

Annual School Report 2017 School Year

MacKillop College



Port Macquarie

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About this report

MacKillop College is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2018 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 0265832632 or by visiting the website at www.pmaclism.catholic.edu.au .



1.0 Messages

1.1 Principal's Message

The primary purpose of MacKillop College Catholic secondary school is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. MacKillop College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2017. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that MacKillop College has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2017:

- Two Year 12 students were nominated for OnStage as part of their HSC Drama studies; one student was nominated for Callback as part of their HSC Dance studies; one student was nominated and selected for InTech as part of their HSC Industrial Technology Timber studies.
- 66 Year 10, 11 and 12 students tested their geographical skills and knowledge against students from all around Australia in the 2017 Australian Geography Competition - Ten students achieved a high distinction, seven distinctions and 12 credits, with one student gaining a mark that placed him in the top 1% of all competitors.
- Students participated in Tournament of Minds at the State Finals.
- A Year 11 student was the recipient of an Engineering Aid Australia Scholarship; a Year 10 student was selected to attend the Galaxy Convention, an Astrophysics camp run by CAASTRO; A Year 10 student travelled to PNG as part of the NSW Young Achievers' squad;
- 107 HSC student results were placed on State honours list. Over 52% of results were Band 5 or 6, and 85% of results were a Band 4 or better.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2017:

- A Year 12 student finished second in the Region 3 Lions' Youth of the Year competition final.
- Two Year 12 students were selected as Team Leaders for the National Youth Science Forum (NYSF) to be held in January 2018.
- A Year 11 student travelled to Thailand to participate in a charity ride, raising funds for the poor and needy children cycling 500km over five days with the charity "Hands across the Water" which was set up after the 2004 Boxing Day tsunami that left so many children homeless.
- Ten students and five staff travelled to the Solomon Islands to visit our sister school, Visale Community High School, where they were involved in a building program, fitting out and painting classrooms, attending classes and sharing their sporting and musical skills. This was followed by a group from Visale visiting Port Macquarie for ten days to experience school in Australia as well as visiting the beautiful Hastings area whilst meeting some of the great Aussie wildlife.
- The SAPSS Drumline were crowned National Champions at the 18th Annual National Percussion Eisteddfod in Sydney. At the same time, a Year 9 student took second place in the Marching Snare Solo Competition, and a Year 7 student came third in the Junior Secondary Concert Snare Solo Competition.



Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2017:

- NSWCCC knockout Open Boys soccer - were successful in reaching at the State semi-finals.
- NSWCCC Blue Award was presented to a Year 11 student for their sporting achievements, receiving two bronze medals at All Schools level, and four gold and two bronze medals in swimming. At NSWCCC level an All Schools' cross country participant received a silver medal and a gold medal at All Schools athletics and a gold medal at NSWCCC cross country. This student has been selected to represent Australia in France next year in cross country.
- NSW All Schools 9/10 girls netball received a team ranking of third in the competition.
- Pacific School Games athletes travelled to Adelaide to participate in the in hockey, golf, cross country, swimming and athletics.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. MacKillop College is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Anne O'Brien
Principal

1.2 A Parent Message

The key to the success of the Parent Consultative Committee (PCC) is in its name. It is a representative body that works in close consultation with the St Agnes' Parish Secondary Schools (SAPSS) Leadership Team and the Parent Assembly.

The PCC is a reference group, an advisory body and a sounding board for all manner of issues relating to the education of our children. The committee consists of parent representatives from each of the secondary schools (MacKillop College, St Joseph's Regional College and Newman Senior Technical College), along with the Principals of each school and Co-ordinating Executive Officer for Parish Education and Training - John McQueen.

The PCC is a forum which offers its members the chance to 'stay in touch' with happenings across the secondary schools.

At its regular meetings, the PCC is updated on a range of initiatives undertaken across the Parish schools, and Principals have sought the parent perspective on a host of issues, ranging from fundraising projects to a revamp of weekly newsletters.

