



# 2020

AL SCHOOL REPORT

ANNI



## MacKillop Catholic College

91 Sparks Road, WARNERVALE 2259

Principal: Mr Steve Todd

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



---

## Message from key groups in our community

---

### Principal's Message

Well, 2020 turned out to be really something out of left field that none of us thought might happen at the start of the year. The coronavirus pandemic changed the entire world and proposed an enormous challenge for every aspect of daily life. The reality for how we safely connected and communicated with each other became a new learning in life. To discover our own ability to protect one another allowed us to really live the Gospel message of 'Love one another' with a new-found respect. Term 1 has always been a hectic term in the year, where we commence and complete lots of important aspects of our school year. Looking back over Term 1 before the lockdown and the restrictions that changed so many things, we can be really grateful that these events happened:

- Launch of our new Strategic and School Improvement Plan 2020-2022
- New students day for Year 7
- The launch of the new House Mascot costumes at a K-12 Assembly
- Our Welcome Mass and family barbecue including the distribution of our cute MacKillop teddy bears to new Kindergarten students
- The commissioning of our new Primary Principal, Frank Cohen, by Father Vince Casey
- Primary Parent/Teacher goal meetings
- Senior Mass and Luncheon with special guests
- Primary Twilight Swimming Carnival
- Secondary Swimming and Athletics Carnivals
- Year 7 Excursion to Mary MacKillop Place and St. Joseph's Kincumber
- The Colour Explosion which was rescheduled due to the 2019 bushfires
- The outstandingly successful USA Performing Arts Tour and international performance
- Opening College Mass and Ash Wednesday Liturgy
- Diocesan staff Mass with a special presentation to our Sister Marea
- Open Day Afternoon and parent information sessions for Kindergarten and Year 7 2021

Our focus on learning this year took on a new approach at the back end of Term 1 and well into Term 2 with a home-based learning (HBL) program. How this happened and how teachers, students and parents participated remains

(Secondary) and Frank Cohen (Primary), has made the processes for decision-making a real team effort. Under difficult circumstances in his

lessons collected by parents in the office and delivering online lessons via Google Classroom, SeeSaw and other platforms.

Big events such as our Feast Day, Masses, excursions and carnivals all had to be cancelled to meet the guidelines imposed upon us by the government and other authorities. Strict new sanitation rules applied and the normal 15-minute pick up duty of an afternoon turned into a daily 45-minute exercise of moving over 400 children safely and without fuss!

Throughout the year as anxiety levels began to rise the school managed to introduce a new Primary Public Speaking Competition, began a new program to cater for the gifted and high potential students, introduced a new reading program for Year 3-6, made advancements in the academic results of many students and began a new school readiness program for Kindergarten children known as Kinder Yana. For the first time in the school's short history our Primary School enrolments were about to reach 580 students.

2020 has been a year where the best laid plans have not been carried out to the full despite the very best of intentions.

I truly commend all our parents and staff who have recognized this and spent time to reassure our students. Within the College, staff were encouraged to be openly and honestly with questions and worries that our students had. Every possible student was interviewed to see how they were coping and what we, as a school, could do to further support them. Students were encouraged to see the College Counsellors and resources were made available for the students to access. Pastoral Leaders and class teachers worked tirelessly to assist students to catch up on work and to help students to get back into good routines after having a great deal of time at home.

Not being able to meet with the students for assemblies or Period 6 where we would be able to talk to them as a whole and build community, meant that teachers worked harder than ever to encourage students to be resilient and confident and to maintain healthy relationships and responsible lifestyles. Staff members kept looking for new and unique ways



The support of Mr Todd, Mrs Ferguson, and Mrs McGuinness, cannot go unnoticed as their wisdom has challenged us to reach our full potential. A special thanks needs to go to Mrs Ardern as her passion, positivity and patience has motivated the Year 12 cohort to persevere through the trials and tribulations associated with the HSC.

Our journey this year will definitely be one to remember. We are extremely grateful to have been a part of such an inspiring school community that has pushed us to go beyond ourselves as leaders. It has been such a privilege to see our College flourish and we cannot wait to see what is in store for the next chapter of the MacKillop legacy.





---

## Student Profile

---

### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 739   | 703  | 114    | 1442           |

\* Language Background Other than English

### Enrolment Policy

The College follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish

|  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

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 School Review and Development (SRD) 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 (password required).

### Student Retention Rate

Of the students who completed Year 10 in 2018, 82% completed Year 12 in 2020.

### 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 2020 |  |
|--------------------------------|--|
|                                |  |
|                                |  |

---

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2020:

|                                    |     |
|------------------------------------|-----|
| Total number of staff              | 144 |
| Number of full time teaching staff | 89  |
| Number of part time teaching staff | 25  |
| Number of non-teaching staff       | 30  |

### Total number of teaching staff by NESAs 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 NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this College are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately there



---

## 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 educate and form young people in the Catholic faith. The College provides 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.

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.

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.

St. Mary of the Cross MacKillop continues to lead our school in spirit and action; her life providing the blueprint for our daily encounters of Jesus.

Communal experiences of faith have often been the most powerful practices of nourishment for students and staff at ~~MacKillop Catholic College~~ Catholic College. Our sense of community, our prayers and our faith life have always been strengthened by these experiences of which we have always been traditionally spoiled. Retreats and ~~excursions~~ ~~missions~~ ~~community outreach~~ and charitable work, sacramental programs, graduations, K-12 masses and liturgies have been a staple at our school since our foundation in 2003. In the absence of many of these ~~2019 traditions~~ this year, our experiences of faith have taken a different, yet equally fulfilling path in 2020.

On Wednesday 26 February,

This year has been quite different in the way we have been able to join together as a MacKillop community however, the staff and students have still had the opportunity to participate in various Mission based events that reflect our capacity as a College “to be a light to the world.”

Upon reflection it is very safe to say that at MCC we are blessed to work with a very agile, adaptable and innovative Mission Team consisting of staff and student leaders. This amazing team of people have ensured that throughout the year events that are important in our liturgical calendar were acknowledged and celebrated. Our Easter and MacKillop Feast Day liturgies were only but a couple of examples where we had the opportunity for faith formation as a community virtually.

After having so much asked of them this year, our wonderful staff at MacKillop have continually shown the passion, boundless energy, generosity of spirit and ongoing commitment to our students and each other, providing our students with a daily encounter of Jesus in a variety of ways; through art, song, meditation, prayer, readings and reflections.





All the extras took place to extend and enrich children, but sadly inter school experiences and competitions were all cancelled.

In what was a stressful year for all and perhaps little relief in sight, the words from Eileen Caddy resonate best when she writes, "You are never asked to do more than you are able without being given the strength and ability to do it" My sincere thanks to the teachers and students who endured in 2020!

### Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA)

The challenges of COVID-19 restrictions and HBL forced us to look at everything from a new perspective. We can take much of what has been learned and developed this year to improve our teaching as well as refine our learning processes.





## 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 2020, the number of students issued with a RoSA was 26.

---

## 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

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 2020.

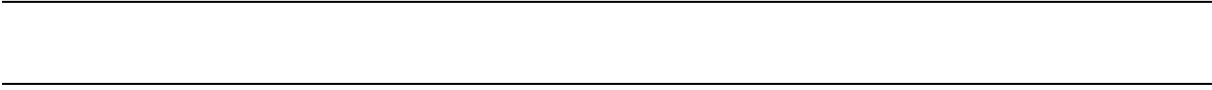
### Complaints Handling Policy

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 2020.

### Initiatives promoting respect and responsibility

The College encourages all students, through its Pastoral Care program, to show respect to both their peers, staff and members of the wider community. Through a program of community service, students take responsibility to contribute to the care and welfare of others. Visits to nursing homes, work with the St Vincent de Paul Society, fund raising activities for various causes help to develop respect for those not as fortunate as ourselves and encourage a sense of responsibility to share their skills and talents for the betterment of our community and society. The College Mini Macks, Youth Ministry and the Josephites Undertaking Mission Projects (JUMP) program provide valuable opportunities for all students across K-12 to develop skills in the service of others.





---

## Community Satisfaction

---

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into

The overall sense from students was that their needs were well supported during this difficult time.

### 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 general and particularly with the HSC. They support the level of communication in the College and the contact that is encouraged with parents to maximise learning outcomes for students. Feedback is obtained from staff through the regular staff and faculty meetings held within the College and the annual professional staff review program.

---

## Financial Statement

---

Consistent with the NESAs requirements, financial income and expenditure for the College in 2020 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

| Recurrent and Capital Income 2020          |                     |
|--|---------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$14,436,494        |
| Government Capital Grants <sup>2</sup>     | \$0                 |
| State Recurrent Grants <sup>3</sup>        | \$4,076,661         |
| Fees and Private Income <sup>4</sup>       | \$3,768,644         |
| Interest Subsidy Grants                    | \$145,440           |
| Other Capital Income <sup>5</sup>          | \$686,969           |
| <b>Total Income</b>                        | <b>\$23,114,208</b> |

| Recurrent and Capital Expenditure 2020     |                     |
|--|---------------------|
| Capital Expenditure <sup>6</sup>           | \$210,893           |
| Salaries and Related Expenses <sup>7</sup> | \$17,679,378        |
| Non-Salary Expenses <sup>8</sup>           | \$5,738,872         |
| <b>Total Expenditure</b>                   | <b>\$23,629,143</b> |

### Notes

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

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

END OF 2020 REPORT