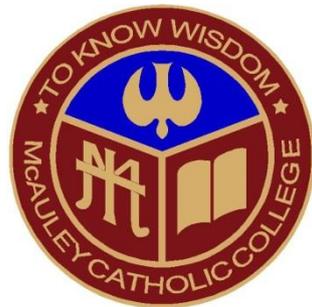


Annual School Report 2014 School Year

McAuley Catholic College



**Lot 21 Pacific Highway
Clarenza via Grafton, NSW 2460
Locked Bag 521
Grafton NSW 2460
02 6643 1434 (p)
02 6643 2137 (f)
www.mccgrifton.nsw.edu.au**

About this report

McAuley Catholic College is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2015 following its submission to the BOSTES.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 66 431434 or by visiting the website at <http://www.mccgrifton.nsw.edu.au>



1. Messages

1.1 Principal's Message

The primary purpose of McAuley Catholic College Catholic secondary school is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. McAuley Catholic College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2014. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that McAuley Catholic College has earned as an exemplary school. The following list provides an indication of the school's academic achievements:

- Many results in the HSC were at or above State average including Mathematics and Mathematics Extension, English Standard, English Advanced, Biology, Physics, Senior Science, Chemistry, PDHPE, Industrial Tech-Timber, Legal Studies, VET Construction and Visual Arts.
- There were 16 entries on the Distinguished Achievers' List (each entry represents a student who scored a Band 6 in a subject) plus 51 Band 5 results.
- There were 4 students who scored an ATAR over 90 with the Dux scoring 96.90.
- Many students were offered places in tertiary institutions.
- Results from other areas such as NAPLAN (National Assessment Program: Literacy and Numeracy) and VET (Vocational Education and Training) are indicators of a broad and successful curriculum.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement:

- Community Service continued as a focus for all students in the college. Higher awards issued as part of the *Positive Behaviour* rewards scheme requires a verified contribution to local community events.
- The college is a member of the **Clarence Valley Industry Education Forum (CVIEF)** which is a community partnership between Clarence Valley Council, Department of Education and Communities North Coast Region, Grafton High School, South Grafton High School, Maclean High School, McAuley Catholic College, Induna Education and Training Unit, North Coast TAFE, the local Aboriginal community, Southern Cross University and the University of New England. The Forum (CVIEF) aspires to a future where young people of the Clarence Valley are equipped to make meaningful life choices to become active participants in their communities and, increasingly, global citizens. The Forum works in 3 strands, *Careerlink*, to promote and co-ordinate School-based Apprenticeships and Traineeships (SbATs); *Fresh Start* to promote and provide opportunities for Indigenous students in the Clarence Valley; and the most recent initiative, *Stellar*, which promotes aspiration and opportunities for students to continue their education beyond the compulsory years. *Stellar* has been the main priority for the forum schools during 2014 and the promotion of university as an option for our students was ignited through the *Recipe for Success* Program. This will be further promoted and strengthened in 2015.



- Our students are the basis of the local McAuley Hockey Club which forms a major part of the Grafton hockey competition. McAuley Hockey Club had 8 teams in the junior competition and provided many coaches and umpires throughout the association.
- Representation at community events continued, including participation in various Youth debating and public speaking events. In addition the college had a large representation of students and staff at Anzac Day marches throughout the region.
- Various fundraising events occurred including collections for Project Compassion (*Caritas*), St Vincent de Paul and Mercy Works. Other local charities were sponsored through various events during the year.
- Significant numbers of our students volunteered for community fundraising endeavours such as Rescue Helicopter, Red Cross, Red Shield Appeal and Relay for Life to name a few.

Students performed well at various sporting events in 2014. The following list provides some examples of sporting highlights:

- McAuley Catholic College Open Netball team won the Netball championships for the Lismore Diocese plus the local *Daily Examiner* competition which involves all schools within the Clarence Valley. Approximately 15 schools competed in these two competitions. The team had to compete in a grand final in both tournaments and were successful both times.
- Two students won medals at the NSW *All Schools Athletics* Championships in AWD events.
- A student was selected to complete in the NSWCCC Tennis team.
- MCC had a Girls' Basketball team represent the college at NSWCCC Northern region level – the first Basketball team in many years.
- Several students completed in NSWCCC Athletics Carnival with a number of students advancing to NSW All Schools Championships.
- Two students were selected for CCC Representative teams – one student in Rugby League, one student in Rugby Union.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. McAuley Catholic College is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Leon Walsh
Principal

1.2 A Parent Message

Parents exercise their partnership responsibility through the Parents' and Friends' Association and the Parent Assembly.

The McAuley Catholic College Parents' and Friends' Association (P&F) is a body of parents who meet monthly with the Principal. All meetings are advertised in the School Newsletter. Meetings are run by an executive committee and all parents are welcome to attend and contribute.

During 2014 the P&F was involved in a range of initiatives. They:

- Actively sought appropriate grants.
- Submitted correspondence supporting the shade sail grant application.
- Submitted correspondence supporting the Chaplaincy Program.
- Participated in the Proclaim Lismore Parent 2014 Gathering.
- Provided suggestions for parent information gatherings to the Parent Assembly.



- Secured sponsorship to assist in the printing costs of the School Yearbook.
- Provided canteen facilities for students at school socials.
- Pursued fundraising initiatives including the McAuley Cook Book and catering at school events.

The P&F was able to make financial donations to the school for:

- The purchase of air conditioning units for classrooms.
- The *Demonstrating Christian Values in Year 8* award presented at the Annual Prizegiving assembly.

Another important role of the P&F has been providing feedback to the principal on relevant school based matters, for example student awards system, school uniform, homework, BYOD (laptops), School “app”, school excursions, as well as providing a platform for parents to raise issues with the principal.

The Parent Assembly was involved in three main focus areas during 2014:

- Two family retreats were held - one to Grassy Head for families in the southern part of the Diocese and one held near Murwillumbah for the northern part of the Diocese. These retreats were held over two days and brought together families to relax and enjoy quality time together, with each other and other families. It was also an opportunity to strengthen faith in a supportive environment, wherever you were at in your faith journey.
- The Annual Conference in Coffs Harbour was well attended by families from the Clarence Valley. It was an opportunity to network with professionals and other parents as well as listen to well respected speakers.
- *Proclaim for Parents Lismore* was a real opportunity to join with the Diocese in co-designing an even stronger and more effective Catholic schooling for our children - intellectually, spiritually, physically and emotionally. There was a gathering in Grafton which was well represented by parents in the Clarence Valley.

In addition, both groups worked together locally to organise guest speakers to inform and educate parents on relevant issues.

Megan Summerell

President

McAuley Catholic College P&F Association

Henry Sheehan

Parent Representative

Lismore Diocesan Parent Assembly

2. This Catholic School

McAuley Catholic College is located in Grafton and is part of the Clarence Valley Parish which serves the communities of Grafton, South Grafton, and Cowper and nearby regions. School families are drawn from the towns and communities of Clarence Valley and beyond, which incorporates the regional city of Grafton, together with the major towns of Yamba on the coast and Maclean. Neighbouring towns and villages include Corindi, Woolgoolga, Glenreagh and Coutts Crossing to the south, Copmanhurst and Ramornie to the west, Lawrence, Ulmarra, Cowper and Brushgrove to the north, and Wooli and Minnie Water to the east. Students are drawn from all these areas, most travelling to school on buses.

The school has existed in various forms and structures for many years with mergers and amalgamations at different stages. The *Sisters of Mercy* arrived in Grafton in 1884 and began ministry in Catholic Education at that time. The most recent history of the college shows the amalgamation of St Mary’s College, St Aloysius’ College and Holy Spirit College into Catherine McAuley College in 1990, followed by a name change to McAuley Catholic College when relocation to the Clarenza site occurred in 2004.



The Parish Priest Father Jim Griffin is involved in the life of the school, along with Assistant Priest, Father Bing Monteagudo, who is the Priest Chaplain of the college.

2.1 The School Community

McAuley Catholic College is a parish school with strong links to the parish family. The school aims to involve the students and their families in the life of the parish through a range of activities.

- The Clarence Valley Parish Mass is celebrated each Wednesday in school terms at our college. We are able to welcome parishioners to that celebration.
- Many students and staff attend and participate in the regular Youth Masses organised in the Grafton region on the fourth Sunday of each month. Students involve themselves in community service within the parishes of the Clarence Valley.
- Staff and senior students operate a breakfast trailer one morning per week to serve the needs of those in South Grafton who are homeless or in need of support.
- Many students volunteer to assist with weekly rostered sports teams and sports carnivals for our Parish Primary schools and the Catholic Primary schools of the adjacent parish.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

McAuley Catholic College caters for children from Year 7 – Year 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2014	TOTAL 2013
Male	61	56	56	36	33	30	272	260
Female	39	54	45	58	43	29	268	271
Indigenous <i>count included in first two rows</i>	6	3	5	5	1	3	23	18
LBOTE (Language background other than English) <i>count included in first two rows</i>	0	1	1	1	0	0	3	3

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff, as part of their duty of care, monitor attendance each day. The Homeroom Roll is marked every day and rolls are checked each fortnight by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by homeroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2014 was 89.81%. School attendance rates disaggregated by Year group are shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance rates by Year group	92.17%	90.67%	88.31%	88.07%	89.57%	88.73%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	50
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	25
5.	Number of staff identifying as indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	24

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.27%. This figure is provided to the school by the CSO.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The college identifies Respect as one of the key Mercy Values (based on the charism of Catherine McAuley, after whom the college is named) and uses that as a focus for Term 2 during the weekly Pastoral Care period. The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice policy. Retreats and Reflection Days are conducted for all Year groups by trained and committed staff. With 'vertical homerooms' and weekly 'PC' or Pastoral Care periods, these values are constantly reinforced. In addition, our students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Awards recognising positive relationships and community service are presented at our weekly assemblies while outstanding citizenship was recognised at the Annual Liturgy and Presentation with awards from the local Parish, Rotary Clubs and Lions Club.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

As part of the School Review and Development (SRD) process all parents, students and teachers were surveyed and indicated high levels of satisfaction. Their responses were then collated and used in the development of our Strategic Management Plan (SMP).

The strong enrolments, continuing throughout the year, indicate the positive public view of the college within the local community. The educational achievements of the college, listed elsewhere in this report, have also served to advance our standing in the community.

Visitors to the college have been very positive as regards their welcome at the college office and also as regards the availability of the Principal and other key members of staff. Parents have expressed their satisfaction in being able to easily access staff using the standard protocols.

Parents, through the Parents and Friends Association and the active local representatives of the Diocesan Parent Assembly, provide a forum for discussion and feedback on college policy and procedures. Informal feedback at Parent-Teacher interviews and Parent Information sessions is welcomed.

Teacher feedback is sought and encouraged after all school events through discussion at staff meetings and written evaluation comments.

Student feedback is encouraged through the student leadership structure or through direct contact with the principal or teachers.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Secondary Education. Students study BOSTES mandated and approved courses leading towards the Record of School Achievement (RoSa) Award. The school offers 30 Higher School Certificate (HSC) courses and 3 extension courses.

The parish secondary school's curriculum includes the following features:

- The school places an emphasis on developing a strong culture of learning through the Diocesan *Contemporary Learning Framework* (CLF). This is supported by extensive data analysis and goal setting by teachers within KLAs.
- *Professional Learning Teams* (PLTs) have continued to develop for all areas within the college to promote a culture of learning which is centred on a rich curriculum that engages the contemporary learner. Meeting times have been arranged for these teams to develop and improve pedagogy which empowers the learner.
- Personalised learning plans were developed with a large number of students in order to improve student engagement and learning. Students were encouraged to set learning goals for each semester.
- The college has an extensive learning support program which caters for students with disabilities across a wide range of needs. The curriculum provides differentiation in terms of content and assessment to meet the needs of these students.

- Extension and enrichment activities based on careful and systematic identification of students' needs were conducted in the college. These provided opportunities for students to excel in a wide range of activities.
- VET offerings were supported in the College with students able to study a range of subjects either in the college or through the local TAFE College. School -based Apprenticeships and Traineeships were offered and undertaken by a number of students in a wide variety of fields.
- Literacy and numeracy skills development continues to be a focus throughout the college across all Key Learning Areas (KLAs). This is supported by a comprehensive Literacy and Numeracy Action plan for each KLA.
- The college has fully embraced *eLearning* with the continuation of the use of laptops in all subjects by all students. All students from Years 7-12 are expected to have laptops. The general level of digital literacy amongst staff is very high and technology is seen as an integral tool to support the 21st Century learner. *Digital Citizenship* is a key element of the mandatory Technology course. It covers issues such as digital footprint, sexting, fraud, internet safety and cyber bullying.
- The Homework Learning Centre provided after school support and tuition in order to improve student learning.
- Planning and preparation was undertaken for the effective implementation of the Australian Curriculum in 2014 in the areas of English, Mathematics, History and Science in Stages 4 and 5.

The parish secondary school offers a strong co-curricular program which includes student participation in:

- *Festa Christi* (Year 9), *Ignite* (Year 9-11), the CSYMA gathering *Shine* (Years 9-10), *Street Retreat* (Year 11) and other faith-formation events which occurred in the diocese and beyond.
- Training of senior students as Mentors for the Restorative Justice program.
- Local and regional eisteddfods and events to promote drama, dance and music.
- A strong and varied sports program within the college to encourage participation in a broad range of activities.
- Local and diocesan sporting events to encourage participation and excellence.
- Local and diocesan Debating and Public Speaking competitions.
- Projects initiated through the Clarence Valley Forum in the Clarence Valley.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 99 students presented for the tests while in Year 9 there were 102 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry. In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. In Year 7, students who achieve Band 6 or higher have achieved above the minimum standard. In Year 9 those students who achieve at Band 7 and higher have achieved above the minimum standard set by government.

At McAuley Catholic College, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of McAuley Catholic College students in each band compared to the State percentage.

Year 7 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 4 to 9

BAND	9		8		7		6		5		4	
	State	School										
Reading	12.9	8.8	18.5	18.7	27.2	26.4	25.1	33.0	12.8	11.0	3.5	2.2
Writing	4.9	1.1	13.9	6.7	21.1	24.4	28.5	21.1	23.0	33.3	8.6	13.3
Spelling	14.7	5.4	23.4	16.1	26.3	22.6	18.9	25.8	11.2	22.6	5.4	7.5
Grammar and Punctuation	14.9	6.5	18.7	14.0	27.3	31.2	17.5	22.6	15.4	19.4	6.2	6.5
Numeracy	14.8	0.0	16.6	14.0	24.5	28.0	26.2	46.2	15.0	10.8	2.8	1.1
Data, Measurement, Space and Geometry	14.8	0.0	16.6	16.1	27.6	40.9	25.4	32.3	13.6	9.7	2.0	1.1
Number, Patterns and Algebra	17.4	0.0	17.1	15.1	21.4	24.7	24.4	36.6	16.2	22.6	3.5	1.1

Year 9 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 5 to 10

BAND	10		9		8		7		6		5	
	State	School										
Reading	7.9	3.1	19.3	16.5	26.4	26.8	23.3	27.8	15.6	21.6	7.5	4.1
Writing	6.5	0.0	9.7	6.3	22.7	24.0	21.6	31.3	20.2	18.8	19.3	19.8
Spelling	12.2	4.1	14.3	5.2	28.5	28.9	25.9	28.9	11.5	19.6	7.6	13.4
Grammar and Punctuation	7.5	3.1	16.7	13.4	19.9	14.4	26.2	35.1	19.1	26.8	10.5	7.2
Numeracy	14.1	2.1	15.1	16.8	24.6	22.1	26.0	30.5	17.2	25.3	2.9	3.2
Data, Measurement, Space and Geometry	13.2	2.1	13.8	14.7	25.3	23.2	26.0	26.3	17.6	27.4	4.2	6.3
Number, Patterns and Algebra	17.6	4.2	12.3	15.8	22.9	20.0	25.2	31.6	17.0	22.1	5.0	6.3

The results show that students performed well in 2014 with significant growth being demonstrated by a majority of students from Year 7 to Year 9, across both Literacy and Numeracy. This is largely due to the effectiveness of the school's targeted intervention programs. Additionally, teachers at the school believe that motivation levels have improved through the increased use of interactive technology. Our one to one laptop program has encouraged students to be more engaged with lesson content and to practise skills using a wide variety of technology. The percentage of students achieving minimum standards has followed previous years' achievements and is indicative of the focus placed on individualised student learning programs and intervention strategies adopted by the school.

