MacKillop Catholic College Warnervale

2013 Annual Report
1. **Message from Key Groups in Our School Community**

1.1 **Message from the Principal**

During the course of this tenth year for Mary MacKillop Catholic College, Warnervale, I came across two things about Mary MacKillop. The first, one of her sayings ‘... look back a little and see what our good God has done for us...’ that allows us to rightfully give thanks for the achievements of these past ten years; and the second, a poem titled, ‘The Ballad of Mary MacKillop’ written by an Australian poet, Rupert McCall, where the theme of ‘A light shone through a window’ sets the scene for the blessing from the Lord in having Mary MacKillop as our Patron Saint. I cherish the wisdom of Mary MacKillop and we can appreciate that she intercedes for us when we pray to her and the Lord. As a faith community, it is simply a matter of ‘trust’ that allows us to make our way through each day.

So, to the highlight events of 2013, they included:

- the introduction this year of a major change to our House Team structure that has been wonderfully embraced by everyone, generating a wonderful spirit into the six new houses. Our hope is that this House spirit will be even further enhanced in 2014;

- we gathered for some very impressive liturgies this year - the Opening Mass with the story of the ten years in photos, music and dance; the Feast of Mary MacKillop Mass with the commissioning of the new houses by Bishop David which spoke of a real sense of a MacKillop ‘belonging’; the Parish Feast Day Mass with the blessing of the new stained-glassed windows was something extra special for the Parish/College community; and, at both our Year 12 Graduation Mass and Mass of Thanksgiving that concluded this very special year, gathering all 1500 Kinder to Year 12 students in the Aitken Hall, was truly a blessing for this College community;

- the talent of our students on display at both the ‘MacKillop, a decade Up in Lights’ in Term 2, and the ‘MacKillop Festival’ in Term 4, leaves one feeling really impressed with the gifts and talents of our performing arts students. I have no doubt the ‘MacKillop, a decade Up in Lights’ event would not have been out of place at the Sydney Opera House. A most entertaining and enjoyable spectacle for us at which to marvel!; and

- the senior students ‘Christ Our Light’ luncheon, along with the launch of the MacKillop Ex-students Association, both held in Term 1, were two significant celebratory gatherings.

In looking back over this year, my heart and mind is drawn towards three individuals from our College, two students and a staff member. At the beginning of the year two Secondary students, struggled to recover from life-threatening events and to see how this College and Parish community rallied to pray for both students and their respective families; and then, finally to welcome back both students in Term 3, defined the reality of the gift of prayer to us. To lose a colleague on 6th September, after a long and courageous battle with pancreatic cancer and by embracing her memory with her family, certainly spoke volumes for the beauty of this MacKillop family.

Yes, a light has been shining through our window this year, casting warmth across our days and to honour this year, I am truly grateful to all our students, their families, our staff and our Parish for the richness of the life we share.
Message from the Head of Primary

As a College community, we have enjoyed the celebrations for our 10th Year. We began the year with our very special K-12 Opening Mass. This occasion set the scene for the year ahead as a community of people filled with faith, a love of learning, and a sense of pride in our community. Our children in Years 2 and 3 were given the opportunity to become more deeply committed to their faith through receiving the Sacraments of Confirmation, Reconciliation and Eucharist. It has been a wonderful time for these children, their families and for our whole community, to be part of this journey with them.

Matthew (19:14) tells of Jesus’ love for children when he said, “Let the little children come to me, and do not hinder them, for the Kingdom of Heaven belongs to such as these.” Childhood is a crucial time for growing healthy minds. All children need care and support to develop and learn. Some children need additional help to reach their potential. KidsMatter is a mental health and wellbeing framework for primary schools and early childhood education and care services, and is proven to make a positive difference to the lives of Australian children. Working through this framework has enabled our community to take a strong stand in the wellbeing of the children in our care. We began our year introducing the concept of becoming ‘Bucket Fillers’. Our school’s mission is to help every child reach their maximum potential. Children learn best when they feel ‘connected’ and understand that their teacher, other school staff, and their classmates genuinely care about them. When they feel safe and valued, their ‘buckets’ are filled, and as a result their mental and emotional needs are being met. Children with full ‘buckets’ receive a huge boost in their ability to learn and absorb information. Our continued emphasis on Literacy has broadened during the year with our Literacy Co-ordinators continuing their fine work with class teachers and children.

There is clear consistency of practice throughout K-6, and teachers are embedding the learning they have gained into quality tasks, a deeper understanding of the data they gain about the students and more effective assessment practices to collect this information. This work is based on research evidence and examples that illustrate effective practices for school improvement. Our focus has centred on the nine ‘domains’ of effective practice, featured in the National School Improvement Tool, which have been brought to life with practical advice for principals and teachers. I would like to thank all staff members for their dedication, commitment to and work with the children in their care this year through a myriad of learning, activities, events, fun and sharing; and my thanks to you, the parent community, for being willing to walk this journey together with us during these months of our very special 10th Year – 2013.

1.2 Message from the Parent Body

As 2013 draws to a close I can hear many parents and carers asking, Where did the year go? It doesn’t seem that long ago that we began the year with a very warm Welcome Night for our newest students to MacKillop Catholic College (MCC). Kindergarten are just beginning their journey and the Year 7s; now half - way through their school journey. On that night I spoke of the relationship between you and the MCC community, and like any relationship it requires effort by all involved. How you choose to contribute to this relationship is your choice but one way to be involved is via the P&F: we are all members but we can choose the level of our involvement.

The P&F works with MCC to deliver its mission (why we are here), vision (what we are striving to become) and the values (visible in how we act and treat others). This was eloquently explained in the Celebrating 10 years 2003-2013 poster which was sent to every MCC student’s home and can be seen on noticeboards around the campus. The P&F also connects MCC to the Broken Bay Diocese via the Diocese Parent Council (DPC), having two representatives attend the DPC on your behalf.
So what has the P&F achieved during 2013? Well, I can say it has been extremely busy and it has been the contribution, both large and small, from the parents and carers that has enabled the P&F to contribute so much to MCC this year. There have been four formal P&F meetings this year with the minutes being downloaded on the new MCC website. That in itself is very exciting and to have our own space on the MCC website to share all the action and activity of the year. Thank you to those who attended the meetings and contributed so heartily.

There have been the P&F barbecues at the Primary Swimming and Athletics Carnivals and again these could not have happened without the support of the parents and carers of MCC. The Athletics Carnival finished off with a very loud bang and quite a number of people getting caught in the ensuing downpour! The Primary Mothers’ Day and Fathers’ Day Stalls were held away from the prying eyes of Mum or Dad. Again, many thanks to those who took the time to organise and run these stalls for the children.

