

MacKillop College Bathurst

Annual School Educational and Financial Report

2013



MACKILLOP COLLEGE
BATHURST - PERTHVILLE

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ABOUT THIS REPORT

MacKillop College Bathurst is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on 02 6338 2200 or by visiting the website at www.mackillopcollege.com.au

PRINCIPAL'S MESSAGE

2013 has been a successful year and everyone has worked together to make it such a good year. I am very proud of what everyone has achieved. We are a school where we encourage everyone to take part, join in and try new things.

The various liturgies and Masses held throughout the year demonstrates how students and staff draw on the rich lode of spirituality and talent within the school to celebrate each occasion in a way that signifies, clearly, the importance of the event in the life of the community of MacKillop College.

The teaching staff who give so tirelessly of their time and talent, the way in which they teach, what they do to organize the students' lives at school and the learning and faith experiences they provide, has a powerful effect in shaping the College and in influencing the total development of each of our students. As Michael Barber says, "the quality of an education system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007, p.19).

At MacKillop College we are very proud of the fact that we are a Catholic comprehensive high school. While the academic side of school life is very important and provides the basis for the existence of any school, it is all the extra things that define us as MacKillop College. We provide a holistic educational experience that transcends academic, cultural, social, spiritual and sporting boundaries. We aim to foster the development of mature, empathetic young women with a commitment to justice.

MacKillop has developed a highly effective student leadership program that continues to provide opportunities for the fine-tuning of leadership skills. Using GRIP leadership as the training program, our student leaders conduct assemblies, take on fund-raising projects, organise House competitions, and coordinate socials and so much more. They learn to balance these commitments with the onerous academic demands of senior studies. The College yearbook and DVD available on request are excellent records of our achievements and identify the spirit that characterises this school.

A key focus this year has been preparing for the implementation of the Australian Curriculum in Years 7 and 9 to commence in 2014. A considerable number of staff, have spent many hours preparing and writing programs as part of the Bathurst Diocese writing committees that were initiated to help schools adapt and prepare for the changes.

Our College enrolments continue to rise. They indicate a willingness on the part of parents to exercise their right of choice of schools; it also challenges us to provide quality Catholic education. The support our school has received from all sections of our community and their willingness to be involved has ensured that our efforts this year have been successful.

Mrs Maureen Moore

PRINCIPAL

MESSAGE FROM PARENTS and FRIENDS ASSOCIATION OR PARENT REPRESENTATIVE

Who are these people?

They take days off work to cook barbecues. They give up their weekends to sell raffle tickets. They give up time to contact business groups to get donations of items to raffle. They spend time away from home at night to attend monthly meetings. They spend countless hours organising the MacKillop Fete, not to mention staying back late to pack up. They are a group of committed parents who all have one thing in common. These parents are all showing support for their daughters' education and the school they attend.

I would like to thank everyone who helped out and committed time, energy, and support to the Parents and Friends Committee and our various fund-raising events.

Special thanks go to the following people who make the Parents and Friends Committee a success:

Gerry Lynch for his past four years as Parents and Friends President and for his continuing support

Peter Murphy (Treasurer)

Greg Iacono and Kevin Porter (Vice Presidents)

Virginia Nolan (Publicity Officer)

Gerry Lynch, Greg Iacono, Kevin Porter and Glen Rudgley (Fete Coordinators)

Sheena Rigby (Secretary until July 2013)

Maureen Moore, our College Principal who shows continual support to the Parents and Friends.

Kathy Griffin for the organisation of the wood raffle which raised \$2000.00.

Jane and Greg Iacono for the organisation of the Pie Drive which raised \$1000.00.

Kevin Porter and Gerry Lynch for the organisation of the barbecue for the Diocese Sports Carnival which raised \$2500.00.

This year the Parents and Friends committed \$60,000.00 towards the new music room. This amount was raised over several years and without the ongoing support of the MacKillop community, donations of this type would not be possible. There was a \$300.00 donation to Camp Quality, \$300 for Stress Reduction Workbooks for students from the Headspace program, and \$391.00 for Equestrian shirts.

Thank you to all the teachers and staff of MacKillop College, and sometimes their partners, who help at various events.

A final thanks goes to the students who encourage their parents to be part of the Parents and Friends.

The aim of MacKillop's Parents and Friends 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 pm in the College Library. Whether your daughter is just starting 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 you daughter's education and the time you invest will surely have a positive outcome for her future.

Contact with the Parents and Friends can be made through the College Office.

I would like to wish the very best of luck to all Year 12 students for the future and to welcome all the new Year 7 girls. 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 2013 but we look forward to meeting as many newcomers as possible in 2014.

Mr Ray Blasig

President of the P&F

STUDENT REPRESENTATIVE'S MESSAGE

Was it Dr Seuss who said, "Don't cry because it's over, smile because it happened"? Oh well.

There are a couple of reasons I was really glad when the world didn't end on December 21 2012. One is that Season Four of *Offspring* aired in May this year. This was an event which many of you have come to understand had incredible significance in my life. May Dr Patrick Reid rest in peace. Mostly, though, after Presentation Day last year, I was so looking forward to constantly spamming the email inboxes of the ninety-one tolerant, beautiful individuals who comprise MacKillop's Class of 2013. Once I learned the capabilities of that 13@mkcstudent email address there really was no going back.

We're finally here at the elusive '13 that's been the start of our College usernames for six years. Bad news for some who had fingers crossed because last year's predicted apocalypse would have meant no HSC, but the future's so bright it's blinding, and we have those who've walked with us on this journey since 2008 to thank. I'll start at the very beginning, when my pathetic sense of direction made for an interesting Semester One at MacKillop. For about two terms the only way I knew I'd been past the same place twice was if our photos on the walls started looking familiar. Amazing that I made it to Year 12 at all! I'm sure I've developed fine motor skills from bus surfing on Ego every day. Juggling books and folders, a VA diary, PE gear and often a large musical instrument while trying to avoid hitting my head on the roof - I definitely did not emulate the aura of coolness I so envied in the older MacKillop girls in those early years!

This pattern of general disarray continued for about six years. For example, I have managed to maintain a tradition of being unfashionably late to everything. I will really miss sneaking in twenty-five minutes after the start of Band and Orchestra practices every Tuesday and Thursday morning. Please promise that our music ensembles will continue to thrive! I pretended to play the trombone for about 10 months in the junior years, if that's possible. Anyone can pick up an instrument at the start of 2014 and rock along to Band or Orchestra at 8.00am on a Tuesday or Thursday morning. You won't regret it! I have always seemed to be running somewhere this year - roll, class, Senior Council meetings, to assemblies, in the door at five to nine. It's been a jam-packed year, and there have certainly been weeks when I've found myself envious of my dog Brady's life of leisure, but I have learned so much, and feel incredibly blessed to have spent this apocalypse-free 2013 in the company of the MKC community.

Some memorable times have been had with the Senior Council this year. Olivia and I didn't expect to be hosing two dozen eggs off the floor of her garage after Jenny and Bec's twelve days of Christmas skit. Laura and I almost literally bought the entire lolly aisle at Woolworths for the Athletics Carnival. Flooding certain important parts of MacKillop's infrastructure at a particular social was memorable. The many and varied tasks undertaken as a team during the year - from pizza box sorting to sausage sizzling to fashion parading to creative choreography - have contributed to the precious spirit of our final year. Thank you all for some treasured memories. I have appreciated your friendship.

I should make mention of two important people - and that's obviously Hamish and Andy! Aren't they just the best? And I should probably also acknowledge Ali and Eliza. Your ability to diffuse my often-flummoxed state with humorous yet effective guidance of our year group has been appreciated by us all this year. Thank you!

Sir Isaac Newton reasoned, "If I have seen further than others, it is by standing upon the shoulders of giants." Well, really, if I have seen further than others it's because I'm 182cm tall, but I was also certainly standing on the shoulders of giants this year. I admire every one of you, Year 12. Despite our School Certificate results of which we would all prefer not to speak, I think we can take pride in having evolved, in all our splendid diversity, into a group of bright, witty, enthusiastic, brilliantly creative people. The world probably doesn't quite know what's about to hit it. If our last day of class at MacKillop was anything to go by we'll probably be a noisy presence, but I am already excited to return in 2023 and learn everything of what you've all discovered in the world.

Mr Batman, wherever in the world he may be, gave us all the confidence that we would survive at MacKillop even if we weren't more than four and a half feet tall. Mrs Walkom and Mrs Hart - we're sorry about Year 8! From a more mature perspective we thank you for your commitment to us in '09.

We've got a quote on our fridge at home, that "you should always show more kindness than you think is necessary because the receiver needs it more than you know". I've got a feeling Mrs Hangan and Mrs Haley must have this quote on their fridges, too, because I'm sure that each one of us feels that it applies most appropriately to their integral role in our MacKillop journey. Under their guidance for nearly a quarter of our lives, we have come to truly admire you both for all of those nouns that really don't do this sentence justice, like commitment and compassion and generosity and wisdom.

To Mrs Moore, Mrs Whelan and the Leadership Team, the staff - our teachers, our Lovely Library Ladies, our Outstanding Office Angels, to Mrs Williams (we love you!) and the Maintenance Men (we also love you!), a hundred times thank you for your willing accommodation of often last minute needs. Year 12 is also indebted to Mrs McRae for her patient guidance through the emotional process of post-school decision-making. We have all appreciated your dedication, and please accept our apologies for not vocalising this thanks at the Final Assembly. All of these people engender the "spirit" of the College that I seem to have been talking about all year and we are very lucky here to be supported by staff members who so genuinely care and invest themselves in us. Year 12 has particularly found this to be true this year and this is something for all of you students to look forward to. We are so grateful.

I am personally indebted to many of you, staff and students alike. The unwavering support of the MacKillop community is something I really value. I did want to make mention of many of our ex-students (past and still present!) who have offered a great deal of themselves to me this year. Brooke and Em, particularly, thank you for your invaluable wisdom.

To our parents, it's just a chance to say a very brief, inadequate thank you to you. This year my parents have played a diverse number of roles - baked goods manufacturer extraordinaire, persistent alarm clock, chauffeur, guidance counsellor, prophet, proof-reader and editor, team mascot, sounding board and source of finances – all often in the space of fifteen minutes. A similar sentiment is echoed to our collective parent and guardian team from Year 12. You know how much we love you.

Mostly I want to thank you guys! If anyone happens to ask what I've most enjoyed about having been in this role this year, I obviously say first - the dangly badge. Coming in at a close second is just being able to have been a little part of your year. A smile or quick chat in the corridor really made my day, very often, and these were never in short supply. Thank you! We also really appreciated your support of all our fund-raising ventures this year. We have managed to rake in some impressive monetary figures that we hope to contribute to our Creative Arts Faculty, possibly with the restoration of our stunning stage curtains.

You are an incredibly lucky group to be here next year to journey with the Class of 2014. We wish Year 11 every success. I wish I could be here to watch our little sisters embrace, as we know you will, all that is offered to you next year.

This next bit I wasn't going to say if I was too sad, but I think I will anyway. Speaking of the spirit of the College, I wanted to mention my Grandma Nance, who passed away recently. Grandma was Mary MacKillop's Number One Fan. I think she was a bit of a hipster, actually – Grandma knew about Mary MacKillop long before she was canonized and everyone else realized she was cool. We all thought Grandma had a direct prayer line to Mary MacKillop, and I'm sure she's already got her autograph. What I did want to say was that my Grandma's simple faith emulated Mary's message that we know so well here at MacKillop – the selflessness and thoughtfulness in our relationships with others that really is so important.

I've got about fifty ways I wanted to finish and I couldn't decide which one was best, so I'm going to use them all.

It has been my absolute pleasure and privilege to have been in this role this year. It is impossible for me to tell you what pride I feel to have been given this opportunity, and I thank you all most sincerely.

Continuing the Mary MacKillop theme, we know that we were "but travellers here", Year 12. Even though it's taking a bit for me to remind myself of that, we know that it's time to get out and light up the world. We leave with the graciousness, humility and faith instilled in us during our time at MacKillop, and for that we are so grateful.

In the words of the wise Dr Seuss,

"You're off to Great Places!

Today is your day!

Your mountain is waiting,

So... get on your way!"

Julia O'Shea (Year 12)

School Captain

CATHOLIC IDENTITY

At MacKillop College we aim to educate the whole person - spiritually, academically, socially, physically and emotionally. For girls, a Catholic all-girl school is the optimum environment for such an education. Our vision "A Catholic Faith community dedicated to excellence in the education of young women" emphasises our strong sense of Christian mission and our aim to provide experiences and facilities to develop each girl's talents fully.

Mission Statements:

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.

The Mercy charism of 'Mercy in Action' as inspired by the life and example of Venerable Catherine McAuley and the Josephite charism of 'Humility of the Heart' as inspired by the life and example of St. Mary of the Cross MacKillop are the foundations of our College spirit.

* The faith life of the College based on the Gospel values and Catholic teachings permeates both our formal and informal curriculum.

* The College community; Staff, Students, Parents, Catholic Education Office and Parish share the responsibility for developing the College as a Catholic faith community.

* The religious dimension of the College underpins the curriculum, liturgical celebrations and prayer life, which supports, nourishes and develops this Catholic community as part of the parish of St. Michael and St. John.

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

We acknowledge our **responsibility** therefore to:

- Empower each student to realize her potential - spiritually, intellectually, emotionally and socially in an inclusive, nurturing environment.
- Motivate, challenge and affirm each student to give of her best.
- Value each student for her dignity, talents and contribution.
- Provide skills, knowledge and values necessary to embrace the changing world, incorporate relevant technologies in their lives and respect the natural environment.

Thus the young MacKillop woman will endeavour to have a strong community spirit, a deep sense of social justice – faith in action, an appreciation of cultural diversity and moral environmental responsibility focused on the life and teachings of Jesus.

The Religious and Spiritual nature of our College is explicitly articulated through the Religious Education curriculum. The practical, every day engagement within the classroom gives rise to the religious values and Gospel messages that are explored, built upon and expressed. The diversity of the teaching and learning strategies and the variety of units studied are the opportunities where God's Spirit can become active and alive. The Religious Education curriculum fosters the development of knowledge about our faith community and the wisdom of the many religious traditions and philosophies that make up the global community.

The units of work that each student undertakes from Year 7 through to Year 10 are drawn from the Bathurst Diocese's Religious Education Program, *The Christ We Proclaim*. In 2014 we look forward to implementing the new Bathurst Diocesan Religious Education programs which will link our Diocese more strategically with the Sydney Archdiocese, as we share our common vision and dreams for the future of Religious Education.

Recently, one of the senior students mentioned that if she were to show visitors around our College she would, *"take them to the Chapel first because it is a beautiful place of peace and quiet. Not every school has a Chapel and we are lucky to have one."* These were very heartening sentiments to hear! How profound was this student's understanding of the centrality of the Chapel to our community of faith. As this student reflected upon the important aspects of our College life, she implicitly recognised our place of worship as a place that nourishes us, bringing peace and stillness of heart and soul.

