

Mackillop Catholic College, Warnervale

PO Box 4367, Lake Haven 2263

Principal: Mr Steve Todd Mrs Debra Ferguson Mrs Sue Dietrich

Phone: (02) 4392 9399 Fax: (02) 4392 9499

Email: smccw@dbb.catholic.edu.au

www.mccwdbb.catholic.edu.au



ABOUT THIS REPORT

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 history of every school has some pivotal moments that define that school's culture, purpose and identity. For MacKillop Catholic College 2016 has been a profound year in our story. This year the College launched its new visual identity connecting us very strongly to our Josephite heritage and developed a new strategic plan for the next three years. The themes of our three key areas are: Mission - Be a light to the world, Learning Culture - Value learning, and Wellbeing - Honour each other. These themes have spread across the College and permeate all we do. An initiative that will have a profound affect on teaching and learning at MacKillop was introduced to all our teachers this year during professional learning days and meetings. The *Cultures of Thinking* approach is being used to enhance our learning community. It promotes the development of thinking and understanding as a social endeavour that directly transforms the culture of the classroom. We are attempting to make students thinking visible. MacKillop is a special place because of the way our students go about each day and every event and opportunity they are presented with over the year.

Message from Head of Primary

Schools are sometimes seen as places where students learn, teachers teach and results are produced at the end of a 13 year process. And yet, education is so much more. We want our students to achieve their full potential academically, but we also want to truly educate the whole person, so that a student at MacKillop Catholic College is a rounded human being, capable of making the most of what will open up for him or her. Our Mission, Learning and Wellbeing goals for 2016 have worked to give our students the skills needed to embrace these challenging times - to be innovative, creative team players, learners and thinkers. Our work to help students engage with their learning has focused on developing a *Culture of Thinking* and its associated deeper understanding and true valuing of learning. Features of this year have been the work of our numeracy coaches and K-12 initiatives in Music, Japanese and Religious Education. Our new Before and After School Care facility has enhanced the wellbeing of our community and provided a much needed resource for MacKillop families. Our students continue to thrive in a community which strives to meet the needs of each of our students.

Message from Head of Secondary

MacKillop Catholic College is an extremely busy school but this reflects the enthusiasm of staff and students to create as many experiences as possible so that all students can strive for their personal best in all areas and especially in their faith. In this 150th year anniversary of Josephite teaching it has been wonderful to reflect on the importance of Catholic education at both our Opening and Feast Day Masses. Our teachers are working hard on making one of our goals "Making Thinking Visible" for all our students K-12. This has inspired them to engage in their own learning and reflect on how to make students think and respond at a much deeper level. The

introduction of a fixed time professional development period for staff each week has enhanced teacher collaboration to study data, provide training to improve student literacy and numeracy, revise programs and assessments, trial teaching routines for visible thinking and continue to improve technology skills. Our students have continued to flourish in the safe and supporting environment that is such a rich part of MacKillop Catholic College.

Parent Body Message

This year MacKillop Catholic College has seen a real commitment to engaging parents so that the educational outcomes for students can be as positive and growth oriented as possible. The appointment of a Family Liaison Officer, FLO, has enabled parents to increase their opportunities for connection to the College. Parent forums, a parent survey and the use of Facebook have proved a real plus in engaging with our parent body. Our parent body has been active through the *Primary Class Parents* network and their involvement in Pizza and Reading nights, Sport Carnivals, College Masses, Discos, Mother's and Father's day stalls, Olympics day, the House Challenge and Book Week. The College has provided for us professional development activities such as the 1-2-3 Magic and Emotion Coaching Parent programs to skill us in dealing with the emotional and intellectual growth of our children. The College is always extremely welcoming of parent involvement and provides many opportunities to enable us to work alongside them to enhance the learning success of our children.

