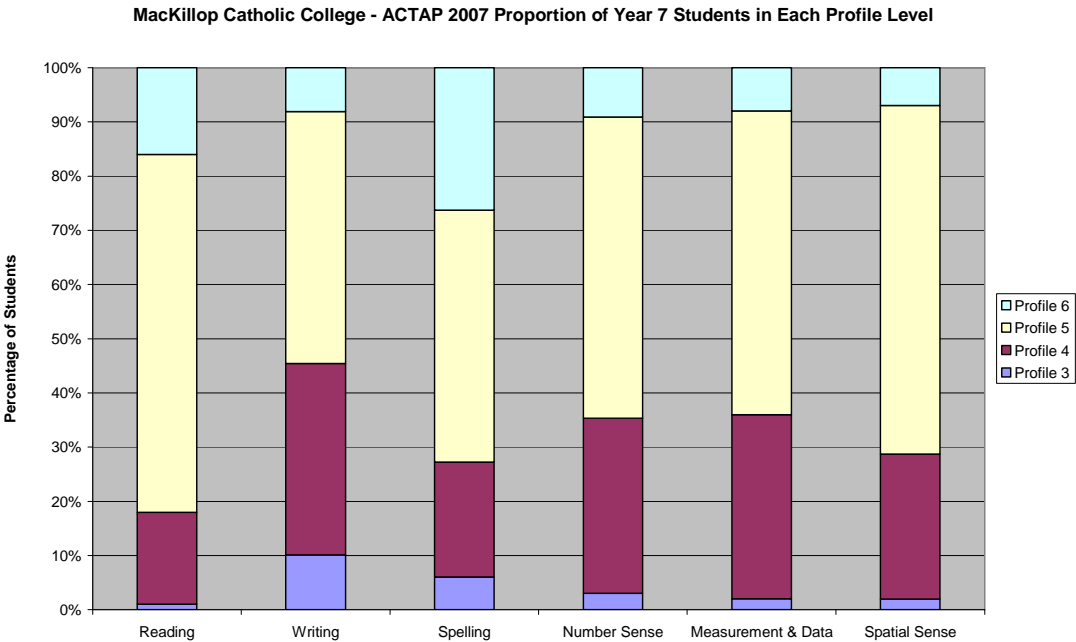


Distribution of Students in Specific Profiles ACTAP 2007

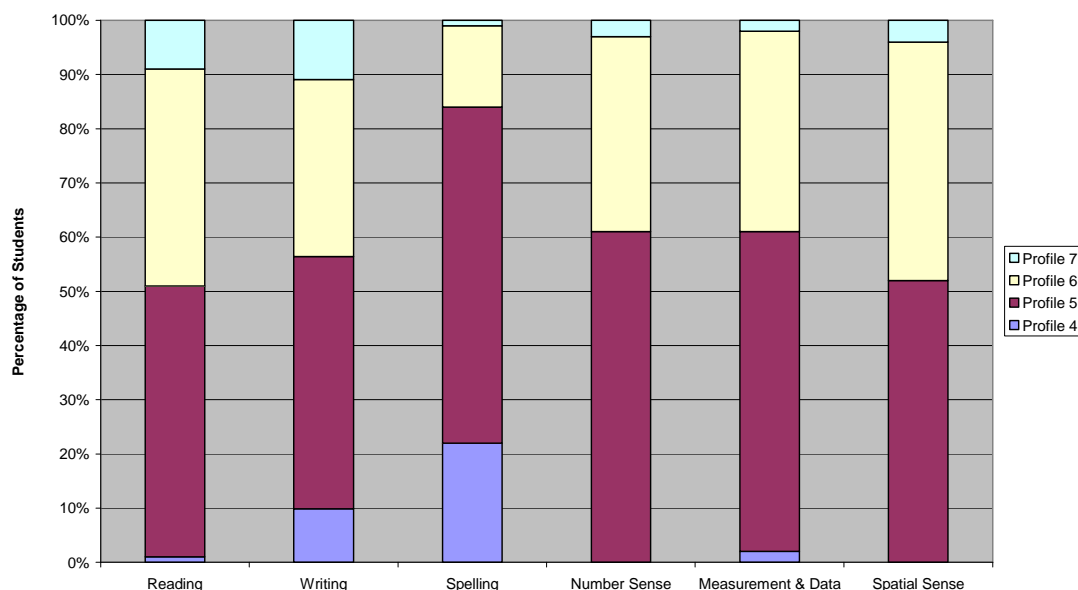
The following graphs show the proportion of MacKillop Year 7 and Year 9 students in each Profile Level from the 2007 ACTAP tests.

