

MacKillop College Bathurst
Annual School Report to the Community
2014



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Principal

Mrs Maureen Moore

Principal's Message

As a Catholic day and boarding college, sharing Wiradjuri land, we believe that Jesus Christ is the foundation and focus of our life and with the help of Mary, His mother we can be a light to the world.

After 47 years, our school has developed very much its own identity, history and tradition, all of which are reflected in our own unique spirit.

One of the major features of that spirit is the tremendous level of involvement and joy in working together that is shown by our students, staff and parents. Sporting events, the MacKillop Collections, House Music Festival, MacKillop Dinner, Tournament of Minds, Ancient and Mediaeval day, P&F fete, Father and Daughter dinner, are just some examples of that willingness to strive together to produce something outstanding.

Our focus is always the students who contribute a great deal, through their youthful enthusiasm and joy of living, to increasing that sense of community and spirit.

The promotion of excellence in education is fundamental in enabling each student to realise her potential and to develop into an independent resilient woman who is inspired and encouraged to engage with a culturally diverse world.

Parish Priest's Message

Once again this year MacKillop College has been blessed in having Fr Patrick O'Regan as our College Chaplain. Fr Pat is well aware of the culture of a country school having been raised in Perthville. He has officiated at all the major Liturgical celebrations this year including the Opening Mass, the Ash Wednesday Mass and the Graduation Mass. In addition to these major events, Fr Pat has also celebrated Mass on many Wednesdays for those who were able to attend and has also joined the MacKillop College staff for our Liturgies. His generosity in giving so freely of his time, in addition to his many duties as Vicar General and his commitments to the other Catholic schools in the Diocese, has been deeply appreciated by everyone in the MacKillop College community. Father Pat will be ordained as the Bishop of Sale, Victoria on February 26th, 2015. We thank him for the pastoral care of our community and for the positive difference he has made to people's lives. We will miss him but know that another community now needs him. Farewell Father Pat.

Parent Body Message

The aim of the MacKillop Parent and Friends association is to represent the attitudes and needs of the parents in the MacKillop community and to work as partners with the College in the education of our daughters.

Parents and Friends meetings are held on the fourth Wednesday of each month at 7:00 p.m in the College Library. Whether your daughter is just commencing or in her final year at MacKillop, now is the perfect time to start attending meetings or getting involved. Involvement with the Parents and Friends is a way to show interest in your daughter's education and the time you invest will surely have a positive outcome for her future.

This year the Parents and Friends spent funds raised on the following items: Equestrian dress shirts - \$487.60; singlets that are worn for touch football, hockey, basketball, athletics and netball - \$4370.00. Shade sails were also purchased - \$10,000.

The Father-Daughter Dinner. What a fantastic evening it was! This was an inaugural event, one that I hope will gain momentum and be continued for many years to come.

I would like to thank all those generous people who helped us during the year, even if you just donated one hour of your time to assist.

Student Body Message

Year 12 would like to acknowledge all the staff at MacKillop. Thank you for believing in us, marking last-minute practice essays and for helping us to achieve our best, not just during our HSC but also throughout all of our years at the College.

I would also like to give a particular mention to Mrs Moore, Mr Murphy and Mrs Whelan for assisting us many times throughout the year, the maintenance men, for helping us set up the hall and the BBQ more times than I can keep count of and the office staff for dealing with our floats, social tickets and order forms with great proficiency and friendliness.

The vice-captains have been my right-hand women, people who keep me on my game and takeover from me when I am too busy. I have been so blessed to work with three of my very best friends, who really have become like sisters.

Our guest speaker this year at the MacKillop dinner said "girls, you will not know truly what MacKillop College has gifted you with until you discover it in the future." So, with that, I would like you all, to go with an open heart and an open mind, find what it is that makes you special and make it known. You will all do great things.

SECTION TWO: SCHOOL FEATURES

MacKillop College is a Catholic systemic Girls College located in Bathurst.

MacKillop College is a day and boarding school for Catholic girls from across the Bathurst Diocese and beyond. It has a rich tradition that has grown from the twin Mercy and Josephite charisms. It offers students a strong academic education, enriched with an extraordinarily wide range of co-curricula offerings. It looks back with pride at over forty years of students who have benefited from the education they received at the school and who have gone on to become, in the words of the school motto, "a light to the world".