There have been many times across the course of our school year when the Chapel has become a place of solace for individual members or for groups of friends or for a class. The Chapel is central to who we are as Christians. It is the place we go to, to celebrate life, its achievements and struggles, sorrows and joys, doubt and faith. It is a place that is a sign of both our 'power and our powerlessness', it is our sign of hope!

This year, with the refurbishment of the College Chapel completed, we have been both fortunate and blessed to have Fr Pat O'Regan, our College Chaplain, avail himself for our Wednesday lunchtime Liturgies. These Liturgies are voluntarily prepared and lead by an RE class or a Roll group. The intimacy of the smaller gathering for Eucharist heightens the focus of what it means to be community. It is a place where we are known "by name", where we are "no longer strangers". Our Wednesday Masses have at times been for very specific intentions such as a Healing Mass, or a Mass of Remembrance for the death of a family member or for our Year 12 students or for our world.

Some highlights of the Liturgical Year have been:

- On February 13 our College's Opening Mass was held, which also had the dual focus of the beginning of our Lenten journey with the Ash Wednesday commemoration. The theme for the Mass "*Open Doors into the Future*", from Pope Benedict's call for a renewal of heart and mind that would lead us into a future filled with hope and possibilities. The commissioning of our Student Leaders and our new Ministers of Communion emphasised the spirit of this theme.
- Our College motto became the theme of our College Feast Day celebration for Our Lady Help of Christians, "*Esto Mundi Lumen Maria Auxilante*" - "*With Mary's help be a light to the world.*" We remembered our College heritage and gave thanks for the charisms of the Sisters of St Joseph and the Sisters of Mercy. Their charisms help to nourish our spirit and encourage us to work always for justice and peace in our community and world. These are the hallmarks of our living out of the Gospel message.
- On August 8 as part of their Reflection Day at Perthville, our Year 7 students beautifully and prayerfully facilitated the Liturgy for the Feast of St Mary of the Cross MacKillop. One highlight was a wonderful dramatised reflection on some of the significant events of Mary MacKillop's life. It was good to have members of our College participate on our behalf in this important celebration.
- The Year 12 Graduation Mass theme, "*We Will Light Our Way*", emphasised the hope-filled joy of these students to embark on their future journeys, taking with them the riches and blessings of their time at MacKillop.

The Retreat and Reflection Day Programs for the students at MacKillop College have continued to be "well-springs" for nurturing the spirit and nourishing the soul. These programs endeavoured to offer the participants some quiet moments and have been occasions through which they have experienced a sense of being "grounded" once more in the sacred. The responses that follow from the Year 7 and Year 12 students, give a brief insight into their experiences of the Reflection Days and Retreats for 2013.

The Junior Reflection Days:

Year 7 theme – "*Celebrating St Mary of the Cross MacKillop*". This day was held at Perthville on the Feast of St Mary of the Cross, on August 8.

Year 8 – "*To act justly, to love tenderly and to walk humbly with God*". This day was facilitated by the Youth Ministry Team from Wollongong, on October 23 at the Cathedral Primary School Hall.

Year 9 – "*Blessed are they*". This day was facilitated by the Youth Ministry Team from Wollongong, on October 24, at the Cathedral Primary School Hall.

Year 10 [2012] – "*Growing into Wisdom*" This day was facilitated by Mr Chris Doyle, on December 6, at the Cathedral Primary School Hall.

Chris was great! He was entertaining but also inspiring.. He challenged us to look at our lives and see how we've grown.

Loved his music...great with a guitar! He had us singing along! It was a relaxing and worthwhile day.

Chris' meditation and praying connected with us; it helped me make sense of things.

The Senior Retreats: The Year 11 theme -'*I am the way, the truth and the life*'. The Retreat was held at Vision Valley Conference Centre in June.

The Year 12 theme - '*Letting go, letting be, letting grow. A journey towards healing and wholeness*'. The Retreat was held at the Salvation Army Conference Centre at Collaroy in June.

SCHOOL FEATURES

KEY FACTS ABOUT THE COLLEGE

- MacKillop College the only all-girls Catholic Day & Boarding School in Country NSW
- Two Campuses – MacKillop at St Vincent's Park, Bathurst and St Joseph's at Perthville (10km from the College).
- 602 students from Year 7 to Year 12 with 75 staff including MacKillop and St Joseph's House and 72 boarding students.
- MacKillop College provides a quality girls' education at an affordable cost – tuition fees of approximately \$1450 per year and boarding fees of approximately \$14 900.

LIFE AT MACKILLOP COLLEGE

- 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 Wednesday mornings 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.

SPORT

- The College has a indoor gym for indoor sports including netball, basketball, volleyball, indoor soccer and gymnastics.
- Other College sporting facilities include an athletics field, hockey/soccer field and combined basketball/netball/tennis courts.
- Students are given the opportunity to compete at Diocesan and NSW CCC Carnivals in sports such as swimming, athletics and cross-country, hockey, basketball, netball, tennis, soccer, cricket, touch football and triathlon.
- Many past students have been selected into state and national teams for their chosen sport. There were some outstanding performances in golf, hockey, triathlon, athletics, swimming, diving & soccer. Blues award in Hockey, 2013. National Hockey team.
- The College has an Equestrian Team that takes part in the Horse Expo each year. Polocrosse National champion in 2013.

PERFORMING ARTS

- 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.

Pastoral initiatives

2013 saw the continuation of Positive Psychology research into the College and its importance in underpinning positive education to enhance student academic performance and social/emotional well being.

The Year 7 and 8 coordinators continued the theme of **Gratitude** for all Year 7/8 students to encourage them to appreciate the positive aspects of their lives every day. A key component of the theme has been the 'gratitude diary' that students reflect on and complete daily. Parents and grandparents were invited in to the College to give a sharing of their life experiences in the Wisdom assemblies held in Catholic schools week.

Motivational media presented their 2013 production of MAD – make a difference, which promotes many values and lessons for life. The year 7 'Esto Mundi Lumen' lunch provided an opportunity for new and current parents to meet in an informal gathering that was beneficial to all.

A group of 15 students participated in the Australian Communications Authority "Youth Advisory Group". They completed surveys and on-line activities to assist the Authority in planning cyber activities and guidelines. MacKillop students participated in the National Day of Action against Bullying and Violence using chalk to write slogans and draw images of support against bullying on the school concrete courtyards. The Mindfulness program was run for a small group of students focusing on their well-being and resilience. The College

PDHPE staff ran a "Headstrong" program from the Blackdog Institute during the year 9 PDHPE course. We remain the control group for this research study.

The College participated in the RUOK program highlighting the need to touch base with people, who may not be having a good day. In Bathurst Be Kind month students took on this initiative and distributed B be K cards for anyone who did a small act of kindness in our community. It was easy to implement and achieved a positive outcome for all concerned.

The Level System was continued in our Welfare Policy. These levels have replaced demerits and have assisted the Year Coordinators, staff and students to decide the manner in which the students have exceeded the boundaries that exist to assist everyone to enjoy our college community.

The College also works with many outside agencies to assist students and staff. Some of these agencies include Centacare, Catholic Education Office, Headspace, Veritas House and Community & Adolescent Mental Health Services.

ENROLMENT POLICIES AND PROFILES

There were no changes made to the enrolment policies during the year.

MacKillop College is an all-girls Catholic day and boarding secondary school of 600 students located in country NSW. Day and boarding places are available for girls in Years 7 through 12. The College is fortunate to have both the Sisters of Mercy and the Sisters of St. Joseph as founders. Indigenous students usually make-up 3% of the school population and are usually boarders in residence at St. Joseph House, Perthville.

