

2016 Annual School Report to the Community

MacKillop College Bathurst

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Principal Mrs Maureen Moore



Principal's Message

In our society, schools are often pressured to believe that their first duty is to give the students an education solely developed on “getting the student into a university or the workforce”. For the Catholic school, education is a much broader task. Promoting an appreciation that life with faith brings a completeness is the noble task of the Catholic school. Faith is a precious gift which is offered by Catholic schools. Our role is to help students grow in their humanity. Pope Francis on Vatican Radio made suggestions on how teachers can guide our lifelong learners to success:

“You must not teach just content, but the values and customs of life ... There are three things you must transmit: how to love, how to understand which values and customs create harmony in society and teachers must aim to build an educational relationship with each student who must feel welcomed and loved for what he or she is, with all of their limitations and potential.”

Our mission is to ensure that our schools are oases of peace, beacons of hope and places of high quality teaching and learning. I thank the staff, students and families for their commitment to the vision and mission of MacKillop College.

Parish Priest's Message

Every year has its fair measure of joys and hopes, happiness and sadness, successes and failures, grief and anxieties, and 2016 has been no exception for MacKillop College.

We've witnessed tremendous success and all the associated joy that follows it in the academic, sporting, musical, social, pastoral and personal achievements attained throughout the year.

We've celebrated major milestones including the 150th anniversary of the arrival of Bishop Quinn, seven Sisters of Mercy, and a few priests and seminarians who, together with the lay faithful already present in the Bathurst region, formed the nucleus of the Diocese of Bathurst and the parishes, communities and schools that now thrive in this part of NSW and proclaim the timeless message of Jesus that the Kingdom of God has begun and will come to fulfilment through the cooperative venture of the Holy Spirit and those who allow themselves to be guided by that Spirit.

May we move into a new future as we enter 2017, the 50th anniversary of the Diocesan Catholic Girls' High School, which became MacKillop College, a centre of excellence in providing quality Catholic education.

Parent Body Message

The traditional role of any Parents and Friends is to raise extra funds to assist the College. Our Parents and Friends this year has also been able to assist the College in a more personal way supporting the Porter family after their daughter Hayley was involved in a serious accident.

We really appreciate all parents who have assisted with each of the events including the Twilight Fete, Father/Daughter Dinner and Pie Drive. Up to 200 individual parents assisted and supported our efforts throughout the year. The Parents and Friends have distributed these funds to College activities such as the Star Reading Accelerated Program, clothing for the Equestrian team and, as our major input, replacement of the stage curtains in the College Hall.

I would like to thank all of the committed regulars who attend our meetings and functions and the current committee members for their ongoing support of the Parents and Friends.

Student Body Message

It does not seem that long ago that we began Year 7 as just a glowing spark in the light of MacKillop College, unaware of our potential or what was to come, our greatest ambition being to make it to the photos on the wall that appeared to be the only source of guidance in the identical corridors! And now here we are, Year 12 done and dusted. It has been the most challenging yet fun-filled year of our lives.

We've also had a number of people cheering us along the way. Teachers, thank you for your knowledge, ongoing commitment and for not giving up on us. In the wise words of Winston Churchill, “Never was so much owed by so many to so few.”

Mrs Auhl, thank you for looking after us all the way back to Semester Two of Year 7. Thank you for your cool and calm demeanour and your organisation. To Ms Galvin, Mrs Walton, Mrs McPhillamy and Mrs Sullivan, thank you for the part you played along the way as Year Coordinator or assistants.

A final message to all you MacKillop girls out there, the one piece of advice I would like to leave with you is to be a part of as much as you can. You will not regret it!

SECTION TWO: SCHOOL FEATURES

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

MacKillop College is a Catholic day and boarding school for girls from across the Bathurst Diocese and beyond. It has a rich tradition that has grown from the twin Mercy and Josephite charisms.

"With Mary's help be a light to the world" is our College motto which amply describes the students who graduate from the College and make their way in the world. They are shining lights in all aspects of the career paths they pursue. A formidable sense of social justice and responsibility beyond oneself are legacies of the education girls at MacKillop receive.

Our very proud academic focus is celebrated and rewarded with strong HSC results. We are as proud of the student who achieves Band 6 as we are of the student who has raised their Band 2 result to a Band 3.

Pastoral Care is a focus of College life with programs and support required to ensure all students have the capacity to achieve their potential.

The College offers a wide range of extra curricular activities in the academic, creative and sporting fields. House spirit is alive and well with girls participating in house competitions in swimming, athletics, music, team sports and debating.

Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
624	0	7	624

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2014, 93% completed Year 12 in 2016.

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 2016 was 91.81%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92.78%
Year 8	91.23%
Year 9	92.78%
Year 10	88.57%
Year 11	91.84%
Year 12	93.63%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, 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, school staff, as part of their duty of care, monitor part or whole day absences.

