



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2021



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

Like schools all over the world, MacKillop continued to prioritise the safety of teachers, support staff, students and their families whilst providing an excellent educational experience for students.

Relying as we did on expert advice from ACT Health, Catholic Education Canberra Goulburn (CECG) and upon our own common sense, students and staff were able to engage in real time learning more so than the year before. Year 12 Retreat took place as did all graduation events, which was deeply satisfying for our community. Professional learning, classroom teaching, assessments, examinations and some school community events proceeded without interruption. NAPLAN, ATARs, PAT (Progressive Achievement Tests) testing and other forms of summative assessment pointed to the success of high quality teaching, student engagement and parent support. The College finished the year with some of the best year 12 results in a decade!

This school is a place of relationships formed in good times and tested by challenge. The success of the year, measured by evidence and data, feedback and anecdote, proved the resilience and strength at Canberra's largest secondary school.

Parent Body Message

The College Board sustained a change of leadership with Danielle Chifley stepping down as Chair upon the completion of her term and Nathan Robb CDRE,RAN,DG being elected to replace her. Two new members joined the Board, Laura Harris and Scott Willson.

The Board established a Risk, Audit and Finance sub Committee to bring a sharper focus to compliance, building, finance and revenue. Its early success has been evidenced in sharp, informative and more transparent reporting to the Board. This is also a further opportunity to invite parents into decision making of the school.

The Board has appreciated the expansive, transparent and detailed information the College leadership has provided. The lengthy process of building approvals, setting fees, engagement with the enrolments process and staffing has been rewarding. The Board was also fully involved with the appointment of two key staffing roles at the College; Deputy Principal and Campus Head and Assistant Principal Pastoral Care. All Board members would like to acknowledge and thank MacKillop's leadership and staff for their outstanding management of the COVID-19 pandemic at school.

Student Body Message

Every student owes their appreciation to our teachers for the lengths each of them went to, to look after us and focus on our learning. We were all disappointed that events that are key to our community spirit had to be cancelled, however Year 12 retreat and graduation did happen. Having our families with us at graduation added to the celebration. Year 12 out did itself raising more than \$60 000 for Relay For Life. This achievement shows the generosity of our community, the importance of the cause and our strong desire to do something significant as a year group.

Looking back on the year, we would like to thank every student for their contribution to MacKillop. Every positive thing you said or did, every common sense decision you made, every time you looked out for others you added to our community.

A big thank you to the staff for keeping us safe, and for supporting and teaching us.

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. 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 (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.

The College is committed to recognising all kinds of school student achievement in the areas of music, performing and visual arts, sport, vocational education and academics. This builds collective efficacy, confidence and authentic diversity at the school. "Everybody can learn" is at the heart of the philosophy at this school.

The College adheres to the belief that the Josephite traditions of Catholic mission, Gospel Values of faith, hope and love together with a commitment to high quality learning for all is a philosophical approach to modern Catholic schooling.

Section Three: Catholic Identity and Faith Formation

Religious Life & Religious Education

Our school delivers a Religious Education Curriculum developed by our Archdiocese based on the Brisbane Guidelines. In the senior years our program is accredited by the BSSS of the ACT.

The College has, for 2021, moved liturgical celebration to online. Opportunities to use visual arts and iconography, words and music together with online messaging have brought a different dimension to the faith life of the College. Parents and students have commented favourably upon this innovation.

The College blessed and opened the Penola building and the MacKillop Walk in September of 2021. The administration and staff centre has met a serious need for staff. The MacKillop Walk, featuring a 0.8km bush walk with 14 stops highlighting key aspects of the life of Mary MacKillop and the Sisters of St Joseph adds a significant dimension to the faith life of the College. It is unique to Canberra.

The focus of Spirituality Day centred on Aboriginal Spirituality and its complementarity with Catholicism. Aboriginal Education Officers from CECG expressed their delight; to their knowledge no school in the Archdiocese had dedicated a full day of formation around this theme until now. Our guest speaker was Louise Campbell, a proud Aboriginal Catholic woman of the Stolen Generations. Staff were offered, and engaged in, formation through CECG and other formation opportunities across the year.

Prayer life continued throughout the College in PC classes, assemblies and staff meetings by utilising the words of our patron and in Scripture as foundation. A copy of God's Word is offered to staff every year, for personal reflection and to emphasise the importance of Scripture in prayer. Rosary was said in the months of May and October. Even during COVID restrictions, these sessions were run online for staff and students to join in conjunction with our Youth Minister. Friday morning Mass recommenced, but was again interrupted throughout the year because of restrictions.

Faith Ministry at MacKillop continues to gain strength, due, in no small part to our Youth Minister, Chris Gilroy, who, after four years, moved on from MacKillop. Chris will be missed.

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 2021:

Girls	Boys	LBOTE*	Total Students
952	963	65	1915

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2019, 98% completed Year 12 in 2021.

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 2021 was 92%. 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	91%
Year 10	90%
Year 11	90%
Year 12	92%

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, 2021 Graduating Class	65%	25%	5%	5%

Section Five: Staffing Profile

The following information describes the staffing profile for 2021:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
152	51	203

* This number includes 113 full-time teachers and 39 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

Catalyst System Day

Catalyst Day 2

Catalyst Day 3

Moderation Day 1 – Rock and Water Training for teachers

Moderation Day 2 - Classroom Differentiation Practices

Spirituality Day

CPR Training (for all staff) and First aid training (for select staff)

Early Career Teacher Mentoring Program

Youth Mental Health First Aid Training

Teacher Quality Institute (TQI) Assessor Training

Cultural Diversity Training

Aboriginal Spirituality and Cultural Diversity Spirituality Day.

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
15	144	1

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 2021		Average Scores	
		School	Australia
Year 7	Reading	547	542
	Writing	528	522
	Spelling	542	549
	Grammar and Punctuation	538	533
	Numeracy	549	551

NAPLAN RESULTS 2021		Average Scores	
		School	Australia
Year 9	Reading	591	578
	Writing	563	551
	Spelling	577	580
	Grammar and Punctuation	582	571
	Numeracy	599	588

Student Credentialing

ACT Year 10 Certificate

ACT Year 10 Certificates: 323

ACT Year 12 Certificate

253 students achieved an ACT Senior Secondary Certificate.

152 successfully completed a Tertiary package and achieved an ATAR.

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 2021

The College's Strategic Plan reached its conclusion at the end of 2021. Whilst the priorities of the College needed to pivot to safety, online learning, pastoral care and mental health, the College continued to focus on the inclusion of data in the evaluation of learning. The College embraced student profiles in the areas of learning, achievement and wellbeing and continued to support teachers in progression to Proficient, Highly Accomplished and Lead. The several staff who are national assessors engaged with teachers at other schools which brought ideas and momentum to MacKillop.

The College continued to implement the Staff Wellbeing policy. This gained a greater significance given the context of COVID. The implementation of the recommendations of the Curriculum Review of the TAS faculty has had immediate impact on the faculty, particularly in staff recruitment, resourcing, the redesign of projects and assessment tasks.

Significantly MacKillop completed and published on its website its Inclusion and Diversity policy.

Priority Key Improvements for 2022

The College's Annual Improvement Plan for 2022 brought focus and momentum to the following areas:

- Extensive professional development and trialling of high impact teaching strategies as part of the Archdiocesan Catalyst initiative.
- The targeted integration of NAPLAN data into learning strategies.
- Reviewing of remote learning and integration of remote learning principals into College pedagogy. The College received warm feedback from students and parents about our remote learning program and is keen to build on some of its elements.
- Completion of two dashboards for Octopus BI - class and individual profile.
- The College created a Data Project Officer at the end of 2021 to work with the Curriculum Team.
- Continuing the College's emphasis on supporting teachers in progression.
- Reviewing remediation programs for students with literacy needs.
- Review the College's Child Protection and Safety processes.

Develop and begin to implement the College's Reconciliation Action Plan.

Section Eight: School Policies

Student Welfare and Behaviour Management

The excellent learning culture of Mackillop is supported by well-developed and regularly evaluated policies and procedures around student safety, behaviour and management. Central to this approach is our commitment to transparency and clear articulation of policy, a philosophy of restorative justice and MacKillop's focus on diversity and inclusion. Recent professional learning for staff in the area of mental health and anxiety and Aboriginal and Torres Strait Islander cultural identity has strengthened our culture as has the College's work to better support students who identify as LGBTQTI+.

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

During 2021 the College conducted a cross curriculum audit of where Respect and Consent is addressed in the classroom, Quality Conduct Policy and in the pastoral life of the school. The results of this audit were encouraging and the recommendations have been shared at Curriculum Leaders meetings, staff meetings and with the College Board. Key recommendations were that some of the content of our pastoral programme could be more effective if we addressed it in earlier years.

Whilst most students say they feel safe at school, the College has little tolerance for bullying. Students are taught anti-bullying skills, an open culture is fostered at the school and strategies follow the principles of Restoration Justice. The College includes parents and care givers in the management and resolution of bullying episodes.

Student Welfare and Behaviour Management Policies were reviewed in March 2021.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://www.mackillop.act.edu.au/index.php/education-care/pastoral-care>.

Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has a *Complaints Policy* which is implemented by all systemic schools in the Archdiocese of Canberra Goulburn. 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

The opinions, ideas and feedback from parents, staff, and students are gathered in a variety of ways and incorporated into policy, process and resourcing of the College. The diverse range of gathering information are satisfaction surveys, Student Representative Council, assessment and course evaluation, the College Board, interviews and targeted surveys. The targeted professional conversation arrangements for the staff have been a particularly rich source of initiative and feedback.

Parents continued to be praiseworthy of MacKillop's management of COVID-19, safety protocols and remote learning. The College's engagement with families won a very positive response as has the College's effectiveness in working with anxiety and mental health issues with their children. Again, MacKillop's quality of communication continues to receive extremely positive feedback from parents.

Student Satisfaction

Students indicated that they feel safe, known and valued by their school. They appreciate the growing opportunities for agency and voice as well as the College's efforts to provide community events during lock down and remote learning. A significant number of students who value excellence in sport, were complimentary of our PE pathways program.

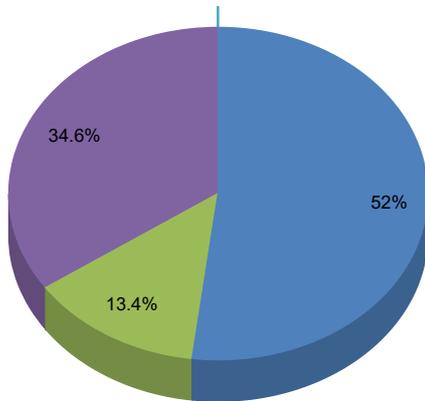
Teacher Satisfaction

Feedback continues to point to high levels of satisfaction from staff about this being a school that values them and that fosters their professional growth and concerns. The wide range and number of leadership's positions at MacKillop is viewed favourably by the staff. The College's interest in the areas of wellbeing, issues around inclusion and diversity, and Aboriginal and Torres Strait continues to win strong endorsement from staff.

The substandard facilities in the areas of music, performing arts and physical education are a source of frustration and are beginning to pose problems in recruitment, and delivery of curriculum requirement. Plans for a building program to rectify this will be announced in 2022.

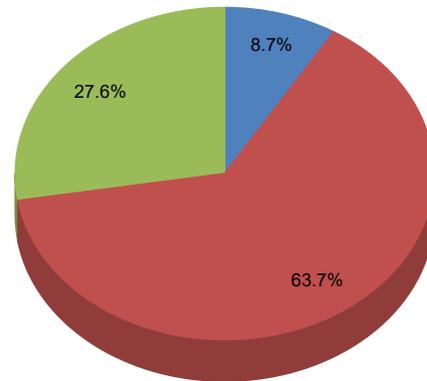
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (52%)
- Government Capital Grants (0%)
- State Recurrent Grants (13.4%)
- Fees and Private Income (34.6%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (8.7%)
- Salaries and Related Expenses (63.7%)
- Non-Salary Expenses (27.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$19,318,475
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,993,954
Fees and Private Income ⁴	\$12,849,874
Other Capital Income ⁵	\$9,093
Total Income	\$37,171,396

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$3,476,330
Salaries and Related Expenses ⁷	\$25,328,066
Non-Salary Expenses ⁸	\$10,974,530
Total Expenditure	\$39,778,926

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.