Boarding students make a combined application with both MacKillop College and St Joseph's House, Perthville. Boarding enrolment is conditional on successful enrolment at MacKillop College. The College Principal works in collaboration with the Director of Boarding for Boarding students. MacKillop College enjoys a strong demand for student places, with maximum numbers of 120 students in Year 7, 8, 9 and 10. Senior school also attracts a high retention of existing students together with new enrolments, particularly into Year 11. Because of this demand, the College takes initial applications in some cases several years before the enrolling year. When parents or guardians first contact us to enquire about a possible enrolment, they are sent an enrolment pack, which they complete and return to the College. Should the application be for immediate placement and a place is available in that Year, the College Principal conducts an initial interview where the circumstances and the possibility for enrolment in terms of subjects etc. are explored. If a place is not available in that Year, the application is held on a waiting list and considered once a place becomes available. Applications for the following year are usually assessed in Term 2 or 3 of the current year. The application form is available upon request from the College Office. The criteria for selecting students for enrolment reflects our responsibility to provide a Catholic education for those from our local Catholic feeder schools, from other areas where local Catholic education may not be available, for immediate family members of existing enrolments, and for those requiring consideration because of special circumstances. Parent/ caregivers and students are advised of their acceptance in writing. Key elements of the school's enrolment are:

ENROLMENT POLICY

Preference will be given to Catholic girls provided that:

1. space is available in the appropriate form/ electives
2. the College can respond with the resources and personnel to meet the needs of the student. All enrolment decisions will be made in the best interest of the student in terms of her spiritual, academic and social needs.

Although preference is given to Catholic girls, some non-Catholic students will be enrolled provided that the families' reasons for enrolment are religious as well as social and academic. All students enrolled must be prepared to uphold Catholic values and to participate in all Religious Education lessons, retreats and liturgical celebrations.

It is expected that all students enrolled at the College reside with their parent(s) or legal guardian(s). If there is a variation to this arrangement while the student is enrolled at the school, consultation with the College Principal must take place.

THE CONDITIONS OF APPLICATION, ENROLMENT AND ADMISSION

Applicants will be required to present themselves for an interview during the twelve months prior to entry.

1. Acceptance of the offer of enrolment must be accompanied by an Entrance Fee of \$300.00 (refundable if enrolment is not accepted).
2. Acceptance will be for the year stated and any alteration to that will depend on a vacancy being available.
3. Families of enrolled students must be prepared to meet their financial commitments to the College.
4. Decisions concerning enrolment and termination of enrolment may be made by the College Principal in accordance with

the conditions listed above.

5. Repeated failure to comply with any of the Policies or Conditions after procedural fairness has been completed may result in the cancellation of the enrolment of a student.
6. It is expected that parents/guardians will actively support the goals of the College whenever and wherever possible.

PROCEDURES FOR ENROLMENT

- Complete and return the attached application form.
- Attach copies of all requested forms as specified on the front page of the Enrolment Form.
- All applications will be acknowledged.
- The Enrolment Office will arrange interviews and Tours.

If the application is successful, an acceptance of enrolment form is to be completed. This must be returned within 14 days. The full text of school enrolment policies may be accessed via: www.mackillopcollege.com.au or through an enrolment pack from the College Office.

GUIDELINES FOR ENROLMENT

1. Student Enrolment Enquiries and Applications are received and processed through the College Office by the Office Manager.
2. Enrolment applications from female students at local Catholic Primary Feeder Schools gain automatic entry into the College at Year 7 level on completing the enrolment process.
3. Catholic female students from local state schools and enrolment applications from students of other denominations attend an interview, are given a College Tour and with the approval of the College Principal and Parish Priest are offered enrolment.
4. Applications for other form groups, Years 8 to 12 are dependent on places being available. Families have the option of completing the enrolment process and then being placed on a waiting list if space is not available in the year group they are seeking enrolment. The waiting lists are reviewed each term.
5. Boarding students from all areas of NSW and some from other States and Countries make enrolment applications and follow a similar process for enrolment with the inclusion of a tour at St. Joseph's House, Perthville.

To ensure that students are being accommodated, girls with special needs will complete an enrolment process that includes input from a Special Needs Coordinator and from a CEO Consultant.

Day student enrolment applications from Catholic female students living outside the local Bathurst region complete an enrolment application, with the following process: Parents are asked to meet with and discuss their reasons for seeking enrolment at MacKillop College with their Parish Priest, so that he understands the purpose for their choice. The Parish Priest is not asked to approve the application but to assist the family in making a fully informed decision. -After a meeting with the Parish Priest, an Interview with the College Principal can proceed - Families are informed that there is a Catholic Secondary School option in their town and for enrolment to be considered there must be an authentic educational or pastoral reason(s) for seeking enrolment at MacKillop College. Each case has to then be considered on its individual merits.

There were no changes made to the enrolment policies during the year.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

This percentage was calculated for 20 school weeks at the end of Term 2 2013 and lodged with DEEWR.

Year Group	Attendance Rate
7	94%
8	93%
9	93%
10	90%
11	91%
12	92%
Whole School	92%

We contact parents promptly within 2 schools days of an unexplained absence occurring. Contact is made by phone, email or SMS. It can be verbal or written advice. **Records of written, electronic and verbal (record, sign and date) are retained. Recorded in teachers' individual rolls and then electronically on SAS.** Reported to the year coordinator when a student's pattern of attendance is of concern or no information received (7 or more days which do not need to be consecutive).

For repeated unexplained absences, a meeting is arranged with the Principal. Parents are given copy of enrolment policy and summary of the Education Act for compulsory school attendance until age of 17. In some cases we have referred the matter to CEO, Bathurst and Community services.

Retention Rates

Year 12 (2013) consisted of **84.1%** of the 2011 Year 10 cohort.

Students who did not continue left for a variety of reasons.

- Attend TAFE/apprenticeships
- Attend TAFE full time
- Attend local coeducational state-school due to financial reasons or preference for coeducational environment.
- Families move out of the area and in some cases interstate. Several companies are closing in Bathurst. People are relocating for jobs. School fees have become a financial burden, making the state school more attractive.
- Boarders return to properties in country areas or local town.
- Our retention figures remain generally constant from year to year. Usually 82 – 85% of students completing year 12 were present in year 10.

POST SCHOOL DESTINATIONS

For the HSC class of 2013, over 75% of the cohort were offered university places. 7% of this group have decided to take a GAP year before commencing university in 2014. This trend to take a Gap year is increasing. All of these students have enrolled in a university for the following year, 2015. 10% of the cohort have taken up TAFE places with the remaining students going straight into the workplace with further study perhaps in the future.

There were a huge variety of career choices. The most popular university course chosen were Nursing, Early childhood, Education/Teaching, Sport & exercise, Communication & media, Psychology, Arts, Law, Commerce, Business/Marketing, Criminology & Justice studies, Clinical practice (paramedic), Engineering, Science, Social work, Social science, Radiology, International studies, Medicine/Medical, Biomedical, Physiotherapy, Pharmacy, Visual Arts & Design, Journalism, Agriculture, Animal/Equine & Vet science, Biology, Health/Human sciences/, Environmental/urban/regional planning

Whilst our students study at a variety of universities, Charles Sturt continues to be the most popular due to the close distance to home. The other universities chosen were University of Sydney, University of NSW, Macquarie, Newcastle, Wollongong, New England, Australian National University, Canberra, Griffith, Southern Cross, UTS and ACU. At the end of 2014 the Yearbook will have updated information on all 2013 HSC students.

