

Annual School Report

2019 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 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 2020 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 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 strives to achieve our mission of enabling every student to achieve the fullness of life. The College provides opportunities for academic, cultural and sporting success. MacKillop College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community. The person of Jesus Christ is central to all we do.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas in 2019. All of these areas combined to ensure that our college mission was lived out daily in the life of the school. Staff, students and parents work in partnership and are encouraged to have a voice and choice in all aspects of College life. In 2019 the College undertook the School Improvement Planning process to determine priority areas for growth for 2020-2022. All stakeholders played an important role in determining our direction for the future.

The students' achievements and accomplishments were showcased throughout 2019. 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- A number of HSC students received practical nominations in 2019 including: three Industrial Technology - Timber students for InTech, two Design and Technology students received Shape nominations, four Dance students received Callback nominations, and one Music student received a nomination for Encore.
- A Year 12 student was accepted to be part of the London International Youth Science Forum that was held late in the year. She was one of 500 leading young scientists (aged 16-21) from 75 participating countries. The Forum is held at the Imperial College, London and The Royal Geographical Society, and included day visits to other leading UK research centres and Oxford and Cambridge universities.
- A Year 11 student received a Sydney University Academic Award and had the opportunity to visit the university for the ceremony. The award targets students who may wish to study medicine or another health field.
- A 2018 HSC student had her Extension 2 English major project selected in the 2018 Young Writers' Showcase - hosted by NESAs.

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 2019 the school:

- A large number of students were involved in the Duke of Edinburgh Award program - ranging from Bronze, Silver and Gold.
- A team of staff and students worked to increase recycling and composting throughout the school. New initiatives were put in place inside classrooms and offices, as well as outside in the playground.
- LitFest again saw a large number of guest speakers provide workshops to students from all around the district. Guest speakers included published authors, writers, illustrators, directors and storytelling trailblazers. This was co-organised by a MacKillop staff member.
- Six staff members and 20 students travelled to the Solomon Islands on a Cultural Immersion where they assisted local families and schools.



- A Year 12 student was chosen to travel to Europe with the Evolution of Diplomacy United Nations Youth Delegation in January of 2020. She was given the opportunity to meet national leaders, liaise with heads of international organisations as well as experience the diversity of cultures and cultural activities.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- The Berg Shield cricket team received a silver medal at the NSWCCC competition - the College's best cricket result ever.
- A Year 9 student was selected to play in the Australian Indigenous Schoolgirls' Netball Championships in Victoria. From there she was selected in the NSW Blue U16 girls' netball team.
- The intermediate girls' triathlon team made MacKillop history by being the first girls' team to win a medal at State level at the All Schools' Triathlon.
- A Year 9 boy was selected to represent Northern NSW at the 2019 Tokyo International Youth Football Tournament, playing against players from Beijing, Berlin, Moscow, Paris, Seoul, Buenos Aires, Cairo, Rome and Japan.
- A Year 9 boy competed at the School Sport Australia Swimming Championships - receiving two silver medals and a bronze in individual events, as well as a bronze in the freestyle relay and a fourth in the medley relay.

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.

Cath Eichmann
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, Education and Training, Stephen Pares.

The PCC is a forum which offers its members the chance to 'keep 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 classrooms of the future and school improvement strategies, to fundraising projects and a review of school uniforms.

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

In recent years, members of the PCC have seen impressive capital works projects come to fruition and the revitalisation and re-purposing 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 extends an invitation to parents and carers to contact them to organise a tour.



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 your school's Leadership Team or Stephen Pares. As students graduate from secondary school, our parents also graduate from the PCC, providing the opportunity for new members to join the committee - an endeavour that is well worth your time.

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 communities of Port Macquarie, Laurieton, Bonny Hills, Lake Cathie and Wauchope, from which the school families are drawn.

Last year the school celebrated 32 years of Catholic education.

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

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:

- Sunday evening Youth Mass where local youth provide musical support and prayers, as well as providing morning tea at Sunday mass.
- The College provided 23 Christmas hampers for local families in need in 2019, 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.
- Students supported Project Compassion through the Easter egg raffle, raising significant funds. Year 7 and 8 students donated chocolates and the Year 9 and 10 students sold the tickets. Senior students had their own raffle from donations they had provided.

