

**Mary MacKillop College,  
NUNDAH**

# Annual Report 2019

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



MARY MACKILLOP  
COLLEGE

May 2020

# Contact information

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## Principal's foreword

The 2019 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.



2019 was a watershed year in the evolving story of Mary MacKillop College. We embraced the first year of implementation of the new Queensland Certificate of Education. We completed a highly successful external review. We finalised our School in Community Report in preparation for future building to support a growing enrolment base. Our College theme, *Imagine*, revivifying all aspects of College life. Our MacKillop Women embraced learning and made impressive achievements within and beyond the classroom. Mary MacKillop College is now firmly established as a school of choice in the Brisbane educational landscape.

Inspired by the life and spirit of Australia's first Saint, the young women of Mary MacKillop College learn what is to live principled lives – lives characterised by a passion for justice, deep integrity and compassion. A resolute commitment to honouring the dignity of each person is at the heart of education at Mary MacKillop College. MacKillop Women learn to embrace challenge, to persist, to grow in confidence, to love, to imagine, to dream, to discover, to create. MacKillop Women shine!



## School progress towards its goals in 2019

Mary MacKillop College underwent a full Non-State Schools Accreditation Board external review in 2019. The following are highlights from the many commendations of the review:

- The coherent, sequenced plan for curriculum delivery informed by the MMC Learning and Teaching framework.
- The lived reality of the College's Catholic identity and Mary MacKillop charism which defines daily life and practices.
- Alignment of staff professional goals with BCE and school strategic priorities.
- The Leadership Team's commitment and drive towards school improvement through identification and implementation of key strategies to achieve excellent learning and teaching.
- Re-imagining of contemporary Catholic identity through recontextualised iconography.
- Use of data to establish College strategic intentions and actions.
- The positive relationships developed with external partners which enhance student outcomes.
- Strong student leadership voice.
- The commitment of staff and leaders to capacity building and growth.
- The welcoming and inclusive multicultural school community.
- Communication, support and engagement with parents and families.
- The provision of attractive and well-maintained learning environments.
- The reputation and high regard for the College in the broader community.



The 2019 College goals as listed on the Annual Plan above were created collaboratively by the staff, students and families of the College community and progressed through deliberate strategy reported in detail throughout 2019. The process to update the College vision, mission and values statements has been initiated through a detailed consultation process. All of the resultant data will be further synthesised and re-presented to the community in 2020 for finalisation. The College building committee, with Brisbane Catholic Education, has convened. The School in Community Report is complete and architects are to be appointed in early 2020. All of the listed goals are part of our ongoing commitment to improvement.

Goal	Progress
By end of Term 3, 90 % or more of Years 8-10, and 75% or more of Year 7, are achieving at 20 – 24 in the Writing Analysis monitoring tool.	Achieved
Improve knowledge and understanding, formation and development of staff regarding Relationships and Sexuality Education in a contemporary Catholic school.	Achieved
Development of updated College vision, mission and values.	In progress
College masterplan.	In progress
Staff professional plans.	Achieved
Family partnerships.	Achieved
Spiritual and theological formation of staff.	Achieved

## Future outlook

The explicit improvement agenda for 2020 will focus on gaining continued improvements as follows:

**Strong Catholic Identity** – embedding of Catholic perspectives in HPE, History and English; contemporary prayer; and, the finalisation of updated mission, vision and values statements.

**Excellent Learning and Teaching** – extension of writing achievement goal; attendance; learning progress; love of mathematics.

**Building a Sustainable Future** – collaboration and feedback; responsible stewardship of resources; completion of master plan.

# Our school at a glance

## School profile

Mary MacKillop College is a Catholic secondary school administered through Catholic Education Archdiocese of Brisbane. We were established by the Sisters of St Joseph in 1954 and became a school of Brisbane Catholic Education in 2014. We are deeply committed to the education of our MacKillop Women in the Josephite charism. We are an inclusive community, welcoming students from diverse backgrounds.

