About This Report

MacKillop Senior College is registered by the Board of Studies (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 Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2014 following its submission to the Board of Studies.

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 0265834611 or by visiting the website at www.sapss.nsw.edu.au.
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 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 faith and spiritual growth of the students as well as opportunities 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 2013. 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:

- 23 students notified the College that they had achieved an Australian Tertiary Entrance Rank over 90 in the 2013 Higher School Certificate.
- HSC students were nominated for practical presentation and exhibition in ArtExpress (Visual Arts) (Emily Dykstra) and Callback (Dance) (Isabella Kanturek).
- 37 students participated in the Australian School of Business and UNSW Economics Competition and two students received High Distinction awards.
- Craig Graham (Year 12) received the Gold Duke of Edinburgh Award.
- Three students were selected to participate in the National Youth Science Forum 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:

- MacKillop Senior College Year 11 student Michael Lutton won the 2013 Premier’s ANZAC Memorial Scholarship and travelled overseas visiting many sights of WWII significance.
- Year 12 student Amanda Hunt was accepted to further her studies in the Generations in Jazz Academy in Mount Gambier in 2014.
- After many hours of fundraising and organising, Year 11 student Emily Davidson hosted a group of students from Broken Hill’s School of the Air. The students enjoyed a weekend visiting local attractions and enjoying the coastal lifestyle.
- 13 students trained to become peer facilitators for a RRISK (Reduce Risk – Increase Student Knowledge) program and seminar day held in Port Macquarie, which educates students on risk-taking behaviour and focuses on health promotion.

- MacKillop Senior College students were represented at the Australian Catholic Youth Festival in Melbourne.

- The Student Representative Council, along with other students and staff of MacKillop Senior College ably represented the College at the ANZAC Day March.

- A large number of MacKillop students donated blood through the Red Cross and were regular visitors to the elderly residents of Emmaus Nursing Home.

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

- Annobel Starr (Year 12) was acknowledged for her outstanding contribution to sport at a secondary level by being placed on the NSW All Schools Honour Roll for 2013. Annobel trialled and competed at State level in basketball, netball and athletics.

- Harry Towle (Year 11) was announced as a finalist in the Young Life Saver of the Year (Under 19) category in the 2013 Strammit Surf Life Saving NSW Awards of Excellence.

- Craig Graham (Year 12) was selected in the Australian Ocean Racing Junior Men’s team for the World Championships in Portugal.

- Claire Coelho (Year 12) signed with the Newcastle Jets Women’s Soccer team for the 2013/14 season, and represented the U18 Women’s Country Cricket team, while Tom Dickson (Year 12) was selected to play for the Sydney Swans Academy Under 18 team.

- 14 students travelled to Sydney as part of the Lismore Diocese Secondary Swimming team competing at the NSWCCC Swimming Championships.

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.

Mr Tim McCosker
Principal
A Parent Message

The official parent body is the SAPSS School Advisory Board which consists of school leaders and nine parent representatives who meet monthly. The Advisory Board’s role is to:

- enhance the partnership between the school and families;
- give parental advice and feedback on a range of issues to school leaders;
- provide a link with parents;
- represent parents of the school when required;
- review school policies and procedures;
- assist with parent education and parent forums.

In 2013 the School Advisory Board met 10 times and discussed a range of issues. Prominent on the agenda for the Board were issues such as the DER laptop distribution program and transition to a BYOD environment, possible adjustments to the SAPSS structure, and the St Paul’s building program. Other matters on which the Board members were able to advise the school administration included:

- proposed changes to uniform items
- possible goals for 2014
- traineeships for 2014
- ICT plans for 2014 and beyond

Mr Greg Freeman
Chairman
St Agnes’ Parish Secondary Schools Advisory Board

This Catholic School

MacKillop Senior 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 26 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 such activities such as:

- fundraising activities for Caritas Project Compassion;
- morning teas prepared and served by MacKillop Senior College staff and students at Mass on Sunday mornings;
- support for Parent Assembly forums, functions, social gatherings and weekend retreats;
- participation in the Christmas hamper appeal;
- regular visits by students to Emmaus Nursing Home;
- participation in Buddy’s Days and other youth activities by a large number of students who are St Vincent de Paul youth leaders.
- The parish secondary school uses the approved Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with the mandated hours of religious education taught formally each year. These hours vary depending on the Stage level. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of this 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 parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The School Mission Statement highlights the nature and calling of the College.

MacKillop Senior College caters for students from Year 11 to Year 12. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>11</th>
<th>12</th>
<th>TOTAL 2013</th>
<th>TOTAL 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>63</td>
<td>46</td>
<td>109</td>
<td>112</td>
</tr>
<tr>
<td>Female</td>
<td>96</td>
<td>83</td>
<td>179</td>
<td>154</td>
</tr>
<tr>
<td>Indigenous</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
School Curriculum

The school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office. The curriculum and teaching and learning are shaped by the priorities and goals of the school and informed by directives from the Catholic Schools Office and relevant Federal and State statutory authorities. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Students study Board of Studies mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 26 Higher School Certificate (HSC) courses and 5 HSC extension courses.

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

- the provision of a dedicated 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 Distant 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 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 inclusion of a new HSC subject – Community and Family Studies.

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 – Year 11 Drama and Music students perform for 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 again volunteered 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 by the Port Macquarie Ironman Club.

Student Performance in National Testing Programs

NAPLAN

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

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.

<table>
<thead>
<tr>
<th>Higher School Certificate: % of students in bands 4, 5, 6</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td><strong>Studies of Religion 1</strong></td>
<td>81%</td>
<td>77%</td>
<td>69.5%</td>
</tr>
<tr>
<td><strong>English Standard</strong></td>
<td>88%</td>
<td>39%</td>
<td>89%</td>
</tr>
<tr>
<td><strong>English Advanced</strong></td>
<td>100%</td>
<td>88%</td>
<td>97.5%</td>
</tr>
<tr>
<td><strong>General Mathematics</strong></td>
<td>93%</td>
<td>50%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>100%</td>
<td>78%</td>
<td>89.6%</td>
</tr>
<tr>
<td><strong>Studies of Religion II</strong></td>
<td>100%</td>
<td>76%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td>100%</td>
<td>81%</td>
<td>89.03%</td>
</tr>
<tr>
<td><strong>Information Processes &amp; Technology</strong></td>
<td>100%</td>
<td>58%</td>
<td>77.8%</td>
</tr>
</tbody>
</table>

In 2013, all but two subjects exceeded State averages. Drama was 16.6 percentage points above State average, IPT was 14.36 above, while another 15 subjects were in excess of 5 percentage points above State average.

Overall, 100 Band 6 results were achieved, and 294 Band 5 results, totalling 51.7% of all results over 80%.

One student was named in the State All Rounder List, achieving Band 6 in at least 10 units of study.
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>26</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>Nil</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>Nil</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>10</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>Nil</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>7</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 30th January, 2013</td>
<td>1</td>
<td>Staff Preparation Day</td>
</tr>
<tr>
<td>Monday, 29th April</td>
<td>2</td>
<td>Staff Spirituality Day</td>
</tr>
<tr>
<td>Tuesday, 28th June</td>
<td>2</td>
<td>Proclaim Staff Day</td>
</tr>
<tr>
<td>Friday, 2nd August</td>
<td>3</td>
<td>Australian Curriculum</td>
</tr>
<tr>
<td>Friday, 8th October</td>
<td>4</td>
<td>Australian Curriculum</td>
</tr>
</tbody>
</table>
Additionally staff attended either singly or in groups a range of professional development opportunities including:

- Diocesan Retreat training
- CSSA Exam Paper Setting days
- Attendance at the ACEL NSW State Conference
- Studies of Religion Sample HSC Marking video-conference
- Studies of Religion training
- Wellbeing and First Aid training
- HSC marking in a wide variety of subjects
- Attendance at curriculum based Diocesan network meetings

The professional learning expenditure has been calculated at $7031 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 96.1%. This figure is provided to the school by the CSO.

**Student Attendance**

School attendance is always high. The Class Roll is marked electronically every day and rolls are checked each fortnight. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal and other key staff are 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 their leave request.

The average student attendance rate for the school during 2013 was 92.8%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92.7%</td>
<td>92.9%</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes Year 12, 2013</th>
<th>% of students undertaking vocational training or training in a trade during the senior years of schooling.</th>
<th>4.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students attaining the award of <em>Higher School Certificate</em> or equivalent vocational education and training qualification.</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Post School Destinations

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.

<table>
<thead>
<tr>
<th>Destination Data Year 12, 2013 Graduating Class</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>2%</td>
<td>5%</td>
<td>3%</td>
</tr>
</tbody>
</table>

School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

- WHS – updated
- Child Protection Policy – updated

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 religion lessons and activities, as well as prayer celebrations and school 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.
Student Welfare Policy, Pastoral Care Policy

The school’s 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.

Discipline Policy

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. The underlying principal of this policy is the provision of a safe, supportive learning environment for all. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and handbooks.

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.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish secondary school’s main goals and priorities were to:

- continue the integration of ICT into classroom pedagogy;
- use the Diocesan Curriculum Learning Framework to develop best practice pedagogy in the classroom;
- enhance the spiritual life of the school, both for students and staff;
- improve the integration of new students into the Year 11 cohort.
Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted and the 2013 school theme “Act justly, love tenderly and walk humbly with your God” was integrated into all activities. The school models and teaches students about respect and responsibility in a number of ways.

During 2013 students were involved in a range of outreach activities, including regular 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 in student diaries 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.

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 Advisory Board feedback
- Year 12 Exit Surveys.

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 graphic summary of the income and expenditure reported to the Commonwealth Government for 2013 is as follows: