

MacKillop College Bathurst
Annual School Report to the Community
2015



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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 48 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

The various Masses and other Liturgies that are celebrated during the year make explicit our recognition of our faith in Jesus Christ and our dependence on his guidance and strength. This nurturing of the spiritual dimension of students' lives is also woven into the daily life of the school. All members of the school community witness to the values of kindness, fairness, compassion and justice in many ways. The ongoing struggle for all of us is to be consistent in our living out of these values. Sometimes we fail and when that happens that other crucial Christian value of forgiveness has to be brought into play.

While our Religious Education classes can teach us a lot about God and how Jesus reveals God to us, the challenge is how to apply what we have learnt to our relationships at home, at school, in the workplace, on the sporting field and in all those places we live and interact with one another. Daily living of Christian values is not easy and that is why we acknowledge our dependence on God for the strength to do so. Religious education is important in offering a framework for students to grapple with the questions that arise in their journey of developing their self-identity

Parent Body Message

I like to think the MacKillop Parents and Friends Committee is more of a network of people who get involved with their daughter's journey at MacKillop College. There are many people who get involved and donate their time and resources to make the committee as successful as it is. There would well be over 100 people who support the committee. They do such things as cook BBQ'S, organise raffles, donate plants, cakes, vegetables, organise and run the Twilight Fete, organise the Father Daughter Dinner. The network also extends out into the community as local businesses are constantly contacted for raffle prize donations of which the money raised is spent on things that directly benefit our daughters. I would like to take this opportunity to farewell Mr Gerald Lynch. Gerald was the President for 4 years before he nominated me for the position. He has put countless hours into the organisation of the Twilight Fete and many other fundraising events. MacKillop College is an excellent place to build the foundations for our daughters' futures. The Parents and Friends will miss the parents leaving at the end of 2015 but we look forward to meeting as many newcomers as possible in 2016.

Student Body Message

On behalf of our year group I would like to take this opportunity to thank every person in our College community. Each and every one of you have played a significant role in our lives by simply making MacKillop what it is, and keeping its spirit alive. Special thanks go out to all our parents for supporting us over these six years, to Mrs Moore, Mrs Whelan and the Leadership Team for always guiding us in the right direction, and to the College Office ladies for being ever so patient with us. To my Vice Captains, Jayne, Phoebe and Georgia, the Senior Council, House Captains and Welcoming Committee, you are to be commended on your conspicuous efforts throughout the year. And lastly to our teachers, You have been our role models, our advice givers and the people we can count on in both good and bad times. You told us never to never give up, believed in our ability and assured us that everything would be OK. And once again as ever, you were right. MacKillop is far more than a school; it is a family where everyone has a place to belong and where everyone is nurtured and taught to value the true things in life, especially each other. We will never forget what you have given us.

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 49 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, PAYTEN and THOMAS.
- 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 2015:

Girls	Boys	LBOTE*	Total Students
608	0	5	608

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 92% completed Year 12 in 2015.

Our retention rate has increased from Year 10 to Year 12.

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 2015 was 89.03%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	90.57%
Year 8	91.27%
Year 9	88.71%
Year 10	87.59%
Year 11	89.99%
Year 12	86.04%

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.	18%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

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, 2015 Graduating Class	65%	20%	10%	5%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
53	23	76

* This number includes 37 full-time teachers and 16 part-time teachers.

Percentage of staff who are Indigenous	1%
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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	Child Protection training & Disability Standards training
Term 2	SALT training, Clickview, Wisdom schools.
Term 3	The Francis Effect, Enterprise agreement, Sport guidelines
Term 4	Australian Teaching Standards, NAPLAN analysis, First - Aid/CPR

Curriculum development was undertaken in faculty meetings. All staff had access to further professional development in their own field.

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.	54
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.

Our liturgical experiences throughout this year can be likened to a pilgrimage. As a community of faith we travelled to various places of worship and for many different reasons. Each Liturgy has enabled all members of the community to share in the wonderful gifts of individuals who have contributed to bringing meaning to our celebrations of God's Word. Our choristers and musicians have always assisted in creating an atmosphere that draws us to prayer. The generosity and talents of our young women have been essential to our worship. They have served the community faithfully with their willingness to be altar servers, Ministers of Communion, readers, procession bearers, liturgical dancers, painters and designers, and creators of our sacred spaces. To all who have been involved goes a sincere and wholehearted thank you!

The Religious Education program of our College forms an integral part of the total curriculum. It encompasses more than the classroom teaching of religion, and is directed towards the personal and religious development of our students. It embodies the core of our mission statement:

"A Catholic faith community dedicated to excellence in the education of young

women."

It has been developed to stimulate and challenge students, especially in their understanding of Scripture and Tradition as well as, their critical thinking and moral reasoning.

A decision was made by the RE staff in 2015 to refine and revitalize the teaching units for Years 7 to -10 based on the Diocesan programs provided by the CEO. This was to facilitate a flowing sequence of topics and to promote deeper engagement of from the students.

This process generated themes for each semester supported by guiding questions in each term and focuses on inviting students into a deeper and more intimate relationship with God through their exploration of the Scriptures, their participation in personal and communal prayer, and their living out of Catholic social and moral teaching

We live in an increasingly secular society where some people even question the existence of God. The need for young people to benefit from a high quality, value and knowledge based Religious Education Curriculum is vital.

Religious Education forms the basis of the central learning experience for all students at the College. It calls for passion, commitment and authenticity from the staff who chose to teach in this area.

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)	
	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 include:

Studies of Religion 1 and 2 unit; Catholic Studies; English Standard and Advanced, plus Extension 1 and 2; Mathematics General 1 and 2; 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; Industrial Technology Multimedia, French Continuers, Japanese Continuers; Entertainment Industry and Life Skills.

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.

Extra-curricular activities include: debating, Tournament of Minds, public speaking, band, orchestra and choirs; equestrian teams, sporting teams, rowing, yearbook and DVD committee.

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	33.00%	29.00%	12.00%	19.00%
	Reading	33.00%	28.00%	9.00%	15.00%
	Writing	20.00%	16.00%	13.00%	29.00%
	Spelling	40.00%	31.00%	8.00%	16.00%
	Numeracy	24.00%	26.00%	13.00%	17.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	27.00%	17.00%	13.00%	29.00%
	Reading	32.00%	21.00%	13.00%	23.00%
	Writing	13.00%	13.00%	27.00%	39.00%
	Spelling	35.00%	24.00%	11.00%	22.00%
	Numeracy	23.00%	24.00%	4.00%	17.00%

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.

In 2015 the number of students issued with a RoSA	4
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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.

Staff have the responsibility to motivate, challenge and affirm each student to give her best; to value each student for her dignity, talents and contribution and provide skills, knowledge & values necessary to embrace the changing world, incorporate relevant technologies in their lives and respect the natural environment

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 (one being a boarder - Perthville)

- Two House Captains for each House
- Senior Councillors that support the College Captains
- Welcoming Prefects
- Leaders of Music Ministry

The College Captains and Senior Council also attend and participate in the local ANZAC Day Dawn Service & ANZAC Day March. The College conducts four Service Groups and under the leadership of the RE Coordinator & 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 2015

We undertook student formation in the understanding of service with an immersion experience at Warnum Community School in W.A. in September holidays.

Wisdom schools (Kevin Treston) as a model to underpin teaching in a Catholic school which was incorporated into staff meetings and the life of the school.

Full staff training occurred in trauma with additional training for the counsellor and nurse.

Salt compliance and Disability standards was completed by all staff.

Professional learning on Australian Professional Standards for all teachers.

Accelerated reading program was introduced and developed for all Year 7 in 2015.

Implementation and tracking of Years 8 & 10 Australian programs in English, Maths, Science and History.

Refinement of Years 7 & 9 programs for the Australian curriculum.

Lets do Lats (Literacy and Technological Skills) for all year 7. Skills were actively taught across all classes.

Reorganisation of maintenance and boarding staff.

Commercial produced to promote boarding and shown on Prime TV Central West over a fortnight.

Solar shade over bus bay courtyard, new fountain and new gardens in front of school and Trade Centre.

Priority Key Improvements for 2016

To understand and develop more fully the Model of Christ Centered Learning and the work of the Christ Centred learning facilitator. (MCCL)

To furnish a new room for RE staff near the Chapel.

To develop and implement professional learning teams based on school needs.

Professional learning teams (PLTs) to collaborate and develop processes to raise student outcomes.

To encourage and promote the Accelerated Reader program for Years 7 and 8.

To understand and introduce Peer Coaching for teachers.

To establish a committee to plan and organise the 50 year anniversary of the College in 2017.

To check accuracy and currency of staff handbook, student diary and all College guidelines and publications.

Working templates produced for teaching and learning that articulates the Australian professional teaching standards.

To choose the most cost-effective supplier of solar panels for a system size of approx. 45Kw. and have it installed on the library roof.

To plan and implement a replacement program for ICT hardware in CR1, CR2 and library.

To continue with the landscaping and naming of the courtyards.

To draw up a time line to plan and organize air-conditioning for learning spaces.

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 College has an active P&F association of over 20 members who meet each month 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, and the MacKillop dinner. The MacKillop dinner hosted over 100 parents and staff this year. At each dinner an ex-student is a guest speaker confirming their formation by the school. Such is parent satisfaction with the school that we now have a waiting list on year 7 to 9 enrolments. Emails and letters from families continue to show support and satisfaction with the College.

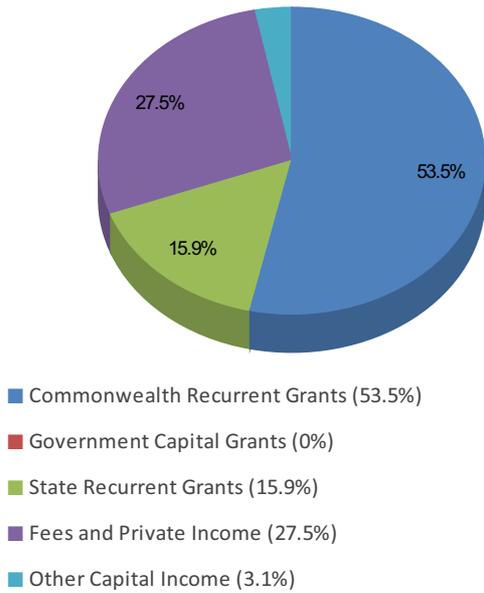
Student Satisfaction

Students 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 5 years, our school enrolment has increased from 576 to 645. At the enrolment interview, the new student often puts forward the reasons for wanting to come to MacKillop and it is often on the advice of the 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. The College has a Facebook page and SchoolStream provides a phone App so that communication can occur with parents daily or weekly.

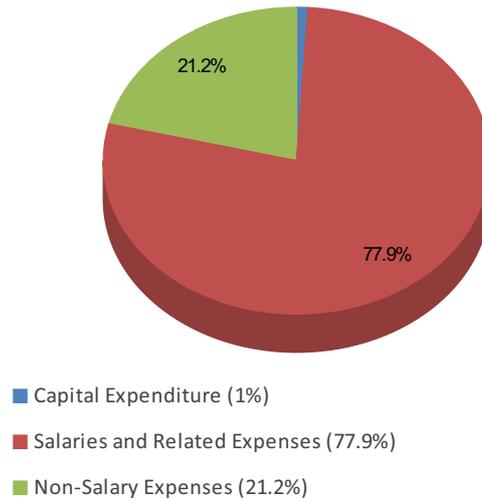
Teacher Satisfaction

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. Morning teas are held every month to strengthen camaraderie and general well-being. Staff took 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. At the recent optional MacKillop dinner over 20 staff attended on the Friday evening. A very active social club.

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.