

2017 Annual School Report

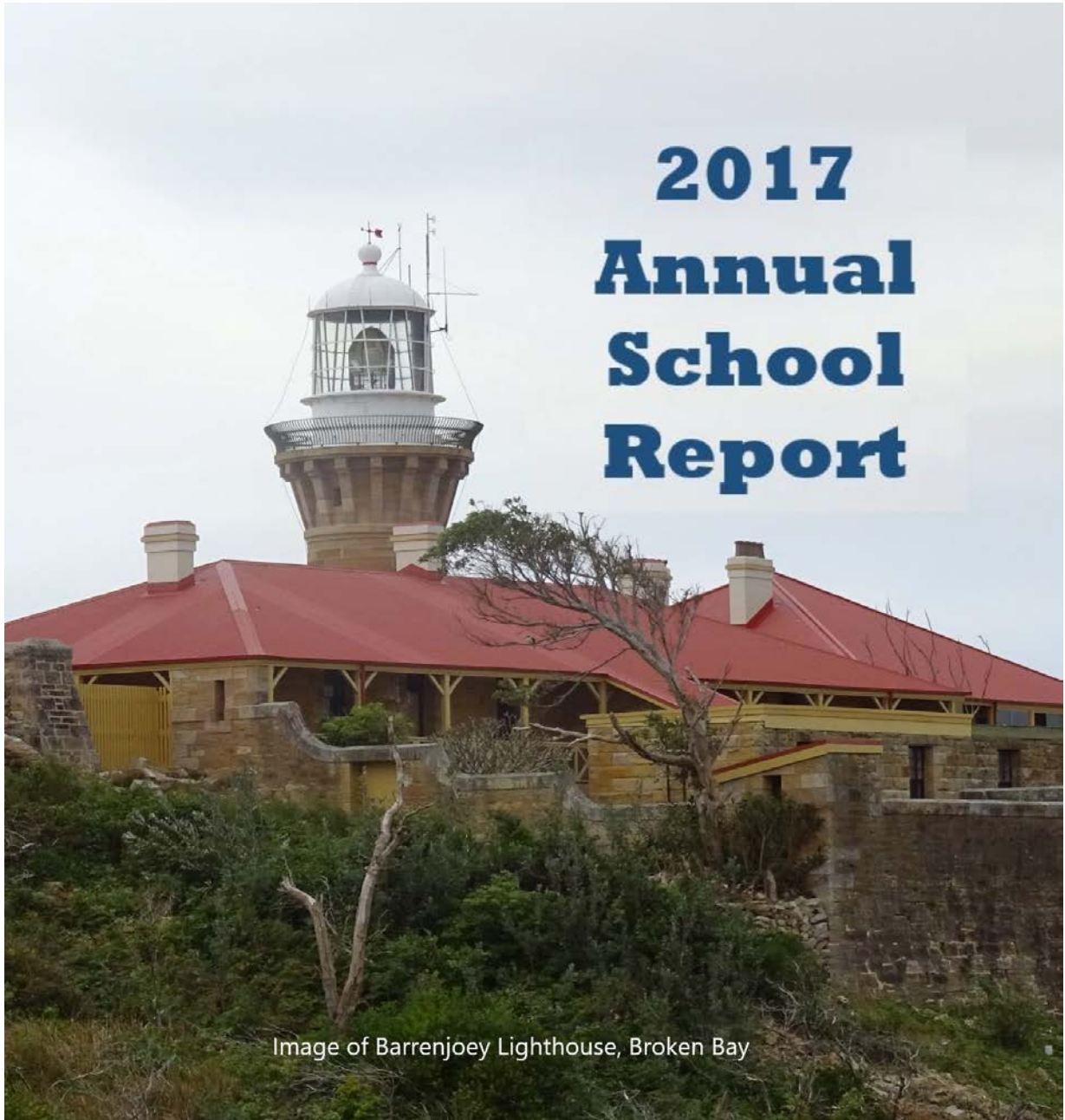


Image of Barrenjoey Lighthouse, Broken Bay



MacKillop Catholic College, Warnervale

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ABOUT THIS REPORT

MacKillop Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

MacKillop Catholic College recognises that highly effective teaching is the key to improving student learning. The School encourages teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

Our School is characterised by a strong team approach in all we do. Teams in Mission, Learning Culture and Wellbeing work to ensure the needs of our students are met as efficiently and effectively as possible. Among the key features of our School during 2017 was the development by our Mission team of a new look Social Justice program that would link with the much-loved saying of Mary MacKillop, 'Never see a need without doing something about it'. This new program was such an important direction for the ongoing shaping of our students. Other major themes for the year were the further embracing of the *Cultures of Thinking* (CoT) initiative that was introduced at MacKillop in 2016 along with the development of student leadership through the *College House* structure, expansion of the parent network with new Facebook links for all Year groups and the development of a Parent Partnership Charter to be launched in 2018.

Message from Head of Primary

The concept of wellbeing and its close links with learning are not new. In recent years however, there have been changes to how children and young people learn and how teachers teach. The school environment, and the world in which our children and young people will grow and function, continues to change. We need to be responsive to numerous influences as we deliver education now and into the future.

Our goal during this year has been 'To enhance the wellbeing of our dynamic, connected College community'. Being supported by a whole school framework makes a difference. During the 2017 school year we have achieved this by looking at ways to engage with our community-based wellbeing programs to support students, staff and families.

Both student and staff wellbeing are an important part of a mentally healthy school and are essential for effective teaching and learning. In our School, everyone's wellbeing matters. When all school members are mentally healthy, this has a positive impact on students, work colleagues and the culture of any school. This continues to be a priority for our school community now and into the future.

Message from Head of Secondary

MacKillop is a very large K-12 school and it is necessary to find the best way to ensure that it continues to develop and improve guided by our Mission Statement, 'To provide a quality K-12 Catholic education for all students of our community following Christ as our Light in the spirit of Mary MacKillop'. One way we accomplish our mission is to have a team for each of the areas of Mission, Learning Culture and Wellbeing. These three teams are comprised of a Lead Team and teacher representatives.

All we do at MacKillop revolves around this *Teamness* model. This approach has demonstrated that much can be achieved when teams come together to plan and implement learning opportunities for both staff and students. Our Learning Culture team, for example, has facilitated a number of high impact professional learning opportunities for our staff that have focused on deepening the culture of thinking and learning at the School particularly around ways to make thinking visible. We are now almost two years into our journey of creating a *Culture of Thinking*. During this time we have deepened our understanding of the cultural forces at play within our classrooms.

Parent Body Message

This year MacKillop Catholic College has seen a real commitment to engaging parents so that the educational outcomes for students can be as positive and growth oriented as possible. The continued work of our Family Liaison Officer (FLO) has enabled parents to increase their opportunities for connection with the School. Parent forums and the use of Facebook and school website have proved a real plus in engaging with our parent body. Our parent body has been active through the *Primary Class Parents* network and their involvement in Pizza and Reading nights, Sports Carnivals, Masses, Discos, Mother's and Father's day stalls, the House Challenge and Book Week. A significant development this year has been the production of a *College Parent Participation Charter*. The School is always extremely welcoming of parent involvement and provides many opportunities to enable us to work alongside them to enhance the learning success of our children.

Student Body Message

Our School's commitment to providing the best possible foundation for lifelong learning and faith for its students whatever their background, aspirations or dreams, is its greatest asset and one of which we are extremely proud. Being able to be representatives of our Year and School has given us the opportunity to develop many wonderful leadership skills. Being School Captains has been a great privilege and honour and the experiences we have shared will stay with us forever. Our teachers are not only amazing educators but also mentors, facilitators and friends who work above and beyond their roles to ensure that their students are prepared academically and spiritually, and for living life. Our teachers truly care about the the students whose education has been entrusted to them.

To be a student at MacKillop is not only a privilege but an honour. Our School is a place where we have all felt safe, happy and accepted. We have been provided opportunities to develop our leadership skills which will stand us in great stead as we make our way into the future.

Parish Priest's Message

Being Catholic is not just something we 'do', it is about to whom we belong. To be Catholic is not just to strive to be a good or holy person, it is to live life in relationship with a particular faith family. As with any family, love has a way of keeping us together, despite the differences and difficulties that cannot always be resolved. Our baptism (christening) is what gives us this enduring relationship. Not only is it the 'official' way of becoming a member of the Church, it is a relationship which lasts forever and can never be broken. On the day of our baptism we become a child of God and God becomes our Father. And together, with all the baptised, we are brothers and sisters.

MacKillop Catholic College is an important expression of the Catholic community here at Warnervale. All who work or study here are, in one way or another, enfolded in the circle of our Catholic family. But belonging to the Church extends far beyond the school week or the school term. It even extends beyond Year 12. Baptism means you are always a member of your faith family.

SECTION TWO: SCHOOL FEATURES

School Features

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

The School 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 School is located in Warnervale, in the heart of the proposed town centre. It serves the needs of the Catholic population, north of Wyong and Toukley, in the Diocese of Broken Bay. Associated parishes and schools are those of St Mary of the Cross MacKillop, Warnervale and the Catholic Community of Toukley/Lake Munmorah, a combined Parish with two primary schools. The School enjoys an excellent reputation in the local area, with students on waiting lists in all Year groups. The Catholic worldview espoused by the School, its emphasis on values, the high expectations of staff, the emphasis on pastoral care, sensible discipline policies and a genuine emphasis on teaching and learning have led to great acceptance from the local community.

Primary Section: The primary section of the College commenced in 2004 with four classes - two Kindergarten, one Year 1 and one Year 2 class. The primary section is now three streams from Kindergarten to Year 6 - a total of 21 classes. The primary section caters for the growing population of the Warnervale Parish - including the suburbs of Warnervale, Hamlyn Terrace, Woongarra, Kanwal, Lake Haven, Charmhaven and Jilliby. Demand for places in the primary school is very high due to the increasing population of the area, the desire for a quality Catholic education, the new school facilities and the standing the School has established within the community from Kindergarten to Year 12.

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

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
732	742	75	1474

* Language Background Other than English

Enrolment at the School is strong throughout all year groups.

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2017 was 91.01 %. Attendance rates disaggregated by Year group are shown in the following table.

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

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

Student Retention Rate

Of the students who completed Year 10 in 2015, 78% completed Year 12 in 2017.

Student retention rates are very good across all year groups. Students tend to continue at the School from Year 10 to Year 11 in high numbers. Over the course of Year 11 and 12 some students leave the School to take up work or enrol at TAFE.

Senior Secondary Outcomes

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

Senior Secondary Outcomes; Year 12, 2017	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	42%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

The performance of students in the Higher School Certificate (HSC) was strong in 2017. A significant number of students achieved Band 5 and 6 in a range of subjects across all Key Learning Areas (KLAs). The vast majority of students achieved in Bands 4 to 6.

Post School Destinations

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

Eighty five of the Higher School Certificate class of 2017 were offered places in tertiary education with the majority of students going to Newcastle University. Students have received TAFE places as well as a range of employment opportunities.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	115
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	115
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	145
Number of full time teaching staff	95
Number of part time teaching staff	20
Number of non-teaching staff	30

Professional Learning

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

Day 1	Strategies for implanting Cultures of Thinking in the Classroom
Day 2	Well-being and Mindfulness
Day 3	My Spiritual Story

SECTION FIVE: MISSION

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School 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 School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that 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.

