



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



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

St Mary MacKillop College is a vibrant Catholic, co-educational secondary school welcoming everybody. Belonging to the Archdiocese of Canberra and Goulburn School System, in the living tradition of St Mary of the Cross MacKillop the College is a member of the Australian Association of Josephite Secondary Schools.

Committed to quality opportunities for our students and their teachers, MacKillop has placed significant energy and resources around the areas of refurbishing teaching and learning infrastructure, teacher professional learning and mentoring, the funding of teacher and leadership positions in key curriculum areas of literacy, numeracy and student learning data analysis.

The College welcomes all kinds of learners to our community and is grateful that we have found real success in achievement in literacy, numeracy, VET and in outstanding Year 12 results. The achievement of our community in 2015 have given real impetus to our priorities for 2016 and beyond.

Parent Body Message

The parent community has participated in the life of the College through the work of the College Board, participating in an extensive Parent Satisfaction Survey, supporting College culture, sporting and vocational initiatives and though working with their children's teachers to support learning.

The College Board welcomed new parent members this year, who brought with them diverse experience in finance, public service and business. The Board has worked with the College to seek data about a wide range of aspects of College life including pastoral care, teaching and learning, communication, College profile and safety.

An exciting aspect of the Board's work has been in the planning for a significant building and refurbishment program on the Isabella Plains Campus (Years 10-12). These plans include a performing arts centre, science facility and a new general learning classroom block. Building will begin in October 2016.

The Board acknowledges and thanks outgoing parents and staff representatives. Their work has meaningfully contributed to significant progress for the College and to a cohesive and energetic Board.

Student Body Message

The opening line of the College's vision statement couldn't be more true to the nature of the school; "St Mary MacKillop College is a dynamic welcoming community based on Gospel values." Nobody is rejected at MacKillop and everyone is made to feel accepted. We are a Catholic school for everyone. The sense of community at MacKillop is something that is hard to beat, whether it be the spirit and participation at school events such as swimming and athletics carnivals, to the wide variety of talents on show at our Variety Night and annual College Musicals. Just recently MacKillop has introduced a new sporting program to encourage students to better manage their time when it comes to commitments with elite level sport and schooling life, keeping everything in balance.

This year St Mary MacKillop College continued to support groups and areas around the Tuggeranong Valley by doing acts such as volunteering to run and supervise primary school athletics carnivals, provide food and comfort for the vulnerable with aid of the Vinnies Night Patrol van and involvement in the door knock appeal.

Section Two: School Features

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

St Mary MacKillop College is distinctive for its size, dual campus structure, the wide reach of student drawing area and the charism of the Sisters of St Joseph. Students from all over the southern suburbs of Canberra come to the College from Queanbeyan, Jerrabomberra and other parts of NSW. Increasingly students are joining the College in Year 11 from Cooma and the Snowy Mountains.

The College offers a wide range of curriculum choices, adding philosophy to the program beginning in Year 8. The size of the College allows for strong student satisfaction in subject choice.

There is an extensive co and extra curricular program at MacKillop. Over 40 sports are offered including strong partnerships with AFL and Fencing Australia. Athletics and Swimming Carnivals are spirited affairs with high emphasis on participation and achievement of personal best results. Culturally the College is enjoying an exciting music and dance program. Drama, theatre and choir have always been strong at MacKillop.

Community service initiatives have the Catholic principles of social justice as their basis and are designed to promote a sense of empowerment in the face of disadvantage and to encourage each student to desire to contribute to the common good. The example of St Mary MacKillop is intrinsic in this approach.

The College has a commitment to provide a modern and well equipped environment in which excellent teaching and learning can occur. In 2016 significant refurbishment was undertaken on the Wanniasa campus in the area of canteen and student toilets. An excited building program on the Isabella Campus has been outlined elsewhere in this Report.

The College enjoys excellent relationships with all of the parishes that are represented in the enrolment demographic. The growing relationship with St Patrick's School, Cooma is witnessing a developing relationship with the Cooma parish also.

The 2015 student satisfaction survey registered overwhelming support for the safe, respectful environment of the school and for the whole school approach to preventing bullying.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

The College accepts its responsibility to provide a Catholic environment that infuses its entire life. MacKillop welcomes students and their families from all faith traditions and does so respectfully. The opportunities to provide inter faith dialogue, understanding and tolerance is welcomed by the College as a key role in the formation of our students.

