



SAINT MARY MACKILLOP COLLEGES LIMITED

ANNUAL REPORT 2017

PREPARED FOR NSW EDUCATION STANDARDS AUTHORITY.

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

Vision Statement

Saint Mary MacKillop Colleges(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.

A message from the School's Governing Body

Saint Mary MacKillop Colleges is conducted by a company known as 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 Five Year Strategic Plan that sets improvements directions for the school. In late 2017 SMMC purchased the land and buildings the school occupies. With the purchase of the land and buildings SMMC is able to develop and carry out its strategic master plan.

Characteristics of the student body

Saint Mary MacKillop Colleges was established in 2007 and now offers classes from Kindergarten to Year 12. Situated in Wagga Wagga, the school caters for students from diverse cultural backgrounds; 30% of the school's students are from families that speak a language other than English at home.

In the 2017 February Census there were 112 students of whom 75 were in primary school. There are approximately equal number of boys and girls throughout the school. Many students commence Kindergarten with low levels in many critical areas of literacy due to English being the second language spoken in the home.

Student outcomes in standardised national literacy and numeracy testing

The National Assessment Program- Literacy and Numeracy(NAPLAN) assesses all students in Australian Schools in Years 3,5,7 and 9.

Please open link to NAPLAN information on **My School website**:

<http://www.myschool.edu.au>

Senior secondary outcomes (student achievement)

In 2017 no ROSA credentials were issued.

Our Year 12 Class of 2017 achieved some very pleasing results in the NSW Higher School Certificate. Students studied a varied curriculum, including English, Mathematics and Ancient History.

100% of the 2017 cohort received the NSW Higher School Certificate.

This table outlines the bands attained in each 2-Unit course in the 2017 HSC:

Subject	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Ancient History			2	3	3	
English (Advanced)			4	2	3	
Mathematics			1	1	1	
Mathematics General 2					1	1

The following table displays the mean mark for questions in a particular course achieved by our school and by the state cohort.

Subject	Students	E.M. Mean	State E.M. Mean	School vs State variation
Ancient History	8	71.50	71.67	-.17
English (Advanced)	5	69.16	80.96	-11.8
Mathematics General 2	3	86.80	68.51	20.9
Mathematics	3	77.33	77.84	-.63

Note that Senior secondary outcomes are documented on the My School website:
<http://www.myschool.edu.au>

Teacher qualifications and professional learning

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>	10
<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>	6

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

Professional Learning

- The School Executive participated in courses conducted by the AIS Leadership Centre.
- All the teaching staff participated in professional learning about the needs of diverse learners during the school development day in Term 1,2,3 and 4 to increase staff understanding of effective differentiation in their classroom practice.
- WHS procedures were covered during the year.
- The secondary staff attended in-service seminars in Sydney and locally in Terms 2,3 and 4 provided by the AIS covering English, Science, History and Disability legislation.
- Primary staff attended in-service seminars locally and in Melbourne covering Early Stage 1, 2 and Stage 3.
- During Terms 1,2, 3 and 4 pastoral care professional learning was provided to all staff on information that assists teachers in pastoral care positions, to undertake their role including current issues in adolescent health and communication skills
- Staff were given continuing in-service on the use of advanced techniques in IT.
- All teaching staff attended in-service for collection and completion of NCCD during terms 1, 2 and 3.
- Staff professional learning remains a major focus with a greater emphasis on providing a differentiated approach to cater for the varying needs of staff who are at different stages in their accreditation.

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>

Student attendance, and retention rates and post-school destinations.

In 2017 the school conducted the following classes:

Kindergarten	11 Students
Year 1	7 Students
Year 2	13 Students
Year 3	16 Students
Year 4	12 Students
Year 5	10 Students
Year 6	6 Students
Year 7	12 Students
Year 8	6 Students
Year 9	6 Students
Year 10	5 Students
Year 11	3 Students
Year 12	5 Students

The attendance rates for the following classes were as follows:

Year 1	94
Year 2	95
Year 3	92
Year 4	93
Year 5	91
Year 6	94
Year 7	96
Year 8	93
Year 9	91
Year 10	96

94 per cent of students attended school on average each school day in 2017.

For whole school student attendance rates please refer to the school's data on the My School website:
<http://www.myschool.edu.au>

Student Retention.

There was an 90% retention rate. Students who have left the school during the year do so because of family circumstances. All students who left the school at the end of Year 12 following the completion of their school education entered into vocational, trade or tertiary institutions.

Student Enrolments

Student Total	Primary	Secondary
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112	75	37
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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 Primary Principal/Secondary Coordinator:

- 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 Primary Principal/Secondary Coordinator 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 Primary Principal/Secondary Coordinator 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 2017

Enrolment at Saint Mary MacKillop Colleges is made by way of completing an enrolment application and questionnaire, available from the website here: <https://www.stmarymackillop.nsw.edu.au/applications>

Once an application is completed, an interview with the Primary Principal/Secondary Coordinator and at least one Director is required.

Who can enrol?

- Children from all families who are prepared to support Saint Mary MacKillop Colleges in its 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 Colleges (with regard to The Disability Standards for Education 2005(Standards)) 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.

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 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 Primary Principal/Secondary Coordinator or delegated teacher should they need to discuss appropriate support of the student with the relevant practitioner.

In the case of Kindergarten enrolments, the Primary Principal will contact the preschool of 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 Primary Principal/ Secondary Coordinator in obtaining appropriate medical/educational/behavioural assessments or advice in relation to the student's educational progress.

Saint Mary MacKillop Colleges 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>

- Discipline Policy
- Anti-Bullying Prevention Policy
- Student Behaviour Policy
- Complaints and Grievance Policy
- Pastoral Care Policy

<i>POLICY</i>	<i>Access to full text</i>
<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:	The school's student welfare policy can be accessed from the school's website and parent enrolment pack.

