



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2022



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 MacKillop community emerged from the uncertainty and disruptive experience of COVID-19 with energy, direction and thanksgiving. Trusted routines were quickly established while lessons learned from the crisis were quickly enhanced and incorporated into the academic, pastoral and staff development progress of the College.

Key features of our innovation have been the establishment of an eLearning Coordinator who leads change in online communication and learning, a leader in data collection and analysis to track, inform and enhance pedagogy, practice and student achievement trends. The provision of quality psychologists to review pastoral care, wellbeing and aspects of anxiety and mental health has been made. 2022 continued to witness MacKillop become a safer and more dynamic community of learning.

The strength of our community's confidence in the College continued to grow witnessed by record enrolments numbers, increased retention rates, survey results, attendance to community events and in the cultural and rhythm of the school day.

Parent Body Message

The Board worked closely with the leadership again in 2022. Key indications of progress has been a more detail orientated relationship between our Risk and Audit Sub Committee and the College Business Manager with greater collaboration in analysis, strategic financial planning and decision making. The Board was particularly impressed with the management of progress towards our overdue building program to finally commence in 2023.

The voice of the Board was critical to the appointment of a new, permanent Business Manager, a new Head of Campus and several other key roles on the College's staff. The role of parents in changing role descriptions for these positions and in careful scrutiny and selection has further instilled community confidence in the transparent culture of MacKillop.

The Board played a key role on the development of Jubilee ties and kerchiefs for students to wear in 2023. The Aboriginal design further links our 21st Century school to the 60,000-year-old Ngunnawal culture that lived, cared for and prospered in our area prior to 1788.

The Board thanks and congratulates the College on a year of progress and achievement.

Student Body Message

All of us were really happy to be back at school and to leave lockdowns, remote learning, cohorting and cancelled events behind us. The return to familiar things at school was more welcomed than we had planned.

The Athletics Carnival, Cross Country and MacKillop Day are major social events for us, as are excursions, camps, retreats and House-led fundraising.

Congratulations to Year 12 who raised \$66,000 for Relay for Life – the highest for any RFL group in the ACT! Good luck to Year 12 2023 who, while aiming to better this, will be raising important funds for cancer support and research.

Each year when Year 12 graduate their comments always include missing the support of the teachers and the feeling of belonging and community. As each of us move through the school, each student understands this more.

Congratulations to the student body for our individual and collective achievements. A special shout out to Josh Haynes who was ACT Finalist in the Australian School-Based Apprentice of the Year Award.

Good bye for now MacKillop, we've loved it – Amazing!

- School Captains

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 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.

A particular feature of the College is its enrolment of students from well beyond the Tuggeranong Valley. For the past 10 years the College has enrolled students into Years 11 and 12 from Cooma and the Monaro thus providing a pathway for K-12 Catholic education. This has been enormously successful and attracts about 50 students each day. Families from Jerrabomberra, Queanbeyan and Googong also show significant interest in MacKillop each year.

The College unites its community around the priorities of safety for students and teachers, opportunities of quality religious and secular education and for the belief in a life that is faithful and courageous. The belief in an advocacy for welcome, respect, understanding and obligation drive the culture of this school. Anybody in the community can state that MacKillop is a Catholic school for all, not just a school for Catholics.

Distinctive features of St Mary MacKillop College include:

- investment in the professional growth of its staff
- the voice of parents and students, which is heard and valued through student forums, surveys and visible and available leadership
- a commitment 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
- a belief that "Everybody can learn". This is at the heart of the philosophy at this school
- adhering 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.
- aspiring to always be a Catholic school for all.

Section Three: Catholic Identity and Faith Formation

Religious Life & Religious Education

The focus of spirituality, formation and Catholic identity received warm praise in the Registration and Accreditation Report 2022. The registration panel affirmed the development of a strong Catholic charism based on the inspiration of the Sisters of St Joseph of the Sacred Heart. This is evident across every aspect of St Mary MacKillop College. The presence of powerful religious iconography and prayerful spaces proclaims unequivocally this is a Catholic College which actively seeks to live out the mission and values of St Mary of the Cross MacKillop.

In late 2021 the College completed, Opened and Blessed the Mary MacKillop Walk. During 2022 students were provided with a bushland setting for reflection, meditation and renewed understanding of the life and work of Mary, her Sisters and Fr Julian Tenison Woods.

The 2022 Staff Spirituality Day had a focus on the charism and work of Mary MacKillop and the Sisters of St Joseph which was led by Sr Audrey Thomson. Sr Audrey's insights provided a lens through which to view Mary MacKillop's mission, providing context for the work of the staff at a school with Mary MacKillop as its patron, assisting them to ensure that Mary remains a saint in the living memory of the staff and our students.

St Mary MacKillop College integrates the religious life of the school across all areas of the College. This is observable through prayer and liturgical practices which are embedded across the College. Prayer takes place in all Pastoral Classes for all students, and staff have the opportunity for prayer as part of the weekly briefings on both campuses.

Our MacKillop Feast Day celebrations allowed both campuses of our College community to come together for MacKillop Day for the first time since the outbreak of the COVID- 19 pandemic. The day allowed for a whole College Mass at the Tuggeranong Basketball Stadium followed by the opportunity for all staff and students to gather at the St Peter's Campus for an afternoon of celebration activities.

The limited use of the outside agencies and strong focus on the witness, talent and expert support of our core staff and the College Chaplain are significant features of the strategic building of a faithful community at MacKillop.

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 2022:

Girls	Boys	LBOTE*	Total Students
969	974	92	1943

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2020, 97% completed Year 12 in 2022.

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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 2022 was 87%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	87%
Year 8	86%
Year 9	85%
Year 10	86%
Year 11	89%
Year 12	87%

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, 2022 Graduating Class	67%	26%	5%	3%

Section Five: Staffing Profile

The following information describes the staffing profile for 2022:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
163	52	215

* This number includes 117 full-time teachers and 46 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

Remote Learning Training

Catalyst: Catalyst System Day, Daily Review, Success Criteria and Learning Intentions, HIT Theory and Practice 3 & 4, Online Units 5 & 6, 7 & 8

The Writing Revolution, Spirituality Day, Moderation Day, Success Criteria and Learning Intentions, Daily Review, Australian Curriculum version 9, Youth Mental Health First Aid Training, Professional Learning Communities, Early Career Teacher Mentoring Program, SALT and NCCD training, CPR Training, First Aid, Code of Conduct and Guidelines for Professional Conduct for people working with children, Cultural Inclusion Training.

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
16	151	3

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 2022		Average Scores	
		School	Australia
Year 7	Reading	553	543
	Writing	540	530
	Spelling	545	547
	Grammar and Punctuation	538	533
	Numeracy	550	546

NAPLAN RESULTS 2022		Average Scores	
		School	Australia
Year 9	Reading	593	578
	Writing	584	560
	Spelling	579	577
	Grammar and Punctuation	585	573
	Numeracy	597	584

Student Credentialing

ACT Year 10 Certificate

In 2022, 339 students achieved the ACT Year 10 Certificate

ACT Year 12 Certificate

In 2022, 252 students successfully achieved the ACT Year 12 Senior Secondary Certificate.

167 students completed Tertiary Package achieving 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 2022

The College engaged in a broad ranging and rigorous Whole School Registration Process in 2022. A clear affirmation of the College priorities and practices in the areas of student and staff safety and wellbeing and positive teaching and learning were strengths of the review.

During 2022, the College achieved the following:

- Continued extensive professional development for teachers in the CE System Initiative of Catalyst and High Impact Teaching practices;
- Completion and ratification of the College Reconciliation Action Plan;
- Training of two additional teachers as National Assessors and the commissioning of another teacher as Highly Accomplished;
- The employment of a Data Project Officer to accelerate the implementation of the College Data priorities;
- Implementation of the College Inclusion and Diversity Policy; and
- The creation of an Aboriginal design for the College tie and kerchief uniform items to mark the College's 25th year anniversary.

Priority Key Improvements for 2023

The College's Annual Improvement Plan for 2023 brings focus and momentum in the following areas:

Continued teacher professional learning in the areas of the Catalyst initiative and the Writing Revolution. This includes review of and implementation of the pedagogies of high impact teaching practices into College documentation and practices. An intensive literacy program is being developed to address student literacy needs.

The College is working to create the next phase of the College Outreach program which will involve students and staff actively working with community needs to enact service for others. A whole school strategic examination and implementation program around the College ICT infrastructure has begun. Staff investment in professional learning and progression through the Australian Professional Standards for teachers continues to be an area of strength for the College.

