MacKillop Catholic College, Warnervale
Annual School Report to the Community
2014

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Principal
Mr Steve Todd (College Principal), Mrs Sue Dietrich (Head of Primary)
MacKillop Catholic College (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal's Message

The word 'joy' can aptly describe the feeling that has been so present among the MacKillop Catholic (MCC) community of Warnervale in 2014. With Pope Francis inviting us all to connect to 'The Joy of the Gospel' and by living out the good news of being a Catholic faith community we have aimed to live out the school motto of 'Christ our Life' during 2014. There have been so many good things happen this year, and so many good people involved with the daily life of the school, that we are indeed grateful for this year. The pride that students and staff feel in belonging to this school in our six house teams has seen the introduction of new and exciting house competitions. The Feast day celebrations brought together students from Kindergarten to Year 11 for the first house festival. The students across the school have engaged well in learning, sporting and cultural pursuits and embraced our faith community in so many ways this year. This year has been exceptional for our students with many of the experiences and achievements of such quality that we have all marvelled at these outstanding feats. Our students have shone brightly and I am extremely proud of their achievements.

Message from Head of Primary

The primary campus continues to develop as a vibrant, exciting part of the Kindergarten to Year 12 School. We have continued to build on our exciting work in the celebration of learning. Our continued emphasis on literacy has broadened with our literacy co-ordinators continuing their fine work with class teachers and children. This year we also began our journey in embedding mathematics understanding through the Extending Mathematical Understanding (EMU) program. A key aspect of the school is its culture which nurtures students who are happy, feel safe, cared for, valued and heard. As a Catholic school we have the benefit of our faith and our MacKillop charism which adds deeply to our school culture. In the primary we work as a team to ensure we continually monitor where our children's learning is at, and provide strategies to support their growth and development in all areas.

Parent Body Message

The Parents and Friends (P&F) association has achieved much during 2014. There have been four formal P&F meetings at which parents are able to contribute their thoughts and ideas to the plans for the growth and development of the school. Parents have contributed to barbecues at the various athletics and swimming carnivals. The Mother’s and Father’s day stalls were once again extremely successful and brought parents together to support the school. A number of parent forums were instituted this year and topics were arranged in order to provide support to parents as they bring up their children. Thank you for the contributions made to various activities, including the class parents, the canteen volunteers, the high school book stall and the MCC festival. Contributions large and small from our parents and carers is how we grow as a school community. Thank you to all the parents who have contributed in 2014.
Student Body Message

As the School enters its second decade, we can reflect on the growth of our area and its relationship to our school. The central coast has attracted more than 40,000 people in the past 10 years and, as the population grows, the school has helped cater for the educational needs of students and families. Our school offers a safe learning environment, supported by committed teachers who reflect the ethics and values of Mary MacKillop and her educational philosophy. She was a true visionary and encouraged others to be like her. Our vision for the school has brought the students together in activities and programs that not only promote friendships and values but have developed the relationship with our Parish and community. We are grateful for the opportunity to work with our Student Parliament in promoting the values of the school. Two things we are very proud to have been involved with was the development of the new house system within the school and the new leadership framework. The house system has further increased the pride among students with being part of the school community and the leadership framework has strengthened our connection to our school values.

Parish Priest’s Message

Each year, extraordinary energy and good will are unleashed by students, families, staff and parishioners towards a blessed hope that our lives and our world will be transformed through the gift of an education. As human beings we continually yearn to experience the depth of all that this amazing life has to offer us, and it is a marvellous experience and a privilege to see fear of failure transformed into confidence, ignorance transformed into knowledge, an arrogance of ‘knowing it all’ transformed into a humble awareness of how much more there is to learn, and potential transformed into performance. Here at MCC, as in all centres of Catholic education, we also understand that an education in faith provides an astonishingly powerful key that can transform lives on so many more levels. For 2000 years, the person of Jesus Christ has empowered people all over the world to become the very best person each could be - a person of love, joy, peace, hope, faithfulness, justice, compassion, goodness and self control. As a school community we believe that investing in a relationship with Jesus Christ is the greatest gift that can be nurtured in a student.
School Features

MacKillop Catholic College Warnervale, is a Catholic systemic Co-Educational school.

