



# 2022

## ANNUAL SCHOOL REPORT



### MacKillop Catholic College

91 Sparks Road, WARNERVALE 2259

Principal: Mr Jason Hanrahan

Web: [www.mccwdbb.catholic.edu.au](http://www.mccwdbb.catholic.edu.au)

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## About this report

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

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

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

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

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## Message from key groups in our community

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### Principal's Message

The year 2022 began with a new College Principal and much promise for what can be achieved after the previous disruptions due to Covid. Since its inception the college has always based many of its decisions with St Mary of the Cross MacKillop at its heart. The house system is about belonging as each house tells the story of Mary MacKillop. A remarkable woman for whom we are blessed to have as our patron saint. God never gives up on his people. Through Mary's example of showing love, compassion, forgiveness and acceptance serve as the foundation for all that we do and have done so in the year that has been.

At MacKillop learning and teaching involves more than providing academic instruction. It is about nurturing the individual, academically, spiritually, emotionally and physically, thus equipping students with lifelong skills to become compassionate and contributing citizens. We strive to help students develop an understanding of the world, their community and their role in it. Each year as we celebrate the 13 years of schooling with our Yr 12 students, we always feel so proud of the wonderful young men and women who leave our College and so grateful we walked in partnership with their parents.

In Secondary we continued our literacy project with Trish Weeks and commenced our new Maths Pathways Program in Yr 7. It was also a year of reflection on the work ethic and results in the secondary and planning for a way to greatly improve this through a new Vertical Pastoral System that will commence in 2023. Staff, students and parents all had a voice in planning for this and we are excited about the cultural change we hope to achieve.

The Primary school recorded its best ever NAPLAN results across Year 3 and 5 and when compared to schools in the local area would be considered as high performing. With a huge surge in enrolments we approach 2023 with four streams in kindergarten and full grades of 3 streams in all others.

A particular highlight was the introduction of 'Teaching Rounds' and a Collaborative Coaching model. The Assistant Principal, stage coordinators and the Principal worked with class teachers to target learning based on formative assessment data. Instructional teaching took root focusing on the 'zone of proximal development' for each child. The two focus areas were Maths and English and it is fair to write that the school's improved results as measured through NAPLAN can be attributed to this sustained focus.

There were many events throughout the school year that allowed for all across the College to get together and celebrate being community. I am always indebted to the great support we

receive from our parents and friends who are heavily invested in the future of all of our children

The College enjoys a wonderful reputation in the wider community for its dedication to academic performance, but moreover for its pastoral nature and care for each student who is known by name, valued and loved.

It was with a heavy heart we said a sad farewell to one of the builders of our school in Sr Marea Ross. After 20 years of faithful service we said goodbye in a fitting ceremony that was attended by religious, friends and family from far and wide. Sr Marea true to her Josephite calling always placed others before herself. We will miss her dearly and wish her all the very best as she continues God's work in the local area.

### Parent Body Message

MCC parent and school partnership encompasses many areas including authentic communication, engagement and involvement and consultation. One element of this is the parent representative group known as, Pastoral and Support Team (PAST) which has parents from across K-12 and looks at the big picture of MCC including future planning, NAPLAN results, school improvement plan and community building. Parents are able to raise items to be discussed and are asked for their opinions. This group is currently being reviewed so it continues to meet the current and future needs of our MCC Community.

Across MCC there are opportunities for formal and informal engagement in school life including goal setting, subject information and involvement with community activities. Being a K-12 school is unique and as such parent engagement can be experienced differently for primary and secondary parents as well as those who have children across both schools. The primary school has a stronger involvement at community events such as carnivals, gala days and theme events whilst across the secondary school, parents tend to be engaged in particular subject areas and utilise the multiple communication channels including Compass, emails, social media posts and newsletters. Additional to this, there are also opportunities offered to parents across the year to hear from principals, teachers and staff on upcoming opportunities, subject specific information and/or parenting topics including supporting our children learning based on subjects as well as safety online.