3.2.2 Higher School Certificate

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: % of students in bands 4, 5, 6		
2014		
	School	State
Studies of Religion 1	53%	76%
English Standard	38%	43%
English Advanced	100%	92%
General Mathematics	41%	51%
Mathematics	90%	81%
Industrial Technology	78%	57%
Senior Science	89%	69%
Biology	78%	61%
Visual Arts	88%	84%

Many results were at or above State average including Mathematics and Mathematics Extension, English Standard, English Advanced, Biology, Physics, Senior Science, Chemistry, PDHPE, Industrial Tech-Timber, Legal Studies, VET Construction and Visual Arts. In 2014, there were 16 entries on the Distinguished Achievers' List (scored a band 6 in a subject) plus 51 Band 5 results. In Mathematics, 3 students scored Band 6 results and 1 student gained a Band 6 in Maths Extension. In Biology, 2 students scored Band 6 results with 4.71% above State average; PDHPE had 2 students with a Band 6 and the class was 2.87% above State average In Industrial Tech-Timber, 1 student scored a Band 6 with the class 2.72% above State average. Other subjects with Band 6 results included Studies of Religion 2 unit, Legal Studies, Chemistry, Visual Arts and English Extension.

3.2.3 Senior Secondary School Outcomes

The table below sets out the percentage of students undertaking vocational education training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualification).

Senior Secondary Outcomes

Senior Secondary Outcomes Year 12, 2014	% of students undertaking vocational training or training in a trade during the senior years of schooling.	38%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	98%



3.2.4 Post School Destinations

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

Destination Data Year 12, 2014 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	25%	2%	40%	33%

3.3 Teacher Professional Learning

Whole staff development day professional learning activities in 2014 were:

Staff Professional Learning Activity	Date	Presenter
Staff Retreat Day	28 April 2014	College Executive
Engaging and Adaptive Learning Environments / Leadership for Learning	14 July 2014	LOP, LOC
Australian Curriculum Implementation	11 August 2014	LOP, LOC
Differentiation in the Curriculum	7 October 2014	LOP, LOC

Additionally staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Catechesis and evangelisation	6	Fr O'Collins
Hawker Brownlow Conference	2	Various national and international presenters
ACEL Conference	1	Various national and international presenters
Additional Needs seminars	3	Various national and local presenters
KLA Network seminars	18	Various national and local presenters
VET seminars	4	Various national and local presenters

The professional learning expenditure has been calculated at \$5899 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4. School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below notes any additions, changes or upgrades made during 2014.

Policy name	Status in 2014 (No change, new policy, changes made)	Access to this policy at:
Pastoral Care	updated	School office, school website
Assessment policy	Changes made with new intervention strategies	School office, school website
WHS	updated	School office, school website

4.2 Enrolment Policy

Every new enrolment at McAuley Catholic College requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in Religious Education lessons and activities, as well as prayer celebrations and school and class Masses.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Student Welfare Policy, Pastoral Care Policy

The college's Pastoral Care Policy is based on the core Mercy values and is underpinned by the principles of Restorative Justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live this policy the school has adopted various programs aimed at helping students value themselves and experience well-being. These programs include self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.4 Discipline Policy

The principles of Restorative Justice are embedded in the college's Behaviour Management Policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships and learning and growing from experience. The policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities and is based on the Gospel teachings of love for self and others. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The policy is available at the college office.

5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2014 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Faith and Culture

Support a weekly Parish Mass in the college and prepare students to participate.

Continue to implement essential Pastoral Care Programs.

Develop a proposal for a Youth Ministry Officer in the college.

Teaching and Learning



Fully implement the Australian Curriculum based on diocesan advice.

Improve the culture of learning in the college through goal setting and raising expectations.

Implement programs to support intervention, study and homework.

Organisation and Administration

Investigate ways to further develop STEM and better support learning needs of all students.

Continue to improve assessment strategies for Stage 4 and continue to review policies to improve accountability.

Prepare a case for installation of solar power panels.

Relationships

Improve communication with parents through a review of Parent-Teacher-Student interviews.

Review and develop innovative timetable strategies to support the operation of professional learning teams.

6. Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2014 is presented below:

