

School Name Mary MacKillop College

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Principal's Foreword

Introduction

At Mary MacKillop College you will find a community committed to bringing out the best in each and every student. It's a great place to learn. Girls in Years 7 -12 enjoy a diverse and innovative curriculum in a school where the teachers are dedicated to giving their all for the benefit of the students. Students and staff alike love being at Mary MacKillop College. There's a strong sense of shared purpose. It's a faith-filled and hope-filled place. It's a place of warm and friendly welcome.

Expectations are high at Mary MacKillop College. Learning progress is tracked for each student in a comprehensive process of goal setting, review and support. Students have access to a diversity of learning enrichment opportunities. Student initiative and leadership is nurtured and encouraged. Action and advocacy for social justice is integral to the life of the College. Music, art, drama and sporting activities abound.

Inspired by the life and spirit of Australia's first Saint, the young women of Mary MacKillop College learn what it 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 a MacKillop education.

School Profile

Mary MacKillop College is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 500 Girls 500 Boys

Characteristics of the student body

The young women of Mary Mackillop College come from diverse races, creeds and backgrounds. Our students love to come to school and they hold their College community in high regard.

Students are encouraged and nurtured through a comprehensive pastoral care structure with a vertical House system. This system provides opportunities for girls to mix with others from Years 7 - 12, to develop quality relationships with others, and to grow as confident, capable and compassionate people.

Mary Mackillop College is a community where each individual is known and challenged to be the very best she can be. There are high expectations of the learners of Mary MacKillop College. There is a high level of learning engagement in the classrooms and in the various other learning contexts of Mary MacKillop College. On the completion of Year 12 many students go to university where they study a range of courses with a particularly large proportion of students entering the sciences.

Students are engaged in the co-curricular life of the College through their active participation in the many sporting, musical, cultural, liturgical and other co-curricular activities on offer. Importantly, students are also encouraged to actively contribute to society, to speak out for justice and to live the College values of Dignity, Equality, and Trust in God. They understand that their education enables them to be creators and facilitators of a more peaceful and just world.

Our distinctive curriculum offerings

The curriculum of Mary MacKillop College is derived from strategically developed, research based evidence and is aimed at meeting the needs of young women as they prepare to enter university and other post-school pathways. At the completion of Year 12 students typically attain the Queensland Certificate of Education along with an Overall Position (OP) or a Tertiary Selection Rank. Opportunities are also available for the attainment of Vocational Education and Training (VET) outcomes including Certificate II or III and School-based Traineeships and Apprenticeships.

Our teachers are committed to excellence in their work, providing high quality and high equity outcomes for the students in their care. They work diligently both within and beyond the classroom to provide first class learning experiences for our students. The teachers of Mary MacKillop College form a strong and focused professional learning community and have this year completed research projects in a range of areas including: online collaborative learning, OneNote, problem solving, historical thinking and digital story-making.

The College aims to progress each young woman towards her potential such that she has the skills, abilities and resolve to make her mark as a confident, capable and creative contributor to society. The College learning framework is sustained through our well-resourced campus flavoured by a distinct focus on the convergence of information and communication technologies with learning. Students benefit from our one-to-one laptop program and our connected classrooms.

Extra curricula activities

The College offers a large range of extra curricular activities catering for diverse interests. These include:

Interschool competitive sport in the Catholic Secondary Schools Sports Association - netball, AFL, soccer, touch, volleyball, indoor cricket, basketball, cross-country, swimming, track and field.

Non-competitive physical activity including - yoga, archery, fencing, lacrosse, zumba, ultimate disc.

Debating, Science Ambassadors, Brian Bee Challenge, Anime, Design and Book Clubs, Writers' Circle, Homework Club, Subject-based Tutorials, Subject/Academic Competitions.

Social Action, Environment Action, Community Service incl. Ozcare and Rosies, tutoring at local library, Dance, Drama, Liturgy, Instrumental Music, bands, ensembles, choirs, dance, drama, cultural celebrations, cheerleading.

How Information and Communication Technologies are used to assist learning

The College implements a one to one student laptop program and also caters for Bring Your Own Device learning. Our Moodle Learning Management System enables the sharing of learning and teaching materials and the integration of collaborative learning forums and interfaces. All classrooms are digitally connected and pedagogical approaches reflect the blending of ICT to optimise learning and engagement with learning. Teachers employ a diverse range of technologies across faculty areas from data logging in Science to use of specific iPad applications in Learning Enrichment. Increasingly students are becoming creators of digital technologies and this is particularly evident in Film and Media studies. The teachers of Mary MacKillop College are thoughtful and discerning users of technology. They are particularly focused on utilising technology that extends the students' thinking and that prompts them to deeper learning.

The continuous enhancement and development of technology systems that support learning is core to the strategic focus of Mary MacKillop College. This includes the update of administrative systems for records management, data access and communication. There is an increasing emphasis on electronic data storage and the implementation of efficient data input and retrieval systems. The College Technology committee and the eLearning Implementation Team trialled a range of new technologies to be implemented at the College in 2016. All students and staff will use up to the minute stylus-enabled tablets. The College wi fi will be completely upgraded and new online teaching tools for deep and engaged learning will be introduced.

Social climate inclusive of pastoral care and our response to bullying

A supportive and inclusive approach to Pastoral Care is central to the community of Mary Mackillop College. We are committed to providing a safe and caring environment founded on a belief in the sacred goodness of each person.

All staff are responsible for the wellbeing of our students. The Pastoral Care Team includes Heads of House, Learning Enrichment staff, Careers Counsellor, Guidance Counsellor and the Deputy Principal - Students. Proactive aspects of our pastoral care and anti-bullying approach include:

- Implementation of policies, programs and strategies which aim to build a sense of belonging and which specifically promote the wellbeing of all students and staff.
- Preventative programs which include skills-based life learning for all students and comprehensive approaches to Student Protection regimes.
- Counselling programmes to assist students to improve their emotional resilience, conflict resolution and communication skills.
- Individual responsibility for behaviour that is in breach of expectations. Restorative practices are utilised with an emphasis on healing and reconciliation.

Parent, student and teacher satisfaction with the school

Evidence gathered via questionnaires, sampling, and surveys indicate a high level of satisfaction with a range of College approaches and procedures including:

- Effective and holistic pastoral care
- Engagement of students in learning
- Consultative strategic planning processes
- Commitment of staff
- Comprehensive curricular and co curricular offerings
- Good involvement in the arts, sciences and humanities
- Extensive sporting, musical and academic opportunities within and beyond school.
- Positive partnerships with parents and families
- Involvement in community outreach and support
- Friendly and inclusive community
- New website and more comprehensive communication with families

Parent involvement in their child's education

Parents are welcome and involved in the life of Mary MacKillop College in a range of ways including:

- The Community Council - a forum for parents to provide input on strategic direction, management and development.
- "Open School" disposition wherein parents and prospective families are welcome to visit the school at any time as appropriate.
- Information evenings, Open Days, Welcome Breakfasts and similar events.
- Parent/Teacher meetings as formally timetabled and at other times by arrangement.
- Provision of feedback through surveys, focus groups and similar as appropriate.
- Assistance with sporting, musical, cultural, liturgical and other co-curricular activities.
- Tuckshop and library assistance.
- Fortnightly College newsletter.

Families made a major contribution to the "Dreaming BIG for MMC" community consultation in a series of focus groups and surveys during 2015. Feedback from parents, as well as from students and staff informs strategic planning for the College 2016+.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	43	17
Full-time equivalents	40.60	14.24
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	18
Post Graduate Diploma/Certificate	15
Bachelors Degree	9
Diploma/Certificate	1

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 74 020

The major professional development initiatives were as follows

Professional learning for staff is prioritised for optimal impact on student learning.

- eLearning Strategy and Implementation team established to recommend research-based foundation for blending technological innovation in learning and pilot new tablet computers for students and staff
- Visible Learning Team established as part of the Delivering Excellence in Teaching and Learning Strategy in Brisbane Catholic Education. Completed Visible Learning plus program and created strategy approach for Mary Mackillop College with an emphasis on increased learning progress for every student. All staff educated in contemporary evidence-based best practice based on research by Hattie, Fullan and Sharratt in particular.

School Income by Funding Source

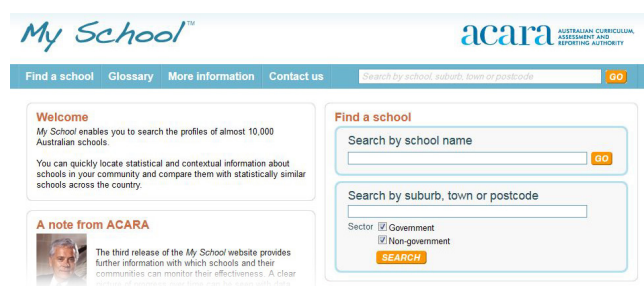
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school 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.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 97.41 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 83.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	92.00 %
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Prep Attendance Rate	%	Year 7 Attendance Rate	95.00 %
Year 1 Attendance Rate	%	Year 8 Attendance Rate	94.00 %
Year 2 Attendance Rate	%	Year 9 Attendance Rate	93.00 %
Year 3 Attendance Rate	%	Year 10 Attendance Rate	93.00 %
Year 4 Attendance Rate	%	Year 11 Attendance Rate	90.00 %
Year 5 Attendance Rate	%	Year 12 Attendance Rate	92.00 %
Year 6 Attendance Rate	%		

Policy and practice to manage student attendance

Students openly express their love of, and loyalty to the College. There is a clear understanding that school attendance is directly related to learning outcomes.

Absence is to be verified by a call from a parent to the absentee line, a suitable note, or by prior, agreed arrangement.

Sickness over an extended period is to be verified by a medical certificate.

Roll marking is pursued with all due care and great attention.

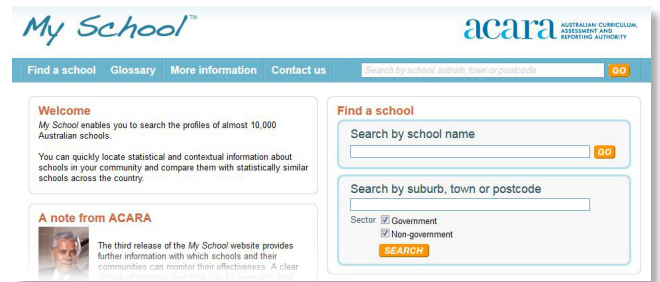
Attendance is addressed in supporting policies including those for Assessment, Child Protection and Pastoral Care.

Families are contacted by text message in the event of unexplained absence with a requirement of their immediate contact with the College.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.	93.0 %
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Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	79
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	46
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	4
Number of students awarded one or more Vocational Educational Training qualifications.	40
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	79
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	78.0 %
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.	100.0 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	98.4 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
8	14	14	7	3

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
2	24	42

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.