MacKillop recognises that families choose us because we are a Catholic school. We strengthen our identity, build our culture and foster our environment through a well resourced, rigorous and expertly taught Religious Education program. Individual prayer is taught and opportunities are provided for it to occur. Community prayer, the proclamation of the Gospel and community celebration of faith regularly occur and are marked with dignity, Catholic Church tradition, student leadership and, when appropriate, music of exceptional quality. Rosary is offered in May and October, Mass is celebrated each week and highlights of the College calendar are our Opening School Mass and MacKillop Day Mass.

The College nurtures our Josephite charism through symbol, image, work and action. The life and legacy of St Mary of the Cross MacKillop and Fr Julian Tenison-Woods are widely told and advertised. The new science facility will be named after Fr Julian. College fundraising and charity has a distinction Josephite flavour and the College is conducted in a manner that reflects this charism; transparency, justice, with a focus on the disadvantaged and with a desire to contribute to the common good. MacKillop recognises that the example of St Mary of the Cross MacKillop, Fr Julian and the work of the Sisters of St Joseph over 150 years are an excellent opportunity to lead us to Jesus.

In the 21st Century, a modern Catholic secondary school, here in Australia must recognise the need to evangelise the Gospel, impart a knowledge, understanding and love of the tradition of our Church. MacKillop accepts this challenge and welcomes all into our community.

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 2015:

Girls	Boys	LBOTE*	Total Students
931	899	102	1830

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 81% completed Year 12 in 2015.

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 2015 was 90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92%
Year 8	91%
Year 9	88%
Year 10	89%
Year 11	92%
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, 2015 Graduating Class	55%	20%	25%	0%

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
150	61	211

* This number includes 105 full-time teachers and 45 part-time teachers.

Percentage of staff who are Indigenous	7%
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Professional Learning

The College has invested in the teaching and support staff in a variety of ways this year. A strong focus has been on Catholic Identity and the Sisters of St Joseph tradition, staff mentoring in the curriculum areas of literacy and numeracy with a particular emphasis on pedagogy and the refinement of the early career mentoring program. In most cases staff professional learning has been developed and led by senior staff which is increasingly a feature of curriculum development and enhancement at St Mary MacKillop College.

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.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	33%	19%	12%	15%
	Writing	15%	16%	32%	29%
	Spelling	29%	31%	21%	16%
	Grammar and Punctuation	29%	29%	17%	19%
	Numeracy	20%	26%	13%	17%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	24%	21%	43%	23%
	Writing	18%	13%	43%	39%
	Spelling	21%	24%	40%	22%
	Grammar and Punctuation	17%	17%	44%	29%
	Numeracy	21%	24%	47%	17%

Student Credentialing

ACT Year 10 Certificate

320 students received a Year 10 certificate.

ACT Year 12 Certificate

275 Year 12 students received the ACT Senior Secondary Certificate awarded by the Board of Senior Secondary Studies.

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 2015

One of the key improvements for MacKillop has been the significant review of the work of the College libraries. An external critical friend visited the College to help review learning technologies, library staff roles, library services and their use by staff and students. The College has working through the report's recommendations.

The College developed agreed practices in the area of peer mentoring in the form of professional conversations. Each staff member selects a professional goal from the College priorities. A structure involving peer mentoring, class visits, review of teaching/pastoral units, resourcing and planning provided a basis for professional conversations and feedback. The College is prioritising the evaluation of this structure next year.

With the planned building of performing arts facilities for 2017, the College has been evaluating our facilities, elective choice, resources and staffing with the goal of enhancing performing arts curriculum and our co extra curricular program.

Priority Key Improvements for 2016

Key priorities for next year are the embedding of agreed practice for professional conversations. Another key priority is the participation in the ACU/MacKillop partnership involving teacher mentoring. This exciting venture is part of a national program conducted by ACU. The university has developed modules that focus on mentoring of staff and goal setting, prioritising professional learning, building capacity in the area of teaching practice and pedagogy and in resource acquisition and production.

The College is prioritising an evaluation of the work of the College Assessment Committee. The committee is comprised of the executive team and curriculum leaders and invites Heads of Department and teaching staff to provide leadership to ensure assessment at MacKillop is aligned to to the College vision and Catholic Values (transparency, equity, justice), Agreed Practice around rubrics, uniformity across the 7-12 continuum and with the principles of Understanding by Design.

Section Eight: School Policies

Student Welfare 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.

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.

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

the school follows the Catholic Education Policy as listed on the CE website. Our 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. The College welcomes contact with our parents and students regarding feedback and concerns and is pleased to engage with the general community also.

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

This year the College asked parents to participate in an extensive satisfaction survey. Over 500 parents generously took time to provide feedback. Generally parents were highly supportive of the College's vision and mission and the welcoming environment the College provides them and their children. Particularly favourable responses were their confidence in the staff, the College's provision of a safe environment and the manner with which the College communicates with them. A considerable pride was expressed in the high regard and reputation the College enjoys in the wider community.

Parent participation in volunteer work, attendance at parent/teacher and curriculum information evenings were again very high and positive. Considerable positive feedback has been provided about the dignity of College Masses and liturgies and the conduct of College Assemblies.

Student Satisfaction

Students have been very positive about the College, particularly in the areas of satisfaction with their teachers, being safe and nurtured and in the sense of community they enjoy at school. Students responded very favourably to the range of co and extra curricular opportunities of MacKillop, the strong commitment to everybody being welcome and to the continued program of facility and building improvements.

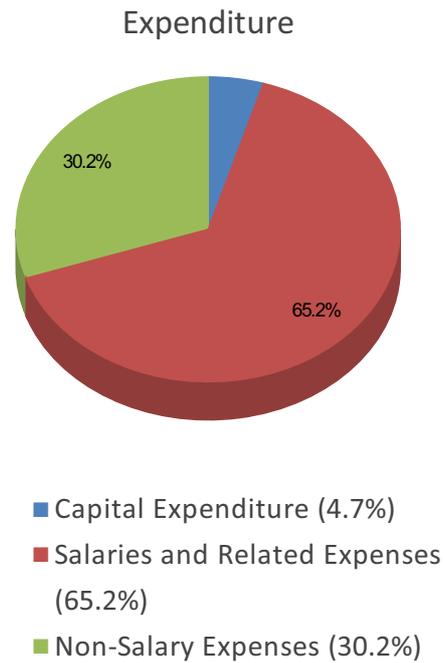
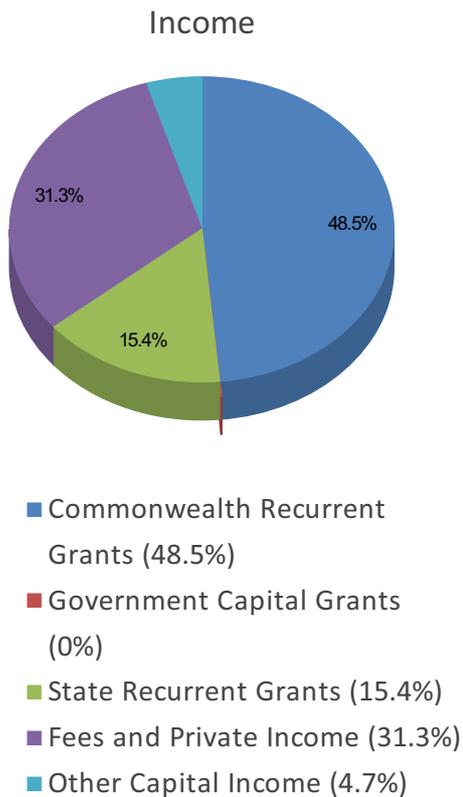
Some of the feedback to the school that will be incorporated into planning and building was the desire for a Year 12 community space or Common Room and some general remarks about uniform.

Attendance at Swimming and Athletics Carnivals were at record high levels as were the enthusiasm around the primary school visits programs, social justice, charity collection and other house based activities.

Teacher Satisfaction

Staff satisfaction has been high. Favourably commented upon has been the College's emphasis on professional learning and peer mentoring, the extra leadership support in the area of faith formation and Religious Education and in literacy and numeracy. A growing trend regarding the teaching staff at MacKillop has been the development of early career teachers and increasing stability of teacher retention.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$14,060,928
Government Capital Grants ²	\$5,974
State Recurrent Grants ³	\$4,464,787
Fees and Private Income ⁴	\$9,081,243
Other Capital Income ⁵	\$1,370,377
Total Income	\$28,983,309

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,355,861
Salaries and Related Expenses ⁷	\$18,978,866
Non-Salary Expenses ⁸	\$8,795,933
Total Expenditure	\$29,130,660

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.