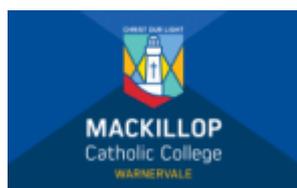




2021

ANNUAL SCHOOL REPORT



MacKillop Catholic College

91 Sparks Road, WARNERVALE 2259

Principal: Mr Steve Todd

Web: www.mccwddb.catholic.edu.au

About this report

MacKillop Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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

It is with a very humble heart that I say farewell to this wonderful College community after serving these past eleven years as College Principal. It has been an enormous privilege to be the second College Principal following on in the footsteps of our Foundation Principal, Steve Aitken. The warmth of this College community has left a lasting impression on me and there are so many people that I wish to thank. I will not list them here now, as I will want to say something personally to so many of these fine men and women of MacKillop. The list is far too long and I am overwhelmed by just thinking about who they are and how they set about shaping me in this important leadership role.

The realities of aging and wanting to hand the College on to the next leader who will hopefully add even more to the way of life at MacKillop are among the main reasons for why it is the right time for me to say farewell to everyone. This farewell will also bring my career of nearly 45 years as a Catholic educator to a close with the past 29 years in serving three Catholic Schools as their Principal. What an honour this journey has been for me, and I thank every single student, staff member and family for supporting my leadership as a principal. I am hoping that my quirky sense of humour and my passion for Catholic Schools and its people has provided some encouragement to others who were setting their sights on finding acceptance with further inspiration in your own life journey. It has been a pleasure meeting, teaching and working in partnership with so many wonderful people.

There are many things that have taken place, and these have shaped who we have become at MacKillop Catholic College, over these past eleven years at Warnervale. I am extremely proud of us all for influencing one of the best cultures I have witnessed in a Catholic School. I will not list these things albeit the House Stories of Belonging telling the story of Mary MacKillop's life with a strong connection to Gospel values along with inspiration from indigenous people is something quite uniquely special to this College. I hope and pray that this spirit continues to enrich the lives of everyone who comes to MacKillop for helping them realise that Australia does have a very long story to tell now with a re-emerging identity that will define us all as Australians. It is with our collective Josephite heart beating proudly within each of us that we continue our pilgrimage together. God never gives up on all good people of love, compassion, forgiveness and acceptance. Trusting in this belief is why we will keep trying to make a difference each and every day.

Strangely, over these past two years, as we have all been dealing with the COVID-19 pandemic, we have found ourselves reaching inside to discover the strength and resilience for supporting others in our school, homes, community and across the world. In doing so, hopefully we have found the true heart of the Gospel message of 'loving others' along with Mary MacKillop's inspiration for responding to the needs of others. As life now moves forward

and we renew how we are being a Catholic School, let us all hope that there will be new learnings for an even brighter future.

A famous quote from an international leader's spouse once said, 'Behind every successful man is a very surprised woman', and whilst my wife Lyn would chuckle at that saying, she along with my wonderful children, their spouses and my grandchildren have been the unsung heroes of my career. Their advice, feedback, encouragement, and love has nurtured my leadership. The blessing I now have is to be able to spend more time with them and enjoy seeing their growing happiness in life.

There are a number of strategically important people who have been there advising and adding to the MacKillop improvement agenda over the years that I wish to offer them a heartfelt thank you. Our Secondary Principal, Deb Ferguson who was our Assistant Principal for many years has walked this journey with me every step of the way and whose loyalty and support has been unwavering. She is a MacKillop legend and icon in my mind. Likewise, Janine Silver my PA has been so caring and supportive, and I count this connection as College Principal as a great blessing. In recent times, I have partnered with our Primary Principal, Frank Cohen, in reshaping our Primary School learning agenda. He is quite remarkable in that space, and I am indebted to him for how he has embraced our K-12 College community.

Finally, can I leave you with this message, that I will always want to say hello and stop and have a chat about your days at MacKillop and how life has offered you the blessing of goodness. Until then, take gentle care of yourselves.

Parent Body Message

How do you express your gratitude to a fine leader and adequately describe a person's contribution to Catholic Education in just a short article? However, this is what we will try to do to farewell Mr Steve Todd in a fitting manner as he retires at the end of the year after 45 years of dedication to students and their families.

Mr Todd started his teaching career as a Primary teacher in 1977 at Waverley College, Junior School before moving to Marcellin College Primary School. He commenced his rise in middle leadership as a Religious Education Coordinator (REC) back at Waverley College and then to St. Matthew's Central School, Mudgee as REC in a K-10 school. In 1993 he was promoted to his first principalship at St. Joseph's Central School, Oberon.

Everyone who knows Mr Todd is aware of his deep affection for Mary MacKillop and his strong desire to educate about and protect the dignity of women. In 2003 he moved to MacKillop College, Bathurst (Yr 7-12), an all-girls school, as Principal and then, finally, in 2011 we were very fortunate and blessed to have him come to MacKillop Catholic College, Warnervale as the College Principal. What a prestigious and impressive career.

For many, this would be impressive enough but Mr Todd needs to be recognised for several other areas:

Firstly, he is a man of deep faith of which he is highly informed having a Masters in Religious Education. Whilst in the Bathurst Diocese he generously served on the Religious Education Working Party developing 'The Christ We Proclaim' Secondary RE Units where he was a collaborative writer and presenter. He was also on the Bathurst Diocesan Task Force for Adult Education whilst also being the President of the Bathurst Diocesan Catholic Principals Association. When he came to our Diocese, he also served on the Broken Bay CSO Mission Committee for 4 years.

One of the high points for Mr Todd has been his membership of the Association of Josephite Affiliated Secondary Schools (AJASS) which is an independent association of Josephite schools which was formed in 2006. Mr Todd was one of the founding executives, and he has had a vital role in expanding the membership of this group and ensuring that our College has been closely linked with the Sisters of St Joseph and other schools commenced by this Religious Order or have taken on Mary MacKillop's charism.

Developing the resources of Catholic Schools to ensure that we are providing the very best for our students is so important and Mr Todd also served for 3 years on the NSW Catholic Education Commission – Catholic Block Grant Authority which works to provide funding to build and to renovate and expand Catholic schools.

We have so much to be grateful to Mr Todd for since he arrived at MacKillop. Steve followed the inaugural Principal, Mr Stephen Aitken. We have named Mr Aitken's time as the 'The Establishment Era' of our College and Mr Todd's as 'The Cultural and Identity Era'. His era has featured: new Mission and Vision Statements with associated Strategic Plans and School Improvement Plans across the years; becoming a leading HSC performing school in the area; the introduction of a new House system reflected in the students connection to the story of Mary MacKillop; a new visual identity honouring both the original Lighthouse logo and the canonisation of Mary MacKillop as Australia's first Saint; and for how the College expresses their motto of 'Christ Our Light' with a Josephite heart. A booklet he wrote and published in 2021 entitled 'We All Belong Here' offers the connection with the College motto, Gospel Values, Mary MacKillop's Story and with the Indigenous Stories of First Nation Peoples. He has worked tirelessly for our families and staff to create a strong K-12 Catholic College, of which we are all so proud.

It is very apparent of his passion for Catholic education, yet he is also highly accomplished in his private life, although these too still link closely to his faith and education. Mr Todd is a talented illustrator and writer, and he has co-written a number of books including 'Growing Together in Faith' Series,

Books 2 & 3, illustrator of 'Breathing Life into the RE Classroom' by Dan White CEO, Bathurst and illustrator & Co-Author for KD Publications for six other books based around our faith and religious education.

Further to this, he is recognised as a talented artist. In addition to his beautiful art works which involve his family and places he has travelled, he has been commissioned to complete many paintings which take pride of place in many schools, especially at our College.

Mr Todd has decided it is time for him to retire, yet he has many ambitions still to fulfill and many plans in his future. He will continue to paint and hopefully we will one day attend an art exhibition of his work.

More than anything, Steve plans to spend most of his time with his family. To travel and enjoy retirement with his wife of 41 years, Lynette and to especially spend time with his 3 children Katie, Joshua and Daniel and their partners and his four grandchildren, Luca, Rose, Isla and Jasper.

So, all that we can really say is, thank you Mr Steve Todd for all you have done which has always been informed by a deep faith, a wealth of knowledge, a true sense of justice and integrity and a great love of education and the families and teachers it serves.

ENJOY A WELL-EARNED RETIREMENT.

Student Body Message

As our journey at MacKillop has now come to an end, we cannot begin to describe how grateful and blessed we are to have ended our schooling journey as College Captains. We are extremely proud and thankful to have been chosen to lead the MacKillop community over the past 12 months, and feel much gratitude to everyone who has supported us during this time.

Over the past 12 months, we have come to realise that no task is done individually and there is no 'I' in team, and through the 2020/2021 Parliament team this was demonstrated. We are so blessed and give thanks to every individual in our parliament team this year as they have challenged their fears and have all grown as individuals through their leadership roles. However, a special mention must go to our Year 12 Parliament who we must acknowledge and thank for all they have done for us and the College community over the past 12 months. It has been a pleasure and honour to have worked alongside such creative and unique individuals who have all collectively made the 2020/2021 Parliament year a successful one.

Throughout our year as Captains we implemented two initiatives, Soul Goals and Welcome Angels, with the aim to unite our K-12 community after the events of Covid-19. Soul Goals is an initiative run by our Year 9 and 10 Parliament leaders that focuses on bringing positivity to our secondary community through reading a positive quote, message, or an event that has occurred during the school that week over the PA system during pastoral. The Welcome

Angels is another initiative that we created with the aim of fostering small friendships and a bond between our primary and secondary students. We hope that these initiatives continue on through the new parliament team and bring further positivity to our school community.

The role models and Josephite values encompassing MacKillop undoubtedly influenced our captaincy as we strived to be the best leaders we could be. We cannot express enough how grateful we are for all the experiences, teachers and friends who have made us who we are today, and who we will be in the future. We wish you all the best of luck on your journeys, and thank you for making our time here at MacKillop so memorable.

Lastly, we would like to specifically thank Mr Todd, Mrs Ferguson and Mrs McGuiness for all their tremendous support and wisdom they have shared with us over the past 12 months. We would like to also thank Mrs Elcoate for her consistent generosity and support, as well as for encouraging us to go for a leadership position. You have made us the leaders we are today and we will be forever grateful. Finally, to the graduating class of 2021, thank you for the laughs and the support you have shown us! It has been an honour to represent you all and you all individually have left a special mark on our MacKillop journey.

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 School

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, making 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 School

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 across Years 7-11.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
763	726	161	1489

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2021 was 94.38%. 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
95.30	96.10	94.40	96.61	94.99	95.60	95.05	94.09	92.94	92.89	92.91	92.99	93.13

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement 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.

Student Retention Rate

Of the students who completed Year 10 in 2019, 92% completed Year 12 in 2021.

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 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	46 %
% 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.

Of the 112 students in the HSC class of 2021, 86 offers of university placements were received. Many of our students received multiple offers and one of our students was recently awarded the International College of Management Sydney Professional Scholarship for 2022 (Charlie Baresic).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	153
Number of full time teaching staff	86
Number of part time teaching staff	35
Number of non-teaching staff	32

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 and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 CSBB. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

As a result of one of the College's SIP goals being to improve literacy with our students, this year we began a three year long project with literacy expert, Trish Weekes and CSBB where all Secondary teachers participate in LiSA (Literacy in Subject Area) training. During Semester One, staff participated in two workshops where we worked with colleagues in a demonstration of effective literacy strategies to support student outcomes in our classrooms. With each workshop teachers completed the Teaching and Learning Cycle focusing on different genres specific to our subjects areas. We will continue this project through to at least 2023 and look forward to seeing ongoing progress in our students' literacy skills.

In addition to the literacy training, staff continued to maintain their professional compliance through online and in person workshops such as the targeted faculty based training in disability awareness led by CSBB and Maryellen Lowe, the Leader of Learning Support. These sessions allowed all teachers to review the legislation and accessibility requirements as part of our NCCD (National Consistent Collection of Data) compliance, to ensure we are providing the best opportunities for all students.

Just as we were getting into the swing of the year, 2021 had a few unexpected turns with NSW going into lockdown and the return to Home Based Learning (HBL) for most of Semester Two. Fortunately our teachers quickly adapted to this disruption and with '2020 hindsight' we were able to quickly pivot to HBL and support students with their learning. The lessons and professional development gained last year allowed staff to confidently move to asynchronous learning with Google Classroom and Zoom continuing to be the digital tools of choice. Staff professional growth shifted from learning how to use these tools, to mastering how to implement them to the best effect; a focus on ensuring quality pedagogy was the goal.

Staff continued to gain experience and expertise through digital collaboration and online professional learning days such as the virtual workshops at the end of Term 3. During this day, staff were able to learn from each other and share their tips and ticks for engaging students in HBL; whether it was learning how to create 'video in video' flipped lessons with the REC Chrystal Price, or how to better utilise breakout rooms in Zoom with Shayne Winkler, the Leader of eLearning and Innovation.

As we look to 2022, we can take so many lessons from this last year; the value of collaboration in professional growth, the importance of being flexible and maintaining the goal of providing quality professional development to staff to ensure the best outcomes for students.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

At the beginning of the year MCC was able to celebrate important events in our liturgical calendar as a K-12 community connected to our parish St Mary of the Cross MacKillop. We started off with the Welcome Mass for our Kindergarten students, Year 7 students, their families and any new families to the College. Uniting the College and Parish communities is the ideal way to mark the start of another school year. Continuing with tradition, at the conclusion of the Mass, Kindergarten students received a little MCC teddy bear, and Year 7 students received an MCC keyring as a sign of welcome to the MacKillop community. All were then invited to share in a BBQ in the COLA area where we had a special appearance from our College House Mascots.

MCC also celebrated a rich Easter liturgy led by our Youth Ministry Coordinator Mrs Maisie Tenev and her team of Youth Ministry students. Our students in both Primary and Secondary gathered in the Aitken Hall to pray and reflect on the Stations of the Cross. Here our musicians and Youth Ministry students led the College in commemorating the most important time in our year, the death and resurrection of Jesus Christ in a contemporary way. Mrs

Tenev also broke open the word and preached to all students the message of how they too could be Easter people and carry out Christ's message in their daily lives.

2021 marked the anniversary of 200 years of Catholic Education in Australia. To celebrate this important occasion, MCC participated in a College Mass that was held nationwide on the feast day of Mary Help of Christians. The Mass began with a great media presentation from various staff past and present about their experience of Catholic education. This was followed by a reflection by our College Principal Steve Todd who emphasised the need to acknowledge the work of the Religious, especially the Sisters of Saint Joseph, in ensuring quality Catholic education to all in Australia. We also had our first liturgical K-12 dance to the theme song for the year by Fr Rob Galea, 'Faith in the Future.' This celebration of the Eucharist, and the joining together as a K-12 community, was a great reminder of how blessed we were to be able to celebrate our faith as a church and share in such an important occasion.

It is also important to note that celebrating liturgy and the Eucharist as a community has been at the fore of Father Philip's return to our school community this year. The students throughout the College have clearly been able to participate in Mass celebrations and prayer with Father Philip in a variety of ways that has opened new doors by providing new ways to remain active and participate in our faith as a Catholic community. Celebrating new students and families, daily parish masses, and large community celebrations like Feast Days, Welcoming, Commissioning Liturgies and Mother's Day Masses would not have been possible without Father Philip's willingness and adaptability to the ever-changing landscape of restrictions. Fortunately for our community, the students within our school and our Parish community were also able to participate in the Sacramental programs largely with the assistance of Sister Jiji, who has become an integral part of our faith community. Bishop Anthony presided over our Sacrament of Confirmation celebration in May and commented that it was wonderful to celebrate with "such a joyous community" and to see so many in attendance at these gatherings.

Upon reflection, our liturgical year at MacKillop began with limited capacity for celebrations, to full capacity and "back to normal" conditions by the end of Term 1, then closed doors again from the beginning of July. Live video conferencing, social media, and live streaming has allowed us to remain both physically safe, and spiritually nourished throughout this year and we are eternally grateful to all the staff, students and parents who have assisted (willingly and with coercion) in engaging our MacKillop Catholic community in this way.

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.

We enthusiastically started our year with blossoming classes and motivated teachers. Teachers that I had heard fabulous things about and a community that was faith-filled and radiated love and a wonderful sense of wellbeing. It did not take long before the rumours I had heard about our teachers were coming to light.

This year our teachers have worked extremely hard in planning and producing and teaching and assessing and monitoring and reporting and evaluating in many and varied conditions to ensure that the wellbeing and academic growth of our students has been achieved. Every student learns differently, every student achieves differently and alongside that, every teacher teaches differently. Yet, inside every teacher is the innate capability to nurture and teach children of varying abilities.