For the first time in its 10 years, MCC held an Open Day which was extremely successful. The P&F volunteered to man the barbeques for this event and they did an amazing job and there was not a sausage left. Many thanks must go to parents and carers who put their hands up for that task; it was a big day for the school community. We also held a Parents Forum and another way of engaging with parents and carers and communicating with them the changes coming in 2014.

We also had parents and carers who are handy around the garden achieve a great deal with the Working Bees held this year in the Primary. Thanks for the contribution of the Class Parents, the Canteen Volunteers, the High School Book Stall and the MCC Festival. Contributions large and small from our parents and carers - that is what the P&F is all about and that is how we grow our school community. We also held a Parents Forum and another way of engaging with parents and carers and communicating with them the changes coming in 2014.

It is your P&F; you are part of it. Everyone has something they can add to this community, to grow and strengthen it and to add to the social capital of this very special group. Remember, our children need us with them on this journey; they cannot do it alone; and the MCC cannot do it without us.

1.3 Message from the Student Body

Primary

What an amazing year 2013 has been for the both of us as the School Captains of the Primary section of our College. We are both proud of the fact that our names will be written in the history of this school forever. Wearing the School Captain badge each day has been an honour, and an awesome achievement with very special moments such as being the first Primary School Captains to lay a wreath at the Australian War Memorial in Canberra on our Year 6 camp.

We can’t believe how quickly the year has gone, and whilst we’re very excited about starting a new journey, we are equally a little sad about leaving behind our primary years, as we reflect on all the fun we have had in the past seven years. Being a leader this year has taught us many important values that we will be able to carry forward with us as we head into the next chapter of our educational lives in high school. Throughout the year we were given great responsibilities including being involved in running assemblies and SRC meetings, welcoming school guests and organising fun days or fundraisers with the SRC. We are especially proud of the tremendous efforts that went into the records created during the Star Wars Book Week celebrations. With this being our last year of primary at MacKillop we have grown up in a fantastic learning environment and have seen the school develop to where it is today. We are proud to be part of a school that has developed into a rewarding College that is continually growing and welcoming new students each year. This year we have seen all students following the three school rules - respect everyone’s right to learn; respect ourselves and others; and respect our school environment.
Secondary

Our time at MacKillop is now ending and we begin to reflect on all of our experiences and as we await what the future holds for us, we remember the guidance and support our school has always provided us.

As College Captains for 2012/2013 we pass over our leadership to the Year 11 students and thank all of the staff, students and members of the College for giving us the opportunity to lead as school captains. The support from members of our community has been amazing and we could never truly express our gratitude through words.

Our time as leaders would not have been as enjoyable or successful without the Student Parliament. All of the leaders have been excellent, and all of their efforts have paid off, especially when reflecting on the things they have achieved in not only their portfolios, but as a whole Parliament. We have developed a very close bond with those in Parliament, working as a team for the benefit of the school. Being seen as a mentor and role model for the junior students and being able to provide them with wisdom and experience has been so valuable and made our time as College Captains so meaningful.

The opportunity of becoming a College Captain and a leader of our school particularly during our tenth year has been such an honor and a privilege. Being an ambassador for the school has given us a chance to develop our skills as leaders, and ourselves as young people. Whilst the year has gone so fast, the skills, friends and lessons we have learnt will last a lifetime. This opportunity has meant so much to both of us and whilst it has been challenging at points, it has been an amazing experience that we will never forget.

As College Captains we were given many opportunities to get more involved in the school as well as strengthen our relationship with members of the Parish community.

What has made this school community so unique is the fine group of teachers we have at this College. They play a fundamental role in the growth and development of the school community. Our teachers have not only worked long hours to ensure we achieve our best academically, but have spent time away from their own family and friends so that we can have many memorable experiences to take with us after our last year at this College.

Our Year group has shared many experiences together. From the events which have brought us great happiness to the tragedies, which have saddened us all, we have stuck together through thick and thin, supporting and encouraging one another.

As we pass on our leadership to the younger students in the College, and in particular the fourteen Year 11 leaders, we would like to wish them the best of luck and hope they have the same memorable experiences that we did.

We wish all of Year 12 the best in their future endeavours, as they take their next steps into a new phase in their life, remembering that we are the leaders of the future. May God continue to bless you with wonderful lives and may all your dreams come true.
2. **School Profile**

MacKillop Catholic College, Warnervale is a Kindergarten to Year 12 Systemic College of the Diocese of Broken Bay. It is one of a few such K to 12 Colleges in the Archdiocese of Sydney and the Dioceses of Broken Bay, Parramatta and Wollongong.

The College is located in Warnervale in the heart of the proposed Town Centre. It serves the needs of the Catholic population, north of Wyong and Toukley, in the Diocese of Broken Bay. Associated Parishes and Schools are those of St Mary MacKillop, Warnervale and St Mary’s Toukley/Lake Munmorah, a combined Parish with two Primary Schools.

The College enjoys an excellent reputation in the local area, with many students on Waiting Lists in all Year groups. The Catholic Worldview espoused by the College, its emphasis on values, the high expectations of staff, the emphasis on pastoral care, sensible discipline policies and a genuine emphasis on teaching and learning have led to great acceptance from the local community.

**Primary Section**

The Primary section of MacKillop Catholic College commenced in 2004 with four classes - two Kindergarten, one Year 1 and one Year 2 class. The Primary section of the College continued to grow in 2013 taking the total to 20 classes. The Primary section caters for the growing population of the Warnervale Parish - including the suburbs of Warnervale, Hamlyn Terrace, Woongarrah, Kanwal, Lake Haven, Charmhaven and Jilliby. Demand for places in the Primary School was very high due to the increasing population of the area, the desire for a quality Catholic education, the new school facilities and the standing the College had established within the community through the commencement of the Secondary College.

**Feeder Schools for Secondary Schools**

Feeder schools for secondary students are MacKillop College – Primary, St Mary’s, Toukley and the northern-based students (Warnervale Parish) from St Cecilia’s, Wyong.

Of a total of 180 students in Year 7, 165 came from Catholic schools and the remainder from other schools, mostly local public schools. These figures represent strong local acceptance in the community.

