



Mary MacKillop College, Nundah



ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Mary MacKillop College is a mid-sized Catholic girls' school for students from Years 7–12. Established in 1964, we were formerly known as Mt St Joseph's College and Corpus Christi College.

We are the 2018 recipient of the Brisbane Catholic Education Award *for Excellence in Learning and Teaching*.

Vision

MacKillop Women are educated to hope-filled, faith-filled, creative, justice-oriented people with wisdom and imagination; ingenuity and curiosity; a love of life and learning. MacKillop Women are curious, creative, self-directed and resilient.

Mission

Mary MacKillop College provides an excellent contemporary Catholic Josephite education for a rich diversity of students who are capable and confident leaders of positive change in the world.

Values

Dignity of each person. Equality of opportunity. Great trust in God.

Principal's foreword

Introduction

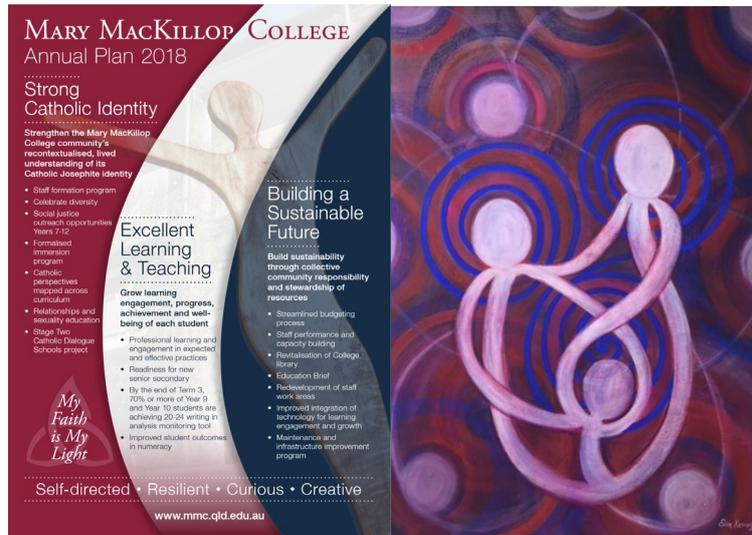
Mary MacKillop College is a great place to learn. We are a mid-sized school – big enough to offer diverse opportunities, small enough to ensure that each MacKillop woman is known and cared for, challenged and celebrated. Students and staff alike love being at Mary MacKillop College. There is a strong sense of shared purpose. It is faith filled and hope-filled place. We are a community of warm and friendly welcome committed to bringing out the best in each and every person.

During 2018 we have explicitly moved towards a sharper understanding on our core educational focus – a lived understanding of the 'why' that drives the ongoing evolution of this Catholic, Josephite, Brisbane Catholic Education, secondary girls' school. We emphasise high expectations, hope, rigour and explicit, purposeful pedagogy. We know the importance of high quality education which enables MacKillop Women – with all of their diverse stories, backgrounds and aspirations – to become more fully human, contributing and co-creating a world of justice, peace and compassion; people who are continuous learners; people who love life and love learning.

Our 2018 Annual Report presents information for reporting requirements and informs the wider community of our college's operations and achievements through the year. The report includes

information on the college's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School Progress towards its Goals in 2018



Our 2018 College theme, CONNECT, underpins our emphasis on continued strengthening of learning that builds the capacity of our MacKillop Women to create relationships, networks and connections essential in our contemporary world.

The three key aspects of our Annual Plan derive directly from the Brisbane Catholic Education priorities and they are also reflected in faculty plans and individual staff goal setting plans.

- **Strong Catholic Identity**



St Mary of the Cross MacKillop dared to dream big for each and every young person enrolled in her Josephite schools. We do the same. Mary transformed dreams to practical reality. We do the same. We teach our students to do likewise. 2018 highlights our commitment to this purpose.

1. Formalised immersion program.
2. Social Justice outreach opportunities for Years 7-12.
3. Staff formation program
4. Complete Stage Two Catholic Dialogue Schools Project.
5. Map Catholic perspectives across curriculum.
6. Relationships and Sexuality Education
7. Deeper Josephite connections.
8. Celebrating diversity.

We have grown our focus on sustainable immersion opportunities which enable mutual encounter among people from diverse backgrounds. We implemented our first overseas experience for staff and students to Cambodia and we continued to build upon local experiences in Nundah and wider Brisbane including Rosies, Shared Meal, Refugee Homework Help.

