



2025

ANNUAL SCHOOL REPORT



MacKillop Catholic College

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About this report

MacKillop Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 at local school level and 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2025: A Landmark Year of Transformation at MacKillop Catholic College, Warnervale

The year 2025 marked a pivotal period of renewal and strategic repositioning for MacKillop Catholic College. Through intentional listening, extensive consultation, and a commitment to honouring the aspirations of students, families, and staff, the College undertook significant organisational transformation to ensure it remains future-focused, agile, and responsive to the evolving needs of its community. As stated in the original document, this work reflected “a deliberate shift toward innovation, strengthened leadership, and a renewed clarity of purpose” aligned with the CSBB Strategic Plan.

A New Organisational Structure for a New Vision

In 2025, the College implemented an organisational structure that aligned with a contemporary vision for learning, wellbeing, and community engagement. This was not simply an administrative adjustment but a strategic re-imagining of how leadership, decision-making, and educational direction could best serve a rapidly growing and diverse school community. The restructure was designed to support a school preparing for significant expansion in scale, complexity, and educational ambition while honouring the Baptism to Post-School Learning vision.

College Leadership Team

The College Leadership Team was established, consisting of:

- College Principal
- Head of Senior School (Years 9–12+)
- Head of Middle School (Years 5–8)
- Head of Junior School (Years K–4)
- Deputy Head, Evangelisation & Catechesis (K–12+)
- Deputy Head, Student Achievement (K–12+)
- Director of Wellbeing (K–12+)
- Director of Learner Diversity (K–12+)
- Director of Operations & Events (K–12+)
- Business Manager

This model reflects a forward-looking approach to governance and is intentionally designed to support a school expected to grow significantly in the coming years.

A Leadership Model Built for Growth

The reimagined structure positions each Head of School as a strategic leader responsible for shaping the direction, culture, and performance of their learning stage. This ensures that the developmental needs of students from Kindergarten to Year 12+ are met with precision and consistency.

Complementing these roles are the K–12+ Executive positions, which provide whole-College oversight across mission, learning, wellbeing, inclusion, and operations. This dual-layered model, stage-specific leadership supported by cross-College portfolios, creates a leadership ecosystem capable of supporting a school of increasing size and diversity.

Strengthening Capacity Through Distributed Leadership

By distributing leadership across a broader team, the College strengthened its capacity to deliver targeted, stage-appropriate strategies while maintaining a unified whole-College vision. This flatter, more collaborative structure ensures:

- Decision-making is informed by leaders closely connected to daily student life
- Strategic planning is shared across expert domains
- Operational systems can scale effectively as enrolments grow
- Aspirational staff have clearer pathways to leadership development

This approach positions the College not only to manage growth but to thrive within it, ensuring that quality, consistency, and innovation remain central to its expansion.

Preparing for a Future of Increased Complexity

As the College anticipates continued enrolment growth and an expanding educational footprint, the new leadership model provides the structural stability and foresight required to meet future demands. Roles such as the Director of Wellbeing, Director of Learner Diversity, and Director of Operations & Events ensure the College can respond proactively to increasing complexity in student needs, regulatory requirements, and operational expectations.

Similarly, strengthened focus on mission and learning through the Deputy Heads of Evangelisation & Catechesis and Student Achievement ensures that Catholic identity and academic excellence remain at the heart of the College's growth.

A Vision for a Sustainable, Future-Ready College

The reimagined leadership structure is a strategic investment in the future of MacKillop Catholic College. It ensures the College is equipped to:

- Support a larger and more diverse student population
- Maintain high standards of learning and wellbeing

- Deliver consistent, stage-appropriate educational experiences
- Build leadership capacity across all staff levels
- Sustain long-term growth with clarity and confidence

Through this transformation, the College has positioned itself as a future-ready institution capable of meeting the needs of a growing community while remaining deeply committed to its mission and values. We thank our parent community for their feedback in guiding the decisions made in re-imagining MacKillop for the future.