<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>Anti-bullying The school policy provides processes for responding and managing allegations of bullying.</p>	<p>The full text of the school’s Anti-Bullying Prevention policy can be accessed from the school website.</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. Disciplinary actions do not include exclusion.</p>	<p>The full text of the school’s Discipline policy 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 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	2018	2017
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Dubbo Distance Education School provided Business Studies workshops for Stage 6. • IT offered for Stage 6 through Dubbo DE school and Southern Cross DE school. • Strategies put in place to cater for diversity among Early Stage 1 students with regard to Literacy and Numeracy. • Purchase of new Early Stage 1 and Stage 1 and 2 readers. 	<ul style="list-style-type: none"> • Additional teacher for Stage 2 class.

Facilities and Resources	<ul style="list-style-type: none"> • Extension in the use of current premises to house years K-12 • Up keep and maintenance of present premises and gardens • New reverse cycle air-conditioners in Year 7 and 8 classrooms. • New netball/basketball court in secondary playground. • New handball court in primary playground. • Extension of primary playground. • New fencing around school. 	<ul style="list-style-type: none"> • Land and buildings purchased by school • Additional buildings on site were refurbished and upgraded.
Professional Development	<ul style="list-style-type: none"> • Careers advice for Stage 6 • First Aid Course • WHS course • Course on availability of Traineeships/Apprenticeships • Asthma Training • Pastoral Care training. • Early stage One courses to cater for diversity within classroom 	<ul style="list-style-type: none"> • AISNSW courses participated in for all teachers with regard to NCCD and accreditation of teachers. • First Aid course. • WHS course
Equipment	<ul style="list-style-type: none"> • New sporting equipment purchased. • New table tennis tables purchased. 	<ul style="list-style-type: none"> • 6 New laptops purchased.

Initiatives Promoting Respect and Responsibility

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

- Aid to the Church in Need
- Saint Vincent De Paul
- Missionaries of Charity
- Visits to local nursing homes are made by the students.
- Each term a pastoral care day occurred.
- The awarding of The Saint Mary MacKillop Award.
- The Establishment of a Parent Committee.

- Attendance at Australia Day Memorial Service held in Wagga Wagga.
- The continuation of Community service and a Community Service Award.
- Celebration of Mass was attended each week in the School Chapel.

Parent satisfaction

The school provides a number of channels to parents to express their satisfaction or not with the operation of the school. Each term a Key Parent Function is held at the school. During this function parents freely mingle with each other and the staff.

The Parents are encouraged to contact the Director/Primary Principal/Secondary Coordinator if they should have any concerns.

Parent Teacher interviews were offered twice during 2017, after the Mid-Year Report and after the Final Exams. 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 Colleges.

Student Satisfaction

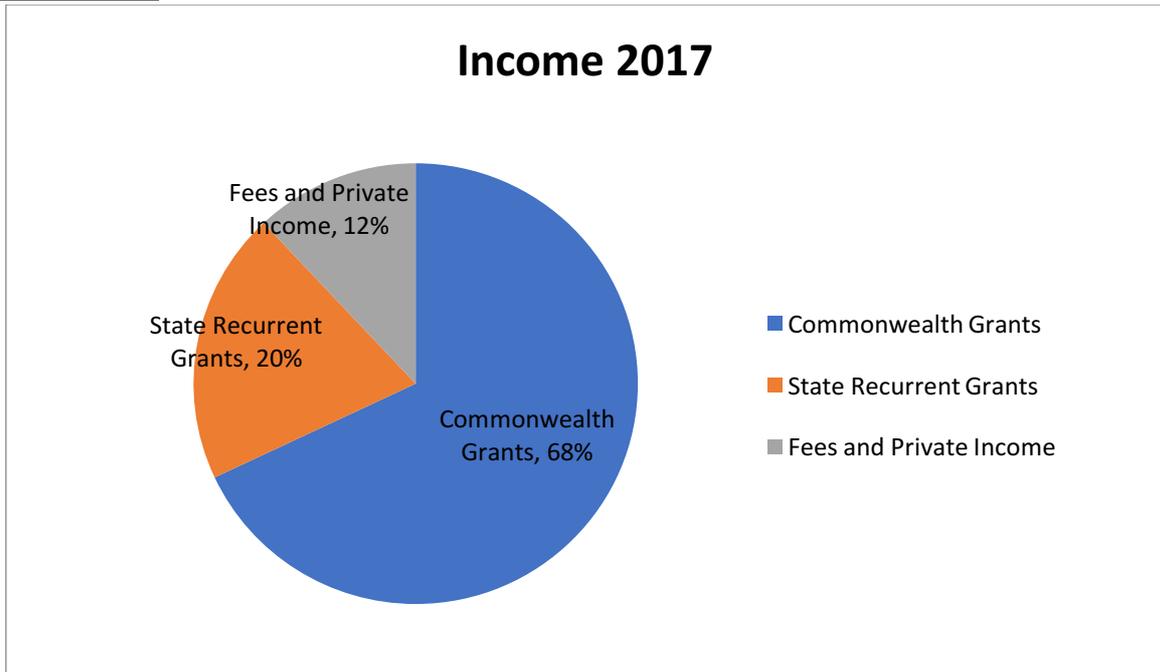
A concern of the school is to engage the students as positively as possible in the school experience. Students that like school are much more likely to perform well at school. One positive sign of student satisfaction is that **all** students participated in the extracurricular activities arranged throughout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

Summary of Financial Information:

INCOME 2017



EXPENDITURE 2017