Section Eight: School Policies

Student Welfare, Anti-Bullying and Behaviour Management

St Mary MacKillop College is committed to the ongoing review of the Student Welfare and Behaviour Management Policies within the College. Central to our approach is our commitment to transparency, consistency, and clear articulation of the Quality Conduct Policy that highlights the use of restorative practices.

This restorative approach to learning, managing behaviour, and resolving conflict, educates and supports students through building and maintaining quality learning relationships and connectedness.

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.

Recent professional learning for staff in the area of mental health and anxiety, trauma-informed practices, addressing school refusal, and consent education has strengthened our culture as has the College's commitment to inclusion and diversity. During 2022 the College continues to strengthen partnerships with external agencies that have been developed to address safe and protective behaviours. This includes YAHM, Rock and Water, Black Dog Institute, and Headspace.

The recent inclusion of directly employed College psychologists on both campuses has provided depth, understanding, and experience in supporting student welfare.

Through a regular survey, students say they feel safe at school. The College has little tolerance for bullying and will respond to all reported incidents of bullying and harassment, perceived or actual, sensitively, fairly and promptly. Students are taught anti-bullying skills, an open culture is fostered at the school and strategies follow the principles of Restorative Justice. The College includes parents and caregivers in the management and resolution of bullying episodes.

Student Welfare, Anti-Bullying and Behaviour Management Policies were reviewed in May 2022.

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

Parents and carers were positive about the College's approach to student safety, communication with home and support for learning. There were a variety of individual suggestions and ideas, particularly from Year 7 parents. These largely reflected their parent experience of primary school. Many individual teachers and support staff and experiences were nominated for praise. The College was pleased with the high parental response rate.

Student Satisfaction

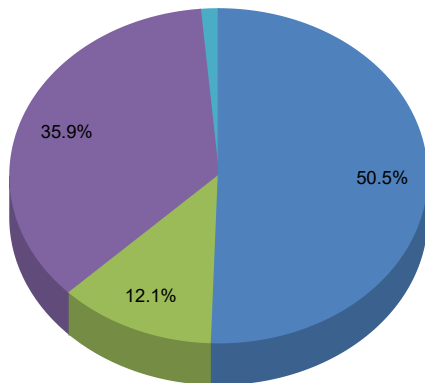
Each student was given time in year groups to respond to the *Tell Them From Me* Survey and Year 10 were able to respond to a survey designed to prepare them for Year 11 and 12. There was a very strong response rate. School attendance, high levels of student participation and encounters with co and extracurricular activities all indicated the strong spirit of community and shared identity that is witnessed daily. Student satisfaction was particularly high in the areas of opportunities, teacher support and online organisations.

Teacher Satisfaction

The high levels of teacher satisfaction were again witnessed. Areas singled out for warm praise were teacher recruitment, early career teacher support, leadership opportunities and quality resources. Staff feel valued and supported through the management of student behaviour and all aspects of professional learning. Areas to be incorporated into the Annual Improvement Plan are calendar interruptions, management of teacher relief, teacher underloading and the inadequate facilities for music, dance, drama on both campuses.

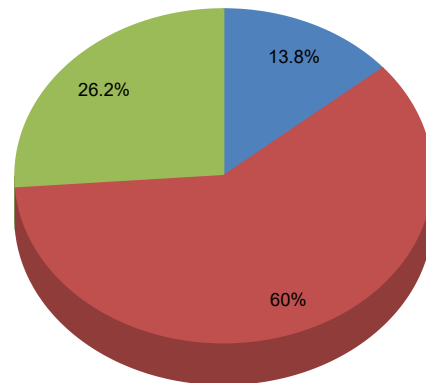
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (50.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.1%)
- Fees and Private Income (35.9%)
- Other Capital Income (1.4%)

Expenditure



- Capital Expenditure (13.8%)
- Salaries and Related Expenses (60%)
- Non-Salary Expenses (26.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$19,850,893
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,773,799
Fees and Private Income ⁴	\$14,115,112
Other Capital Income ⁵	\$550,953
Total Income	\$39,290,757

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$6,280,611
Salaries and Related Expenses ⁷	\$27,245,401
Non-Salary Expenses ⁸	\$11,893,088
Total Expenditure	\$45,419,100

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.