Executive Leadership Team

The College Leadership Team is further strengthened by a group of Executive Leaders who hold significant accountability for delivering strategic and operational priorities across the three schools. These roles represent an innovative approach to whole-College leadership, ensuring students receive comprehensive care, targeted support, and high-quality learning experiences across four essential domains:

- Evangelisation & Catechesis Lead
- Student Achievement Lead
- Wellbeing Lead
- Learner Diversity Lead

Together, these leaders form a cohesive and future-focused team that drives a holistic model of student support. Their work ensures that mission, learning, wellbeing, and inclusion are interconnected and responsive to student needs.

An Integrated Approach to Student Care and Support

The feedback provided by staff, students and families stated that we needed to invest more resources in this specific area of need. This leadership structure represents a shift toward a more integrated and proactive model of student care. Each Executive Leader brings specialised expertise and a clear mandate to strengthen outcomes within their domain, while collaborating closely to ensure no aspect of a student's experience is overlooked.

Leadership Architecture Supporting Aspirational Leaders

The new leadership architecture has created significant opportunities for staff development by establishing a more distributed leadership structure. By positioning Executive Leaders alongside Heads of School, the College has broadened the leadership landscape, enabling emerging leaders to gain visibility, experience, and access to strategic decision-making processes.

This model enhances operational effectiveness while cultivating a strong pipeline of aspiring leaders. Staff now have clearer pathways to develop the capabilities required for future roles such as Head of School or Principal. Through collaboration with Executive Leaders,

involvement in cross-school initiatives, and participation in strategic planning, staff are increasingly able to build the skills and confidence needed for senior leadership.

Executive Leadership Roles

Evangelisation & Catechesis Lead

This role ensures the Catholic identity of the College is lived authentically, guiding formation, liturgy, and the spiritual life of students and staff. It anchors the College's mission and ensures faith remains central to the educational experience.

Student Achievement Lead

This role drives excellence in teaching, learning, assessment, and improvement. Through data-informed practice and curriculum innovation, it ensures every student is supported to achieve their personal best.

Wellbeing Lead

This role oversees systems and practices that nurture student safety, belonging, and social-emotional development. It ensures wellbeing is foundational to the College's culture.

Learner Diversity Lead

This role champions inclusive practice and ensures students with diverse learning needs are supported through personalised adjustments and specialist programs.

A Unified Vision for Student Growth

By bringing these four domains together under a coordinated leadership model, the College has established a powerful framework for student growth. This approach ensures:

- Learning and wellbeing are interconnected
- Faith formation is embedded across College life
- Diversity is celebrated and supported
- Staff receive clear guidance and expert leadership
- Students experience a seamless, coordinated system of care

This innovative structure positions the College at the forefront of contemporary educational practice and reflects a commitment to ensuring every student is known, valued, and supported.

Strategic Leadership for a Future-Ready College

Each Head of School now holds responsibility for the strategic direction, operational oversight, and educational outcomes within their domain. This includes:

- Leading innovation in curriculum and pedagogy
- Strengthening wellbeing frameworks
- Building staff capability and professional culture
- Enhancing community partnerships
- Ensuring alignment with the College's long-term vision and Catholic mission

This leadership architecture ensures decision-making is informed, agile, and grounded in the lived experience of students, staff, and families.

A Community-Driven Approach to Innovation

The achievements of 2025 were shaped by a commitment to listening to students, families, and staff. Through surveys, forums, conversations, and Parent Engagement Talks (PETs), the College gathered insights that directly informed its new direction. The community expressed a desire for:

- Greater clarity in leadership roles
- Stronger continuity of learning across stages
- Enhanced communication and relational connection
- A future-focused approach to curriculum and wellbeing
- Leadership that is visible, accountable, and connected

The resulting organisational structure is therefore a reflection of the community's voice and a testament to the College's commitment to collaborative and responsive practice.

New Beginnings and Transformational Staff

This intentional approach honoured staff voices and affirmed their central role in shaping the College's future. Many stepped forward to embrace new responsibilities and align their professional journey with the renewed strategic direction.

While change inevitably brought uncertainty, it also sparked renewed energy, innovation, and a collective willingness to contribute to something larger than any single role. Staff demonstrated professionalism, courage, and openness as they navigated new structures and opportunities.

This period became a moment of challenge and possibility, one that affirmed the strength, resilience, and shared commitment of the MacKillop community. Staff have shown remarkable professionalism and resilience throughout this period of change. Their willingness to adapt, learn, and grow has strengthened our community and ensured continuity of high-quality learning and care for students. Even as structures and expectations evolved, our

teachers and support staff demonstrated calm leadership, deep commitment, and a capacity to embrace new directions with integrity and optimism. Their dedication has been central to the College's successful transition and reflects the strength, skill, and character of our MacKillop staff.

Parent Body Message

MacKillop Catholic College (MCC) parent and College partnership encompasses many areas including authentic communication, engagement with involvement and consultation. In 2025, the College moved from 'Principal Chats' which targeted a range of parents from across K-12 to the more specific Parent Engagement Talks (PETs) as an online forum held after work hours. The purpose of the PETs was to open channels of discussion between the parent community and key College staff. The topics selected for discussion included specific assessment-based information related to learning and teaching for specific year groups. Other PETs offered practical parent-friendly workshops on how to navigate Canva for beginners. The aim for 2025 was to offer at least 8-10 distinct PETs to support stronger parent voice and bridge information gaps. In Term 4 of 2025, an A-Z information handbook was developed for families to help them navigate their way around a new operational structure. The A-Z Handbook was well received by the parent community, and it is easily accessible through the College website.

Our MCC K-12 school is unique, and as such, parent engagement can be experienced differently for primary and secondary parents as well as those who have children across both schools. The primary school has a stronger involvement at community events such as carnivals, gala days and theme events whilst across the secondary school, parents tend to be engaged in particular subject areas and utilise the multiple communication channels including Compass, emails, social media posts and newsletters.

Social engagement in terms of the inaugural Movie Night on the College Oval, Parish Family Dinner and monthly Parish and Community BBQ, Grandparents Day along with Mother's and Father's Day events provide greater opportunities for socialisation for our families.

Student Body Message

Students are at the heart of MacKillop, and their legacy continues to stand the test of time. The Student Parliament for 2025 comprised of very able students who willingly contributed to developing the culture of the College. Their work was characterised by their unflinching commitment to student wellbeing, reconciliation, Sorry Day, homelessness along with MacKillop Day and raising awareness on mental health, anti-bullying and domestic violence. The 2025 Leadership Team also took great steps in advocating for local council to erect speed signage around the College perimeter.

Our College Captains also engaged in opportunities to enhance their own leadership skills through multiple commitments with the Sisters of St. Joseph of the Sacred Heart charism, prompting reflection on Josephite values and advocacy for the marginalised in society. The student leadership team of 2025 also acknowledged the tremendous efforts of Mrs Rachael Elcoate and Mrs Chrystal Price for their ongoing support of the Aspire Program.

The outgoing leaders thanked the MacKillop community and their parents for their love and support during their schooling. They recognised the significant influence that MacKillop has played in their lives as young men and women.

School Features

MacKillop Catholic College, Warnervale, is a Catholic systemic co-educational school in the Diocese of Broken Bay, educating students from Kindergarten to Year 12. Located in the fast-growing Warnervale region, the College serves Catholic families north of Wyong and Toukley and maintains a strong partnership with the Parish of St Mary of the Cross MacKillop. The College works closely with the Parish Priest and Parish Pastoral Council through Shared Mission Principles, fostering a respectful and collaborative relationship.

The College enjoys a strong local reputation, with waiting lists in several year groups. Its Catholic worldview is expressed through Gospel teachings, catechesis and the animation of the kerygma. Formation programs, Religious Education, values-based learning and character development support students in knowing Christ and living the College mission.

Primary School

The Primary School opened in 2003 with four classes. By 2025, it had expanded to 24 classes, with four streams in Kindergarten and Stage 1, and three streams across Stages 2 and 3. This growth reflects the increasing population of the Warnervale Parish region, including Hamlyn Terrace, Woongarra, Kanwal, Lake Haven, Charmhaven and Jilliby.

Demand for places remains high due to rapid local development, strong community reputation and the desire for a high-quality Catholic education. In 2025, the College submitted a construction application for a new Primary School, approved for commencement in 2026, providing contemporary learning spaces that support collaboration, creativity and flexible learning.

Secondary School

The Secondary School offers contemporary learning environments that support the diverse interests and aspirations of students in Years 7–12. Key facilities include a Creative and Performing Arts precinct with a theatre, a Trade Training Centre supporting multiple VET pathways, and a commercial kitchen and café offering authentic industry experience for Hospitality students.

The Secondary School draws students from Catholic feeder schools, such as MacKillop Primary School, St Mary's Toukley and St Cecilia's Wyong, as well as government and independent schools across the region, enriching the College community.

Throughout 2025, students participated in camps, retreats, immersion programs and community outreach. They demonstrated excellence across academic, sporting, cultural, faith and leadership pursuits. The graduating Year 12 cohort achieved strong post-school outcomes, including university placements, apprenticeships, traineeships and employment, reflecting the College's commitment to supporting meaningful pathways beyond school.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
803	755	397	1558

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2025. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2025 was 88.24%. 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
91.15	90.80	91.09	89.91	90.25	88.95	87.75	89.59	87.53	84.41	82.84	86.70	89.06

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 Department of Education where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

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 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	42 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

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Our data shows that of the 127 students in the cohort, approximately 28% received an early offer at university. Students undertaking Vocational Training were as follows:

School Delivered VET

23 Business Services – 23 Full Cert III

13 Construction – Cert II

5 Entertainment – Cert III in Live Production Services

TVET

Animal Care Cert II

SBAT students

1 - Full Cert in Engineering School- based Apprenticeship

4 – Cert III Retail - Full Cert

Many more students started the school year and then left as the year went on, placed into employment, traineeships or apprenticeships.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	161
Number of full time teaching staff	90
Number of part time teaching staff	30
Number of non-teaching staff	41

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	6
Provisional Teachers	6
Proficient Teachers	104
HALT Teachers	4

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

In 2025, the new Religious Education syllabus was successfully embedded across all year levels in the Primary School. Throughout the year, new staff members engaged in Professional Learning for Curriculum Reform in Religious Education, facilitated by Catholic Schools Broken Bay, ensuring a consistent and informed approach to teaching.

Parish Masses for Primary classes were held regularly and were well received. These were organised collaboratively by class teachers, the Parish team, and the Religious Education Coordinator, with each term highlighting a different liturgical focus. The monthly K-12 Youth Mass continued on the last Sunday of each month, with strong support from the Parent Engagement Co-ordinator, Youth Ministry, and Religious Education Co-ordinators. Students played an active role in these Masses by participating in various ministries, including readings, collections, hospitality, and the preparation of games and food for the parish community to enjoy after the celebration.

The Mini Macs social justice group remained active throughout the year, engaging in outreach programs with local nursing homes and the wider community. They also contributed

to fundraising initiatives for Catholic Mission and Project Compassion. These efforts were supported through collaboration with the Secondary School's Mini Vinnies group, as well as the JUMP and Youth Ministry co-ordinators.

Primary students participated in a range of liturgies that helped deepen their understanding of Catholic faith through prayer and Gospel reflection. Significant religious and cultural events were commemorated throughout the year, including ANZAC Day, Harmony Day, NAIDOC Week and Sorry Day, various Feast days of saints and other key moments in the liturgical calendar such as Lent, Easter, Advent and Christmas.

Curriculum, Learning and Teaching

Primary Curriculum

The College provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Our learning community thrives academically, spiritually and culturally, united in the belief that every child should experience at least one year's growth each school year. This commitment drives high expectations, inclusive practice and evidence-informed teaching. Staff engage in reflective practice, professional dialogue and formative assessment to guide instruction and support progress.

The implementation of the new English and Mathematics syllabuses has been supported by thorough planning and high-impact practices. Teachers use resources such as the Proofreading and Editing Guidelines and PAT data to ensure targeted grouping and explicit teaching based on each learner's needs.

Primary Curriculum Leads promote a continuous learning cycle through coaching, learning sprints and intervention groups, building instructional capacity across the school. A dedicated EAL/D teacher provides focused support for students learning English as an additional language or dialect.

Stage 3 students engage with Secondary specialists in Japanese and Science to support a smooth transition to Year 7. Student wellbeing is strengthened through programs such as Rock and Water, The Resilience Project, Second Steps and Body Bright.

The Learner Diversity Team works with teachers to plan and review adjustments for students with diverse needs, ensuring an inclusive environment. As a result of strong pedagogy and data-informed practice, the College continues to demonstrate consistent academic growth, reflected in positive NAPLAN trends in Years 3 and 5.

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.

Our teachers are dedicated to ongoing professional growth and the continual enhancement of teaching and learning across all subject areas. A core focus remains on fostering measurable student progress, with an expectation of at least one year's academic growth for every student, every school year. We prioritise explicit teaching and deep learning in every lesson, carefully monitoring achievement through HSC, PAT, AGAT, NAPLAN and internal assessments.

Recognising the individuality of each learner, we tailor our approach to accommodate diverse learning styles, motivations and aspirations. We intentionally cultivate key learner dispositions: being ready to learn, demonstrating innovation, creativity, persistence, communication and responsibility. This empowers students to become confident, reflective and independent learners who take ownership of their learning journey and celebrate their achievements.

In response to Curriculum Reform, staff have developed and implemented new syllabus programs, ensuring learner entitlement for all students. Teachers maintain curriculum that is accessible, relevant and engaging, creating authentic learning experiences connected to real.world contexts.

Learning at MacKillop extends beyond the classroom. Students benefit from dynamic, collaborative environments, innovative teaching strategies and access to technologies such as 3D printing and virtual reality. Enrichment opportunities include excursions, guest speakers, cultural exchanges, such as our partnership with our Japanese sister school, and a wide range of extracurricular activities.

Senior students continue to impress with major projects across Personal Interest Projects, TAS, Visual Arts and the Performing Arts. Strong participation in workshops and study sessions before school and during breaks reflects the commitment and vibrant learning culture within our community.

To support students requiring additional assistance, subject teachers and Learning Support staff work collaboratively in classrooms to meet diverse needs. For high_achieving students, an Opportunity Class was introduced in Year 7 in 2025 and continues as students progress through Secondary School. We also provide acceleration opportunities, including undertaking HSC subjects in Year 11 and participating in academic competitions.

MacKillop Catholic College is proud to offer a diverse and flexible curriculum that empowers every student to pursue their interests, excel in their chosen fields and confidently prepare for future success.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at MacKillop Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	56%	54%
	Reading	70%	66%
	Writing	81%	76%
	Spelling	57%	62%
	Numeracy	66%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	69%	63%
	Reading	75%	73%
	Writing	72%	65%
	Spelling	58%	69%
	Numeracy	69%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	57%	62%
	Reading	67%	69%
	Writing	68%	64%
	Spelling	75%	72%
	Numeracy	65%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	52%	56%
	Reading	57%	65%
	Writing	63%	61%
	Spelling	66%	72%
	Numeracy	59%	66%

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%.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2023		2024		2025	
	School	State	School	State	School	State
Biology	8 %	32 %	11 %	36 %	36 %	35 %
English Advanced	27 %	67 %	52 %	68 %	73 %	65 %
Mathematics Advanced	11 %	50 %	17 %	50 %	18 %	51 %
Personal Development, Health and Physical Education (PDHPE)	20 %	31 %	20 %	35 %	26 %	36 %
Visual Arts	88 %	66 %	36 %	67 %	67 %	64 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2025 to reflect new system processes.

Community Satisfaction

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

Parent satisfaction

Our parents indicated a growing interest in the school but also wanted further personalised engagement. Parents also addressed the new uniform and grooming policy and acknowledge the need to support a consistent approach to wellbeing and behaviour management. Parents also acknowledged the good work of teachers and the importance of a caring learning environment. Parental consultation was also sought through the Reimagining MacKillop Committee, along with additional survey data collected to harness the voice of families in the College related to the transformation of the MacKillop.

Parents have also played a significant role in the advocacy to council and government bodies for improved speeding signage around the perimeter of the College. Parents seek, on the whole, greater consistency, greater transparency and stronger follow up on matters related to wellbeing and behaviour management.

Student satisfaction

Based on a recent survey of students from Primary and Secondary, Primary school aged students seek support on building positive relationships and also wish to engage in work that supports their wellness. Students who engaged with the Stepping Stones Program felt they were better supported to commence Secondary school. Students in the Secondary school also prioritised their emotional wellbeing and specifically wanted assistance with academic preparation. Secondary students value workshops and courses to supplement their HSC studies and understand the value that organisational skills play in supporting their learning.

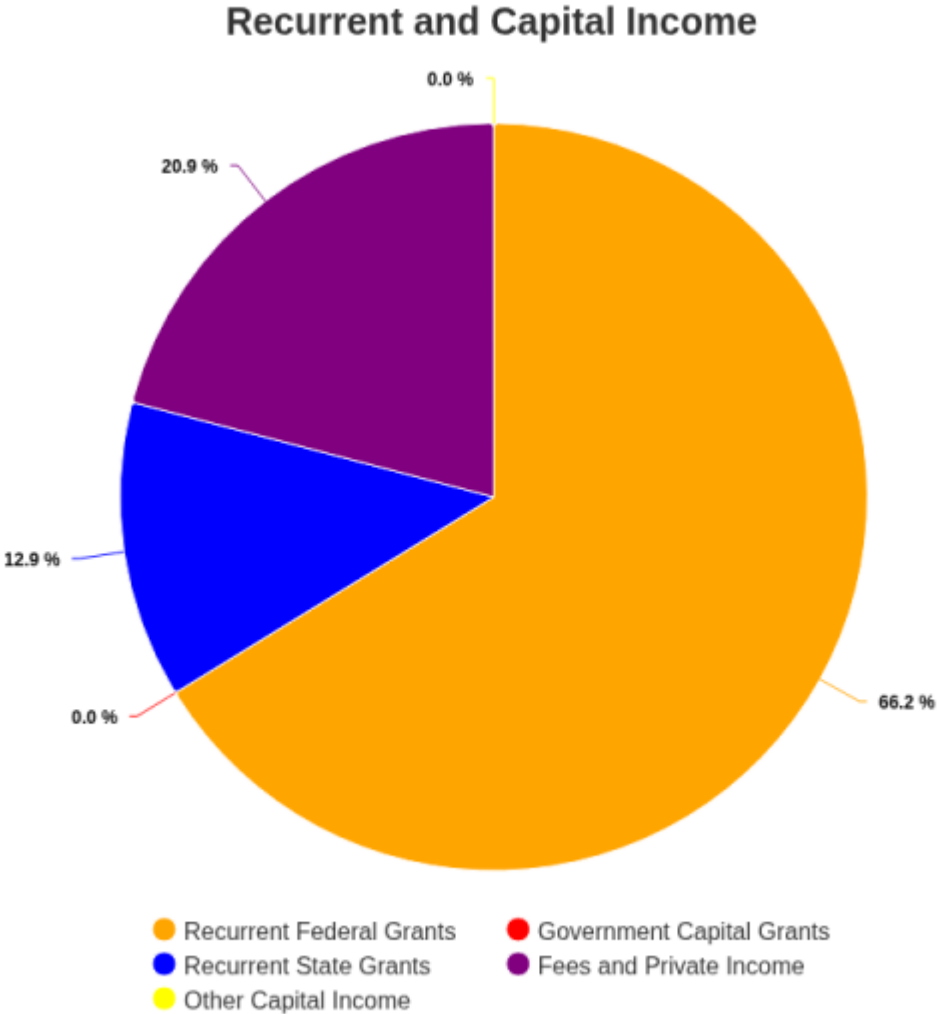
Students across the College valued sport as a way of supporting their wellbeing and sense of connection with their peers and this was rated the highest percentile amongst the student population. Students would like to see additional opportunities to engage in more active play during recess and lunch times. Students also valued the opportunity to engaged in leadership training and formation as part of their character development.

Teacher satisfaction

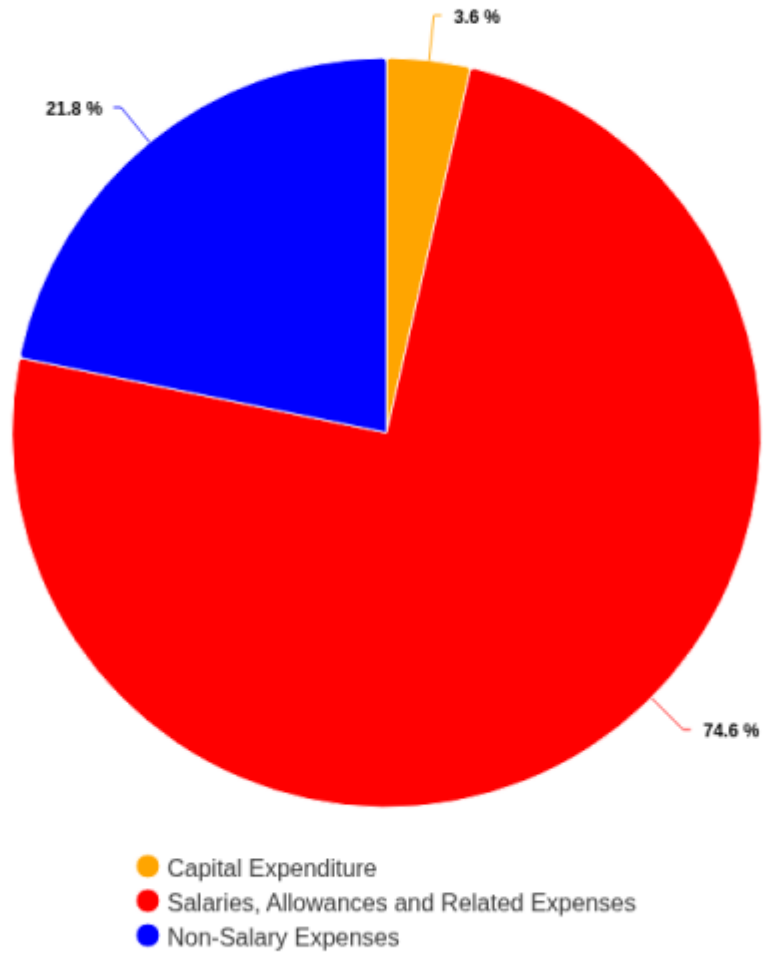
Staff expressed the desire to see the new school structure so that they could more easily engage with it. There is both excitement and restlessness in the teaching staff as they come to terms with change and the new demands of curriculum reform. They acknowledged the support of leaders and look to the development of stronger accountability measures. Staff also look to stronger rights to disconnect to support their wellness. They also look for consistency in the delivery of behaviour management across the College as a way of supporting them in the classroom. The staff are supportive of an improvement agenda but would also like this to be balanced against their sense of wellbeing. Staff would like to see greater visibility of leaders, particularly on duties and look for greater opportunities to engage in collaboration. While aspirational staff also look for opportunities to lead and have greater access to professional learning opportunities. Staff on the whole, would also like more opportunity to engage in prayerfulness.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT