

Annual School Report

2018 School Year

MacKillop College, Port Macquarie



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About this report

MacKillop College, Port Macquarie 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 and the achievements arising from the implementation of the school Improvement 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, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 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 02 6583 2632 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, Port Macquarie is to support the members of the parish community in providing 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, Port Macquarie offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community. All members of the College community are encouraged to have as their role model the person of Jesus Christ and to foster their life and the lives of others through the values of respect, justice and kindness.

Our parish school continues 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. Once again the school excelled in HSC results and NAPLAN data while at the same time providing an abundance of opportunities to ensure each student's interests, passions and strengths were nurtured. The College adopted a strengths-based approach, with a focus on the positives within each of us and an endeavour to help each member of the community identify their character strengths so as to fulfil their potential.

The students' achievements and accomplishments were showcased throughout 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that MacKillop College, Port Macquarie has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- * Had 76 distinguished HSC achievers in their New South Wales cohort.
- * Had 15 HSC students who received an Australian Tertiary Entrance Rank in the 90s - the highest being 99.35, while 16 HSC students gained first place in their respective subjects in the Lismore Diocese.
- * Had seven students who received nominations for their HSC major works and performances, with the hope of presenting their works to a wider audience.
- * Had three students who were offered a place in the 12-day residential National Youth Science Forum held at the Australian National University in Canberra and the University of Queensland in Brisbane.
- * Had our Tournament of Minds teams travel to Sydney and achieved Tournament Honours in both Language Literature and STEM.

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.

- * Our student musicians attended the National Percussion Eisteddfod in Sydney and were awarded the Overall Open Champion Drum Line for the second year in a row.
- * A large number of students were involved in the Duke of Edinburgh Award Program - ranging from Bronze, Silver and Gold.
- * A 2017 graduate was awarded the Zonta Club of Port Macquarie Inc. International Young Women in Public Affairs Award. The goal of the program is to encourage more young women to participate in public affairs by recognising a young woman's commitment to the volunteer sector, her volunteer leadership achievements and her dedication to the empowerment of women.
- * The Year 12 Legal Studies classes were officially recognised in Parliament for their work to raise money for, and awareness of domestic violence in our community. In 2018 the classes raised funds for two local organisations.



* Students, parents and staff spent a weekend assisting the Zonta Club of Port Macquarie create birthing kits, which were then distributed to vulnerable women worldwide to enable a clean and safer birthing environment.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

* A graduating student received the prestigious Vince Villa Award at the NSWCCC Blue Award Presentation as the most outstanding NSW Catholic School female athlete. This student was awarded World Champion at the World Schools' Cross Country held in Paris earlier in the year, as well as finishing first in the NSWCCC, NSW All Schools and School Sport Australia events throughout the year.

*Two other female students received Blue Awards for their outstanding contributions to sport in the areas of hockey and diving for representation through the ranks to National level.

* For the seventh year in a row, the Senior Boys' Triathlon Team came away with the All Schools' gold medal and CCC gold medal at the All Schools' Triathlon.

* The MacKillop open boys' soccer team won their quarter-final and semi-final games of the NSWCCC football knockouts, before travelling to Sydney to become eventual runners-up in the finals.

* The MacKillop Year 9/10 boys' touch team qualified for the National Schools Cup at the NSW All Schools Carnival. Finishing third in the state provided the team the opportunity to compete against the best school touch teams in Australia. At the National event, the boys finished fifth in Australia.

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, Port Macquarie is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Anne O'Brien
Principal

1.2 A Parent Message

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

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.

The PCC is a forum offering 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 the look and feel of classrooms of the future.

In recent years, members of the PCC have seen impressive capital works projects come to fruition and the revitalisation and repurposing of existing infrastructure. This is our school fees in action. If you haven't visited our schools lately, I would encourage you to do so as it is very exciting to witness



these improvements. Each of our School Principals extends an invitation to parents and carers to contact them to organise a tour. It is a great opportunity to see what has been achieved.

Throughout the year, our parent representatives are kept informed of happenings at each school through regular reports provided by each Principal. Other items that have been discussed included: Enrolment Information evenings, the Proclaim Parents' Forum, Workplace Health and Safety, Parent Assembly activities and the Learning for the Future Program.

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 group such as the PCC.

With another school year well underway, 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 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, Port Macquarie is part of the St Agnes' Parish which serves the communities of Port Macquarie, Laurieton, Bonny Hills, Lake Cathie and Wauchope, from which the school families are drawn.

Last year the school celebrated 31 years of Catholic education.

The parish priest Fr Paul Gooley is involved in the life of the school.

MacKillop College, Port Macquarie 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:

- * Sunday evening Youth Mass where local youth provide musical support and prayers.
- * The College provided 20 Christmas hampers for local families in need, including food items, pantry essentials, gifts for individual family members, vouchers, etc.
- * CSYMA students hosted and ran the Kairos Retreat, and participated in Transitus, Incitare and the Year 7 Reflection Day.
- * The College supports the Encounter Youth Group held at the Youth Hub every Sunday night where students gather for activities, food, friends and faith. This is run by the school Youth Ministry Officers.
- * The MacKillop College community worked alongside the Parish the help raise funds for the "Bale Out" initiative to assist the farmers of western New South Wales.

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, Port Macquarie caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2018	TOTAL 2017
Male	119	121	102	96	55	64	557	556
Female	104	97	113	78	64	62	518	527
Indigenous <i>count included in first two rows</i>	5	11	8	6	2	7	39	42
EALD (Language background other than English) <i>count included in first two rows</i>	6	8	6	2	3	3	28	26

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 electronically every day and rolls are printed and checked each week by the Assistant Principal or their delegate. 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 Pastoral Co-ordinator 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 2018 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance rates	94.0%	94.0%	93.0%	92.0%	94.0%	95.0%	93.7%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	6
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	90
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	28
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	42

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.24%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

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.



During 2018 students were involved in a range of outreach activities. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Citizenship awards were presented at our fortnightly whole school assemblies and our major awards ceremonies at the end of the year.

MacKillop College identifies in 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 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 2018 the school introduced a new way of reporting student progress to parents via a Student Learning Profile. This means of reporting was looked favourably upon by staff and parents.

Students participated in a two-part bullying survey, which provided valuable feedback.

The parent body contributed formally to the school through the Parent Consultative Committee, Parent Proclaim Conference and Catholic Schools Parent Assembly, and informally through the Parent Social Committee and by attending College masses, morning teas, lunches, assemblies, awards ceremonies and through assistance at the canteens. Through these interactions they are able to express their views, concerns and ideas towards the betterment of MacKillop College.

"Wellness" for staff and students was a high priority in 2018. Sessions were run, literature was made available and surveys were undertaken to help identify the needs of all members of the College 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 newly refurbished 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 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.

* Year 7 to 10 students have access to the Student Services room which provides additional pastoral and curriculum support. 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 and that collaboration is critical to students achieving their potential.

“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. PLT meetings have been added into the daily school timetable for a small group of staff as a pilot program to ensure regular collaboration between staff to enhance essential learnings being identified and the best pedagogy to teach these learnings are agreed upon and implemented. Opportunities exist for Instructional Walks, Peer to Peer observations and self-reflection activities and these are actively promoted and supported to ensure best practice in teaching and learning.

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

All teachers analysed data, led by an experienced Data Team, 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 was on NAPLAN, RAP and HSC results initially, staff were 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 has been adopted. Staff will continue to be provided with formative assessment options and encouraged to implement 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 ensembles, Choir, junior and senior vocal ensembles, 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 Competition and Mock Trial.



* Staff and students were involved in National Refugee Week through organised activities to raise awareness and funds towards the "Act for Peace: Ration Challenge". The funds raised were to assist Syrian refugees.

* As part of the Year 9 HSIE course, a student was placed 19th in Australia (out of 17,830 competitors) in the Australian Stock Exchange Share Market Game.

* Each year students and staff of MacKillop College manage a drink station at the local Port Macquarie Triathlon; this is a full day of support for local, national and international athletes.

* Staff and students on the senior campus raised awareness and money for Movember - aimed to support men's health, with many male students sporting a moustache for the month.

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, 217 students presented for the tests while in Year 9 there were 209 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 receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.

At MacKillop College, Port Macquarie, 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 Data Analysis workshops.

The following data indicates the percentage of MacKillop College, Port Macquarie 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	
	State	School										
Reading	11.8	10.6	18.9	20.7	27.2	35.5	24.6	25.3	12.0	6.5	4.6	1.4
Writing	3.7	4.1	14.9	18.9	20.7	23.0	27.2	31.3	22.9	19.8	6.3	0.5
Spelling	12.7	6.9	23.0	19.8	25.9	34.1	22.2	26.7	9.5	10.1	5.7	2.3
Grammar and Punctuation	14.8	12.0	15.4	21.2	26.5	33.6	22.1	21.7	14.0	7.8	5.9	3.7
Numeracy	13.5	7.0	17.7	20.1	28.7	35.5	25.3	32.2	11.7	5.1	2.2	0.0

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

BAND	10		9		8		7		6		5	
	State	School										
Reading	8.2	10.0	16.6	19.0	30.1	31.0	25.6	26.2	14.2	12.9	5.2	1.0
Writing	5.3	8.6	12.8	12.9	30.0	33.0	36.0	26.8	9.3	12.0	6.5	5.3
Spelling	17.4	6.7	20.8	17.7	29.5	35.9	19.3	24.9	8.1	11.5	5.0	3.3
Grammar and Punctuation	21.8	11.0	14.4	23.0	25.7	30.1	16.0	21.1	15.6	11.5	6.4	3.3
Numeracy	13.4	9.1	19.1	23.4	29.3	30.6	23.6	27.8	11.6	8.6	3.0	0.5

Throughout the past year, there has been a focus on improving writing at MacKillop College. These initiatives are reflected in the growth of Year 7 writing and the continued high growth of writing in Year 9. The Year 7 numeracy results are lower than in the previous two years which is in line with State trends, however, the Year 9 numeracy results continue to improve and are above State averages. These patterns reflect the focus on incorporating numeracy strategies where possible across all KLAs. Reading, whilst above State average, is lower than in previous years. This is a



focus for 2019 across the College with initiatives being developed around comprehension, where we are assisting students to interpret and understand what they are reading.

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: Percentage of students in Bands 4, 5, 6

	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion 1	65%	76%	74%	81%	62%	71%
English Standard	78%	50%	74%	54%	71%	50%
English Advanced	100%	91%	85%	91%	95%	91%
General Mathematics	89%	52%	77%	50%	67%	53%
Mathematics	60%	77%	81%	74%	69%	78%

The HSC results were again very pleasing in 2018. There were 21 courses that had results above the State average. Students placed first in 12 subjects and a number of students were nominated for CallBack, placed in the top ten of the State or were NSW All Rounders. There were five subjects where achievement was above typical, according to DeCourcy data. The initiative of implementing HSC Data Course Reports has been invaluable to staff. These packages provide clear and detailed information regarding student growth and are used to facilitate discussion with teachers and leaders. These discussions allow teachers to reflect on and consider future directions with the courses they teach, and to share successful strategies and practices with other teachers. These initiatives are continuing in 2019.

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, 2018	% of students undertaking vocational training or training in a trade during the senior years of schooling.	16%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

In 2018, the MacKillop College community celebrated the success of a Year 12 student who came first in the Lismore Diocese in her Hospitality VET course. Our dedicated teaching staff have continued to provide proficient expertise and advice to students undertaking this course, resulting in achievements nearly 5% over the State average.



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, 2018 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	83%	7%	9%	1%

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 2018 were:

Staff Professional Learning Activity	Date	Presenter
Staff Spirituality Day	13/04/2018	Helen Gilbert, Anne O'Brien and Cath Eichmann
Positive Education	30/04/2018	Jessica Taylor and John Hendry
School Improvement	15/10/2018	School Improvement Team
Collaborative Assessment Design	23/07/2018	Leaders of Learning
Stage 6 Curriculum & Australian Curriculum Writing Day	28/09/2018	Leaders of Learning

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

Activity	Staff numbers	Presenter
Mentoring for Effective Teaching	3	Marina Wiggins
STEM Academy	6	University of Sydney
Technology Mandatory - Agriculture and Food Technologies	1	Carly Saunders - The Happiness Mission
Graduate to Proficient Teacher Formation Program	12	Marina Wiggins, Matthew De Dassel, Ann Thurgate, Stacey Mullin, Karen Evans, Hayley Youngberry, Rachel Kearey

Maximising HSC Marks for New English Syllabus	2	Garry Hol - ETA
Collaborative Common Assessment	8	Nadine Slingsby
Appreciation, Composition and Assessment in Stage 6 Dance	1	AIS NSW
TAS Collaborative Workshop - Technology Mandatory	8	Michele McDonald
Positive Schools Conference	3	Positive Schools
Generation Next	3	Generation Next
Discovering Positive Education	2	Positive Schools
GTA NSW Skills Workshop	1	Dr Grant Kleeman - GTA NSW
Mary MacKillop Colloquium	4	Josephite Colloquium
Central Coast STEM Teacher Enrichment Part 2	6	University of Sydney
Positive Behaviour Management	2	Ian Cuscombe - BehaveAbility

The professional learning expenditure has been calculated at \$8809 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 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore, for the poor. Every new enrolment at MacKillop College, Port Macquarie 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 School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focusing on self-esteem, social relationships, moral development, vocational awareness, sexuality,



anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 Discipline Policy

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

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. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the [school's website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <p>Goal - Staff are active in supporting and developing student faith across the school.</p> <ul style="list-style-type: none"> * Enhancing the Catholic identity across the school. * Sharing vocabulary and understanding of key teachings and practices of the Catholic Church. * Building stronger connection to St Mary of the Cross MacKillop, her life and charism. 	<p>Catholic Identity and Mission</p> <p>Goal - Enhancing our Christ-centred community by encouraging student and staff faith development.</p> <ul style="list-style-type: none"> * Utilising the language more frequently of the foundational values and beliefs, centred on Christ as the perfect example. * Facilitating staff faith formation opportunities, and finalise Catholic Worldview lessons. * Facilitating and supporting student faith formation.

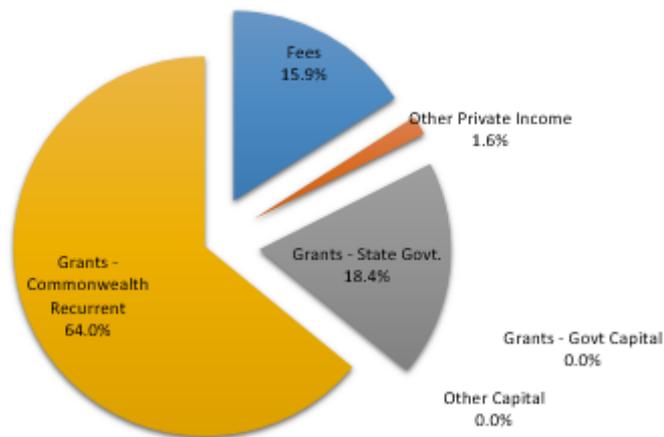
<p>Organisation and Co-Leadership</p> <p>Goal - Engage all staff in building their leadership capacity to collectively enhance the culture of the school.</p> <p>* Committing to building cultural capacity of the school.</p>	<p>Organisation and Co-Leadership</p> <p>Goal - To embed Professional Learning Team meetings into the timetable and to review the current daily timetable structure.</p> <p>* Increasing leadership capacity of all staff. * Sharing leadership responsibility for Teaching and Learning. * Building a more efficient timetable structure to maximise learning and minimise loss of teaching time.</p>
<p>Teaching and Learning</p> <p>Goal - Create a culture of continuous reflection and refinement of classroom practices by utilising effective formative assessment strategies and feedback.</p> <p>* Ongoing and improving practice by utilising effective formative assessment strategies. * Increasing student engagement. * Improving student outcomes. * Structuring support for staff in the accreditation process. * Developing formative assessment strategies (increased teacher "tool kits"). * Improving skills in constructing, interpreting and reporting on a range of graphs. * Improving literacy skills with a special emphasis on writing.</p>	<p>Teaching and Learning</p> <p>Goal - Improved comprehension literacy of all students.</p> <p>* Building a consistent, whole school approach to developing comprehension skills. * Promoting consistent reading models across KLAs. * Encouraging development of general knowledge. * Exploring of cross-KLA curriculum mapping. * Developing "Writing to Learn".</p>
<p>Community and Relationships</p> <p>Goal - Investigate and implement further options and opportunities to enhance wellbeing.</p> <p>* Develop recognition of all members of our community for their success; increased self-esteem and a sense of pride. * Building positive relationships between staff, students and parents.</p>	<p>Community and Relationships</p> <p>Goal - Create a thriving community by enhancing the wellbeing of all at MacKillop College.</p> <p>* Implementing new and further develop existing initiatives which enhance relationships and partnerships. * Clarifying the values to use as the basis of how we treat one another. * Exploring Character Strengths and Growth Mindset to increase individual wellbeing and achievement.</p>

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 2018 is presented below:

**2018 INCOME - MacKillop College PORT
MACQUARIE**



**2018 EXPENSE - MacKillop College PORT
MACQUARIE**