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 two and a half 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:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2019	TOTAL 2018



Male	108	118	120	101	56	54	557	557
Female	115	99	96	106	61	61	538	518
Indigenous *	9	5	11	8	3	2	38	39
EALD *	12	8	8	7	2	3	40	28

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

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, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the 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 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 2019 is shown in the following table.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
94.0%	93.0%	93.0%	91.0%	95.0%	95.0%	93.5%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 98 teacher(s) accredited with NESAs, 32 teacher(s) with recognised qualifications to teach Religious Education, 2 Indigenous staff and 47 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.0%. This figure is provided to the school by the CSO.

Anne O'Brien the Principal of the College since 2015 resigned from her position in October 2019. Two other long term staff members retired at the end of the 2019 school year. There were only minimal other staff changes in 2019.

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.



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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 approach to pastoral care, relationships and discipline.

During 2019 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. Merit Certificates were awarded to students regularly, and other 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.

The College supports National Sorry Day and recognises our indigenous students and families with a morning tea.

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.

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In 2019 the school continued to report student progress to parents via a Student Learning Profile. This means of reporting is looked favourably upon by staff and parents.

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

Every student, parent and staff member at MacKillop College had the opportunity to answer two important questions regarding MacKillop as part of the School Improvement ... "What should we do more of at MacKillop?" and "What should we do less of MacKillop?"

The parent body continued to contribute 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 were able to express their views, concerns and ideas towards the betterment of MacKillop College.

"Wellness" for staff and students was a high priority again in 2019. Sessions were run, literature was made available and surveys were undertaken to help identify the needs of all members of the College community.

A strengths-based approach was adopted as part of the Pastoral Care framework at MacKillop College. Character strengths identified in students and staff, and these strengths were explored and acknowledged in staff meetings, briefings, assemblies and student reports.

The #weThrive@MacKillop initiative commenced, where Year 11 students and parents had interviews with their Pastoral Care teachers at the start of the year. These proved successful and the initiative flowed through to 2020 planning for our incoming Year 7 students and families.

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 36 Higher School Certificate (HSC) courses and 5 extension courses.

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

- There is 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.
- We have 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 with 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 plan.

The school is determined to meet the needs of all students and therefore has a curriculum approach which caters for all abilities, offering students with learning difficulties extensive learning support. Gifted and talented students are offered an extensive extra-curricular program through enrichment programs.

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

Co-curricular Music and Dance 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. The Drumline were again named National Champions at an event in Sydney.



Enrichment programs included our Year 10 team placing first in the Regional Da Vinci Decathlon against other regional schools from Year 9 to Year 11. The Da Vinci Decathlon is a challenging academic competition where students work in teams of eight. It covers a variety of disciplines including English, Mathematics, Science, Engineering, poetry, creative producers, general knowledge and ideation. Next stop was the State Finals at Knox Grammar School in Sydney, where the team competed admirably against other private and selective Sydney schools.

Opportunities for public speaking - Lions' Youth of the Year, Rotary Public Speaking Competition and Mock Trial.

A Year 10 student placed 216/18916 nationally and 78/5731 in NSW in the Australian Stock Exchange Sharemarket Game.

An intervention program titled Project UP (Understanding Potential) was trialed to work with young people to help them identify their personal strengths and purpose in order to become young people who have strong relationships, positive emotional health and can thrive in their community. Year 8 boys worked with a Timber Technology teacher to design and construct cars that run on CO₂. This project helps the students practise a growth mindset and resilience to overcome challenges.

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, 223 students presented for the tests while in Year 9 there were 216 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 following data indicates the percentage of MacKillop College students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

**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	10.2	6.8	20.4	24.0	29.9	34.8	22.3	23.1	11.3	5.9	4.0	1.4
Writing	3.9	5.4	14.7	20.3	23.5	27.0	31.0	32.0	18.4	13.1	6.2	1.8
Spelling	12.1	8.2	21.6	22.4	29.4	35.2	21.6	24.7	8.9	5.7	3.7	1.8
Grammar and Punctuation	13.6	9.1	17.1	17.8	26.6	30.6	19.1	26.9	14.5	9.6	6.2	0.9
Numeracy	14.6	10.0	19.7	22.8	26.2	34.2	21.3	17.8	10.9	7.3	3.5	1.4

**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	7.1	6.2	18.4	20.9	29.4	32.7	25.9	29.4	12.7	10.0	5.7	0.9
Writing	4.4	3.8	9.4	9.0	24.7	25.6	25.3	24.2	21.3	19.4	12.3	11.5
Spelling	7.8	5.2	17.9	13.2	30.2	38.7	27.6	28.8	10.6	10.4	4.5	2.8
Grammar and Punctuation	7.5	6.1	14.6	15.0	24.6	27.2	27.4	26.8	17.3	19.2	7.1	5.2
Numeracy	11.5	8.1	17.2	21.9	27.2	32.4	28.6	31.0	14.0	6.7	1.3	0.0

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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, school and student performance are 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 students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

This was the first year that NAPLAN online was used at the College. Our students used iPads and sat the tests in the two halls in the school. Our students experienced significant technical disruptions during these tests, especially the writing test (as apparently many other schools did) which NESA have acknowledged. NESA has advised parties to take into account the technical issues that affected the writing task and the subsequent opportunity for a hard copy "pen and paper" re-sit which most of our students did.

NESA advised that NAPLAN is only one set of data ("a snapshot in time") and should be used in conjunction with school-based assessment to give a more comprehensive picture.

In Year 7, Writing, Reading, Spelling and Numeracy results were higher than the 2018 cohort, with the MacKillop College average above the state average in most cases.

In Year 9, Numeracy and Reading results were above the state average, all others were below. All results were lower than the 2018 cohort.

When individual student growth is looked at, it can be seen that large numbers of students are at or above expected growth. Only about 30% are below expected growth and only 6% have experienced negative growth. These statistics might indicate that this Year 9 cohort may not be an academically strong one overall.

Our College goals for the next three years include a learning and teaching goal focusing on writing. Students are to experience improved grammar and punctuation for writing with an emphasis on sentence structure and cohesion within paragraphs.

3.2.2 Higher School Certificate

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, school and student performance are closely monitored. The Higher School Certificate is one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on Data Analysis workshops.

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

	2017		2018		2019	
	School	State	School	State	School	State



Studies of Religion 1	74%	81%	62%	71%	77%	79%
English Standard	74%	54%	71%	50%	74%	52%
English Advanced	85%	91%	95%	91%	79%	92%
Mathematics Standard 2	77%	50%	67%	53%	80%	56%
Mathematics	81%	74%	69%	78%	80%	79%

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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.

The 2019 HSC results were very pleasing. The majority of courses were above state average and of particular note were Industrial Technology (Timber) which was 19.83% above and French at 15% above. Students were nominated for Callback (Dance), DesignTech (Design and Technology), Encore (Music) and InTech (Industrial Technology), and a Legal Studies student placed 12th in the state. MacKillop College topped the Diocese in 16 subjects and 37 students made the State Honour Roll. 90% of all results were over 70 and 55% were over 80. Data course reports continue to be invaluable to staff, as discussion and reflection are encouraged and supported through this process. We are committed to developing both knowledge and understanding of curriculum, especially for courses with new syllabi, as well as developing pedagogical practices that assist us in knowing our students and how they learn.

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 Year 12, 2019

% of students undertaking vocational training or training in a trade during the senior years of schooling.	9%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Our dedicated teaching staff have continued to provide proficient expertise and advice to students undertaking this course. Work placement reports indicate that students are gaining valuable skills in these areas and are being equipped with proficient skills to gain employment.

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, 2019 Graduating Class

University	TAFE / Other institutions	Workforce entry	Destination not reported
84%	5%	8%	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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Staff Spirituality Day	12/04/2019	Cath Eichmann, Jennifer Campbell and Adam Kelly
Comprehensive Strategies, CCA Common Collaborate Assessment	29/04/2019	School Facilitated
Proclaim Lismore	28/05/2019	Catholic Schools Office
First Aid Training	05/07/2019	John Henry Institute
Creative Teaching Development	22/07/2019	School Facilitated and CSO
Curriculum Writing, Learning	27/09/2019	School Facilitated
Curriculum and Assessment Design	14/10/2019	School Facilitated

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

Activity	Staff numbers	Presenter
Economics and Business Educator Conference	1	EBE NSW
AIM Conference	1	AIM
ISRA Conference	1	ISRA
HTA Stage 6 Day	1	History Teachers' Association
Phase 3 New Syllabus - Effective Management Stage 6 Conference	4	ACHPER
STANSW Teachers Conference	6	STANSW
NSW Drama Conference	2	Drama NSW
Mission One Heart Many Voices Conference	1	Catholic Mission and Catholic Religious Australia

Mary MacKillop Colloquium	1	Josephite Colloquium
TEA Conference	2	Technology Educators Association
CSSA Forum - Engaging with Curriculum Change	2	CSSA
Learning Team Learning, Collaboration and Learning Conversations	2	Professor Louise Stoll
GTA Fieldwork Conference	2	GTANSW
Growing Religious Consciousness - Worldviews and Traditions	2	AIS Studies of Religion
Positive Schools Conference	2	Assoc. Prof Helen Street, Richard Pengelley, Dr Norman Swan etc
Tough Conversations	4	Assoc Catholic School Principals
Religious Education Symposium	6	Australian Institute of Theological Education
Mental Health and Wellbeing of Young People	2	Generation Next O

The professional learning expenditure has been calculated at \$5682 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 the 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 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. There have been no changes to this policy this year. [Enrolment Policy](#)

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 focussing 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 and is available on the school's website. There have been no changes to this policy this year.

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 and it is available on the school's website. There have been no changes to this policy this year.

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. There have been no changes to this policy this year and it is available on the school website.

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. There have been no changes to this policy this year and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
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<p>Mission of Jesus Christ Goal: Enhancing our Christ-centred community by encouraging student and staff faith development.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Incorporated more frequent use of the language of the foundational values and beliefs, centred on Christ as the perfect example. • Facilitated staff faith formation opportunities, and finalise Catholic Worldview lessons. • Facilitated and supported student faith formation. 	<p>Mission of Jesus Christ Goal: For students and staff to have a deeper understanding of, and to be more authentic witnesses to, our faith community.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Students experience authentic faith interaction with staff and students. • Students and staff experience improved understanding of Jesus/Gospel values as a connection to their faith.
<p>Learning and Teaching Goal: Improved comprehension literacy of all students.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Developed a consistent, whole school approach to developing comprehension skills. • Promoted consistent reading models across KLAs. • Encouraged development of general knowledge through reading and conversation. 	<p>Learning and Teaching Goal: To improve student outcomes through purposeful engagement.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • All students to find learning stimulating and enjoyable. • Assessment which is relevant, purposeful and achievable for all students. • Students experience improved grammar and punctuation for writing (accurate simple, compound, complex sentence structure; local sentence sequence; cohesion within paragraphs). • Alignment of skills across Mathematics, Science, HSIE and TAS to improve numeracy.
<p>Pastoral Care Goal: Create a thriving community by enhancing the wellbeing of all at MacKillop College.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Implemented new and further developed existing initiatives which enhance relationships and partnerships. • Clarified the values to use as the basis of how we treat one another. • Explored Character Strengths and Growth Mindset to increase individual wellbeing and achievement. 	<p>Pastoral Care Goal: for our school community to thrive by enhancing positive relationships.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Improve wellbeing for students, families and staff by all feeling known, respected, connected and valued.
<p>Leadership Goal: To embed Professional Learning Team meetings into the timetable and to review the current daily timetable structure.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Increased leadership capacity of all staff. • Shared leadership responsibility for Teaching and Learning through PLTs and the 1 point LOL role. 	

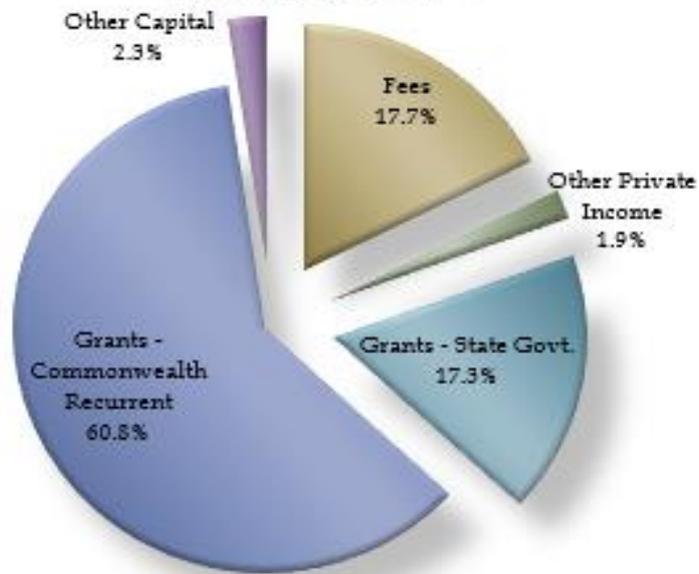
6.0 Financial Information

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 2019 is presented below:



2019 INCOME - MacKillop College PORT MACQUARIE



2019 EXPENSE - MacKillop College PORT MACQUARIE