While a comparison of the year groups shows a similar proportion of students in the lowest Profile Level, the main differences occur in the middle two levels. In Year 7, the largest proportion of students is in Profile 5, whereas, in Year 9, the majority of students also occupy Profile 5. There is a lower proportion of Year 9 students in the top Profile Level for each Strand compared with Year 7.

The focus for 2008 will be using strategies (see below) to work ethic and skills to move some of the students in Profile 5 into Profile 6



MacKillop Catholic College - ACTAP 2007 Proportion of Year 9 Students in Each Profile Level



Strategies for 2008

The College has taken a multi-faceted approach in the desire move all students forward in their numeracy and literacy at Wanniasa. These strategies have and are making a contribution to skill building. Particular attention will be paid to Numeracy in Years 7, 8 and 9. Each of these year groups will participate in the Mathletics program in 2008 in Year 7, 8 and Level 3 of Year 9, as a part of their formal class work and optional home study. A number of other strategies will include:

- Professional development of staff
- The introduction of marks in Year's 7-9 in 2008 will add a competitive edge at the top end of the year groups. It will provide for greater competition among these students leading to a rising of standards. All students will also be given an indication as to where they lie within a grade band thus providing further motivation to move forward.
- In Year 7 2007 there is an above average number of students in the 2nd profile (Level 4) in all strands. Having marks may help those set targets / goals to move up a level in their academic grades.
- Where appropriate, writing specific literacy and numeracy focus in all units of work timely with the new ACT Curriculum Framework. New units of work will be assessed to identify what skills are being taught – and then to explicitly assess them.
- Workshop staff with question types from ACTAP.
- Identify specific literacy and numeracy skills that need to be taught across the curriculum.
- 'Whole College' approach for numeracy and to Teach literacy and numeracy skills across all subjects especially the areas found most wanting.
- Provide remediation for Semester 2 Year 7 (2008), Semester 2 Year 8 (2008) students below the benchmark. The Early Start program will be useful here.
- Continue to reward good student work to promote a positive work ethic.
- Use 'Peel' as a vehicle to promote innovative and varied pedagogy.
- Introduction of both semester and Year exam in Mathematics to assist students to retain knowledge and skills learnt

- Develop a matrix to identify where numeracy (possibility literacy as well) skills / concepts are currently been taught
- Ensuring that all faculties have different type of questions in assessment tasks – multiple choice, short answers, single word answers and specific skill type tasks
- At the beginning of next Year 2008 there will be a numeracy focused day to place the necessary emphasis on developing numeracy skills.
- Ensuring that classes have daily or weekly questions to focus on literacy and numeracy skills.
- Use some of the special funding money for release time to develop packages of numeracy (and possibly literacy) questions.
- Use funding to release staff to develop other staff to teach numeracy (literacy) skills
- Investigate ways to improve listening and speaking skills (pilot project using skills and resources English Coordinators gathered).

Year 12 Certificate

Year 12 Certificates	2007	2006	2005	2004
Year 12 Cohort	169	200	199	168
Year 12 Certificate Receivers	98%	98%	91%	96%
Secondary College Records	2%	2%	9%	4%

Tertiary Entrance				
TES Receivers	79	106	80	89
TES Receivers (%)	47%	53%	40%	53%
UAI's over 90	19%	23%	13%	15%
UAI's over 75	41%	59%	44%	28%
UAI's over 65	62%	79%	59%	55%
Top UAI	99.85	95.35	98.5	96.65
Median UAI	69.6	78.83	73.3	66.3

Vocational Qualifications				
Students with a vocational certificate	60	187	65	51
Students with a vocational certificate (%)	36%	94%	33%	30%
Number of Certificate Is	66	225	128	62
Number of Certificate IIs	68	54	39	34

Mackillop Catholic College offers students a comprehensive education providing them with the opportunities to meet university entrance and to attain nationally recognised vocational certificates. Since 2004 more than 95% percent of students graduating Year 12 have met the requirements for a Year 12 Certificate, approximately half of students have gained a Tertiary Entrance Statement and one third at least one vocational certificate. (Students in the 2006 cohort participated in a pilot program in Year 10 which resulted in 165 students gaining a Certificate I in Information Technology.) The results of those students completing a tertiary pathway have been pleasing with steady improvement in both the median score of each cohort as well as the percentage of students achieving UAIs making them eligible for entrance to the Australian National University and the University of Canberra.

Professional Learning and Teacher Standards

Teacher Standards

All 118 of 118 teaching staff have teaching qualifications from a higher education institution within Australia or as recognized by the National Office of Overseas Skills Recognition [AEI-NOOSWR] guidelines.

