

SAINT MARY MACKILLOP COLLEGES LIMITED

ANNUAL REPORT 2022

PREPARED FOR NSW EDUCATION STANDARDS AUTHORITY.

Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.10.1.

Vision Statement

Saint Mary MacKillop College (SMMC) seeks to participate in the proclamation of the Gospel of Jesus Christ through the formation of our students and all associated with the school, with special emphasis given to the spiritual, intellectual, social and physical growth of each person within and for the larger community. SMMC promotes virtue and academic excellence in a Catholic culture supported by a Catholic Faith taught in its fullness.

A message from the School's Governing Body

Saint Mary MacKillop College (hereafter SMMC) is operated by a company named Saint Mary MacKillop Colleges Limited. The objects of the company include the management and control of the College in accord with the precepts, teachings and practices of the Catholic Church. A major task undertaken by the School Board during the year was the review of long term planning and updating of the College's Strategic Plan that sets improvements and directions for the school.

Characteristics of the student body

Saint Mary MacKillop Colleges was established in 2007 as an independent Catholic school and now offers classes from Kindergarten to Year 12. Situated in Wagga Wagga, the school caters for students from diverse cultural backgrounds; 48% of the school's students are from families that speak a language other than English at home. The school does not discriminate on prior academic achievement, but prides itself on what

it can offer to improve the academic performance of its students. SMMC also draws students from a broad range of socioeconomic levels and provides significant assistance and opportunities to those in need.

In the 2022 Census there were 148 students of whom 87 were in primary school and 61 in secondary school. The school had 67 boys and 81 girls.

Many (approximately 50%) of our students commence Kindergarten with low levels of literacy due to English being the second language spoken in the home. The school's structured approach to early learning in the areas of literacy and numeracy facilitate the development of these students into children with strong skills in these areas as demonstrated by our school's NAPLAN scores and history.

Student outcomes in standardised national literacy and numeracy testing – NAPLAN 2022

The results of SMMC can be found at [Results | My School](#)

It is significant to note that of the over 2500 schools in NSW, SMMC has consistently ranked in the top 100 schools based on NAPLAN testing. Some cohorts have ranked inside the top five schools of NSW. Apart from attaining high raw scores, our students demonstrate significant improvement and progress during their time at SMMC. The school does not simply benefit from the enrolment of bright students, but we can identify that, during their time at SMMC, students improve their literacy and numeracy scores by greater than 20% above the national average. In the important cohort of students moving from year 7 to 9, where score progress is a strong indicator of success at HSC, our 2022 results demonstrate improvement of 30% to 80% above the national average. This augurs well for our HSC students over the next five years.

NAPLAN has moved to an online format in recent years. Our students maintain handwriting as an important and proven skill associated with academic achievement, but to cater to the changing requirements of national standardised testing, SMMC is introducing technology classes that extend beyond the requirements of NESA and aim to provide our students with excellent keyboard skills.

Student Retention from Year 10 to Year 12 | Senior Secondary Outcomes | Post-School Destination

Almost 80% of our 2021 Year 10 students continued on to Year 11 at SMMC in 2022. It is expected that all of this cohort will complete year 12 and continue on to tertiary education. In 2022 one RoSA Certificate was issued (this student commenced a plumbing apprenticeship)

Our 2022 HSC cohort of students achieved excellent results at their exams. The highlights were:

- . 100% were awarded their Higher School Certificate.
- . 62% achieved band 6 and/or E4 scores, placing them with HSC scores greater than 90%
- . 75% of students continued on to tertiary education
- . 87% of students applying for tertiary education received offers from their first preference.
- . The School Dux achieved outstanding results and was offered a place in the faculty of Medicine at UNSW.

Although we are a small regional school of modest resources, these Higher School Certificate results are significantly above state averages and compare favourably and occasionally exceed the achievement and averages of large non-government and government, metropolitan and well resourced schools

Of our cohort of HSC students, six students are studying at tertiary education institutions (five at universities including entry to medicine and law, one at TAFE with an electrical apprenticeship), one has deferred studies at university, and one has entered the workforce.

Teacher qualifications

Teaching standards/ qualifications

CATEGORY	Number of teachers
<i>i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</i>	14
<i>ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher qualifications.</i>	1

Total School Staff numbers can be viewed on the My School website: <http://www.myschool.edu.au>

Professional Development and Learning for Teachers

Saint Mary MacKillop Colleges is staffed with an experienced group of teachers from both lay and religious backgrounds. They are all committed to the ethos of the school and passionate about their profession. They operate in a very supportive environment that is remarkable in its pastoral care, faith based approach, and close relationships with other staff from the directors to the cleaners.