All at the School are immersed in the spirit of St. Mary of the Cross MacKillop. Through the RE program students are encouraged to transcend the material to promote a profound relationship with God. This transcendency has been evident in the way students engage in liturgy and experiences beyond the classroom that form them as spiritual beings. Students through a variety of activities and opportunities are invited to be the hands and feet of Jesus in service to others. The School's RE program is an academically rigorous program and one which also encompasses faith formation for students. Teachers accompany students on this journey by providing a teaching program that exhibits a Catholic worldview across all KLAs and by developing their understanding of, and participation in, the faith practices of a Catholic tradition.

The primary RE program is built around the celebration of the sacraments of Confirmation, Reconciliation and First Holy Communion. Students in Years 2 and 3 received these sacraments after participating in a Parish-based sacramental program that was supported by the class teaching program. Many teachers alongside parishioners, helped out on weekends with this program, instructing small groups of children in the understanding of the sacraments as a celebration of the presence of God.

The liturgical life of the School was alive with celebrations throughout the year encompassing Lent, Easter, ANZAC day, Mother's and Father's day, Advent and Christmas. Celebrations as a K-12 community include the opening Mass, MacKillop day Mass and the end-of-year Mass. Weekday Mass is a regular part of the faith practice of primary students along with weekend Mass that is celebrated by each grade once per year. On these occasions, the students take responsibility for the various ministries such as reading, singing and dancing. Throughout the year the College Youth Ministry team worked closely with the new Year 10 group to run Transition days, the Year 8 Spirituality day, liturgies and retreats. The Youth Ministry program is an active part of the spiritual dimension of the School providing a significant opportunity for senior students to develop their spirituality and contribute to the School through working with younger students in a variety of contexts. Participation in retreats and spirituality days, feast day celebrations, social justice events and the Senior Student *Christ Our Light* luncheon have all contributed in a profound way to the achievement of the School's mission.

Primary Curriculum

The School 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 School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2017, the School made time and space to develop *Cultures of Thinking* which has been the main learning focus for the last two years. Time has been spent on determining what a culture of thinking looks like and how learning dispositions of all learners (staff and students alike) can be maximised. By understanding how students think, teachers can take their thinking to the next level. Through the development of thinking routines and learning actions, students have been encouraged to analyse information, interpret and infer, and then apply their learning to different contexts. When thinking routines are used regularly, students internalise messages about what learning is and how it happens. They make connections to their learning, they wonder and question, they probe and speculate. To facilitate this process the School embarked upon a student voice project where a panel of students from Years 5 to 12 was convened and engaged in rich dialogue about their learning and what works best for them. Desired changes as the School continues on this learning path, include the development of a meta-language across the School, a consistent pedagogical approach that makes thinking visible, one which promotes an enduring love and engagement with learning. The School has continued its emphasis on literacy with our literacy coaches working on consolidating the skills and knowledge of staff, with a particular focus on writing and spelling. The literacy coaches have worked alongside teachers in their classrooms and provided extensive professional development. Much work has been done on the analysis of assessment data to improve writing skills in students as well as overall growth in literacy skills. Using data, both formal and anecdotal, learning experiences in literacy are designed for students to support further growth and development. Mathematics has also been a focus in 2017 with staff concentrating on the language of mathematical thinking so that students are able to develop and improve their mathematical problem solving skills.

Secondary Curriculum

The School 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 School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Cultures of Thinking has been a continuing focus during 2017 across the secondary school. The aim of this program is to instil visible thinking as a part of what is done each day in order to develop students as confident thinkers because thinking precedes understanding. The consolidation of the Australian curriculum for Years 7 to 12 has also progressed during 2017. All subject areas have focused on active learning to consolidate *Cultures of Thinking*. An emphasis has continued to be placed on literacy skills this year through concentrating on students' spelling and writing. Staff have used data to understand the literacy needs of the students in their care and to provide support to take them to the next stage. The introduction of a *Reading for Leisure* program has enhanced both student literacy skills and ability to use various resources. 2017 has been another big year in eLearning with the integration of the iPad program across all Years 5 to 11. The School's numeracy coach has continued to assist both staff and students. NAPLAN, PAT and HSC results have been analysed to ensure the needs of students are clearly understood and programs instituted to meet those needs. This year also saw the introduction of a new practical scope and sequence for PDHPE in Years 7 to 10 that provided students with the opportunity to participate and develop skills in a wide variety of sports and movement compositions.