MacKillop Catholic College is committed to the ongoing professional development of staff. During 2007 the College supported three major professional development initiatives:

Improving pedagogy through Quality Teaching, Mapping ELAs to align with the ACT Curriculum Framework: Every Chance to Learn and a Whole College Spirituality Day, Looking at Generation Y and their participation in the life of the church and employment.

As the College had undergone registration in March many faculty meetings and staff meetings were devoted to reviewing the recommendations of the registration panel and strategically planning for the implementation of these recommendations for 2007 and beyond.

Individual staff members were supported in a wide range of professional development activities including the Quality Teaching Framework, BSSS Curriculum days, Senior Course Writing days as well as training, in-service programs, conferences and various professional development activities. The College support for these additional professional learning opportunities amounted to \$111 662 with an average expenditure of \$1053 per teacher.

Date	Time	Activity	Participation	Cost
Friday 02/02/2007	9.00am – 4.00pm	Quality Teaching Framework – Dr. Jenny Gore	All teaching staff	\$5000
Thursday 01/03/2007	3.45pm – 6.30pm	ELAs mapping to Yrs 9/10 curriculum	All teaching staff	
Tuesday 06/03/2007	8.45am – 3.30pm	ELAs mapping to Yrs 7/8 curriculum	Wanniassa teaching staff	\$1890
Thursday 31/05/2007	3.45am – 6.30pm	Registration Review – Faculty response	All teaching staff	
Friday 01/06/2007	8.45am – 3.30pm	Staff conference – Spirituality Generation Y	All staff	\$6330
Tuesday 31/07/2007	3.45pm – 5.00pm	Restorative Justice Principles	All teaching staff	
Tuesday 28/08/2007	3.45am – 5.00pm	Behaviour Management and Professional Standards	All teaching staff	
Tuesday 11/09/2007	3.45pm – 5.00pm	Electronic Copyright	All teaching staff	
Tuesday 18/12/2007	9.00am – 3.30pm	CPR Training (2 sessions) - Parasol	All staff	\$4,890

Teacher Attendance and Retention

The retention of teachers from 2006 to 2007 at MacKillop was 75.5% retention. Whilst this is a little higher than in most years, it should be pointed out that a number of long standing teachers retired or, successfully applied for promotions, positions at other schools in the ACT, or elsewhere.

MacKillop has traditionally recruited a significant proportion of new staff as “early career” teachers. Quite promptly these teachers following several years at the start of their career, seek further teaching experiences at other schools in Australia, and increasingly, overseas.

A teaching staff the size of MacKillop can quite easily provide stability whilst retaining a relatively high turnover of teachers in any given year.

The average attendance of teachers was 196.9 days (96.5% attendance rate).

Student Attendance

The average attendance was as follows:

Year Group	Attendance
Year 7	90.3%
Year 8	91.8%
Year 9	92.0%
Year 10	95.3%
Year 11	97.0%
Year 12	96.4%
Overall average	93.8%

Retention Rates

In 2007 66% of Year 10 returned to MacKillop Catholic College for Year 11 to continue their senior education.

Post School Destinations

Over the past several years a pattern of post school destination of our students has developed as follows:

Year 10 into Year 11

- approximately 28% of the Year 10 cohort left MacKillop Catholic College to pursue post compulsory schooling interstate, overseas or in the Government College system. Very few enter the work place after Year 10.

Year 12 to post schooling

- 75% of our students seeking University entry gained entry into their first preference choice.
- Approximately 100% of our students seeking apprenticeship gained apprenticeships in the industry of their choice.
- All students seeking a place in a Technical College gained an entry.
- 100% of our Year 12 students completing Year 12 in 2007 gained a Year 12 certificate.

These figures tallied with those for the graduating class of 2007.

Enrolment Policy and Profile

MacKillop Catholic College follows the Enrolment Policy of the Archdiocese of Canberra and Goulburn. This policy is to be revised for the 2009 enrolment period which commences on May 12 2008. That policy can be found on the CEO website www.ceo.cg.catholic.edu.au

School Policies

The College has developed a comprehensive selection of policies based on Catholic Education Office Policies and Procedures. The following policies are available on request from the MacKillop Catholic College Principal's Secretary.

Student Welfare Policies

MacKillop Catholic College (MCC) Access & Equity Policy
MCC Safe School Policy
MCC Enrolment Policy
MCC Harassment Policy
MCC Sun Protection Policy
MCC Critical Incident Policy

MCC OH&S Policy
MCC Supervision Policy
MCC Mandatory Reporting Policy
MCC Drug Policy & Procedural Guidelines
MCC Excursion Policy
MCC Media Usage Policy
MCC ICT Acceptable Use Policy
MCC Attendance Policy
MCC Enrolment Policy

Discipline Policies

MCC Corporal Punishment Policy
MCC Quality Conduct Policy

MCC Sexual Harassment Prevention Policy
MCC College Breach of Discipline Policy

Complaints and Grievances Policies

MacKillop Catholic College Complaints Resolution Policy

School Determined Improvement Targets

MacKillop Catholic College identified for 2007 the following improvements:

- ICT
- Staffing refurbishment, Wanniasa Campus
- Quality behaviour of students
- Successful Registration and Accreditation Review.