- All teachers are required to engage in an AITSL standard oriented professional development program involving lesson planning, lesson observations, external feedback, self evaluation, structured interviews each semester, individual professional development plans, and directed tasks supporting ongoing learning and supervised by the Principal.
- All teachers attend and contribute to at least one “curriculum, pedagogy, assessment” meeting each term. These meetings discuss recently published literature, evidence and data from SMMC, and whole school approaches to curriculum development, pedagogy, and assessment strategies.
- All teachers attend fortnightly staff meetings for either primary or secondary schools and contribute to discussions of day to day matters of the school or deliver presentations on selected topics. These meetings are chaired by the Principal.
- All teachers were encouraged and provided opportunities to attend NESA accredited teaching conferences and meetings either in person or online (eg academic, curriculum, procedural, and policy matters).
- The School Executive participated in online courses conducted by the AIS Leadership Centre.
- All staff completed particular courses (in person and online) including relevant First Aid Training, relevant curriculum training at all stages, an AIS developed Child Protection course, advanced techniques in IT, and NESA policy updates.
- Pastoral care professional learning was provided to all staff. This information assisted teachers in pastoral care positions to undertake their role including current issues in adolescent health, cyber bullying, communication skills, and child safety and protection policies.
- Staff were given continuing in-service education and training in matters related to WHS and IT.

Workforce Composition

A description of the workforce composition for Saint Mary MacKillop Colleges is published on the My School website: <http://www.myschool.edu.au>

Type	Gender	ALL STAFF	
		Headcount	FTE
Principal	Female	1	1.0
Teaching Staff	Male	9	9.0
	Female	5	4.8
Specialist Support	Female	1	1.0
Administrative and Clerical	Male	2	2.0
	Female	1	1.0
TOTAL		19	18.8

Student Attendance

In 2022 the school conducted the following classes:

Kindergarten	19 Students
Year 1	11 Students
Year 2	18 Students
Year 3	7 Students
Year 4	15 Students
Year 5	9 Students
Year 6	9 Students
Year 7	17 Students
Year 8	10 Students
Year 9	9 Students
Year 10	10 Students
Year 11	7 Students
Year 12	8 Students

Due to Covid-19 the attendance percentage rates have not been included.

For whole school student attendance rates please refer to the school's data on the My School website: [My School](#)

Student Enrolments

Student Total	Primary	Secondary
148	87	61

Management of Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the school, under the leadership of the Principal :

- provides a caring environment which fosters in students, a sense of wellbeing and belonging.
- 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 school's expectations with regard to student attendance and the consequences of not meeting these expectations.
- recognises and rewards excellent and improved student attendance.

School 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 and the relevant Department of Education and Training 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 school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

Enrolment Policy 2022:

Enrolment at Saint Mary MacKillop Colleges is made by way of completing an enrolment application and questionnaire, available from the website here: [Saint Mary MacKillop Colleges Wagga Wagga NSW](#)

Once an application is completed, an interview with the Principal is required.

Who can enrol?

- Children from all families who are prepared to participate in Saint Mary MacKillop Colleges' mission and vision to promote and engender a sound Catholic formation in children based on the authentic teachings of the Catholic Church.

Learning and Disability Support Enrolment Policy:

Saint Mary MacKillop College (in line with key legislation of *The Disability Standards for Education 2005* (Standards) and the *Disability Discrimination Act*) advocates access to an appropriate and inclusive education for students with a disability or a learning support need and no child will be turned away where resources exist that can meet that child's needs. We believe that all students can learn, provided that they are offered appropriate support.

Our aim is to allow students to realise their own potential through the provision and maintenance of a supportive educational environment.

When seeking enrolment, copies of all information relative to the specific learning needs of the student applying for enrolment must be disclosed to the school. Examples may include any of the following:

- Paediatric reports related to medical conditions;
- Behavioural Assessments;
- Therapeutic interventions;
- Psychometric assessments;
- Speech and language clinical reports;
- Occupational therapy reports.

If the enrolment application is successful, the above documentation must be updated as further assessments occur or as additional information becomes available.

It is essential that parents/carers co-operate with the Principal or delegated teacher should they need to discuss appropriate support of the student with the relevant practitioner.

In the case of Kindergarten enrolments, the Principal will contact the preschool and allied health who work with the student applying for enrolment, to collect information relevant to the educational support of the student.

This information may be forwarded to various funding bodies in order to ascertain possible additional education support.

It is essential that parents/carers cooperate with the Principal in obtaining appropriate medical/educational/behavioural assessments or advice in relation to the student's educational progress.

Saint Mary MacKillop College has in place strategies and programs to prevent harassment or victimisation of students with disabilities and students who have an associate with a disability.

Saint Mary MacKillop Colleges will not exclude students on the basis of pre-conceived or biased information.

Other school policies can be viewed on the website: <https://www.stmarymackillop.nsw.edu.au>

Pastoral Care/Discipline Policy

Anti-Bullying Prevention Policy

Student Behaviour Policy

Complaints and Grievance Policy

<i>Current POLICY</i>	<i>Access to full text</i>
<p><i>Student Welfare</i> The school seeks to provide a safe and supportive environment to support the spiritual, mental, physical and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> ● Meet the spiritual, personal, social and learning needs of students. ● Develop students' sense of self-worth and foster personal development. 	<p>The school's student welfare policy can be accessed from the school's website and parent enrolment pack.</p>

<p>Anti-bullying The school policy provides processes for responding to and managing allegations of bullying.</p>	<p>The full text of the school’s Anti-Bullying policy can be accessed from the school website and parent enrolment pack.</p>
<p>Discipline The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student.</p>	<p>A summary of the school’s Pastoral Care Program, including discipline, can be accessed from the school website and parent enrolment pack.</p>
<p>Complaints and grievances The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>The full text of the school’s Complaints and Grievances policy can be accessed from the school website and parent enrolment pack.</p>

Saint Mary MacKillop Colleges determined priority areas for improvement:

AREA	2022	2023–2024
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> ● Additional class teachers in order to maintain the school’s emphasis on optimal class sizes. ● Various courses offered for Stage 6 through DSODE. This supports the school’s goal of making a wide variety of Stage 6 courses available to its students. ● Resources put in place to cater for diversity among all stages with regard to Literacy and Numeracy. ● Purchase of new Early Stage 1, Stage 2 and Stage 3 readers. 	<ul style="list-style-type: none"> ● Additional targeted staffing to address areas such as TAS, technology, and design. ● Additional targeted staffing to remove composite classes . ● Development of “whole school” approaches to curriculum, pedagogy, and assessment. ● Increasing the range of stage 6 subjects offered on campus and through distance education. ● Strategies put in place to cater for diversity among all students with regard to Literacy and Numeracy. ● Additional Teacher’s Aid to facilitate inclusive teaching of students with special needs. ● Purchase of new Early Stage 1 and Stage 1 and 2 readers. ● Assessment of existing programs in early reading and phonics ● Implementation of 7-12 Study Skills program ● Improved strategies to affirm and develop school culture, teacher collaboration and collegiality

		<ul style="list-style-type: none"> ● Increased opportunities for students and staff for excursions that augment education and careers guidance. ● Employment of an external career guidance officer.
--	--	--

Facilities and Resources	<ul style="list-style-type: none"> ● New reverse cycle air-conditioners in classrooms. ● New blinds for classrooms ● Upgrading of internet ● New laptops. ● Upkeep and maintenance of present premises and gardens ● Oval repaired. ● Large-screen monitor for science lab for AV display, and digital microscope link. 	<ul style="list-style-type: none"> ● Extension in the use of current premises to house years K-12 ● Development of additional IT resources to improve collection and implementation of data driven learning. ● Additional laptops for students to aid the new technology room. ● Upkeep and maintenance of present premises and gardens. ● Acquisition of land (football ground) and buildings (old Conservatorium). ● New half court for netball and basketball in primary. ● Extension of primary playground. ● New fencing around school. ● New shade shelter for primary ● Further upgrading of the internet. ● Development of an Alumni Group and community outreach committee.
Professional Development	<ul style="list-style-type: none"> ● Careers advice for Stage 6 ● First Aid Course ● WHS course ● Resources on Traineeships/Apprenticeships ● Asthma Training ● Pastoral Care training. ● Early stage One courses to cater for diversity within the classroom. ● Executive training. ● Stage 1 and 2 Phonics training. 	<ul style="list-style-type: none"> ● AISNSW courses participated in by all teachers with regard to NCCD and accreditation of teachers. ● Increased enrolment and attendance of teachers to PD opportunities related to new curricula, explicit instruction, and inclusion and diversity in the classroom. ● Commencement of a teacher led journal club for teachers within and external to SMMC. ● First Aid course. ● WHS course ● Executive training. ● Professional development for all primary staff on how to best teach poetry recitation.
Equipment	<ul style="list-style-type: none"> ● New sporting equipment purchased. ● New laboratory equipment purchased. 	<ul style="list-style-type: none"> ● New sporting equipment purchased. ● New soccer goals. ● New AV equipment acquired.

Initiatives Promoting Respect and Responsibility:

Our Community links are an important part of Saint Mary MacKillop College. This year the school supported charities

- Aid to the Church in Need
- Missionaries of Charity.

In addition, community links were furthered by:

- Regular pastoral care days.
- The awarding of The Saint Mary of the Cross (MacKillop) Award.
- Development of links with Catholic Apostolic Associations
- Commenced discussions to recommence community visits to aged care facilities post COVID.
- Continued attendance of ANZAC Day and Remembrance Day ceremonies, and support of local active servicemen and RSL members.

There are future plans to engage our school and local community through days that celebrate prominent ethnic and immigrant cultures (eg Indian Syro Malabar, Burmese, Filipino communities).

Parent Satisfaction

The school provides a number of channels for parents to express their level of satisfaction with the operation of the school. Each semester a Key Parent Function is held at the school. During this function parents freely mingle with each other and the staff but due to Covid-19 these events were not held.

The Parents are encouraged to contact the Principal if they should have any concerns.

Parent Teacher interviews were held on one evening in 2022. Proof of Parent satisfaction is shown by the tremendous good will demonstrated by parent volunteers when called upon to assist with special events held at the college.

Student Satisfaction

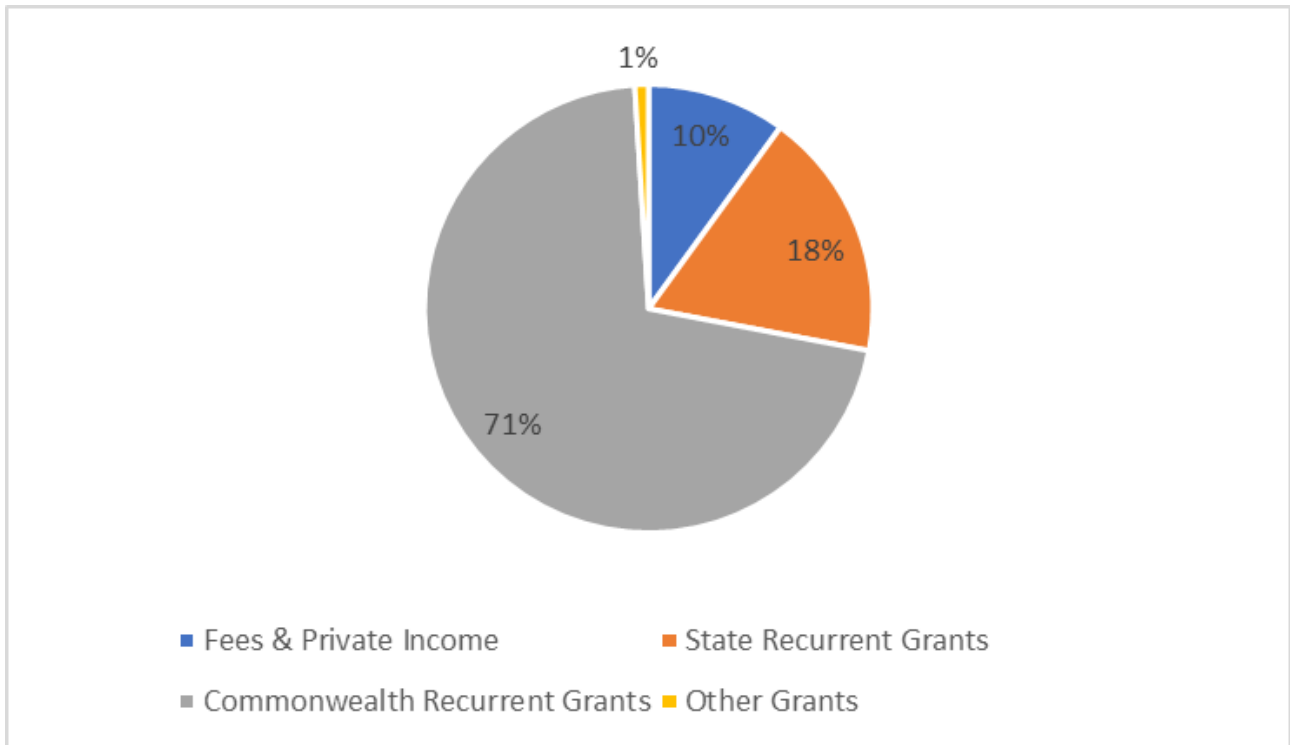
A concern of the school is to engage the students as positively as possible in the school experience. Students that like school are much more likely to perform well at school. One positive sign of student satisfaction is that **all** students participated in extracurricular activities arranged throughout the year. The school very much appreciates this generosity.

Teacher Satisfaction

The school enjoys an excellent staff environment, with the common goal of a desire to impart an authentic Catholic Education animating all of the day to day running of Saint Mary MacKillop Colleges. Staff are given the opportunity at each programming meeting and staff meeting to provide both positive and negative feedback.

Summary of Financial Information:

School Income 2022



School Expenditure 2022