Through tours of our SAPSS facilities throughout the year, members of the PCC have seen impressive capital works projects come to fruition and the revitalisation and repurposing of existing infrastructure. It is very exciting to witness these improvements and I would encourage parents who haven't visited their school lately to arrange a visit. Each of our School Principals has extended an invitation to parents and carers to contact them to organise a tour. It is a great opportunity to see what has been achieved in recent years.

Throughout the year, the parent representatives have been kept informed of, and discussed issues such as Enrolment Information evenings, LitFest, "Spring into Summer", Cyberwell Conference, availability of EFTPOS in schools, and a proposed review of student IT devices.

We are very fortunate that parental involvement such as this is sought by the SAPSS Leadership Team – and acted upon. This further demonstrates the value of a body such as the PCC.

As another school year begins, you can be assured that the PCC will continue to advocate, engage, facilitate, plan and achieve on behalf of students, families and the broader school community.

I would encourage parents who wish to contribute ideas, discuss concerns or provide feedback on any issue relating to our secondary schools to please contact our Leadership Team, John McQueen or myself.

Mrs Lynn Lelean
Chair
St Agnes' Parish Secondary Schools, Parent Consultative Committee



2.0 This Catholic School

2.1 The School Community

MacKillop College is located in Port Macquarie and is part of the St Agnes' Parish which serves the community of Port Macquarie. School families are drawn from the towns and communities of Port Macquarie, Laurieton, Bonny Hills, Lake Cathie and Wauchope.

Last year the school celebrated 30 years of Catholic education.

The parish priest Father Leo Donnelly is involved in the life of the school, and Father Peter Wood is the school chaplain who works closely with the staff and students.

MacKillop College is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- At the Youth Mass on Sunday afternoon local youth provide musical support and prayers.
- Christmas Hampers are provided by our staff and students to the Parish for 20 local families in need.
- Many of our students regularly read, commentate, and assist with collections, offertory and hospitality. Some students also help to clean the church, while others are committed altar servers. Each of these services is very important for the liturgical life of the Parish.
- The Youth Ministry Officer organised an "Act for Peace" ration challenge for our students to raise money for refugees around the world.
- Youth Hub is a place where local youth can 'drop in' to relax and socialise, attend workshops (Monday Girl Space, Hub Drama), stay for games, or seek support from professionals.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

MacKillop College caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2017	TOTAL 2016
Male	122	101	94	100	68	71	556	537
Female	96	117	88	89	62	75	527	540
Indigenous <i>count included in first two rows</i>	11	7	7	8	7	2	42	39
EALD (Language background other than English) <i>count included in first two rows</i>	8	7	3	3	4	1	26	25

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2017 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance rates	93.2	91.8	90.5	91.2	95.7	94.4	92.6

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	90
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	-
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	-
4.	Teachers with recognised qualifications to teach Religious Education.	23
5.	Number of staff identifying as indigenous employed at the school.	2
6.	Total number of non-teaching staff employed at the school.	43

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. This figure is provided to the school by the CSO.

A long-serving leader transitioned to retirement and growth in student numbers allowed for the increase in the FTE.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Each week the school newsletter is headed with the following: "Creating authentic, courageous, faith-filled people with a passion for learning, respect for relationships and an ability to contribute to a global community". This is a strong reminder to our school community of who we aim to be at MacKillop College. Also, many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

MacKillop College identifies with the Anti-Bullying policy, the characteristics of quality Catholic learning and teaching, and the need to value, respect and promote the self-esteem and dignity of each student. The school actively promotes anti-bullying messages through surveys, newsletter articles and assembly items, and by supporting National Day of Action against Bullying and Violence. Visiting guest speakers also reinforce the messages students receive in their PDHPE lessons. This policy is printed in the student diary.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- In 2017 the school parent group was used to seek feedback on the method for purchasing items at the school canteen. The decision was made not to allow the students to use any form of debit or credit card.
- The school's Anti-Bullying policy and Grievance policy were shared via the school newsletter to the community.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Secondary Education. Students study NESA mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 29 Higher School Certificate (HSC) courses and 5 extension courses.

The parish secondary school's curriculum includes the following features:

- The student Study Centre which is under the guidance of a full-time co-ordinator. One of the co-ordinator's main tasks is to assist students with study skills, time-management skills and organisational skills.
- A strong emphasis on the provision of a curriculum catering for a range of abilities and interests, with subjects including VET Hospitality, Mathematics Extension 1 and 2 and English Extension 1 and 2. A number of students also access a range of external specialist courses, such as Distance Education languages.
- An ongoing program of assistance and advice in the areas of careers and study skills.
- The Homework Club which is available four afternoons each week until 5.00p.m. to allow senior students to have quiet time in the College library to complete homework and assessment tasks, but also to access teacher expertise during this time. The Year 7-10 students also have the opportunity for support in the junior library until 4.00p.m. four afternoons each week.
- The Student Services room which provides additional pastoral and curriculum support for Year 7 to 10 students This includes literacy intervention, support for the completion of assessment tasks, organisational support, reading support, opportunities to complete catch-up exams and missed assessment tasks, and the support of student behaviour management plans.

The College continues to focus on developing a rich curriculum and engaging pedagogical practices whilst maintaining those structures and practices that have made the College so successful. One of the key focus areas is the recognition that there is an abundance of talent within the College community. "Learning from each other" is a theme that is supported in the following ways. Professional Learning Teams meet regularly to collaborate and share resources and ideas, such as engaging teaching practices. Opportunities exist for Instructional Walks, Peer to Peer observations and self-reflection activities and these are actively promoted and supported.

In addition, other initiatives such as Project Based Learning, the use of open learning spaces and opportunities for collaborative teaching are promoted and supported. These initiatives are designed to engage students and allow further collaboration amongst staff.

A small team of teachers will be analysing data with a view to demystifying and simplifying the information for staff as well as developing action plans as a result of this data analysis. Although the focus will be on NAPLAN, RAP and HSC results initially, staff will be supported with the tools to analyse and act on data trends developed through simple formative tasks.



A major shift in focus also continues to be on embedding more formative assessment practices and the refinement of more effective student feedback mechanisms in teaching and learning. To support this, a reduction in summative assessment tasks across Years 7-10 has occurred and a more regular interim reporting system for parents is being trialled. Staff will continue to be provided with formative assessment options and encouraged to trial these and share successful strategies throughout the year.

The parish secondary school offers a strong co-curricular program which includes student participation in:

- Co-curricular Music where ensembles include senior and junior stage bands, junior and senior percussion, Choir, junior and senior vocal as well as the SAPSS Marching Band and Drumline, Concert Band, Little Big Band, Praise Band and Big Band. These different ensembles perform regularly at different local community events.
- Opportunities for public speaking – Lions' Youth of the Year, Rotary Public Speaking.
- Solomon Island cultural immersion where staff and students travel to the Solomon Islands to provide resources and assistance, and also hosting Solomon Islands visitors to share our skills and knowledge.
- Local Dance eisteddfods through which students can complement their studies and performance.
- Three students were selected to attend the National Youth Science Forum in Canberra through local Rotary Club sponsorship. The school also provided financial assistance. This was an amazing opportunity for these young people and was designed to give students a broader understanding of the diverse study and career options available in science, technology, engineering and mathematics (STEM) and to encourage them to continue their studies in these fields.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 210 students presented for the tests while in Year 9 there were 178 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to sit the HSC. Students can demonstrate they have met the standard by achieving Band 8 in Year 9 NAPLAN in Reading, Writing and Numeracy or pass an online literacy and numeracy test in Years 10, 11 or 12.

At MacKillop College, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of MacKillop College students in each band compared to the State percentage.

Year 7 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 4 to 9

BAND	9		8		7		6		5		4	
	Sta te	Sc ho ol										
Reading	11.8	14.2	18.8	15.1	29.6	40.1	23.5	21.7	11.1	6.6	5.2	2.4
Writing	5.4	3.8	15.9	14.8	21.6	28.1	27.3	33.8	21.1	17.6	8.7	1.9
Spelling	14.3	11.0	27.0	29.0	26.9	28.1	17.3	20.0	9.8	9.5	4.7	2.4
Grammar and Punctuation	12.8	12.9	17.3	15.7	30.2	34.8	21.5	21.9	10.5	10.0	7.8	4.8
Numeracy	17.1	12.5	17.8	18.8	29.0	35.1	22.2	25.0	11.6	8.2	2.4	0.5

Year 9 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 5 to 10

BAND	10		9		8		7		6		5	
	Sta te	Sc ho ol										
Reading	7.6	9.5	17.1	19.6	33.7	38.5	21.1	21.2	14.9	9.5	5.6	1.7
Writing	7.3	6.7	10.7	17.2	27.2	31.7	20.0	18.3	18.7	16.7	16.1	9.4
Spelling	9.1	10.6	22.0	25.6	24.0	23.9	25.8	26.1	12.8	10.6	6.2	3.3
Grammar and Punctuation	11.1	15.0	13.7	11.1	26.7	33.3	24.6	26.1	15.3	11.1	8.5	3.3
Numeracy	12.1	7.9	17.7	26.0	28.7	31.1	25.9	27.7	14.6	7.3	1.0	0

As can be seen from the table the percentage of students in the top three bands in Numeracy is pleasing compared to State figures. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the area of Writing. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

3.2.2 Higher School Certificate

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: % of students in bands 4, 5, 6

	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion 1	66%	78%	64.6%	76%	74%	77.5%
English Standard	85.7%	42%	77.7%	50%	73.79%	69.19%
English Advanced	97.2%	91%	100%	91%	84.54%	80.96%
General Mathematics	86%	51%	89.3%	52%	77.28%	68.51%
Mathematics	74.2%	81%	60%	77%	80.91%	77.96%
Studies of Religion II	78.3%	70.5%	86.4%	70.9%	79.39%	76.27%
Drama	100%	82%	100%	83.1%	87.64%	77.68%

Again in 2017, many subjects exceeded State averages in Higher School Certificate examinations; Industrial Technology – Timber was 15.5% above, Drama was 9.96%, PDHPE 10.21%, General Mathematics 8.77%, Community & Family Studies 9.25% and Information Processes and Technology 8.25% above the State average. A further seven subjects had their HSC exam results in excess of 5 percentage points above State average. Overall, 52% of all HSC examination results were over 80 and 85% of results were a Band 4 or better. 107 student results were placed on State honours list.

3.2.3 Senior Secondary School Outcomes

The table below sets out the percentage of students undertaking vocational education training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualification).

Senior Secondary Outcomes

Senior Secondary Outcomes Year 12, 2017	% of students undertaking vocational training or training in a trade during the senior years of schooling.	13%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualifications.	100%

In 2017 the HSC results highlighted performance above students' expectations. Their results were much better than they had expected which is a result of their hard work and commitment to learning. It is also a tribute to the passionate, dedicated and professional staff who give generously of their skills and time in and out of the classroom.

3.2.4 Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

Destination Data Year 12, 2017 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	88%	3%	6%	3%

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2017 were:

Staff Professional Learning Activity	Date	Presenter
Staff Spirituality Day	7 th April	Anne O'Brien, Adam Kelly, Jennifer Campbell
Curriculum Writing Day	24 th April	Paul Robins and Chris McQueen
Proclaim Staff Day	22 nd May	CSO Lismore
Catholic Worldview Day	17 th July	Jodie Rich and Cath Eichmann
Curriculum Writing Day	9 th October	Chris McQueen and Paul Robins

Additionally, staff attended either singularly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Port Macquarie History Teachers' Conference	2	Robyn McKenzie (The Hills Sports High School) , Dr Paul Kiem, Jonathon Dallimore (UNSW)
Geography Teachers' Association Regional Conference	2	David Latimer, Matthew McKenzie, Martin Pluss, Dr Grant Kleeman, Susan Caldis, Lorraine Chaffer, Sharon McLean,
Christian Meditation – Staff Formation Day	5	The Australian Christian Meditation Community, Penny Sturrock, Helen Hunter
Science Teachers' Association NSW Chemistry Conference	2	Alison Rodger (Macquarie University), Jeanette Hurts (Uni Sydney), Jenny Jones (UTS), Kerry Sheehan (NESA), Maree Woods (Aquinas), Scott Chadwick (UTS), Sue Colman (Sydney Water), Vatche Ansourian (NSW Dept Education)
Assessment of Learning (Mathematics)	2	Stuart Palmer (PD4MaTHS)
History Teachers' Association – Curriculum Day	2	Dr Paul Kiem (HTANSW), Jonathon Dallimore (Smith's Hill High), Katie Magriplis (Southern Cross School of DE)
Year 7-12 Technology and Applied Studies Network	5	Tim Kelly, Andrew Burgess
English Teachers' Association Conference	1	Eva Gold, Kelly Cheung, Mark Clutton, Susan Gazis

The professional learning expenditure has been calculated at \$7759 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2017.

Policy name	Status in 2017 (No change, new policy, changes made)	Access this policy at:
Aerosol Policy	Changes made	MacKillop College Policy handbook
Animal Welfare	Changes made	
Code of Presentation – Student	Changes made	
Digital Technology & Social Media – Staff and Students	Changes made	
Electronic Device Policy	Changes made	
Incident Reporting Procedure for Students	Changes made	
Information Technology and Decide – Staff	Changes made	
Work Health and Safety	Changes made	
Asthma Policy	Changes made	

4.2 Enrolment Policy

Every new enrolment at MacKillop College requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

The first priority will be given to Catholic families and to the siblings, both Catholic and non-Catholic, of those already enrolled at MacKillop College. The College makes every effort to accommodate the particular learning and access needs of every child.

It is a condition of enrolment that all students show respect for all persons, property and the environment. They must also actively participate in Religious Education classes, and liturgical and retreat activities. The conditions of enrolment are designed to promote the growth of well-rounded individuals within the College – showing respect, participating, striving, contributing, complying and assisting.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Pastoral Care Policy

At MacKillop College, students and teachers work together to achieve their full potential. The Pastoral Care policy acknowledges the following values within the College community: a strong sense of community and friendship in the workplace; the gift of fun and humour in fostering good working relationships; the care and support given to one another; a school environment built on respect and dignity for students and teachers; the acceptance and promotion of Gospel values; charity and thoughtfulness; the provision of a caring / supportive environment; commitment to the total wellbeing of the individual; and involvement of staff as a group of supportive adults. It is acknowledged that one of the most important roles of a teacher in a Catholic school is to care pastorally for the students in the school. It is also acknowledged that every individual is different, and there will be times when the procedures are followed differently. We acknowledge that we affirm the person for appropriate behaviours and achievements, and that we correct inappropriate behaviours with due regard to the dignity and worth of the students.

4.4 Discipline Policy

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. A Code of Behaviour is published in the student diary. The policy acknowledges teacher and student rights and responsibilities.

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

4.5 Complaints and Grievance Policy

Parents have a right to express any concerns they have and to ensure effective communication between the school and themselves. Every endeavour will be made to address all concerns and complaints within reasonable timeframes, under mutual agreement and with strict confidentiality. Where the parent or caregiver's concern is not satisfactorily resolved directly with the school, the principal should seek advice from the relevant Catholic Schools Office consultant on the appropriate course of action. This policy is available on the College website.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2017 was a very rewarding year.

Key improvements achieved this year	Key Improvements for next year
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> Created a weekly newsletter focus on Mary MacKillop and her story Built in Feast Day celebrations Created more explicit connections to Mary MacKillop through award names Developed Catholic identity across the school Developed a shared vocabulary and understanding of key teachings and practices of the Catholic Church Fostered Christ centred relationships with students, teachers and parents. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> Catholic identity across the school A shared vocabulary and understanding of key teachings and practices of the Catholic Church Stronger connection to St Mary of the Cross MacKillop, her life and charism.
<p>Organisation and Co Leadership</p> <ul style="list-style-type: none"> Promoted a clear vision of leadership responsibility and lines of communication Maintained open and transparent communication from leadership Developed and enhanced mentoring opportunities for future leaders Continued to support and encourage professional learning opportunities centred on leadership. 	<p>Pastoral Care and Wellbeing</p> <ul style="list-style-type: none"> Recognition of all members of our community for their success, in turn, assisting with increased self-esteem and a sense of pride Positive relationships between staff, students and parents.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> Trailed and incorporated engaging pedagogical practices on a regular basis Included where appropriate, a range of ICT strategies such as Moodle, Google Classroom and Google Drive 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Ongoing and improved practice by utilising effective formative assessment strategies Increased student engagement Improved student outcomes Structured support for staff in the accreditation process

<ul style="list-style-type: none"> ● Explored options that can support the transition from Year 10 to Year 11 ● Reviewed what is assessed across Stages 4-5 with a view to streamlining summative assessment across these years ● Collaborated in PLTs to adapt or develop a range of formative assessment strategies ● Explored opportunities to provide meaningful and effective feedback to students. 	<ul style="list-style-type: none"> ● The development of formative assessment strategies (increased teacher “tool kits”) ● Improved skills in constructing, interpreting and reporting on a range of graphs ● Improved literacy skills with a special emphasis on writing.
<p>Community and Relationships</p> <ul style="list-style-type: none"> ● Created and communicated clear expectations of student presentation and uniform standards ● Applied a consistent approach to maintaining pride in presentation and uniform standards of students ● Provided positive reinforcement for students who display a sense of pride and belonging in wearing the MacKillop College uniform ● Provided structure and direction for all formal student leadership positions within our school ● Offered opportunities via a structured system for students to participate in areas where they are passionate and/or wish to be involved ● Recognised and celebrated leadership and student achievement. 	<p>Building Leadership Capacity</p> <ul style="list-style-type: none"> ● Commitment to building cultural capacity of the school.

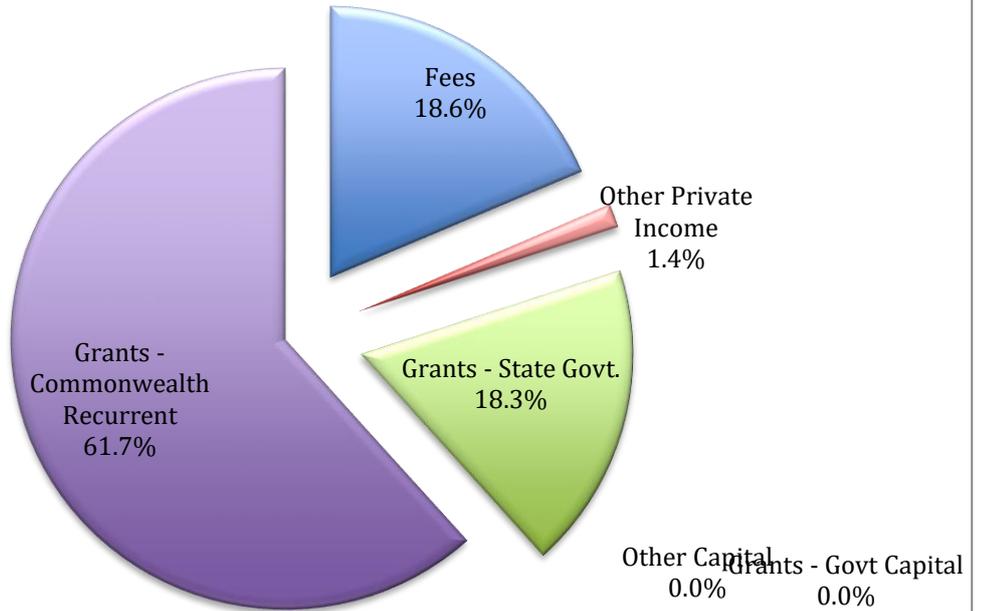
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2017 is presented below:



2017 INCOME - MacKillop College PORT MACQUARIE



2017 EXPENSE - MacKillop College PORT MACQUARIE

