



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2018



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

In 2018 St Mary MacKillop College celebrated twenty years of Catholic secondary schooling in the Tuggeranong Valley. This milestone was recognised with a memorable whole school Mass, the opening of the Providence Building and the Fr Julian Tenison-Woods Laboratories on the Isabella Campus. As part of the commemoration the College reclaimed the past by renaming the Padua and St Peter's Campuses.

Continued focus on investment in teachers' expertise, infrastructure focused on learning and the development of student engagement initiatives brought increased achievement in the form of NAPLAN growth and the highest ATAR median for several years. Two students achieved 99.90 and 99.70 which led the way for our Year 12 class of 2018.

The key focus of the College is the clarity of our vision for engagement, diversity and excellence and commitment to the Catholic foundation and legacy of St Mary MacKillop and Fr Julian Tenison-Woods.

Parent Body Message

The College Board has played a significant role in supporting and advocating for the College. The Board has continued to be involved in the production of the College's Annual Improvement Plan, the analysis of the parent satisfaction surveys, the recruitment of teaching and support staff and with the financial security of the College.

With a reviewed federal funding model impacting on Catholic education in Canberra the College Board at MacKillop will continue to advocate for our commitment to equity of access and community engagement.

A key role of the board for 2018 was to participate in the reappointment of our College principal, Mr Michael Lee. This was warmly received by the MacKillop community and secures the direction of the College into the future.

Student Body Message

2018 was a highly successful year for the students. We had record participation rates in all events at our carnival days and new charity fundraising initiatives, which demonstrated the wide spread generosity of the students at St Mary MacKillop College. There was also increased appreciation for student participation in our learning / assessment and feedback. This showed how valued our voice is to the College.

Student satisfaction surveys showed the real safety and enjoyment that students feel at the College. The development of a new student leadership role in the area of social media is an opportunity for students to play a helping role in leading student management and their place in the Cyber world.

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 and a member of a system of schools in the Archdiocese of Canberra and Goulburn. It is located in the Tuggeranong Valley of Canberra.

Distinctive features include a dual campus structure with the Padua campus located in the suburb of Wanniasa (Year 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. The College welcomes students who are high achieving, those who have challenges with their learning and students with physical disabilities. We are a community which celebrates and embraces difference. Increasingly the College is recognised for its success in the performing arts.

The investment in the professional growth of its staff is prioritised and 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 Canberra Goulburn Catholic Education Religious Education curriculum, *Treasures New and Old*. Establishment of the new curriculum and adequate resourcing has begun.

The Religious Life of the College grew in prominence and strength in 2018. Mass and liturgies continued to be marked by high attendance including significant representation of public officials and guests, parents and alumni. The celebration of the College's 20 year anniversary added to the significance of these events.

2018 was the first full year of our revised Vision Statement with explicit 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 '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 of Catholic Education.

Other features of Catholic ethos in 2018 were 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 22 Year 10 students into Year 12 was warmly applauded by students, their teachers and parents. The growth of students studying a double major in RE in Year 11 and 12 continued in 2018.

In our twentieth year, the 1874 quote from one of Mary MacKillop's letters 'Trust in God's Providence' was timely and appropriate as the MacKillop community reflected on the past and planned for the future.

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 2018:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 861 | 873 | 56 | 1734 |

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2016, 85% completed Year 12 in 2018.

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 2018 was 90%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|-----|
| Year 7 | 92% |
| Year 8 | 89% |
| Year 9 | 88% |
| Year 10 | 87% |
| Year 11 | 97% |
| 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, 2018 Graduating Class | 40% | 19% | 16% | 25% |

Section Five: Staffing Profile

The following information describes the staffing profile for 2018:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 132 | 47 | 179 |

* This number includes 98 full-time teachers and 34 part-time teachers.

| | |
|--|----|
| Percentage of staff who are Indigenous | 1% |
|--|----|

Professional Learning

Careful negotiation of the opportunities and challenges of technology continued to be prioritised during 2018. 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.

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 |
|----------------|------------------|--------------------------|
| 11 | 134 | 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 2018 | | Average Scores | |
|---------------------|-------------------------|----------------|-----------|
| | | School | Australia |
| Year 7 | Reading | 550 | 542 |
| | Writing | 515 | 505 |
| | Spelling | 540 | 545 |
| | Grammar and Punctuation | 556 | 544 |
| | Numeracy | 553 | 548 |

| NAPLAN RESULTS 2018 | | Average Scores | |
|---------------------|-------------------------|----------------|-----------|
| | | School | Australia |
| Year 9 | Reading | 590 | 584 |
| | Writing | 563 | 542 |
| | Spelling | 576 | 583 |
| | Grammar and Punctuation | 588 | 581 |
| | Numeracy | 590 | 596 |

Student Credentialing

ACT Year 10 Certificate

ACT Year 10 Certificates issued: 289

Year 10 VET Certificates issued: 16

Year 10 Statement of Attainment: 11

ACT Year 12 Certificate

Year 12 Certificate issued: 218 (number of students in the cohort:218)

Year 12 VET Certificates issued: 54

Year 12 Statement of Attainments: 69

ATAR results:

Highest ATARs: 99.90, 99.7

Above 95 - 8%

Above 90 - 15%

Above 85- 23%

Above 80 -36%

Above 60 - 89%

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 2018

Each year the College develops an Annual Improvement Plan which signals to the community the areas the College has targeted for growth. The College's Strategic Plan, annual staff, parent and student satisfaction survey, feedback from curriculum and pastoral care leadership meetings and national and system initiatives drive the Improvement Plan. A wide range of data is used to evaluate the success of the plan.

Key improvements for 2018

The key improvements for 2018 included:

- A comprehensive reconstruction of the College timetable to better provide for quality teaching and learning and to ensure compliance with statutory requirements.
- A review of key leadership roles.
- The development of an expert teaching team through targeted professional conversations was successfully implemented.
- New resources, staffing and facilities were provided to better impact on the learning culture of the College.

Priority Key Improvements for 2019

Key improvements for 2019 will include:

- The continual gathering, editing and incorporation of data into evaluation and innovation for learning.
- The development of comprehensive student profiles around learning, achievement and well-being.
- Continual resourcing of and investment in staff, particularly in the application for certification in Highly Accomplished and Lead and in the training of staff to become National Assessors in the certification process.
- Further development of staff on the impact of mental health issues on student learning.
- Continued implementation and resourcing of the new Archdiocesan Religious Education guidelines.

Section Eight: School Policies

Student Welfare Policy

Student welfare at St Mary MacKillop College is addressed in the Quality Conduct Policy which is published on our website. This policy outlines the College's commitment to relationship building, its welcoming of diversity and its commitment to Restorative Justice. The policy highlights the triangular relationship between school, students and their families and the importance of accessing external agencies to support student welfare and wellbeing. The college has a clear commitment to recognising student welfare in the context of impact on learning.

Anti-bullying

The St Mary MacKillop College has a zero tolerance to bullying. The College community recognises that bullying exists everywhere including this school. The College promotes a culture that empowers students to resist bullying, desist from bullying, talk about bullying and use strategies that prevent bullying. Students are encouraged to report bullying and expect that it will be treated effectively and confidentially. Student Satisfaction Surveys report that students feel safe at this school and that bullying is managed effectively and transparently.

In 2019 students will continue to be engaged in the National Day of Bullying and student leaders will be involved in the production of a video message against bullying to be circulated in our community.

Discipline

St Mary MacKillop College is a well disciplined school where behaviour expectations and consequences are explained in the Quality Conduct Policy. Students understand their actions and behaviours are measured by the way such behaviour contributes to or detracts from the Mackillop community

Anti-social behaviour is held to account by the College who engage families and care-givers in the application of discipline measures. The College manages disciplinary procedures in accordance with the Quality Conduct Policy, the Code of Professional Conduct Guidelines and Archdiocesan policies. The Quality Conduct Policy and Staff Handbook both expressly forbid corporal punishment.

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

The Student Welfare Policy including anti-bullying and discipline was reviewed July/2019.

All aspects of student welfare at MacKillop were reviewed by external advisors during 2018. They were specifically asked to explore the electronic capturing of data relating to student wellbeing including absences, counsellor visits, punitive measures such as suspensions and detentions, the culture and practice of pastoral care classes and rates of anxiety particularly linked to assessment. They were also asked to review student leadership positions and the College policies for inclusivity and diversity which includes role descriptions for pastoral care coordinators. The other significant area for review was the impact of social media on learning and wellbeing. The panel was asked to explore the impact of social media on community members, self efficacy and students' attitude towards self and others.

The college was generally happy with the review and will be implementing changes to policies. The 2019 Annual Improvement Plan identifies professional learning in the areas of student mental health and the impact of anxiety on assessment.

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

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>.

The school's policy establishes procedures for the timely and effective resolution of grievances and disputes. The procedures are based on processes to promote respectful consultation, collaboration and negotiation. The policy outlines a sequence of procedures and all parties receive procedural fairness as a professional within relevant legislative frameworks.

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 systemic 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.

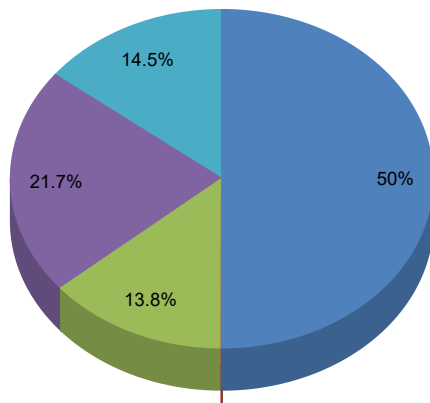
Teacher Satisfaction

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 seen as positive features of working at St Mary MacKillop College.

The College's Improvement Plan in the areas of student voice, professional learning around anxiety and mental health of students and its impact on learning were considered by staff as evidence of their consultation being sought in planning for the future directions of the College.

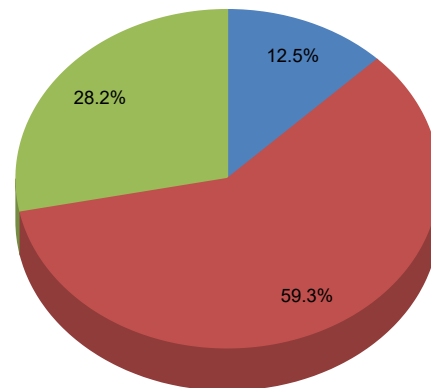
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (50%)
- Government Capital Grants (0%)
- State Recurrent Grants (13.8%)
- Fees and Private Income (21.7%)
- Other Capital Income (14.5%)

Expenditure



- Capital Expenditure (12.5%)
- Salaries and Related Expenses (59.3%)
- Non-Salary Expenses (28.2%)

| RECURRENT and CAPITAL INCOME | |
|--|---------------------|
| Commonwealth Recurrent Grants ¹ | \$15,193,067 |
| Government Capital Grants ² | \$6,192 |
| State Recurrent Grants ³ | \$4,184,113 |
| Fees and Private Income ⁴ | \$6,606,371 |
| Other Capital Income ⁵ | \$4,394,092 |
| Total Income | \$30,383,835 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|---------------------|
| Capital Expenditure ⁶ | \$4,400,284 |
| Salaries and Related Expenses ⁷ | \$20,790,305 |
| Non-Salary Expenses ⁸ | \$9,884,550 |
| Total Expenditure | \$35,075,139 |

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.