



AL SCHOOL REPORT ANNUAL



91 Sparks Road, WARNERVALE 2259
Principal: Mr Jason Hanrahan
Web: www.mccwdbb.catholic.edu.au

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

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

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

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, for 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 ethos espoused by the College, its emphasis on local 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 been a successful one. It has 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

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](#).

769	715	187	1

* Language Background Other than English

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.

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.

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

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 ██████████ monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assur.47m



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

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

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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.

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 [REDACTED] [REDACTED]

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.

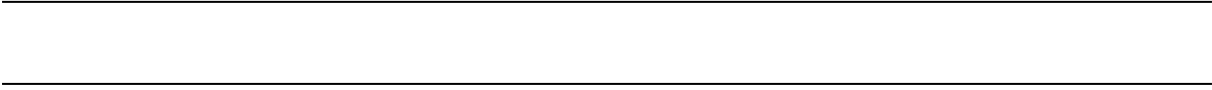
Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

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



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.

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

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.

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

		68%	52%	3%	12%
		69%	54%	3%	11%
		83%	50%	0%	7%
		55%	48%	6%	15%
		62%	34%	2%	15%
		39%	31%	7%	14%
		42%	39%	6%	11%
		36%	25%	4%	18%
		40%	37%	5%	14%
		28%	25%	10%	16%

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.

	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
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 %

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.

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.

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.

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

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.

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.

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 teachers

As part of the Teacher National Accreditation, staff have the option to seek voluntary higher levels through the Highly e Leader Teacher program. This program aims to recognise those staff who demonstrate their teaching e leadership et e Highly Accomplished or Lead level according to Australian Professional Standards for Teachers. We have e number of teachers here et MacKillop who have begun this journey, e 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,

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

MacKillop also values the proper use of technology both inside a outside classroom. Although this can be challenging et times we strive to develop goo digital citizens in our community.

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.commonsense.org/education/digital-citizenship>). We focus on 8 competency areas across a sequence of lessons from Years 7-10.

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

The priority areas are

1. We will develop a collaborative culture of

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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.

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

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.

<https://dbbau.sharepoint.com/:b:/s/SMCCWAIStaffHub/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.

<https://dbbau.sharepoint.com/:b:/s/SMCCWAIStaffHub/EUbjMQhVnjNBsx3TomDHwaYBFiIEWIn-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.

Commonwealth Recurrent Grants ¹	\$19,109,608
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$5,287,455
Fees and Private Income ⁴	\$5,287,504
Inteid3vt SubsidyGrants	

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- 2.
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- 6.
- 7.

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

END OF 2022 REPORT