Student Body Message

In such a community based school, we can all feel happy, safe and cherished. Our school has taught us that being here is a training ground for life where we can make mistakes, have successes and be applauded at an assembly of people who are proud to call you a fellow MacKillop student. As students at the College we have been given the opportunity to develop our skills as leaders and as young people. We are taught by the most amazing teachers who have successfully given us support, guidance and study advice. We are sure that we speak for the entire College when we say that we regard them as friends who wish the best for us and encourage us to strive for our personal best. The Student Parliament and Cabinet have been a key aspect of leadership throughout the year and has contributed in a significant way to the growth and development of our College. Our Year 12 students have changed immeasurably from Kindergarten, physically, socially and spiritually. We have developed from small, insecure children into diligent people with their associated responsibilities. It is amazing to see how far we have all come and look forward to the world that MacKillop has prepared us so well to enter.

Parish Priest's Message

At MacKillop Catholic College, everyone from the newest student to the most experienced staff member or the casual visitor, is treated with dignity and respect. All that happens here is a result of the whole community working together. There is the commitment and expertise of the teachers, the dedication and care of other staff and the good will and co-operation of the students. Talent and diversity are encouraged and celebrated. Most importantly, the school is

preparing all its students for life. Activities in the three mission areas mean that the College never stays the same: we are always changing and growing. The six Houses create a sense of belonging and provide opportunities for healthy and enjoyable competition. Mary MacKillop is a real patron saint in this community; her life is a model for each of us. Retreats and other spiritual activities provide all students with opportunities to pray and have an experience of God. When I speak with local people their faces light up when I say I am from MacKillop at Warnervale. Through our students the College has earned an enviable reputation.

SECTION TWO: SCHOOL FEATURES

School Features

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

It caters for students from Kindergarten to Year 12 in 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 of the Cross MacKillop, Warnervale and the Catholic Community of Toukley/Lake Munmorah, a combined Parish with two primary schools. The College enjoys an excellent reputation in the local area, with 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 is now three stream from Kindergarten to Year 6 - a total of 21 classes. The primary section caters for the growing population of the Warnervale Parish - including the suburbs of Warnervale, Hamlyn Terrace, Woongarra, Kanwal, Lake Haven, Charmhaven and Jilliby. Demand for places in the primary school is 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 has established within the community from Kindergarten to Year 12.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
779	735	65	1514

* Language Background Other than English

Enrolment at the College is strong, particularly in Years 11 and 12. The feeder schools for the secondary are MacKillop Primary, St. Mary's, Toukley and the northern based students from St. Cecilia's, Wyong. A significant number of students enrol from other schools in both Year 7 and 11.

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 2016 was 91.58 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group												
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93 %	93 %	93 %	94 %	94 %	92 %	93 %	92 %	91 %	88 %	89 %	90 %	90 %

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 [Procedures 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 2014, 88% completed Year 12 in 2016.

Student retention rates are strong across all year groups. Students tend to continue at the College from Year 10 to 11 in high numbers and usually only leave the College in the senior years to take up work or enrol at TAFE.

Senior Secondary Outcomes

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

Senior Secondary Outcomes; Year 12, 2016	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	40%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

The performance of students in the Higher School Certificate (HSC) was strong in 2015. A significant number of students received Band 5 and 6 in a range of subjects across all Key Learning Areas (KLAs). The vast majority of students achieve in the Bands 4 to 6.

Post School Destinations

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

Eighty five of the Higher School Certificate class of 2015 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.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
114	35	149

* This number includes 97 full-time teachers and 17 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.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	114
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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.

Day 1	An Introduction to Cultures of Thinking
Day 2	Teamness as Cultures of Thinking
Day 3	Developing a Josephite Heart

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

At MacKillop College we believe we are immersed in the spirit of St. Mary of the Cross MacKillop. The sesquicentenary of the Sisters of St. Joseph has been a feature of all our mission activities throughout 2016. Our theme in Religious Education has been personal holiness by encouraging students to have an intellectual grasp which understands that we are invited into a relationship with our God who is love. 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 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 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 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 after participating in a Parish-based sacramental programme 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. 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 CSYMA (Youth Ministry) has seen real growth during 2016 and is an active part of the spiritual dimension of the College providing a significant opportunity for our senior students to develop their spirituality and contribute to the College through working with younger students in a variety of contexts. Our participation in World Youth Day, retreats and spirituality days, feast day celebrations, social justice events and the Senior Student *Christ Our Light* luncheon has contributed in a profound way to the achievement of our mission as a College.

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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 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 2016, in line with a whole school focus on creating a culture of thinking we have been exploring the importance of classroom values and beliefs in relation to learning and understanding how students develop as powerful thinkers and learners. In addition to exploring the forces that create a culture of thinking, we have been engaging with routines that make thinking visible. Through understanding how students think, we as teachers, can take their thinking to the next level. Through the development of thinking routines and learning actions we have encouraged our students to analyse information, interpret and infer, and then apply it to different contexts. When thinking routines are used regularly, students internalise messages about what learning is and how it happens. They make connections to their learning, they wonder and question, they probe and speculate. As we continue on this learning path, we hope to develop a meta-language across the College, a consistent pedagogical approach that makes thinking visible, and promotes an enduring love and engagement with learning. The College has continued its emphasis on literacy with our literacy coaches working on consolidating the skills and knowledge of staff, with a particular focus on writing. The 2016 Olympics in Rio provided a wonderful stimulus for our students and inspired many creative and informative pieces. The literacy coaches have worked alongside teachers in their classrooms and provided extensive professional development. Much work has been done on the analysis of assessment data to improve writing skills in students, as well as overall growth in literacy skills. Using data, both formal and anecdotal, learning experiences in literacy are designed for students to support further growth and development. Mathematics has also been a focus in 2016 with staff being mentored so that they can develop consistent practice in delivering mathematics skills to our students. The engagement of students has been wonderful to see as they share ideas and try different strategies to solve their mathematical challenges.

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 and Technological and Applied Studies (TAS). 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.

Cultures of Thinking has been a significant focus during 2016. The aim of this program is to instil visible thinking as a part of what we do each day, to develop our students as confident thinkers because thinking precedes understanding. The consolidation of the Australian curriculum for Years 7 - 10 has also progressed during 2016. All subject areas have focused on active learning as they embraced the College wide introduction of *Cultures of Thinking*. An emphasis has continued to be placed on literacy skills this year through concentrating on students' spelling and writing. Staff have used data to understand the literacy needs of the students in their care and provide support to take them to the next stage. The College introduced e-learning in a more all encompassing way through the introduction of iPads in all Years 7 through to 10. This initiative was associated with extensive professional development to ensure staff could adjust their teaching to make maximum use of the technology available. The College numeracy coach has continued to assist both staff and students. NAPLAN, PAT and HSC results have been analysed to ensure the needs of students are clearly understood and programs instituted to meet those needs.

In 2016 the College 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 College's middle management team continued to be developed throughout 2016 by engaging in directed professional development and a professional reflection day. Significant professional development was provided to staff to ensure they understood and embraced the learning approach inherent in *Cultures of Thinking*.

Transition from Stage 3 to Stage 4 was managed by the transition coordinator with the help of the Year 7 coordinator, Youth Ministry and the Key Learning Area coordinators. 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](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	39.51 %	52.50 %	4.94 %	9.60 %
	Reading	41.46 %	49.40 %	10.98 %	11.50 %
	Writing	37.35 %	48.80 %	12.05 %	6.20 %
	Spelling	33.33 %	46.40 %	16.05 %	12.40 %
	Numeracy	21.43 %	35.60 %	11.90 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	25.00 %	36.30 %	21.05 %	15.00 %
	Reading	33.33 %	35.30 %	14.67 %	15.50 %
	Writing	24.00 %	17.20 %	22.67 %	18.10 %
	Spelling	17.11 %	29.80 %	13.16 %	17.20 %
	Numeracy	16.44 %	28.30 %	16.44 %	16.50 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	18.71 %	27.60 %	23.98 %	19.80 %
	Reading	21.05 %	26.20 %	17.54 %	17.20 %
	Writing	12.28 %	15.50 %	24.56 %	26.90 %
	Spelling	24.56 %	28.20 %	18.13 %	17.50 %
	Numeracy	15.38 %	30.30 %	17.75 %	15.10 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	16.23 %	16.20 %	31.82 %	27.10 %
	Reading	15.79 %	20.60 %	22.37 %	21.40 %
	Writing	10.39 %	12.30 %	43.51 %	37.70 %
	Spelling	17.53 %	21.80 %	22.08 %	22.80 %
	Numeracy	18.92 %	22.50 %	15.54 %	17.50 %

NAPLAN Comments

The Year 3 NAPLAN results indicate that students sit slightly below national percentages in Reading in the top two bands. Grammar and punctuation continue to be an area for growth although our students don't feature as significantly as their peers nationally in the bottom two bands. Writing and spelling continue to challenge our students but the work of the primary literacy coaches will continue to have an impact on literacy levels into the future. The results in Numeracy show a shift away from the bottom two bands compared to the national percentage. With Numeracy a Professional Learning focus across the primary school, continued improvement will occur.