- Class Groupings Year 7 to 10 - GRIFFIN, MANNING, DUNN and PAYTEN (THOMAS when the College has five streams)
- House Teams - MCAULEY, MACKILLOP, CHISHOLM and GILROY
- Roll Groups - Prayer, Daily Messages, Roll and Communication for 10 minutes at the beginning of each day. Mass every fortnight in Chapel.
- Peer support groups: Year 7 with Year 11 leaders every Friday for 30 minutes in Term 1 & 2 (eight girls in each group).
- Parent and daughter evenings on relevant issues. Guest speakers.
- Relevant incursions and excursions for each year group. Curriculum or pastorally based.
- School Assemblies on Friday morning in the Hall three or four times a term. Two Academic Excellence Assemblies & two Sports & Cultural Assemblies each year.
- Form Meetings run by Year Coordinators, three times a term dealing with pastoral issues.
- 6 Period 10 day cycle - Week A and B
- Special events - Opening Mass & Commissioning, College Birthday - Twilight Fete, Easter Liturgy, House Music Festival, Feast of Mary MacKillop, MacKillop Dinner, Graduation Mass & Ball, Presentation Day, Year group socials at St. Stanislaus and MacKillop
- Students may hire and learn a musical instrument and be part of the College Orchestra, Band or one of the musical ensembles.
- Many students choose to join the College Choir.
- Teachers from *The Mitchell Conservatorium of Music* provide tuition.
- The annual House Music Festival provides students with the opportunity to display their creative talents as part of the House Competition.
- The College offers drama for students to study from Years 9 - 12
- The College has conducted many drama, musical and dance performances and concerts.
- Students take part in the Bathurst Eisteddfod each year.
- House & CSDA Debating Teams, Year 9 winners of State final of CSDA competition, Tournament of Minds, regional winners.
- Lithgow Festival of Speech, CWA & Lions Youth of the Year Public Speaking.
- The College has an indoor gym for indoor sports including netball, basketball, volleyball, indoor soccer and gymnastics.
- College sporting facilities include an athletics field, hockey/soccer field and combined basketball/netball/tennis courts. Diocesan & State comps.

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 591 | 0 | 6 | 591 |

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2012, 82% completed Year 12 in 2014.

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2014 was 92.88%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|--------|
| Year 7 | 95.01% |
| Year 8 | 93.10% |
| Year 9 | 93.67% |
| Year 10 | 92.74% |
| Year 11 | 90.13% |
| Year 12 | 92.60% |

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Catholic Schools or designated Catholic Education Office Bathurst officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

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

Senior Secondary Outcomes. Year 12 2014

| | |
|--|-------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling. | 21.3% |
| % of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification. | 99% |

Student Post School Destinations

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

| Destination Data | University | TAFE / Other institutions | Workforce entry | Destination not reported |
|--------------------------------|------------|---------------------------|-----------------|--------------------------|
| Year 12, 2014 Graduating Class | 72% | 15% | 11% | 2% |

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 57 | 22 | 79 |

* This number includes 36 full-time teachers and 21 part-time teachers.

| | |
|--|-------|
| Percentage of staff who are Indigenous | 0.01% |
|--|-------|

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

| | |
|---------------|--|
| Term 1 | Orientation, Child Protection, WH & S School Review for 2014 |
| Term 2 | Catholic life and Mission |
| Term 3 | Learning and Teaching, Formative assessment |
| Term 4 | Professional learning communities, CPR & First Aid |

We use all staff meetings for professional learning. Administrative matters are dealt with at morning briefings held twice a week. Professional learning at staff meetings also involved voice care, unsatisfactory performance policy, great teaching inspired learning themes, AITSL and strategic planning over the next 5 years.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

| Teacher Qualifications | | Number of Teachers |
|------------------------|--|--------------------|
| 1 | Those having formal qualifications from a recognised higher education institution or equivalent. | 52 |
| 2 | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0 |

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The College follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Going beyond the four walls of the classroom, many students take the opportunity to explore the Gospel values that arise within the learning and teaching activities of the formal Religious Education program by applying them to other occasions. In April, a number of Year 9 students expressed interest in assisting with activities for a Sudanese Family Weekend being held at Vale Lodge Perthville. The weekend was an initiative of the Sisters of St Joseph under the facilitation of Sister Maria Sullivan. Members of the MacKillop College Community were invited to help support this venture. Very happily, the Year 9 students took up the chance to assist by providing activities for the Sudanese children. At the same time these students learnt about the difficulties and hardship the Sudanese Christian community had faced in their homeland and their journey to Australia as refugees and asylum seekers. Another example of working towards right relationships and social justice was the initiative of some Years 10 and 12 MacKillop students to work collaboratively with other schools in the area, to present a workshop afternoon, the Youth 4 Youth forum, focusing on the plight of refugees and asylum seekers from various countries around the world. Once again, these students endeavoured to give meaningful and concrete expression to the Gospel values of compassion, justice and truth.

