



SCHOOL PROFILE

School name Mary MacKillop College

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Contact person Christine Clarke - Principal

Principal's foreword

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 taught by teachers who, like their students, 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.

We have high hopes for our young women. We believe in the infinite growth and learning potential of each and every person. We strive to do things exceptionally well. Our educative focus is on the formation of young women who live life with love, with hope, with faith; as co-creators of, and contributors to, a world of compassion and justice.

Students have access to a wide range of learning enrichment and challenge 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, media and sporting opportunities abound.

St Mary MacKillop lived with purpose, drive and energy. She lived with hope. She lived knowing that life is best embraced in our determined pursuit of a greater good. Mary valued faith and learning. Her legacy remains at the heart of a MacKillop education. MacKillop Women Learn. MacKillop Women Aspire. MacKillop Women Shine.

School facts

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 represent something of a microcosm of the world the way we would dream it to be. All are deeply valued in a community where diversity is welcomed and celebrated. They come from nearly thirty different primary schools; from as far away as the Glasshouse Mountains to the north and Stradbroke Island to the south. They bring cultural heritage from all around the world - the islands of the Pacific, China, Malaysia, Papua New Guinea; from India, Sri Lanka, Pakistan and Iraq; from South Sudan and Kenya; from countries in Europe and South America. They come from all of the world's major religions. They come for a MacKillop Catholic Education which honours each individual story and which is focused on a belief in the learning potential of each and every person. They come for a MacKillop education which values and provides multiple learning pathways.

MacKillop women are educated to be confident, compassionate and capable. They go on to vocations in multi-media, graphic design, science, engineering, justice, medicine, bio-medical science, education, journalism, international law and more. They go on to be women who imagine and enact a world of life and hope.

Social climate

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. The College has a comprehensive transition program in place to assist Year 7 students transition to high school.

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 include skills-based life learning for all students.
- Individual responsibility for behaviour that is in breach of expectations.
- Restorative practices with an emphasis on healing and reconciliation.

Curriculum - our distinctive 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 with a commitment to excellent learning and teaching.

Curriculum - our extra curricula activities

The College offers a large range of extra-curricular activities catering for diverse interests.

Interschool competitive sport in the Catholic Secondary Schoolgirls 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, cultural celebrations, cheerleading.

Parent, student and teacher satisfaction

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
- Involvement in the arts, sciences and humanities
- Range of 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
- Great communication with families via email, texts, MacKillop News, Parent Portal.

Parent engagement

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

- Parenting Tips eg. presentation by psychologist, Dr Judith Locke
- Regular community gatherings for parents to provide input on strategic direction, management and development
- Information evenings eg. Year 7, Senior School course selection
- Open Days, Welcome Breakfasts and similar events
- Parent/Teacher/Student meetings as formally timetabled and at other times by arrangement
- Provision of feedback through surveys, focus groups and similar
- Tuckshop and library assistance
- Assistance with sporting, musical, cultural, liturgical and other co-curricular activities
- Night of Excellence
- Enrolment interviews for new students and their families
- Enrolment Information evenings, including tours and presentations by current students for prospective families
- Senior Education and Training Course Planning Interviews Year 10 students and parents
- Parent assistance at College dances
- Participation in College liturgies eg. Opening Mass, Mary MacKillop Day liturgy, Year 12 Graduation Mass.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

The strengthening of our aspirational learning culture is a significant outcome for 2016.

The Mary MacKillop College learner is characterised as curious, creative, resilient and self-directed with a particular emphasis in 2016 on curiosity. The design of the Mary MacKillop College learning analogy - SEEK STRIVE SOAR STUCK - is the outcome of a collaborative community consultation. Students are taught to specifically understand their own learning, to know strategies for enabling their learning, and to understand that challenge and mistakes are critical to the very best learning. A comprehensive program of goal setting for students with regular review and recalibration is undertaken in conjunction with learning mentors.

Aligned College iconography incorporating the feminine resurrection cross along with the Christ-centred Celtic knot applied to key House artefacts, College website, classrooms and College publicity.

Planning for the provision of twelve contemporary, flexible learning spaces completed with construction to begin in January 2017.

Future outlook

2017 will see a purposeful focus on three key strategic areas:

Strong Catholic Identity - revamped staff and student retreat program; community formation in prayer; articulation of the community understanding of its Catholic identity through participation in the Catholic Dialogue Schools Project.

Excellent Learning and Teaching - improved writing outcomes; preparation for new Senior Assessment in Tertiary Entrance; expected and effective pedagogical practice emphases on learning intentions and success criteria, feedback, review and response, tracking of student learning data.

Building a sustainable future - facilities master plan, leadership formation of middle and senior leaders, goal setting for teachers and other staff.

STUDENT OUTCOMES

Whole school attendance rate	94.00 %
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Prep attendance rate	%	Year 7 attendance rate	96.00 %
Year 1 attendance rate	%	Year 8 attendance rate	94.00 %
Year 2 attendance rate	%	Year 9 attendance rate	94.00 %
Year 3 attendance rate	%	Year 10 attendance rate	92.00 %
Year 4 attendance rate	%	Year 11 attendance rate	93.00 %
Year 5 attendance rate	%	Year 12 attendance rate	92.00 %
Year 6 attendance rate	%		

Management of non-attendance

Research has proven that there is a high correlation between school attendance and academic performance and success, while absence from school is often the greatest single cause of poor performance and achievement.

The College expects all enrolled students to attend school for learning every day of the school year.

The College works collaboratively with parents to fully engage students, meet their educational needs and ensure full attendance. Attendance is closely monitored through the House system. Rolls are electronically marked on multiple occasions throughout the day. Parents text or ring to notify the College of a student's absence. Any unexplained absences are followed up immediately on the day of the absence.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Grammar & punctuation				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	556.06	541.00	599.92	580.60
Writing	530.92	514.70	577.13	548.40
Spelling	554.87	542.90	602.33	580.30
Grammar & punctuation	563.86	540.20	595.45	570.30
Numeracy	535.29	549.50	582.10	588.80

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort	92.0 %
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Outcomes for Year 12 cohort of 2016

Number of students receiving a Senior Education Profile	88
Number of students awarded a Queensland Certificate Individual Achievement	1
Number of students awarded a Queensland Certificate of Education at the end of Year 12	85
Number of students awarded one or more Vocational Educational Training (VET) qualifications	53
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	50
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	72.0 %
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	98.9 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	93.8 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
9	11	16

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
0	9	64

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	44	21
Full-time equivalents	42.50	15.08
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	9
Post Graduate Diploma/ Certificate	
Bachelor Degree	34
Diploma/Certificate	1

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 97692

The major professional development initiatives were as follows

Professional learning for staff is designed and implemented for optimal impact on student learning.
Strategies for improving student writing - Leadership development - Catholic identity - WHS - Syllabus development - Marking external assessment - Visible learning - Data tracking and elearning.

Average staff attendance rate The staff attendance rate was 97.29 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 82.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

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/>

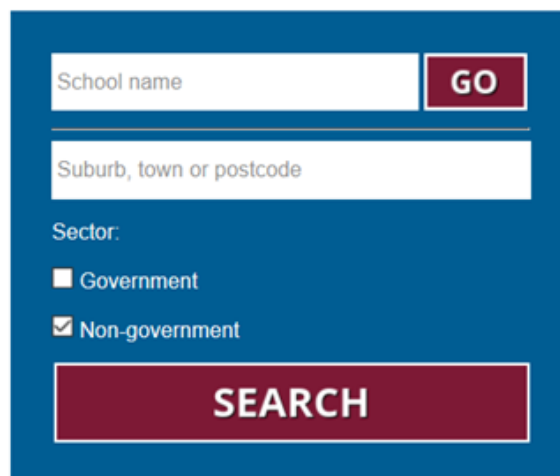
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'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.

Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, there is a section labeled 'Sector:' with two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.