The School caters for students from Kindergarten to Year 12 (K-12) in the Diocese of Broken Bay. It is one of a few such K-12 schools in the Archdiocese of Sydney and the Dioceses of Broken Bay, Parramatta and Wollongong.

The school 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 and a secondary Catholic school.

The school enjoys an excellent reputation in the local area, with many students on waiting lists in all year groups. The Catholic worldview espoused by the school, 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.

The MCC primary school commenced in 2004 with four classes, two Kindergarten, one Year 1 and one Year 2 class, and continued to grow in 2014 taking the total of classes to 21 classes. The primary school 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 primary was very high due to the increasing population of the area, the desire for a quality Catholic education, the new facilities and the standing the school had established within the community through the commencement of the secondary section of the School.

Feeder schools for secondary section of the School include 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 students came from Catholic schools and the remainder from other schools, mostly local public schools. These figures represent strong local acceptance in the community.
Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>777</td>
<td>742</td>
<td>59</td>
<td>1519</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment at the school is strong. A significant number of students enrol from other schools in the area at both the Year 7 and Year 11 level.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 91.77%. Attendance rates disaggregated by Year group are shown in the following table.
Student attendance is high across all year groups. The school has placed an emphasis on this aspect of school life to ensure learning time is maximised for all students. Data is collected and targets are set to increase attendance rates from year to year.

**Managing Student 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 NSW Education Act (1990) 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
- 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 CSO and the relevant Department of Education 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 CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Student Retention Rate

Of the students who completed Year 10 in 2012, 81% completed Year 12 in 2014.

Senior Secondary Outcomes

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

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes; Year 12, 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during the senior years of schooling.</td>
<td>51%</td>
</tr>
<tr>
<td>% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.</td>
<td>100%</td>
</tr>
</tbody>
</table>

The performance of students in the HSC was strong in 2014. A significant number of students received Band 5 and 6 in a range of courses across all Key Learning Areas.

Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort.

Eighty five (85) of the Higher School Certificate (HSC) class of 2014 were offered places in tertiary education with the majority of students going to Newcastle University. Students have received TAFE places as well as a range of employment opportunities.
Staffing Profile

The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>37</td>
<td>149</td>
</tr>
</tbody>
</table>

* This number includes 94 full-time teachers and 18 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>112</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day</th>
<th>School Vision, Mission and School Improvement Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Using Assessment Data to inform Practice</td>
</tr>
<tr>
<td>Day 3</td>
<td>Joy of the Gospel and College Values</td>
</tr>
</tbody>
</table>

The key area for staff professional development in 2014 was related to preparation for
the introduction of the Australian curriculum in the areas of English, Mathematics, Science and History. Staff worked on developing programs and receiving input on curriculum design and delivery. Considerable work was also done on developing the structures for the school house system with staff receiving professional development to ensure that this enhanced the overall Pastoral Care and Welfare system in the School.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is ‘experiencing life through the eyes of our Catholic faith’.

This has yet again been a rich year of celebration of life and faith. To gather as a whole school community is a gift, as we witness each stage of schooling – the younger students know they are cared for, and the older students are reminded of the joy of childhood. K-12 celebrations include the Opening Mass, MacKillop day Mass and the end-of-year Mass. Religious Education (RE) at MCC encompasses both the faith formation of our students in addition to the provision of an academically rigorous RE program. In this way, our RE program aims to develop the whole person and form the children in Catholic discipleship. Our teachers accompany them on this journey by providing a teaching program 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.

Our primary RE program 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 after participating in a parish-based sacramental program that was supported by the class teaching program. Many of our teachers alongside parishioners, helped out on weekends with this program, 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 Lent, Easter, ANZAC day, Mother’s and Father’s 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.

The school’s youth ministry, was actively involved in the spiritual dimension of the school by providing a significant opportunity for senior students to develop their spiritual dimension and contribute to the school through working with younger students in a variety of contexts.
A feature of the year is the Christ our Light Eucharist and luncheon which acknowledges our senior students and asks God’s blessing on their studies and their lives. Seniority comes with responsibilities and this occasion, with its prayer and its luncheon and guest speakers, is a wonderful way to start the senior journey.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Throughout 2014, curriculum initiatives within the primary school continued the major focus on literacy and numeracy. Our literacy coaches continued their work with the leadership team and education officers from the CSO to enhance the teaching and learning in this area. Goals for the work in literacy centred around:

- consolidating the 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 walks
- investigating effective strategies to be used during English task time
- Developing skills and understanding of writing and spelling
- Introduction of the Extending Mathematical Understanding (EMU) program to strengthen numeracy skills across K-6.

Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English, Mathematics, History and Science for the required student year groups. Information about the phase-in period for the new syllabuses can be found on the BOSTES website. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2014 the School continued to provide educational opportunities for the broad needs of our
students. In Stages 4 & 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 school’s middle management team continued to be developed throughout 2014 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 Australian 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
- use of technology to enhance learning outcomes
- development of increased class learning time and respecting and nurturing a learning culture
- 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 TAS and HSIE, as well as an introduction to the CSYMA.
SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the My School website.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>64.00 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>54.70 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>41.30 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>41.30 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>34.60 %</td>
<td>36.20 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>40.00 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>27.00 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>18.00 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>30.00 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>13.60 %</td>
<td>25.90 %</td>
</tr>
<tr>
<td>Year</td>
<td>Subject</td>
<td>School %</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>Grammar and Punctuation</td>
<td>24.90</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>27.60</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>15.90</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>27.40</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>23.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>School %</th>
<th>Australia %</th>
<th>School %</th>
<th>Australia %</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Grammar and Punctuation</td>
<td>16.20</td>
<td>19.60</td>
<td>33.50</td>
<td>26.80</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>21.10</td>
<td>21.30</td>
<td>20.60</td>
<td>22.70</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>16.80</td>
<td>14.80</td>
<td>42.20</td>
<td>38.00</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>13.30</td>
<td>23.70</td>
<td>21.40</td>
<td>22.40</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>24.00</td>
<td>24.00</td>
<td>18.60</td>
<td>20.70</td>
</tr>
</tbody>
</table>

**NAPLAN Comments**

The Year 3 NAPLAN results reveal that students are continuing to demonstrate a high level of literacy and numeracy. Students are well above national percentages in areas of literacy, particularly grammar and reading. Numeracy in the top two bands is equal to Australian percentages. Students in the lower bands are well below National percentages except in the area of numeracy. The work of the primary literacy coaches has made a significant impact on increasing literacy levels. Results in Year 5 NAPLAN show a mixture of successes and areas to investigate. Students demonstrate very good skills in grammar and writing. The areas of reading and numeracy show lower percentages in the top two bands but programs in place in 2015 will influence these results in a positive direction. The introduction of the *Extending Mathematical Understanding* (EMU) program to strengthen Mathematics outcomes should enhance numeracy results in the future.

Year 7 band distributions indicate that students performing at or below the minimum level is much less or equal to Australian percentages. Performance at the top two bands is equal to national levels. Further emphasis in teaching and learning programs and the work of the literacy coach in Stage 4 will strengthen performance at this level among students in 2015. Year 9 NAPLAN results show student performance in the top two and bottom two bands. Extension
options will continue to be offered in Mathematics and English to ensure more students achieve at these levels. A school wide reading and writing program has been introduced to enhance student skills. Writing and spelling will continue to be emphasised across all KLAs so that students improve their skills. The use of spelling lists in all subject areas will continue and this should enhance skills in these areas.

In 2015 the school has appointed a numeracy coach to work with students in Years 7 and 8 to ensure skill levels in students is increased and teachers are given support and guidance to effectively bring up levels in this area.

**Record of School Achievement (RoSA)**

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. In 2014, the number of students issued with a RoSA was 24.

