



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



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

I am pleased to report to the community for 2016. This year oversaw significant increases in enrolments, successful community events, significant initiatives in curriculum, assessment and professional learning of staff and pleasing gains in student achievement in external testing. Major religious events at the College were marked by huge attendance, dignity and a celebrating of the faith tradition of the College. Major progress was made in the area of refurbishment of facilities and in the announcement of a master plan for extensive building in 2017.

The daily life of the College was one of energy and high morale which will continue to be harnessed around engaging teaching and learning, a vibrant pastoral atmosphere and the strengthening of a strong Catholic Identity in the Josephite tradition of welcoming all!

The College is grateful for the tremendous interest and loyalty of our families for the Tuggeranong Valley, South Canberra, Queanbeyan and Jerrabomberra and increasingly from the Monaro.

Parent Body Message

The College Board was active this year in providing the voice of the parent to the leadership of the school, helping to prepare the College for its five year Registration and Accreditation Process, recruiting staff and in advocating for the College in the wider community.

A particular initiative for parents was the opportunity to participate in the survey and interviews associated with the Review of Secondary schools in Catholic Education in the ACT. Over 440 parents participated in this survey and the Board visit by consultant Ms Davis-Meehan provided an excellent opportunity for parents to be a voice in the exciting future of Catholic Secondary Education.

Parents were fully involved in the promotion of the school and in advocating for it. Key work of the Board was in the areas of recruitment of staff, the setting and remission of fees, review of policy and in providing feedback to the College leadership around strategic planning for building, finance and curriculum development.

Student Body Message

The role of the students in the life of St Mary MacKillop College was active again this year. The student leaders, Captains, House Captains, Campus Captains and members of the Student Representative Council functioned well in terms of ongoing events, raising concerns, representing the College and promoting the welcoming environment of our community.

Key events for the year were the Swimming and Athletics Carnivals, MacKillop Day, Project Compassion, Relay for Life, the Vinnies Van and Information Evenings. The Carnivals were well attended with high enthusiasm for House themes. Relay for Life raised over \$8,500 for the Cancer Council as did Caritas House Collections over the season of Lent.

Another initiative for 2016 were the Year 7 student satisfaction surveys conducted half way through Term 1. This survey was highly effective in gauging how well Year 7 settled into our school. The Year 10 survey focused on future planning around refurbishment, subject choice, uniform and support structures. Over 95% of both year groups participated in these initiatives.

Section Two: School Features

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

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

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

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

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

Any student at MacKillop will tell our visitors that we are a Catholic school for everyone. St Mary of the Cross MacKillop left a legacy of working to meet the needs of the most marginalised and disadvantaged within her community. Importantly, she met these needs with the support of the Catholic community of her day but also with strong material and moral support from leaders of the Presbyterian, Anglican and Jewish communities, most notably the Barr-Smith family and Emanuel Solomon. This powerful example of cooperation and respect underpins much of the flavour of the Catholic Identity of our school.

During the course of 2016 the College focused on the Year of Mercy, revising policy and practice to further strengthen this quality in our community. The College continued to prepare for a new Religious Education program, brought stronger resources to our Year 11/12 RE program, expanded the number of students pursuing a major or double major pattern of study in RE and offered extensive mentoring of staff in RE. A further energy was brought to supporting staff in becoming fully accredited teachers of RE.

A recent feature of the Catholic life of our school as been the availability of Holy Rosary for staff and students during the months of May and October, and during times of sadness and loss. Such occasions have been very well attended.

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 2016:

Girls	Boys	LBOTE*	Total Students
911	863	77	1774

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2014, 70% completed Year 12 in 2016.

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 2016 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	99%
Year 8	92%
Year 9	89%
Year 10	90%
Year 11	89%
Year 12	91%

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, 2016 Graduating Class	44%	23%	21%	12%

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
149	56	205

* This number includes 103 full-time teachers and 46 part-time teachers.

Percentage of staff who are Indigenous	0.6%
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Professional Learning

The professional learning program for the staff this year focused on renewed emphasis on Restorative Justice as a philosophy to underpin the pastoral life and atmosphere of the school. The College also targeted PL around literacy and numeracy, the building of high expectations of students by teachers, RE accreditation and the establishment of a Learning Commons structure and facility in our senior library.

The College continued its commitment to using its own staff to lead PL through whole staff, faculty and year group presentations, mentoring and professional and smart conversations.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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

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

CEO will insert data when it is available

Student Credentialing

ACT Year 10 Certificate

300 students received a Year 10 certificate.

ACT Year 12 Certificate

241 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 2016

The College completed a review of its Assessment practices during 2016 which led to key developments in the provision of differentiated tasks, the wider range of tasks, the reduction of oral tasks and in the integration of NAPLAN skills into school tasks. The College philosophy of "Assessment for All" and Assessment for learning" was more deeply embedded into our assessment strategies.

The College teacher mentoring program was strengthened following reviews of Literacy and Numeracy strategies. The mentoring of teachers of Religious Education in the areas of literacy was also successfully undertaken and will be evaluated at the end of 2017. The work with the Australian Catholic University and Catholic Education was a key to the success of this initiative.

Construction was commenced in 2016 on the Fr Julian Tenison-Wood Centre for Scientific Endeavour and the new classroom block. These facilities will be completed at the end of 2017.

Planning commenced for a review of the process for performance reviews of coordinators and leaders, goal setting/professional conversations and the process enhancing student feedback on achievement.

Priority Key Improvements for 2017

In 2017 the College has incorporated the following into its Annual School Improvement Plan.

Promoting a culture of learning will be achieved through professional learning, lesson observations, mentoring (particularly Early Career Mentoring), strengthening parent engagement and supporting staff to pursue programs leading to accreditation as Highly Accomplished and Lead teachers.

Improvements in student achievement in literacy and numeracy will be planned for around College funded Action Research initiatives, analysis and discussion of data including NAPLAN, College based summative assessment and that generated from College reports. Coordinators of literacy and numeracy will lead these initiatives.

The building of expert teaching teams will be achieved through a focus on strategies and principles of formative and summative assessment, professional learning leading to more effective feedback to students and their parents on specific assignments and tests as well as classroom contribution and participation. Staff will also engage in professional learning of the use and effectiveness of the Lesson Observation Tool. The Agreed Assessment Practice Policy will be reviewed.

Section Eight: School Policies

Student Welfare Policy

The Quality Conduct Policy underpins and provides structure for the pastoral and welfare life of the College. Central to this policy is the belief the staff and students are required to positively contribute to the progress of the College community. Students are encouraged and supported in developing their understanding to personal and collective responsibility. A strong emphasis is placed on tolerance for all and respect for difference. The philosophy of Restorative Justice helps to build clarity and understanding of how actions have damaged relationships and how they can be restored. The belief that each of us has a capacity and a duty to positively contribute to the common good helps to make the College a place where staff and students can build positive relationships that help them feel respected and safe.

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

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

Complaints and Grievances Resolution Policy

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

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

With respect to complaints and grievances the College actively encourages, parents, students and members of the broader community to contact the College at their convenience with a view toward resolution. The College follows the Complaints and Grievances Resolution Policy of Catholic Education for the Archdiocese of Canberra and Goulburn. This policy is available from the Catholic Education website or from St Mary MacKillop College.

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

During 2016 the College, along with all other Catholic secondary schools in Canberra, engaged with Key Insights Consulting to gauge parent, teacher and student satisfactory and to invite them as stakeholders of their school to participate in future planning. An extensive survey was conducted along with seminars and meetings.

Survey results demonstrated strong parent support for all aspects of MacKillop. Parents stated that their children are happy and safe, enjoy the Josephite flavour of the Catholic identity of the school and value its welcoming, tolerant culture.

Parents also showed strong approval of the school's Year 7-9 and 10-12 structure, the range of subject choices for students and the quality of the teachers. The pride the local area has in the achievements and progress of MacKillop was strongly evident in the survey. MacKillop parents overwhelmingly enjoy the co-educational structure of the College and the opportunities it provides for its girls and boys.

The College will continue to offer opportunities to parents via surveys and meetings in 2017.

Student Satisfaction

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

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

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

Teacher Satisfaction

The morale of the staff at MacKillop has been high over this Reporting period. Leadership opportunities have been expanded and further opportunities have become available in acting capacities. Staff have made important contributions to the design and planning for new classrooms and science facilities on the senior campus and with the refurbishment of the junior campus theatre.

The development of Pastoral Care into the areas of capacity building and progress extension has been welcomed by the staff and will be reviewed at the end of 2017.

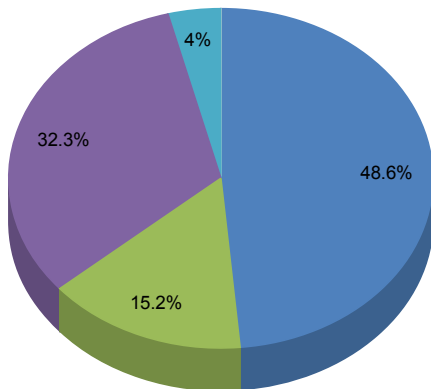
Staff have been at the forefront of the development of the College's professional learning goals and have usually been at the forefront of leading professional learning through our

extensive mentoring program, in house publications, workshops and seminars, the ability for collegial support and expertise has been a source of pride among the staff.

Pastoral, communication and planning meetings reflects a positive energy and direction. Staff surveys and feedback register high support for professional and leadership opportunities for staff. The staff value the College's recognition of them as the key to optimum outcomes for students.

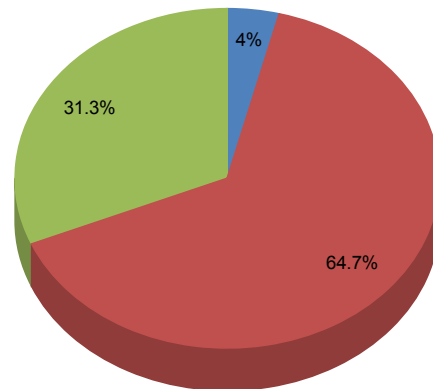
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (48.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.2%)
- Fees and Private Income (32.3%)
- Other Capital Income (4%)

Expenditure



- Capital Expenditure (4%)
- Salaries and Related Expenses (64.7%)
- Non-Salary Expenses (31.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$14,135,821
Government Capital Grants ²	\$5,382
State Recurrent Grants ³	\$4,417,251
Fees and Private Income ⁴	\$9,388,817
Other Capital Income ⁵	\$1,165,196
Total Income	\$29,112,467

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,162,435
Salaries and Related Expenses ⁷	\$19,041,864
Non-Salary Expenses ⁸	\$9,214,917
Total Expenditure	\$29,419,216

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.