

SCHOOL PROFILE

School name Mary MacKillop College

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Contact person Christine Clarke - Principal

Principal's foreword

At Mary MacKillop College we strive to be a microcosm of a vibrant, inclusive world. MacKillop Women are educated to inspire a world of difference; to have the imagination and creativity, the skill, confidence and courage to reject that which divides, and to design, engender and share a way of being at one.

This is poignantly symbolised in the emblem of Mary MacKillop College – the Christ-centred Celtic Knot.

We educate our young women from a range of faiths and ethnicities, to be people of light who are compassion, justice and peace for the world. We draw our inspiration from the life and spirit of Jesus and St Mary of the Cross MacKillop. The MacKillop Community is animated by resurrection hope.

Diversity and inclusion are core to our identity. We value difference that is celebrated and welcomed as vital to wholeness of community. Each young MacKillop Woman is valued as a person of goodness who is called to be proactive and responsive in both local and global contexts.

Growing the learning engagement, progress, achievement and well-being of each student is at the heart of the MacKillop educational imperative. The MacKillop learner is resilient, self-directed, creative and curious. MacKillop Women inspire, not in their fulfilment of everyday expectations, but rather when they defy the odds; when they go above and beyond; when they are tenacious and audacious, reflective, faith-filled and hope-filled. 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: 540 Girls: _____ Boys: _____

Characteristics of the student body

The young women of Mary MacKillop College are part of a community where multiple types of diversity are welcomed and celebrated. MacKillop Women come from thirty different primary schools. Their cultural heritage originates 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.

Learning success is realised by students who pursue focused academic pathways as well as by those whose passion and talents come to life through vocational pathways. Mary MacKillop College enables students along the learning continuum to experience success. Learning programs, structures and support are in place to encourage engagement, create stronger connections for student learning and build the capacity and confidence of all. Ours is a wonderfully inclusive community where excellence is evident in learning progress and achievement along a multiplicity of learning pathways.

MacKillop Women are educated to be confident, compassionate, capable and successful learners. They go on to vocations in multi-media, graphic design, science, engineering, justice, medicine, bio-medical science, education, gaming, robotics, journalism, international law and much more.

Social climate

Students are encouraged and nurtured through a comprehensive pastoral care 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 individual is known and celebrated. She is encouraged to learn and to grow to confidently appreciate her own innate goodness and 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. The 2017 interhouse cultural competition saw every student performing on stage to a song with a strong social justice theme. Every student was applauded and cheered on by every other student - a tangible sign of the celebration of inclusion at the heart of a MacKillop education.

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

- *Specially designed wellbeing program for each year level.
- *Individual responsibility for behaviour that is in breach of expectations.
- *Restorative practices with an emphasis on healing and reconciliation.

Curriculum - our distinctive offerings

Mary MacKillop College is a medium sized school offering a large and diverse range of curriculum offerings from Year 7 to Year 12. There is a mix of subjects from all learning areas of the Australian Curriculum. All students study Religious Education, Mathematics and English. Students of Years 7-10 study Science, Geography, History, Japanese, Physical Education, Media, Business, Visual Art, Drama, Music, Home Economics, Hospitality, Film, Television and New Media.

In 2017 staff and students travelled to NASA in the United States for hands-on learning in aerospace science. Media studies are growing in popularity, with the College hosting a major interschool film-making competition. We have impressive and expanding media and music programs.

High potential learners are supported through activities, workshops and in-class experiences co-designed by students and staff. The provision of high quality learning enrichment for students with particular needs is also prioritised. Senior students are supported through the pathways best suited to their particular needs, dreams and passions. Most pursue tertiary entrance pathways and achieve high levels of success in mathematics, science, humanities and the arts. Others pursue vocational education pathways. The College actively supports their enrolment with TAFE and other providers. We say that 'no pathway is better than another pathway if it is the right one for a particular student'. Excellence in all areas is expected. MacKillop Women love learning.

Curriculum - our extra curricula activities

Mary MacKillop College offers a large range of co-curricular activities catering for diverse interests.

Retreats (Yr 7-12), physical challenge days(Yr 7-10), camp (Yr 9).

Interschool competitive sport - netball, AFL, soccer, touch, volleyball, indoor cricket, basketball, cross-country, swimming, rack and field. Lunchtime physical activities. Staff and student sporting matches.

Interschool debating, Science Ambassadors, Junior Engineers, Anime Club, Book Club, Writers' Circle, Homework Club, subject based tutorials, Dyslexia Club, subject/academic competitions, Readers' Cup.

Social action, environmental Action, Rosies, after-school tutoring at Nundah, shared meal, cheerleading, drama, liturgy, Justice Committee.

Instrumental music lessons, Concert Band, Strings Ensemble, Guitar Ensemble, Flute Ensemble, Rock Band. Year 7&8 Choir. College Choir. Social Justice Choir.

Parent, student and teacher satisfaction

Mary MacKillop College is a great place to learn and we are a place always open to learning. Parent, student and teacher satisfaction is gauged from evidence collected via questionnaires, dialogue, surveys, interviews, and from anecdotal evidence offered throughout the year. We are strongly committed to the development of a strong and 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:

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.

Parent 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 include:

Annual Celebration of Arts evening

Music concerts and presentations

College liturgies incl. Opening Mass, Mary MacKillop Day, Easter liturgy, Year 12 graduation Mass

Welcome Interviews for new students and families

Orientation and transition days

Award ceremonies including annual Night of Excellence

House assemblies

Enrolment Information Evenings

Subject Information and course Planning sessions

Parent/Student/Teacher meetings

Feedback surveys incl. Catholic Identity Survey 2017

Open Day, Welcome Breakfast, Student Leadership Team gatherings

Community Meets - cyberbullying, anxiety

Parenting tips sessions facilitated by adolescent psychologists.

Sport, cultural and other co-curricular activities.

SCHOOL ACHIEVEMENTS

Achievements against 2017 annual plan

Mary MacKillop College sets clear medium term strategic and annual goals and reports regularly on progress.

Formation of the College community into a stronger, lived understanding of its Catholic, Josephite identity is evidenced in updated retreat programs for staff and students; enhanced understanding and practice of prayer; design and installation of coherent College iconography; audit of community understanding of its core religious identity through participation in the first phase of the Catholic Dialogue Schools project.

Growth in the learning engagement, progress, achievement and wellbeing of each student - NAPLAN results above state and national averages; improved writing outcomes Years 7-10; College readiness for new QCE 2019; specific improvement in literacy and numeracy outcomes; comprehensive data tracking of student learning by staff and students; implementation of new student well-being program with emphasis on building student self-direction.

Building a sustainable future: development of new Middle Leadership structure with new positions in the areas of design, technology and creativity, learning and teaching; establishment of twelve new flexible, contemporary learning spaces.

Future outlook

The future is bright at Mary MacKillop College. There is a vibrant pulse at the heart of this creative, hope-filled community of learners. Students and staff alike love being at Mary MacKillop College. There's a strong sense of shared purpose. It's a place of warm and friendly welcome. Expectations are high in this aspirational learning community. We don't stand still.

2018 sees a continued purposeful focus in three key strategic areas:

Strong Catholic Identity: updated College mission statement; formalised immersion program; enhanced social justice and outreach opportunities; expanding Josephite connections; response to the findings of the Catholic Dialogue Schools community survey.

Excellent Learning and Teaching: consolidated curriculum and pedagogical readiness for new QCE; extended innovative use of flexible learning spaces; elevated staff proficiency in strategising for improved results based on evidence.

Building a Sustainable Future: revitalised library; digital resources audit and futures plan; finalised educational brief and masterplan.

STUDENT OUTCOMES

Whole school attendance rate	93.00 %
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Prep attendance rate	%	Year 7 attendance rate	95.00 %
Year 1 attendance rate	%	Year 8 attendance rate	95.00 %
Year 2 attendance rate	%	Year 9 attendance rate	92.00 %
Year 3 attendance rate	%	Year 10 attendance rate	92.00 %
Year 4 attendance rate	%	Year 11 attendance rate	92.00 %
Year 5 attendance rate	%	Year 12 attendance rate	93.00 %
Year 6 attendance rate	%		

Management of non-attendance

The College strives to optimise student attendance through active engagement with the student and her family. There is a high correlation between school attendance and academic performance and learning success. 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 in every lesson, every day. Parents text or ring to notify the College of a student's absence. Any unexplained absences are followed up immediately by the College on the day of absence. Attendance is recorded on academic reports. The College Assessment Policy clearly outlines student and school responsibilities in the event of unavoidable absence. Pastoral support is available to students and families as applicable.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	564.03	544.70	592.87	580.90
Writing	536.84	513.00	581.80	551.90
Spelling	563.85	549.60	591.15	581.50
Numeracy	559.70	553.80	591.11	592.00

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2015) student cohort	90.0	%
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Outcomes for Year 12 cohort of 2017

Number of students receiving a Senior Education Profile	90
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	90
Number of students awarded one or more Vocational Educational Training (VET) qualifications	48
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	6
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	54
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	86.9 %
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 applicants receiving a tertiary offer	94.7 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
12	16	19

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
2	17	61

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 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	47	20
Full-time equivalents	44.20	15.39
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	
Masters	12
Post Graduate Diploma/ Certificate	19
Bachelor Degree	15
Diploma/Certificate	1

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 112,032 .

The major professional development initiatives were as follows:

- *Subject specific: review and enhancement of Yr 7-10 Australian Curriculum work units; QCAA training for monitoring, planning and implementation of Yr 11&12 curriculum for new QLD Certificate of Education - 2019; literacy teaching and learning; *Excellent teaching & learning: establish professional learning teams to share best evidence-based practice; writing; development of inter-school teaching network and facilitation of on-site teaching and learning conference; Office 365 for online collaboration; development, implementation and review of teaching goals aligned with College priorities in the areas of strong Catholic identity, leadership and great pedagogy; feedback that best stimulates self-directed learning; *Strong Catholic Identity: accreditation to teach RE; Josephite formation; Catholic Dialogue Schools Project;
- *Other: H&S, professional conduct, student protection, fire safety, ICT skills, support early career teachers.

Average staff attendance rate The staff attendance rate was 96.31 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 93.0 % of staff were retained by the school for the 2017 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 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'.

Find a school **Search website**

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School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.