### Student Body Message

#### Our Student Voice

We wish to acknowledge our student Parliament for collaborating and executing this year's Harmony Week which stands amongst many other wonderful initiatives that have originated at the student level. Our leadership team had the idea to dedicate a full week to Harmony week to showcase and embrace our school's diverse and multicultural nature. We wish to express our thanks and appreciation to our College community for supporting us to hold an

event such as this one. We also wish to thank Mrs Ferguson, Mrs McGuinness and Mr Hanrahan for their ongoing support throughout the past year. Their support within our students leadership body has empowered us all to use the power of our voice to make positive changes, no matter how big or small. Through challenging us to be the best we can be, by embodying our Josephite values and working in guidance with the College motto and Mission goal, "Be a light to the world", our leadership experience has taught us the importance of allowing the light of others and our College to shine brightly for itself. We are grateful to have been your captains over the past year and we are honoured to hand over the role to a pair of very capable captains.

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## School Features

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MacKillop Catholic College Warnervale, is a Catholic systemic Co-Educational school. The College caters for students from Kindergarten to Year 12 in the Diocese of Broken Bay. It is one of a few such schools in the Archdiocese of Sydney and the Dioceses of Broken Bay, Parramatta and Wollongong. The College is located in Warnervale, in the heart of the proposed town centre. It serves the needs of the Catholic population, north of Wyong and Toukley, in the Diocese of Broken Bay. Associated parishes and schools are those of St Mary of the Cross MacKillop, Warnervale and the Catholic community of Toukley/Lake Munmorah, a combined Parish with two primary schools. The College enjoys an excellent reputation in the local area, with students on waiting lists in all Year groups. The Catholic worldview espoused by the College, its emphasis on values, the high expectations of staff, the emphasis on pastoral care, sensible discipline policies and a genuine emphasis on teaching and learning have led to great acceptance from the local community.

### Primary School

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

### Secondary School

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

This year we were able to complete a number of camps, retreats and events that had been cancelled for the last couple of years due to COVID but still had to amend some activities. Our students have achieved in sport, cultural events, leadership opportunities and academically. A third of Yr 12 had early entry into University and 70% of our Yr 12 were accepted to university.

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## Student Profile

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### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
769	715	187	1

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the College in 2022 was 84.80%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group												
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88.10	86.50	86.70	88.20	88.60	86.00	85.70	85.30	82.70	81.60	81.30	83.40	86.40

## Managing Student Non-Attendance

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

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

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

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

## Student Retention Rate

Of the students who completed Year 10 in 2020, 81% completed Year 12 in 2022.

## Senior Secondary Outcomes

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



<b>Senior secondary outcomes 2022</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	45 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

### Post School Destinations

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

Of the 110 students undertaking the HSC there were 86 offers of university placements. Some students received multiple offers.

Student undertaking Vocational Training were as follows;

#### **School Delivered VET**

26 Business Services - Full Cert II

5 Business Services - Statement of Attainment in Business Services

16 Construction - Cert II Construction Pathways Full Cert

8 Entertainment - Statement of Attainment towards Cert III in Live Production Services

4 Hospitality - Cert II Hospitality (Kitchen Operations) Full Certificate

18 Fitness - Cert III Fitness

SBAT students we had -

2 - Full Certificate in Cert III Early Childhood Education and Care

1 - Cert III Hairdressing - Full cert

1 - Cert III Retail - Full Cert

1 - Cert III Health Services Assistance - Full Cert

Approximately 60% of our students were offered one or more places at several universities.

For those not continuing to university most left for TAFE or employment with various companies in Sydney, Newcastle and the Central Coast

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	156
Number of full time teaching staff	89
Number of part time teaching staff	32
Number of non-teaching staff	35

### Total number of teaching staff by NESA category

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

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

The College K-12 executive engaged in Leading Improvement with Linda Bendikson. The Secondary focused on quick win cycles of improvement with numeracy. Our focus was on raising student achievement in Mathematics through the introduction of the Pathways program

As a key area of focus for our College's SIP goals being to improve literacy with our students, Secondary staff continued to work with Trish Weekes in LiSA (Literacy in Subject Area) training each term through intensive workshops every term.

In Primary, further training for staff in the mini Certificate of Gifted Education was offered to staff yet to be trained. This allowed for staff to develop skills to cater to the full range of abilities in the classroom. Job-embedded Professional Learning was delivered through the use of Professional Learning Teams, which allowed for focused support, modeling and coaching to support teachers in delivering high-quality literacy and numeracy programs for students. Professional learning in preparation for the new K-2 English, Mathematics and Religious Education syllabus documents was also undertaken, as these syllabi become mandatory in 2023. Later in the year, collaborative planning time was offered to all classroom teachers to support them in providing data-informed, needs-focused teaching and learning opportunities for their students. This also provided a strong foundation as the school looks to embrace the Diocesan Collaborative Coaching initiative in 2023.

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## Catholic Identity and Mission

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

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

The College's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

### Evangelisation Opportunities

This year has come with many blessings! In stark contrast to our recent history, our doors have been open, with many members of our community alive with a new perspective on what is important in the life of a Catholic School; celebrating liturgy, participating in prayer and ritual, and offering students opportunities for faith formation. Mother's Day, Father's Day, many Community and Parish Masses, Sacramental programs and Social Justice events have all contributed to the liturgical life of our students and make up the heart of what we do here at MacKillop Catholic College.

### Mission Formation

The Youth Ministry group at MacKillop Catholic College (YMCC) has actively participated in the liturgical life of our school, engaging the parish and school community by holding a monthly youth mass celebration. The YMCC students have also participated in Venio during

March, The Life Essentials Youth Ministry program, and various Diocesan Praise-fests that have been organised throughout the year, hosting our own event in May. The development of Catholic Coasties with our neighbouring schools have also been nurtured by these events where students engage in praise and worship, adoration, and social justice activities.

A YMCC Juniors program began in Term 3 for our Stage 3 students and was so successful that it will continue into 2023.

The Mini Macs and Mini Vinnies groups also were active throughout 2022 across the college, participating in various fundraising and charitable activities for the people in need within our local community and abroad. Events for Project Compassion (Caritas) and Catholic Mission, St Vincent De Paul, Coast Shelter, Orange Sky, as well as several local nursing homes have all been the target of our mission work throughout 2022.

### Outreach

2022 was a very special year for our Josephites Undertaking Youth Ministry Projects (JUMP) Program as it came full circle with the graduation of its pioneer servant leadership students who began their outreach journey in 2017. This year the JUMP students were able to serve within the College and broader community at a variety of events by giving up their time and volunteering for charitable organisations such as Camp Breakaway, St Vinnies Winter Sleepout, White Ribbon, Lakes Food Care, Camp Toukley, Coast Shelter, and The Glenn Centre.

### Quality Religious Education

This year we have seen the implementation of the new curriculum in Religious Education for our Kindergarten, Year 7 and Year 9 students. Staff have been looking for the opportunities for critical thinking and ways in which to expand spiritual awareness, in light of the Gospel message for our students. The roll out of the new curriculum will extend across all year groups in high school and will begin in Year 1 in 2023.

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## Curriculum, Learning and Teaching

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### Primary Curriculum

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

Our Learning Improvement Plan placed at the forefront the focus to maximise the learning growth for each student and to build capacity of the staff within the school. All Primary staff have now completed the mini Certificate of Gifted Education. Strategies from this training are embedded into all Key Learning Areas to ensure the full spectrum of student abilities is catered for. Formative assessment techniques are used extensively to allow teachers to track student progress and plan for teaching and learning.

At the beginning of 2022, a Leader of Pedagogy was appointed in Primary to oversee curriculum needs in English and Mathematics. This allowed for a range of initiatives to be introduced to enhance teaching and learning; including Learning Sprints, Professional Learning Teams, teacher modelling and coaching cycles, data analysis and preparation for the new K-2 English and Mathematics Syllabi.

The introduction of Learning Sprints for English and Mathematics offered students the opportunity to work within their Zone of Proximal Development with a teacher and a small group of similar-ability peers. This involved the use of a range of teaching staff to ensure the groupings were flexible and dynamic in order to meet the needs of the students. These daily Learning Sprints allowed students to make accelerated growth. The focus on student learning led to the Primary faculty achieving strong NAPLAN results across all areas, achieving on par with, or above, similar schools.

Primary Professional Learning Teams (PLTs) continued to meet each week, building upon work undertaken in previous years. This entailed grade teachers meeting with the Assistant Principal, the Leader of Pedagogy and/or the Numeracy Co-ordinator to analyse data, determine key instructional priorities and implement targeted teaching. By Semester 2, these sessions had evolved to Collaborative Planning Time, using the Continuous Improvement Cycle. In readiness for 2023 and Collaborative Coaching, the staff began exploring the Four Critical Questions of Learning to improve student learning.

To further maximise student learning opportunities, morning learning groups were offered to students before the start of the school day. These sessions offered students the opportunity to develop their Mathematics and English skills. These sessions were well attended, and both students and parents reported that they were beneficial for student confidence and learning.

Intensive small group intervention was offered through the engagement of several Intervention Teachers. These teachers worked across the Primary faculty to support teaching and learning and offer bespoke support to identified students. The school also engaged the services of a Speech Pathologist to work with targeted students in Stage 2. This was particularly beneficial in closing some of the learning gaps that had emerged as a result of the changed patterns of learning in the 2020 and 2021 lockdown periods.

## Secondary Curriculum

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

The teaching and learning continued to focus on student growth with a particular emphasis on a minimum of a year's growth within a year. Thinking and learning are the central axis of all lessons and student learning growth has been tracked through Maths Pathways in Year 7 and HSC, PAT, AGAT, NAPLAN and internal assessment practices. We recognise that each student has unique abilities, learning styles, motivation, aspirations and engagement levels. A conscious effort is taken to develop all students' ownership of their learning and to be proud of each success, while nurturing learner agency.

2022 was our second year of involvement in the Literacy in subject areas (LiSA) programme and all faculties are engaged in the learning cycle for literacy.

Throughout 2022 teachers have been developing and delivering programs for new syllabi which make the curriculum accessible and meaningful for all students. Teachers endeavour to shape each learning experience, so it is authentic, meaningful, and purposeful.

The opportunities to learn and grow are in abundance at MacKillop, both within the classroom and beyond. The collaborative learning environments, flipped learning, use of modern technology such as 3D printing and virtual reality headsets, field trips, guest speakers and cultural programs such as the Japanese sister school, all form part of a vibrant learning environment. The breadth of work from our HSC students undertaking major projects is always impressive and reflects the diversity of our students' abilities; from a

research Personal Interest Project to practical projects in TAS and Visual Arts and performances in the Performing Arts. The number of staff and students who attended additional lessons and workshops before school and during holidays illustrates the commitment and sense of community that we are privileged to have at MacKillop.

For those students who struggle we have continued the practice of co-teaching with 2 teachers in the classes where students need additional help- the subject teacher and the Learning Support teacher. We have also been fortunate to attract COVID Tutoring money from the NSW government, and this has enabled us to employ 3 trained teachers to work approximately 3 days a week to work in classrooms, in groups and individually with students who may have fallen behind during Home based learning or who are not meeting benchmarks at present.

At the other end we have continued to advance our gifted students allowing them to sit some subjects of the HSC in Year 11. We also offer competitions that students can enter to continue to improve their academic progress.

MacKillop offers a breadth of subjects so that our students can engage with subjects that they enjoy and through which they can excel.



## Student Performance in Tests and Examinations

### NAPLAN

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

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

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	68%	52%	3%	12%
	Reading	69%	54%	3%	11%
	Writing	83%	50%	0%	7%
	Spelling	55%	48%	6%	15%
	Numeracy	62%	34%	2%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	39%	31%	7%	14%
	Reading	42%	39%	6%	11%
	Writing	36%	25%	4%	18%
	Spelling	40%	37%	5%	14%
	Numeracy	28%	25%	10%	16%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	22%	24%	22%	21%
	Reading	30%	27%	8%	15%
	Writing	19%	24%	20%	22%
	Spelling	28%	33%	14%	17%
	Numeracy	27%	32%	10%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	11%	22%	29%	27%
	Reading	12%	21%	25%	23%
	Writing	12%	17%	34%	33%
	Spelling	11%	17%	28%	21%
	Numeracy	13%	20%	14%	19%

### Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

MacKillop Catholic College, Warnervale proudly welcomes an admirable HSC result from the Class of 2022. Our students, with the support of their teachers, have continued the admirable performance of honour listings. We extend our congratulations to the entire HSC Class of 2022 and all our staff, student and the MCC community.

A significant proportion of the candidature of the HSC Class of 2022 has recorded a credible HSC performance with 86% of all HSC entries achieving Band 3 and above. The statistics

are even more impressive with close to 57% of all listings representing Band 4 and above with a most commendable level of 21% of all listings representing the top two bands.

A range of courses continue to be above the State mean. MacKillop HSC students have performed above the State mean in these courses:

- Community and Family Studies
- Industrial Technology
- Mathematics Standard I Examination 2 Unit
- Textiles and Design 2 Unit
- Business Services Examination 2 Unit
- Construction Examination 2 Unit
- Hospitality Examination (Kitchen Operations and Cookery) 2 Unit

Year 7 NAPLAN performance is on an upward trajectory and Year 9 have shown improvement in Writing with Reading being an identified area for improvement.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2020		2021		2022	
	School	State	School	State	School	State
Community & Family Studies	57 %	34 %	37 %	32 %	34 %	33 %
Mathematics Standard 2	3 %	25 %	1 %	25 %	16 %	29 %
Textiles and Design	-	57 %	0 %	57 %	50 %	54 %

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, the number of students issued with a RoSA was 21.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

### Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Complaints Handling Policy

The College follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Initiatives promoting respect and responsibility

The impact from the last two years has been noticeable with many students needing extra support, not just for their learning, but for their social and emotional development as well. Our school psychologists, have been invaluable, assisting students as required and providing access to resources for both students and their families.

In MacKillop Primary 2023, we are further developing our focus on Positive Behaviour for Learning (PBL) with the implementation of Lighthouse points. Students are rewarded in line with the PBL framework with the aim of receiving a Principals Award at the end of the year. This program has worked well and students are engaged in this positive whole school initiative.

As a growing school community our wellbeing focus in Primary this year has focused on the social and emotional needs of our students. Social and Emotional learning program from Positive Pieced Education, Second Steps has been implemented in Primary in 2023. The program teaches students the skills necessary to learn in a classroom, understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. This program will be implemented school wide each fortnight, and cover the above topics throughout the year in a sequential process.

MCC Compass Merits have continued with the Secondary students, with over 2500 entries recognising students for great achievements in the areas of culture, mission or wellbeing. Students express pride in gaining a merit on their Compass.

We were able to host some of our regular events and presenters as well as introduce some small group sessions for particular students and address topical issues for adolescents. The Senior Luncheon enabled 2021 Year 12 high achievers be acknowledged and provide inspiration for current Year 11 students; Brainstorm productions are always entertaining, while delivering powerful messages; BATYR presented to various year groups to empower students with skills to improve social interactions, resilience and awareness of mental health issues. Year 7 and Year 9 attended their camps, enabling friendships and bonds created amongst the year groups, Uncle Glen provided mentoring to a group of students while developing an awareness of indigenous culture, and the Social Skills program assisted a group of students to improve interactions, resilience and communications. Collaboration between students, families, and teachers, including the Pastoral team working closely with the Learning Support Team, the school psychologists and the Curriculum Team, ensures students maximise their potential.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

2022 HAS BEEN another successful year for professional growth here at MacKillop. Ongoing effective professional development is essential to not only maintain a teacher's professional knowledge and skills, but also to ensure we are providing students with the most effective teaching and learning.

This year our focus in Secondary has been around Literacy with faculties continuing to work with the CSBB and Trish Weekes. Staff are consistently implementing the Teaching and Learning Cycle where the focus is on modelling and co-constructing written texts as a way to best support student's independent writing.

As a school we are committed to supporting teachers in their professional growth across all stages of their career, from Graduates through to Leadership. As part of this commitment we have joined with the University of Newcastle to be part of a CSBB Pre-Service Teacher Hub. In this program we have developed close ties with the university which gives us priority intake of pre-service teachers. This year we have been able to offer a significant number of placements across most faculties; at one point in Term 4 we had eight preservice teachers completing their practicums here across seven faculties. The professional development opportunities this brings to the supervising teachers are valuable in terms of Professional Commitment and providing opportunities to mentor and coach new teachers

As part of the Teacher National Accreditation, staff have the option to seek voluntary higher levels through the Highly Accomplished and Leader Teacher program. This program aims to recognise those staff who demonstrate their teaching and leadership at a Highly Accomplished or Lead level according to Australian Professional Standards for Teachers. We have a number of teachers here at MacKillop who have begun this journey, and this year, one of our teachers along with two other teachers from the Diocese were fortunate enough to be awarded with this honour by the Minister of Education, Sarah Mitchell.

As we look to 2023, we look forward to acknowledging the achievements and success of more staff and continuing to provide opportunities for staff professional growth.