2.1 **Student Profile**

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Primary</td>
<td>264</td>
<td>267</td>
<td>23</td>
<td>21</td>
<td>531</td>
</tr>
<tr>
<td>Secondary</td>
<td>519</td>
<td>469</td>
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<td>44</td>
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<td>Total</td>
<td>783</td>
<td>736</td>
<td>64</td>
<td>65</td>
<td>1519</td>
</tr>
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</table>

*Language background other than English

2.2 **Enrolment Policy**

The Diocese of Broken Bay has established an [Enrolment Policy](http://www.csodbb.catholic.edu.au/about/index.html)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: [http://www.csodbb.catholic.edu.au/about/index.html](http://www.csodbb.catholic.edu.au/about/index.html) or by contacting the Catholic Schools Office.
2.3 Staff Profile

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

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;

b) have 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;

c) do not have qualifications as described in (a) or (b) 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.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
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<tr>
<td></td>
<td>114</td>
<td>1</td>
<td>0</td>
<td>115</td>
</tr>
</tbody>
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Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 96%.

2.5 Teacher Satisfaction

Staff were surveyed to gain accurate and useful data. Survey results outlined satisfaction in the following areas of school life:

- the quality of the Catholic Life and Identity of the College;
- the collegial staff with which they work;
- the academic results of the students;
- the pastoral support shown to all the community;
- the sense of community that exists amongst the staff and students;
- the range of activities available at the College;
- the range and quality of facilities and resources available;
- contact with Parents;
- good written and verbal communication; and
- new reporting structure with focus/achievement comments in reports.

Staff were asked to complete a Satisfaction Survey rating three core business areas and eight support areas of the College. A 5-point rating scale with 1 reflecting a need for improvement to 5 being very positive was used. Result percentages are shown in the following table:
Satisfaction Survey 2013 – STAFF – 71 returned

<table>
<thead>
<tr>
<th>Core Business</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Catholic Life and Identity</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>57</td>
<td>39</td>
</tr>
<tr>
<td>2. Students’ Learning K-12</td>
<td>0</td>
<td>5</td>
<td>15</td>
<td>63</td>
<td>17</td>
</tr>
<tr>
<td>3. Quality of Teaching K-12</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>64</td>
<td>24</td>
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Support Areas and Programmes

<table>
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<th>16</th>
<th>48</th>
<th>36</th>
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</thead>
<tbody>
<tr>
<td>4. Pastoral Care and Well-being</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td>5. Student Behaviour and Management</td>
<td>0</td>
<td>7</td>
<td>41</td>
<td>42</td>
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<tr>
<td>6. College Management and Administration</td>
<td>0</td>
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<td>10</td>
<td>57</td>
<td>33</td>
</tr>
<tr>
<td>7. Sporting and Cultural Opportunities</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>41</td>
<td>49</td>
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<td>8. Student Leadership Programs</td>
<td>0</td>
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<td>7</td>
<td>57</td>
<td>36</td>
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<td>9. Resources, Facilities and Technology</td>
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<td>7</td>
<td>29</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>10. Communication and College Publications</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>51</td>
<td>38</td>
</tr>
<tr>
<td>11. Partnership with Parents</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>34</td>
<td>57</td>
</tr>
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2.6 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Average student attendance rate (%)</th>
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<tbody>
<tr>
<td>K</td>
<td>93</td>
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<tr>
<td>1</td>
<td>93</td>
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<td>2</td>
<td>93</td>
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<td>3</td>
<td>94</td>
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<td>4</td>
<td>93</td>
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<tr>
<td>5</td>
<td>93</td>
</tr>
<tr>
<td>6</td>
<td>94</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2013 was 93%.
The average student attendance rate for 2013 was 86%.

Of the students who completed Year 10 in 2011, 79% completed Year 12 in 2013.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;
- communicates to parents and students, the school’s expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student’s continuum of learning where possible.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.
2.7 Student Satisfaction

The Year 12 cohort expressed great satisfaction with their life at the College and the end of Year Graduations and the Christ Our Light Senior Student luncheon reflected this. The students relate in a friendly way with their teachers and understand their own need for direction, limits and boundaries. The students expressed the positive experience they had had at the College and appreciated the support they had received to grow personally and intellectually. The Catholic Worldview, which underpins the practices and culture of the College, is shown in the generosity and support the students show for those in need. The charism of Mary MacKillop is strongly in evidence among the students in their care of each other and the wider College community. The students strive to achieve their “personal best” in all they do and most seem to reach this expectation the College has for them. Their friendliness and sense of welcome to visitors reflects this sense of satisfaction most of our students have with College life.

Year 5 and Year 6 students and a selection of Secondary Students were asked to complete a Satisfaction Survey rating three core business areas and eight support areas of the College. A 5-point rating scale with 1 reflecting a need for improvement to 5 being very positive was used. Result percentages are shown in the following tables:

<table>
<thead>
<tr>
<th>Satisfaction Survey 2013 – PRIMARY – 132 Returned</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Core Business</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Catholic Life and Identity</td>
<td>0</td>
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<td>29</td>
<td>40</td>
<td>31</td>
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<tr>
<td>2. Students’ Learning K-12</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>3. Quality of Teaching K-12</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>43</td>
<td>41</td>
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<tr>
<td><strong>Support Areas and Programmes</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Pastoral Care and Well-being</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>39</td>
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</tr>
<tr>
<td>5. Student Behaviour and Management</td>
<td>0</td>
<td>4</td>
<td>40</td>
<td>36</td>
<td>20</td>
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<tr>
<td>6. College Management and Administration</td>
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<td>45</td>
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<tr>
<td>7. Sporting and Cultural Opportunities</td>
<td>0</td>
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<td>49</td>
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<td>8. Student Leadership Programs</td>
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<td>9. Resources, Facilities and Technology</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>32</td>
<td>46</td>
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<tr>
<td>10. Communication and College Publications</td>
<td>0</td>
<td>0</td>
<td>24</td>
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<tr>
<td>11. Partnership with Parents</td>
<td>0</td>
<td>14</td>
<td>34</td>
<td>29</td>
<td>22</td>
</tr>
</tbody>
</table>
### 2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2013 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 52%.

### 2.9 Student Destinations

**Primary**

Of the 64 students who completed Year 6 in 2013, 62 will attend high school here at MacKillop Catholic College in 2014.

**Secondary**

Eighty of the Higher School Certificate class of 2013 were offered places in tertiary education with fifty one students to the University of Newcastle and the remaining students being offered places at Australian Catholic University, University of Sydney, University of Western Sydney, Charles Sturt University, University of Technology Sydney, University of Wollongong, University of New South Wales, Southern Cross University, Macquarie University and Griffith University. Some of the courses being undertaken by these students include Arts, Pharmacy, Architecture, Business / Commerce, Media and Journalism, Bio Medical Science, Nursing, Health Science, Engineering, Bachelor of Science, Psychology, Information Technology and Law. There were eighteen students who have been offered places in teaching.
3. Catholic Life and Mission

3.1 Catholic Heritage

The Catholic Schools Office and the Diocese of Broken Bay had long realised the need for increased provision of primary and secondary education in the northern section of the Central Coast in response to population growth in the area.

As a consequence, the Diocese decided to develop an integrated Catholic community of Parish, secondary and primary schools known as the Parish of Saint Mary of the Cross MacKillop.

At MacKillop Catholic College, our Catholic Discipleship is lived and formed in the context of our Mission Statement whilst emphasising the spirituality of Saint Mary of the Cross MacKillop.

3.2 Religious Life of the School

Religious Education at MacKillop Catholic College encompasses both the faith formation of our students in addition to the provision of an academically rigorous Religious Education programme. In this way, our Religious Education programme aims to develop the whole person and form the children in Catholic discipleship. Our teachers accompany them on this journey by providing a teaching programme that exhibits a Catholic Worldview across all Key Learning Areas and by developing their understanding of, and participation in, the faith practices of our Catholic tradition.

This year, our College and Parish community celebrated its 10th Anniversary. As a community, we have celebrated the achievements of all those who dreamt of a Parish and school that would come together as one community of faith. Our Opening School Mass, which was celebrated as a whole College with Bishop David Walker as the celebrant, was a joyous occasion that reminded us all of the Darkinjung people who once lived here and into whose sacred space we came; of the spirit of Saint Mary MacKillop and Fr Julian Tension Woods, whose influence has shaped this community’s way of living out the Gospel; of those who laboured in the construction of the school buildings and whose vision has come to fruition in the amazing facilities that serve us so well today.

Our Primary Religious Education programme is punctuated quite significantly by the celebration of the sacraments of Confirmation, Reconciliation and First Holy Communion. Students in Years 2 and 3 received these sacraments with reverence after participating in a Parish-based sacramental programme that was supported by the class teaching programme. Many of our teachers alongside parishioners, helped out on weekends with this programme, instructing small groups of children in the understanding of the sacraments as a celebration of the presence of God.

The liturgical life of our school was alive with celebrations throughout the year. We have celebrated our School Opening, Lent, Easter, ANZAC Day, Mothers’ and Fathers’ Day, Advent and Christmas, just to name a few. Weekday Mass is a regular part of the faith practice of our students along with weekend Mass that is celebrated by each grade once per year. On these occasions, the students take responsibility for the various ministries such as reading, singing and dancing.

Our year concluded with the acknowledgment of the achievements of all of our students, particularly our Year 6 students and their accomplishments, triumphs and successes over the course of their primary schooling. Our end-of-year Mass and farewell ceremonies were joyful celebrations of their past and of hope for their future.

Our CSYMA (Youth Ministry) was actively involved in the spiritual dimension of the College providing a significant opportunity for our senior students to develop their spiritual dimension and contribute to the College through working with younger students in a variety of contexts. 2013 saw a number of our teachers attend Ministry for Teachers I and II and we have several staff participating in Theological studies through the Broken Bay Institute and Newcastle University.
3.3 Catholic Worldview

At MacKillop Catholic College, the critical indicators of progress as stated on page 18 of the 2007 Bishops of NSW and ACT Pastoral Letter, Catholic Schools at the Crossroads, are evident. All Key Learning Areas (KLAs) Co-ordinators in Secondary, and teachers in Primary, are continually reminded to include a Catholic Worldview in their programs and planning.

The College actively supports Social Justice projects such as Project Compassion and St Vincent De Paul appeals and has provided assistance for the ill and bereaved within our community.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church which is implemented by all systemic schools in the Diocese.
4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Behaviour Management and Student Discipline Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Diocesan Mission Statement and the Pastoral Care Policy of the Diocese of Broken Bay.

The school-based policies that were developed from the Diocesan policies include:

- Pastoral Care and Student Welfare K-12;
- Critical Incident K-12;
- Staff Orientation K-12;
- WHS Policy K-12;
- Anti-Bullying Policy K-12;
- Drug Education & Management Policy K-12;
- Representative Policy;
- Road Safety Policy;
- Attendance Policy; and
- Conflict Resolution Policy.

Policies are reviewed and updated in on a cyclical basis every three years.

4.3 Pastoral Care of Families

MacKillop works in a partnership with our parents and a great deal of effort occurs to keep them informed and involved with the school.

K-12

Besides the traditional inclusion of parents through parent teacher nights, information nights, and interviews, some other structures were initiated or continued:

- ‘Seasons for Growth’ program;
- Pastoral Care Staff providing anxiety for children groups;
- College Counsellor available to students and their families;
- providing links with outside agencies;
- P & F;
- Minnie Vinnies and Minnie Macs groups;
- Student Representative Council – Primary, and Student Parliament – Secondary;
- Parent / Teacher interviews are held on the one day commencing at 1.30pm and concluding at 8.30pm. This significant commitment by our staff enabled a greater proportion of our parents to have meaningful meetings with their child’s teachers;
• the program of Pastoral Calls to Families is run in Term 1. This initiative involves all pastoral teachers making an introductory telephone call to each and every family of students within their pastoral class. All calls were completed in the first 5 weeks of the term. These calls helped establish stronger links between school and home and strengthened the working relationships between pastoral teachers and parents; and

• a Welcome Night for parents and students of Kindergarten and Year 7 occurs in Term 1, which allows parents to become familiar with college procedures and protocols, but more importantly, introduces parents to their children’s classroom teachers and pastoral teachers. Also invited to this welcome night are the parents of any other new student to the College Community. The welcome night of 2013 involved parents completing a Parent Survey where they were asked to reflect on “What aspects of Mackillop Catholic College had pleased them so far this year?” This data was kept and tabulated to inform future managerial discussions and decisions.

Primary

Links between parents and MacKillop staff are encouraged in the Primary section of the College through:

• the continued development of the Class Parent network, which meets regularly with staff representatives to support families and maintain established practices, e.g. classroom support, social events and assisting families in times of hardship;

• Pastoral Care staff member available for families, as well as for anxiety support for students;

• College Counsellor (Primary) available to students and their families the equivalent of 1 day each week. This person is also available to provide support for teachers through relevant literature / links to support agencies;

• Transition process for children in Year 6 going in to Year 7 and children entering Kindergarten; and

• Social Programs such as choirs and social skills programs, for example “Let’s Do Lunch” and the ‘Riding for the Disabled’ program.

Secondary

• Working with Department of Community Services (DOCS), Youth Connections and “Pathways” for families in crisis;

• Transition meetings for Year 10;

• Pastoral Care program; and

• Individual Education Plans (IEPs) with Learning Support and Indigenous students.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy and Procedures](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.
4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

In 2013 MacKillop Catholic College continued its improvement in this area by developing WHS Annual Plans in line with guidelines provided by the Catholic Schools Office. These plans ensured that all areas of health and safety in the College were compliant.

Regular WHS committee meetings are held which include the review of WHS data specific to MacKillop College. This review leads to relevant and appropriate actions being taken.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Primary

Throughout 2013, curriculum initiatives within the Primary school at MacKillop continued the major focus on Literacy. As part of the National Partnerships Project, two Literacy Coaches continued their work with the Leadership Team and Catholic Schools Office Education Officers to enhance the teaching and learning in this area. Goals for the work in English centred around:

- consolidating a consistent K-6 English block;
- analysing data collected to inform teaching practice;
- deepening the understanding for all class teachers of core strategies used during the English block;
- instructional learning walk;
- investigating effective strategies to be used during English task time;
- developing skills and understanding of Writing and Spelling; and
- developing K – 6 Scope and Sequence charts.

Secondary

In 2013 the College continued to provide educational opportunities for the broad needs of our students. In Stages 4 and 5, eight subjects are offered in Year 7, ten in Year 8, fourteen in Year 9 and fifteen in Year 10. This does not include sport which was timetabled for both Stages within the curriculum hours. This range of subjects continues to prepare and help students make informed decisions regarding their subject choices for Stage 6, where 34 subjects were offered.

To manage this number of subjects and to practice the distributive leadership model, effective middle management is essential. Consequently, the College’s middle management team continued to be developed throughout 2013 by engaging in directed professional development and a professional reflection day. Significant professional development was provided to staff in the key areas for the introduction of the National Curriculum in terms of implementation and programming. The following areas were identified as key areas for future academic improvement:

- strengthening of the MacKillop learning community;
- introduction of a House system;
- development of increased class learning time and respecting and nurturing a learning culture; and
- ongoing work in developing Literacy and Numeracy skills in students.

Transition from Stage 3 to Stage 4 was managed by the Transition Co-ordinator with the help of the Year 7 Co-ordinator, Youth Ministry and the Key Learning Area Co-ordinators. Year 6 students from our three local primary feeder schools experienced taster lessons in Creative and Performing Arts, as well as an introduction to the CSYMA.
5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2013 cohort, there were (78) students in Year 3 and (83) students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).
## Band Distributions (%) – Year 3

<table>
<thead>
<tr>
<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
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<td>Reading State</td>
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<td>23.2</td>
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<td>25.3</td>
<td>95.5</td>
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<td>Numeracy State</td>
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<td>24.8</td>
<td>14.0</td>
<td>96.5</td>
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<tr>
<td>National</td>
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<td>School</td>
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<td>29.9</td>
<td>22.1</td>
<td>9.1</td>
<td>99</td>
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</tbody>
</table>

For 2013 in Year 3, the percentage of students achieving above the national minimum is consistently higher than the national and state percentage in every test area.

It is pleasing to note that when Bands 1 and 2 are combined, the percentages of students in all areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, are clearly below both national and state data. No students are in these Bands in the area of Writing.

In Writing, school data for Bands 5 and 6 (combined) is well above both national and state data. Writing and Grammar and Punctuation have shown continued improvement for Bands 4, 5 and 6 since 2012.

The College has invested heavily through the National Partnerships initiative of the Federal Government to provide Literacy coaches in the Primary area. These teachers have worked with students and staff to improve Literacy skills across all years. Working with students in the areas of Reading and Writing and introducing specific programs to target students having difficulties in these areas has resulted in improvements in the Year 3 NAPLAN results.

The percentage of students at or above national minimum in Numeracy is higher than both state and national figures. The College has participated actively in the professional learning program, Extending Mathematical Understanding (EMU) to improve outcomes in this area.
For 2013 in Year 5, the percentage of students achieving above the national minimum is higher than the national and state percentage in Reading and Writing.

The percentage of students in Bands 3 and 4 is lower in Writing and higher in the areas of Reading and Spelling than National and State data.

Bands 7 and 8 show excellent results in Writing with a significantly higher percentage of the College cohort achieving in the top two bands, than the state and national cohorts.

However, the higher percentages of students in these lower bands in Reading and Spelling indicate the need for further action in these areas. Spelling and Grammar and Punctuation show lower results than expected and these areas will be addressed in programs in 2014.

The College has invested heavily through the National Partnerships initiative of the Federal Government to provide Literacy coaches in the Primary area. These teachers have worked with students and staff to improve Literacy skills across all years. Working with students in the areas of Reading and Writing and introducing specific programs to target students having difficulties in these areas has resulted in improvements in the Year 5 NAPLAN results taken across Bands 5, 6 and 7.

Numeracy is below both state and national percentages as a whole. Bands 3 and 4 results show higher percentages than state and national percentages; achievement in Bands 7 and 8 is below state and national figures. The College has introduced a program this year called EMU to improve outcomes in this area.
Student Achievement

Students in Years 7 and 9 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 7**, students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 6-9 are performing at a standard deemed above the national minimum standard. Students in Bands 8 and 9 are “at proficiency”.

- **In Year 9** students in Band 5 are achieving below the national minimum standard. Students in Band 6 are achieving at the national minimum standard. Students in Bands 7-10 are performing above the national minimum standard. Students in Bands 9 and 10 are “at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2013 cohort, there were (180) students in Year 7 and (76) students in Year 9.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).
Band Distributions (%) – Year 7

<table>
<thead>
<tr>
<th>Band</th>
<th>Band 4 (-)</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
<th>Band 9 (+)</th>
<th>% at or above national minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>State</td>
<td>4.7</td>
<td>14.1</td>
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<td>Writing</td>
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<td>14.8</td>
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<tr>
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<td></td>
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<tr>
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<td>34.7</td>
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</tbody>
</table>

It is very pleasing to note that in all test areas the percentage of students achieving at or above the National minimum exceeds both national and state figures. When combined, the percentage of students in the top two Bands in all areas was commensurate with the National figures.

Band distributions in Year 7 indicate that the percentages of students performing at or below the national minimum level are lower than national and state percentages in all areas. The work that has been done since 2012 has targeted students with literacy weaknesses and resulted in the improvements seen in the 2013 NAPLAN results.

At Band 8 level, students are above state and national percentages in all areas of Literacy with strong results in Spelling. The college is investigating student assessment data on a continual basis to determine strategies to ensure knowledge and skill from Primary is extended upon and consolidated in Year 7. Work has continued in assessing Literacy and Numeracy data from feeder schools into Year 7 to ensure maximum outcomes for students.

The general emphasis in teaching and learning programmes has been strengthened across all KLA areas in terms of Literacy skills with specific emphasis on developing Writing, Reading and Grammar skills. A Literacy coach has been working throughout 2013 in Secondary to assist in developing strategies for classroom use by teachers to enhance Literacy skills in all students.

Numeracy results indicate a lower proportion of students achieving in Bands 8 and 9, compared to state and national levels. Gains have been seen in Bands 6, 7 and 8 with a consolidation of skills showing up in improved results. The Mathematics faculty has continued to place an emphasis in Years 6 and 7 on basic Mathematics skills and drill work. Extensive special assistance is provided by the College’s Special Needs unit, to those students, who fall below the national minimums. This involves individualised skill development, one on one help, and personalised classroom support and intervention.

The Band distributions compare with the previous year’s results with improvements in the percentages of students in Bands 8 and 9 in Writing. Spelling skills will continue to be targeted to ensure outcomes are maximised for students.
Band Distributions (%) – Year 9

<table>
<thead>
<tr>
<th></th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
<th>Band 9</th>
<th>Band 10</th>
<th>% at or above national minimum</th>
</tr>
</thead>
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<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
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<td></td>
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It is very pleasing to note that in all test areas the percentage of students achieving above the National minimum exceeds both national and state figures. Band distributions in Year 9 indicate that the percentage of students performing at Bands 5 and 6 is lower than national and state percentages except in the area of Spelling.

The data indicates that the approaches being taken in teaching and learning programmes is supporting the achievement of valued student outcomes in the areas of Literacy and Numeracy. Bands 6 to 8 show performance in line with state and national percentages. The performance at Band 10 is below state and national percentages in all areas except Writing, which is slightly higher than the national figure. Reading needs increased effort in terms of teaching and learning strategies. Each KLA is making a concerted effort to improve all areas of Literacy through the work of a Literacy Coach. The Coach is concentrating on Years 7 and 8 to assist in developing strategies for classroom use by teachers to enhance Literacy skills in all students. The practice of providing specific handwriting tasks in student assignments instead of students presenting typewritten material has improved results in this area. Guided Writing tasks are also being used each week in English classes to develop student skills in this area. Results show a greater percentage of students performing in the Bands 6 to 8 areas than in Bands 9 and 10 in both Literacy and Numeracy. School Improvement Planning for 2014 is responding to this challenge.

Numeracy performance at the College consistently shows higher percentages than state and national levels except at Band 10. An emphasis on basic arithmetical and computational skills has been continued across Years 7 to 10 and has had an effect on improving results from 2012.

To enhance the performance of students at the Bands 9 and 10 levels the English and Mathematics Key Learning Areas are providing extension options for the more academically able students. With the work of the Literacy Coach this should further enhance outcomes in the future.

In 2014, staff will continue to review ways in which students can be extended and challenged across the curriculum from both a Literacy and Numeracy perspective, with the view of improving achievement in all areas and levels. The introduction of the Literacy coach has shown improvement in performance by students at all levels of development through targeted assistance to staff in resources and teaching strategies.
Record of School Achievement (RoSA)

In 2011, the NSW Minister for Education 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. Twenty five students at the College requested a RoSA in 2013.

Higher School Certificate

MacKillop Catholic College, Warnervale proudly welcomes another fine HSC result from the Class of 2013 that maintains a fine average of 30 honour listings over the past two years.

An exceptionally high proportion of the candidature of the HSC Class of 2013 has recorded a very credible HSC performance with 92% of all HSC entries achieving Band 3 and above. The statistics are even more impressive with 70% of all listings representing Band 4 and above with a most commendable level of 31% of all listings representing the top two Bands. The College has appeared for the first time on the list of top performing Maths Schools in the State.

HSC Results 2013 - All Courses N= 130

<table>
<thead>
<tr>
<th>Bands</th>
<th>6+E4</th>
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<tr>
<td>%</td>
<td>4%</td>
<td>27%</td>
<td>38%</td>
<td>23%</td>
<td>6%</td>
<td>1%</td>
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</tbody>
</table>

21 HSC Courses achieved above the State Mean with a list of 15 courses achieving 2 or more on average marks above the State. This is a significant lift and speaks of the all round standard of performance. 18 individual students received 27 honour listing for various HSC subjects.

The title of ‘Dux of the College’ is determined from the student’s Australian Tertiary Admission Ranking (ATAR) score. As a proud community we celebrate the success of our dux with a ranking of 97.9. This is also the highest ATAR rank received by a student of the College to date and is an increase from previous highest ATAR ranks. A total of five other students received ATAR rankings in the 90 percentiles.

While wishing all HSC candidates success in their futures, the College also wishes to build on the success of 2012, so that future MacKillop HSC candidates can benefit.

5.3 Extra Curricula Activities

Primary

Within the Primary school the area of extra-curricular activities covers a broad range. Children from Years 3-6 engaged in a program of music through the Primary Choir. Students from Years 2-6 were given the opportunity to belong to various dance troupes as well as the opportunity to learn to play a musical instrument or to learn singing. Children from K-6 were also given the opportunity to work with Secondary teachers gaining expertise in Music. Children in Years 4, 5 and 6 had sessions in Debating, Public Speaking and Poetry.

Children in Years 5 and 6 formed teams to participate in the Maths Olympiad Competitions and Tournament of the Minds Challenge.
Harmony Day and Book Week activities continue to be well supported by the children, staff and families. There were activities for both of these events involving national and book character costumes, reading of stories from other countries and enjoying the love of literature. This year the College was represented in the Guinness Book of Records, as part of Book Week, for having the most people dressed as Star Wars characters in the one place at the same time.

Sporting achievements continued with students selected to compete at the National Swimming Championships and many others participating in various Diocesan and State Level competitions.

The KidsMatter Framework throughout the K-6 school continued to flourish in 2013. Children in K -2 took part in water safety skill-based programs and Years 3 – 6 participated in a Surf Awareness program.

All students K – 6 undertook the Life Education program and participated in the NED Show.

Secondary

During 2013 there was a high degree of student involvement in a variety of extracurricular activities. Students at the College participated in choir performances, debating, public speaking, chess, dance and singing eisteddfods, theatre sports, equestrian, AFL, rugby union/league/soccer knockout competitions, surf lifesaving, surfing, netball, Oz tag, cricket, tennis, volleyball, water polo and general sporting representation at Broken Bay Secondary Schools Sports Association (BBSSSA) and Central Coast Catholic (CCC) schools level. Particular reference should be made to the students that have excelled at an elite level and have gained NSW representation in rugby league, touch football, rugby union, athletics, softball, soccer, surfing, golf, tennis, water polo and netball as well as two students who are now World Champions.