2021 has seen the use of many and varied teaching strategies that ensured that every student had the opportunity to experience growth in their academic ability in English and Mathematics. We were able to ensure that opportunities were given to guarantee that every student could learn at their point of need. We shuffled and moved and discriminated and grouped and planned for every student in every class to ensure they had the best opportunity to develop their knowledge and skills as best suited to them.

By the end of Term one, every teacher had completed their Certificate of Gifted Education and as a result we are now catering for all of our students. Those students who need to work extra hard to gain academic gain have always been extremely well catered for by our Learning Support Team, however, since the beginning of Term Two we are able to promote that the students who are achieving above stage level are also being extremely well catered for as well. Masterclass extension groups that cross from Year 6 to Year 7 enable our high achievers the opportunity to show their talents. We are extremely proud that each and everyone of our teachers has a deep understanding for catering for all students in their class.

NAPLAN 2021 was the feature during the month of May. Students in Years 3 and Year 5 were well-prepared and well-versed in the conventions of the mandatory Online

Assessments. Our teachers had prepared the students well and without disappointment our students treated the assessments with respect and rigor. They calculated, wrote, deciphered, comprehended, solved and spelt words to their best of their ability and as a result, we as MacKillop Catholic College produced results that were a true indication of the talented teachers and dedicated students we have in our community.

Term three saw us move into a Home-Based-Learning situation, which once again was full of academic rigour and stimulating presentations. Our teachers worked tirelessly day after day catering for our learners at home while still catering for learners at school. Through the use of printed booklets and online learning portals such as SeeSaw and Zoom we were able to offer our students a comprehensive and interactive learning experience. Both teachers and students endured the uphill struggles and pinnacle jubilations of Home-Based-Learning!

Where to from here you might ask? Wherever the Holy Spirit leads us... And the data, the need for academic growth and the want to cater for every child at their point of need, we will forge ahead to offer the best of opportunities in learning and teaching to our ever striving MacKillop 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.

Teaching and learning endured enormous changes and challenges in 2021.

Throughout Semester 1, teachers delivered a diverse curriculum and students displayed commendable growth and engagement in their learning. As a learning community, the focus was on continuous improvement and in particular, the acquisition of literacy skills required for success in each subject.

Semester 2 was a very different and challenging time as the impact of the COVID-19 pandemic changed the very nature of our community and teaching pedagogy. Lockdowns in 2020 taught us many lessons and we were aware of the importance of both maintaining learning momentum and student wellbeing.

NSW Education Standards Authority (NESA) recognised the challenges of remote learning and gave schools greater flexibility to adjust the curriculum. MacKillop narrowed the curriculum, targeting key concepts within each course and modified assessments accordingly. Teachers utilised unique ways to inspire students and to communicate to them

all through virtual platforms. Students undertaking practical subjects had to do without school resources during HBL. Despite shuffled schedules and lost class time, major projects and performances were still completed to a high standard.

Our HSC cohort are to be commended for their commitment and flexibility in managing periods of uncertainty and change. They accepted things that were beyond the individual and focused on what they could control. Managing anxiety and setting goals were paramount to completing their studies. The HSC Examinations were postponed twice and constant changes were made for the submission of major works. NESAs always maintained that students would receive their HSC credential as expected and offers for university would not be compromised.

Great efforts were made to preserve our main academic events, albeit in a different form. We acknowledged the academic achievements of students through videos and virtual gatherings. Zoom meetings with whole cohorts of students and their parents were used for Subject Selections and Information Nights. Final course exams for senior students were replaced with online tests. The success of these events is a credit to the collegial community we have at MacKillop.

Extended periods of remote learning bring the vulnerabilities of students to the forefront. The link between pastoral care and academia has never been more intertwined. Resilience, adaptability and self-discipline have been key for students to maintain their studies and withhold a positive outlook. Our students should be proud of their perseverance and engagement throughout 2021.

Teachers have worked under difficult and unpredictable circumstances. Managing remote learning involves embedding different teaching strategies, developing new resources, simplifying instructions yet ensuring that the range of activities extend to students at all levels. Managing endless virtual meetings and the continuous flow of emails greatly pushed the time demands.

I look forward to 2022 being a year where curriculum delivery and College life in general returns to some normality.

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	51%	54%	0%	11%
	Reading	53%	55%	0%	10%
	Writing	59%	53%	0%	6%
	Spelling	41%	49%	0%	13%
	Numeracy	36%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	49%	35%	6%	14%
	Reading	43%	40%	5%	11%
	Writing	31%	20%	5%	18%
	Spelling	50%	38%	11%	14%
	Numeracy	35%	29%	6%	15%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	17%	26%	0%	23%
	Reading	21%	28%	0%	16%
	Writing	16%	20%	0%	25%
	Spelling	28%	31%	0%	15%
	Numeracy	22%	33%	0%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	14%	21%	24%	26%
	Reading	13%	21%	17%	24%
	Writing	9%	14%	32%	36%
	Spelling	14%	21%	21%	22%
	Numeracy	12%	22%	10%	18%

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%.

MacKillop Catholic College, Warnervale proudly welcomes an admirable HSC result from the Class of 2021. Data is a useful tool for reflection and is best used when we ask ourselves questions and know the narrative behind that data. Across the globe the narrative of pandemic and change has continued. It's a story of challenge in a time of global pandemic and uncertainty. In the face of this adversity, our students, with the support of their teachers, have continued the admirable performance of honour listings. We extend our congratulations to the entire HSC Class of 2021 and all our staff, as these achievements reflect the reputation of the College's learning culture.

A sizeable proportion of the candidature of the HSC Class of 2021 has recorded a credible HSC performance with 81.7% of all HSC entries achieving Band 3 and above. The statistics are even more impressive with close to 57.5% of all listings representing Band 4 and above with a most commendable level of 21.5% of all listings representing the top two bands.

A considerable number of HSC Courses achieved above the State Mean, 8 courses in total. A range of courses continue to be above the State mean. MacKillop HSC students have performed above the State mean in these courses:

- Hospitality Examination (Kitchen Operations & Cookery) 12.17
- Construction Examination 10.07
- Business Services Examination 5.34
- Community and Family Studies 2.04
- Studies of Religion 2U 2.37
- Design and Technology 2U 1.13
- Society and Culture 2U 1.1
- Industrial Technology 2U 0.37

The College proudly acknowledges the top performing students with 7 individual students achieving 8 honour listings across 7 subjects.

IT IS WITH ENORMOUS PRIDE THAT THE COLLEGE CONGRATULATES THE ENTIRE HSC CLASS OF 2021 AND WE WISH EACH STUDENT EVERY BLESSING IN TAKING UP THE NEXT STAGE OF THEIR INDIVIDUAL JOURNEY.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Community & Family Studies	49 %	37 %	57 %	34 %	37 %	32 %
Design and Technology	58 %	47 %	50 %	47 %	60 %	55 %
Drama	60 %	44 %	-	47 %	50 %	46 %
English (Advanced)	47 %	62 %	24 %	63 %	45 %	69 %
Society and Culture	44 %	45 %	40 %	44 %	56 %	45 %
Studies of Religion II	33 %	45 %	43 %	44 %	43 %	46 %

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 2021, the number of students issued with a RoSA was 38.

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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

The year started like so many before, with many new students commencing at MacKillop to join the returning students fresh from holidays, ready for a more normal year. There was a strong focus to recognise effort and application by our students and the MCC Merits on Compass were introduced. Students and their families were notified through Compass of their great achievements of above expectation to earn a merit award in the areas of Culture, Mission or Wellbeing, with multiple award winners entered into movie ticket draws.

Positive Behaviour for Learning (PBL) brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. As a growing school community our wellbeing focus in Primary this year has focused on the social and emotional needs of our students. Social and Emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Using our 3 school rules we undertook a survey of parents, staff & students to determine behaviour expectations & systems that contribute to a positive safe and supportive school environment. Pleasingly we had a common thread of results across the 3 groupings surveyed with key focus areas of Awards & Rewards, Playgrounds & Communication. This data is driving future decision making for our school for a thriving PBL culture within our community.

Unfortunately, Term 3 brought about dramatically altered plans for so many, including the normal face-to-face learning replaced suddenly with HBL. We were able to learn from last year's feedback with what worked best and what didn't work so well, and so were able to implement a new style of HBL that although challenging for so many, was better than it may

have been. Students met with their Pastoral teacher daily via the Zoom platform, which was an important start to remain connected to the class teacher and their peers.

In any normal year, the Pastoral team manage students with varying Pastoral needs, some needing referral to our invaluable College Counsellors, Samara Stark and Beth Marsh. In a pandemic year, the need for support intensifies and we are blessed to have the expertise and assistance when required, to assist our students and families manage with the fallout from the devastation of change that Covid-19 brought upon us all.

The Pastoral team also work closely with the Learning Support Team and the Curriculum Team and with the introduction to both Year 12 and Year 11 Online Assessment Tests, much collaboration was required to ensure that all students were able to complete these without disadvantage. Many Zooms were held with parents and students, not just regarding assessment events, but with subject selections for Year 8 and Year 10 in preparation for 2022.

Care packs which contained some useful resources as well as edible treats were put together during Term 3 to recognise each student and the perseverance of so many. The Pastoral team had great delight in distributing these Covid safely via parent 'drive-through', briefly able to speak with families and assure them that we understood some of their challenges and eagerly await the return of normality, back at school and learning face-to-face, with their peers.

Each Leader of Pastoral Care works tirelessly with their Year groups, ensuring that each student is valued and encouraged to achieve their best, even during such challenging times. It is a collaborative approach between students, families, and teachers in shaping our young leaders of the future.

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

An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking.

The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness. When MacKillop is planning, designing, or managing the school facility, these facets of place experience are taken into consideration.

While taking this into consideration the following upgrades have taken place in 2021:

32 Dell XPS 15 (9510) Laptops for the TAS Department.

Construction of a new playground for the Primary students between the Library and Year 6 classrooms.

Improved the drainage system at the back of Aitken Hall.

Restoration of the concrete slab and wall between the oval and CA block.

A traffic management report was completed to assist with the flow of traffic in and around the College.

An updated College Master Plan was developed, and Stage 1 has been presented to the Capital Block Grant Authority seeking approval for a grant for Stage 1.

Restoration of the Art Block Corridor and S Block in relation to the painting of doors, lockers, and seating.

Approval from Catholic Schools Broken Bay to complete the backlog of maintenance that has not been completed over many years.

Repaired the leaks in the roof in both the Aitken Hall and TAS building.

Introduced a new maintenance program for the school oval.

Upgraded the hot water system in the Hospitality building.

Restored 85 lights around the Campus that had been not working for a long period of time.

All these upgrades have taken place while work was still carried out around the College to maintain all areas on the campus. The campus always looks fantastic and aesthetically pleasing thanks to the hard work of Jason Jeffries and Trevor Walters.

We look forward to the next steps in making MacKillop Catholic College an even more effective facility than it is now.

Priority Key Improvements for Next Year

Development of School Masterplan

Development of traffic plan

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 feedback is collected through discussions within our newly established Pastoral Care and Support Team (PAST) and Grade Parents, via coordination from our Family Liaison Officer. 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. Parents were extremely satisfied with how the College adapted to home-based learning during the COVID-19 lockdown and the support available to them and their children. 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

The College strives to ensure that every child at MacKillop feels a strong sense of belonging. We achieve this through the connection to the College House system, pastoral care and wellbeing programs, learning support, and the wide variety of activities and initiatives that embrace each child's individual interests and diversity. With access to our state-of-the-art facilities, students feel well supported to complete tasks and pursue interests to be the best person they can be. Through social justice programs, like JUMP (Josephites Undertaking Mission Projects), students are able to give back to the local area and find connection within their wider community. Our Leadership programs across Primary and Secondary encourage students to build upon their leadership skills and develop a sense of responsibility. Our transition and wellbeing programs see our Peer Support (Secondary) and buddy system (Primary) to create connection and support throughout year groups.

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 2021 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 2021	
Commonwealth Recurrent Grants ¹	\$15,544,927
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,466,977
Fees and Private Income ⁴	\$4,890,322
Interest Subsidy Grants	\$119,493
Other Capital Income ⁵	\$0
Total Income	\$25,021,720

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$131,125
Salaries and Related Expenses ⁷	\$18,394,490
Non-Salary Expenses ⁸	\$6,282,249
Total Expenditure	\$24,807,865

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 2021 REPORT