MacKillop also values the proper use of technology both inside and outside the classroom. Although this can be challenging at times we strive to develop good digital citizens in our community. Digital Citizenship is the ability to use digital technology and media in safe, responsible and ethical ways. All students need digital citizenship skills to participate fully in

their communities and make smart choices online and in life. This year we engaged students in digital citizenship pastoral lessons every term. These lessons use the DQ Framework (<https://www.dqinstitute.org/dq-framework/>) and the Common Sense Media Curriculum (<https://www.common sense.org/education/digital-citizenship>). We focus on 8 competency areas across a sequence of lessons from Years 7-10.

### Priority Key Improvements for Next Year

<https://dbbau.sharepoint.com/:w:/s/SMCCWAllStaffHub/EY7p4Zy0y3FLvrMvsEzRIpEBxgOfvLTZXgPAMEguXLG5JQ?e=f0ozvz>

The priority areas are

1. We will develop a collaborative culture of continuous improvement.

- Develop a culture that supports change, innovation, improvement, and accountability
- Promote a Catholic World View

2. We will accompany students, families, and staff to know Christ and to grow in faith.

- Ensure quality Religious Education
- Develop and implement a new Religious Education curriculum
- Facilitate Formation
- Strengthen family, school, and Parish relationships

3. We will maximise the learning growth for each student

- Implement consistent and high-quality teaching and learning.
- Develop a data- informed and evidence- based culture focused on maximising learning growth for each student.

4. We will build the capability of our staff.

- Develop and align a capability framework with position descriptions for all roles
- Identify high potential staff and coach them to reach their potential
- Co-construct comprehensive and contemporary approaches to PL

5. We will embed future-focused systems, policies and processes.

- Leverage technology to improved access to data, to ensure equity, to support learning and to improve communication and decision-making
- Provide differentiated and effective support for each student
- Strengthen resources to enhance student agency and wellbeing





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## Community Satisfaction

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

### Parent satisfaction

<https://dbbau.sharepoint.com/:b:/s/SMCCWAllStaffHub/ER-MC1PLiOxlurwbhHg6qEwBMmD5kRkND4eyNpYdgPEBmQ?e=TBnrIm>

The TTFM Parent satisfaction survey tells us that our parents feel our school is safe, supports learning and positive behaviours. All responses indicated satisfaction by our parent body.

### Student satisfaction

<https://dbbau.sharepoint.com/:b:/s/SMCCWAllStaffHub/ERtfdKZ0GhCrfBXyHnW6SUB7VnqSy6K7kRBSpVW2j25Ng?e=ZG27Jt>

The Secondary TTFM Student Satisfaction indicates that our mean score for each answer provided places us on relatively the same level as the norm for this survey across schools. Students feel supported and safe but they struggle to see the relevance of some of their subjects. They show a great difference in the faith journey across the college and its relevance to them. A positive self-esteem is an area of concern with a number of students struggling in this area.

The Primary TTFM Student Satisfaction indicates that our mean score for each answer provided places us above average for student satisfaction in both learning and wellbeing.

### Teacher satisfaction

<https://dbbau.sharepoint.com/:b:/s/SMCCWAllStaffHub/EUbJMQhVnjNBsx3TomDHwaYBFileWIn-mqMkYXFcJf8AaA?e=hOelcb>

The Secondary TTFM Teacher Satisfaction shows our mean to be equal to that for our area. Our teachers see our College as inclusive and our learning partnerships as collaborative. Good use of technology, data informed teaching and PI for improvement.

They would like to see all levels of leadership more involved in collaboration in the classroom with discussions held on how to improve teaching and learning

The Primary TTFM Teacher Satisfaction shows we are higher than the mean for our area in relation to leadership opportunities, the eight drivers of student learning, using data to inform teaching and faith formation. Staff would like more feedback on how they can improve.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the College in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$19,109,608
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$5,287,455
Fees and Private Income <sup>4</sup>	\$5,287,504
Interest Subsidy Grants	\$180,239
Other Capital Income <sup>5</sup>	\$6,402
<b>Total Income</b>	<b>\$29,871,209</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$356,618
Salaries and Related Expenses <sup>7</sup>	\$19,265,943
Non-Salary Expenses <sup>8</sup>	\$6,995,425
<b>Total Expenditure</b>	<b>\$26,261,368</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT