



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2020

## ANNUAL SCHOOL REPORT



### **MacKillop Catholic College**

91 Sparks Road, WARNERVALE 2259

Principal: Mr Steve Todd

Web: [www.mccwdbb.catholic.edu.au](http://www.mccwdbb.catholic.edu.au)

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## About this report

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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](#).

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## Message from key groups in our community

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### Principal's Message

Well, 2020 turned out to be really something out of left field that none of us thought might happen at the start of the year. The coronavirus pandemic changed the entire world and proposed an enormous challenge for every aspect of daily life. The reality for how we safely connected and communicated with each other became a new learning in life. To discover our own ability to protect one another allowed us to really live the Gospel message of 'Love one another' with a new-found respect. Term 1 has always been a hectic term in the year, where we commence and complete lots of important aspects of our school year. Looking back over Term 1 before the lockdown and the restrictions that changed so many things, we can be really grateful that these events happened:

- Launch of our new Strategic and School Improvement Plan 2020-2022
- New students day for Year 7
- The launch of the new House Mascot costumes at a K-12 Assembly
- Our Welcome Mass and family barbecue including the distribution of our cute MacKillop teddy bears to new Kindergarten students
- The commissioning of our new Primary Principal, Frank Cohen, by Father Vince Casey
- Primary Parent/Teacher goal meetings
- Senior Mass and Luncheon with special guests
- Primary Twilight Swimming Carnival
- Secondary Swimming and Athletics Carnivals
- Year 7 Excursion to Mary MacKillop Place and St. Joseph's Kincumber
- The Colour Explosion which was rescheduled due to the 2019 bushfires
- The outstandingly successful USA Performing Arts Tour and international performance
- Opening College Mass and Ash Wednesday Liturgy
- Diocesan staff Mass with a special presentation to our Sister Marea
- Open Day Afternoon and parent information sessions for Kindergarten and Year 7 2021

Our focus on learning this year took on a new approach at the back end of Term 1 and well into Term 2 with a home-based learning (HBL) program. How this happened and how teachers, students and parents participated remains one of the great achievements of the year. Notwithstanding the amazing work of health professionals, I think the partnership between parents and teachers for continuing learning for all students will go down as one of the remarkable achievements of 2020. For our community of students, teachers and parents I am so proud of how this was achieved and managed across MacKillop Catholic College.

After 28 years as a Catholic School Principal, I am very much appreciative of the team of professionals and support personnel that I have around me here at the College. My leadership team with the support of highly accomplished leaders in Debra Ferguson

(Secondary) and Frank Cohen (Primary), has made the processes for decision-making a real team effort. Under difficult circumstances in his first year as Primary Principal, Frank Cohen has impressed us all with his keen eye for improvements in student learning with a K-12 perspective. Likewise, the team of staff that underpin learning and the daily operation of the College are a very united and dedicated team.

In a year of change, we have also seen the installation by Bishop Anthony of a new Interim Director of Schools in Mr Danny Casey. Bishop Anthony and Danny Casey have proudly led a new process for the Diocesan Schools System called 'Towards 2025' which features six workstreams. The change in direction is something very new and the success of the program can be measured in 2021.

I would like to offer our thanks to Mrs Ann Jackson, our Primary Assistant Principal, who leaves us after 12 years at MacKillop to take up the position of Principal of Holy Family Primary School, Merewether. We wish Ann every success in her new leadership role and thank her for her support of this College over many years.

My final reflection is on the creative thinking that students and staff have put into replacing activities and events over the second half of 2020. Virtual assemblies, streamed liturgies and awards ceremonies, special celebrations, leadership camps, graduation ceremonies and activities programs, have all taken place due to the goodwill of staff and students. I am extremely grateful to our student leaders and our amazing staff. A special shout out to our College Captains, Alexa Walker and Ryley Small, and their leadership team, for never shirking the task of finding new ways of presenting important aspects of school life during these very challenging days. You have gained deep respect from everyone across our MacKillop community.

