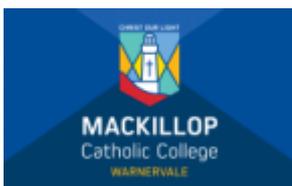


2019

ANNUAL SCHOOL REPORT



MacKillop Catholic College

91 Sparks Road, WARNERVALE 2259

Principal: Mr Steve Todd

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About this report

MacKillop Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) 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') demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the College 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 College 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 College'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 College directly or by visiting the College's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

After nine years as College Principal, I remain very proud to serve this community. I see so much good happening in and about this community and that in itself gives me much encouragement. I am most thankful to the wide group of people who so generously offer such outstanding service to this College. What gives me the most satisfaction is witnessing the amazing achievements and engagement of our students each and every day of the year. It is easy to take these things for granted, but I am most grateful to our students for their spirit, support and connectedness to this wonderful community.

I recall extraordinary achievements, wonderful leadership and outstanding performances from our students, and I know that in very special ways they provide encouragement for everyone around them. Believing and giving things your personal best remains the call around here. At the same time, I do wish to thank our parent community for entrusting your children to our care. We say this often, but we do not take this for granted and hopefully every family feels a sense of connectedness with this College. This special relationship was enhanced by the launch of the Parent Partnership Charter in February. The values connected to each of our Houses are also the centerpiece of our relationship with our families. Our student leaders are excellent role models and they inspire us with their affection for this College.

The pride they take in addressing us at assemblies, liturgies and community events, impresses on us the wonderful people they are. Our Primary and Secondary executive teams both work tirelessly, and always with humility and graciousness, to ensure our students, staff and families are able to attend well-organised, carefully planned, and thoroughly prepared events throughout the year. Our teachers approach learning with passion and encouragement so that their students can see the opportunities ahead.

Parent Body Message

This year MacKillop Catholic College has continued to foster engagement with parents so that the educational outcomes for students can be as positive and growth oriented as possible.

The year started with the launch of the Parent Partnership Charter. We had a wonderful turnout of parents, staff and students for this event. The Charter is an interactive guide to support planning with suggested approaches for parents to connect with the developing profile of their child. This guide allows parents to design their own approach to support their child's development.

Our MacKillop 2019 Calendar made for a busy year with many community events including: the College Open Day; Welcome Mass; Sport Carnivals; Grade Masses; Family Reading and Pizza Night; Primary Disco; Mother's Day, Father's Day and Grandparent's Day events; Japanese exchange student activities; MacKillop Feast Day, including the House Challenge; Book Week; Kindergarten 2020 Playgroup and Orientation; Years 6 and 12 Graduations; End of Year Celebrations; Triple P parenting program and our first ever Colour Run to finish the year.

An initiative by the Catholic Schools Office saw the beginning of our Learning Together Playgroups which were open to all families with preschool-aged children who would like to come and experience what life is like at MacKillop. A total of five preschool playgroups were run with two in Term 2 and three in Term 3. This was a successful initiative, with parents providing positive feedback on the experience.

Following the success of our Grade Parent program in 2018 the program was continued in 2019 and extended to include Year 7. In 2020 there will be grade parents from Kindergarten through to Year 8. Our grade parents are highly valued representatives of our parent community and provide information and feedback on a range of school-related issues. The School 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

Leadership opportunities at MacKillop Catholic College are an enormous privilege. As College Captains we have had the privilege of engaging in many wonderful opportunities throughout the year. One highlight was attending the 2019 JJAMM Conference at Mary MacKillop Place, North Sydney. It was an incredible and life-changing experience and certainly influenced our role as leaders. It challenged us to step out of our comfort zones and connect with leaders from other Josephite schools. Social justice is a feature of our school and this year we focused on working to ensure sustainable solutions to the housing affordability crisis.

As we reach the end of our College leadership and schooling journey we are determined to continue the mission of Mary MacKillop and Julian Tenison Woods. Our leadership experience at MacKillop has taught us both to uphold our Josephite hearts and how to empower others to make a difference in the lives of those around them.

Our Student Parliament is a key feature of our College. It plays a vital role in building relationships between cohorts, encouraging reforms that benefit the school community, and facilitating conversations between the staff and the student body. This team of Year 7-12 students was determined and dedicated in 2019. We acknowledge their constant desire to

'Never see a need without doing something about it' and commend them on their outstanding leadership.

Ever since we received the privilege and honour of becoming Primary School Captains for 2019, there was not a day when we were not proud to represent MacKillop as captains. We have reflected on the many things that came with the role this past year. Amongst those things were fun, excitement and an experience like no other. For example, we were invited to stand up each morning in front of 550 students to lead the school prayer. Now that was a daunting prospect the first few times! We also often found ourselves in the position of making decisions for the benefit of all the students and staff, not just thinking about what we would like to happen.

There are two very special moments that we think will stay in our memories forever; laying the wreath at the War Memorial in Canberra and going to a leadership day with the Mission leaders. We feel very privileged to have had these opportunities.

School Features

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

The College caters for students from Kindergarten to Year 12 in the Diocese of Broken Bay. It is one of a few such schools 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 the College commenced in 2004 with four classes - two Kindergarten, one Year 1 and one Year 2 class. The primary section is now three streams 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 school facilities and the standing the College has established within the community from Kindergarten to Year 12.

Secondary Section: The secondary section of the College has excellent facilities. Some of the highlights include a dedicated Creative and Performing Arts area including a 200 seat theatre, a Trade Training centre for Vocational Education and Training (VET) subjects in Years 11 and 12 and a commercial kitchen and café for the teaching of VET Hospitality courses. Feeder schools for the secondary school include MacKillop Primary, St. Mary's Toukley and St. Cecilia's Wyong for students in the northern areas of Warnervale. Students are also enrolled from local state schools. A significant number of students enrol from other schools in both Years 7 and 11.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
718	700	96	1418

* Language Background Other than English

Enrolment Policy

The College 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 College in 2019 was 90.78%. 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
92.90	92.99	90.79	91.62	91.90	90.78	92.21	91.21	90.60	89.79	88.47	92.10	92.50

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 College, 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 College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College 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 College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each College's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The College'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 2017, 73% completed Year 12 in 2019.

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 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling	37 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

71 of the Higher School Certificate class of 2019 were offered places in Tertiary Education with the majority of students again going to Newcastle University. Students have received TAFE places as well as a range of apprenticeships and other employment opportunities.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	140
Number of full time teaching staff	92
Number of part time teaching staff	20
Number of non-teaching staff	28

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Day 1: K – 12 Literacy with a Focus on Inference and Writing

Day 2: Secondary Literacy Approaches and Strategies

Day 3: Indigenous Perspectives and Spirituality

Catholic Identity and Mission

As a Catholic community, the College 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 College seeks to educate and form young people in the Catholic faith. The College provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The College'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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

Our aim at MacKillop in the area of Mission is to continue to provide staff and students formation opportunities where they can encounter Christ in the classroom and beyond. We also hope that the students who engage in their learning in Religious Education at MacKillop Catholic College recognise the importance of having open, respectful dialogue about faith and what it means to be part of an Australian church community in the twenty-first century. Through the RE program students are encouraged to transcend the material to promote a profound relationship with God. This transcendency has been evident in the way students engage in liturgy and experiences beyond the classroom that form them as spiritual beings.

In October 2020, the Catholic Church in Australia will gather for the first Plenary Council to be held since 1937. Throughout 2019 various groups in the College engaged with one another and listened and dialogued about our faith stories and unique experiences with the Church in an atmosphere of openness, respect and sharing. The student sessions involved several Secondary classes and the Student Parliament team and were facilitated by a teacher who outlined the importance of the Plenary Council and the focus question, "What is God asking of us in Australia?" The students were readily engaged and willingly offered up their thought-provoking answers in relation to inclusiveness, openness to reform and humility. Likewise, staff gathered as a K-12 community and in small groups participated in a conversation with colleagues about their experiences of the Church and what they believed God is asking of them today.

At each opportunity to share and dialogue there was a great sense of community and it was amazing to see the Holy Spirit working with those who came together courageously to open their hearts to those present. Various topics and ideas became evident at our meetings and sessions and these were all collated and forwarded to the Plenary Council as a representation of the voices of the faithful of our MacKillop community.

The primary RE program is built around 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 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 stories of the Gospel and the life of Jesus are an integral part of our community and used to encourage values and attitudes that bring about the Kingdom of God. This year an indigenous artwork that captures the spirit and story of our College was a focus for Primary. The symbols in this artwork represent the MacKillop community, positioned within the other communities of the Parish, the suburb of Warnervale, the Central Coast region, the state of New South Wales, and the country Australia. This artwork has been a teaching tool for Primary throughout the year.

The liturgical life at MacKillop Catholic College has once again proven to be dynamic and vibrant throughout 2019. The task of a Catholic school is to support students on their journey towards a personal integration of faith and life. Participating in the liturgical life of the College encourages our students to actively participate in the life of the Church and also nurtures faith development. Our liturgical celebrations are driven by our College's mission to "be a light to the world".

Curriculum, Learning and Teaching

Primary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2019 the College continued to develop Cultures of Thinking as the main learning focus for students and staff. English and Mathematics was the focus within this program for the Primary Learning team this year.

In Mathematics the aim was to activate students' cognition using Mathematical language and make learning visible. Effective open-ended questioning, and mathematical anticipating and noticing were at the forefront of our planning to enhance the students' hard thinking. The lessons planned were intended to develop increased learning effort, self-efficacy and independence, and encourage the students to persist and concentrate on activities.

We encouraged our Primary school children to use real world experiences and examples to gain a broad understanding of mathematical content and develop the best strategies to use for a variety of applications. The number line was used diversely in all classrooms as a support to learning place value which is vital for developing number sense.

The English focus this year, continued to be writing. Teachers engaged in Professional Learning teams to plan dynamic and engaging literacy tasks with an emphasis on integration with other Key Learning Areas. During these planning sessions teachers reflected on their writing program and looked collaboratively at student writing samples to determine the developmental levels of the students. This process was invaluable for the teachers and enabled them to extensively plan as a Stage for the next steps of learning.

In Primary the College implemented Get Reading Right, an Australian reading and spelling program that teaches explicit synthetic phonics. Synthetic phonics is the synthesizing or blending of phonemes (sounds) to make a word, thus enabling children to read. The program allows considerable flexibility and differentiation, so teachers can ensure they deliver it to the capability of all students.

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of 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 College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The 2019 academic year at MacKillop saw the continuation of a purposeful and direct focus on student growth. Learning is at the forefront of all classroom activities and our focus is to ensure that each student continues on their learning trajectory. We recognise that each student has unique abilities, learning styles, motivation, aspirations and engagement levels. A conscious effort is taken to develop all students' ownership of their learning and to be proud of each success.

Data from many sources, including HSC results and NAPLAN, provide evidence that a student's literacy level strongly underpins their ability to engage and contribute to learning. Throughout 2019 there continued to be a strong focus on literacy. Teachers undertook professional development in all areas of literacy to develop effective pedagogy relevant to their specific subject areas. The Australian Curriculum also reinforces that students require literacy to interpret and use language confidently for learning and communicating as well as for participating effectively in society. The continual implementation of the Australian Curriculum and the roll-out of new syllabi has been demanding on teaching staff to ensure students are delivered the most current and relevant education. Literacy is broader than reading and writing: the Australian Curriculum specifies that it involves listening to, viewing, speaking and creating oral, print, visual and digital texts as well as using and modifying language for different purposes in a range of contexts. In 2019, there have been several key initiatives implemented to develop students' literacy and we continue to monitor and develop the programs, strategies and outcomes. Throughout 2019 teachers have been developing and delivering programs for new syllabi which make the curriculum accessible and meaningful for all students. Teachers endeavour to shape each learning experience so it is authentic, meaningful and purposeful.

There is an amazing array of dynamic learning opportunities at MacKillop. The collaborative learning environments, flip learning, use of modern technology such as 3D printing and virtual reality headsets, field trips, guest speakers and cultural programs such as the Japanese sister school, all form part of a vibrant learning environment. The breadth of work from our HSC students undertaking major projects was amazing and reflects the diversity of our students' abilities; from a research Personal Interest Project, to practical projects in TAS and Visual Arts and performances in the Performing Arts. The number of staff and students

who attended additional lessons and workshops before school and during holidays illustrates the commitment and sense of community that we are privileged to have at MacKillop.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the College'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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	53%	59%	13%	10%
	Reading	47%	54%	13%	10%
	Writing	71%	55%	1%	5%
	Spelling	48%	52%	8%	11%
	Numeracy	37%	42%	9%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	17%	37%	15%	17%
	Reading	26%	38%	20%	12%
	Writing	11%	19%	25%	18%
	Spelling	17%	38%	20%	13%
	Numeracy	15%	32%	8%	14%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	20%	31%	21%	19%
	Reading	26%	31%	15%	16%
	Writing	19%	17%	31%	27%
	Spelling	30%	35%	19%	15%
	Numeracy	26%	37%	14%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	11%	19%	25%	23%
	Reading	13%	23%	8%	19%
	Writing	7%	13%	29%	37%
	Spelling	14%	24%	18%	18%
	Numeracy	17%	27%	10%	16%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

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.

Pleasing HSC results were achieved in 2019 across all KLAs with 90% of all students achieving Band 3 or above. Students receiving a Band 4 or above was impressive with 65% achieving at this level. At the College, 26% 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 are at very low levels. 9% students achieved 19 honour listings with well above state average performances in 11 subjects.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Community & Family Studies	29 %	30 %	41 %	29 %	49 %	37 %
Design and Technology	55 %	43 %	42 %	47 %	58 %	47 %
Drama	0 %	42 %	30 %	42 %	60 %	44 %
English (Advanced)	58 %	64 %	37 %	63 %	47 %	62 %
English (Standard)	13 %	16 %	1 %	15 %	5 %	12 %

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 2019, the number of students issued with a RoSA was 39.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines 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 (2013) (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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while 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. There were no changes made to this policy in 2019.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are 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. There were no changes made to this policy in 2019.

Complaints Handling Policy

The College 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. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

The College encourages all 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 College Youth Ministry and the Josephites Undertaking Mission Projects (JUMP) program provide valuable opportunities for junior and senior students to develop skills in the service of others.

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 College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College 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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2019 in the area of Mission, the JUMP program was enhanced with an extension to other year groups. Connections were made with the Darkinjung people to enhance our understanding of indigenous culture in our local area and this was incorporated into our House structures. In the area of Teaching and Learning, further professional development was provided for staff to embed the various aspects of the Cultures of Thinking model used in the College to enhance learning outcomes. Considerable work was done with both staff and students in developing literacy skills in the areas of Inference and Writing. Digital learning was expanded with greater access for students to technology and more Inservice for staff on the use of technology to assist the teaching and learning process within the College. In the area of Pastoral Care and Wellbeing, the College continued the promotion of parent engagement with the launch of the Parent Participation Charter. Staff professional learning was also provided on reviewing and updating the processes for student behaviour management. Students were provided with a study skills program called Elevate which developed their skills in successfully managing their learning. Inservice was provided to parents and staff to support students using this program.

Priority Key Improvements for Next Year

In 2020 in the area of Mission, the House structure will be enhanced through linking our Catholic and Josephite story with our House Indigenous stories and their mascot connections. Further spiritual formation opportunities will be provided to staff, students and parents with experiences aimed at awakening and deepening their faith. It will also be a priority to engage with the Plenary Council outcomes with a positive mindset reflecting our Josephite heart.

In the area of Teaching and Learning, the main initiative will be to further develop and enhance literacy outcomes to ensure this translates to learning gains for all students. This will be combined with a program to develop student agency so that they grow and are motivated to take responsibility for their own learning. Also work will be expanded in the development of K-12 maker Spaces to provide additional Culture of Thinking opportunities.

In the area of Pastoral Care and Wellbeing, the College will continue to update pathways and programs for supporting student's mental wellbeing. Parent Pastoral and Support Teams will be further developed to provide better collaboration, planning and networking in supporting the College's mission. The introduction of a new computer administration system called Compass will necessitate introducing and developing appropriate personnel and processes to ensure a smooth transition to this new system.

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 College from parents, students and teachers.

Parent satisfaction

Parent satisfaction is excellent. Feedback is collected through discussion at parent forums held throughout the year and parent network meetings. Parents show a strong connection with the College and strongly support its Catholic life and identity. They value the experience and 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 as well as the strong wellbeing initiatives that are part of the College. Parents endorse the strong values and morals taught and appreciate the behaviour management and discipline procedures in forming their children into well rounded individuals. The quality of the teaching and learning environment is very strongly supported as are the sporting and cultural opportunities provided to the students, particularly in the areas of drama, music, languages and dance. Parents value the leadership opportunities provided for students through the College House system and rate the level of communication and support at a very high level. The high level of parent involvement within the College is testament to the high regard in which the College is held by the parent body.

Student satisfaction

Students strongly identify with and feel a part of their School. They believe the quality of the education they receive is excellent and meets their needs, and they 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 charism of Mary MacKillop to shine through in the way students care for each other and the wider school community. They strongly support and involve themselves in the College social justice program called Jump. The students strongly endorse the Pastoral Care and Welfare structure and see it as an essential support mechanism for them particularly in the area of mental wellbeing. The level of resources, facilities and technology is seen as a strength of the School. 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 Staff believe the College provides a quality learning environment and actively strengthens the faith life of all who attend. They have a strong identity with and loyalty to the College. They strongly endorse the collegial nature of the College and the pastoral support shown to all in the community. The professional development program provided for the staff is very much appreciated and valued. They believe that this has enhanced their ability to grow in their curriculum knowledge and teaching skills to ensure the best outcomes for their students. 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 within the College. There is a strong endorsement from the staff of the academic program 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.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$12721394
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3664748
Fees and Private Income ⁴	\$6339161
Interest Subsidy Grants	\$299297
Other Capital Income ⁵	\$720081
Total Income	\$23744681

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$471414
Salaries and Related Expenses ⁷	\$17720196
Non-Salary Expenses ⁸	\$6484991
Total Expenditure	\$24676601

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT