

MACKILLOP CATHOLIC COLLEGE



ANNUAL REPORT 2017



Published 30 June, 2018

Year in Review – 2017

This annual report for 2017 provides a comprehensive overview of the College for parents, students and wider community. Hard copies of this report are available upon request at the College Office.

Introduction

MacKillop Catholic College is located in Mornington, Tasmania. It is bounded by Currajong Street and Goondi Street. It is a Catholic co-educational college governed by the Governing Council of MacKillop Catholic College catering for students from Year 7 to Year 10.

Although discussions about the possibility of establishing a Catholic secondary college on the eastern shore of Hobart had taken place as early as 1962, it was not until the planned restructuring of Catholic secondary education in the Hobart region commenced in the early 1990s that the opportunity arose to establish MacKillop Catholic College.

MacKillop Catholic College opened in the refurbished site on 9 February 1994. The College opened its doors to 59 students in 1994. By 1997 student numbers had risen to 340, in 1998 there were over 400 students, and in 2006 the ceiling enrolment of 560 students was reached.

The total 2017 enrolment of MacKillop Catholic College was 551 students. The breakdown of the individual year level numbers and gender is shown below:

Year Level	Total number of students	Male (%)	Female (%)
Year 7	140	86	54
Year 8	144	77	67
Year 9	128	73	55
Year 10	139	67	72





PRINCIPAL'S REPORT

2017 was another very busy, eventful and productive year for MacKillop Catholic College. This report gives you a snapshot of the year.

Year 7 Welcoming Event

In 2017, we introduced a welcoming prayer service for our incoming Year 7 families. There was a definite buzz as parents and students entered the Gym for the first time and were welcomed by Ms Phillipa Coward, the Year 7 Co-ordinator. Fr Peter O'Loughlin led the Liturgy and spoke of the hope that all staff hold for new students to be settled in a school. He then referred to the hope clearly expressed by St Paul that each and every student grows strong in the core Gospel values of kindness, love and forgiveness and that each person fulfils their capacity to grow in self-knowledge of the love that God has for them.

Prayer Life

Each day at the start of Tutor there is a prayer. All of our meetings start with prayer. The Angelus was introduced into the College in 2016. The Angelus is an ancient Catholic practice referring to the Angel Gabriel telling Mary that she would conceive a child who would be the son of God. We use the call-to-prayer part of the Angelus, which is the sounding of cathedral bells. The pattern is three groups of three peals followed by nine peals. This is played every day and is a time for quiet reflection. There is community prayer each Thursday morning at 8:20 a.m. in the Chapel. There is good attendance from staff and students, with students leading prayer as often as staff.

Retreats

Every student at the College undertakes a retreat with a program that is run by MacKillop staff. These programs go a long way to make the Gospel present and relevant in the lives of our students who routinely report that these experiences are a highlight of their time at MacKillop in exit surveys.

Staff Communications

Mrs. Tricia Scott has taken on the role of reviewing the letters of the College before they are sent, ensuring they are professional and consistent. We now have a style guide to ensure consistency and professionalism of communications.

Meetings

The structure and content of staff meetings has changed over the last couple of years with the focus now on professional learning. There is an extra briefing of 10 minutes on Wednesday mornings to increase communication and reduce the administration load during staff meetings. Staff meetings have had a particular focus on professional learning in 2017. There have been sessions on anaphylaxis, mandatory reporting, leadership, behavior management, pastoral care and other topics.

JJAMM Conference

Each year our College Captains and a staff member spend two days at Mary MacKillop Place in North Sydney and three days at Kincumber, learning about the Josephite ethos. They come back with a proposed agenda of themes and ideas which are implemented during the school year.



Student Leadership

During Term 1, our 2017 Student Leaders supported a theme established a year earlier by 2016 Student Leaders who created awareness through their #letthemstay campaign. The 2017 focus was #bringthemhere. All students were made aware of personal stories from refugees in Nauru and Manus Island and placed photos and thoughts on a fenced area of our Oval in a morning of silent protest and targeted prayer. In Term 3, our Student Leaders brought together the whole community in the spirit of Mary MacKillop, Julian Tenison Woods and St Joseph with a jam-packed JJAMM Week. In Term 4, they worked with the Year 7-9 SRC around the theme of RU Okay?, which actively promoted ways through which young people can have positive conversations about their mental health.



Bullying Surveys

Bullying surveys have been implemented so that students can anonymously report any issues. These surveys are open at all times. Each year the Principal addresses students as to what bullying is and the steps that can be taken if you are bullied. As part of the introduction to ICT in Year 7, the Deputy Principal outlines expectations in this regard and gives all students a copy of the College pamphlet.

Camps

Each year there are camps for Year 7s and Year 8s. These camps are a big commitment for staff, but the benefit to students is worth the effort.

Br Tony Smith Fund

A fund has been instituted to support students in need. This involves staff volunteering to have money deducted from their pays to go to the fund. The anticipated funds each year are about \$3000.

Recruitment Processes

Our recruitment processes have been reviewed and documented. These processes are serving us well as we continue to fill vacant positions as needed.

Transitions

We work closely with John Paul II, Corpus Christi, St Johns and St Cuthbert's as our main feeder schools. We routinely provide student support at events such as their sport carnivals. We also have a close relationship with Guilford Young College as our Year 11 and 12 campus. There have been many initiatives with these schools to make the transition of students as seamless as possible.

Student Wellbeing

Significant time has been put into programs around goal setting, sexting and bullying. Strategising in terms of involving Student Leaders, launching programs and reviewing what is working and what isn't, has helped the

effectiveness of the program. Time is built into the timetable for these programs.

Stay ChatTY

The official launch of Stay ChatTY took place at MacKillop in 2017. This was launched by the Premier with Ministers present and some good media coverage. We have had an ongoing, close relationship with Stay ChatTY.

Marketing and Communications

In late 2016, Ms Janine Toms was employed in the role of Marketing and Communications Officer, a new role for the College. Since that time we have had a vibrant Facebook presence. We have also reviewed our publications to our parent body. After listening to feedback, we have replaced fortnightly newsletters with bulletins two or three times a term which are an update of events taking place. We report in more detail at the end of each term with MKC Spirit, a mini magazine celebrating the many good things happening at the College each term. Our branding has been reviewed and updated. This has led to new signage and stationery at the College. The College website has had significant review, we are looking to launch our new website in 2018.

Pastoral Structures

The name of the pastoral groups changed in 2017 from Home Room to Tutor to reflect that Tutor teachers know their students as well as pastorally. Staff room configurations will be subject specific in three of the four staff rooms to allow for greater collegiality and informal professional conversation. Class rooms as far as possible will also be subject specific.

Student Support Meetings

These meetings were re-introduced at the start of 2017. These are meetings for students with additional needs where their parents come in and meet with the teachers of that student. The purpose is for the sharing of information on how best to meet the needs of that student.

Visiting Japanese Students

In 2016 and 2017, we had Japanese students billeted by College families and staff. The Japanese students came to school at MacKillop during the day. The experience was a resounding success and achieved some good coverage in the Mercury.

Staff Spirituality Day

Every year we have a staff spirituality day. In 2017, Dr. Wayne Tinsey, Executive Director of Edmund Rice Education Australia, led us.

Optional Staff Retreat

An optional staff retreat was offered in 2017, facilitated by Dr. Drasko Dizdar. About six staff took up this opportunity and reported positively on the experience.

Educator Impact

Under the leadership role of the Director of Staff Development, the College adopted the Educator Impact program in 2017 as a mechanism for staff to receive feedback on performance, reflect on practice, individualise professional learning and enhance student outcomes. The program was introduced in two parts: staff in positions of responsibility gathered their 360° feedback through March and April, while all teaching staff gathered feedback from peers and students during May. The feedback collection was followed by the setting of S.M.A.R.T goals, which were worked towards during Semester Two.



Strategic Plan

After a lengthy process of consultation, the Strategic Plan for 2017 – 2020 was completed at the end of 2016. We have reviewed and tracked our performance against the Strategic Plan during 2017. The Principal meets with individual members of the Leadership Team fortnightly to review progress against the goals.

The StEP Program

This program was introduced in 2017 to support disengaged students. This program involved a small amount of students working with dedicated staff members on activities such as Outdoor Education activities and working in the College vegetable garden.

Professional Learning

Following on from the pleasing level of participation in faith/formation professional learning in 2016, a healthy number of other staff took up opportunities in this area in 2017. As well as faith/formation, we focussed closely on formative assessment and differentiation in our professional learning opportunities in 2017. For example, 17 teachers attended a seminar on extending the brightest students entitled 'Addressing the Excellence Gap'.

Staff Induction

The Director of Staff Development and Staff Liaison Co-ordinator continue to work on refining our induction processes for new staff to ensure that they are given the best possible introduction to the College.

Policy

A detailed policy on sexting was developed this year and was endorsed by the Board. The policy and procedure for critical incidents was comprehensively reviewed and updated.

Reviews

In 2017, we have undertaken formal reviews in the areas of Learning Equity, the timetable, Staff Liaison and Wellbeing and the Library. All of these reviews, except the timetable, were led by external facilitators and have helped, fine-tuned and in some cases adjusted our approach considerably. For example, we have changed the timetable to a 6-period day which gives us greater flexibility and helps good pedagogy as classes such as Maths, Music and Languages can meet more frequently.

Uniform

After about four years of review, the College uniform will undergo changes for 2018. The girls' dresses and skirts have a new design and girls now have the option of trousers and shorts. The spray jacket is being phased out in favour of soft-shell jackets which are warmer, smarter looking and more versatile, as they can be worn with the formal uniform. The girls will also have the option of a long-sleeved blouse. The boys have a new tie and new 'jack' shirts that can be worn all year round. We are confident that these changes will enable students to feel comfortable, look very presentable and also reduce the amount of arguments with staff about wearing the uniform correctly.

Timor Leste

In 2017, we doubled the number of students and staff who took part in this immersion. Once again, the experience was something close to life-changing for the participants. Our support of Mary MacKillop International is ongoing each year, with a number of teacher-training scholarships being provided by our fund-raising efforts. Our work in this area is being noticed. We have had the opportunity this year to meet the former President of Timor Leste and Nobel Prize Laureate, Dr Ramos Horta and the Timor Leste Ambassador to Australia at a lunch at Government House. MacKillop won the schools' award presented during Human Rights Week at the beginning of December. This involved presentations at Parliament House and Government House.

The Arts

This year's Production was *'Masquerade'* and was directed by Ms Phillipa Coward. The quality of the Production was outstanding, with the students really showing what they are capable of. Ms Phillipa Coward, Ms Toni Pritchard, Ms Cathy Allen and a number of other staff did a great job over many months in preparing students for the Production, preparing props, costumes and so forth. In Term 4, we had our annual showcase of student work which we call Fusion. There have been Drama and Music performances at the Peacock Theatre and displays of student work at the Long Gallery.





Sport

Some of the highlights from 2017 sport representation:

Term 1

- College, SSATIS and SATIS Swim Carnivals – some super performances particularly by our Year 7 Boys who only narrowly missed out on the Under-13 Team Pennant at the Southern Event;
- Mountain Biking and Rock Climbing Clubs started in 2017.
- There were three surf lessons for students at Clifton Beach with Coastrider Surf Academy – 45 students attended;
- Our Year 8 Boys Basketball Team won the SSATIS Premier Shield;
- The Inaugural Girls SSATIS Cricket Roster took flight and our Girls Year 7 Team won several games in a Year 7-10 Competition. We also applied for a Cricket Grant for \$2,000 from Cricket Australia and successfully received a grant to support our female cricketers with new gear and coaching support in 2018;
- Our Boys and Girls AFL9s Football Teams performed very well at the Schools Challenge;
- Our MacKillop Surf Life-Saving Team won the School Titles at Kingston Beach;
- Several students attended the School Surf Titles and many finished top three in their age group;
- Our Equestrian team won the High-School Event and the Best Overall School Trophy at the One-Day School Event, the first time MacKillop has won the overall school trophy.

Term 2

- College and SSATIS Cross Country Events – with some stand-out performances from individual students as well as great participation;
- All Schools Cross Country – two students made the State Cross Country Team for Nationals;
- Our Year 9 Boys Basketball Team won the SSATIS Premier Shield;
- Our Year 7-10 Girls Field Hockey Team won the Girls Division 2 Final in the Schools Competition;
- Our Year 9 and Year 10 Girls' Netball Teams both made the SSATIS Final finishing runners-up;
- We sent a Boys Team to the Schools Mountain Biking Challenge in Launceston;
- We sent two teams to the Tasmanian Schools Volleyball Tournament where our Senior Girls finished first and our Senior Boys third, both in Division 1.

Term 3

- College, SSATIS and SATIS Athletics Carnivals – again our athletes were on show and the commitment shown by students to do their best for the College, even if not their preferred event, was outstanding – our Under-15 Boys Team was exceptional, winning the State SATIS Age Pennant;
- The Inaugural Girls SSATIS AFL Roster played out Term 3 and our MacKillop girls were in fine form, making the Final;
- Our Year 10 Girls Netball Team attended the Hawk State Netball Cup in Launceston and finished runners-up in Division 2;
- Our Year 7 Boys Soccer Team won the SSATIS Trophy;
- Our Year 7 and 10 Girls SSATIS Basketball Teams both made the final to finish runners up for the SSATIS Shield.

Term 4

- Eight MacKillop Touch Football Teams participated;
- Both cricket teams performed very well.;
- Our Regional Basketball Teams attended the Southern Regional Tournament on the 11/12 November and all 3 of our Division 1 Teams qualified for the State Tournament later that month. Our Senior Boys won

the Southern Title. Our Senior Girls and Junior Boys both finished runners up;

- Schools Triathlon – we had close to 100 students registered for this event.



Phil Beadle

The College hosted Phil Beadle on 1 August, 2017. Phil is an award winning teacher, broadcaster, consultant and teacher trainer. As well as a number of our own staff taking advantage of these presentations on literacy and behavior management, outside staff from other schools also came to hear Phil speak.

Students Not Attending school

The new Tasmanian Education Act has changed provisions for the follow up of students who are not attending school. The main change is that parents or guardians who are not providing adequate reasons for their child not attending may be required to attend a conciliation conference. Ms Donna Brown, Director of Student Wellbeing, has been diligent in chasing students who are not attending school. The very first conciliation conference under the new processes was undertaken by MacKillop.

Southern Support School Partnership

Over this term we have had students in StEP, Theology and Ministry visit Southern Support School to work with students there. This has been very rewarding for our students and hopefully for Southern Support School!

Information and Communication Technology

We worked hard on preparing our Semester 2 report template in SEQTA and training staff on how to use it. The new report style looks modern and visually appealing while delivering key information about student progress. The ease of use has so far been well received by teachers due to our change-management strategies. Putting this report in place represents the first stage of our ultimate goal of having continuous reporting at MacKillop Catholic College as soon as possible. The next phase will involve training staff to use SEQTA Marksbooks to place major assessment results online, followed by the activation of the parent portal, SEQTA Engage.

We also recently MyED, which is a lesson delivery platform that is closely associated with SEQTA under the Horizon Group umbrella (Synergetic is also a member of this group). MyED allows us to differentiate our lesson plans and content to infinite degrees and deliver personalised learning to every single student in our classes. MyED has been well received by staff and we have been working closely with the MyED CEO and founder of MyED to improve both the implementation of MyED at MacKillop and the product itself.

We also recently switched our mail server from a Microsoft Exchange platform to a Google Mail server. The switch achieves many positive results for us; foremost is access to the powerful Google Apps for Education (GAFE) Suite. GAFE offers a set of free tools that Google have designed to make working with ICT easier and more streamlined. These tools will integrate well with both our iPads and Windows devices to make the day-to-day workflow easier for both teachers and students. Another benefit of the switch is that it improves access to SEQTA by freeing up addresses that were required by the Microsoft Exchange platform. This means that SEQTA can now be accessed from anywhere using the same address, rather than the two addresses we have previously. The final benefit is that we are now in line with the TCEO and many other Tasmanian, Australian and worldwide schools in using the GAFE platform.

Eamonn Pollard
PRINCIPAL



Curriculum

In a faith-based college, we have the dual responsibility of ensuring our curriculum and pedagogy follow the directions laid down in the Archbishop's Charter as well as with state and federal government instructions. Our Religious Education program is closely underpinned by the guiding documents provided by the Archbishop and The Tasmanian Catholic Education Office and have been updated in line with new directions in 2017.

Other subjects, and where possible, elective subjects are underpinned by the Australian Curriculum and include references to the general capabilities and the cross-curricular priorities. We present a curriculum that educates for change and promotes lifelong learning.

MacKillop Catholic College seeks to engage all students in an effective and excellent education. We aim to prepare students for further study, for work and for life as young adults developing into well-educated, spiritually aware and ethical young adults. The variety of subjects, as well as co-curricular opportunities offered, is testament to this vision.

MacKillop Catholic College has an inclusive enrolment policy, one that does not exclude students on the basis of academic, emotional or physical ability. As a result, we are committed to the development and maintenance of a comprehensive curriculum through which each student is enabled to reach his or her potential. To improve in this area, the staffing of the Learning Equity Department was reviewed and changes made for 2018 to include a new role description for the Head of Learning Support and the creation of a role in Learning Extension, dedicated to working with high achievers. The role designed to support disengaged students has been successful in providing an ongoing engagement program (StEP). In 2018, these roles will now come under the direction of Head of Learning Support.

Our current curriculum is based on the following key learning areas.

- Religious Education
- English and Literacy
- Health and Physical Education
- Languages Other than English (LOTE)
- Mathematics
- Science
- Studies of Society and the Environment (SoSE)
- Food Technology
- Design and Digital Technologies
- Performing and Visual Arts

Students in Years 7 and 8 build on knowledge and skills gained from the primary school environment and this

ensures a seamless transition between primary and secondary school. The compulsory subjects include Religious Education, English, Mathematics, Science, SoSE, Language and Health and Physical Education. Students also participate in a Reading Enrichment Program which is aimed at developing aspects of their literacy. In Years 7 and 8 students, are exposed to a variety of enrichment subjects including Music, Art, Drama, Digital Technology, Material and Design Technology (MDT) and Food Technology.

In Years 9 and 10 students, continue with their compulsory subjects and also choose from a range of optional subjects which are designed to cater for their broad-range of interests, skills and talents. Students may choose from a selection of Performing and Visual Arts, Sciences, Humanities, Languages, Technologies, Business and Vocational Education (Hospitality and Construction) and Physical Education.



In addition, MacKillop Catholic College offers comprehensive learning support and enrichment programmes for students who may have specific learning needs by providing programs such as Learning Support and Gifted and Talented Education.

Learning Equity

Andrea Brumby was appointed as Head of Learning Support for 2018. Susan Foster was thanked for her commitment to this department over a period of six years. Elizabeth Matthewson and Madison Downie resigned from their positions as a Learning Support Officers.

In Term 4, Robyn Harper joined the staff to work with a small group of students in Year 7 with additional needs (SWANS). Robyn was employed because of her experience with primary school aged children and SWANS. She ran a term long project incorporating literacy and numeracy as well as real life experiences, such as visiting RSPCA. This was a pilot program and it will be up to the Head of Learning Support if this continues in 2018.

Outdoor Education

Samuel Cramer resigned as Outdoor Education teacher and Co-ordinator and was thanked for his contribution to the department for the previous five years. Rachel Deal was appointed to work in Outdoor Education for 2018 and Justin O'Brien as Co-ordinator for 2018.

Head of Department Staffing

Mrs Rebecca Prenter took over the role of Head of Department, Mathematics vacated by Mr Murray Herbert in 2016. Mr Herbert commenced his role as e-Learning Co-ordinator. Dr Shelley O'Reilly resigned her position of Head of Department, Humanities in Term 2 and Mr Phillip Stanley took over the role of Head of Department, Humanities in Term 4 (with Mrs Debbie Arnett taking interim responsibility) and the roles of Head of Department, SoSE and Head of Department, English were advertised. Mr Phillip Stanley and Mrs Alice Smith were appointed in these positions for 2018.

Ms Cathie Sullivan resigned from her position as General Capabilities Co-ordinator but has continued in the role of REP Co-ordinator. The role of General Capabilities Co-ordinator has been put on hold until more vision for the direction of this role is established. The role of REP Co-ordinator was advertised as a one-year position, so that there can be more thought about what the role needs moving forward in the area of literacy from 2018. Cathie Sullivan was appointed in this role for 2018, but due to teaching commitments was unable to continue in 2018. Mrs Tricia Scott will take over management of REP in 2018 for a year.



Administration of Learning Management Systems

The administration for SEQTA learning management systems was shared between Mrs Sue Howard, Deputy Principal, Mrs Deborah Arnett, Director of Learning and Teaching, Mrs Tricia Scott, Teacher Librarian and Mr Murray Herbert, with Mrs Scott also taking on some administration duties for leadership.

Heads of Department have started to use SEQTA Engage and get units of work, lesson plans and assessment tasks

onto the system. This is very positive but the original timeline to embed learning in this system by end of 2018 is still in place to allow all Heads of Department time to learn and work with the system.

Elective Subjects

There was, once again, a large variety of elective subjects available for Year 9 and 10 students, but issues arose with the choice of selections in each line and teacher availability. Some classes were full and students had to be turned away. This is an area of review, along with a timetable review for 2018.

New electives offered in 2017 were Philosophy, Theology and Ministry and Essential Connections (an extension of the literacy skills learnt in Year 8). Some subjects have been marketed as extension subjects and there has been careful counselling to ensure students understand the course requirements in these subjects.

New Timetable

A timetable review and consultation took place in 2017 and a new structure was created for 2018. The reasons for this were to increase the time allocated to the Arts and Technology electives, more regular spacing of Maths and English and increase in single lessons for Science and HPE.

Teacher Standards and Qualifications

In 2017, MacKillop Catholic College had 79 teaching and non-teaching staff members. Of these, 34% of staff were male and 66% were female.

Meeting AITSL Teacher Quality Standards

Number of teachers (per category)

TEACHER QUALIFICATION / STAFF PROFILE	NO. OF TEACHERS
Teachers having formal qualifications from a recognised higher education institution or equivalent	46
Teachers having graduate qualifications but not a formal teaching qualification from a recognised higher education or equivalent	1
Teachers not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge	0
Staff identifying as indigenous	0

The teaching staff retention rate is 87%. This indicates the percentage of teachers who have continued service at MacKillop Catholic College from 2016 into 2017.

Student Attendance

School attendance is always high. The attendance is marked by period. Unexplained absences are followed up promptly by office staff by phone and SMS. The Principal and other key staff are made aware of sustained absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time to time for various reasons. In such cases parents make contact with the Principal for approval.

See Table 1 for overview of managing student non-attendance.

TABLE 1: Managing student non-attendance

STEP 1	DAY ONE of absence	The single most effective strategy to improve student attendance is to follow up an unexplained student absence at the first opportunity. This may involve a phone call, note or email to the parent/carer on the first day of the absence, where parents have not already contacted the school.
STEP 2	Up to FIVE DAYS 'yet to be explained' or 'unauthorised' absence	<p>If a student is absent for three (3) consecutive days and there has been no notification from the parent/carer:</p> <ul style="list-style-type: none"> School must attempt to contact the parent/carer to establish the reason for the child's absence. <p>If a student is absent for five (5) consecutive days:</p> <ul style="list-style-type: none"> Principal may send <i>Proforma Letter One</i> to the parent/carer asking them to make contact with the school to discuss the absence (if other attempts to contact the parent/carer have failed). Principal may, under the <i>Education Act 1994</i>, request a parent/carer to provide a certificate from a registered medical practitioner (this may occur later than five days at the discretion of the principal).
STEP 3	TEN DAYS 'yet to be explained' or 'unauthorised' absence in one school term	<p>If a student is absent for ten (10) days in any one school term or there is a pattern of absence which is of significant concern:</p> <ul style="list-style-type: none"> School should consider requesting a meeting with the parent/carer to ensure that there is no underlying problem behind the absence. Principal may send <i>Proforma Letter Two</i> to the parent/carer outlining attendance concerns. Principal should consider involving CEO and/or the school social worker. Continued difficulty in contacting the family may necessitate sending a registered letter to the parent/carer.
STEP 4	TWENTY DAYS of absence in one school term, irrespective of reasons provided	<p>If a student is absent for twenty (20) days in any one school term:</p> <ul style="list-style-type: none"> School must initiate a 'case management' approach, involving face-to-face contact with the parent/carer, with the emphasis on a plan to support the student's return to regular attendance. Principal may send <i>Proforma Letter Three</i> to initiate the above meeting. Principal must involve the CEO to develop a strategy to restore attendance. The strategy may involve a flexible arrangement – for example provision of alternative placement, part-time schooling or open learning. <p>A principal should inform the CEO when a student has been absent (unauthorised) from school for 40 days. The CEO will ensure that an investigation is made and appropriate measures taken, including prosecution where appropriate.</p>

The average student attendance rate for the College during 2017 was 87.6%. School attendance rates disaggregated by year group are shown in the table below.

Attendance rates by year group	Year 7	Year 8	Year 9	Year 10
	91%	90%	86%	83%

Student Outcomes 2017

NAPLAN results from 2017 reveal that the percentage of MacKillop Catholic College students at or above National Minimum Standard (NMS) is comparable, or higher than the percentage of students at or above NMS within Tasmania or Australia.

Year 7 results

Results from Year 7 show we have comparable percentages (within 1%) of students at or above NMS (Band 5) in Reading, Grammar & Punctuation and Numeracy compared to Tasmania and Australia average percentages. In Spelling and Writing, College results reveal a +3% or more difference to Australian and Tasmanian percentages.

Year 9 results

Results from Year 9 show comparable (within 1%) percentages to Australian percentages of students at or above NMS (Band 6) in Grammar & Punctuation and Writing and to Tasmanian percentages in Reading. There is a positive difference (+3%) in our results compared to Australian results in Reading, Spelling, and Numeracy.

Trends 2017

There have been increases in the percentage of Year 9 students making a high relative gain in Numeracy compared to comparative data from 2015 and 2016. The relative gains for all other domains remain similar to past years.

Gender Outcomes 2017

In 2015 a higher percentage of Year 7 males than females were assessed at Band 8 (above expected Year 7 level) or above in Reading. This same cohort was assessed in 2017, and this remained true for gender above expected Year 9 in Bands 9 or 10 in Reading.

In 2015 similar percentages of Year 7 females and males were assessed at Band 8 or above in Numeracy. This same cohort was assessed in 2017 at Year 9, but there was a much lower percentage of females at Band 9 or 10 in Numeracy.

Post-Secondary Education

In 2016, 88% of our Year 10 2014 students completed Year 12. All of these students received a TCE and 70% received an ATAR. We have not yet received the data for direct continuation for students for Year 10, 2017. However, 30% Year 10 students in 2017 were enrolled in a TASC course in 2017.

In a College survey, 91% of 2017 Year 10 students stated they were intending to go to a senior college. 27% students nominated Guilford Young College as the senior college of choice.

Reporting A – E

The A – E data collated by TCEC shows that our results are similar to other schools and colleges with the exception of the percentage of A grades given. In 2016 in most subjects and year groups, less As were achieved at MacKillop Catholic College than the other schools (exceptions were Year 8 Maths, Year 7 and 8 History, and Year 7 and 8 English which had similar percentages to most other schools).

Comparisons of percentages of A – E from end of 2016 for Year 9 Maths to end of 2017 Year 10 Maths and from Year 8 Maths 2016 to Year 9 Maths 2017 show a positive increase in the number A – C grades given and a decrease in the number of D and E grades achieved. Although too early to tell, this may be a reflection of the implementation of our improved Maths pedagogy.

Reporting Student Progress

There is an ongoing plan to have NAPLAN and PAT data available in each student record via SEQTA. Teachers are also using SEQTA to record assessments and feedback to students. This kind of student information will be available to parents/guardians in 2019 through SEQTA Engage.

NAPLAN

NAPLAN results are sent out to parents/guardians in September/October of each year on receipt of individual reports for each student. A brief summary of NAPLAN results for the College is presented to Leadership but not made available to parents other than via My School. Staff have access to individual student results via the NAPLAN documentation kept in a staff shared drive. Results identifying high or low achieving students, are shared with teachers. However, any teacher can request to see the results for a student at any time.

Progressive Achievement Tests

The PAT Reading Comprehension and Numeracy results are collated by ACER and are available to the TCEO. All staff have access to these results through the staff shared drive. Results are available to parents/guardians on request. These results are used to create Maths and Reading Program groups and will help to identify high achieving students in 2018, who will then be referred for further assessment with the staff of Learning Extension.

Academic and Personal Management Reporting

Teachers and Tutors provided two interim and two summative reports in 2017. At the end of Term 1 and 3, an interim report provides feedback on personal management and how a student is meeting academic expectations. Requests for interviews were included.

At the end of each semester, teachers reported on personal management and academic achievement using strand assessment and TCEO A – E ratings. Reports were generated through SEQTA and were sent home with students. Semester 1 reports also had subject comments and recommendations for improvement.

Examinations

Due to the death of a staff member, the Year 9 and 10 mid-year examinations were cancelled. In November, Year 10 students undertook examinations in English, Maths, SoSE, RE and Science. Physical Science students also had an examination to prepare them for Year 11 exams in this subject. Year 9 students undertook exams in Maths, SoSE and RE. Exam results were made available for students in the week after the exams but were not sent out to parents, unless requested.



Programs that have enhanced student learning

Literacy Programs

MacKillop Catholic College continues to provide a Year 7 and 8 Reading Enrichment Program (REP) based around the principles of reading intervention designed by Carol Christensen. Essential Connections was offered in Year 9 students as an elective option. This supported student learning through goal setting and reflection on learning as well as targeted support in literacy.

Numeracy Programs

MacKillop Catholic College continued to provide opportunities for parents/guardians and students to self-select the Maths level and pace at which students work. The Essential Maths program is designed to personalise student learning in Maths by 'bridging the gaps' in learning. This is done by the use of Maths Online and MyED quests of various levels designated by screening tests to determine levels as well as traditional teaching methods to deepen understanding.

Students in General Maths and Advanced Maths classes undertake summative assessment tests when a student feels ready. Opportunities to retake after tutoring were available. Formative and summative assessment as well as Common Assessment Tasks were undertaken by all students in Maths and in all other learning areas.

Once a week, after-school tutoring was offered to support student literacy and numeracy.



Religious Education



"Religious Education is the key learning area for all Catholic and other faith based schools. As a discipline it engages all other learning areas and invites the learner into a personal search for meaning and an exploration of the ultimate questions facing human beings, asked from the point of view of religious faith."

(<http://curriculum.catholic.tas.edu.au/religious-education/rationale>)

At MacKillop Catholic College, Religious Education is a compulsory subject, which is taught according to the structure and content of the Tasmanian Archdiocese Good News for Living curriculum. All students study Religious Education for 5 hours a fortnight for each of the four years they are at the College.

The College's teachers of Religious Education are highly qualified and experienced in this subject area and work effectively as a team to develop a relevant, interesting and academically challenging Religious Education programme. This programme is shaped around the 8 elements of Good News for Living; Jesus Christ, God, Church, Sacraments, Christian Prayer, Religion and Society, Christian Life and Scripture. Through these elements, students explore concepts of faith, religion and spirituality, investigating their impact on history and the world today. Students also explore major world religions, with particular emphasis on Christianity and the rich traditions and teachings of the Catholic faith. In addition to this, students are given opportunities to explore and reflect on their own beliefs and opinions in order to take ownership of their own faith and spirituality.

During 2017, the Religious Education department added two elective subjects for Years 9 and 10; Theology and Ministry and Philosophy. These subjects enable students to further explore either social justice and outreach or philosophy and ethics with other like-minded students. In May, some of these students, as well as other selected Year 10s, were given the opportunity to hear international presenter, Dr Peter Vardy, speak on the topic of A Grand Design: Science, Ethics and Religion in Dialogue. In addition, last year also saw several guest speakers come to the College to enhance the Religious Education programme. The Year 8s heard from the St Vincent de Paul Society, the Year 9s heard about Aboriginal Spirituality from the Tasmanian Aboriginal organisation mina nina and the Year 9s and 10s had several visits from Dr Drasko Dizdar who helped to explain some more complex theological concepts to the students. During Term 3, the Year 7s visited the Josephite History Centre in New Town where they learnt about the work of Fr Julian Tenison-Woods and the Sisters of St Joseph in Tasmania. During that term, we also added a practical component to our Year 8 Church History unit; the students painted their own religious icons. This activity was combined with an investigation of the history, purpose and meaning of religious icons and it did a wonderful job of engaging especially those students who struggle with more traditional learning experiences.

Languages

The MacKillop Catholic College Languages program provides students with a structured pathway towards Japanese language competency. Japanese is a compulsory subject in Year 7 and 8 and becomes an elective choice for students in Year 9 and 10. The Year 7 course begins with learning to count and give a simple self-introduction. By Year 10 students have moved to using complex sentence structures to discuss their daily life and exchange information with others.

In the classroom, students work collaboratively with peers to create and present Japanese conversations, songs, speeches and short plays. Students regularly reflect on and compare the English and Japanese language systems and the vibrant cultures of Japan and Australia, thus strengthening both their literacy and intercultural understandings.

Outside of the classroom, students are encouraged to participate in Japanese lunch days, origami and shodo workshops, the Speech and Calligraphy competitions and our Year 9 and 10 MacKillop Catholic College Japan Study Tour. Our extra-curricular program was extended in 2017 to include Japanese film nights and the opportunity to host and spend time with visiting students from Hokkaido.

ATSI (Aboriginal and Torres Strait Islanders)

Learning about indigenous peoples' histories, beliefs and culture happens for all students across curriculum areas. This past year, students have explored the special connection to country or place, aspects of Aboriginal cultures, identity, spirituality, histories, society and sustainability through stories, films and literature, through reading, listening and discussion, through artwork and performances, through visiting speakers and excursions.

