

Annual School Report 2016 School Year

MacKillop College



Port Macquarie

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About this report

MacKillop College is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 0265832632 or by visiting the website at www.pmaclism.catholic.edu.au



1.0 Messages

1.1 Principal's Message

The primary purpose of MacKillop College is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. MacKillop College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that MacKillop College has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016

- We were notified of 13 students who received an Australian Tertiary Admission Rank over 90, with the highest ATAR being 98.15.
- Twelve students received nominations for their HSC practical projects in Drama, Dance, Design & Technology, Industrial Technology – Timber and Music.
- Students had the opportunity to participate and receive outstanding results in a large number of academic competitions including the Geography Competition, English Competition, Mathematics Competition, The Australian Stock Exchange (ASX) Game, Maths Problem-Solving Competition, MacKillop College Coding Club (MC³), da Vinci Decathlon, Science and Engineering Challenge and Tournament of Minds.
- MacKillop College had two students who achieved in the 99th percentile and the 96th percentile bands of the Science Gifted and Talented Discovery Program. Over 2500 students in Years 8 and 9 from across Australia sat this exam. These two students then had the opportunity to attend a three-day workshop at the University of Sydney.
- MacKillop College had four Tournament of Minds teams which involved 32 students representing the three disciplines of Language Literature, Engineering Mathematics and Science Technology. At the Regional final both Language Literature teams received Honours and the Science Engineering team was placed first. This team competed at the State finals at UNSW.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2016:

- Many students participated in and gained meaningful benefit from various Diocesan organised events such as the Kairos Retreat, Lead and Ignite conference and Street Retreat.
- Our Youth Ministry Trainee attended the World Youth Day Pilgrimage to Poland.
- The Solomon Island Immersion Program again worked very closely with the Visale Community High School in the Solomon Islands. Eleven students and five staff travelled to the Solomon Islands where they attended classes and shared their sporting, creative design and musical skills with students and teachers.
- The MacKillop College community identified, recognised and supported a number of social justice days including World Wildlife Day, National Sorry Day, Hiroshima Day and White Ribbon Day.
- Ten students were successful in their applications to participate in the State Government



sponsored Youth Frontiers mentoring program. Youth Frontiers is an initiative aimed at increasing the level of engagement that youth have in their community and in life in general through providing the students with the opportunity and challenge of developing and implementing their own community service project.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- The New South Wales Combined Catholic Colleges (NSWCCC) Sports Association 19th Blue Award Presentation was held and two senior students received a Blue Award – one for golf and one for triathlon. These awards recognise the excellence of secondary students in sport.
- Students participated at the Australian Surf Life Saving Championships on the Sunshine Coast in April.
- A Year 10 student attended the Australian Youth Championships at Woollahra Sailing Club, Sydney. This student and his skipper won seven out of their 10 races at the championships to be crowned Australian Youth Champions – Multihull division.
- Two boys were selected in the NSWCCC Open Boys Hockey side, along with a student who was selected in the Under 16 Girls team.
- One student was a member of the Australian Schools Boys Hockey team.
- Students represented at School Sport Australia level in triathlon, diving and hockey.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. MacKillop College is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Anne O'Brien
Principal

1.2 A Parent Message

The key to the success of the Parent Consultative Committee (PCC) is in its name. It is a representative body that works in close consultation with the St Agnes Parish Secondary Schools (SAPSS) Leadership Team and the Parent Assembly.

The PCC is a reference group, an advisory body and a sounding board for all manner of issues relating to the education of our children. The committee consists of parent representatives from each of the secondary schools (MacKillop College, St Joseph's Regional College and Newman Senior Technical College), along with the Principals of each school and Parish Education Coordinating Executive Officer John McQueen.

The PCC is a forum which offers its members the chance to 'stay in touch' with happenings across the secondary schools.

At its regular meetings, the PCC is updated on a range of initiatives undertaken across the Parish schools and Principals have sought the parent perspective on a host of issues, ranging from fundraising projects to a revamp of weekly newsletters.

Through tours of our SAPSS facilities throughout the year, members of the PCC have seen impressive capital works projects come to fruition and the revitalisation and repurposing of existing infrastructure. It is very exciting to witness these improvements and I would encourage parents who haven't visited their school lately to arrange a visit. Each of our School Principals has extended an invitation to parents and carers to contact them to organise a tour. It is a great opportunity to see what has been achieved in recent years.

An issue that has been of great interest to parents and carers in the past year has been the review of school fees, particularly in relation to family discounts. This is a complex process that has required a



great amount of effort to guarantee fairness, equity and value for families while ensuring the key focus always remains on the provision of a quality education for our children.

Presentations explaining the need to improve the current system led to a lengthy and productive discussion in which members of the PCC were able to gain a greater understanding of how our school fee structure directly relates to the important ongoing improvement and maintenance of our schools.

As representatives of the wider parent body, PCC members contributed to the decision-making process by offering feedback from a family perspective regarding the discount structure.

We are very fortunate that parental involvement such as this is sought by the SAPSS Leadership Team – and acted upon. This further demonstrates the value of a body such as the PCC.

As another school year begins, you can be assured that the PCC will continue to advocate, engage, facilitate, plan and achieve on behalf of students, families and the broader school community.

I would encourage parents who wish to contribute ideas, discuss concerns or provide feedback on any issue relating to our secondary schools to please contact our Leadership Team, John McQueen or myself.

Mrs Lynn Lelean
Chair
St Agnes' Parish Secondary Schools
Parent Consultative Committee

2.0 This Catholic School

2.1 The School Community

MacKillop College is located in Port Macquarie and is part of the St Agnes' Parish which serves the community of Port Macquarie. School families are drawn from the towns and communities of Port Macquarie, Wauchope, Laurieton, Lake Cathie and Bonny Hills.

Last year the school celebrated 29 years of Catholic education.

The parish priest Fr Leo Donnelly and College Chaplain Father Peter Wood are involved in the life of the school.

MacKillop College is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through a range of activities.

- Year 11 and 12 Pastoral Care groups donated food, cleaning products and personal hygiene products as well as raising over \$400 to put together care packages for McCosker House, which were then given to local women seeking emergency accommodation due to family / domestic violence.
- A group of Year 10 CSYMA students worked each Tuesday morning to help set up the soup kitchen in town. They have been doing some behind the scenes work to help provide a hot breakfast for people in our community.
- The students held various fundraisers throughout Lent to support Project Compassion. This year students raised \$7085 for Project Compassion, as well as contributing a large number of warm clothes and blankets for the St Vincent de Paul Winter Appeal.
- The staff at MacKillop College regularly invited parents to the school in an informal capacity. Parents enjoyed breakfasts and wine and cheese nights.
- A new parent social group was formed by members of the Parent Assembly. Several events were held and enthusiastically supported by a large number of parish families.



The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

MacKillop College caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2016	TOTAL 2015
Male	102	99	100	111	75	58	545	512
Female	119	96	98	94	76	62	545	514
Indigenous <i>count included in first two rows</i>	8	5	11	8	1	6	39	28
EALD (Language background other than English) <i>count included in first two rows</i>	6	4	4	6	1	4	25	5

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2016 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance rates	94.4	92.1	92.4	92.1	95.5	94.9	93.4



2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	87
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	Nil
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	Nil
4.	Teachers with recognised qualifications to teach Religious Education.	31
5.	Number of staff identifying as indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	35

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 97%. This figure is provided to the school by the CSO.

2016 saw the student numbers increase to 225 in Year 7 which had an impact on staffing. MacKillop College welcomed 10 new teachers to the school community.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways.

During 2016 students were involved in a range of outreach activities, including visits to the local aged-care facilities where students spent time speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul, Caritas and the Parish Christmas Hamper Appeal. Outstanding citizenship is recognised at regular school assemblies and more formally at the Year 12 Graduation ceremony. Community service is recognised with hours of service formally recorded (on each student's school reference) and with 10 hours of service per annum receiving recognition in the form of a certificate. Our College Prayer, which embodies the ideals of respect and responsibility, begins every community gathering within the school.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

- School Review and Improvement questionnaires
- School Advisory Board feedback
- Year 12 Exit Surveys
- Parent Teacher Interviews



3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Secondary Education. Students study BOSTES mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 30 Higher School Certificate (HSC) courses and five extension courses.

