

Annual School Report 2015 School Year

MacKillop Senior College



Port Macquarie

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About this report

MacKillop Senior 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. 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 2015 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 02 6583 2632 or by visiting the website at www.pmaclism.catholic.edu.au



1. Messages

1.1 Principal's Message

The primary purpose of MacKillop Senior 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 Senior 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 2015. 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 Senior College has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2015:

- Two Year 12 students were selected to attend the Youth Science Forum for two weeks in Canberra.
- A Year 11 student was selected to attend the 38th Professor Harry Messel International Science School for two weeks.
- A Year 12 student was chosen as one of six Australians to attend the Rotary Youth Science Forum in Auckland, New Zealand for two weeks, participating in lectures in all sciences and medicine.
- HSC students received nominations in the following 2015 subjects – Visual Arts – 2 nominations, 1 selection, Drama – one nomination, Industrial Technology – Timber – 2 nominations.
- A Year 11 student was selected to attend the NSW Schools Constitutional Convention at Parliament House. This was a fabulous opportunity to learn more about the political system. This student also joined the Youth Advisory Committee of the Hastings Council and was involved in the promotion of youth events in Port Macquarie.
- A Year 12 student was selected to attend the National Schools' Constitutional Convention in Canberra.

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 2015:

- Two students spent three weeks at the Wagga RAAF base as representatives of the local Air Force Cadets.
- 17 senior students travelled to Sydney to participate in Camp Gallipoli events on Anzac Day.
- Six students travelled to Brisbane to participate in Street Retreat.
- Eight students represented the College at a Student Proclaim discussion forum facilitated by the CSO. The students offered their insights into Catholic education in our diocese and in particular, their experiences of student discipleship and faith formation.
- 150 students from Port Macquarie Catholic schools and St Agnes' Parish travelled to Brisbane for the Ignite Catholic Youth Conference.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2015:

- A Year 12 student received the Blue Award presented by the NSW CCC Sports Association
- A Year 12 student competed at the National Sailing competitions in Perth.
- A Year 12 student was selected in the NSW U/19 Track Cycling team to compete at the National Championships in Melbourne.
- A Year 12 student participated in the School Sport Australia National Triathlon in the individual and team events. He was also given the honour of captaining the NSW Triathlon team and was commended by officials on his commitment and leadership over the years.
- A Year 11 student was one of two boys from NSWCCC selected in the NSW All Schools Golf team to represent at the School Sport Australia Championships in the ACT.



- A Year 12 student received two gold, two silver and two bronze medals at the Pacific School Games in Adelaide in November. This event comprised 4000 competitors from 12 countries within the South Pacific region.

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 Senior College is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Mrs Anne O'Brien
Principal

1.2 A Parent Message

Having refreshed the constitution and purpose of the Parents Consultative Committee (PCC) in 2014, this year saw the PCC continue with its mission to forge stronger links between the SAPSS Leadership Team, Parent Assembly and Parents.

With the understanding that "it takes a community to raise a child", the SAPSS PCC was established to provide SAPSS Leadership Team with a forum to support and contribute to areas of mutual interest in school practices that impact on the broad development of each child – intellectually, emotionally, physically and spiritually.

Specifically, the role of the SAPSS PCC is to operate in a collaborative partnership between the SAPSS Leadership Team, Parent Assembly and parent representatives, which includes, but is not restricted to activities such as:

- Affirming, supporting and validating ideas, policies and initiatives
- Being a critical friend for road testing and expanding upon new ideas
- Providing feedback on effectiveness and impact of school initiatives and programs
- Providing a "voice" for parents to make suggestions, directly express views, share experiences and expectations
- Providing direct support to SAPSS Leadership Team initiatives designed to engage the broader parent community – e.g. facilitate focus groups for targeted feedback sessions for parents and students.

We continue to endeavour to make the relationship between the school, students and parents more active and relevant by providing parents with a voice, student councils with a safe place to "test and validate" ideas and the leadership team with feedback from a parental perspective.

The PCC continued to meet with the SAPSS Leadership Team – (Principals from MacKillop College, Newman College and St Joseph's Regional College), Parent Assembly and Parent representatives to discuss a range of initiatives across the Parish schools this year. The Principals provided regular updates on school initiatives and sought input to planned activities and feedback on activities already conducted.

Whilst there were many activities or subjects that are worthy of mentioning, I will only touch on a couple of the key highlights for this report.

