



2021

AL SCHOOL REPORT

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MacKillop Catholic College

91 Sparks Road, WARNERVALE 2259

Principal: Mr Steve Todd

Web: www.mccwdbb.catholic.edu.au

Books 2 & 3, illustrator of 'UHDWIKLOHE RE & ODVVURRP' by Dan White CEO, Bathurst and illustrator & Co-Author for KD Publications for six other books based around our faith and religious H G X F D W L R Q

Further to this, he is recognised as a talented artist. In addition to his beautiful art works which involve his family and places he has travelled, he has been commissioned to complete many paintings which take pride of place in many schools, especially at our College.

Mr Todd has decided it is time for him to retire, yet he has many ambitions still to fulfill and many plans in his future. He will continue to paint and hopefully we will one day attend an art exhibition of his Z R U N

More than anything, Steve plans to spend most of his time with his family. To travel and enjoy retirement with his wife of 41 years, Lynette and to especially spend time with his 3 children Katie, Joshua and Daniel and their partners and his four grandchildren, Luca, Rose, Isla and - D V S H U

So, all that we can really say is, thank you Mr Steve Todd for all you have done which has always been informed by a deep faith, a wealth of knowledge, a true sense of justice and integrity and a great love of education and the families and teachers it V H U Y H V

ENJOY A WELL-EARNED 5 (7 , 5 (0 (1 7

Student Body Message

As our journey at MacKillop has now come to an end, we cannot begin to describe how grateful and blessed we are to have ended our schooling journey as College Captains. We are extremely proud and thankful to have been chosen to lead the MacKillop community over the past 12 months, and feel much gratitude to everyone who has supported us during this W L P H

Over the past 12 months, we have come to realise that no task is done individually and there is no 'in' team, and through the 2020/2021 Parliament team this was demonstrated. We are so blessed and give thanks to every individual in our parliament team this year as they have challenged their fears and have all grown as individuals through their leadership roles. However, a special mention must go to our Year 12 Parliament who we must acknowledge and thank for all they have done for us and the College community over the past 12 months. It has been a pleasure and honour to have worked alongside such creative and unique individuals who have all collectively made the 2020/2021 Parliament year a successful R Q H

Throughout our year as Captains we implemented two initiatives, Soul Goals and Welcome Angels, with the aim to unite our K-12 community after the events of Covid-19. Soul Goals is an initiative run by our Year 9 and 10 Parliament leaders that focuses on bringing positivity to our secondary community through reading a positive quote, message, or an event that has occurred during the school that week over the PA system during pastoral. The Welcome

Angels is another initiative that we created with the aim of fostering small friendships and a bond between our primary and secondary students. We hope that these initiatives continue on through the new parliament team and bring further positivity to our school F R P P X Q L W \

The role models and Josephite values encompassing MacKillop undoubtedly influenced our captaincy as we strived to be the best leaders we could be. We cannot express enough how grateful we are for all the experiences, teachers and friends who have made us who we are today, and who we will be in the future. We wish you all the best of luck on your journeys, and thank you for making our time here at MacKillop so P H P R U D E O H

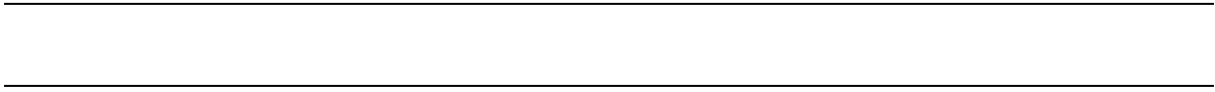
Lastly, we would like to specifically thank Mr Todd, Mrs Ferguson and Mrs McGuiness for all their tremendous support and wisdom they have shared with us over the past 12 months. We would like to also thank Mrs Elcoate for her consistent generosity and support, as well as for encouraging us to go for a leadership position. You have made us the leaders we are today and we will be forever grateful. Finally, to the graduating class of 2021, thank you for the laughs and the support you have shown us! It has been an honour to represent you all and you all individually have left a special mark on our MacKillop M R X U Q H \

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 Kindergarten to Year 6, making a total of 21 classes. The primary section caters for the



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 2019, 92% completed Year 12 in 2021.

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 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	46 %
% 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 112 students in the HSC class of 2021, 86 offers of university placements were

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	153
Number of full time teaching staff	86
Number of part time teaching staff	35
Number of non-teaching staff	32

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: 1370 teachers
- ‡ Provisional: 91 teachers
- ‡ Conditional: 6 teacher

Additionally, there are approximately 40 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 **W K H & R O O H J H**

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

As a result of one of the & R O O BIP goals being to improve literacy with our students, this year we began a three year long project with literacy expert, Trish Weekes and CSBB where

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 **GLVFLSOHV**

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

At the beginning of the year MCC was able to celebrate important events in our liturgical calendar as a K-12 community connected to our parish St Mary of the Cross MacKillop. We started off with the Welcome Mass for our Kindergarten students, Year 7 students, their families and any new families to the College. Uniting the College and Parish communities is the ideal way to mark the start of another school year. Continuing with tradition, at the conclusion of the Mass, Kindergarten students received a little MCC teddy bear, and Year 7 students received an MCC keyring as a sign of welcome to the MacKillop community. All were then invited to share in a BBQ in the COLA area where we had a special appearance

Tenev also broke open the word and preached to all students the message of how they too could be Easter people and carry out & K U L in their daily O L Y H V

2021 marked the anniversary of 200 years of Catholic Education in Australia. To celebrate this important occasion, MCC participated in a College Mass that was held nationwide on the feast day of Mary Help of Christians. The Mass began with a great media presentation from various staff past and present about their experience of Catholic education. This was followed by a reflection by our College Principal Steve Todd who emphasised the need to acknowledge the work of the Religious, especially the Sisters of Saint Joseph, in ensuring quality Catholic education to all in Australia. We also had our first liturgical K-12 dance to the theme song for the year by Fr Rob Galea, ') D L i n t h e) X W X T h i s celebration of the Eucharist, and the joining together as a K-12 community, was a great reminder of how blessed we were to be able to celebrate our faith as a church and share in such an important occasion.

It is also important to note that celebrating liturgy and the Eucharist as a community has been at the fore of Father 3 K L O r e t s p a M o our school community this year. The students throughout the College have clearly been able to participate in Mass celebrations and prayer with Father Philip in a variety of ways that has opened new doors by providing new ways to remain active and participate in our faith as a Catholic community. Celebrating new students and families, daily parish masses, and large community celebrations like Feast Days, Welcoming, Commissioning Liturgies way9.277cnt p9520B40029004400290>5500480011C004800430053

Assessments. Our teachers had prepared the students well and without disappointment our students treated the assessments with respect and rigor. They calculated, wrote, deciphered, comprehended, solved and spelt words to their best of their ability and as a result, we as MacKillop Catholic College produced results that were a true indication of the talented teachers and dedicated students we have in our community.

Term three saw us move into a Home-Based-Learning situation, which once again was full of academic rigour and stimulating presentations. Our teachers worked tirelessly day after day catering for our learners at home while still catering for learners at school. Through the use of printed booklets and online learning portals such as SeeSaw and Zoom we were able to offer our students a comprehensive and interactive learning experience. Both teachers and students endured the uphill struggles and pinnacle jubilations of Home-Based-Learning!

Where to from here you might ask? Wherever the Holy Spirit leads X V ⁹And the data, the need for academic growth and the want to cater for every child at their point of need, we will forge ahead to offer the best of opportunities in learning and teaching to our ever striving MacKillop students.

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.

Teaching and learning endured enormous changes and challenges in

Throughout Semester 1, teachers delivered a diverse curriculum and students displayed commendable growth and engagement in their learning. As a learning community, the focus was on continuous improvement and in particular, the acquisition of literacy skills required for success in each subject.

Semester 2 was a very different and challenging time as the impact of the COVID-19 pandemic changed the very nature of our community and teaching pedagogy. Lockdowns in 2020 taught us many lessons and we were aware of the importance of both maintaining learning momentum and student Z H O O E H L Q J

NSW Education Standards Authority (NESA) recognised the challenges of remote learning and gave schools greater flexibility to adjust the curriculum. MacKillop narrowed the curriculum, targeting key concepts within each course and modified assessments accordingly. Teachers utilised unique ways to inspire students and to communicate to them

all through virtual platforms. Students undertaking practical subjects had to do without school resources during HBL. Despite shuffled schedules and lost class time, major projects and performances were still completed to a high standard.

Our HSC cohort are to be commended for their commitment and flexibility in managing periods of uncertainty and change. They accepted things that were beyond the individual and focused on what they could control. Managing anxiety and setting goals were paramount to completing their studies. The HSC Examinations were postponed twice and constant changes were made for the submission of major works. NESAs always maintained that students would receive their HSC credential as expected and offers for university would not be **F R P S U R P L V H G**

Great efforts were made to preserve our main academic events, albeit in a different form. We acknowledged the academic achievements of students through videos and virtual gatherings. Zoom meetings with whole cohorts of students and their parents were used for Subject Selections and Information Nights. Final course exams for senior students were replaced with online tests. The success of these events is a credit to the collegial community we have at MacKillop.

Extended periods of remote learning bring the vulnerabilities of students to the forefront. The link between pastoral care and academia has never been more intertwined. Resilience, adaptability and self-discipline have been key for students to maintain their studies and withhold a positive outlook. Our students should be proud of their perseverance and engagement throughout 2021.

Teachers have worked under difficult and unpredictable circumstances. Managing remote learning involves embedding different teaching strategies, developing new resources, simplifying instructions yet ensuring that the range of activities extend to students at all levels. Managing endless virtual meetings and the continuous flow of emails greatly pushed the time demands.

I look forward to 2022 being a year where curriculum delivery and College life in general returns to some **Q R U P D O L W **

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 6 F K R 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	51%	54%	0%	11%
	Reading	53%	55%	0%	10%
	Writing 59%	59%Aded	53Aded		

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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 2021.

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 2021.

Initiatives promoting respect and responsibility

The year started like so many before, with many new students commencing at MacKillop to join the returning students fresh from holidays, ready for a more normal year. There was a strong focus to recognise effort and application by our students and the MCC Merits on Compass were introduced. Students and their families were notified through Compass of their great achievements of above expectation to earn a merit award in the areas of Culture, Mission or Wellbeing, with multiple award winners entered into movie ticket **G U D Z V**

have been. Students met with their Pastoral teacher daily via the Zoom platform, which was an important start to remain connected to the class teacher and their S H H U V

In any normal year, the Pastoral team manage students with varying Pastoral needs, some needing referral to our invaluable College Counsellors, Samara Stark and Beth Marsh. In a pandemic year, the need for support intensifies and we are blessed to have the expertise and assistance when required, to assist our students and families manage with the fallout from the devastation of change that Covid-19 brought upon us all.

The Pastoral team also work closely with the Learning Support Team and the Curriculum Team and with the introduction to both Year 12 and Year 11 Online Assessment Tests, much collaboration was required to ensure that all students were able to complete these without disadvantage. Many Zooms were held with parents and students, not just regarding assessment events, but with subject selections for Year 8 and Year 10 in preparation for 2022.

Care packs which contained some useful resources as well as edible treats were put together during Term 3 to recognise each student and the perseverance of so many. The Pastoral team had great delight in distributing these Covid safely via parent ' G U L Y H W K U R X J K briefly able to speak with families and assure them that we understood some of their challenges and eagerly await the return of normality, back at school and learning face-to-face, with their peers.

Each Leader of Pastoral Care works tirelessly with their Year groups, ensuring that each student is valued and encouraged to achieve their best, even during such challenging times. It is a collaborative approach between students, families, and teachers in shaping our young leaders of the future.

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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking.

The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness. When MacKillop is planning, designing, or managing the school facility, these facets of place experience are taken into consideration.

While taking this into consideration the following upgrades have taken place in 2021:

32 Dell XPS 15 (9510) Laptops for the TAS Department.

Construction of a new playground for the Primary students between the Library and Year 6 classrooms.

Improved the drainage system at the back of Aitken Hall.

Restoration of the concrete slab and wall between the oval and CA block.

A traffic management report was completed to assist with the flow of traffic in and around the College.

An updated College Master Plan was developed, and Stage 1 has been presented to the Capital Block Grant Authority seeking approval for a grant for Stage 1.

Restoration of the Art Block Corridor and S Block in relation to the painting of doors, lockers, and seating.

Approval from Catholic Schools Broken Bay to complete the backlog of maintenance that has not been completed over many years.

Repaired the leaks in the roof in both the Aitken Hall and TAS building.

Introduced a new maintenance program for the school oval.

Upgraded the hot water system in the Hospitality building.

Restored 85 lights around the Campus that had been not working for a long period of time.

All these upgrades have taken place while work was still carried out around the College to maintain all areas on the campus. The campus always looks fantastic and aesthetically pleasing thanks to the hard work of Jason Jeffries and Trevor Walters.

We look forward to the next steps in making MacKillop Catholic College an even more effective facility than it is now.

Priority Key Improvements for Next Year

Development of School Masterplan

Development of traffic plan

Teacher satisfaction

The Staff believe the College provides a quality learning environment and actively strengthens the faith life of all who attend. They have a strong identity with and loyalty to the College. They strongly endorse the collegial nature of the College and the pastoral support shown to all in the community. The professional development program provided for the staff is very much appreciated and valued. They believe that this has enhanced their ability to grow in their curriculum knowledge and teaching skills to ensure the best outcomes for their students. The range and quality of resources and facilities is highly valued as are the range of activities and subjects offered to students. Staff believe the College is well led and administered and have a sense that they are involved in the decision making processes which operate within the College. There is a strong endorsement from the staff of the academic program and they pride themselves on the results achieved by their students in

END OF 2021 REPORT