The parish secondary school's curriculum includes the following features:

- The student Study Centre which is under the guidance of a full-time co-ordinator. One of the co-ordinator's main tasks is to assist students with study skills, time-management skills and organisational skills, and also to implement a study skills program to be delivered through tutor group classes.
- A strong emphasis on the provision of a curriculum catering for a range of abilities and interests, with subjects including VET Hospitality, Mathematics Extension 2 and English Extension 2. A number of students also access a range of external specialist courses, such as Distance Education languages.
- An ongoing program of assistance and advice in the areas of careers and study skills.
- The continuation of a tutor group program which allows for increased access to specialist teachers by students outside the formal classroom setting, and assistance with study skills and programmes for "at risk" students.
- The Homework Club has increased its operation to four afternoons each week until 5.00p.m. to allow senior students to have quiet time in the College library to complete homework and assessment tasks, but also to access teacher expertise during this time. The Year 7-10 students also have the opportunity for support after school in the College library until 4.00p.m. four afternoons each week.
- Year 7 to 10 students have access to the Student Services room which provides additional pastoral and curriculum support. This includes literacy intervention, support for the completion of assessment tasks, organisational support, reading support, opportunities to complete catch-up exams and missed assessment tasks, and the support of student behaviour management plans.

The College continues to focus on developing a rich curriculum and engaging pedagogical practices whilst maintaining those structures and practices that have made the College so successful. One of the key focus areas is the recognition that there is an abundance of talent within the College community. "Learning from each other" is a theme that is supported in the following ways. Professional Learning Teams meet regularly to collaborate and share resources and ideas, such as engaging teaching practices. Opportunities exist for Instructional Walks, Peer to Peer observations and self-reflection activities and these are actively promoted and supported.

In addition, other initiatives such as Project Based Learning, the use of open learning spaces and opportunities for collaborative teaching are promoted and supported. These initiatives are designed to engage students and allow further collaboration amongst staff.

A small team of teachers will be analysing data with a view to demystifying and simplifying the information for staff as well as developing action plans as a result of this data analysis. Although the focus will be on NAPLAN, RAP and HSC results initially, staff will be supported with the tools to analyse and act on data trends developed through simple formative tasks.

A major shift in focus also continues to be on embedding more formative assessment practices and the refinement of more effective student feedback mechanisms in teaching and learning. To support this, a reduction in summative assessment tasks across Years 7-10 has occurred and a more regular interim reporting system for parents is being trialled. Staff will continue to be provided with formative assessment options and encouraged to trial these and share successful strategies throughout the year.



The parish secondary school offers a strong co-curricular program which includes student participation in:

- Creative Arts Festival – Year 12 HSC Music, Drama and Visual Arts students showcase their performances and major work submissions to family, friends, peers and the public. This is a much anticipated date on the College calendar where people of all ages gather to experience the talents of our HSC performing arts students.
- Shakespeare Festival and Year 11 Night of Stars – performances by Year 11 Drama and Music students to the school and local community.
- Year 11 Retreat, Year 12 Retreat and Year 11 Reflection Day – the retreats provide space and time for students to reflect on their lives, priorities, relationships and their faith. During the retreats students are encouraged to reflect in a peaceful environment on their lives and their relationships with others and with God.
- Ironman Events -a large number of students and staff volunteer their time at the local ironman and half ironman events held in Port Macquarie. The assistance of our students at these events is greatly appreciated by all athletes and their families, as well as the Port Macquarie Ironman Club.
- The Co-curricular Music- this department has an extensive range of bands, ensembles and choirs for students of all ages and ability levels. These include the Big Band, concert band, junior and senior stage bands, vocal ensemble and jazz ensemble, along with many other groups.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 212 students presented for the tests while in Year 9 there were 190 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to sit the HSC. Students can demonstrate they have met the standard by achieving Band 8 in Year 9 NAPLAN in Reading, Writing and Numeracy or pass an online literacy and numeracy test in Years 10, 11 or 12. This applies for NAPLAN from 2017.

At MacKillop College, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of MacKillop College students in each band compared to the State percentage.



Year 7 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 4 to 9

BAND	9		8		7		6		5		4	
	State	School										
Reading	12.0	16.5	18.0	24.1	23.1	23.6	27.1	23.6	14.9	10.4	4.8	1.9
Writing	4.5	4.7	13.3	14.0	24.1	31.8	30.8	34.6	19.3	11.2	8.1	3.7
Spelling	12.3	8.9	21.8	29.0	28.1	32.7	20.6	19.2	11.8	7.9	5.4	2.3
Grammar and Punctuation	15.2	14.5	15.6	20.1	26.4	32.2	19.9	18.2	17.7	13.1	5.2	1.9
Numeracy	13.7	10.8	17.7	24.5	29.3	33.0	23.4	23.6	12.9	7.1	3.0	0.9

Year 9 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 5 to 10

BAND	10		9		8		7		6		5	
	State	School										
Reading	7.9	11.5	16.9	21.4	26.2	33.3	26.7	22.4	16.8	9.4	5.6	2.1
Writing	4.2	3.7	8.2	7.9	22.6	24.1	26.2	35.65	22.5	22.5	16.3	6.3
Spelling	8.4	8.4	17.1	22.5	29.5	28.8	23.5	23.6	12.9	13.1	8.5	3.7
Grammar and Punctuation	8.8	7.3	13.4	18.3	19.7	25.7	30.8	28.3	17.3	15.2	10.0	5.2
Numeracy	11.5	9.1	15.4	22.0	25.9	35.5	28.6	21.5	16.3	10.8	2.3	1.1

As can be seen from the data, students in Years 7 and 9 have performed very well in Reading compared to the rest of the State. There are much higher percentages in the top bands. This same trend does not exist in the other components of literacy. Whilst the students' Numeracy results are generally pleasing and reflect a continued focus on knowledge and skill development, the challenge is to increase the percentages in the top band.

As well as continually focusing on the importance of writing, spelling, grammar, punctuation and numeracy in all KLAs, the College is implementing additional intervention strategies in 2017 and investigating timetable options for 2018 that provide extra time for Mathematics and English teachers to focus on improvements in literacy and numeracy.

The College has invested in the Levelled Literacy Intervention program for Year 7 with small class sizes, two teachers and an assistant. In Year 8, a similar class structure with three teachers and an



assistant has been developed that provides intensive reading and writing. The QuickSmart numeracy program is being investigated with a view to implementing this as an intervention strategy for Years 7 and 8 in 2018.

3.2.2 Higher School Certificate

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: % of students in bands 4, 5, 6

	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion 1	68.6%	75.9%	66%	77.8%	64.6%	75.9%
English Standard	88%	43.2%	85.7%	42.2%	77.7%	49.2%
English Advanced	97.1%	91.5%	97.2%	91.1%	100%	90%
General Mathematics	90.1%	50.7%	86%	50.1%	89.3%	151.6%
Mathematics	97.3%	81.4%	74.2%	80.7%	60%	76.4%
Studies of Religion II	93.8%	73.9%	78.3%	70.5%	86.4%	70.9%
Drama	100%	84.5%	100%	82%	100%	83.1%

In 2016, many subjects exceeded State averages in Higher School Certificate examinations; Industrial Technology – Timber was 17.85% above, Food Technology was 13.21%, Drama 10.35%, PDHPE 10.32%, Design & Technology 10.21%, General Mathematics 9.69%, Music 9.64%, Community & Family Studies 9.56% and Engineering Studies 9.45% above the State average. A further 10 subjects had their HSC exam results in excess of 5 percentage points about State average. Overall, 50% of all HSC examination results were over 80.

3.2.3 Senior Secondary School Outcomes

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

Senior Secondary Outcomes

Senior Secondary Outcomes Year 12, 2016	% of students undertaking vocational training or training in a trade during the senior years of schooling.	20%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

3.2.4 Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.



Destination Data Year 12, 2016 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	84%	2%	13%	0%

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2016 were:

Staff Professional Learning Activity	Date	Presenter
Information Technology Day	22.2.16	Rhys Jones
Retreat Day – Spiritual Immersion	8.4.16	Anne O'Brien, David Jenkins, Adam Kelly, Daniel Blackman
Curriculum Writing Day	26.4.16	Paul Robins, Chris McQueen, Leaders of Learning
Catholic Worldview Day	18.7.16	Anne O'Brien, Daniel Blackman, Chris McQueen, Chris Kalchbauer

Additionally staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Christian Meditation Workshop	4	Catholic Schools Office, Lismore
CSYMA and Lead Training	2	CSYMA Australia
Australian Independent Schools History Conference	2	Catholic Schools Office, Newcastle
Fundamentals of Teaching Mathematics	2	ACER
Judaism Workshop		Jewish Museum
Geography Teachers Association Annual Conference	1	NSW Geography Teachers Association
Economics & Business Educators Annual Conference		Economics and Business Education

The professional learning expenditure has been calculated at \$7741 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Digital Technology & Social Media Policy	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Flexible Working Agreement	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures



Job Share	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Attendance Policy and Procedures	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Incident Report and Procedures	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Guidelines for Controversial Material	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Evacuation Policy	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Electronic Device Policy – Acceptable Use	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Student Management Policy	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Tutor and External Provider Policy	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Sick Student Policy	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Visitors Policy	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures
Volunteers Policy	Reviewed and updated	https://sites.google.com/a/lism.catholic.edu.au/pmac-policy/policy-and-procedures

4.2 Enrolment Policy

Every new enrolment at MacKillop College requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Pastoral Care Policy / Student Welfare

MacKillop College endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills. MacKillop College is a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children; a supportive environment where children feel safe and secure and where a sense of belonging and wellbeing is strengthened.

Student Welfare is a shared responsibility between school, home and the community. MacKillop College adopts a proactive and strategic stance with issues of student welfare. MacKillop College will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy.

4.4 Discipline Policy

When a student's behaviour is such that it requires removal from a classroom, he/she should be sent to work outside the Leader of Pastoral Care area. The teacher should then see the Leader of Pastoral Care at the end of the period and explain the problem in the presence of the student. In this way the teacher is still disciplining the student with the support of the Leader of Pastoral Care. In all cases when parents need to be contacted, the Assistant Principal or Principal must be informed and



briefed. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

4.5 Complaints and Grievance Policy

MacKillop College is committed to always working towards the best possible outcome for both the individual and the school community. Sometimes compromise is the best path to resolving problems within relationships. A spirit of compromise promotes positive communication. MacKillop College appreciates the support of families in determining fair and just decisions, made in the best interests of all concerned according to the principles of procedural fairness.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Identity and Mission

1. Ensure that a Christ-centred approach will be used to underpin all relationships
2. Encourage staff to be proactive in processes of evangelisation across all areas of school
3. Take pride in ensuring all learning environments are cared for and are conducive to learning

Organisation and Co-Leadership

1. Implement efficient and effective systems for accessing student and staff information
2. Support, promote and provide opportunities for leadership development
3. Operate in an environment which promotes shared responsibilities

Teaching and Learning

1. Develop a timetable that provides the capacity for flexible delivery of holistic, 21st Century learning.
2. Employ pedagogy that values individual learners, effective feedback and assessment
3. Commit to having Professional Learning Teams that best suit the MacKillop College context
4. Create spaces that will engage, enable and empower our learners

Community and Relationships

1. Commit to an effective, efficient and purposeful delivery of Pastoral Care
2. Ensure a culture of pride and commitment is evident in promoting our school in the wider community in all that we do
3. Build strong partnerships with our parent body and wider community
4. Offer diverse leadership opportunities for all our students.

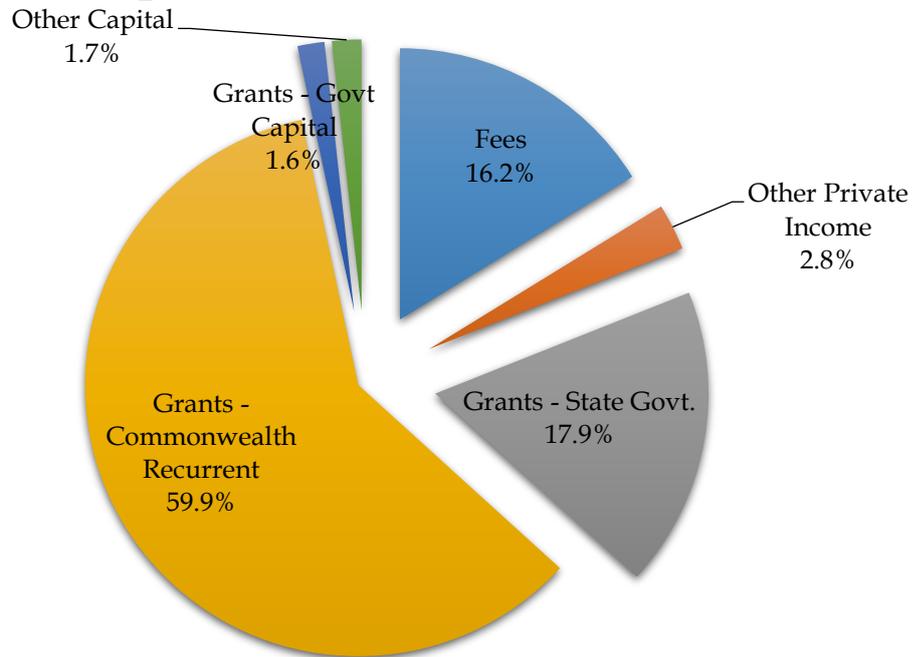
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2016 is presented below:



2016 INCOME - MacKillop College Port Macquarie PORT MACQUARIE



2016 EXPENSE - MacKillop College Port Macquarie PORT MACQUARIE