A school community is more than just the sum of its academic results and its pastoral care. We are blessed with many talented students and staff at our College. The following are some of the more outstanding extracurricular contributions to College life:

Some of the sporting and cultural highlights for 2013 have been:

- the Under 16 Girls Futsal Team winning the Central Coast Division of the NSW All Schools Futsal Championships;
- one student winning the Under 18 Broken Bay Cross Country Championship;
- one student became the 17 Year and Broken Bay Age Champion for swimming;
- the 17 girls that put their hands up to play rugby league/rugby union with 8 of them being selected to represent the Central Coast/Newcastle Rugby League School girls;
- one student on selection into NSW Under 18 7-a-side Schoolgirls Rugby Union Team;
- one student being selected into the NSW All Schools Rugby Union Team and then the Australian Rugby Schoolboys;
- one student making it through to NSW All Schools in Athletics;
- a total of 37 students represented NSW CCC teams in a variety of sports including Touch Football, Soccer (football), Rugby League, Swimming, Softball, Rugby League, Rugby Union, Water polo, and Golf;
- our first Gifted Day Camp was held at Southern Cross Outdoor Education Centre, Somersby in Term 1. This involved 36 students from Year 7 to Year 10 participating in a Writing workshop with acclaimed author, Kate Forsyth, as well as participating in a Mathematical orienteering challenge;
• at the Gosford Eisteddfod the Jazz Troupe was awarded 3rd place. Northern Beaches Eisteddfod saw the Jazz Troupe receive a Highly Commended award. Jazz was again awarded a Highly Commended at the Sydney Eisteddfod. Finally and most importantly the troupes saw great success at the Ultimate Dance Challenge. Jazz and Contemporary placed 3rd and the Boys placed 1st and were commended for the way they worked together and entertained their audience;

• the Primary Choir now has 26 members – and we’re still growing. Primary Choir began their performances this year at the Opening College Mass, College Open Day, and MacKillop Day Mass. They were also involved in the Central Coast Choral Festival where ten schools from the Broken Bay Diocese met to perform together in one, big performance. At the end of Term 3, the Choir suffered a big loss with the passing away of their original Choir Teacher, who they loved dearly. She was a part of the Primary Choir for over six years, back when we first began. Through this time the Choir Teacher played a key role in organising and assisting with performances inside and outside of the College. She will be greatly missed;

• the College Band had a fantastic start to the year, working on two pieces with our Wind and Brass Tutor. ‘Etcetera’ and ‘Stompin’ are both upbeat, challenging pieces, but it was great to see the students face them head on. After a great deal of individual work and commitment, students were able to come together to create two expressive and musically effective performances. During the latter half of the year, the Band combined with the Secondary Choir to perform ‘Fix You’ by Coldplay and ‘True Colours’. Again, these were two moving and expressive performances;

• the Junior Vocal Ensemble has worked during the year on different vocal techniques and apply these to different songs. Our pieces this year have included popular songs like ‘A Thousand Years’, musical theatre pieces like ‘Seasons of Love’, and singing Carols at local shopping centres and Nursing homes. The Junior Vocal Ensemble worked extremely hard this year improving their vocal skills and they were also very excited about performing at the College Festival;

• the Guitar Ensemble has focused this year on acoustic style arrangements and have played ‘Black Night’, ‘Brown Eyed Girl’ and a range of other four-part pieces. The boys have tackled a range of different techniques in their playing, but the most impressive development they have made is their ability to play well as a group. Their timing has improved significantly, as well as their ability to balance their part with other ensemble members; and

• Mini Vinnies and Mini Macks had a most successful year culminating in the visits to the four local nursing homes to present a Christmas gift to each resident. Funds were also collected to provide Christmas hampers for over 20 local families from our community.

Community is everything in a school and the efforts of our students and so many of our teachers make MacKillop such a vibrant place to be. The Annual College Swimming Carnival is an amazing exemplar of all that is best in youth. As the African saying goes, “It takes a Village to help a child grow”. Thanks to all the “villagers” at MacKillop.
5.4 Professional Learning

Primary

All primary staff were engaged in Professional Learning that involved staff development days, staff meetings and in-school workshops. Teacher professional development centred on Literacy learning and the implementation of a consistent K-6 English block. Specific staff development days centred around the teaching of Spelling and Writing in K-6 classrooms.

During the year, Literacy Coaches worked with teachers on planning and implementing the English block and effective task board strategies. Our Literacy Coaches and Catholic Schools Office Education Officers modelled specific strategies and components of the Literacy block in classrooms. Teachers visited other classrooms to observe and discuss strategies in place and their role in the teaching of Literacy. Regular grade meetings were held on a cycle during the year to provide opportunities for educational discussion to deepen the understanding of the key components of the English block, to analyse data gathered during the year and to use this information to inform goal setting and teaching.

Three staff members attended the Hawker-Brownlow "Teaching and Learning" Conference in Melbourne where the focus was on effective teaching, learning and assessment. Three staff members attended the Positive Schools Conference in Perth where the focus was on the KidsMatter Framework and student well-being.

All staff, including teachers and support staff, engaged in individual professional learning experiences covering areas such as Gifted Education, Autism Spectrum Disorders and ICLT, which they then shared elements with the staff as a whole. Throughout the year three teachers were involved in formal study in the Masters in Theology course.

New scheme teachers were engaged in professional development opportunities throughout the year and were supported by a mentor and supervisor, working as a team.

The KidsMatter Framework was continued in the K-6 school. During the year, Components 2 and 3 were introduced to staff at staff meetings and the work with the KidsMatter Framework will continue into 2014. Two staff members who were trained as Teacher Trainers in the Non-Violent Crisis Intervention Program undertook professional development sessions with staff within the College and in other schools. The NVCI Program focuses on the care, welfare, safety and security of all children.

College Leadership continued working with staff and the Catholic Schools Office in the ‘Leading Learning’ agenda developing our School Improvement Plan for 2013 – 2015.

Secondary

Secondary staff were involved in Professional Learning that included staff development days, staff and faculty meetings and in-school workshops.

Key Learning Area Co-ordinators in the areas of English, Mathematics, Science and History worked with their faculties develop programmes and strategies for the implementation of the Australian curriculum. Other faculties were extensively involved in assessment procedures by undertaking courses in "Understanding by Backward Design" (UBD).

The employment of a Literacy Coach provided the opportunity for staff to be in serviced on Literacy strategies and programs to enhance these skills in students and resulted in improvements in learning outcomes.
Staff also undertook significant work on data analysis through our Gifted and Talented Coordinator. This provided skills and tools for teachers to use feedback from assessment data to target student improvement.

All Secondary staff continued involvement in our programme with Auckland University entitled 'Leading Learning’ and all middle management at the College K to 12 were in-serviced in more detail by personnel from Auckland University. A review and consolidation of the MacKillop Learning Community which has an emphasis on staff working together to improve academic outcomes for all students was undertaken.

New scheme teachers were engaged in professional development opportunities throughout the year and were supported by a mentor and supervisor, working as a team.

The average expenditure on professional learning, per teacher, in 2013 was $255.00.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

During 2013 MacKillop Catholic College continued to develop its School Improvement Plan with Goals for 2013-2014. These goals were developed in collaboration with all stakeholders and in line with the work carried out by the Catholic Schools Office. The initial results and starting point for the School Improvement Plan include:

1. **CATHOLIC LIFE & MISSION**

**GOAL for 2013: ‘CHRIST OUR LIGHT - CELEBRATING 10 YEARS AT MACKILLOP’**

Areas developed during 2013:

1. develop a framework from the review of and recommendations for Youth Ministry, RE Team and Parish for the development of all student Retreats, Reflection Days and Camps;
2. introduce College Staff Retreat and further staff faith formation opportunities;
3. further strengthen the Parish/College relationship linking to the Diocesan Synod recommendations including a stronger Parish Youth Ministry presence;
4. continue the iconography of the College in line with our Catholic tradition and the Mary MacKillop charism;
5. rename Pastoral groupings and K-12 House Teams to reflect the College and MacKillop story;
6. explore naming areas of the College to reflect the College and MacKillop story; and
7. celebrate College and Parish 10th Anniversary.

2. **TEACHING & LEARNING**

**GOAL FOR 2013: ‘ENHANCING THE MACKILLOP LEARNING COMMUNITY’**

Areas developed during 2013:

1. prepare for the introduction of the Australian Curriculum in both Primary and Secondary for 2014 with a year of familiarization in 2013 with English, Maths, Science (K-6 Science & Technology) and History;
2. continue the implementation of literacy strategies with National Partnership Program in the Primary;
3. celebrate the HSC achievements of 2012 at the Senior Students’ Luncheon;
4. use data to track, analyse and enhance student outcomes;
5. improve Literacy standards and introduce the role of a Stage 4 Literacy Coach;
6. improve levels of student engagement;
7. develop a program of professional learning for staff to ensure quality assessment tasks and feedback in all KLAs; and
8. devise an academic awards policy across the College.
3. **PASTORAL CARE & WELFARE**

**GOAL FOR 2013 – ‘KNOW YOUR STUDENTS – KNOW YOUR FAMILIES’**

Areas developed during 2013:

1. continue to develop the K – 12 pastoral framework for student wellbeing;
2. build parental understanding and support of College student management policies;
3. enhance parent connections to the College through increased communication pathways;
4. devise an attendance policy and provide related parent education;
5. refine staff and student induction policies and processes;
6. review and update of role descriptions for all staff members; and
7. consolidate the Years 11 and 12 Senior Students’ Luncheon.

6.2 **2014 Priorities and Challenges**

1. **CATHOLIC LIFE & MISSION**

**GOAL FOR 2014 – ‘CELEBRATING OUR CATHOLIC STORY’**

Planned developments for 2014:

1. strengthen faith-formation and discipleship programs for students, staff and parents through evangelisation, with Christ as our centre;
2. strengthen prayer life and all our Liturgical celebrations;
3. affirm the Mary MacKillop charism as a spiritual homeland for the College; and
4. enhance the Parish/College relationship.

2. **TEACHING & LEARNING**

**GOAL FOR 2014 – ‘STRENGTHENING THE MACKILLOP LEARNING COMMUNITY’**

Planned developments for 2014:

1. implement the Australian Curriculum K-10 in English, Maths, Science and History;
2. strengthen data analysis and tracking of students across the College in order to improve student learning outcomes;
3. strategic professional development of staff;
4. focus on Literacy initiatives in both Primary and Secondary; and
5. implement quality assessment tasks and effective feedback across all curriculum areas.
3. **PASTORAL CARE & WELLBEING**

**GOAL FOR 2014 – ‘ENHANCING POSITIVE PARTNERSHIPS AND WELLBEING’**

Planned developments in 2014:

1. maintain a pastoral framework for student wellbeing and management including support for families;
2. expand upon the opportunities for parents to connect and engage with the College community;
3. improve student attendance rates; and
4. develop strategies to induct and inculcate members to the College community.
7. Parent Participation

7.1 Introduction

The College community continues to provide a supportive and committed parent community. From our earliest beginnings, parents have been willing visitors and helpers in our classrooms and our College. Our parent body – MacKillop Catholic College, Warnervale Parents and Friends (P&F), has continued its operation and was very supportive in the life of the College. The P&F met formally as a group once each Term.

Membership of the P&F at MacKillop takes various forms. The participation in the various P&F committees focuses on involvement, by choice, on committees in which parents have a particular interest.

The P&F committees have included:

- fundraising; and
- social.

Parental participation is alive and well at MacKillop. We are deeply grateful for the level of support of our parent bodies. It is clear that a genuine partnership exists between parents and staff at the College. The continued growth of the Class Parent team K-6 has been very beneficial for families.

At the end of 2013, it was rewarding to meet all parents who were able to volunteer their time during the year through a Thank-You Morning Tea, prepared and presented by the College Hospitality Students.

Additional information concerning parent participation and the parent body can be found on the school’s website.

7.2 Parent Satisfaction

Parents were surveyed to gain accurate and useful data. Some of the survey results outlined satisfaction in the following areas of school life:

- strong affinity with the College and sense of inclusion;
- the positive Catholic Life and identity of the College;
- the support and communication available for parents and students;
- strong values and morals are taught at MacKillop;
- the effort provided by staff to ensure individual students succeed;
- the processes and welcoming Liturgies available for families as they enter the College;
- the friendliness, quality and efforts of the staff;
- sporting and cultural opportunities provided to the students;
- the Leadership opportunities provided for the students; and
- the resources and facilities offered by the College.

Parents were asked to complete a Satisfaction Survey rating three core business areas and eight support areas of the College. Parents were of both Primary and Secondary students. A 5-point rating scale with 1 reflecting a need for improvement to 5 being very positive was used. Result percentages are shown in the following table:
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<th>Core Business</th>
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Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at http://www.myschool.edu.au. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au

The contents of this annual report have been validated by the School’s consultant, Frances Reynolds.