



St Mary MacKillop College

It is an Australian Government requirement that a report is available to parents relating to numerous data from the 2017 academic year. The nature of this data is determined by the Australian Government and is grouped under 10 categories (as detailed below).

1. CONTEXTUAL INFORMATION (SIMILAR TO INFORMATION CONTAINED ON THE ACARA WEBSITE):

2017 School Performance Data

St Mary MacKillop College, is the only co-educational Catholic school in the South West 'Capes region' for students from Kindergarten to Year 12. Situated in Busselton, with an enrolment of over 1300 students we aspire to deliver quality, holistic education for all students, that is grounded in the Catholic tradition and in the spirit of Mary MacKillop to 'choose life with courage'. A strong focus on Pastoral Care is integral to the College's culture, thereby nurturing a lifelong love of learning, challenging individuals to explore and develop their unique personal gifts and to strive for excellence in all areas of life. The College offers a wide range of courses to meet the needs of all students, with equal focus placed on developing study pathways to University, TAFE and the workforce. The co-curricular program encourages teamwork, loyalty and school spirit, and the value of physical activity and cultural engagement, with a range of opportunities to nurture the skills, gifts and talents of students competitively as well as in service to the community and to each other. At St Mary MacKillop College, we seek to choose life with courage in its fullness, not only for ourselves but also for others.

2. TEACHER QUALIFICATIONS:

Most teaching staff hold more than one qualification. The following is a summary.

3 Year Degrees	72
4 Year Degrees	32
5 Year Degrees	16
Post Grad Diplomas	59



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3. WORKFORCE COMPOSITION:

Our workforce consists of the following staff

	Male	Female	Indigenous
Teaching Staff Full Time (including Principal)	30	35	
Teaching Staff Part Time	1	28	
Non Teachers Full Time	7	14	1
Non Teachers Part Time	1	39	1

4. STUDENT ATTENDANCE AT SCHOOL:

	Student Numbers	Student Attendance
Kindergarten	62	93.11
Pre-Primary	60	92.25
Year One	60	93.68
Year 2	60	93.93
Year 3	82	92.84
Year 4	87	94.30
Year 5	89	92.80
Year 6	65	93.52
Year 7	155	93.56
Year 8	132	92.85
Year 9	133	91.74
Year 10	126	92.72
Year 11	105	93.19
Year 12	93	93.03
Whole School	1309	93.10



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A DESCRIPTION OF HOW THE SCHOOL MANAGES NON-ATTENDANCE

In order to exercise a duty of care towards students, the College must be aware of all cases of school absence, late arrival and early departure.

If a student is absent from the school for any reason it is asked that on the day of the absence a parent ring the Student Absentee Line before 10.00am. In addition to this the Homeroom Teacher should receive written advice of the absence on the day the student returns to the College. This note should be written and signed by a parent.

The College continually monitors each student's attendance record. Where a student misses more than five days per term, then parents will be informed by letter and contact will have to be made with the relevant Deputy Principal. Exceptions to this procedure are where the absence is due to illness (medical certificate supplied), bereavement or some types of family matters.

Regular attendance at school is required from all students. Where truancy occurs a detention will be issued. In the case of frequent truancy, the appropriate Education Authority will be contacted so that further action can be initiated.

5. STUDENT NAPLAN OUTCOMES IN 2017 - Standardised national literacy and numeracy testing:

The percentage of our students achieving at or above the National Literacy and Numeracy benchmarks are listed below;

	Year 3	Year 5	Year 7	Year 9
Numeracy	99	100	98	98
Grammar & Punctuation	93	97	94	94
Spelling	99	99	94	99
Reading	99	99	97	98
Writing	100	94	91	94

Scores of Standardised Tests

	Our School				Statistically Similar Schools				Australian Schools			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Numeracy	389	495	553	608	409	492	550	586	409	494	554	592
Grammar & Punctuation	421	499	541	579	441	498	545	574	439	499	542	574
Spelling	399	510	551	597	417	501	549	581	416	501	550	581
Reading	415	503	544	594	434	506	546	584	431	506	545	581
Writing	405	469	508	575	418	477	521	564	414	473	513	552



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6. PARENT, STUDENT AND TEACHER SATISFACTION:

MyYardstick Professional (MYP) Corporation conducted a School Results Survey for St Mary MacKillop College in 2011 prior to the College amalgamation. **The results below are from that 2011 survey. We are very keen to gain an understanding of current parent, student and teacher satisfaction who all will have an opportunity to express their perspective as part of the College audit to be undertaken in 2019-2020.**

YEAR 12 STUDENT RESPONSES:

St Mary MacKillop College recorded an overall satisfaction score of 72% (3.58 out of 5).

- **Best practice areas include:** Reporting, Student Transition.
- **Fair to good areas include:** Environment, Values & Culture, School Communication, Learning, Resources & Facilities, Student Engagement, General, Teaching, Leadership & Direction, Homework, Behaviour, Curriculum, Co-curriculum, Parent Engagement.

YEAR 12 PARENT RESPONSES:

St Mary MacKillop College recorded an overall satisfaction score of 80% (3.99 out of 5).

- **Best practice areas include:** Learning Environment, Values & Culture, Leadership & Direction, School Communication, Parent Engagement, Pastoral Care/Wellbeing, and Reporting.
- **Fair to good areas include:** Resources & Facilities, Student Transition, Student Engagement, Teaching Standards, Curriculum, Co-curriculum, General, Homework, and Learning & Extension.

STAFF RESPONSES:

St Mary MacKillop College recorded an overall satisfaction score of 80% (3.99 out of 5).

- **Best practice areas include:** Staff Engagement, Organisation, Workplace Health & Safety, Resources, Empowerment, Teamwork, Procedures, and Team Leadership.
- **Fair to good areas include:** School Leadership, Work/Life Balance, Recognition, Equality, General, Training/Professional Development, Communication, and Career Advancement.



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7. SCHOOL INCOME:

Access to this information is available through the ACARA My school website. www.myschool.edu.au

8. SENIOR SECONDARY OUTCOMES:

WACE PERFORMANCE - SENIOR SECONDARY OUTCOMES

- | | |
|---|-------|
| • Percentage of students achieving Secondary Graduation | 97.8% |
| • Year 12 Median Tertiary Entrance Rank | 76.05 |
| • Percentage of students undertaking vocational training or training in a trade (45 students) | 48.5% |
| • Percentage of students attaining a year 12 certificate or equivalent education and training qualification | 100% |

The highest ATAR score for 2017 was 98.6

CERTIFICATE OF DISTINCTION – 5 (Awarded to students who obtain 190-200 points in course units or equivalents and achieve the WACE)

CERTIFICATE OF MERIT – 11 (Awarded to students who obtain 150-189 points in course units or equivalents and achieve the WACR)

There were 9 students achieve a TER of over 90.



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9. POST SCHOOL DESTINATIONS:

St Mary MacKillop College notable achievements for 2017 are, a WACE achievement rate of 100%. The College was named one of the highest performing schools in 2017 for Visual Art. Also three of our students received a SCSA Certificate of Distinction for their coursework over two years and 11 other students received Certificates of Merit. Students offered a place at public university remains consistent at 91%. In addition, 6 of our students also received an early offer from Notre Dame University, with two of those places earned through the completion of a Certificate IV in Nursing. The College offers 12 VET programs, forty five year 12 students took Certificate courses at Mackillop in 2017 and obtained a total of 70 VET certificates between them, including an Award of Excellence in VET for Manufacturing Industries studies. 100% of our VET students completed a Certificate 11 or higher, with five students achieving a Certificate IV. This is now the seventh year the College has achieved 100% VET achievement since 2010 and Mackillop is still the only regional college in WA to have achieved this status across more than three consecutive years.

Currently St Mary MacKillop College offer the following Certificates to students in Year 11 & 12

- Certificate II & III in Business
- Certificate II & III in Community Services
- Certificate II in Building & Construction
- Certificate II & III in Hospitality
- Certificate II in Vocational Skills
- Certificate II in Dance
- Certificate II Sports Coaching
- Certificate II Sport & Recreation
- Certificate II Visual Arts
- Certificate IV in Preparation for Nursing Education (in conjunction with SWIT)
- Certificate II & III in Music.



10. ANNUAL SCHOOL IMPROVEMENT

Annual School Improvement Plan - 2017

System Strategic Direction	School Strategic Plan Link	Goals	Progress Report
<p>Learning</p>	<p>K - 12 L2 Develop a culture where student data drives learning.</p> <p>K - 12 L4 Establish and implement a coherent, sequenced plan for Curriculum delivery across Kindergarten – Year 12, responsive to the key points of transition and the needs of learners. The initial focus will be on the Years 5 – 8</p> <p>K - 12 Determine the process to implement a Protective Behaviours Curriculum into Years K – 12.</p> <p>K - 12 L4 Establish and implement a coherent, sequenced plan for Curriculum delivery across Kindergarten – Year 12, responsive to the key points of transition and the needs of learners. The initial focus will be on the Years 5 – 8</p> <p>Primary L3 Create an environment which fosters passion in teachers to engage all students in their own love of learning.</p> <p>L6 Maintain a consistent team based approach to the teaching of Numeracy in the early primary years and lift student performance</p>	<p>Continue with the Collaborative Learning team work which focus on the data from Year 7, 8 & 9 to improve student performance. In particular looking at progress in common assessment within departments and measuring using effect sizes.</p> <p>Through the processes outlined as part of the Collaborative Project – Introduce learning Walks and Talks</p> <p>Have key Staff undertake the Certificate Professional of Instructional Leadership</p> <p>Develop a seamless educational flow from Year 5 to Year 8 covering all aspects of College life.</p> <p>Determine the process to implement a Protective Behaviours Curriculum into Years K – 12.</p> <p>From term 1 staff are embedding structures that will allow collaborative approaches such as moderation, to be an integral part of the development of instructional strategies that impact positively on student achievements linked to English and Mathematics</p> <p>Engage with all Learning areas to develop strategies to create and promote enrichment and challenge opportunities for all students.</p>	<p>Completed</p> <ul style="list-style-type: none"> Continued Attendance at Lyn Sharratt workshops. Continue the CLP team, expanding it to include a greater diversity of voices including Primary Staff Continue to provide opportunities for high quality, high impact PD (such as the Conference & Learning days) for staff at all levels . <p>Completed</p> <ul style="list-style-type: none"> Introduce and work to apply Learning Walks and Talks into the culture of the College. In line staff look at Learning Intentions, Success criteria, Descriptive Feedback, Setting Learning Goals and Develop Independent Learners. Engage staff and students to improve the quality of teaching and learning. <p>Completed</p> <ul style="list-style-type: none"> Three staff have undertaken and fed back information on leadership, assessment and instruction – Instructional Leadership Masters <p>Completed</p> <ul style="list-style-type: none"> Form a Working Party to examine the transition of Years 5 – 8. The working Party will examine the current practices and look to develop a consistent educational flow over these year. Areas to examine include: Pedagogy, Curriculum, Procedures and Routines, Teacher Student Language, distribution of leadership <ul style="list-style-type: none"> Working Party Student Forums Class Discussions Class Observations Recommendations Align the Primary and Secondary Campus Timetables to allow possible K – 12 applications in Learning Areas Develop K – 12 Positions to look at management of Ministry, Learning Support, Health and Physical Education ensuring greater accessibility to resources and expertise <p>Completed</p> <ul style="list-style-type: none"> Staff undertook the Keeping Safe Curriculum Professional Development An audit of Keeping Safe Curriculum requirements of the College K – 12 has been undertaken in order to identify curriculum coverage. <p>Completed</p> <ul style="list-style-type: none"> Get an agreement on the particular strategies to be targeted (2016 for 2017). Scheduled PLC meetings throughout the year that will focus on pedagogy and student achievement Classroom walk-throughs <p>Completed</p> <ul style="list-style-type: none"> Maths Focus in PC Promote mastery of tables and basic number facts Explore with students, mental maths thinking strategies – some of which underpin basic number facts Investigate and implement the pedagogy of sound maths teaching – with focus on the Gradual Release of Responsibility Model



Annual School Improvement Plan - 2017

System Strategic Direction	School Strategic Plan Link	SMART Goals	Strategies To Achieve the Goal
Engagement	<p>K – 12 Explore the possibility of establishing a Learning Support Centre within the College</p> <p>K – 12 Audit the Colleges position in relations to Aboriginal Education</p> <p>Primary Establish Pre-Kindergarden to cater for 3 Year olds</p> <p>Establish before and After School care Program for Primary Students</p> <p>Marketing E4 Continue to develop and refine avenues of communication with parents, both physical and virtual, to enable families to know about their child's development and progress</p> <p>E8 Develop a systematic Marketing Plan to consistently position the College as the school of choice in the Busselton and surrounding region</p> <p>Leadership E9 Develop and articulate a set of key messages that succinctly describe the benefits and capabilities of the new and unified College</p>	<p>Explore the possibility of establishing a Learning Support Centre within the College.</p> <p>Review the College's position in relation to Aboriginal education. Complete the assessment through the CEWA Aboriginal Education Improvement Map.</p> <p>Establish a Pre-Kindergarten Program including structures and procedures Identify resource requirements Gain Participation in the program, Promote via local media possibilities</p> <p>Invite local and national agencies to establish a program within the College</p> <p>Add further layers to the website, including dedicated landing pages and blog rolls for early learning years.</p> <p>Review and continue to implement marketing plan to consistently position the College as the school of choice in Busselton and surrounding</p> <p>Grow engagement with prospect community</p>	<p>Completed Appointed a Head of Learning Support K – 12. Map the trends in relation number of students needing support and service delivery. Application made for Learning Support Centre status. Identify structures in both K – 4, 5 – 8 and 9 - 12 that support students with Additional Needs</p> <p>Completed Completed the audit of the College through the CEWA Aboriginal Education Improvement Plan. Exploring the appointment of an Aboriginal Liaison Officer.</p> <p>Completed</p> <ul style="list-style-type: none"> • Established facilities and employed a teacher and teacher assistant • Set baseline requirements such as time, days, uniform, cost • Promoted via local media and discussions with play groups etc • Established an enrolment base and opened the facility <p>Completed</p> <ul style="list-style-type: none"> • Have had discussions with available service providers and selected Camp Australia • Established available facilities innSt Joseph's Hall • Anticipate commencement in Term 4. <p>Completed</p> <ul style="list-style-type: none"> • Have articulated the strategic educational benefits of the 5 – 8 Working Party Initiative – staff Board, P & F Parent Bodies



Annual School Improvement Plan - 2017

System Strategic Direction	School Strategic Plan Link	SMART Goals	Strategies To Achieve the Goal
Accountability	<p>K - 12 E1 – Develop a sequential Pastoral Care Program from Kindergarten – 12 that meets the specific developmental needs of students as they grow from young children to young adults</p> <p>E2 – Review and refine pastoral support structures in the primary years to better accommodate the pastoral needs of students and establish consistency of approach across the College</p> <p>E3 – Review and refine the Behaviour Management Policy (BMP) and its implementation to ensure a consistent approach across Kindergarten – Year 12 which upholds the dignity of every individual</p> <p>Finance, Grounds and Buildings A4 Plan for consistent upgrades of College infrastructure such as classrooms, playgrounds, ICT and staff facilities ensuring spaces are contemporary, attractive and conducive to learning</p>	<p>Continue running buddy group program for Yr 7/10, 8/11. Year Group resilience training in PCP.</p> <p>Continue the mentoring program. Provide opportunities for gifted and talented students via HOLAs. Regular meeting with Counsellors at Year group level. MAZE or SEQTA Communications via email</p> <p>Work with the Budget and College Board to address any building programs that are required to be completed by the end of March and planning for 2018 at the end of December</p>	<p>Completed Audited the current documentation and practices in associated with Pastoral care on both the Primary and Secondary Campus</p> <p>Met with key staff and determined a unified response to the Pastoral Care Program.</p> <p>Established a reviewed set of structures to ensure a consistent College approach.</p> <p>Completed Work with College Board, Business Manager and Principal in relation to the Finance and Resource Department to develop the Capital Development Plan – Have completed initial design and costings for Stage 14B – Science , Art Music and General Learning Area Rooms</p>

Annual School Improvement Plan - 2017

System Strategic Direction	School Strategic Plan Link	SMART Goals	Strategies To Achieve the Goal
Discipleship	<p>K - 12 D1 Review the school Evangelisation Plan and enact the new plan</p> <p>Secondary D2 Review and refine the Christian Service Learning program to include progression of commitment from primary through to secondary as a means of teaching students how to integrate faith and life</p> <p>K – 12 Establish links to the Parish</p>	<p>Create a new Evangelisation Plan with Leadership Team during Term 1</p> <p>Create an overview of Service K-12, provide philosophy, vision of S/L linked to FIRST, MacKillop charism, gospel values and CSJ Principles (as in RE curriculum)</p> <p>Provide and promote increased College population involvement in the life of the Parish</p>	<p>Completed</p> <ul style="list-style-type: none"> • Leadership team attended a three day workshop at the CEWA Office to begin construction of the College's Evangelisation Plan <p>Completed</p> <ul style="list-style-type: none"> • Have reallocation of this role to the Head of Ministry and begun an appraisal of the current Service Learning Program from Year K - 12 <p>Completed</p> <ul style="list-style-type: none"> • Instituted a set of College masses where all aspects of the service are undertaken by students and staff in conjunction with the Parish Priest • College Masses held in each term of 2017



STRATEGIC PLAN 2016-2019:

Strategies to be addressed in 2017 are **Bolded**.

LEARNING

QCS REF 303 Learning Culture

- L1 Foster a culture of high expectations & academic excellence across the College**
- L2 Develop a culture where student data drives learning.**
- L3 Create an environment which fosters passion in teachers to engage all students in their own love of learning**
- QCS REF 306 Systematic curriculum delivery
- L4 Establish and implement a coherent, sequenced plan for Curriculum delivery across Kindergarten – Year 12, responsive to the key points of transition and the needs of learners**
- L5 Maintain a Charter for Early Childhood Education that complies with the National Quality Standards and gives life to the aspiration to be the provider of choice in the Busselton region
- L6 Maintain a consistent team based approach to the teaching of Literacy and Numeracy in the early primary years and lift student performance**
- L7 Review and refine processes to prioritise earliest possible intervention for students identified by data in Years K-2 Literacy and Numeracy

ENGAGEMENT

QCS REF 402 Pastoral care of students

- E1 Develop a sequential Pastoral Care Program from Kindergarten – 12 that meets the specific developmental needs of students as they grow from young children to young adults**
- E2 Review and refine pastoral support structures in the primary years to better accommodate the pastoral needs of students and establish consistency of approach across the College**
- E3 Review and refine the Behaviour Management Policy (BMP) and its implementation to ensure a consistent approach across Kindergarten – Year 12 which upholds the dignity of every individual**
- QCS REF 201 Engagement with the school community
- E4 Continue to develop and refine avenues of communication with parents, both physical and virtual, to enable families to know about their child's development and progress**
- E5 Conduct parent workshops at each stage of transition in order to engage parents in building the resilience of their children and understanding the teaching and learning programs of the College
- E6 Maintain a strong "Regional College" focus by strengthening relationships with feeder schools
- E7 Develop a comprehensive approach to supporting teaching and learning through the Leadership, Professional Learning and Development opportunities provided for staff
- E8 Develop a systematic Marketing Plan to consistently position the College as the school of choice in the Busselton and surrounding region**
- E9 Develop and articulate a set of key messages that succinctly describe the benefits and capabilities of the new and unified College**

ACCOUNTABILITY

QCS REF 304 Targeted use of resources

- A1 Establish a new College Board, with representation across K -12 appropriately reflecting the make-up of the new College, to undertake the governance of the College for the next five years
- A2 Resource the Marketing Plan to enable the consistent reinforcement of key messages beyond historical associations
- A3 Resource media relations and digital communications focused on developing an understanding of the unified College and thereby increase brand recognition
- A4 Plan for consistent upgrades of College infrastructure such as classrooms, playgrounds, ICT and staff facilities ensuring spaces are contemporary, attractive and conducive to learning**
- A5 Prioritise resourcing of the strategies in this plan through annual budgets

DISCIPLESHIP

QCS REF 102 Integrating faith and life

- D1 Review the school Evangelisation Plan and enact the new plan**
- D2 Review and refine the Christian Service Learning program to include progression of commitment from primary through to secondary as a means of teaching students how to integrate faith and life**
- D3 Strengthen community alignment to the new College Mission and Core Values and use these to motivate a broadening of Christian service in the community
- D4 Develop a program to identify Scholarships/Bursaries opportunities**