**Coeducational or single sex:** Girls only

**Year levels offered in 2019:** Secondary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	523	523	0	9

Student counts are based on the Census (August) enrolment collection.

## 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 who 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 35 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 SANDGATE
- 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, Shorncliffe, 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

Our Year 7 – 10 students access learning from the Australian Curriculum, through innovative pedagogies. All units of work are co-planned and deliver the best learning outcome for all students.

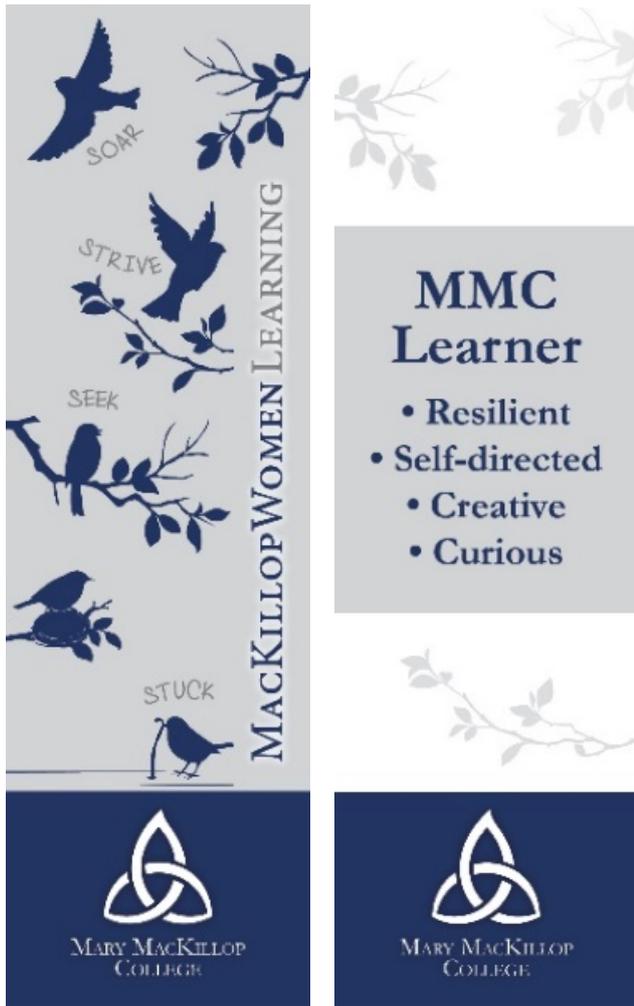
Our Year 11 and 12 students access learning from a diverse range of Queensland Curriculum and Assessment Authority and Authority Registered subjects as well as vocational offerings allowing students a wide choice in their Senior Education and Training Plan. Our Year 11 cohort is part of the first Queensland cohort to study of the ATAR. New syllabi in all subjects have been implemented.

Our flexible timetable arrangements allow students to access traineeships and apprenticeships.

We offered three Certificate III Courses face to face at Mary MacKillop College in 2019 for senior students: Business, Health Services Assistance and Christian Ministry and Theology. Students also accessed the TAFE in schools program - Crime & Justice Studies, Tourism, Health Support Services and Business. Students undertook traineeships in Info Digital Tech & Media, Retail, Childcare, Hairdressing and Business. Fitness and Work Health and Safety were studied through other external providers.

Other significant aspects of the Mary MacKillop College curriculum offerings include:

- Design Technology transdisciplinary learning that promotes creative and critical thinking in authentic contexts
- High quality and well renowned arts learning including annual Arts Showcase – ‘Imagine’
- 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 and Religion and Ethics
- 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
- Sound field 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 Mary MacKillop College learner: curious, creative, resilient, and self-directed.



### Co-curricular activities



### COLLEGE

- Brain Club
- Clean Up Australia day
- 2019 Green Heart school's student environment leadership network
- Kanagawa Gakuen girls' school Yokohama
- Mother's Day breakfast and also the Father's Day breakfast
- Imagine Showcase
- Open Day
- Anime Club
- Breakfasts with new families
- Career Workshops
- Camps and physical challenges Years 7-11

- Debating
- Homework Help
- House liturgies and celebration days
- Retreats – Years 7-12
- Subject specific tutorials
- Tidda Girls indigenous dance group
- Enrolments increased by 20%

## **MUSIC**

- Percussion ensemble wows audience on debut performance.
- Music Showcase a huge success
- Queensland Catholic Schools and Colleges Music Festival
- College Choir – Vocal Attack
- Concert Band
- Guitar Ensemble
- Music camp
- Rock Band
- String Ensemble
- Year 7 and 8 Choir

## **SCIENCE**

- World Science festival
- Science & Engineering challenge at UQ
- Junior Engineers
- Science Association
- UQ Science Ambassadors
- Education Perfect science world championships

## **ARTS**

- High Resolves national film competition.
- Excellence in Art Awards
- Creative Generation In Residence Awardee - Ellie Hobl
- 7 MMC Art students KLAY Exhibition at Bayside College
- Wearable Art Parade
- Art competition
- Young Audience award for the European Film Academy awards
- Film nominated for BAFTA

## **SPORT**

- MMC Rugby 7s Team played half time Suncorp Stadium at Wallabies v Argentina game
- MMC Cricket Team won CaSSSA Cricket Gala
- 12 teams competed in Kokoda Youth Challenge
- MMC Sporting Partnerships with QRU, Northside Wizards Basketball and Virginia United Soccer Club
- Cheerleading
- Running Club
- 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

## **SOCIAL JUSTICE**

- Fundraising total of \$20 000 raised for social justice:
  - ✓ Townsville Fundraising
  - ✓ Caritas
  - ✓ Brain Cancer
- Environmental
- JJAMM
- Clean out your closet
- Penola Day
- Winter Sleepout
- Funds for Farmers
- AVM Fundraising
- National bandanna day
- Sport week fundraising
- Imagine Showcase Evening Arts
- Townsville floods
- Funds for Farmers
- 22 Million steps
- Daylight to Darkness
- Stop the Traffick
- Making a Difference conference
- Ecccos social justice choir
- Junior Joeys for Justice
- Outreach Programs
- Environmental Committee
- St Vincent de Paul Leadership Program
- Winter Sleep-out
- Rosies and Shared Meal outreach

## **How information and communication technologies are used to assist learning**



We have a one to one laptop program from Years 7 - 12. Teacher professional learning on how to improve teaching practices has focused on the collaborative use of Office 365 to engage students in their learning, to use class TEAMS and other interactive and collaborative resources for student engagement and higher order thinking skills.

## **Social climate**

### **Overview**

Our 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's a strong sense of shared purpose.

It's 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.

Our house system is integral to ensuring that students feel safe, comfortable, included and known. Our strong commitment to the care and wellbeing of every student is evident in all aspects of College life. Both vertical and horizontal groupings are used to ensure the highest level of pastoral care of students. Through the House system, students have the opportunity to know and be known by students from across all year levels. House spirit is very strong. 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. Student initiative and leadership is nurtured and encouraged. Action and advocacy for social justice is integral to the life of the College.

Proactive aspects of our pastoral care program include:

- Specially designed wellbeing program for Years 7-12
- Individual responsibility for behaviour 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.

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

### **Student, Staff and Parent satisfaction**



Significant feedback from students, staff and families was sought during the 2019 External Review process.