School 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 School 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 Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School 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.	29%
% 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 School 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, 2016 Graduating Class	60%	6%	22%	12%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
54	22	76

* This number includes 39 full-time teachers and 15 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 School 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 School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Professional Learning Communities
Term 2	Model of Christ Centred Learning - Australian Teaching Standards
Term 3	Formative Assessment (Feedback) & NCVIS training
Term 4	Staff Spirituality & Child Protection training

Staff attended a variety of professional learning opportunities throughout the year. Preparation for the implementation of the Stage 4/5 Geography syllabus formed one focus. Teachers also attended training in specific KLA areas, student wellbeing, peer coaching, NAPLAN marking, 3D printing and CPR.

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.	100
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 School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

As a Catholic community, MacKillop College has as a primary purpose the facilitation of the spiritual development and religious formation of the students, staff and parents. This rationale is firmly embedded within the Gospel. The Mission and values that underpin MacKillop College are the explicit expression of this implicit foundation of faith and life in Jesus Christ. The College also acknowledges its rich heritage through the dual charisms of the Sisters of St Joseph and the Sisters of Mercy, which permeate the everyday actions of the members of the community as they stand in solidarity with those who are disadvantaged, poor or marginalised in the world.

The spiritual and religious formation takes place both formally and informally through the various opportunities for the students, staff and parents to be present to and be involved in the liturgical and prayer life of the College and parish, the reflection days and retreats, the social justice initiatives and outreach which continue to make up the fabric of College life at MacKillop.

The Religious Education program continues to support the spiritual formation through “excellence in education” within the classroom. Pope Francis encouraged all involved in Catholic education, during the Year of Mercy, to focus on the whole person - mind, heart, body and spirit. The Religious Education program therefore maintained its approach in challenging, informing and engaging the students to grow in understanding and compassion.

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	25.97

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 School 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.

MacKillop College offers an extensive range of courses from Years 7 to Year 12.

HSC Courses 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 and 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 School 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 School 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	40.00%	28.00%	15.00%	20.00%
	Reading	39.00%	26.00%	9.00%	17.00%
	Writing	14.00%	16.00%	19.00%	27.00%
	Spelling	35.00%	28.00%	7.00%	18.00%
	Numeracy	32.00%	30.00%	5.00%	15.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	30.00%	16.00%	12.00%	27.00%
	Reading	33.00%	21.00%	11.00%	21.00%
	Writing	18.00%	12.00%	21.00%	38.00%
	Spelling	26.00%	22.00%	9.00%	23.00%
	Numeracy	22.00%	23.00%	6.00%	18.00%

Higher School Certificate

The results of the School'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)					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion 1	46%	49%	49%	51%	68%	50%
English Standard	4%	8%	0%	8%	22%	13%
English Advanced	83%	59%	51%	57%	61%	62%
Mathematics	33%	54%	32%	53%	22%	53%
Legal Studies	62%	40%	45%	41%	60%	43%
Personal Dev, Health & PE	50%	31%	17%	30%	53%	35%
Visual Arts	55%	49%	0%	0%	45%	55%
Business Studies	36%	37%	17%	36%	44%	35%
English Extension 1	100%	93%	100%	95%	100%	95%
Mathematics General	44%	25%	29%	26%	31%	26%
Modern History	78%	43%	77%	44%	87%	41%
Music 1	50%	60%	40%	62%	83%	63%
Studies of Religion 2	74%	44%	75%	40%	63%	48%

Overall the results for students sitting the 2016 HSC were pleasing.

Seven students received ATARS above 90. This represents 8% of the cohort. Thirty one students achieved Band 6 results across fifteen courses. There were 9 students who scored a mark of 89.

Twenty-one HSC Courses achieved above the state mean with five courses achieving a significant five percent or more above the state averages.

The number of students achieving Band 1 or 2 in any subjects is minimal.

Student Welfare Policy

MacKillop College is a Catholic Girls school which offers a special opportunity for the education of young women. Pastoral Care at MacKillop is based on cooperation and mutual respect, where students, parents and staff engage positively with one another, making school life an enriching and rewarding experience.

The focus of our Pastoral Care Framework is to provide a safe environment where students feel connected to their community, can build positive relationships and engage in Social, Emotional and Academic learning. Students are encouraged to work cooperatively towards supporting the goals of the College and the College's motto "*With Mary's help be a light to the world*".

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

Discipline Policy

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

Discipline Policy

The College Welfare Policy reflects a positive commitment to all students as opposed to a negative one. 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 three key frameworks:

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

The Restorative Practices Framework is built around the philosophy of Restorative Justice and revolves around three focus areas:

1. Focus on the specific behaviours or incidents without blaming.
2. Investigate who was affected and how they were affected.
3. Direct questions toward problem. Solve what needs to happen to make things right.

The full text of the School's Student Discipline Policy may be accessed on the School'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

At MacKillop College we aim to provide a diverse range of opportunities for our students to develop leadership skills.

The Junior Council provides a framework for Years 7-11 students to take ownership of their School and represent their student body.

MacKillop College is a member of the Peer Support Foundation and Year 11 students have the opportunity to become Peer Support Leaders. Peer Support Leaders lead an orientation program with our Year 7 students, which forms a vital component of welcoming our Year 7 students into our community.

Senior Students have many opportunities to represent the College in leadership roles.