SCHOOL CURRICULUM

The number of hours teaching per subject is above the Board of Studies mandatory hours and an extensive range of extension courses is offered. Hospitality is our most popular vocational course. Learning support is provided for students with special needs and for students with lower than average academic achievement. We run a variety of extension activities.

Years 7 – 10 (50 minute Periods: 10 day cycle)

SUBJECT	PERIODS PER CYCLE			
	Year 7	Year 8	Year 9	Year 10
Religion	6	5	6	6
English	9	8	9	9
Mathematics	9	8	9	9
Science	9	8	9	9
History	6	0	5	5
Geography	0	6	5	5
Technology	6	6	Electives Line A 6 Periods	Electives Line A 6 Periods
Music	3	3	COM, IST, FR, HOSP, PASS, MUS, TT	INT, IST, MUS, HOSP, COM, VA
Visual Arts	3	3	Electives Line B 6 Periods: DRM, HOSP, FR, JAP, PASS, VA	Electives Line B 6 Periods DRM, HOSP, FRE, FT, PASS, VA
Physical Activity / PDHPE	9	7	5	5
Languages	0	6	-	-

Years 11 – 12 (50 minute Periods: 10 day cycle). 9 Periods per cycle for 2 unit courses, 6 Periods for 1 unit courses. 4 Periods for extension classes.

LINES	Year 11	Year 12
Line A	SOR 1U	SOR 1U
Line B	English	English
Line C	Maths/MH/CAFS	Maths/AH/DR/VA
Line D	AH/BIO/DR/ECO/HOSP12/VA	2UG/CFS/FR/GEO//MH/PDHPE/PHY
Line E	GMaths/DT/ENT/FR/JAP/MH/PDH	BIO/BST/CFS/DT/ECO/PVD
Line F	AG/CAFS/CHEM/GEO/LEG/MUS	AH/CHM/IPT/MH/PDHPE/SSC
Line G	BIO/BST/EXT ENG/EXT MTH/PVD/SOR2/SSC	AG/BIO/ENT/JAP/LEG/SOR2/MXT
Extension Classes	Hospitality ext. offline	Extension 2 English, Maths, History and Hospitality

Learning Support

Formal programs operating throughout the year included individual study sessions, enrichment groups, life skills programs, work placement, Multit and Quicksmart. Each activity is aimed at allowing the students to grow academically and socially and to achieve to the best of her ability. While these programs outline the important educational aspect of the Learning Support Team's role, it is the support for, and day-to-day interaction with, individual students that best reflects their dedication. Showing compassion and concern for others, they are advocates for the students in their care.

Our Aboriginal Education Worker continues to provide support for our indigenous students in the College, many of whom are boarding a long way from home. This comes in many forms including classroom and assignment assistance, provision of allied health and medical appointments and simply being there for emotional support and encouragement. Another important facet of her role is promoting awareness amongst all members of the College community about the importance of Australia's indigenous heritage. The NAIDOC activities gave all students the opportunity to be involved in indigenous games. Year 7 students also participated in the traditional cooking of 'Johnny cakes'. This year we have also had an indigenous pathways advisor.

Extension activities have also taken place across the College throughout the year. Three teams were entered by MacKillop in the Regional Tournament of Minds competition which required military like precision in organization and rehearsal. MacKillop continued to impress the judging panels with not only strong performances but also impeccable behaviour during the regional judging. Two teams successfully progressed to the State finals and were again impressive at this level. Year 7 and 8 students competed at James Sheahan Catholic High School in the Academic Olympics. They were successful in many aspects of the day.

The end of the year Project Based Learning overseen by the Teacher/Librarian and supported by teachers across all KLAs offered students in Years 7, 8 and 9 an opportunity to view their learning globally rather than compartmentalised into various subject areas. Encouraging students to think outside the box with a focus on sustainability formed the basis of the activities. It was also an opportunity to link classroom learning to the real world with a visit to Rahamin run by the Sisters of Mercy.

Late in Term 3 the College participated in Literacy and Numeracy Week. Class spelling bees were held. The finals were closely contested. It was challenging to find words difficult enough to stump the students' champion. The Roll Call challenge also proved a hit with strong competition amongst classes.

Challenging and supporting students at each individual's appropriate level continues to be the role of Learning Support at MacKillop.

Vocational Education

With the emerging emphasis of Vocational Education and Training (VET) courses for preparing students for the workforce, the College introduced Entertainment for Year 11 2012. Our existing Hospitality (VET) course has moved from strength to strength with outstanding student performances in national and regional competitions. Our Trade Training Centre was developed through a joint partnership with St Stanislaus College and St Joseph's School in Oberon. Last year we welcomed students from St. Josephs, Oberon who joined us each Monday to study Hospitality skills.

COMMUNITY SERVICES

St. Vincent de Paul Group

Throughout the year the MacKillop College St. Vincent de Paul conference has taken part in numerous activities both within the College and the wider community, fund-raising and promoting awareness of the needs of others. The annual Easter egg raffle was held, with a total of 75 prizes. With the help of the Textiles class, two hand-sewn blankets were donated to the local Bathurst Conference to support those in need in winter. Students supported the annual winter appeal and helped to organize events such as the Feast Day of St. Vincent with our brother school St. Stanislaus.

Supporting YOU speaks about issues of importance regarding human rights awareness, the instinctive quality of compassion and the value of helping those in need.

The following organisations were our focus for 2013

Jeans for Genes Day began as an Australian organisation in 1993 and sought school support in 1994. MacKillop College started donating to the Children's Medical Research Institute in 1996. CMRI is 'committed to unlocking the mysteries of childhood disease'. They now claim us as part of their family.

Yet again, we participated in White Balloon Day, an initiative of the organisation BraveHearts. To raise awareness and money we had a 'bake-off'. The students cooked sweet treats and decorated them in the theme of white and purple. Their generous efforts were testimony to their thoughtful nature.

Our final cause was CanTeen's Bandanna Day. The College became a sea of colour, as girls donned their bright and upbeat bandannas. This is always a fun activity, reflecting our desire to support those who are living with cancer. We embrace the slogan, 'Let's Show Cancer Who's Boss!'

Mercy and Justice Group

A small, dedicated group of students from Years 10, 11 and 12 have been the backbone of the activities of the Mercy and Justice service group this year. As always, Term One activities were centred on support for Caritas' Lenten Project Compassion through active participation in Roll Group fund-raising.

A significant feature of Mercy and Justice's activities this year has been promoting and supporting national and local community initiatives. National Harmony Day, March 21, was highlighted at MacKillop College by Mercy and Justice with a series of daily message reports and posters promoting local community activities. The national theme this year was "Many Stories - One Australia".

An evening-wear clothing and "bling" drive was coordinated by staff and students. Attendance at the annual NAIDOC ball in Broken Hill in May, a much-anticipated event for the local community, was in jeopardy. Access to and the expense of appropriate attire were going to be obstacle. The generosity of the MacKillop community ensured several bags of clothing and "bling" were sent to the community ensuring participation in the Broken Hill event.

Sunday August 3 was a major date in this year's events. "Just in Time", a Bathurst Refugee Support Group community day at St Stanislaus' College highlighted the plight of asylum seekers in this election year. Speakers from UNHCR and Refugee Council of Australia highlighted the real facts behind the politics.

The highlight of this year's awareness raising campaigns has been the bi-annual Operation Christmas Child. A project of Samaritan's Purse, Operation Christmas Child involves filling shoeboxes with goodies for children overseas who may never have received a present before. Something to love, something for school, something to wear, something to play with, something for personal hygiene and something special were crammed into a small box for three age groups of boys and girls. MacKillop College students, staff and their families rose admirably to the challenge by filling seventy-one boxes. Donations covered the shipping costs of \$9 per box.

