



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# ST MARY MACKILLOP COLLEGE

Tuggeranong, ACT

## 2014 Annual Report



## SCHOOL CONTACT INFORMATION

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This report was prepared by:

Mr Michael Lee

PRINCIPAL

## MESSAGE FROM OUR SCHOOL COMMUNITY

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### **Principal's Message**

It is my pleasure to welcome you to the College's Annual Report for 2014. This Report to the College community informs about our profile, student achievement and areas of improvement and progress for MacKillop. This has been a highly successful year for the college: record enrolments, the maintenance of low school fees, continued improvement in student achievement and substantial investment in the professional learning of staff. 2014 saw the College to continue to endeavour to realise its vision: a Catholic school for all in the tradition of St Mary of the Cross MacKillop

### **School Board Message**

The St Mary MacKillop College Board met on seven occasions during 2014.

The Board is pleased with the continued progress of the College in the areas of student academic achievement and personal development, staff on-going professional development and curriculum development as well as the implementation and the continued improvements to student and staff amenities. The Board is particularly pleased that the College has maintained its low fee structure.

Finally, the Board would like to acknowledge the leadership of the Principal, Mr Michael Lee, and the able support of the College Executive.

### **Student Representative's Message**

Our role this year was to motivate student leadership in the areas of targeted fundraising, College liturgies, carnivals and MacKillop Day and to represent the students on the College Board. Highlights of the year were increased fundraising and even more imaginative ways of doing this, the Year 12 Retreat, primary school visits during the Enrolment period and the student leaders weekend in Melbourne. We hope the leaders of 2015 continue to build on student leadership opportunities and we wish them well in their goals.

## SCHOOL FEATURES

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St Mary MacKillop is a Catholic Secondary College belonging to the Archdiocese of Canberra and Goulburn and located in the Tuggeranong Valley. The school caters for students between Years 7 to 12, and has an enrolment of 1,778 (August census). Students attending MacKillop come from a variety of backgrounds and nationalities consisting of 49% male and 51% female students; 41 indigenous students; and 47 with a Language Background other than English (LBOTE).

The school employs 199 staff comprising 142 teachers and 57 non-teaching staff, the latter being employed in a variety of capacities including Learning, Clerical Support and Maintenance. No staff identify as Indigenous. The College is a dual campus structure with Year 7 – 9 at the Wanniasa Campus and Years 10 – 12 at Isabella Plains.

The College has an ethos and foundation strongly influenced by the legacy of St Mary of the Cross MacKillop and Fr Julian Tennison Woods. Key features of this vision are a school that is welcoming of all, a strong focus on Social Justice, an emphasis on ecology and a Quality Conduct Policy that has a focus on personal responsibility and restorative practices.

The school's website can be found at [www.mackillop.act.edu.au](http://www.mackillop.act.edu.au)

## RELIGIOUS EDUCATION

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St Mary MacKillop College follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Education is a required study of all students to Year 10 and to at least a minor study in the Year 12 Certification years. Over 70% of students study Religious Education as a Major course of study towards their Year 12 Certificate.

The faith life of the College is central to its academic and community progress. Mass is celebrated each week, community prayer is regularly practised with dignity and respect and personal prayer is modelled and encouraged.

The Clergy from surrounding parishes and from the Missionaries of God's Love at the St Benedict parish at Narrabundah are regular visitors to the College and are invited to attend class, community days and Retreats where they are warmly welcomed.

## STUDENT ACHIEVEMENT - NAPLAN

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Students in Years 7 and 9 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

### School and National Mean Scale Scores

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	546	512	545	544	546
School	562	532	550	558	549

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	580	550	582	574	588
School	583	561	575	575	578

### Proportion of students at or above the National Minimum Standard

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	95%	89%	93%	93%	95%
School	98%	96%	96%	96%	98%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	92%	82%	90%	90%	94%
School	95%	86%	91%	93%	98%

## Proportion of students in each Achievement Band

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	13%	6%	11%	13%	7%
Band 8	23%	17%	23%	21%	18%
Band 7	32%	29%	29%	34%	36%
Band 6	25%	28%	23%	21%	31%
Band 5	7%	17%	12%	8%	8%
Band 4	1%	3%	3%	3%	1%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	6%	7%	7%	4%	6%
Band 9	18%	12%	12%	16%	14%
Band 8	26%	22%	26%	18%	24%
Band 7	27%	23%	32%	32%	35%
Band 6	19%	22%	14%	23%	21%
Band 5	5%	14%	8%	6%	1%

The above tables show that while St Mary MacKillop College continues to exceed most National Mean Scores, Year 9 Numeracy and Spelling show areas for focus and growth. Year 7 scores highlight a promising cohort who will need to be challenged and Writing in particular looks positive at both Year levels, and is the result of consistent school wide programmes. Students continue to be underrepresented in the lower bands, which is positive, but more actions such as targeted classes and Collaborating on Student Achievement (COSA) are needed to benefit students in the middle bands where we are currently over represented.