Alongside formal leadership roles our student have the opportunity to be involved in a wide range of extra-curricular cultural and sporting activities, including:

- House Competitions (House Debating /Athletics/Swimming/House Music Festival)
- College Fete
- College Assemblies
- MacKillop Dinner
- Yearbook Committee
- Sports and representative sport (Diocesan/CCC)
- Debating and Public Speaking
- TOM (Tournament of Minds)
- Music (Concert Band, Orchestra and Choir)
- Drama Productions
- Overseas excursions (History Tour, France Tours, New Caledonia Tour, Japanese Tour)

SECTION NINE: QUALITY CATHOLIC EDUCATION

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

Key Improvements Achieved in 2016

Development of the Model of Christ Centered Learning and the work of the Christ Centred learning facilitator. (MCCL)

Furnishing a new room for RE staff near the Chapel.

Development and implementation of professional learning teams to collaborate and develop processes to raise student outcomes.

Promotion of the Accelerated Reader program for Years 7 and 8.

Introduction of Peer Coaching for teachers.

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

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

Investigation of the most cost-effective supplier of solar panels for a system size of approximately 45Kw and installation on the library roof.

Implementation of a replacement program for ICT hardware in CR1, CR2 and library.

Continuation of the landscaping of the courtyards.

Priority Key Improvements for 2017

Implement aspects of the Christ Centred Learning Model by maintaining a focus on student learning through the development of staff expertise in contemporary learning activities such as Inquiry Based Learning.

Encourage an appreciation of Aboriginal culture and build capacity in staff to provide culturally inclusive curricular and practices. This will occur through Cultural Competence training and the renaming of courtyards using Aboriginal names.

Enhance the Pastoral Care program based in Year groups in order to build resilience, community and leadership capacity in students.

Embed the use of formative assessment strategies with the intention of reducing staff reliance on summative assessment. Inservice teachers on use of technology such as Adobe Suite, Google platform etc.

Employ new maintenance officer and review the need for additional staffing in this area.

Improve the rate of student absenteeism through the development of school based strategies aimed at monitoring, reporting and improving school attendance. Specifically reduce the number of students with less than 85% attendance record.

Investigate and commence capital projects – air conditioning, rendering, fence, signage.

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 School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

MacKillop College host a number of activities that allow opportunities for parent involvement and engagement. These include College Academic and Sporting Awards assemblies, Year 7 luncheon, Masses and carnivals. Feedback from parents is always considered and acknowledged.

The Parents and Friends Association is well supported with a group of parents working to improve facilities for their daughters. This group also provides opportunities such as the Father / Daughter Dinner where parents can meet other parents within the community. Throughout 2016, over 200 parents were involved with one or other of the P and F activities.

Student Satisfaction

Students have a voice through the Junior and Senior Councils and through their class councillors. All issues raised are forwarded to the College Leadership Team for discussion and, where warranted, implementation.

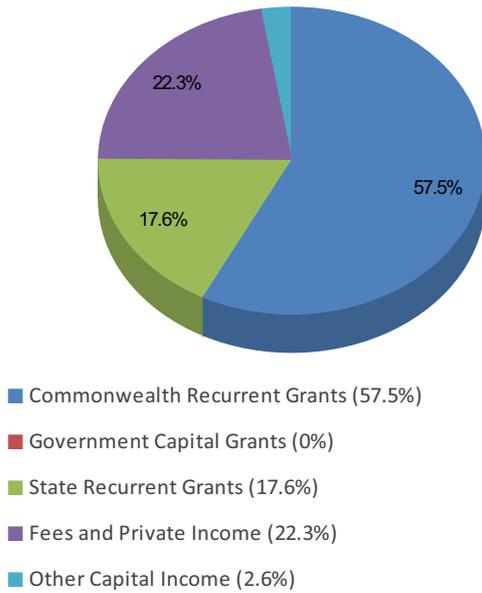
The school spirit within MacKillop College is a strong indication of the level of engagement and satisfaction experienced by students. Strong House Spirit is evident at events such as the Athletics and Swimming carnivals, House Music Festival, House Team Sports and House Debating.

Ex students of the College return regularly to meet teachers and students.

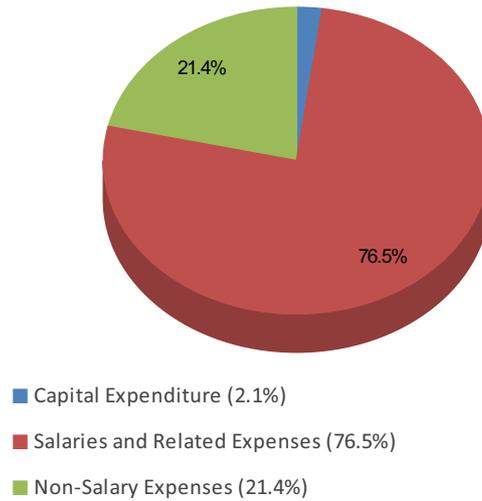
Teacher Satisfaction

MacKillop College is a well respected school with staff who tend to remain for many years. The excellent facilities, high behaviour standards and supportive environment contribute to a high level of teacher satisfaction. In general staff acknowledge that their work is 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.

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.