The following insights were reported by the review panel:

- Students unanimously report positively about the care, support and quality teaching they receive at Mary MacKillop College.
- Students feel their teachers know them and care about their progress.
- All students and staff speak proudly of their welcoming and inclusive multicultural school community.
- Parents report they have many opportunities to be involved in their daughters' education and are kept informed of their progress and school events through regular email communication and formal parent-teacher reporting.
- Staff report they feel well supported by their colleagues.
- School officers are included in the vertical house structure and feel they are part of College life.
- There are structured leadership opportunities for students and students feel they have a voice in the life of the College.
- There are opportunities for staff to take a leadership role within their year level teaching teams.
- The Josephite sisters play a vital role in the life of the College, assisting in student and staff formation, sharing their stories, engaging with students and affirming the College Leadership Team in the strategic direction of the College. There is a relationship of trust between the Sisters and the College.
- Parents were overwhelmingly positive in their support of the College and the leadership of the Principal.
- Strong student and staff involvement in social justice activities.

A continued focus on the enhancement of collaborative practices to build teacher and student self-efficacy is important. This aligns with our College focus on forming self-directed learners who know their potential and who contribute purposefully to the realisation of the mission, vision and values of the College.

### **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 2019 include:

- Annual Celebration of Arts evening - Imagine
- Music concerts and presentations
- College liturgies including Opening Mass, Mary MacKillop Day, Easter liturgy, Year 12 Mass
- Welcome Interviews for new students and families
- Orientation and transition days for new students and families
- Award ceremonies including annual Celebration of Excellence
- House assemblies • Enrolment Information sessions
- Subject Information and Course Planning sessions
- Parent/Student/Teacher conferences
- Feedback surveys incl. for external review
- Open Day
- Welcome Breakfast
- Student Leadership Team gatherings
- Community Meets – cyber safety, 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 and encourage student voice and agency in learning.

## Environmental footprint

### Reducing the school's environmental footprint



This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home. Mary MacKillop College underwent a full environmental audit facilitated by an external provider. The draft report was presented to a panel of staff and students who immediately partnered to reduce electricity consumption. Updated timers were installed on lighting switches in the Penola and Fitzroy buildings resulting in a downward impact on consumption. Many MacKillop Women are active environmental stewards planning a range on initiatives to reduce resource consumption.

Environmental footprint indicators	
Years	Electricity kWh
2019	251609

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# Our staff profile

## Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	48	21
Full-time Equivalents	44.9	16.0

## Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	16
Graduate diploma etc.**	28
Bachelor degree	3
Diploma	1
Certificate	0

\*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 2019 were \$132 987.36.

The major professional development initiatives are as follows:

- Senior Secondary Readiness
- Expert Teacher Planning
- QCAA Accreditation Courses
- Early Career Teacher – Retreats
- Guiding Lights
- Keepers of the Flame
- Digital Skills Project
- Modelled Teaching
- Positive Behaviour for Learning
- Mathematics Pathways
- Catholic Perspectives
- NAPLAN Online
- Working in a Catholic Community
- World's First Drone Conference
- Australian Teachers of Media Conference
- Literacy in the Secondary School
- Josephite School Leadership

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
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, 96% of staff were retained by the school for the entire 2019.

# Performance of our students



## Student attendance

Description	%
The overall attendance rate* for the students at this school	92.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.4%

Average attendance rate per year level			
Year 7 attendance rate	94.4%	Year 10 attendance rate	92.3%
Year 8 attendance rate	92.0%	Year 11 attendance rate	89.4%
Year 9 attendance rate	92.0%	Year 12 attendance rate	89.3%

\*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 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

## Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	85.4%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## 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 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	553.5	546.0	606.3	580.4
Writing	533.7	513.2	571.5	548.9
Spelling	560.2	545.6	594.6	582.3
Grammar and punctuation	558.1	541.7	589.3	573.2
Numeracy	547.6	554.1	604.7	592.0

## Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	40
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	38
Number of students receiving an Overall Position (OP)	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	28
Number of students awarded a VET Certificate II or above.	19
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	80%
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.	97.5%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	96.3%

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

### Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	6	8	6	4	1

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

## Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	0	1	19

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

Certificate II in Hospitality and Certificate III in Christian Ministry and Theology.

## Student destinations

### Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Exiting students left for personal and family reasons with the most frequently cited reason being movement of family to new geographical location beyond the reach of Mary MacKillop College.