Our already extensive range of social justice action opportunities has been expanded to include the formation of Junior Joeys for Justice and the St Vincent de Paul Leadership Program.

We see the ongoing formation of College staff as pivotal to our educational purpose as a Catholic College in the Josephite/MacKillop spirit. Our annual staff spirituality/retreat day had a particular emphasis on what it means to be a contemporary MacKillop community and we welcomed input from Josephite sister, Rita Malevesi rsj. Staff attended three Josephite colloquiums at Mary MacKillop Place in North Sydney. Others commenced the Brisbane Catholic Education “Catching Fire” program in a series of retreat days with an emphasis on contemporary theology and spirituality. Other staff completed the Brisbane Catholic Education orientation phase related to relationships and sexuality education.

We have continued to deepen our Josephite connections through our involvement at the Queensland Josephite Associates Conference, student leadership conferences with Josephite schools from QLD and across Australia, the Association of Josephite and Josephite Affiliated Schools in Australia and New Zealand, and through visits by the Sisters of St Joseph who spent time in story-sharing with our students.

- **Excellent Learning and Teaching**



This year has been notable for our continued intense focus on teaching and learning emphasising excellence in pedagogy and learning success for all. Our achievements were publicly recognised in August, when Mary MacKillop College was awarded the *Brisbane Catholic Education award for School Excellence in Learning and Teaching*.

1. By the end of Term 3, 70% or more of our Year 9 and 10 2018 students in the Writing Analysis monitoring tool are achieving 20-24.
2. Improved student outcomes in numeracy
3. Professional learning in and engagement in expected and effective practices.
4. Preparation for new Senior Secondary system.

Teachers implemented the Writing Analysis monitoring tool across all subject areas using real tasks designed for assessment and analysed achievement data to inform teaching for further improvement of literacy. We met or exceeded our stated goals.

Teacher professional learning in numeracy was further resourced through the allocation of additional class time for the introduction of the Learning Area Framework which targeted support for students in Years 7-10 in all areas of numeracy.

A focus on increased engagement with expected and effective teaching practices occurred with the use of short cycle planning, particularly in Religious Education. As a result, units were rewritten with the focus on increased engagement and transferable skills. Teachers worked in small teams to implement strategies that maximize impact, using data, co-teaching, videoing of lessons for constructive critique of practice and mapping of cognitions.

Significant resources were allocated to enable staff to know and understand, to work and plan with syllabus documents in preparation for the new Queensland Certificate of Education to be implemented in 2019.

Professional learning opportunities included the Leading Effective and Expected Practices staff professional learning conference in collaboration with the four secondary schools in our Brisbane Catholic Education cluster. Staff were allocated targeted time to co-plan Teaching and Learning Plans with experts from both within and beyond the College. Three staff were appointed as leaders of interschool expert teacher groups.

- **Building a Sustainable Future**



Life is a journey and great education is central to enabling people to journey through life with a clear sense of purpose. Mary MacKillop College is educating MacKillop Women for now and for the future. We are forming and developing staff to be best placed to educate MacKillop Women for now and onwards. We are creating infrastructure which supports a dynamic, responsive curriculum.

1. Revitalisation of College library.
2. Redevelopment of staff work areas.
3. Optimise technology.
4. Staff performance and capacity building.
5. Education Brief
6. Maintenance and Infrastructure Improvement Program
7. Streamlined Budgeting Process.

Mary MacKillop College now boasts a vibrant, flexible, interactive, contemporary library, made possible through a combination of self-funding and input from the Brisbane Catholic Education Learning Space Revitalisation fund. We have good enrolment growth, multiple community partnerships, strengthened family engagement, social media presence, updated Educational Brief, enhanced staff work areas, vibrant, well established, leafy, colourful, outdoor spaces, new honour boards and stage curtains.

All staff and students have the most up to date tablet devices. During the year we undertook a whole school digital learning audit. It noted our strong provision of contemporary infrastructure and growing use of eLearning for collaboration and the creation of new knowledge.

There is clear budgetary emphasis on the provision of resources prioritised for, and in support of, great teaching and learning. We have gathered community input for our next Master Plan. We enjoy a strong community reputation as a mid-sized secondary school offering a truly high-quality holistic education.

Future Outlook



The explicit improvement agenda for 2019 will continue the focus on improvement in each of the abovementioned priority areas as follows:

Strengthen the Mary MacKillop College community's re-contextualised, lived understanding of its Catholic, Josephite identity, with emphasis on:

- Updating of Mission, Vision and Values.
- Prayer
- Spiritual and theological formation
- Relationship and sexuality education

Grow learning, progress, achievement and well-being of each student, with particular emphasis on:

- Deep, independent learning
- Attendance
- Individual and collective efficacy and accountability for learning
- New writing goal
- Numeracy emphasis

Build sustainability through collective community responsibility and stewardship of resources:

- Family engagement
- Implement master plan
- Learning leadership

Our school at a glance

School profile

Mary MacKillop College is a Catholic school in the Josephite tradition administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Girls only

Year levels offered in 2018: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	514	514	0	12

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body



The Christ-centred Celtic knot symbolises much that is integral to a MacKillop education. The colours represent our multiple stories, pathways, dreams, potentialities, backgrounds and aspirations. We value difference that is celebrated and welcomed as vital to wholeness of community.

Our students come from a range of backgrounds which contribute to the composition of a strong, vibrant and welcoming College community founded in the MacKillop spirit. True to our commitment to diversity and inclusion we welcome students from more than 30 primary schools – Catholic and Education Queensland - from as far away as the lower Sunshine Coast . All are welcome. We unite in our belief in an education that forms strong MacKillop Women.

Our major Catholic feeder schools include, but are not limited to:

- St Joseph Primary School NUNDAH
- St Pius Primary School BANYO
- Sacred Heart Primary School SHORNCLIFFE
- St Dymphna's Primary School ASPLEY
- St Kevin's Primary School GEEBUNG
- St Agatha's Primary School CLAYFIELD
- Our Lady of the Angels Primary School WAVELL HEIGHTS
- St Joseph's Primary School BRACKEN RIDGE
- St Flannan's Primary School ZILLMERE NORTH
- Holy Cross Primary School WOOLLOOWIN

- All Saints Primary School ALBANY CREEK
- Holy Spirit Primary School BRAY PARK
- St Kieran's Primary School BRIGHTON
- Our Lady Help of Christian's Primary School HENDRA

We welcome students also from Education Queensland schools including:

Nundah, Virginia, Ascot, Northgate, Windsor, Boondall, Shorncliff, Sandgate, Taigum.

We are also pleased to welcome students into Years 7-12, from other parts of Queensland and beyond, who, when they move to Brisbane, make Mary MacKillop College their school of choice.

MacKillop Women are part of a community where multiple types of diversity are welcomed and celebrated. MacKillop Women represent heritages which originate in Australia, China, Malaysia, Philippines and Thailand; in India, Sri Lanka, Afghanistan, Pakistan and Iran; in South Sudan and Kenya; in countries of Europe and South America. We have Christians, Sikhs, Moslems, Buddhists and Hindus as well as and those of no professed religion.

We offer, and our students pursue, a diverse range of learning pathways. We believe strongly in the learning potential of each and every one of our MacKillop Women. While the majority go directly to tertiary studies at local universities such as Queensland University of Technology, the Australian Catholic University and the University of Queensland, we have students who go on to study interstate or at regional universities in Queensland. Students also join the Australian Defence Force, take on traineeships, go directly into the workforce, or undertake other vocational education and training, typically at TAFE Queensland.

There is a strong cross-school focus on promoting and developing a 'growth mindset' in our students which empowers them to be resilient and determined young women capable of facing the challenges that life presents to them.

Indeed, we are exceptionally proud of our peaceful, inclusive, diverse community – a microcosm of the world the way we would dream it to be!



Curriculum delivery

Approach to Curriculum Delivery



- Australian Curriculum Years 7-10
- QCAA syllabi Years 11-12
- Design Technology transdisciplinary learning that promotes creative and critical thinking in authentic contexts
- High quality and well renowned arts learning including annual Arts Showcase – ‘Visions’
- Media Arts and Film Television and New Media
- Digital Technologies, including coding and robotics
- Access to first year university subjects through University of Queensland
- Academic program providing core subjects and a wide selection of elective subjects Years 7-10
- Extension learning for high potential learners
- Career education program Years 7–12
- School of Distance Education subjects to cater to individual preferences
- Access to external language exams for students from diverse backgrounds
- Contemporary on-line learning in partnership with Brisbane Catholic Education
- Certificate III in Christian Ministry and Theology for Year 11 and 12 in addition to Study of Religion
- Accelerated literacy and numeracy offerings in years 7–10
- Age responsive pastoral care, personal development and vocational education courses
- Comprehensive orientation and transition program for new students and families
- Contemporary, evidence-based pedagogies
- Guided goal setting and review for all students
- Education Adjustment Processes for Verified and NCCD registered students.
- In-class support for students with specific learning requirements
- Soundfield systems in all main classrooms
- Use of Assistive Technology as appropriate
- Coaching and assistance with time management and organisation
- Homework Help in the library after school
- Support for the English language needs of students with English as an Additional Language or Dialect
- Provision of access arrangements and reasonable adjustments for assessment and exam conditions
- Mary MacKillop College specific learning analogy promoting rigor and confident, self-directed learning
- Focus on developing the characteristics of the Mary MacKillop College learner: curious, creative, resilient and self-directed

SOAR

STRIVE

SEEK

STUCK

MACKILLOP WOMEN LEARNING

MMC Learner

- Resilient
- Self-directed
- Creative
- Curious

MARY MACKILLOP COLLEGE

MARY MACKILLOP COLLEGE

Co-curricular Activities

Our broad range of co-curricular activities is ever evolving in response to student need and the emerging context within and beyond the College. 2018 activities include:



- **Anime Club**
- **Art Challenge**
- **Arts performance events**
- **Book Club Camp**
- **Brain Club**
- **Breakfasts – new families, mums, dads**
- **Career Workshops**
- **Camps and physical challenges Years 7-11**
- **Cheerleading**
- **College Choir – Vocal Attack**
- **Concert Band**
- **Darkness to Daylight Challenge**
- **Debating**
- **eCCCos social justice choir**
- **Film making competition with Padua College**
- **Guitar Ensemble**
- **Homework Help**
- **House liturgies and celebration days**
- **Indigenous well-being invitational gathering**
- **Junior Engineers**
- **Junior Joeys for Justice**
- **Kokoda Challenge**

- Music camp
- Outreach Programs
- Planet Protectors
- Reading Challenge
- Retreats - Years 7-12
- Rock Band
- Rosies and Shared Meal outreach
- Running Club
- Science Association
- Sport *Move. Mentor. Challenge.*

Catholic Secondary Schoolgirls' Association Trimester Sport – Netball, Basketball, Volleyball, AFL, Touch, Indoor cricket, Football

Catholic Secondary Schoolgirls' Sports Association Carnivals: Athletics, Swimming, Cross Country

Metropolitan North Representative Sport - Various

College Rugby Union squad with Qld Reds

- St Vincent de Paul Leadership Program
- String Ensemble
- Subject specific tutorials
- Tidda Girls Indigenous dance group
- UQ Science Ambassadors
- Winter Sleep-out
- Year 7 and 8 Choir



How Information and Communication Technologies are Used to Assist Learning



The effective integration of information and communications technology in the school and classroom transforms pedagogy and empowers students.

MOQ Digital was contracted this year to fully audit all aspects of digital learning at the College. The report highlighted the extensive integration of digital learning across the curriculum and the provision of high quality digital access for all students and staff. Cloud storage and sharing solutions, web editing, image editing, presentation software and general multimedia primarily through Microsoft Office 365 is integral to the curriculum and administrative functions of the College.

Teachers are supported by in-class and other targeted professional learning to improve the use of technologies to assist learning. Faculty and class OneNote are used to facilitate learning. This completes our transition from Moodle. Sharepoint and OneNote provide the facility to share classwork and learning. All students and staff are provided with the most up to date tablet devices from Dell and Surface Pro.

Social climate

Overview



Mary MacKillop College is a school where student wellbeing is a core component of our role as a Catholic school for young women. Central to our existence is the genuine concern for each student's holistic development - intellectual, spiritual, personal /emotional well-being. Indeed, personal formation,

including a particular emphasis on building confidence and self-efficacy, are paramount to our College curriculum.

Our College Pastoral Program provides a framework for the development of the social, emotional and spiritual well-being of our MacKillop women who are encouraged and nurtured through a holistic approach within a vertical house system. Each MacKillop Woman is a member of a House - Penola, Fitzroy, McCormack - and of a House Group comprised of students from Years 7-12. There, the focus is on student well-being through the development of quality relationships. Each MacKillop Woman is known and celebrated. She is encouraged to learn and to grow to really appreciate her innate goodness and to make a life-giving contribution to the community of the College and beyond. House spirit is very strong at the College. Students begin each day gathered in their House Group. House assemblies, house celebration days, sport carnivals, arts and cultural competitions are much anticipated events on the College calendar.

Proactive aspects of our pastoral care program and anti-bullying approaches include:

- Specially designed wellbeing program for Years 7-12
- Individual responsibility for behavior that is in breach of expectations
- Comprehensive anti-bullying education, policies and programs
- Restorative practices with an emphasis on healing and reconciliation
- Parent seminars and presentations to support the holistic development of their daughter eg. Adolescent Psychologist, Dr Judith Locke and educational futurist, Tony Ryan

These programs assist our MacKillop women to develop their capacity as resilient, compassionate and justice-centered young people who possess the necessary skills and aptitudes to make a meaningful contribution to our society.

Parent, Teacher and Student Satisfaction



Mary MacKillop College is a great place to learn and we are a place always open to more learning. Parent, student and teacher satisfaction is gauged from evidence collected via questionnaires, dialogue, surveys including the Brisbane Catholic Education Listens Survey, interviews, and from anecdotal evidence offered throughout the year. We are strongly committed to the development of a positive feedback culture to which staff, students and parents contribute, and from which we all learn. Parents, students and staff report high levels of satisfaction with the College. Some key strengths frequently cited include:

Parents

- The school looks for ways to improve
- Teachers and staff relate to students as individuals
- Teachers help my child to be responsible for her own learning
- The school is a safe place for my child
- Teachers at this school expect my child to do her best
- School staff practice the beliefs and values of this school

Students

- My school looks for ways to improve
- My school helps me to respect the needs of others
- My school encourages all students to participate in spiritual and religious activities and projects outside the classroom
- I feel safe at school

Staff

- All students know I have high expectations of them
- I am happy with my decision to work at this school
- The school has an inclusive culture
- The school has a culture of striving for excellence
- I see school staff practicing the values and beliefs of this school

Other frequently shared insights include as follows. Effective and holistic pastoral care with focus on individual circumstances. Engagement of students in learning. Commitment of staff. Involvement in community outreach and social justice pursuits. Networking with students, staff, organisations beyond the College. Friendly and inclusive community. Explicit focus on great learning and teaching. Communication and positive partnerships with families. Range of co-curricular activities and curriculum pathways. College size - medium size community.

Family and Community Engagement



Parents and families are integral to the life of Mary MacKillop College. Positive parent interest in student learning is a proven impetus to increased learning engagement and learning success. Key parent engagement examples from 2018 include:

- Annual Celebration of Arts evening - Visions
- Music concerts and presentations

- College liturgies including Opening Mass, Mary MacKillop Day, Easter liturgy, Year 12 Graduation Mass
- Welcome Interviews for new students and families
- Orientation and transition days for new students and families
- Award ceremonies including annual Night of Excellence
- House assemblies
- Enrolment Information Evenings
- Subject Information and Course Planning sessions
- Parent/Student/Teacher meetings
- Feedback surveys
- Open Day
- Welcome Breakfast
- Student Leadership Team gatherings
- Community Meets - cyberbullying, anxiety, educational trends
- Parenting tips sessions facilitated by adolescent psychologists
- Sport, cultural and other co-curricular activities.

Students who require adjustment to assist with accessing the curriculum are supported by the Learning Attainment program in the college. Parents and families are integral to the support provided.

The focus is very much on student achievement and maximising learning progress. Rather than using deficit data to focus predominantly on inputs, we use student attainment data to direct a responsive approach.

High quality Curriculum is delivered in fully mainstreamed learning environments, supported by reasonable adjustments and evidence-based teaching strategies. Consultative partnerships exist with students, parents, caregivers, external agencies and system personnel to ensure learning attributes are identified, and that all views are considered in collaborative decision making.

MacKillop women are encouraged to be resilient and self-directed, so we also actively support students to have a voice and to take agency in their learning.

School funding

School Income Broken Down by Funding Source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	45	19
Full-time Equivalents	43.9	16.2

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	13
Graduate Diploma etc.**	17
Bachelor degree	14
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure On, and Teacher Participation In, Professional Development



The total funds expended on teacher professional development in 2018 were \$117 046.

Professional learning initiatives in 2018 have been focused on several areas including those identified by staff through professional goal setting, their professional learning plans and areas for development and growth from the College Annual Plan. Examples include:

- QCAA training for implementation of new senior secondary syllabi in 2019
- Brisbane Catholic Education workshops for new syllabi implementation
- Review and enhancement of 7-10 Australian Curriculum
- Literacy teaching and learning
- Expert Teacher Group leadership and participation
- Leadership formation including ACEL national conference
- Accreditation to Teach Religious Education
- Staff retreat
- Josephite Colloquiums
- Teamwork and collaboration workshops
- Writing
- Design Technology
- Soundfield systems in classrooms
- Catching Fire retreats
- Leading with Integrity for Excellence
- Coherence Leadership
- Network Learning and Teaching Conference – Cluster 9, Brisbane Catholic Education
- Professional Network events including Alliance of Girls' Schools, Subject associations, ACE, ACEL, APRE network, AJASS, DP/APA network, CaSPAQ
- Effective and Expected Practices
- Microsoft Office 365
- Health and Safety
- Student Protection
- Code of Conduct

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.5 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 90% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	88.9 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	93.8 %	91.7 %	91.5 %	83.1 %	86.8 %	86.2 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.



Description of How Non-Attendance is Managed by the School

Mary MacKillop College is committed to providing a supportive learning environment for all students which addresses their educational needs. Consistent school attendance is essential to learning and well-being. School attendance management practices are crucial to minimising absences. Mary MacKillop College has developed policy and guidelines which align with with the Brisbane Catholic Education Student Attendance Policy. Features of our policy and procedures include:

- Lesson by lesson recording of attendance
- Fast identification of absence
- Prompt follow-up of absence with student and family
- Tracking of attendance trends
- Clear, regular messages to students and parents about the importance of attendance.

Attendance is recorded for all students each morning during House Group by the House Group teacher and continues to be recorded in each lesson for all subject classes throughout the duration of the school day by subject teachers. A text message is sent to all parents whose daughter's absence is unexplained. Where necessary, a follow up phone call is also made to parents to establish the reason for the student's absence.

The consequences of unexplained, unjustified or an unacceptable number of absences and/or late arrivals can include the following:

- Meeting with parents and student
- Referral to Guidance Counsellor and/or outside agencies;
- Case management to develop an Individual Attendance Plan
- Possible exclusion from non-compulsory events such as socials, excursions, Semi-formal, Formal, Graduation Ceremony and similar

The College collects both quantitative and qualitative student attendance data and informs and records responses. If, at any time, there are reasonable grounds to suspect that non-attendance is associated with harm or risk of harm to a student a report is made to our College Student Protection Contact and/or the Department of Communities (Child Safety Services).

NAPLAN

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	534.2	541.5	602.2	583.8
Writing	508.4	505.3	565.3	542.3
Spelling	536.3	545.2	598.7	583.3
Grammar & Punctuation	534.5	543.9	603.9	580.1
Numeracy	517.4	548.2	574.7	595.6

Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	75
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students receiving an Overall Position (OP)	55
Percentage of Indigenous students receiving an Overall Position (OP)	5.4%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	33
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	4
Number of students awarded an Australian Qualification Framework Certificate II or above.	29
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	72
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	5.3%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76.2%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97.3%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94.5%

As at February 2019. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	3	19	18	12	1

As at February 2019. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	2	4	32

As at February 2019. The above values exclude VISA students.

Students completed a range of VET Qualifications including Diploma of Business, Certificate III in Makeup, Early Childhood, Hospitality, Certificate III in Christian Ministry and Theology and Certificate II in Early Childhood and Care. These were variously offered by TAFE, private providers and Mary MacKillop College.

Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76.6 %

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student destinations

Post-School Destination Information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>

Early Leavers Information

Mary MacKillop College works closely with all students and their families to best ensure that our MacKillop Women are following the most appropriate pathway for their learning. Students leaving the College during Years 10 and 11 typically move to other schools (in a different part of Brisbane or interstate) that best suit their family's revised residential location/circumstances.