VET PROGRAMS

Name of Programme	% of Year 12 involved	% attaining certificate or VET qualification
Entertainment	10%	100%
Hospitality ext. 2	.07%	100%
Hospitality (Yr 11 early commencement)	20%	100%
Hospitality ext. (Yr 11 early commencement)	7%	100%

STUDENT PERFORMANCE IN THE NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Band Distribution (%) - YEAR 7

	Band	4(-)	5	6	7	8	9(+)	%at/above National Minimum
Reading	School	2	8	26	34	23	8	99
	Diocese	3	11	26	32	22	7	97
	State	5	14	25	25	20	11	95
Writing	School	1	19	40	25	13	3	99
	Diocese	4	19	31	28	15	3	96
	State	9	21	28	22	15	6	91
Spelling	School	1	8	14	38	29	11	99
	Diocese	4	8	19	38	24	8	96
	State	5	8	19	30	24	13	95
Grammar & Punctuation	School	4	3	23	34	23	13	96
	Diocese	6	10	22	29	22	11	94
	State	10	13	20	22	19	15	90
Numeracy	School	2	11	28	31	22	6	98
	Diocese	2	11	29	32	19	8	98
	State	3	16	25	25	16	15	97

Strong performance in Bands 6.7 & 8, all above the state average. There is improvement in the Data, Measurement, Space and Geometry in the top band from 2012, but we are still below the state average. In 2012 our students performed poorly in Number, Patterns and Algebra but this year we have shown improvement. We need to investigate why four students are below the national minimum standards and provide assistance. Although the students are below the state average in the areas of Numeracy in Year 7, they are on an upward trend from 2012 and the average growth is 1.5 about the state average.

Band Distribution (%) - YEAR 9

	Band	5	6	7	8	9	10	%at/above National Minimum
Reading	School	4	5	30	23	31	7	96
	Diocese	3	12	30	28	22	5	97
	State	5	17	27	27	19	6	95
Writing	School	6	18	22	28	15	11	94
	Diocese	11	19	24	23	13	9	89
	State	18	19	21	23	11	8	82
Spelling	School	3	10	18	40	14	15	97
	Diocese	4	9	28	34	14	10	96
	State	6	11	27	32	15	10	94
Grammar & Punctuation	School	6	10	17	33	19	15	94
	Diocese	8	15	26	26	15	10	92
	State	11	15	29	23	12	10	89
Numeracy	School	4	12	24	29	20	10	95
	Diocese	4	13	30	28	15	11	96
	State	8	17	24	20	14	16	92

It is encouraging to see the growth of Bands 9 and 10 in Year 9 Numeracy from previous two years. Strong performance in Band 8 and 9, both well above the state average. We need to investigate the reasons for why 5 students are below the national minimum standards and provide assistance. The top two bands showed an improvement in Numbers, Pattern and Algebra & Data, Measurement Space and Geometry over the last two years. Despite the upward trend in Numeracy areas for Year 9, the student's average growth is below the state average.

The two initiatives implemented this year have been the QuickSmart program and the MULTILIT program. The teacher aides and learning support teacher have been trained over the past 2 years, in delivering MULTILIT program to students. One student completes a modified version of the program every morning and the program has been beneficial for participating indigenous students.

The QuickSmart program runs twice a week for the various groups. The students are benefiting and achieving at a much higher standard after the three terms of intervention. In addition, we have also implemented the 6s Strategy for Problems solving, as designed by UNE to small groups at risk across the year groups.

We will be targeting eight Year 7 students for literacy assistance and reading intervention. There will be eight Year 7 students who will be targeted for numeracy skill groups and math's intervention as they are performing at the lower bands of the results. There will also be literacy groups organized for Years 8 (8 students), 9 (6 students) and 10 (6 students). The focus will be on improving their knowledge and understanding in assignment and homework tasks.

All subject faculties will be required to identify 2 or 3 KLA specific tasks/questions/skills/ from NAPLAN for each year group to concentrate on in 2014. Faculties are asked to become more responsible for certain areas of content and skills required in the NAPLAN testing areas. A template is provided to ensure that they examine the NAPLAN data, and report on school performance. Spelling lists and Spelling Bees continue to be supported in 2013/2014 across the College.

Developing a whole-school approach for Gifted and Talented students will also be a focus. Providing these students with the opportunity to build upon their existing knowledge and skills and to increase this knowledge beyond that which is currently offered in the mainstream classes will be encouraged.

Record of School Achievement (RoSA)

In 2011 the NSW Minister announced that School Certificate tests would not continue beyond that year. From 2012 eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. Eligible students are able to apply for the RoSA when leaving school. In 2013 (0 number of students in Stages 5 and 6) students requested and were awarded a RoSA.

Higher School Certificate (HSC)

Subject	2013 Bands (4,5,6)		2012 Bands (4,5,6)	
	School	State	School	State
English standard	57%	34%	76%	51%
Mathematics 2unit	73%	76%	100%	79%
Community & Family Studies	87%	66%	94%	68%
Studies of Religion 2 unit	85%	75%	96%	71%
General mathematics	45%	42%	61%	51%
Physics	100%	66%	100%	67%
Chemistry	71%	73%	100%	71%
Legal Studies	88%	70%	100%	69%
Modern History	96%	76%	100%	74%

There were 37 Band 6s awarded and 175 Band 5s. One student achieved Band 6 in every subject except English, missing out by one mark. Over 72% of the results for our subjects were above the state. The highest being Ancient History (11.76) above, Legal Studies (8.39), Design & Technology (6.98), Community & Family Studies (6.13), Agriculture (5.34), Senior Science (5.08), History Extension (5.07), Modern History (4.77), Business Studies (4.73). We encourage all students to take Mathematics at senior level but it is not compulsory.

Each student in Year 12 has a teacher mentor who meets regularly with them to discuss study progress, career aspirations and generally support their well being and resilience. Early in Term 1, the Principal and Assistant Principal meet with each Faculty Head to analyse and discuss HSC results from the previous year. Areas of strength and weakness are reviewed and recommendations made for implementation in current cohort. This is then discussed at faculty level. We develop the philosophy of 'not resting on our laurels' but constantly look at ways of improving our teaching for more successful learning to occur.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

Professional development is provided by the school, the Diocese and outside agencies. School professional opportunities are usually registered with the Institute of Teachers. New scheme teachers are presented with many professional learning opportunities to fulfil their requirements of 100 hours over 5 years.

The days of professional learning for 2013: All teaching staff had the same **5 days of professional learning** in Catholic values, Catholic life and mission, Mercy and Josephite spirituality, Sustainability and stewardship, Child protection, WH&S, CPR and first aid. All staff; teaching, support, boarding, maintenance, groundsmen, attend these days. For teachers, ICT implementation - using iPads in the classroom, Google docs, Australian curriculum planning and writing for English Mathematics, Science and History, NAPLAN analysis, formative assessment and anaphylaxis training. All professional learning was aligned with the Strategic plan of the Diocese and Annual school plan.

In addition, Teachers were involved in the following professional learning activities in 2013: In-services in Hospitality, Legal studies, learning support, school nursing conference and paediatric day, Mathematics HSC & insights for Australian curriculum, Careers, Geography teachers annual conference, History HSC update, CAFS, PDHPE curriculum, sports taping course, Hospitality- Barista course, Trauma abuse & attachment- counsellor, BOS days for Principal & AP & Year coordinator, CEO professional learning days for executive and leadership. Indigenous pathways. , Institute of Teachers day, IEU day, HSC marking, Music-drumming, Studies of Religion, workplace gender equity workshops, Sharecloud training for teachers and support, ABSA conference, positive behaviour management, lab assistant course, BOS – language sessions, NCVIS inservice, Ancient history day,,QuickSmart, VEAG, school review, REC cluster day.

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:

Teacher Qualifications	Number of Teachers
1.Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	55
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Teacher Attendance and Retention Rates

Teacher Attendance	96%
Teacher Retention	100%

WORKFORCE COMPOSITION including boarding school but not including supervisors/tutors

	Male	Female	Male Indigenous	Female Indigenous
Principal		1		
Assistant Principal		1		
Teachers/Coordinator	10	42		
Teacher Assistants		2		1
Librarians		1		
Ancillary Staff	5	20		

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

In Staff handbook and student diary.

Student Welfare Policy

The full text of the school Student Welfare Policy may be accessed via Staff Handbook or through the College Office. A summary is supplied on enrolment. It is in both the boarding handbook and student diary and is also available on the College website. There were no changes made to the Student Welfare Policy during the year.

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.

Peer Support

Moving from primary school to high school is a huge step in a young person's development. Even the most confident Year 6 student is faced with multiple new experiences, set to challenge her on her journey into this new arena. Yet, there is help available! The keenly equipped and knowledgeable Peer Support Leader is on her way!

The Peer Support Program has been an important part of MacKillop College's co-curricular activities for a number of years, so much so that the time set aside for its activities for the first ten weeks at the beginning of the school year, fondly referred to as Peer Support time, is maintained throughout the remainder of the year, facilitating many other pastoral activities such as Form Meetings and extra-curricular pursuits. An abundance of activity employing basic materials such as coloured paper, textas, butcher's wrap, masking tape, newspapers and, of course, a repertoire of confectionary items, provide a basis for the skills developed through the implementation of this program. Over the course of the program the leaders carefully and adeptly prepare tasks, covering a number of vital skills and important experiences.

The training for the Peer Support Leaders commences with structured sessions held at St Joseph's House in November of the previous year. This is the third year of implementing the newly updated program based on developing resilience, imparting to the potential leaders a number of vital skills that they pass on to the Year 7 group members when sessions begin in Term One. The two days of group training encompass strategies, session organisation, effective organisational techniques and functional materials implementation as part of the process.

Strong leadership qualities are not the only requirement of being a Peer Support Leader. A willingness to participate, a heartfelt sense of caring and a combination of wit and firmness are traits which need to be evident in each of the candidates. The training staff members

are always impressed, finding clear evidence of these qualities in all the Leaders and Reserves. With such attributes, these young women will surely add much to the senior leadership positions as they face their final year at MacKillop College. With such a cohort of confident, intelligent and caring young women, the final choice of Leaders and Reserves is always a particularly difficult task. In 2013, the Peer Support Leaders and Reserves were able to coordinate an intensive yet efficient and rewarding program of activities for the Year 7 cohort in their session times each Friday. Early in Term One, Years 7 and 11 embarked on a daylong journey of discovery and reflection at St Joseph's House during their Peer Support Day. It is often a difficult task to combine educational material and a focus on social interaction, spirituality and group cohesion, yet these girls performed their job admirably. This provided the groups with a good opportunity to connect. In the weekly sessions, the group leaders used available course materials, in addition to their own ideas, to carry their group of Year 7 students on a journey of fun, learning, mutual care and friendship to establish their place in the school community. With the added benefit of the grassed and furnished area under trees near the Resource Centre (the Hall and the McAuley Centre during inclement weather), the girls gathered weekly for their twenty-minute sessions. Fortnightly preparatory sessions were required to ensure all sessions ran smoothly. The grand finale to end the program was a pizza-lunch early in Term Two, organised by Year 11 to farewell their Year 7 group members.

The Peer Support Program offers an experience of sharing and companionship, friendship and mentoring. It is our hope that the participants will have grown in personal attributes, experienced special moments together and developed for the better as young Catholic women in the College community.

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. The Student Management Policy includes the range of discipline measure that include lunchtime detentions, after school detention, in-school suspensions, external suspensions and exclusion from the College. 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 Student Administration Coordinator who, in turn works with Year Coordinators, Student Welfare Advisor and Director of Boarding. The Student Administration Coordinator and Year Coordinators involve parents in assisting with corrective outcomes. In the case of punitive directions, the Student Administration 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. The full text of the school Discipline Policy may be accessed via the College Office and through the College Principal. There were changes made to the Discipline Policy during the year. The demerit system was removed, as it was not effective in promoting positive behaviours. We have moved to a positive psychology model supported by the welfare team of student administration coordinator, school counselor, school nurse, year coordinators and staff members.

The full text of the school Discipline Policy may be accessed via the Staff handbook and the front office. Shorter versions are available in the enrolment pack and College diary. There were no changes made to the Discipline Policy during the year.

Complaints and Grievances Policy

At MacKillop College we are committed to:

Just and right relationships that recognise and respect the dignity of each individual;
A safe, inclusive, professional learning and working environment.

With every goodwill, problems may arise and it is important that these concerns be dealt with swiftly and effectively to address the issue, allay fears and prevent issues developing into major problems. It is expected that all complaints will be dealt with impartially, confidentially, justly and speedily.

Principles

The following principles should govern all complaint handling processes:

Impartiality – Complaints should be investigated in an open and unbiased way with both parties seeking a fair hearing and clarification of the issues. *No decisions or judgements should be made until all the facts are clear.*

Confidentiality – All parties involved in the concern are asked to maintain confidentiality. The dignity and privacy of all concerned must be maintained.

A Commitment to fairness – Repercussions should not be feared following the lodging of a complaint made in good faith. Repercussions will not be tolerated.

Timeliness – It is important that all complaints be dealt with speedily to ensure a quick resolution of the problem.

Procedures

- In general, parents/caregivers should first address the problem with the staff member most closely concerned, as soon as possible after the incident. At MacKillop College, contact should be made first with relevant teacher, then the Subject Coordinator and Year Coordinator. This can often solve the problem easily and effectively. An appointment should be made with the relevant staff member at the College to outline the problem and seek a solution. Goodwill on both sides and clarification of the issue should ensure a happy resolution for both parties. The school summarises the issue and resolution in writing and provides a copy to the complainant if requested. The complaint is recorded in the complaints/grievance register.
- If, however, an informal approach is not successful in resolving the problem, a formal complaint may be lodged with the College through the Principal. This should be submitted in writing if possible, outlining the problem and the concerns about the initial handling of the issue. It is important that this is dealt with speedily and that a written response is made.
- Concerns may also be raised with the Catholic Education Office. Most concerns should however be dealt with at school level and the CEO would encourage this approach. If there is a particular reason why this is not possible, the CEO will appoint a consultant who will seek to resolve the concern by liaising with the school and the person expressing the concern. A written summary should again be provided.
- If the problem is still not resolved, reference to the appropriate external agency can be made.

Procedures for St Joseph's House

St Joseph's House is the boarding facility of MacKillop College. The Complaint and Grievance Policy of MacKillop College is applicable to the boarding campus. The complaints process enables equivalent access for boarders, parents and staff. Complaints are should be raised with at SJH by the Director of Boarding. If the complaint is against the Director of Boarding, the issue will be managed by the College Principal. All complaints are investigated by the Director of Boarding by phone, email or interview to work towards a satisfactory resolution to restore harmony and well-being in the boarding community. If a resolution is not successful at this level, the complaint will be referred to the College Principal for a formal review.

The complaint and the complainant's identity will be treated in strict confidence and will not be disclosed unless for the purposes of investigation, resolution or monitoring of the complaint.

All staff are directed to the Diocesan Workplace Grievance policy if there is a complaint that arises from workplace duties. This policy is on the CEO Bathurst web site and a hard copy is obtainable from the office manager or Principal. Staff are asked to follow the procedures for addressing workplace grievances as summarised in appendix 2 and detailed in appendix 3. Again a record will be made in the College Complaints/Grievance register.

The full text of the school Complaints and Grievances Policy may be accessed via the Staff handbook, College office.

The following changes were made to the Complaints and Grievances Policy during the 2013 school year: It was completely rewritten to be more comprehensive and to take into account the St. Joseph House – boarding house.

Anti-Bullying Policy in

Staff handbook and student diary

MacKillop College does not tolerate bullying or harassment in any form. All members of the College community have the right to feel safe and be treated with respect. All members of the community have the responsibility to ensure that this right is fulfilled.

Well-being surveys

The Student Welfare Adviser in consultation with Year Coordinators conducts Well Being Surveys of all junior students – Years 7 to 10. These surveys will be completed several times in the year to determine a number of responses to issues that arise in each form.

Discipline Response to Bullying

Where significant changes in behaviour have not occurred, the College will punish a student who bullies another member of the school community. One response is in the form of constructing confidential bullying lists for each Year group. These lists are kept by the relevant Year Coordinator, the Student Administration Coordinator and the College Principal.

The following process will be introduced to reduce the impact of bullying and the undermining of the wellbeing of students:

- All incidents will be investigated by Year Coordinators and for serious matters by the Student Administration Coordinator
- Students will be counselled for their inclusion on the bullying list so they can do something about getting themselves off the list by next term.
- Parents will be advised that their daughter is on the list so as to assist with them overcoming their bullying behaviour.
- Students will be required to complete an after-school or in school detention.

All serious incidents will require some of the following outcomes:

- incident reports
 - investigation
 - interviews
 - contracts
 - access restrictions
 - possible suspension or enrolment cancellation
- Repeat offenders will have to attend a series of counselling sessions with a short suspension period. Contracts and restrictions as well as a restorative practices session will be necessary.
 - Persistent offenders will require the student and parents/caregivers to attend an interview with the College Principal to determine a further suspension period or the cancellation of enrolment.

There were no changes made to the Anti-Bullying Policy during the year.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Catholic life and Religious education

- Gave meaning to Catholic school week activities- by inviting parents/grandparents as guest speakers at the Wisdom assembly. Sharing life experiences, what they have learnt and would like to pass on.
- Professional learning for staff in stewardship and sustainability with a full day conference for all staff at Rahamin.
- Continued focus and emphasis on catholic ethos and staff responsibility to promote and enhance both internally and externally to the College.
- Staff members were invited to share what it means to work in a Catholic school like MacKillop. Personally & professionally linking to Catholic values, professional relationships.
- Completion of draft RE program writing for Bathurst Diocese and implementation.
- Sharing and tapping into "MKC" the self-confident woman. Our own ex-students to speak at forum about what they gained from MKC and utilized in their world today. The spiritual dimension, their study, what it means to be a woman in our world (MacKillop dinner).
- Blessing of the new music facilities by Bishop Michael McKenna, 7 December 2013.
- Several staff enrolled in Certificate of RE and Master in Religious education.
- Josephite colloquium attended by 2 staff each year.
- Staff member attended the Mercy conference in Auckland, NZ. Brought information and experience back to staff at full staff meeting.

Learning and Teaching

- Staff involvement in curriculum hub for year 7 and 9 teaching programs for 2014 Australian syllabus.
- Report template completed for year 11/12. Half-year and year reports in 2013.
- Curriculum hub members reported back to staff in faculty groups.
- Faculty professional learning for implementation of new programs in year 7/9.
- Local BOS representative instructed staff on RoSA. Q & A session.
- Staff development by BOSLO on awarding of grades in the Preliminary course.
- Continued to discuss and implement strategies from HSC deCoursey analysis.
- Raised the standard of student achievement by faculties examining the BOS RAP analysis. Begun in KLA coordinator meetings.
- Year 9 and 10 were issued with iPADS. Staff and student training for educational use of Aps.

Leadership for School Improvement

- Maintenance team rehoused in RE resource room. Both RE and maintenance team benefited. (Mutualism)
- Body balance program for staff on alternate Thursdays for staff fitness and bonding.
- Continued use of positive psychology theory for staff and students to raise achievement, lower stress and improve general well being.
- Principal's enrolment at CSU for research in growth mindset and academic achievement. PhD enrolment. Assistant Principal – Masters of Religious education.
- Professional learning across faculty areas, for support staff and in accordance with need.

Strategic Resourcing

- New music room constructed, completed by August 2013.
- New room for student use – Careers information and Guest lounge room for parent and staff meetings.
- Funds allocated to continued depreciation of IT as school lbd. Budgeting for obsolescence.
- Electricity checked and monitored by external consultant. Install lower energy appliances and globes.
- Security system reinstalled after lightning strike.
- Food scraps continued to be recycled in hen house and sale of eggs to staff.
- Dangerous tree removed, continued WH&S meetings and vigilance.
- Boarding house facilities improved; new beds and mattresses. Bathroom renovation and painting.
- Ground beautification: more plants, improvement to pathways, better signage.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College has consolidated the acknowledgement of country at all assemblies and whole school events. Indigenous and non-indigenous students also participated in NAIDOC Week celebrations. Students marched on Reconciliation day in the centre of Bathurst and were involved with our neighbouring state school in Sista Speak. Student Leadership programs include the Year 11 students being trained as Peer Support Leaders assisting the orientation of all Year 7 students into secondary education at MacKillop College. Class Councilors are elected for Semester One and Semester Two by each form from Year 7 to Year 11.

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

- College Captain and Two Vice-Captains
- Two House Captains for each House
- Senior Councilors that support the College Captains
- Welcoming Prefects
- Leaders of Song
- SJC Captains of the Boarding College 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. Students compete assemblies and information evenings. One of our senior students is the Deputy Youth Mayor of Bathurst. School captains attended a meeting with NSW Governor General at Government house and met the Australian Governor General at Bathurst raceway. Our State and Federal politicians are invited to all school functions for example College fete, Presentation day, Graduation dinner.

PARENT, TEACHER AND STUDENT SATISFACTION

Parents as primary educators of their daughter/s play a key role in the life of the College. Parents are invited as much as possible to attend College events and are kept informed of their daughter's progress. Parents are warmly invited to attend many functions and the occasions are often celebrated with morning/afternoon tea, lunches or supper. Speaking to many parents at the end of these occasions such as our Twilight Fete, Diocesan Awards Ceremony, Parent Information nights, MacKillop Dinner and Year 7 Parents' Luncheon to name just a few, I am always overwhelmed by the positive responses and support from the community of what we do here at MacKillop. Emails and letters from families continue to show support and satisfaction with the College.

Teachers and coordinators meet regularly with the Leadership Team to discuss school business, issues and concerns. Staff meet twice a week at morning briefing and with parents at the three parent teacher evenings held through the year. Parents are kept informed via *News & Views*, individual letters and detailed reports each semester. Feedback is often requested from staff, parents and students. Parents and staff are welcome to make an appointment at any time with the Principal.

The longevity of tenure at MacKillop is a good indicator of staff satisfaction. MacKillop continues to enjoy increased demand for

enrolments at the College. Anticipated student enrolment for 2014 is 622. The Ex-students Association continues to welcome and meet all who were students over the 46 year life of the school. Major reunions are held every 5 years. The College fete held in February at the time of the College birthday is visited by over 2,000 people. We still have an active P&F association and volunteer canteen staff.

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