During the commencement of 2007 the College ICT committee developed an ICT Strategic Management Plan that will in four years, give the students and staff enhanced ICT facilities with strong technical input and professional learning for teachers in the areas of ICT pedagogy.

The College responded to OH&S issues as well as the need to reconfigure the administration, sick bay and student reception areas of the Wanniasa Campus and implemented a refurbishment program due for completion by July 2008.

The College also completed the refurbishment of the Theatre including state of the art light, sound and projection facilities. This was funded by a successful application for VET subsidy.

The College received very favourable commendation in the Registration and Accreditation Report in the areas of student welfare and management. The College strengthened its plans to provide ongoing professional learning for staff in the areas of restorative practices.

Much of the early part of 2007 was preparation for the Registration and Accreditation visit. This was a welcome and successful exercise resulting in very affirming commendation and timely advice and support for areas of ongoing development at MacKillop, particularly in the areas of academic care and ICT.

Initiatives Promoting Respect and Responsibility

For the first time, Year 12 organised a "Thank You Day" where they invited significant adults to an assembly showcasing Year 12 talents to thank them for their support through their schooling years. Year 12 also pioneered a fundraising initiative, *Wild Hair Day* that broadened awareness of mental health issues.

Harmony Day was observed on the Isabella campus with close to all students sporting an orange ribbon in support of the event. Through assembly items, awareness-raising quotations and Pastoral Prayer, Harmony Day provided an opportunity for students to consider themselves in the context of the broader community, to promote mutual respect and to celebrate cultural diversity.

The College was represented by two senior students at the International Women's Day luncheon, hearing a moving address from an internationally renowned young female politician.

A wide variety of activities focussed on care and compassion for the broader community were undertaken by students. Activities included Operation Christmas Child, the St Vincent De Paul Christmas hamper appeal and a very successful Project Compassion fundraising initiative.

A program of regular Masses in year groups were conducted for Years 7-9 at St Anthony's, Wanniasa. This helped confirm and enhance the Catholic ethos of the College for students in their formative years.

Youth Pathways has involved a small group of students who need extra in career orientated activities conducted by an external provider.

The end of the year program for Years 7-9 conducted across both campuses has continued to grow and develop. The College is indebted to the work of co-ordinators and staff who have enthusiastically taken on this initiative. The program covers, induction, initiative, resilience and work education as well as personal and organisational skills.

House activities which focus on specific charities approved by the College such as Bandana Day continue to be well supported.

Make a Difference Group

The Make a Difference Group is a student run group which prompts students to be responsible members of the community and work to assist those who are in less fortunate circumstances. The activities included fundraising for charities, collecting spectacles for the Fred Hollows Foundation, Child Sponsorship and the 40 Hour Famine project.

Sport

MacKillop students competed in a vast array of competitions at a school, zone, regional and national level. As a community, we ran a Swimming and Athletics Carnival that both saw high levels of participation and tremendous team spirit. Many, many students achieved significant milestones in their sporting endeavours beyond the College. The MacKillop community recognised and applauded their achievements during 2007.

Parent, Student and Teacher Satisfaction

Students

406 students completed the satisfaction survey and responded to 21 questions. The results of the survey were extremely positive. The greatest areas of student confidence at MacKillop were in the areas of teacher expectations of students' effort in class, areas of assessment and in personal responsibility.

Students commented very favourably in the areas of teacher preparedness for class, and in opportunities to develop leadership skills and to have broad experiences beyond the classroom.

Some students indicated that they would like to be more actively engaged in their learning and that they value the constructive feedback they receive from their teachers.

Staff

Staff satisfaction is high at MacKillop. The staff value and appreciate their students and feel supported by their subject coordinators, pastoral coordinators and curriculum leaders. The staff

have a pride in the vision and foundation of the College and in its success with its students. The staff are looking forward to greater consistency in the management of students who exhibit challenging behaviour but recognise that differing needs require varied strategies.

Parents

Twenty nine parents chose to respond to the Parent Satisfaction Survey. They expressed overwhelming satisfaction with the quality of the education their children were receiving and with the opportunities the College provides for them to be involved in planning and decision making at MacKillop.

Summary Financial Information

A summary of the school's financial information can be accessed on the school's website.

This report was prepared by: Michael Lee