The Year 5 NAPLAN results shows performance in Reading to be similar to the national performance in the top two bands and slightly better than the national performance in the bottom two bands. Numeracy compares with the national performance in the bottom two bands highlighting the need to shift performance from the middle bands to the upper bands.

Year 7 NAPLAN results in the bottom two bands of all areas were similar to those achieved on a National level. The top two bands in Reading, Writing and Spelling performed similarly to the Australian percentage; however there is some work to be done in Grammar, Punctuation and Numeracy. When looking at the growth of students in the top two bands, students who entered through the primary section of the College have continued to grow to expected levels. However,

some students entering MacKillop Catholic College in Year 7 have not reached expected growth in the top two bands from Year 5 to Year 7. This is therefore a consideration to be addressed for the schooling of these students in their future studies from Year 7 in to Year 9.

Year 9 band distribution in the bottom 2 bands is again very similar to that of the National bands across all areas. The writing component in 2016 was extremely challenging for the majority of students. The top 2 bands in Year 9 are very interesting, as although the results are slightly below the national average, it can be seen that significant ground has been made in the Numeracy, Grammar and Punctuation components. This can be attributed to both outstanding growth in the lower bands and growth in the top bands.

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 2016, the number of students issued with a RoSA was 31.

Higher School Certificate (HSC)

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

The College achieved strong HSC results in 2016 with 94% of all students achieving Band 3 or above. Students receiving a Band 4 or above was impressive with 67% achieving at this level. 27% of students achieved in the top two bands. The College has continued to show consistency in achievement levels over the last three years. Once again performance in the bottom two bands is at very low levels. Eighteen students at the College achieved 23 honour listings with particularly strong performances in English Advanced, English Extension 1, Advanced Mathematics, TAS and PDHPE.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
	School	State	School	State	School	State
English (Standard)	6 %	8 %	5 %	8 %	17 %	13 %
English (Advanced)	43 %	59 %	46 %	58 %	64 %	62 %
Ancient History	19 %	33 %	23 %	33 %	19 %	31 %
Community & Family Studies	18 %	37 %	30 %	32 %	37 %	31 %
Design and Technology	50 %	37 %	53 %	36 %	38 %	41 %
Mathematics General 2	17 %	25 %	19 %	26 %	8 %	26 %
Senior Science	60 %	37 %	32 %	29 %	29 %	29 %
Studies of Religion II	25 %	44 %	35 %	40 %	50 %	48 %

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.

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.

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.

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.

Initiatives Promoting Respect and Responsibility

The College encourages all its students, through its Pastoral Care program, to show respect to both 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, fund raising activities for various causes 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 Youth Ministry program in the school 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

This year the College developed a "Teamness" approach to guide school improvement. Each member of the College was allocated to a team that works with a lead team in shaping our goals over the course of the year. In the area of Mission the College has worked on the introduction of a new community service program and strengthened our mission team within the new College K-12 leadership structure in partnership with the Parish community.

In the area of teaching and learning the main initiative was the *Cultures of Thinking* initiative for K-12 learning. This program provided staff and students with strategies to make thinking visible in the classroom. Routines were embedded in lessons to improve their knowledge and understanding. The College continued its work in strengthening students literacy and numeracy skills and explored and introduced more flexible library structures to support the College K-12 learning models. Technology and e-learning were integrated into subject delivery through the introduction of iPads into all Years 7 to 10. In the area of Wellbeing a new style parent advisory and support structure was introduced with the appointment of a Family Liaison Officer.

Priority Key Improvements for Next Year

The key goals for 2016 in the area of Mission are to continue to strengthen our program in social justice and service. In the area of Learning Culture the main initiative will be extensive professional learning for staff as we consolidate the *Cultures of Learning* program throughout the College. Cross campus specialist teaching opportunities for staff will continue and be expanded so that the expertise of specialist teachers can be shared between the primary and secondary sections of the College. Work will continue to enhance outcomes in literacy and numeracy for students. E-learning through the use of iPads and other technology will be embedded in Years 7 to 10. In the area of Pastoral Care and Welfare, the College parent network structure will be enhanced. The highly successful special program introduced in 2016 will be continued for all students each Tuesday afternoon to address issues in adolescent mental health and wellbeing. Staff professional development will be enhanced through the allocation of time each Tuesday afternoon for teachers to work in their KLA areas on curriculum development, assessment and the sharing of pedagogical strategies.

SECTION TEN: COMMUNITY SATISFACTION

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 College is very high. Feedback is collected via survey, discussion at Parent Network meetings and at parent forums held each term at the College. Parents show a strong connection with the College and strongly support its Catholic life and identity. They value the quality of the teaching staff and the effort they put in to provide an extensive range of both academic and extra-curricular experiences for their children. Parents endorse the strong values and morals taught at the College 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, particularly in the areas of drama, music and dance. Parents value the leadership opportunities provided at the College for students and rate the level of communication and support at a very high level. The high level of parent involvement throughout the College is testament to the high regard in which the College is held by the parent body.

Student Satisfaction

Students express a strong sense of identity with their school. They believe the quality of the education they receive is excellent and meets their needs and appreciate the wide range of sporting and cultural activities offered to them. They value the good rapport with teachers and support the behaviour management structure in the College as a way of ensuring all are safe and able to learn. The House system has developed a strong sense of community and has allowed the charisma of Mary MacKillop to shine through in the way students care for each other and the wider College 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 College. They believe the College is well led and administered and acknowledge the work of all the 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 and Student Parliament.

Teacher Satisfaction

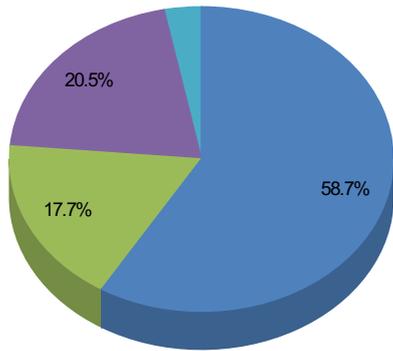
The College staff have a strong identity with and loyalty to the College. They believe the College provides a quality learning environment and actively strengthens the faith life of all who attend. They strongly endorse the collegial nature of the College and the pastoral support shown to all in

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 College is well led and administered and have a sense that they are involved in the decision making processes which operate in the College. There is a strong endorsement from the staff of the academic program in the College and they pride themselves on the results achieved by their students in general and particularly with the HSC. They support the level of communication in the College and the contact that is encouraged with parents to maximise learning outcomes for students. Feedback is obtained from staff through the regular staff and faculty meetings held within the College and the annual professional staff review program.

SECTION ELEVEN: FINANCIAL STATEMENT

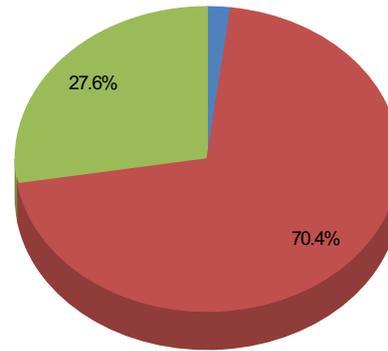
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (58.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.7%)
- Fees and Private Income (20.5%)
- Other Capital Income (3.1%)

Expenditure



- Capital Expenditure (2%)
- Salaries and Related Expenses (70.4%)
- Non-Salary Expenses (27.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$13,681,432
Government Capital Grants	\$0
State Recurrent Grants	\$4,122,024
Fees and Private Income	\$4,774,962
Other Capital Income	\$729,657
Total Income	\$23,842,293

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$470,722
Salaries and Related Expenses	\$16,797,551
Non-Salary Expenses	\$6,586,766
Total Expenditure	\$23,855,039