### **Primary Principal's Message**

"The only way to deal with the future is to function efficiently in the now" - Bellin. And so, if the pandemic of 2020 has taught us anything, it is that trying to contain it and put a fence around it without really observing the lessons from it, ultimately proves futile.

Arriving at MacKillop to start 2020 I was ready for full engagement and to introduce many new ideas and initiatives to build upon the substantial programs in existence. Work had just begun on identification of Gifted and High Potential students and altering some Mathematics and English programming when, BANG, it hit!

Home-based learning (HBL) was born and with almost no time to prepare, teachers were thrust into delivering lessons online. Most parents were in awe of what teachers were able to do in such a short period of time and for some, more should have been done. In all honesty, prior to COVID-19 many people had not heard of Zoom and suddenly lessons were being delivered via this portal. Teachers were teaching face-to-face, providing hard packs of

lessons collected by parents in the office and delivering online lessons via Google Classroom, SeeSaw and other platforms.

Big events such as our Feast Day, Masses, excursions and carnivals all had to be cancelled to meet the guidelines imposed upon us by the government and other authorities. Strict new sanitation rules applied and the normal 15-minute pick up duty of an afternoon turned into a daily 45-minute exercise of moving over 400 children safely and without fuss!

Throughout the year as anxiety levels began to rise the school managed to introduce a new Primary Public Speaking Competition, began a new program to cater for the gifted and high potential students, introduced a new reading program for Year 3-6, made advancements in the academic results of many students and began a new school readiness program for Kindergarten children known as Kinder Yana. For the first time in the school's short history our Primary School enrolments were about to reach 580 students.

2020 has been a year where the best laid plans have not been carried out to the full despite the very best of intentions. As the curtain closes on this year, I give thanks to God that as a community we managed to stay healthy and many families remained gainfully employed. I am also mindful that for some, COVID-19 has wrought much havoc and upheaval, which has caused great harm to the families impacted directly by it. Let us give thanks for small mercies and ask God to deliver us from the evil of this pandemic and trust that 2021 will be filled with an abundance of great things. "Even a happy life cannot be without a measure of darkness, and the word 'happiness' would lose its meaning if it were not balanced by sadness" - Carl Jung.

### **Secondary Principal's Message**

The global disruption caused by the COVID-19 pandemic is unparalleled. Overnight, entire economies, education systems, and social infrastructures came to a grinding halt, laying bare the interconnectedness of our modern world and the vulnerability that comes with it. The United Nations has described the global scale of education disruption from COVID-19 as "unparalleled." According to UNESCO monitoring at the peak in early April, national and local closures have impacted about 91.3% of the world's student population.

As widespread physical lockdown lurked as an ever-present reality, the question arose on how to develop systems and societies that possess the resilience needed to thrive under conditions of constant uncertainty. It has become even more evident that wellbeing matters. This is true not only for students, but also for teachers and parents.

As a school we have grappled with the best ways to support students and families throughout this year in the area of their studies and their wellbeing. Our teachers spoke passionately about this in staff meetings understanding that many of our students, especially our Seniors, were very anxious about their academic progress as well as feeling that they could not fully comprehend this new world and where their place would be in it.

I truly commend all our parents and our staff who have recognised this and spent time to reassure our students. Within the College, staff were encouraged to speak openly and honestly with questions and worries that our students had. Every Year 12 student was interviewed to see how they were coping and what we, as a school, could do to further support them. Students were encouraged to see the College Counsellors and resources were made available for the students to access. Pastoral Leaders and class teachers worked tirelessly to assist students to catch up on work and to help students to get back into good routines after having a great deal of time at home.

Not being able to meet with the students for assemblies or Period 6 where we would be able to talk to them as a whole and build community, meant that teachers worked harder than ever to encourage students to be resilient and confident and to maintain healthy relationships and responsible lifestyles. Staff members kept looking for new and unique ways to be able to inspire students and to communicate to them all through virtual platforms.

I truly admire our students who have continued to work hard and to remain positive and hope filled. More so, I am in awe of all our teachers this year who have worked under difficult and unpredictable circumstances. I have witnessed how exhausted they were at different times but they pushed on due to their dedication to their pupils.