Extending the students' understanding and experience of Christian service, the Year 12 Catholic Studies class participated in regular visits to St Vincent's Aged Care facility, as part of their unit on Mission, Leadership and Ministry.

This year, Supporting YOU (faith in action) has participated in important events of value to the wider world. We began the year's focus with the popular Jeans for Genes Day - a national day when people wear their jeans to raise much-needed funds for research into finding solutions for birth defects and diseases such as cancer, epilepsy and a range of genetic disorders. On the first Friday in August, MacKillop College became a sea of denim in a united stance against childhood disease. Every dollar raised on the day helps scientists at the Children's Medical Research Institute discover treatments and cures to give every child the opportunity to live a long and healthy life. We were very proud to be a part of this worthwhile cause once again in 2014. Considered part of CMRI's family, MacKillop College in Bathurst raised the largest company contribution in 2013. Of this we are very proud.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

| Our School's average result (as a mark out of 50) | |
|---|-------|
| Year 8 | 25.74 |

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

The College follows the BOSTES syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The Courses offered for the HSC

Studies of Religion 1 and 2 unit; Catholic studies; English Standard and Advanced, plus Extension 1 and 2; Mathematics general and mathematics 2 unit plus extension 1 and 2; Agriculture; Biology; Chemistry; Physics and Senior science; Economics; Legal Studies; Business studies; Geography; Ancient History; Modern History plus History extension; Community and Family Studies; Design and Technology; Hospitality; Drama; Visual Arts; Music 1 and 2; Personal Development, Health and Physical Education; French Continuers, Japanese Continuers; Entertainment Industry.

At MacKillop College all students study the following compulsory courses from Years 7 to 10

Religious education, English, Mathematics, Science, Australian History, Geography, Civics and Citizenship, Personal Development/Health/Physical Education plus 2 electives in years 9 and 10.

The electives include: Commerce, Drama, Food Technology, Hospitality, French, Industrial Technology, Information & Software Technology, Japanese, Music, Physical Activity and Sports Studies (PASS), Textile Technology and Visual Arts.

Students are also required to study the following courses at some stage during years 7 to 8

Visual Arts, Technology, Music and Foreign Languages.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

| NAPLAN RESULTS 2014 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 7 | Grammar and Punctuation | 38.00% | 30.00% | 11.00% | 19.00% |
| | Reading | 37.00% | 29.00% | 7.00% | 16.00% |
| | Writing | 17.00% | 16.00% | 22.00% | 28.00% |
| | Spelling | 45.00% | 31.00% | 7.00% | 17.00% |
| | Numeracy | 26.00% | 29.00% | 9.00% | 17.00% |

| NAPLAN RESULTS 2014 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 9 | Grammar and Punctuation | 25.00% | 20.00% | 15.00% | 27.00% |
| | Reading | 28.00% | 22.00% | 11.00% | 23.00% |
| | Writing | 18.00% | 15.00% | 28.00% | 38.00% |
| | Spelling | 26.00% | 24.00% | 12.00% | 23.00% |
| | Numeracy | 30.00% | 24.00% | 10.00% | 21.00% |

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

| Higher School Certificate | Percentage of students in top 2 bands (Bands 5 and 6) | | | | | |
|------------------------------|---|-------|--------|-------|--------|-------|
| | 2012 | | 2013 | | 2014 | |
| | School | State | School | State | School | State |
| Studies of Religion 1 | 36% | 41% | 45% | 49% | 46% | 49% |
| English Standard | 17% | 16% | 10% | 6% | 4% | 8% |
| English Advanced | 88% | 53% | 70% | 53% | 84% | 60% |
| Mathematics | 84% | 52% | 27% | 49% | 33% | 54% |
| Legal Studies | 75% | 41% | 82% | 33% | 61% | 40% |
| PDHPE | 31% | 33% | 11% | 28% | 50% | 30% |
| Biology | 32% | 27% | 37% | 23% | 40% | 29% |
| Community and Family Studies | 44% | 36% | 57% | 57% | 52% | 37% |
| Mathematics general | 30% | 22% | 16% | 21% | 45% | 26% |
| Modern History | 93% | 36% | 50% | 47% | 78% | 43% |
| Studies of Religion 2 | 64% | 41% | 30% | 46% | 74% | 44% |

MacKillop College HSC Class of 2014 with 90 students gained an overall impressive result with 40 Band 6 Distinguished Achievers listings and 198 Band 5 listings. One student was awarded a Band 6 in all 7 of her subjects and given the Premiers - All Rounders listing. This student also received an ATAR of 99.2 and tied with two other students in the Diocese to achieve the highest mark in Studies of Religion 2 unit. The z-scores for each course calculated by the

Board of Studies were mainly in the positive range, the highest being in History Extension, Economics, SOR 2 and Design & Technology.

| | |
|---|---|
| In 2014 the number of students issued with a RoSA | 4 |
|---|---|

Student Welfare Policy

The motto of MacKillop College is "with Mary's help to be a light to the world", and the College's goals reflect this commitment. At MacKillop we follow this ideal in aiming for the optimum development of each girl spiritually, academically, socially, physically and emotionally. Students are encouraged to become responsible, self-motivated, independent and confident individuals, to have respect for themselves and others both as individuals and as members of the College community.

A feature of the College is the value placed on the staff-student-parent collaborative relationship, one built on trust and mutual respect. In order to foster this collaborative relationship, the College has introduced two key frameworks:

The Restorative Practices Framework, and The Rights and Responsibilities Charter for both staff and students.

No changes were made to the policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

Discipline Policy

The responsibility for the management of student discipline is the responsibility of each teacher working in collaboration and referral to Subject Coordinators and Year Coordinators. For matters that require behaviour contracts, detentions and suspensions are referred to the Pastoral Care Coordinator who, in turn works with Year Coordinators, the Counsellor and Director of Boarding. The Pastoral Care Coordinator and Year Coordinators involve parents in assisting with corrective outcomes. In the case of punitive directions, the Pastoral Care Coordinator refers incidents and recommendations to the College Principal for direction and approval. In matters of external suspension the Principal will consult with the Parish Priest. In matters requiring exclusion the Principal will consult with the Executive Director of Catholic Schools and the Parish Priest.

No changes were made to the policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

To show respect for all students in the College we have consolidated the Acknowledgement of Country at all assemblies and whole school events. Indigenous and non-indigenous students also participated in NAIDOC Week celebrations. To develop in students the skills of responsibility, leadership programs include Year 11 students being trained as Peer Support Leaders assisting the orientation of all Year 7 students into secondary education. Class Councillors are elected each semester from Years 7 to Year 11 to be involved in various roles.

Senior students are elected by their peers and the staff for the following roles:

- College Captain and 3 Vice-Captains
- Two House Captains for each House
- Senior Councillors that support the College Captains
- Welcoming Prefects
- Leaders of Song

- Vice - Captain of the Boarding house at Perthville

The College Captains and Senior Council also attend and participate in the local ANZAC Day Dawn Service and ANZAC Day March. The College conducts four Service Groups and under the leadership of the RE Coordinator a Combined Service Groups Committee oversees the various programs and appeals. Over 100 students join groups such as SVDP, Supporting You, Mercy and Justice.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The College implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan. The College engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

Key Improvements Achieved in 2014

Catholic Life and Religious education

Shade sail constructed over reflection garden; Stage 5 implementation of Diocesan Religious Education program; Introduction of indigenous immersion experience in W.A., to run in 2015; Classes responsible for conducting liturgies in Chapel, preparing for Mass; RE staff updating qualifications in the theology and religious education; Emphasis in year coordinator meetings on professional development rather than administrative issues.

Learning and Teaching

School review held in May. Implementation of years 7 & 9 Australian curriculum & planning for years 8 & 10, 2015; Implementation of Catholic studies as a non-ATAR subject & Multi - Media course instead of IPT; Increased use of NAPLAN results & De Courcey analysis of HSC data to improve student outcomes.

Leadership for School Improvement

Boarding coordinators attended ABSA conference; Electronic booking sheet on IRIS for parents and teachers; web-page updated; selective screening of boarding applications; Effective cleaning team.

Strategic Resourcing

Extension of English faculty; art room ceilings repaired; stairs & cupboards built; 16 projector screens installed.

Priority Key Improvements for 2015

Catholic Life and Religious Education

Catholic studies introduced year 11. Alternate student and staff attendance at Mercy and Josephite conferences (JJAMM for the first time - teacher and Captain and Vice-Captain); invite guest speakers from Mercy and Josephite schools. Christian meditation groups established with staff and students. School courtyards & classrooms names after significant people in Church & school history.

Learning and Teaching

Introduction of accelerated reading and literacy & technology skills course in year 7. Curriculum focus in professional learning teams - how do we improve student learning outcomes? Increased use of RAP analysis. Better use of intranet for learning.

Leadership for School Improvement

Appointment of Admin coordinator to allow the Assistant Principal to concentrate more on curriculum; restructure maintenance in the College & separate bus driving from maintenance role. Induction of the new Director of Boarding. Formation of professional learning teams across staff.

Strategic resourcing

TAS storage shed to be constructed, Japanese fountain in bus bay courtyard with shade sail over bus waiting area; hall to be refurbished with stage curtain & blinds.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

The Diocesan School Learning Review and Development process, surveyed parents in 2014. 125 surveys were received from the parent body. The College also has an active P&F association of over 20 members who meet each term to work for the good of the school. The newsletter which is distributed weekly also invites parent feedback on events in the school calendar. Feedback is also obtained at parent/ teacher information evenings and report evaluation meetings. In general, parents are highly satisfied with the school and commend our work with their daughter/s. We have a reputation of achieving excellent academic results, committed sporting teams and extensive involvement in co-curricular activities such as Tournament of the Minds, Public speaking and Debating. Our ex-students who are now parents and grandparents remain committed to the school via their association and their involvement as guest speakers, for example at Wisdom assemblies, the MacKillop dinner. Such is parent satisfaction with the school that we now have a waiting list on year 7 and year 8 enrolments. Emails and letters from families continue to show support and satisfaction with the College.

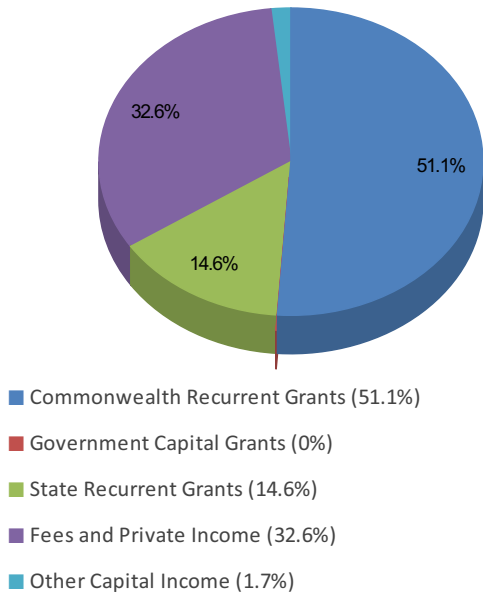
Student Satisfaction

During the school review in 2014, students were interviewed in focus groups and in classroom visits. Students also provide feedback to their classroom councillor who in turn meet with the Pastoral Care coordinator and senior councillors. Students are often surveyed in their home room groups and at house meetings. Surveys are also distributed by the school counsellor and student's individual teachers. Over the last 4 years, our school enrolment has increased from 576 to 615. At the enrolment interview, the new student often puts forward the reason for wanting to come to MacKillop is on the advice of present MacKillop students, "on how good the school is". Ten year reunions are held each year and over 60 ex- students attend. Students express satisfaction that they are treated with respect and dignity and on the calm manner in which the school day is conducted. Students report that the teachers work with them to produce the best results. MacKillop College is a school of high expectations and this flows across into the community. Students have a suggestion box and an anti-bullying box if they need to ask questions or report anonymously.

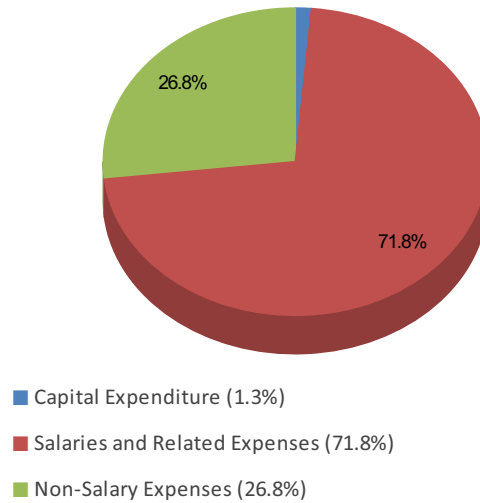
Teacher Satisfaction

The longevity of tenure at MacKillop is a good indicator of staff satisfaction. Several staff have been with us over 25 years. In the School Review, held in 2014, over 58 staff surveys were received. For items in the school review survey, the majority of the responses were overwhelmingly positive. The majority of responses for the item indicated there were 'Major Strength' or 'Many Strengths for each item. In general staff acknowledged that their work was appreciated and that they felt supported. Staff consultation takes place at staff meetings, morning briefings and faculty meetings. Staff are taking an active role in the decision making for the strategic plan from 2015 to 2019. At staff meetings the annual plan is revisited and suggestions put forward. The annual school budget is explained to staff with requested feedback. The principal makes a point to speak to each teacher at least once per fortnight and invites staff to visit if they have any concerns or issues of an urgent nature.

Income



Expenditure



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.