## SCHOOL POLICIES

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### Enrolment Policy

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

### Attendance Policy

Under the Education Act 2004 St Mary MacKillop College is required to maintain accurate records of: the full name and address of each student enrolled at the school the attendance or non-attendance of each student enrolled at the school on each day when the school is

open or the course of study is available. Where the prescribed hours of attendance are changed, either temporarily or on an ongoing basis, parents will be notified in writing. Under the ACT Education Act 2004 all students are required to remain at school until the age of 17 or until they gain their Year 12 Certificate, whichever comes first. Year 10 students who wish to pursue work beyond the receipt of their Year 10 Certificate may do so by applying for an Approval Statement or Exemption Certificate through the ACT Education and Training Directorate.

Students are expected to attend all scheduled classes and community events and are encouraged to participate in co-curricular events. Under the ACT Education Act 2004 it is a requirement that any student who is absent for 25 days or more must apply for an Exemption Certificate through the ACT Education and Training Directorate. This includes leave due to student exchange, part time employment, part time training, and health issues.

### **Quality Conduct Policy**

St Mary MacKillop College uses a process of restorative practices when working with students.

The College is committed to the provision of an environment where students feel safe and happy and where relationships between the staff and students are respectful and productive and based around restorative principles.

The College provides clear recommendation of its policies, a working relationship with families and caregivers and the integration of counselling as ways of helping to ensure the College is a place of support for students.

The College outlines its behaviour management code in its Quality Conduct Policy a copy of which is available on the College website.

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 school's Quality Conduct Policy is available on the school website or from the Front Office.

### **Complaints and Grievances Resolution Policy**

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

## **PRIORITIES AND TARGETS**

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In 2014 there has been a focus on developing a more readily discernible Josephite charism in the College, which has been ably supported by bringing the Religious Education programme more directly under the wing of the College Executive through the creation of the position of Assistant Principal Faith Formation and Pastoral Care. The College has made the symbols of Catholic faith more prominent in the school buildings by including religious art in every classroom, and provided resources for teachers to discuss this artwork with their

classes. Our partnerships with the Australian Catholic University and St Patrick's Cooma, and our close relationship with the Teacher quality Institute (TQI) continue to benefit both staff and students at the school as well as the wider community. Pastoral Care continues to be a priority and planning has begun to bring the College's pastoral and curriculum dimensions closer together.

The final development of the MacKillop Curriculum Model will see it introduced for implementation in 2015; linking all the curriculum elements of the school, system and jurisdiction, as well as taking into account the national scene. 2014 has seen preparation for the trial of BYOD in Year 11 2015 as well as a move away from an ICT hardware focus and towards a teaching and learning focus in this area. The new position of Numeracy Coordinator has proved a successful appointment through the support being offered to teachers across the curriculum, particularly those working in core subject areas. A focus on building capacity in teachers to use data to make decisions and discern need continues to develop. The College has continued to work towards full implementation of the Australian Curriculum, this year moving towards the adoption of Senior A.C. courses in English. This will continue in 2015, as will the preparation for the implementation of Stage 2 A.C. Years 7 – 10 courses as they become available.

The School Improvement Project was focused on the analysis of NAPLAN data that showed that students at the top end of results were not achieving their expected growth. The project grouped these engagement strategies, especially those focused on using ICT. The project showed some success and we will keep this approach into the future.

## STUDENT ACHIEVEMENT CREDENTIALING

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### **ACT Year 10 Certificate**

The total number of students enrolled in Year 10 at St Mary MacKillop was 314. All students studying at the Year 10 level received a Year 10 Certificate.

### **ACT Year 12 Certificate**

The total number of students enrolled in Year 12 was 229. 13 students received a Secondary College Record. 216 students met the requirements to receive a Year 12 Certificate. All students who received a Year 12 Certificate completed a Board of Secondary Studies (BSSS) accredited course in English and 213 in Mathematics.

## PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

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### **Professional Learning**

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific in-services, meetings and conferences.

The school held five whole staff days, and an additional 2 days for the Wanniasa Campus in 2013. The content of these days was as follows:

Term 1: Code of Professional Conduct, WHS, Pastoral Care, CPR, Improving Student Outcomes with Assessment and Reporting.