Our Indigenous students at MacKillop College have also had the opportunity to take part in excursions and events throughout the past year including visiting the Balnhdhurr exhibition at TMAG, a visit to the Riawunna Centre at UTAS, the launch of the Reconciliation Council of Tasmania, participation in the Wiyi Yani U Thangani (Women's Voices) Project, Murrayfield camp and visits from mina nina/Nita Education.

Our ATSI Education Annual Plan incorporates activities under the headings of Culture and Identity (professional learning for staff, cultural activities for students, TMAG experience for Aboriginal Students); Literacy and Numeracy (Learning Plans for our Aboriginal students, support and/or intervention for our Aboriginal students as required); Partnerships (with local ATSI organisations and community, the Riawunna Centre at UTas, with parents/families); Leadership (professional learning and meetings for staff, leadership opportunities for students); Attendance and Engagement (activities and excursions, StEP program, social group, homework help/after-school tutoring); and Transition Points and Pathways (transition activities with feeder schools and colleges, visits to Riawunna, transition support for students and families as required, visits from training organisations).



Parent, Student and Teacher Satisfaction

College and parent partnerships are an important aspect of College life. The importance of the role parents play in their child's education was evident in 2014. The College supports and encourages the role of parents through:

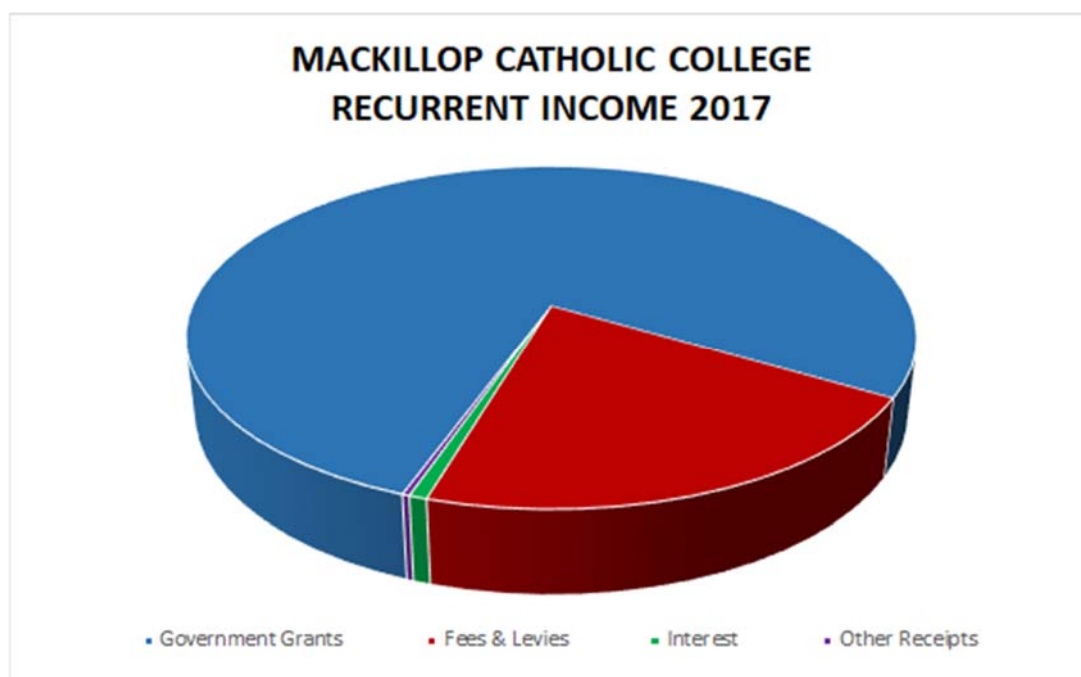
- Celebrations such as Commissioning Assembly, Mary MacKillop Feast Day Mass and Year 10 Leaving Ceremony
- Open Days and College tours on a regular basis
- Information Evenings for Year 7 students
- Parent feedback from College tours
- Parent-Student-Teacher Goal-Setting Conferences
- The College Bulletin which is electronically distributed each fortnight and a comprehensive hard copy *MCK Spirit* publication showcasing the events in the College at the end of each term
- The production and distribution of subject selection handbooks
- Parent involvement in coaching and managing co-curricular activities
- Parent membership on the College Board and other committees, such as Uniform, Canteen, Policy Development
- Parent forums
- Parent surveys, as part of the College's School Improvement Program
- Volunteer work in Canteen and Uniform Shop.

Throughout 2017, MacKillop Catholic College received a high degree of parent, student and teacher satisfaction. This was identified through both formal and informal mechanisms. The formal aspects of this reporting was achieved through parent/teacher interviews, questionnaires, including the Year 10 exit survey and forums during the school improvement process, formal interviews with the Principal, Deputy Principal and other members of staff. Informal situations included social gatherings and volunteer opportunities, such as Canteen, school tours and Uniform Shop.

Post-School Destinations

MacKillop Catholic College is a Year 7-10 College and the post-Year 10 schooling pathway is to Guilford (GYC) Young College for Years 11 and 12. In 2017, 31 females and 11 male students enrolled at GYC while other students either enrolled elsewhere or undertook an apprenticeship.

School Income Broken Down By Funding Source





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