I would like to thank all of our Leadership team, led by Mr Steve Todd, all our teaching staff and all our office staff and assistants. This year has clearly demonstrated to me that this is a special school. Perfection is hard to create and, in a school this big, very difficult to achieve. However, all our staff and students have created an amazing community where they all stand together in the face of difficulties and challenges and truly follow the teachings of Jesus and the role modelling of Mary MacKillop.

### Parent Body Message

Wow, what a year! In 2020, we were faced with challenges no one could have anticipated. We had a busy start to the year with our Welcome Mass and BBQ and the induction of our House mascots. We were then able to celebrate swimming carnivals, Open Day and the Colour Explosion as wonderful opportunities to bring our community together.

In March we experienced the challenges of living with COVID-19 with varying restriction levels and changes to all aspects of our lives including our children's education. It was wonderful to see how we were able to come together as a community and support each other. Thank you to all of our grade parents who have supported other parents and carers through sharing information, answering questions and assisting struggling families, all whilst managing their own challenges.

Our Facebook grade pages continue to provide support to parents and carers through the sharing of information and resources. The College has linked families with free resources and reliable information around understanding COVID-19 through the CSO Parent Hub, with

mental health and financial support available. Elevate webinars proved valuable in providing tips to parents on motivation, time management skills and study strategies.

We have also seen the use of Zoom become the norm during this time for updates, Q&A's, assemblies, award ceremonies and Compass tutorials. These events were also able to be recorded and shared for those who were unable to join the event live. The Zoom sessions proved popular with parents and we will continue to consider these as an option once restrictions have eased.

Following delays due to COVID-19, we were finally able to hold our first Pastoral Care and Support Team (PAST) meeting via Zoom in July. PAST is made up of 10 parent representatives across different grades with varying areas of engagement with the school and they are joined by our College Principals. The PAST meetings will be held once a term and parents will be asked about aspects of school life where it is felt parents can offer advice and support. These areas include excursions, award ceremonies, student leadership, house system, publications, open days, liturgies and retreat programs, to name a few.

2020 at MCC has shown us that our school community can face adversity and unique global challenges with a united front and spirit of solidarity. The students have continued to thrive thanks to the amazing support of the College staff! Each day has a new challenge and another change. It's teaching us to be resilient, lean on our community and appreciate all that goes into our children's education at MacKillop.

### Student Body Message

When we think about learning at MacKillop Catholic College, it would be absurd if we did not acknowledge the countless opportunities, dedication to pastoral care and overall community spirit that is fundamental to the image of our College.

Our annual house challenge, swimming and athletics carnivals were a great success. We are so fortunate to have had the opportunities to engage with the culture of the College before the unexpected changes of COVID-19. JJAMM (Joseph Julian and Mary MacKillop conference) was a highlight this year. At the core of our College is the representation of our patron saint, Mary MacKillop, but more so how we follow in her footsteps. The Josephite spirit encapsulates the core values of our College as we aspire to follow Mary's motto of "Never see a need without doing something about it".

A special mention must be accredited to our Year 12 Parliament; the glue of our leadership team. Each of the eighteen Year 12 house leaders have uniquely provided their own flair in the development of our Parliament team and we congratulate their efforts in using their leadership as a platform to make our school a better place. With this high honour, we warmly welcome the incoming Parliament team as they take on the challenge to maintain the beliefs and values of our College.

The support of Mr Todd, Mrs Ferguson, and Mrs McGuinness, cannot go unnoticed as their wisdom has challenged us to reach our full potential. A special thanks needs to go to Mrs Ardern as her passion, positivity and patience has motivated the Year 12 cohort to persevere through the trials and tribulations associated with the HSC.

Our journey this year will definitely be one to remember. We are extremely grateful to have been a part of such an inspiring school community that has pushed us to go beyond ourselves as leaders. It has been such a privilege to see our College flourish and we cannot wait to see what is in store for the next chapter of the MacKillop legacy.



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## School Features

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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.

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## Student Profile

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### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
739	703	114	1442

\* 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 [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the College in 2020 was 91.98%. 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
94.59	92.77	95.33	92.17	93.79	92.23	92.17	91.55	90.08	89.66	90.25	89.04	92.14

### 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 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 2018, 82% completed Year 12 in 2020.

### **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).

<b>Senior secondary outcomes 2020</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	4 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	92 %

### Post School Destinations

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

66 of the Higher School Certificate class of 2020 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	144
Number of full time teaching staff	89
Number of part time teaching staff	25
Number of non-teaching staff	30

### 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 CSBB. 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

2020 has been a year of continual growth and learning for all staff at MacKillop. At the end of Term 1, like all other aspects of school life, COVID-19 impacted staff professional development. We found ourselves with a new trajectory and new goals, but staff took this challenge and ran with it. Our main focus for professional development became online teaching and learning; staff became experts with Zoom, Google Classroom, SeeSaw and various other platforms that support student thinking. With the incredible support of Shayne Winkler, Leader of eLearning and Innovation, and Karen Jones, Primary eLearning Support, staff gained new skills and knowledge in how to best access and use online learning platforms. This shifted not only the way staff presented their own lessons, but also the way they attended professional development courses. Online learning became the new norm for all external professional development organisations and staff had access to a myriad of choices.

As a professional body, teachers are required to become accredited by NESAs and then maintain this accreditation through the completion of 100 hours of professional development over the course of five years. As a College we have a variety of staff who are at different stages of their career and accreditation progress. This year, both Andrew Vandergraaf and Corrine Patil achieved their proficient accreditation which was the first step of their career long learning; congratulations to them both. In addition there are a few staff who are working towards their Highly Accomplished accreditation and we wish them well as they embark on this very rewarding journey.

Finally, in addition to the extensive online learning undertaken by staff this year, both Secondary and Primary staff continued to participate in faculty or year group professional learning aimed at supporting our College School Improvement Plan (SIP) goals. These have included HSC pilot marking days, lesson observations, evaluations and reflections of home-based learning, and Professional Learning Communities (PLCs) in Primary. Other key professional development has revolved around continuing to support students with learning disabilities through the completion of online modules aimed at Nationally Consistent Collection of Data (NCCD). With all of this amazing learning, I would like to congratulate the staff for their tireless and continual efforts to improve their knowledge and practice in order to best support the needs of our students.

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## Catholic Identity and Mission

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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 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.

St. Mary of the Cross MacKillop continues to lead our school in spirit and action; her life providing the blueprint for our daily encounters of Jesus.

Communal experiences of faith have often been the most powerful practices of nourishment for students and staff at MacKillop Catholic College. Our sense of community, our prayers and our faith life have always been strengthened by these experiences of which we have always been traditionally spoiled. Retreats and excursions, community outreach and charitable work, sacramental programs, graduations, K-12 masses and liturgies have been a staple at our school since our foundation in 2003. In the absence of many of these celebrations this year, our experiences of faith have taken a different, yet equally fulfilling path in 2020.

On Wednesday 26 February, we celebrated the Opening College Mass which also included the Ash Wednesday liturgy to mark the start of Lent. This was the first time we gathered together as a K-12 College community with Father Vince in 2020. We thank all students and staff involved in various ministries in this Mass including the distribution of ashes by students who attended the Australian Catholic Youth Festival (ACYF) in Perth in December 2019.

This year has been quite different in the way we have been able to join together as a MacKillop community however, the staff and students have still had the opportunity to participate in various Mission based events that reflect our capacity as a College “to be a light to the world.”

Upon reflection it is very safe to say that at MCC we are blessed to work with a very agile, adaptable and innovative Mission Team consisting of staff and student leaders. This amazing team of people have ensured that throughout the year events that are important in our liturgical calendar were acknowledged and celebrated. Our Easter and MacKillop Feast Day liturgies were only but a couple of examples where we had the opportunity for faith formation as a community virtually.

After having so much asked of them this year, our wonderful staff at MacKillop have continually shown the passion, boundless energy, generosity of spirit and ongoing commitment to our students and each other, providing our students with a daily encounter of Jesus in a variety of ways; through art, song, meditation, prayer, readings and reflections.



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## Curriculum, Learning and Teaching

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### 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.

The School Improvement Plan for the year had a very simple focus to deliver one year's growth of learning for every student. Our goal was to ensure we focused on the Zone of Proximal Development (ZPD) and then continue the value add from there. ZPD is fancy jargon for what a teacher needs to do to develop the next part of the learning journey for each student. It is the point where he/she can't progress without direct instruction from the teacher.

One of the first meetings held with the staff was to talk about the bell curve of where students can access the content of the curriculum, but more importantly to move the whole of the bell curve to the right. When the pandemic hit so too did a new way of delivering the curriculum to students who were at school one day and did not come back the next!

Home-based learning (HBL) was born and this meant staff had to now deliver lessons online using Zoom, Google Classroom and platforms such as SeeSaw. This was a steep learning curve for some staff and for others a normal day's offering. Teachers also had to teach face to face for the students who arrived each day on top of conducting the online lessons. This was an enormous amount of work and while it is fair to say we did not get it right for all, we did so for many students.

Some new initiatives were introduced into the learning program this year which was a first for our school. Public speaking was taught from K-6 and the school began a journey of identifying, testing and creating cluster groupings of students who exhibited Gifted and High Potential capabilities. The teachers were also shown a new way to program in English and Maths to take on board formative assessment practices which focused on meeting each child where they were at with their learning.

Big ticket items linked to whole student learning were cancelled including such things as NAPLAN. A synthetic phonics program K-2 was introduced as well as a new Lexile Reading approach for Year 3-6. Extra maths classes for students currently in Year 3 and 5 were conducted in the morning in Term 1 and 2 and again for Year 2 and 4 students in Term 4.

All the extras took place to extend and enrich children, but sadly inter school experiences and competitions were all cancelled.

In what was a stressful year for all and perhaps little relief in sight, the words from Eileen Caddy resonate best when she writes, "You are never asked to do more than you are able without being given the strength and ability to do it." My sincere thanks to the teachers and students who endured in 2020!

## 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 challenge of working in the COVID-19 world has been immense for all students and teachers at MacKillop Catholic College. Our Year 7 students had only just begun to settle into College life when they suddenly found themselves uprooted and trying to adjust to home-based learning (HBL). Our HSC cohort soon accepted that things were beyond the individual, so they focused on what they could control and kept a brave outlook as we traversed into the unknown. Students undertaking practical subjects had to do without school resources during HBL. Despite shuffled schedules and lost class time, major projects were still completed to a high standard.

This year we have heard employers demand more for the development of 'soft skills' in graduating students. Universities are now embedding them into selection criteria and delivery of most courses. HBL certainly relied on the development of 'soft skills'. Students used their adaptability in organising their own time and scheduling commitments across the day. More than ever before, they were forced to take ownership of their learning, showing initiative and seeking assistance when required. Communication through Zoom and various online platforms became the common way to liaise with teachers and peers.

Leaders of Learning and Teaching showed great professionalism, compassion and practicality when required to change the mode of delivery of teaching to remote learning. Teachers faced enormous challenges at times but strove hard to prepare resources for HBL. We were fortunate that our school was well established with technology and processes, with many courses already having some online resources as part of their usual teaching practice. Developing online resources is far more than just digitising more traditional forms; it involves embedding new teaching strategies, simplifying instructions, scaffolding many tasks and providing a range of activities to extend students at all levels.

The challenges of COVID-19 restrictions and HBL forced us to look at everything from a new perspective. We can take much of what has been learned and developed this year to improve our teaching as well as refine our learning processes.

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## Student Performance in Tests and Examinations

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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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

### 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%.

Traditionally our Secondary learning report has had as its basis the data that we have analysed from our Semester 1 reports as well as our NAPLAN data. This year NAPLAN was cancelled and our home-based learning (HBL) period meant that assessments needed to be altered, adjusted and transformed to meet the COVID-19 context in which we all found ourselves.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2018		2019		2020	
	School	State	School	State	School	State
Ancient History	23 %	36 %	50 %	36 %	13 %	33 %
Biology	19 %	37 %	14 %	32 %	8 %	31 %
Business Studies	27 %	37 %	11 %	33 %	5 %	35 %
Chemistry	13 %	42 %	18 %	46 %	8 %	43 %
Community & Family Studies	41 %	29 %	49 %	37 %	57 %	34 %
Dance	40 %	55 %	0 %	54 %	50 %	58 %
Design and Technology	42 %	47 %	58 %	47 %	50 %	47 %
Economics	-	47 %	33 %	52 %	13 %	51 %
English (Advanced)	37 %	63 %	47 %	62 %	24 %	63 %
English (Standard)	1 %	15 %	5 %	12 %	2 %	12 %
Food Technology	-	33 %	50 %	34 %	22 %	30 %
HSC English Extension 1	100 %	96 %	100 %	94 %	100 %	93 %
HSC History Extension	100 %	79 %	-	77 %	25 %	76 %
HSC Mathematics Extension 1	33 %	80 %	22 %	80 %	29 %	74 %
HSC Mathematics Extension 2	100 %	86 %	-	86 %	-	84 %
Industrial Technology	100 %	23 %	33 %	22 %	40 %	24 %
Mathematics Standard 1	-	-	100 %	18 %	-	16 %
Mathematics Standard 2	-	-	10 %	24 %	3 %	25 %
Modern History	9 %	42 %	-	40 %	24 %	58 %
Music 1	89 %	65 %	63 %	66 %	60 %	64 %
Personal Development, Health and Physical Education (PDPHE)	28 %	33 %	29 %	32 %	32 %	34 %
Physics	9 %	34 %	25 %	37 %	25 %	41 %
Studies of Religion I	12 %	37 %	25 %	46 %	11 %	44 %
Studies of Religion II	50 %	41 %	33 %	45 %	43 %	44 %
Visual Arts	27 %	53 %	77 %	63 %	54 %	65 %
Mathematics Advanced	-	-	-	0 %	27 %	53 %

## 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 2020, the number of students issued with a RoSA was 26.

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## Pastoral Care and Student Wellbeing

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### 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 2020.

### 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 2020.

### 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 2020.

### 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 Mini Macks, Youth Ministry and the Josephites Undertaking Mission Projects (JUMP) program provide valuable opportunities for all students across K-12 to develop skills in the service of others.



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## School Improvement

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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

This year, there has been a number of improvements and upgrades across the College. The main upgrade involved a number of the Primary Demountable Rooms that required renewed engineering for repairs to the piers and floor support structures to ensure safety. This was a significant cost that was provided to the College by the Catholic Schools Office. The Primary also installed a new PA system at the Kiss and Drop area to support the safe movement of students.

Due to a number of heavy rain downfalls there was also a need to repair the TAS roof with its drainage plus improvement to the drainage around the Hall which has been an issue for a number of years.

It was pleasing over the Summer break that our team removed a great deal of tree waste around the boundaries before the impact of the bushfire season. The College also removed a number of trees that were deemed a threat to safety of our community.

### Priority Key Improvements for Next Year

Repair CA Block stairwell.

Remediation of school oval.

Repair drainage at the back of the school hall.

Development of School Masterplan

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## Community Satisfaction

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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. During 2020, students adapted extremely well to home-based learning and moving to learning platforms online.

The overall sense from students was that their needs were well supported during this difficult time.

### 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.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the College in 2020 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.

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$14,436,494
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$4,076,661
Fees and Private Income <sup>4</sup>	\$3,768,644
Interest Subsidy Grants	\$145,440
Other Capital Income <sup>5</sup>	\$686,969
<b>Total Income</b>	<b>\$23,114,208</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$210,893
Salaries and Related Expenses <sup>7</sup>	\$17,679,378
Non-Salary Expenses <sup>8</sup>	\$5,738,872
<b>Total Expenditure</b>	<b>\$23,629,143</b>

### 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 2020 REPORT