**Higher School Certificate**

The results of the School’s Higher School Certificate candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

HSC students again produced a strong performance in 2014 that equals the top performance of 30 honour listings achieved in 2012. An exceptionally high proportion of the candidature of the HSC Class of 2014 has recorded a very credible HSC performance with 93% of all HSC entries achieving Band 3 and above. The statistics are even more impressive with 69% of all listings representing Band 4 and above with a most commendable level of 27% of all listings representing the top two bands. Seventeen (17) HSC courses achieved results above the state mean.
<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>Percentage of students in top 2 bands (Bands 5 and 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>21 %</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>26 %</td>
</tr>
<tr>
<td>Biology</td>
<td>3 %</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>100 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21 %</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education (PDPHE)</td>
<td>19 %</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>21 %</td>
</tr>
</tbody>
</table>
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The School has developed pastoral care policies for both the primary and secondary schools which ensure the welfare of both students and staff. Particular programs have been run to provide support to all sections of the school community and include:

- **Seasons for Growth** program
- pastoral care staff provide strategies for students affected by anxiety
- college counsellor available to students and their families
- providing links with outside agencies
- seminars for parents on teenage depression
- **Mini Vinnies** and **Mini Macs** groups
- SRC (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
- welcome nights for students and their families
- working with Department of Community Services (DOCS), Police Liaison Team, Youth Connections and "Pathways" for families in crisis
- transition meetings for Year 10 students moving to Year 11, to outside providers or work placement
- Individual Education Plans developed for Aboriginal students and for students with particular learning needs.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity
and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school has a well developed Student Behaviour Management and Discipline policy which is based on a charter of rights and responsibilities. A system of merits and sanctions operates to ensure all are able to learn and contribute to their maximum capacity. Various programs are also in place such as KidsMatter, Positive Behaviour for Learning, and an award system for attendance, academic performance and citizenship. These programs combine to ensure an orderly and high functioning environment in which all are respected and able to develop and contribute their skills and talents. Pastoral care coordinators and the school pastoral care and welfare co-ordinator ensure that behaviour management and student discipline issues are dealt with quickly and fairly. The SRC (primary) and the Student Parliament (secondary) are effective ways for students to contribute to the good order and running of the school.

**Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school minimises and prevents bullying by developing a culture in which respect for others is consistently taught and demonstrated across all facets of school life. The school runs a Bully Busters program in which strategies to deal with bullying are provided, information is given to students on the effects of bullying and regular opportunities for students to assist and support each other is provided. The school uses the following strategies to effectively deal with bullying:

- Bully Busters program (secondary) and the Bucket Fillers program (primary)
- continual affirmation of the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice
- clear statements from staff about the nature and unacceptability of bullying
- teaching specifically related to bullying in the PDHPE curriculum
- teaching more positive ways of resolving conflict, such as working co-operatively within the classroom and playground
- provision of safe and structured playground spaces and structured activities at break times
- appropriate provision of counselling or other support services.
Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The school is committed to providing a happy, safe work environment for all staff and students. It aims to seek to resolve issues through direct discussion between the parties involved. The school procedures use a variety of strategies which include:

- an agreement between the parties
- a verbal or written apology
- the review of a policy or procedure
- mediation
- targeted professional development opportunity or training
- referral to counselling
- use of sanctions or disciplinary procedures.

Initiatives Promoting Respect and Responsibility

The school encourages all students, through its pastoral care program, to show respect to their peers, staff and members of the wider community. Through a program of community service students take responsibility to contribute to the care and welfare of others. Visits to nursing homes, work with the St Vincent de Paul Society and fund raising activities for various causes all help to develop respect for those not as fortunate as ourselves and encourage a sense of responsibility to share their skills and talents for the betterment of our community and society. The school's youth ministry program provides valuable opportunities for senior students to develop skills in the service of others. Their ministry to other students in the school promotes respect for others and allows them to take responsibility for the welfare of others in a practical way.
SECTION NINE: School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

In the area of Mission the school has strengthened faith formation and discipleship programs for students, staff and parents as well as affirming the charism of Mary MacKillop. In the area of teaching and learning the school has prepared for the implementation of the Australian curriculum and improved student learning outcomes through strengthened data analysis and tracking. Further focus occurred on literacy initiatives in both the primary and secondary settings as well as implementing quality assessment tasks and increasing depth of feedback across all curriculum areas. In the area of pastoral care, the framework used to manage student wellbeing was reviewed and revised and an emphasis was placed on support for families. Initiatives were introduced to provide greater opportunities for parents to connect and engage with the school. Student attendance rates and processes to induct members into the school community were also a feature of initiatives undertaken during 2014.

Priority Key Improvements for Next Year

The key goals for 2015 in the area of Mission are to increase engagement with mission activities and to work to achieve a 99% attendance rate for students at major liturgical celebrations and retreats and to promote attendance at Parish activities and masses. In the area of teaching and learning, the main initiative is to enhance student engagement and improvement in learning through increased literacy effort and tracking of HSC data to have students in Band 3 or above. A trial program to enhance interaction in the Year 5 to Year 8 area will be undertaken. A significant goal will be the integration of technology into subject delivery through the introduction of iPads into Year 7 and the development of the school library into a resource centre and technology hub. Work will also be undertaken on alternatives to the current curriculum framework and timetable. In the area of pastoral care, the school will concentrate on developing a pastoral care matrix to track programs, reduce student leave applications to maximise learning time and form a parent network team.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parent satisfaction with the school is high. Feedback is collected via survey, discussion at P&F meetings and parent forums held each term. Parents show a strong affinity with the school and strongly support the Catholic life and identity of the school. They value the quality of the teaching staff and the effort they put in to provide an extensive range of experiences for their children. Parents endorse the strong values and morals taught at the school and appreciate the behaviour management and discipline procedures in forming their children. The quality of the teaching and learning environment is strongly supported as are the sporting and cultural opportunities provided to the students. Parents value the leadership opportunities provided for students and rate the level of communication and support at a very high level. The high level of volunteers both in the primary and secondary schools is testament to the high regard in which the school is held by the parent body.

Student Satisfaction

Students show a high degree of satisfaction with the school. They believe the quality of the education they receive is very good and appreciate the wide range of sporting and cultural pursuits offered to them. They acknowledge the good rapport with teachers and support the school's behaviour management structure as a way of ensuring all are safe and able to learn. The new house system has developed a strong sense of community and has allowed the charism of Mary MacKillop to shine through in the way students care for each other and the wider school community. The students strongly endorse the pastoral care and welfare structure and see it as an essential support mechanism for them. The level of resources, facilities and technology is seen as a strength of the school. The strong attendance at school functions by students underpins the high regard they have for the school. They believe the school is well led and administered and acknowledge the work of all staff to provide them with a quality education. Feedback is obtained from students via surveys in selected year groups and through the Student Representative Council (primary) and Student Parliament (secondary).

Teacher Satisfaction

The school staff form a united body who have a strong identity with the school mission and vision. They believe the school provides a quality learning environment and actively promotes the faith life of all who attend. They strongly endorse the collegial nature of the school and the pastoral support shown to all in the community. The range and quality of resources and facilities
is highly valued as are the range of activities and subjects offered to students. Staff believe the school is well led and administered and have a sense that they are welcome to be involved in the decision making processes which operate in the school. There is a strong endorsement from the staff of the academic program and they pride themselves on the results achieved by their students in NAPLAN and the HSC. Staff support the level of communication in the school and the contact that is encouraged with parents to maximise learning outcomes for students. Feedback is obtained from staff via surveys and through the regular staff and faculty meetings.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$11,557,062</td>
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<tr>
<td>Government Capital Grants</td>
<td>$0</td>
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<tr>
<td>State Recurrent Grants</td>
<td>$4,496,510</td>
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<tr>
<td>Fees and Private Income</td>
<td>$6,386,696</td>
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<tr>
<td>Other Capital Income</td>
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<tr>
<td><strong>Total Income</strong></td>
<td><strong>$23,134,600</strong></td>
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**RECURRENT and CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$55,109</td>
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<tr>
<td>Salaries and Related Expenses</td>
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<tr>
<td>Non-Salary Expenses</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$21,295,321</strong></td>
</tr>
</tbody>
</table>

**Income**

- Commonwealth Recurrent Grants (50%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.4%)
- Fees and Private Income (27.6%)
- Other Capital Income (3%)

**Expenditure**

- Capital Expenditure (0.3%)
- Salaries and Related Expenses (68.7%)
- Non-Salary Expenses (31%)