In 2017 the School continued to provide educational opportunities for the broad needs of students. In Stages 4 and 5, eight subjects are offered in Year 7, ten in Year 8, fourteen in Year 9 and fifteen in Year 10. This does not include sport which was timetabled for both stages within the curriculum hours. This range of subjects continues to prepare and help students make informed decisions regarding their subject choices for Stage 6, where 34 subjects were offered. To manage this number of subjects and to practice the distributive leadership model, effective middle management is essential. Consequently, the School's middle management team continued to be developed throughout 2017 by engaging in directed professional development and a professional reflection day. Significant professional development was provided to staff to ensure they continued to develop the skills required to understand and embrace the learning approach inherent in *Cultures of Thinking*.

Transition from Stage 3 to Stage 4 was managed by the transition coordinator with the help of the Year 7 coordinator, Youth Ministry and the Key Learning Area coordinators. Year 6 students from the three local primary feeder schools experienced taster lessons in a number of curriculum areas, as well as an introduction to the [Catholic Schools Youth Ministry Australia \(CSYMA\)](#).

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	52.24 %	55.50 %	16.42 %	10.50 %
	Reading	44.78 %	51.60 %	13.43 %	10.00 %
	Writing	22.39 %	44.60 %	5.97 %	7.50 %
	Spelling	25.37 %	45.60 %	19.40 %	13.10 %
	Numeracy	32.84 %	39.80 %	17.91 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	22.37 %	34.40 %	25.00 %	17.50 %
	Reading	23.68 %	37.00 %	17.11 %	14.60 %
	Writing	14.67 %	15.80 %	25.33 %	19.40 %
	Spelling	21.05 %	34.30 %	25.00 %	14.10 %
	Numeracy	16.00 %	27.90 %	16.00 %	14.60 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	26.06 %	28.80 %	18.18 %	18.80 %
	Reading	24.24 %	29.00 %	13.33 %	16.20 %
	Writing	24.10 %	16.50 %	32.53 %	28.40 %
	Spelling	33.33 %	32.90 %	13.33 %	15.50 %
	Numeracy	20.86 %	33.10 %	9.82 %	13.90 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	15.63 %	19.00 %	20.63 %	25.40 %
	Reading	17.37 %	21.00 %	16.77 %	21.30 %
	Writing	14.11 %	15.40 %	37.42 %	36.80 %
	Spelling	26.88 %	22.20 %	20.00 %	21.70 %
	Numeracy	12.12 %	24.00 %	15.15 %	16.00 %

NAPLAN Comments

The Year 3 NAPLAN results indicate that students are below national percentages in the top two bands across all NAPLAN aspects. The percentage of students in the bottom two bands is above national levels, with the exception of Writing. However, Writing and Spelling, in particular, continue to challenge our students but the work of the primary literacy coaches will be focused on these areas into the future. With Numeracy being a professional learning focus across the primary school, it is anticipated that continued improvement will occur.

With regard to Year 5, Numeracy and Literacy are below the national performance in the top two bands and above in the bottom two bands. This highlights the need to concentrate on these areas in 2018.

Year 7 NAPLAN results in the bottom two bands of all areas were better or similar to those achieved on a National level with the exception of Writing. Students in the top two bands in Grammar and Punctuation and Spelling performed similarly to the Australian counterparts; however there is some work to be done in Reading and Numeracy. Writing showed a better performance than the national percentages. Numeracy performance in the top two bands was below national levels but significantly the percentages in the bottom two bands was much lower than national levels. Consideration of new approaches to increase numeracy skills will be undertaken in 2018.

Year 9 band distribution in the bottom 2 bands shows similar results to National bands in Writing, Spelling and Numeracy. The top 2 bands in Literacy in Year 9, whilst slightly below National levels in some aspects, are an improvement on 2016 results for Reading (15.8%, 2016) Writing (10.4%, 2016) and Spelling (17.5%, 2016). Numeracy levels in the top two bands are well below national levels and a concerted effort will be made to build these skills in students throughout 2018. It is pleasing to note that 63% of Year 9 students attained one or more Band 8 results in Reading, Writing and Numeracy. This level is the basic standard of literacy and numeracy required when a student leaves school at the end of Year 12.

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2017, the number of students issued with a RoSA was 47.

Higher School Certificate (HSC)

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

Strong HSC results were achieved in 2017 with 93% of all students achieving Band 3 or above. Students receiving a Band 4 or above was impressive with 65% achieving at this level. 28% of students achieved in the top two bands. The School has continued to show consistency in achievement levels over the last three years. Once again performance in the bottom two bands is at very low levels. Nineteen students achieved 31 honour listings with particularly strong performances in Community and Family Studies, Biology, Chemistry, Mathematics and Studies of Religion.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
English (Standard)	5 %	8 %	17 %	13 %	13 %	16 %
English (Advanced)	46 %	58 %	64 %	62 %	58 %	64 %
Community & Family Studies	30 %	32 %	37 %	31 %	29 %	30 %
HSC Mathematics Extension 1	83 %	84 %	100 %	80 %	63 %	82 %
Industrial Technology	86 %	27 %	40 %	26 %	50 %	22 %
Music 1	80 %	62 %	70 %	63 %	82 %	66 %
Senior Science	32 %	29 %	29 %	29 %	29 %	25 %
Studies of Religion II	35 %	40 %	50 %	48 %	43 %	47 %

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

The School encourages all students, through its Pastoral Care program, to show respect to both their peers, staff and members of the wider community. Through a program of community service students take responsibility to contribute to the care and welfare of others. Visits to nursing homes, work with the St Vincent de Paul Society, fund raising activities for various causes help to develop respect for those not as fortunate as ourselves and encourage a sense of responsibility to share their skills and talents for the betterment of our community and society. The College Youth Ministry and the *Josephites Undertaking Mission Projects (JUMP)* programs provide valuable opportunities for junior and senior students to develop skills in the service of others.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. 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 the School continued to develop its "*Teamness*" approach to guide school improvement. Each member of the School has been allocated to one of our three key areas. In the area of Mission, the School introduced a new community service program called JUMP into Year 7. In the area of Learning and Teaching, the main initiative was the embedding of *Cultures of Thinking* initiative for K-12 learning. This program provided staff and students with strategies to make thinking visible in the classroom. Routines were embedded in lessons to improve their knowledge and understanding. The School continued its work in strengthening students literacy and numeracy skills and explored and introduced more flexible library structures to support the School K-12 learning models. Technology and eLearning were strengthened through the school wide use of iPads into all year groups, that is, from Kindergarten to Year 12. In the area of Wellbeing, the Family Liaison Officer consolidated communication and involvement of parents as well as the development of a *Parent Participation Charter*.

Priority Key Improvements for Next Year

In 2017 the School undertook a fallow year in which achievements from 2016 were consolidated. In 2018, in the area of Mission, the JUMP program will be extended to other year groups and will be introduced with the aim of strengthening the social justice and service learning program. In the area of Learning and Teaching, the main initiative will be to further professional learning for staff as the School embeds the *Cultures of Thinking* program, Other priorities include continuing the work to enhance outcomes in literacy and numeracy for students and to consolidate eLearning through the use of iPads and other technology. In the area of Pastoral Care and Welfare, the School parent network structure will be enhanced through the *Parent Participation Charter*. The highly successful special program in welfare will be continued for all students each Tuesday afternoon to address issues in adolescent mental health and wellbeing. Staff professional development will continue through the allocation of time each Tuesday afternoon for teachers to work in their KLA areas on curriculum development, assessment and the sharing of pedagogical strategies.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parent satisfaction is very high. Feedback is collected through discussion at parent network meetings and at parent forums held each term and through surveys. Parents show a strong connection with the School and strongly support its Catholic life and identity. They value the quality of the teaching staff and the effort they put in to provide an extensive range of both academic and extra-curricular experiences for their children. Parents endorse the strong values and morals taught and appreciate the behaviour management and discipline procedures in forming their children. The quality of the teaching and learning environment is strongly supported as are the sporting and cultural opportunities provided to the students, particularly in the areas of drama, music, languages and dance. Parents value the leadership opportunities provided for students through the College House system and rate the level of communication and support at a very high level. The high level of parent involvement with the School is testament to the high regard in which the School is held by the parent body.

Student Satisfaction

Students express a strong sense of identity with their School. They believe the quality of the education they receive is excellent and meets their needs, and they appreciate the wide range of sporting and cultural activities offered to them. They value the good rapport with teachers and support the behaviour management structure in the School as a way of ensuring all are safe and able to learn. The House system has developed a strong sense of community and has allowed the charisma of Mary MacKillop to shine through in the way students care for each other and the wider school community. The students strongly endorse the Pastoral Care and Welfare structure and see it as an essential support mechanism for them. The level of resources, facilities and technology is seen as a strength of the School. They believe the School is well led and administered and acknowledge the work of all the staff to provide them with a quality education. Feedback is obtained from students via surveys in selected year groups and through the Student Representative Council and Student Parliament.

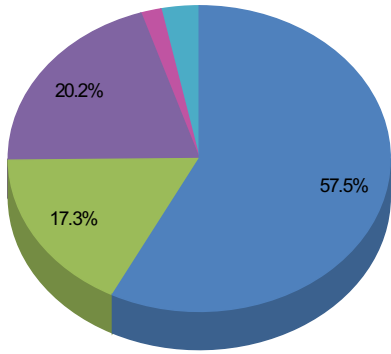
Teacher Satisfaction

The staff have a strong identity with and loyalty to the School. They believe the School provides a quality learning environment and actively strengthens the faith life of all who attend. They strongly endorse the collegial nature of the School and the pastoral support shown to all in the community. The range and quality of resources and facilities is highly valued as are the range of activities and subjects offered to students. Staff believe the School is well led and administered and have a sense that they are involved in the decision making processes which operate in the School. There is a strong endorsement from the staff of the academic program and they pride themselves on the results achieved by their students in general and particularly with the HSC. They support the level of communication in the School and the contact that is encouraged with parents to maximise learning outcomes for students. Feedback is obtained from staff through the regular staff and faculty meetings held within the School and the annual professional staff review program.

SECTION ELEVEN: FINANCIAL STATEMENT

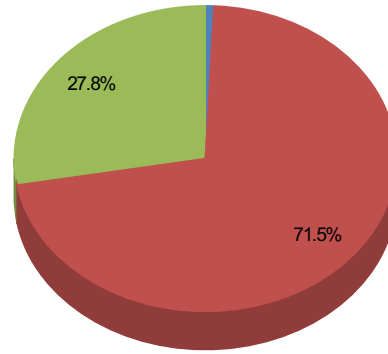
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (57.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.3%)
- Fees and Private Income (20.2%)
- Interest Subsidy Grants (1.7%)
- Other Capital Income (3.2%)

Expenditure



- Capital Expenditure (0.7%)
- Salaries and Related Expenses (71.5%)
- Non-Salary Expenses (27.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$13,635,034
Government Capital Grants	\$0
State Recurrent Grants	\$4,106,177
Fees and Private Income	\$4,794,458
Interest Subsidy Grants	\$410,157
Other Capital Income	\$762,943
Total Income	\$23,708,769

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$172,330
Salaries and Related Expenses	\$16,823,312
Non-Salary Expenses	\$6,534,707
Total Expenditure	\$23,530,349