

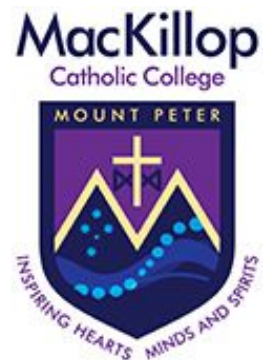


**Catholic  
Education**  
Diocese of Cairns

*Learning with Faith and Vision*

## MacKillop Catholic College, Mount Peter

<b>Motto</b>	Inspiring Hearts, Minds, and Spirits
<b>Address</b>	1 MacKillop Rd (Cnr Mt Peter Rd), MOUNT PETER QLD 4869
<b>Postal Address</b>	PO Box 1027, Edmonton QLD 4869
<b>Phone Number</b>	(07) 4045 5262
<b>Fax Number</b>	-
<b>Email Address</b>	<a href="mailto:office.mountpeter@cns.catholic.edu.au">office.mountpeter@cns.catholic.edu.au</a>
<b>Web Site</b>	<a href="http://www.mackillopcatholiccollege.qld.edu.au">http://www.mackillopcatholiccollege.qld.edu.au</a>
<b>Total Enrolments</b>	503
<b>Year Levels Offered</b>	P-12
<b>Student Population</b>	Co-Educational
<b>Principal</b>	Luke Reed
<b>Parish Priest</b>	Fr Karel Duivenvoorden PP
<b>Parish Number</b>	(07) 4055 4315





# Catholic Education

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### About our School

2020 is our fifth year since foundation. MacKillop Catholic College, Mount Peter, was established in 2016 with Prep to Year 3. In 2020, 19 learning groups across Prep to Year 6 cater for 439 students and the commencement of the secondary phase of schooling with the introduction of Year 7 which catered for 101 students. Over successive years, the College will expand its offerings to full P-12, with the first Year 12 group graduating in 2025. Purpose designed specialist teaching spaces for science, materials technology, visual arts, food technology, dram and music performance arts will be under construction in 2021. These will be complemented by general learning areas for secondary students.

As a Catholic School, we strive to create an environment in which our students, families and staff are engaged and inspired by the living spirit of Christ. We are motivated by our own experience of the God's life-giving love, and endeavour to share this with others.

Our College is named for St Mary of the Cross (MacKillop), Australia's first saint. Mary MacKillop lived out her life as a disciple of Christ responding to the needs of others, particularly in the fields of education and social care. Our College values, themselves an expression of Gospel values, are inspired by Mary MacKillop's life, faith and work.

Inspired by the love of Jesus and following in the footsteps of St Mary MacKillop, we value:

- *Community in the manner of family*
- *Learning that is engaging and lifelong*
- *Reaching out to others in compassion and service*
- *The Nurturing of spirituality and faith*

The dispositions of *Respect, Engagement and Personal Best* characterise our learning and living.

### Characteristics of Student Body

Enrolment of 503 (249 male – 254 female)

- Students who identify as Aboriginal and/or Torres Strait Islander – 15% of enrolments
- Students with a verified disability – 7.41% of enrolments
- Student Attendance rate of 75.9%
- SES score of 93 (National average is 100)

### School Annual Improvement

**Priority 1: Facilitating learning growth for all students across the literacy domain**

Goals:

- In 2020, MCC student cohort will meet the CES benchmarks in the literacy domain.
- Use of individual learner (Faces) assessment data to plan for growth
- Individual students will exceed the benchmark 0.4 SD growth over the 2020 academic year in the literacy domain
- Refinement of Literacy Scope and Sequence and mapping of Learning Progressions
- ABLES – PD offered by QCAA – trail in 2020
- QA in AC delivery and assessment



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### Priority 2: Build teacher capacity to exploit dynamic learning spaces and agreed pedagogical practices

#### Goals:

- Use of the CLARITY 14 Parameter framework to describe, understand, and improve our work.
- Throughout 2020, all MCC learning leaders (teachers) and Student Learning Assistants (classroom school officers) will increase their capacities to leverage use of Innovative Learning Environments (ILEs) to promote student learning and wellbeing
- Monitoring of this goal will primarily utilise qualitative and quantitative data (P2P)
- Capacity building for Year Level Teams in ESCM
- Teacher Profiling to assist self-understanding and skills development
- Co-Teaching models explored, implemented and monitored.

### Priority 3: Enhancing the Catholic identity of our College community

Goals: To continue to develop the Catholic Identity of the College through the ongoing development of rich and rigorous RE curriculum and the implementation of a plan to prepare the students for a Eucharistic celebration for the Feast Day of the College patron (August).

#### Strategies:

1/ ECSI team developed by the end of T1. Team to consider areas for further Professional Learning opportunities for staff.

2/ Two PLTs per term to work with teams to evaluate their RE units and assessment tasks. The focus will be on planning in Learning Cycles to enhance deep religious knowledge and understanding and making the learning intentions and success criteria visible to students and families.

3/ PLTs allow teaching teams an opportunity to discuss the background knowledge needed for each unit

- The ongoing development of MCC's involvement in the St Therese Catholic parish expression of the Diocese of Cairns Pastoral Plan, including the provision of adult learning experiences at MCC that explicitly presents the Good News as an integral part of the learning and cultural curriculum experience by students of MCC.
- This goal is in keeping the Cairns Diocesan pastoral plan
- Analysis of ECSIP data to develop strategic response for MCC context

## Distinctive Curriculum Offerings

As a new school, inside and outside learning spaces have been purpose-designed to provide innovative, flexible environments to support contemporary inquiry/investigative pedagogies.

Literacy and numeracy skill development is our key curriculum focus in the early years, then with ongoing consolidation through primary schooling.

Religious Education is a formal component of our College curriculum at every year level. The RE curriculum has been designed to offer students an age-appropriate program exploring what Christians of the Catholic tradition believe and understand about God's loving action through history, particularly in the person of Jesus of Nazareth -his life, teaching and action. An appreciation of the Sacred Scriptures as a foundational communication of God's Word from generation to generation is addressed by the RE curriculum. It also presents students with an understanding of the role of the Church as the ongoing presence of Christ in the world - its pastoral outreach, its way of ritual celebrations, its social structure and history.

The curriculum also builds student capacity in the learning areas of Science, Humanities and Social Sciences (HASS), Technology and Health. As an integral part of our strong academic program, Mackillop provides specialty classes across years Prep to 7 to



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students in Music, Visual Art and Design, LOTE (Japanese); and Physical Education. In addition, Year 7 has the specialty class of Food Technology.

A mentoring program is in place offering participants an opportunity to learn about and develop skills in positive and supportive relationships. All program participants contribute to and benefit from the mentoring program.

Students about the age of 10 are offered an opportunity to participate in preparation for the celebration of the Catholic sacraments of initiation: Confirmation and Eucharist. The liturgical celebrations occur within the Parish community of St Therese, Edmonton.

### Extra Curricular Activities

The College Choir has formed in 2017 and has grown in successive. Under the leadership of the Director Music, the choir is a very popular student activity. Choir performances are very well received by the College community. At the 2019 Cairns and District Junior Eisteddfod, our Choir achieved significant success being awarded trophies for Unison Chorus, Sacred Chorus, Novelty Song and the overall Aggregate Choral Award. A popular co-curricular instrumental music program is in place and expanding to include both string and wind instruments and ensembles.

MCC students represent the College in a range of activities and competitions including:

- Cairns Junior Eisteddfod
- Calanna Public Speaking
- Mt Sheridan Spelling Bee
- Readers Cup
- Catholic Education Week activities

A number of seasonal sporting activities are offered after school, including, AFL, Netball and Field Hockey. Due to COVID-19, 2020 saw several restrictions in place and regular face-to-face gatherings and events cancelled.

### Social Climate

MacKillop Catholic College's pastoral care strategy and school-wide positive relations framework is designed in part to provide protective pro-social support factors and response strategies to address incidences of bullying.

Relationships and Community are at the very core of Christian belief. The vitality of relationships is expressed in God's own nature as Trinity. This theology inspires those in Catholic Education, to strive to be a living Christian community in relationship with God, others and the world. When God is central, we purposefully orientate our relationships into express faith, hope and love.

There is nothing more important than healthy, positive relationships and well-being within a community. Positive relationships allow everyone to achieve maximum potential and growth. A College which lives out its values is a happy, welcoming, caring and safe place where there is great potential for everybody's needs to be met, and where all have the opportunity to succeed and develop to their full potential.

As stated in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008): 'students need to have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being', with a sense of hope and 'optimism about their lives and the future'.

On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA, p. 9).



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At MacKillop, a range of beliefs, practices, programs and strategies are in place across the College which aim to develop healthy, positive school culture. These include:

- Student engagement in deep learning experiences
- The Religious Education Curriculum
- The Second Step Program
- Circle Solutions
- The Classroom Management Framework
- Restorative

Practices

Strategies

Read more about the College Wide Positive Relationships Framework on our website:  
<http://www.mackillopcatholiccollege.qld.edu.au/wp-content/uploads/2019/03/MCCSchoolWidePositiveRelationships20180810.pdf>

### Parent Engagement

Catholic schools are focused on support of families in the education and personal and spiritual development of their children. Therefore, a sense of partnership between home and school is considered vital. When parents, carers, families and teachers share in the common vision of the school, the effectiveness of the school and the child's experience is greatly enhanced.

MacKillop Catholic College is determined on being a welcoming and inclusive community; parents are strongly encouraged to become involved in the life of our school. Often by doing this, support networks and friendships are formed which enrich family life.

There are various ways in which parents and carers can become involved in the school community:

- Parent-teacher positive communication as a hallmark of partnership
- Voluntary support activities eg: tuckshop, library, working bees, excursions
- Classroom activities and celebrations
- Participation in school liturgies and events eg: fetes, sporting carnivals
- Parents and Friends Association
- School Board (in-formation)
- Other committees and groups as formed from time to time

Parents are the first and most important educators of their children. The positive, open and collaborative partnership between home and school is encouraged throughout the learning journey at MacKillop; from enrolment inquiry to graduation.

The COVID-19 pandemic in 2020 brought into focus the health crisis and implementation of strict restrictions. Our priority in 2020 was the health and safety of our school community and ongoing education of our students.

### Parent Satisfaction

The Annual Survey for Parents was based on the school's response to remote learning during Term 2 due to the COVID-19 pandemic and its restrictions. Feedback was sought regarding:

- Strategies, routines & practices
- Improvement
- Resourcing
- Support

The school used this feedback to enhance student learning throughout Term 2.



## Staff Reporting Data

Qualification Highest level of attainment	Doctoral / Post- doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	0	6	52	18	5

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	50	48.90
Non-Teaching Staff	42	36.02
Indigenous	4	3.61

Professional development	
Funds expended	\$31,568.00
Staff Involved	100%

### Major Professional Development Initiatives

Professional learning by College staff during 2020 focused on supporting school effectiveness priorities:

- Catholic School ethos and the spirituality of St Mary MacKillop
- Curriculum development - particularly in the literacy growth domain
- Contemporary pedagogies and innovative learning environments (ILE)
- Student Protection

Attendance & Retention	
Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods up to 5 days	96%
Percentage of teaching staff retained from the previous school year	92%

### Staff Satisfaction

The Annual Satisfaction Survey for Staff did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Feedback was sought during Term 2 from Parents and used to enhance remote learning.



## Student Reporting Data

### Average student attendance rates:

Prep	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7
96.05	94.44	94.17	94.6	95.17	92.29	91.78	92.05

### How non-attendance is managed by the school

MacKillop Catholic College has a policy of encouraging 100% student attendance - all day, every day. Every student absence requires a valid reason.

Compulsory education is not only required by law, but it is also our concern that regular absences can significantly affect student learning. Attendance every day is a condition of enrolment for all students at a Catholic school in the Diocese of Cairns, regardless of age.

The morning transition from home to school is the most important transition of any school day. The best learning time for students is the start of the school day. That's when every minute counts the most!

- Getting to school on time ensures everyone has a calm and orderly start to their day.
- Bags, lunch orders and notices dealt with at the right time.
- Learning is easier because no-one has missed the start of any lesson.
- Children are happy and secure because there is a known routine which offers them structure.
- Teachers are pleased that learning experiences will be offered to all students in their class at the same time.

### Protocols

- Unexplained absences are followed up by direct contact from the school to parent/carers during the first learning session of the day, normally within the first hour of school. In the first instance, contact is made via SMS, with phone call follow-up as required.
- All absences require a valid reason
- Real-time and historical school attendance data for every student is made available to parents via the Parent Portal.
- Where there is pattern of student absences observed, a pastoral approach is made by the school to parents/care-givers to support regular attendance.

### Year 10 to 12 Apparent Retention Rate

N/A

### Student Satisfaction

The Annual Satisfaction Survey for Students did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Student input was sought through the remote learning feedback process.



## **NAPLAN**

### **Reading, Writing & Numeracy Results - Year 3, 2020**

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

### **Reading, Writing & Numeracy Results - Year 5, 2020**

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

### **Reading, Writing & Numeracy Results - Year 7, 2020**

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.





## Funding Reporting Data

### Income 2020

Australian Government recurrent funding	\$6,660,316
State/Territory Government recurrent funding	\$1,302,194
Fees, charges and parent contributions	\$1,278,538
Other private sources	\$280,306
<b>Total gross income (excluding income from government capital grants)</b>	<b>\$9,521,354</b>

### Deductions 2020

Income allocated to current capital projects	\$205,137
Income allocated to future capital projects and diocesan capital funds	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$1,448,680
<b>Subtotal</b>	<b>\$1,653,817</b>
<b>Total net recurrent income</b>	<b>\$7,867,537</b>