One area of ongoing concern to many parents is that of the school backpack and the weight students are required to carry to and from school on a daily basis. In Term 3 a meeting focussing specifically on this issue was held; strategies used in previous years to address this matter were reviewed and many new ideas and solutions were canvassed. Many concerned families attended and appreciated the opportunity to air their concerns and share ideas. The event was seen as a great example of collaboration and inclusion between the schools and parents.

Another area addressed by the PCC in 2015 was the often troublesome issue of school fees. The PCC was engaged to seek parent perspectives on what was working and what was not working with the aim being for the SAPSS Leadership team to design an easier/ less complicated system.

Members of the PCC were also invited to participate in into the schools' Strategic Review process. This is a vital process in which each of the schools develops their 5-year plans and validates the current plans and initiatives.



The final area I will mention is the ongoing interactions of the PCC and the Parent Assembly. Whilst these are two very different bodies, there is often overlap in some of their activities and indeed membership. The PCC continues to support the Parent Assembly activities. The highlight of these would have to be the Year 12 Timber Showcase where the very talented Year 12 students displayed their works at the MacKillop Jnr site. At this event, Parents had the opportunity to interact with the students and discuss their inspirations and aspirations. This was an excellent night and brought students, parents and the schools together. This really reflected the concept of an integrated school community working toward the growth and promotion of the children (and young adults in this case).

Next year, the PCC will continue to explore ways to improve the way that parents and schools can work together to achieve the PCC objectives. All parents are encouraged to put forward ideas or concerns for discussion by the PCC.

Mr Justin Poppleton
Chair, St Agnes' Parish Secondary Schools
Parent Consultative Committee

2. This Catholic School

2.1 The School Community

MacKillop Senior College (senior campus) 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 28 years of Catholic education.

The parish priest Father Leo Donnelly is involved in the life of the school.

MacKillop Senior 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 activities such as:

- Catholic Schools' Youth Ministry Assembly - LEAD is a Student Leaders Conference that seeks to draw leaders in School Youth Ministry. Teams throughout the CSYMA network meet together to be equipped in ministry and formed in faith. LEAD also seeks to resource Youth Ministry student leaders to return to their School Communities ready to share their faith with their peers.
- Parent breakfast, wine & cheese nights, trivia afternoons.
- CHILL – relaxation and reflection time during lunchtimes once a week.
- Port Macquarie Youth Hub which provides youth drama and music sessions.
- Students visits to the Mt Carmel Nursing Home and Emmaus Nursing Home.
- Lent – project compassion events raising \$1600.

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, the Foundational Beliefs and Practices – The Essential Framework*. 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 Senior College caters for children from Years 11 and 12. The following table indicates the student enrolment characteristics:

	11	12	TOTAL 2015	TOTAL 2014
Male	58	54	112	113
Female	67	68	135	163
Indigenous <i>count included in first two rows</i>	5	4	9	5
LBOTE (Language background other than English) <i>count included in first two rows</i>	1	0	1	N/A

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 term by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by the senior student office staff. Parents are requested to provide a note to the teacher immediately the child returns to school. 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 2015 was 94.7%. School attendance rates disaggregated by Year group are shown in the following table.

	Year 11	Year 12
Attendance rates by Year group	94.8%	94.6%

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.	26
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	10
5.	Number of staff identifying as indigenous employed at the school.	0
6.	Total number of non-teaching staff employed at the school.	12

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. This figure is provided to the school by the CSO.

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 2015 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. 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 26 Higher School Certificate (HSC) courses and 5 extension course.

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 that 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 which operates two afternoons each week 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 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.
- 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.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

Note: MacKillop Senior College caters only for Stage 6 students; therefore there are no NAPLAN results to report.

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

	2013		2014		2015	
	School	State	School	State	School	State
Studies of Religion 1	76%	76.3%	68.6%	75.9%	75.44%	76.98%
English Standard	70.81%	65.48%	88%	43.25%	75.61%	67.10%
English Advanced	83.68%	79.06%	97.1%	91.5%	80.9%	80.43%
General Mathematics	76.48%	67.46%	90.1%	45.2%	78.35%	68.64%
Mathematics	78.94%	77.39%	97.3%	81.4%	75.65%	77.89%
Studies of Religion II	94.14%	78.05%	93.8%	73.9%	77.89%	74.20%
Drama	88.47%	74.11%	100%	84.5%	91%	77.81%

In 2015, many subjects exceeded state averages; Industrial Technology – Timber was 18.17% above, General Mathematics 9.71%, Legal Studies 9.38%, Senior Science 8.75%, Community & Family Studies 8.63%, Standard English 8.51% and Modern History 8.11% above, while another 4 subjects (total 14) were in excess of 5 percentage points above State average.

Overall, 90 Band 6 results were achieved, and 270 Band 5 results, totalling 50.2% of all results 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 Year 12, 2015	% of students undertaking vocational training or training in a trade during the senior years of schooling.	17%
	% 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, 2015 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	84	1	4	11

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 2015 were:

Staff Professional Learning Activity	Date
School Review & Improvement	27.3.15
Staff Spirituality Day	2.4.15
PLT Development	20.4.15
School Review & Improvement	26.6.15

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

Activity	Staff numbers	Presenter
Accelerus Training	8	Human Edge / Semaphore
Literacy for Learning	1	Department for Education and Child Development
Mental Health in Schools	1	Propsych
The Big Day out for PDHPE	1	HSC Courses
UTS Stem	1	The Engineering Link Group
HSC Drama – practical marking day	2	BOSTES
Sydney Jewish Museum	1	
Making Mathematics Meaningful & Memorable	1	The Mathematical Association of NSW

The professional learning expenditure has been calculated at \$7,170.00 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. 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 2015.

Policy name	Status in 2015 (No change, new policy, changes made)	Access all policies at: Staff Moodle, College Google site, copies located in Administration Office – junior and senior campus.
Aboriginal & Torres Strait Islander Education	Reviewed 2015 – changes made	
Accelerated Progression	Reviewed 2015 – changes made	
Accident Report and Procedures Accident Reporting Procedure for Students	Reviewed 2015 – changes made	
Aerosol Products	Reviewed 2015 – changes made	
Animal Welfare	Reviewed 2015 – changes made	
Anti Bullying	Reviewed 2015 – changes made	
Application Awards	Reviewed 2015 – changes	



Assessment Policy	Reviewed 2015 – changes made	
Attendance	Reviewed 2015 – changes made	
Canteen	Reviewed 2015 – changes made	
Child Protection	Reviewed 2015 – changes made	
Children in the Workplace	Reviewed 2015 – changes made	
Code of Conduct – Staff	Reviewed 2015 – changes made	
Code of Presentation – Staff and Student	Reviewed 2015 – changes made	
Communication	Reviewed 2015 – changes made	
Computer Network – Staff Policy and BYOD	Reviewed 2015 – changes made	
Concerns and Complaints	Reviewed 2015 – changes made	
Controversial Material	Reviewed 2015 – changes made	
Copyright	Reviewed 2015 – changes made	
Counselling and Crisis Care	Reviewed 2015 – changes made	
Critical Incident Management	Reviewed 2015 – changes made	
Cyber Bullying	Reviewed 2015 – changes made	
Digital Technology and Social Media	Reviewed 2015 – changes made	
Distance Education	Reviewed 2015 – changes made	
Electronic Device – Acceptable Use	Reviewed 2015 – changes made	
English Second Language/Non Speaking English Background	Reviewed 2015 – changes made	
Enrichment	Reviewed 2015 – changes made	
Enrolment of Students with Disability	Reviewed 2015 – changes made	
Enrolment Policy and Procedures	Reviewed 2015 – changes made	
Equestrian Events	Reviewed 2015 – changes made	
Equity	Reviewed 2015 – changes made	
Evacuation	Reviewed 2015 – changes made	
Event	Reviewed 2015 – changes made	
Excursion	Reviewed 2015 – changes made	
Fees	Reviewed 2015 – changes made	
First Aid Kits	Reviewed 2015 – changes made	
First Aid Procedures	Reviewed 2015 – changes made	
Flexible Working Agreement	Reviewed 2015 – changes made	
Guidelines for HSC Marking	Reviewed 2015 – changes made	
Harassment	Reviewed 2015 – changes made	
Hazardous Substances	Reviewed 2015 – changes made	
Homework	Reviewed 2015 – changes made	
Housekeeping	Reviewed 2015 – changes made	
Illness and Misadventure	Reviewed 2015 – Incorporated into Assessment Policy	
Job Share	Reviewed 2015 – changes made	
Learning Support	Reviewed 2015 – changes made	
Library	Reviewed 2015 – changes made	
Literacy	Reviewed 2015 – changes made	
Maintenance	Reviewed 2015 – changes made	
Merit Award System	Reviewed 2015 – changes made	
Multiculturalism	Reviewed 2015 – changes made	
Parent/Teacher Interview	Reviewed 2015 – changes made	
Pastoral Care	Reviewed 2015 – changes made	

Pathways	Reviewed 2015 – changes made	
Police and Schools	Reviewed 2015 – changes made	
Privacy Collection	Reviewed 2015 – changes made	
Procurement	Reviewed 2015 – changes made	
Professional Learning	Reviewed 2015 – changes made	
School Philosophy	Reviewed 2015 – changes made	
Self-Injury	Reviewed 2015 – changes made	
Sick Student	Reviewed 2015 – changes made	
Sport	Reviewed 2015 – changes made	
St Paul's Maintenance	Reviewed 2015 – changes made	
Staff Communication	Reviewed 2015 – changes made	
Staff Team process	Reviewed 2015 – changes made	
Statement of Principles regarding Catholic Education	Reviewed 2015 – changes made	
Student Diary	Reviewed 2015 – changes made	
Student Management	Reviewed 2015 – changes made	
Student Record Keeping	Reviewed 2015 – changes made	
Student Representative Council	Reviewed 2015 – changes made	
Student Retention	Reviewed 2015 – changes made	
Student Welfare	Reviewed 2015 – changes made	
Sun smart	Reviewed 2015 – changes made	
Supervision of Students	Reviewed 2015 – changes made	
Teaching and Learning	Reviewed 2015 – changes made	
Tutor and External Provider	Reviewed 2015 – changes made	
Uniform Detention	Reviewed 2015 – changes made	
Vehicle	Reviewed 2015 – changes made	
Visitors	Reviewed 2015 – changes made	
Volunteers	Reviewed 2015 – changes made	
Work Health and Safety	Reviewed 2015 – changes made	
Work Placement	Reviewed 2015 – changes made	
Workers Compensation and Return to Work	Reviewed 2015 – changes made	

4.2 Enrolment Policy

Every new enrolment at MacKillop Senior 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 Student Welfare Policy, Pastoral Care Policy

Pastoral Care Policy is concerned with the fostering of students' self-discipline. It aims to develop persons who are mature, responsible and valued members of our community. It sets out to help students recognise that their fundamental freedoms and rights are respected and balanced by responsibilities.



4.4 Discipline Policy

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

One of the key goals of our school is to provide students with a caring and disciplined environment where all students have the opportunity to learn and develop in a positive and supportive environment.

The school policy is based on procedural fairness and has restorative practices embedded. As a rule, teachers look after their own classroom discipline. Thus, they follow up matters with parents and work with Leaders of Pastoral Care on more serious matters.

Leaders of Pastoral Care play a key role in following up disciplinary matters. They work closely with the Campus Assistant Principal and other teachers to ensure that the campus environment is safe and conducive to meeting the learning and developmental needs of all students.

Lunch time, after school and Saturday detentions may be used as a consequence for serious discipline breaches or unsafe behaviour.

Suspension is also used for the more serious or repeated offences. Expulsion is rarely used except for possession or use of illegal substances.

The Discipline and Management Policy is available on the school's website.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The policy is available at the front office or from the school's website.

5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2015 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 Faith and Culture

- Focus on increased development of the foundational beliefs and their expression in daily life at the College
- Engage staff in prayer together regularly so that they might experience its value
- Invite a parent group to meet and gather for regular prayer and faith sharing
- Build on already existing wonderful opportunities for student prayer experiences at the College.

Teaching and Learning

- Engage staff in the Contemporary Learning Framework and use its resources to enrich student learning
- Build structures which will enable our Professional Learning Communities to be focused on deep sharing and open and honest reflection on instruction
- Enhance learning and rigorously challenge students in order to improve school achievement in NAPLAN and the Higher School Certificate
- Continue to develop Professional Learning Teams.

Organisation and Administration

- Prioritise matters of compliance and accountability ensuring all diocesan, State and Federal standards are achieved with reference to the Compliance Audit and School Review and Improvement process this year
Ensure that strategies are in place to comply with all standards and that an action plan is in place to meet the continuing needs of the College as a Year 7-12 school.

Relationships

- Develop closer links both professionally and socially for teaching staff and others working at the school.



6. 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 2015 is presented below:

