



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2019



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

The 2019 academic year saw St Mary MacKillop College strengthen its place within the community of south Canberra and the Tuggeranong Valley. The College ran outreach programs in the area of parish sacramental preparation, primary school student leadership, primary school sport and extensive social justice endeavours built upon strong links with our parish, Catholic primary schools and the wider community.

The clear focus on learning saw the College build upon its teacher and student mentoring programs, teacher progression, student acceleration and enrichment together with growth in STEM, the Learning Commons and project-based learning.

The College welcomed new staff of varied experience and backgrounds, extended its professional learning programs and opened the Sr Noelene Quinane Student Centre (St Peter's Campus) and the Science, Technology, Engineering and Mathematics facility on the Padua Campus.

As a further sign of strong community confidence, the College received a record number of applications from primary school students for a place in Year 7 for 2020.

Parent Body Message

The College Board played an important role in the progress of St Mary MacKillop College in 2019. Representatives were involved in staff selection panels, the provision of feedback on College fees, levies and finances and advocacy for the College at the Archdiocesan and wider community level.

The Board engaged in consultation with the review and development of the College's improvement plan, feedback on staff, student and parent feedback and developments in areas of online reporting and College communication.

The Board continued to advocate for the College's practices and culture in the areas of diversity and inclusion, community engagement and support for those within the College's community experiencing temporary or longer-term hardship.

Student Body Message

Students attended the College in greater numbers than ever before. The increased enrolment was reflected in the spirit at the annual swimming and athletics carnivals, greater participation in charity and community outreach programs and a strong sense of belonging within the school.

Camps, retreats, excursions and school community days were well attended and provided all of us with a sense of enjoyment and energy which is so much a feature of coming to MacKillop.

The College's development of our school community profile through social and print media made sure that many individual student stories and achievements were highlighted. All of us look forward to this trend continuing into the future.

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 Archdiocese of Canberra and Goulburn. Distinctive features include a dual campus structure with the Padua campus located in the suburb of Wanniasa (Years 7-9) and the St Peter's Campus located in Isabella Plains (Years 10-12). The College is committed to authentic diversity and aspires to fully integrate students of all ethnic cultural and faith backgrounds into our vision. It welcomes students who are high achieving, who have challenges with their learning, students with physical disabilities and who identify with the LGBT+ community. Increasingly the College is recognised for its success in the performing arts.

A distinctive feature of the College is its investment in the professional growth of its staff. The voice of parents and students is heard and valued through student forums, surveys and visible and available leadership.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

Our school follows the Archdiocese Religious Education curriculum, *Treasures New and Old* and BSSS approved senior Religious Education courses in the ACT.

This dimension of the College grew in confidence and strength in 2019. Mass and liturgies continued to be marked by high attendance including significant representation of public officials and guests, parents and alumni. These liturgical celebrations were marked with tremendous participation and dignity. The College Vision Statement is explicit in its identification of Gospel values and the recognition of the work of the Sisters of St Joseph. This offered a clearer understanding of what drives the College and the legacy we seek to make real in this century.

The new buildings on the St Peter's Campus were named the Providence and Fr Julian Tenison-Woods and were decorated strategically with images and text that highlighted the contribution of Providence and Fr Julian Tenison-Woods to the story. The story of the Sisters of St Joseph continues to be commented upon by students, parents and visitors to the College.

Other features of MacKillop Catholic life in 2019 were the roll out and resourcing of the new RE curriculum, the prayer life of the college, the youth minister initiative and the very successful youth ministry elective in the junior school curriculum. The targeted acceleration of some 21 Year 10 students in to Year 12 was warmly applauded by students, their teachers and parents. The growth of students studying a double major in RE in Years 11 and 12 continued in 2019.

The College participated in an Archdiocesan review of the senior years of religious education. The recommendations of the review will be incorporated into the College's improvement and strategic plan over the next two years.

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 2019:

Girls	Boys	LBOTE*	Total Students
867	915	44	1782

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2017, 84% completed Year 12 in 2019.

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 2019 was 95%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	95%
Year 8	95%
Year 9	94%
Year 10	93%
Year 11	96%
Year 12	95%

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, 2019 Graduating Class	59%	21%	0%	20%

Section Five: Staffing Profile

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
138	46	184

* This number includes 98 full-time teachers and 40 part-time teachers.

Percentage of staff who are Indigenous	5%
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Professional Learning

Professional learning:

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

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Graduate Level	Proficient Level	Lead/Highly Accomplished
14	137	2

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 average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

NAPLAN RESULTS 2019		Average Scores	
		School	Australia
Year 7	Reading	556	546
	Writing	517	513
	Spelling	543	546
	Grammar and Punctuation	547	542
	Numeracy	560	554

NAPLAN RESULTS 2019		Average Scores	
		School	Australia
Year 9	Reading	594	580
	Writing	569	549
	Spelling	590	582
	Grammar and Punctuation	587	573
	Numeracy	595	592

Student Credentialing

ACT Year 10 Certificate

ACT Year 10 Certificates: 319

ACT Year 12 Certificate

ACT Year 12 Certificates: 239; 140 TES

Year 12 VET – 55 Cert II; 7 Cert I

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 2019

Key improvements from the 2019 Annual Improvement Plan include:

- An improvement in NAPLAN Numeracy scores for Year 9. These went against trends at national level.
- Increased number of staff developing and delivering professional learning sessions to others
- Development and consolidated use of the work created by PLCs
- Develop staff knowledge about anxiety, mental health and identity issues via professional learning sessions for all teachers.
- Development and deployment of learning intentions and success criteria across the College.

Priority Key Improvements for 2020

The following aspects of the 2020 Annual Improvement Plan will be our key improvements areas in 2020:

- Research into, and the creation of, a school-wide data use platform for the meaningful use of student data
- Professional learning about visible learning strategies; focus on the development and implementation of innovative differentiation strategies for the classroom.
- Creation of a draft staff wellbeing policy and practices.
- Planned created and ready for implementation in the training for all teachers in Mental Health First Aid and identity related matters (This has been impacted by COVID19; it is to be rescheduled for term 3-4).
- Improve the profile of St Mary MacKillop for staff and students.

Other improvements which will be initiated are:

- Examine the balance between formative and summative assessment in the junior school.
- Invest in simplified technology system(s) that manages all requirements to reduce administrative load on teachers (marking, Markbook, attendance and data).

Section Eight: School Policies

Student Welfare and Behaviour Management

MacKillop enjoyed a deserved reputation for its policies and management of student welfare. Indeed in 2019 the College's commitment to diversity, inclusion and celebration of difference received favourable attention from a variety of media and considerable affirmation from students and parents.

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

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

The Archdiocese of Canberra and 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 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 towards resolution. The College follows the Complaints and Grievances Resolution Policy of Catholic Education for the Archdiocese of Canberra and Goulburn.

Student Welfare and Behaviour Management Policies were reviewed in April 2019.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at April 2019.

Complaints and Grievances Resolution Policy

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

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

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

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

Parent satisfaction continued to build upon record levels of confidence. Issues around quality of teaching and learning, child safety, accessibility of leadership and quality of facilities showed tremendous parent confidence.

Student Satisfaction

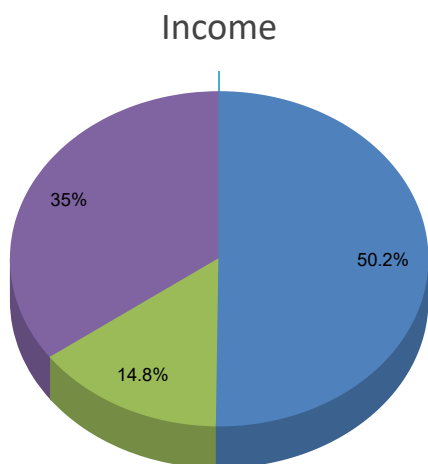
The students indicated a strong desire to be involved in all aspects of the school. Satisfaction involving leadership opportunities, safety, relationships with teachers and with the quality of their learning was again at record levels. The College's commitment to diversity and inclusion was also warmly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

Teacher Satisfaction

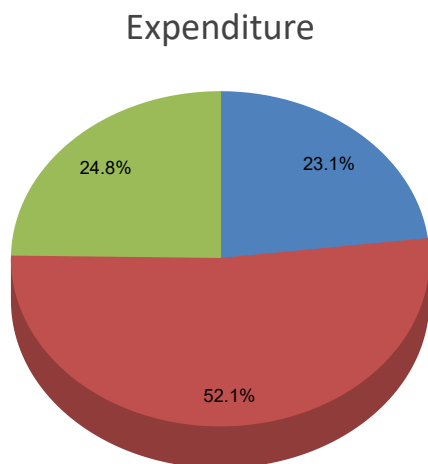
High levels of trust in the College's management of marketing, safety, pastoral care, facilities and resources were demonstrated by the staff. The community profile and reputation of the College in the wider community also received powerful support from the staff. College facilities and maintenance were also seen as a positive features of working at MacKillop.

The College's Improvement Plan in the area of student voice, professional learning around anxiety and mental health of students and its impact on learning were also seen by staff as evidence of them being listened to in planning for the future directions of the College.

Section Ten: Financial Statement



- Commonwealth Recurrent Grants (50.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.8%)
- Fees and Private Income (35%)
- Other Capital Income (0%)



- Capital Expenditure (23.1%)
- Salaries and Related Expenses (52.1%)
- Non-Salary Expenses (24.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$16,661,591
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,901,490
Fees and Private Income ⁴	\$11,625,116
Other Capital Income ⁵	\$7,460
Total Income	\$33,195,656

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$9,600,576
Salaries and Related Expenses ⁷	\$21,658,297
Non-Salary Expenses ⁸	\$10,293,362
Total Expenditure	\$41,552,235

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.