Term 2: Australian Curriculum Achievement Standards, Using Data to Improve Students Outcomes, Staff Spirituality Day.

Term 3: Assessment Task Construction.

Term 4: Raising Expectations to Improve Student Outcomes, My Pad and Goal Setting for Professional Conversations.

### **Teacher Qualifications**

All 148 teachers at St Mary MacKillop College are qualified as required by the relevant State and Territory bodies.

## **TEACHER ATTENDANCE AND RETENTION**

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The average teacher attendance rate during 2014 was 85%.

The teacher retention rate from 2013 to 2014 was 84%. Of the staff not retained, a small number retired, a number moved interstate, some moved to other systemic schools and into promotional positions or part time roles, whilst others moved to positions within the government sector.

## **STUDENT ATTENDANCE**

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The average student attendance for the school during 2014 was 91%.

School attendance rates disaggregated by Year group are shown in the following table.

**Attendance rates by Year group**

Year 7	94%
Year 8	92%
Year 9	90%
Year 10	91%
Year 11	92%
Year 12	86%

### **Senior Secondary Outcomes**

In Year 12, 52 students received at least one vocational certificate and 197 students partially completed a vocational certificate. 33 students in Year 10 completed a Certificate I in Computing. 5 students completed an Australian School Based Apprenticeship.

### **Student Pathways and Post-School Destinations**

Each year the college collects destination data relating to the Year 10 and Year 12 student cohorts. When interviewed or surveyed, students say that 60% wanted to go to university or complete further study, 10% of students wish to study at CIT, 20% intend to enter the workplace and about 10% will take up an apprenticeship, with some students unsure. A growing trend is for students to indicate a “gap” or transition year is also an option.



## PARENT, TEACHER AND STUDENT SATISFACTION

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The opinions of parents, students and teachers are sought throughout the year, in formal and informal ways, covering a range of aspects including school effectiveness. As in previous years, parent satisfaction at St Mary MacKillop College has been high. Parents support Information Evenings, College Masses and liturgies, Assemblies, and other College events in increasing numbers. The College Board, a significant conduit for parental concerns and satisfaction, continues to express support for the strategic directions of the College, as well as being pleased with the continued improvements being made to student outcomes, particularly at certification points, and in NAPLAN trend data. Parents are also supportive of the measures being taken by the College to support students wellbeing, and to support the many students who access the resources of the Inclusive Education Faculty. A major survey of parents views on strategic planning for Mackillop's future is planned for 2015.

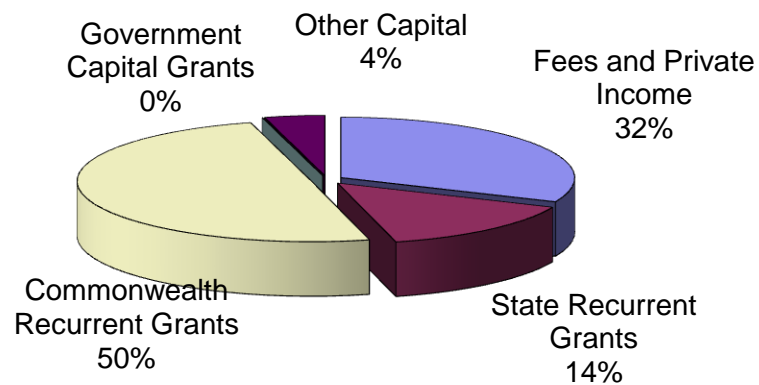
Enthusiastic student participation in Carnivals, College sports and co-curricular programs, Masses and liturgies and other College events continue to be a source of pride for the College. Our students continue to look for ways in which they can provide leadership, and they are significant forces in the school through the Students Representative Council and leadership of Liturgical and Sports programs in our local primary schools. School leaders also provide direction in House fund raising and social justice activities, as well as the sporting carnivals, and the involvement of the wider student body speaks to their satisfaction with these aspects of the school.

Staff members continue to express high levels of support for the strategic direction of the school and its vision and mission. They are excited by the opportunities provided by an increase in professional learning opportunities, mentoring of Early Career and other teachers, opportunities to lead colleagues in curriculum and pedagogy, and encouragement to engage with the broader education community. Improving student outcomes is the cornerstone of teachers work and refurbishment within the school, including some flexible learning spaces, provide opportunities for growth. Teachers are engaging in research projects defined by students need and evidenced by data, and they comment favourably on positive student attitudes within the classroom.

## FINANCIAL INFORMATION

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### St Mary Mackillop College - Income



### St Mary Mackillop College - Expenditure

