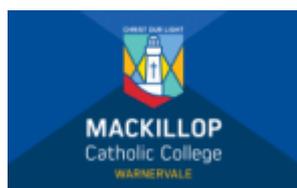




2023

ANNUAL SCHOOL REPORT



MacKillop Catholic College

91 Sparks Road, WARNERVALE 2259

Principal: Mrs Debra Ferguson

Web: www.mccwdbb.catholic.edu.au

About this report

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](#).

Message from key groups in our community

Principal's Message

As we write this, our hearts are filled with a mixture of emotions - gratitude, nostalgia, and a profound sense of accomplishment. However, the time has come for us to bid farewell to the MacKillop family.

We want to begin by expressing our deepest gratitude to our parents. Your unwavering support, trust, and commitment to a faith-based education have been the cornerstone of our community. Your partnership in nurturing the hearts and minds of our students has been invaluable, and we are forever grateful for your belief in our mission.

To our dedicated teachers and staff, you are the backbone of this school. Your tireless efforts, resilience, and dedication to our students' growth have been nothing short of remarkable. Together, we weathered the storm of the COVID-19 pandemic, adapting to new challenges while keeping the flame of education burning bright. Your unwavering commitment to our mission is a testament to your love for our students and their futures. We particularly honour and thank the College Principals we have had the pleasure to work with and Mrs Mel McGuinness and Mrs Kenney, our Assistant Principals. We have always been surrounded by such a strong and loyal Executive and Middle Leader teams and been in partnership as a K-12 school. A wonderful staff has been the true success to this college.

To our students, you are the reason we are here. Your curiosity, enthusiasm, and endless potential have been a constant source of inspiration. Through the ups and downs, you have demonstrated incredible resilience, and it has been a privilege to watch you grow into the young men and women you are today. You are the heart of our community, and your spirit will forever be a part of MacKillop Catholic College.

Together, we have created a vibrant and loving community rooted in faith. Our faith has been our guiding light, providing us with strength, hope, and purpose. It has been the foundation upon which we have built not only our academic excellence but also our commitment to nurturing the values of compassion, empathy, and kindness in each student. Our faith has taught us the importance of loving one another and serving those in need. For the latter, I thank all our generous Parish Priests for the past 20 years as well other members of the clergy and parish and we are also particularly grateful to both Sr Marea and Sr Jennifer and all they have contributed to our school.

We have also been champions in ensuring that our school provides for all students' talents and interests. We've celebrated the artists, athletes, scholars, and dreamers among us, recognising that each student is unique and possesses a special gift waiting to be

discovered. Our commitment to holistic education has paved the way for students to explore their passions and develop into well-rounded individuals.

As we look back on our time at MCC, it's not just about academic achievements but also about the kind of citizens our students have become. We have strived to ensure that each graduate leaves not only with a credential but with the values of respect, integrity, and social responsibility deeply ingrained in their hearts. We have aimed to produce good citizens who will go forth into the world and make a positive impact on society.

In closing, we want to say that while we may be stepping down as the principals, the legacy of MacKillop Catholic College will continue to shine brightly. Our community's strength lies in its people, and we have full confidence that all will continue to nurture, inspire, and empower future generations.

Thank you for allowing us to be a part of this incredible journey. MacKillop Catholic College will forever hold a special place in our hearts, and we leave with cherished memories and deep gratitude. May God continue to bless our beloved school and all who are part of it. With heartfelt gratitude and warm regards, we say farewell.

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

Without a doubt saying goodbye and 'see you later' to the people we've grown up with here at MacKillop will be difficult. Yet as we bid farewell to this chapter of our lives, we cannot begin to express our heartfelt gratitude and honour it has been to represent this school as College Captains. We have been incredibly blessed to be a part of a community that instils personal growth and achievement, embraces our Josephite charism and an environment that has been pivotal in preparing us for future success.

As College Captains, we engaged in opportunities to enhance our leadership skills. The JJAMM Conference allowed us to gather with other student leaders across Australia and New Zealand. This unique experience encapsulated the Sisters of St. Joseph of the Sacred Heart charism, prompting us to reflect on our leadership and embrace the central values and attributes of Joseph, Julian, and Mary MacKillop. This experience taught us the importance of empowering others and embracing the Josephite value of "never seeing a need without doing something about it."

Our leadership aimed to address a critical issue facing young people today – Mental Health. This issue deeply resonated with us, so Parliament embarked on a mission to voice and dismantle the stigma concerning mental health. During the school's first Mental Health Week, we organised events and programs that raised awareness about mental well-being. These initiatives aimed to create a safe space for students to talk about their mental health, seek support, and find resources to cope with the challenges they may encounter. We also assisted the organisation of the Winter Sleepout alongside Mini Vinnies to raise awareness about Homelessness and Domestic Violence.

As leaders, we've learnt the power of collaboration and the idea that "alone we can do so little; together we can do so much." We extend a massive thank you to our Parliament leaders across Years 7-12 for their commitment, enthusiasm, and selfless dedication toward making our school a better place. Special acknowledgment goes to our Year 12 Leadership team. Each of you has brought a unique perspective, energy, and enthusiasm, investing countless hours and engaging in discussions and debates to improve our school and enhance the student experience. Working alongside such a talented and motivated group has been an absolute pleasure. We have complete confidence that the newly elected College Captains, Ashleigh and Manuel, and the new Parliament will carry the torch of pride and passion that we, and all past leaders have at MCC.

We would also like to acknowledge the staff at MacKillop who have been more than educators: our guides, inspirations, and unwavering pillars of support inside and outside the classroom. To Mrs Ferguson, Mrs McGuiness, Mrs Baxter, Mrs Price, Mrs Phillipson and House Leader staff. You have guided us as leaders and have been influential in helping us achieve our mission and goals as leaders. Their dedication and support have shaped our school community into what it is today for which we are thankful. We would like to extend a

heartfelt appreciation to Mrs Ferguson for her extensive contribution to MCC, and we are deeply honoured to have been her final parliamentary group.

To the graduating class of 2023, the bonds we've forged, the memories we've made, the challenges we've encountered, and the life lessons we've learnt will carry us into the future. We are proud to witness the culmination of your stories and vow to cheer you on from the sidelines no matter how far apart we are as you continue to chase your dreams. Although the road ahead may seem uncertain, we have unwavering confidence that each of us will go on to accomplish greatness in our distinctive ways. We thank Ms. Phillipson especially for your love, dedication and support to our year group over these six years. You have been instrumental in our growth; we appreciate all you have done for us.

It has been an absolute pleasure and honour to serve and lead our College Community over the past 12 months and a key highlight of our schooling journey that we will treasure in our hearts. We have all come to understand that 'all good things must come to an end,' however, we are deeply grateful for every moment and challenge that has shaped us during this journey. We thank our MacKillop family for their love and support during our schooling experience and continue to live out the MacKillop values as we look to live beyond the school gates.

School Features

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 Stage 1 to Year 6, with 4 streams in Kindergarten, making it a total of 22 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.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
796	715	212	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 2024. 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 2023 was 88.23%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group												
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91.10	90.60	89.00	88.20	89.00	90.10	88.40	88.00	85.70	83.90	84.20	87.10	91.70

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 2021, 80% completed Year 12 in 2023.

Senior Secondary Outcomes

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

Senior secondary outcomes 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	54 %
% 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.

Our data shows of the 96 students in the cohort, approximately 56% received an early offer at Uni.

Student undertaking Vocational Training were as follows:

School Delivered VET

10 Business Services - Full Cert II

12 Construction - Cert II Construction Pathways Full Cert

2 Construction - SOA Cert II Construction Pathways

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

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

1 Hospitality - Cert II Hospitality (Kitchen Operations) Statement of Attainment

30 Fitness - Cert III Fitness

SBAT students we had:

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

5- Cert III Retail - Full Cert

2 - Cert III Health Services Assistance - Full Cert

1- Cert III Commercial Cookery

1 -Cert II Electrotechnology

1-Cert II Automotive Preparation

1-Cert III Community Service

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	139
Number of full time teaching staff	101
Number of part time teaching staff	38
Number of non-teaching staff	24

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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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

Professional Learning and growth for the staff of MacKillop Catholic College has continued to be a core focus in 2023. In the Primary school, Collaborative Coaching sessions have continued this year. This involves grade teams of teachers meeting to discuss student achievement, analyse data and then plan learning opportunities to ensure all children make progress with their learning. To support this, our Leaders of Learning, Mrs Chris Shilling and Mrs Cathy Whitmore, along with our Assistant Principal, Mrs Sherylyn Kenney, regularly work in classrooms alongside teachers to engage with students to address their specific literacy and numeracy needs, as well as modelling effective literacy and numeracy strategies for teachers to implement with their classes.

The Secondary teachers have also been maximising their Collaborative Coaching time by continued to engage in the CSBB Literacy Project with Trish Weekes. Staff have been able to focus on improving student writing whilst collaborating with colleagues to share and learn.

Throughout the past two year, the College Executive have partnered with Linda Bendikson as part of the Leading Improvements Project with CSBB. This project has run alongside our Literacy and Numeracy work in both the Primary and Secondary to review and reflect on student data and intervention. A particular focus for this has been with the Mathematics faculty who have worked closely with Maths Pathways to ensure best practice around the delivery of Mathematics across Stage 4.

As a College we have continued to provide opportunities for staff to develop their own mentoring and coaching skills through the professional commitment of supporting pre-service teachers during their placements. This year we have continued to work closely with the University of Newcastle as well as the Australian Catholic University to support a number of pre-service teachers with their placements and internships. Many of these pre-service teachers then join us as casual teachers or permanent staff members which is wonderful for the professional growth and development of our staff as a whole.

At MacKillop, we are always proud of our staff achievements and have over the years had a number of teachers recognised nationally or internationally for their excellence and innovation in teaching. This year, Amelia Goodwin was accepted as an Apple Distinguished Educator and joined Erin Sullivan in the biannual Apple Distinguished Educator Institute on the Gold Coast where they engaged with colleagues from around the world to explore pedagogy and technology.

Finally, and most significantly, Catherine Whitmore and Chris Shilling have both been awarded the nationally recognised Highly Accomplished Accreditation for their teaching and leadership. With just nine Highly Accomplished Teachers in the Diocese, MacKillop now has a third teaching here.

Catholic Identity and Mission

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

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

The College's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 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.

K-2 are successfully implementing the new syllabus, with new staff attending Professional Learning throughout the year and future staff (2024) also attending Professional Learning in Term 4 that was facilitated through Catholic Schools Broken Bay.

Stage 3 has also begin their Professional Learning for 2024 and new syllabus introduction. Parish Masses for primary have been successful throughout the year, with class teachers beginning to organise themselves a class focus for each term. Monthly Youth Mass continued throughout the year, on the last Sunday of each month, with the Parish Engagement Coordinator involved in the running and organisation of these events in conjunction with Youth Ministry and Religious Education Coordinators.

YMCC Juniors continued throughout the year, in conjunction with the Youth Ministry students in the high school. Mini Macs has continued throughout the year in outreach with local nursing homes and the community, and participated in various events for fundraising for

Catholic Mission and Project Compassion. This was in collaboration with the students of the Mini Vinnies (high school) and coordinators for JUMP and Youth Ministry throughout the year. Students in the primary participated in various liturgies throughout the year, re-enacting Palm Sunday and Holy Week events.

In addition, students also participated in an Advent Liturgy in conjunction with the Creative Arts teacher during the first week of Advent for the school and parent community.

Curriculum, Learning and Teaching

Primary Curriculum

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

K-2 are successfully implementing all components of the syllabus. Years 3-6 have become familiar with the syllabus through examining outcomes to determine essential learning in Collaborative Coaching. Teachers have used support materials to introduce and support the use of Proofreading and Editing Guidelines where necessary. The Proof Reading and Editing Guidelines has been used as a scaffold for Collaborative Coaching focuses where editing was determined as an essential learning. The growth of our MAI results should have been measured at the beginning of 2024, however due to the dismissal of the MAI tool, we can only measure through 'On the Way' Growth points and Collaborative Coaching data. K-2 are successfully implementing all components of the syllabus. 3-6 have become familiar with the syllabus to drive essential learning in Collaborative Coaching. Staff have been given opportunities of PL in third hour and links on CSBB page. The teachers of K-6 are successfully implementing the Second Step SEL Program.

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 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 & 8 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.

2023 was our third year of involvement in the Literacy in subject areas (LiSA) programme and all faculties are engaged in the learning cycle for literacy.

Throughout 2023 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

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

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

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

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at MacKillop Catholic College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	58%	54%
	Reading	81%	67%
	Writing	95%	76%
	Spelling	58%	61%
	Numeracy	80%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	75%	64%
	Reading	79%	74%
	Writing	82%	66%
	Spelling	77%	69%
	Numeracy	79%	68%
NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	65%	64%
	Reading	70%	69%
	Writing	67%	63%
	Spelling	74%	73%
	Numeracy	71%	67%
NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	61%	59%
	Reading	64%	63%
	Writing	57%	58%
	Spelling	74%	71%
	Numeracy	66%	64%

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'S HSC CLASS 2023 - A REMARKABLE HSC PERFORMANCE

MacKillop Catholic College, Warnervale proudly welcomes a remarkable HSC result from the Class of 2023. Data is a useful tool for reflection and is best used when we ask ourselves questions and know the narrative behind that data. With the support of their teachers, our students have continued the improved performance of honour listings. We extend our congratulations to the entire HSC Class of 2023 and all our staff, as these achievements reflect the reputation of the College's learning culture.

A sizeable proportion of the candidature of the HSC Class of 2023 has recorded a credible HSC performance with 64% of all HSC entries achieving Band 4 and above. The statistics are even more impressive with a most commendable level of 23% of all listings representing the top two bands.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State
Community & Family Studies	37 %	32 %	34 %	33 %	54 %	36 %
Industrial Technology	21 %	25 %	38 %	22 %	33 %	24 %
Visual Arts	43 %	63 %	47 %	66 %	88 %	66 %

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 2023, the number of students issued with a RoSA was 51.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care 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 significant changes made to this policy in 2023.

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 2023.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

Students Wellbeing is always a focus at MacKillop and the priority to create a safe, happy and caring environment for students to learn and thrive during their school years is paramount.

In secondary, the restructure of the Pastoral classes to have a vertical structure has proven to be a positive change with students being better prepared for their learning throughout the day as well as having the extra time to prepare for assessments and obtain assistance from mentors when needed. Socially, students are mixing better than at the start of the year across the year groups and we acknowledge that this area will continue to improve.

Students have been advantaged during the year by being able to engage with some outside presenters to deliver some valuable messages relevant to our students. 'Body Bloom' was presented to all girls (Year 7 -12) providing 'motivational tools to establish confidence, self-empowerment, and body appreciation while the Year 9-12 boys had Glen Gerrey present 'Men of Honour' with content based on how to navigate the complex landscape of masculinity and become the man they want to be. Year 7 and Year 8 boys participated in a workshop presented by personal trainer, Ben Ziekenheiner which incorporated physical activity with content on risk taking behaviour, respectful relationships, body image and nutrition. Brainstorm productions presented their performance titled 'The Flipside' for all Year 7 -10 students which highlighted the implications of their choices with social media. These performances are always valuable and entertaining with the performer's skills showcased in a relatable context for the students.

Camps, retreats, presenters, spirituality and reflection days all assist with enriching our student's schooling experiences. Peer Support programs which are implemented to Year 7 students at the commencement of the year help students develop strategies when dealing

with friendship issues or needing resilience as well as strengthening bonds between the Year 10 mentors and the Year 7 students.

MCC Compass Merits have continued with the Secondary students, with over 3000 entries recognising students for great achievements in the areas of culture, mission or wellbeing. Students express pride in gaining a merit on their Compass

The Leaders of Pastoral Care work tirelessly with their year groups to ensure that student's individual circumstances are acknowledged and strategies to support them are implemented for their academic, pastoral or physical requirements. Often additional resources are required through the Learning Support team and our school psychologists as well as our Aboriginal Support team. The team approach to support our students is beneficial due to the expertise that is evident and able to be accessed.

Attendance seems to be an area for consistent attention as it is still below general attendance levels before the Covid pandemic but it is anticipated that this will continue to improve over the next year with a dedicated focus on strengthening the partnerships between our families and the College.

In MacKillop Primary, we will be 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.

School Improvement

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

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Key Improvements Achieved

2023 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. In 2023 an additional 2 of our teachers achieved accreditation at Highly Accomplished level.

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, Prue Carr.

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://live.dqinstitute.org/dq-framework/>) and the Common Sense Media Curriculum (<https://www.commonsense.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

LIP 2024 V1.docx <https://dbbau.sharepoint.com/:w:/r/sites/SMCCWAIStaffHub/Shared%20Documents/General/K-12/Start%20of%20the%20year%20organisation/2024/LIP%20and%20PLT/LIP%202024%20V1.docx?d=wc28ec72d6a1b42a093ad811792414290&csf=1&web=1&e=daAghp>

Community Satisfaction

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

Parent satisfaction

The Warnervale MacKillop Catholic College has a Culture Score in the Good range. The school pays attention to its performance as it strives for “academic excellence” and is concerned with maintaining its “reputation”. At the same time, a good deal of focus is placed on people, so that individuals are treated with “compassion” and efforts are made to include everyone and create a “sense of community”. People here share a common set of beliefs and take ownership of their actions and behaviours. There is a good deal to celebrate here. Take some time to recognise what is currently working well and how those strengths may come into play when addressing any changes the school would like to make.

Student satisfaction

- Pursuit of high scholastic standards, inviting out-of-the-box of thinking, and developing the school's structure and ways of working
- Appreciation for people's need for personal time, and an understanding environment looking out for people's welfare
- Honest and direct dialogue; the school offering guidance and development opportunity
- A motivational and supportive approach with individuals showing ownership of their actions

Teacher satisfaction

Despite the school's good Culture Score, there are some areas requiring attention. A 15% Cultural Entropy score suggests issues just below the surface. The top Potentially Limiting values are “control” and “hierarchy”. Consider how a hierarchical structure and restrictive processes create barriers that hold back the school and its people. Requests for “continual improvement” and “empowerment” may speak to these concerns. Instead of a select few people making decisions and holding on to information, how might flattening out hierarchy and delegating more to employees, be more effective? Another area of particular concern is that some people feel persecuted and coerced by others. Where is this being experienced? Despite a strong focus on being compassionate, some individuals appear to be struggling. Participants seek more positive focus on Level 2 relationship type values. Lean on the group's personal strengths to help work through these issues. Also, note the requests in the

Desired Culture for “open communication” and “conflict resolution”. How can leadership step up here and facilitate discussions around these topics? “Long hours” also seem to be an issue for some employees, and there are new requests for “fairness” and “accountability”. Might there be a need for better distribution of workloads? Again, how can leadership help here to ensure that just principles are guiding actions, decisions, and the treatment of people? Calls for “balance (home/work)” and “well-being” may also stem from feelings of overwork and unfair treatment. There is some suggestion that leadership, by addressing the “continual improvement”, is being asked to introduce better ways of working so that workloads are shared and individuals can be held accountable. How might “coaching/mentoring” help with “empowerment” so that responsibilities can be delegated to more people?

Regarding the processes and performance of the school, there are calls to pay more attention to Agility & Innovation and the school’s longer-term mission. “Academic excellence” is the top value, however “creativity” around new teaching and learning approaches is being called for. How might the curriculum or other aspects of their work be altered so that students are equipped with “life-long learning” and “life skills”?

The Desired Culture calls for a broad set of values, attending to basic needs by reducing Cultural Entropy, and harmonizing ways of working that ultimately serve the common good. Devise a plan that addresses different areas for more balance throughout the school. A balanced distribution of values is indicative of resiliency.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$20,585,963
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$5,608,573
Fees and Private Income ⁴	\$6,231,577
Interest Subsidy Grants	\$159,207
Other Capital Income ⁵	\$10,632
Total Income	\$32,595,954

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$571,072
Salaries and Related Expenses ⁷	\$22,043,468
Non-Salary Expenses ⁸	\$9,181,144
Total Expenditure	\$31,224,613

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 2023 REPORT