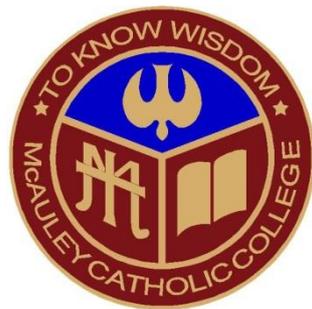


Annual School Report
2015 School Year

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 0266431434 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 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 2015. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. 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. In 2015:

- The school achieved many results at or above state average in the HSC including English Standard, English Advanced, Mathematics Extension and History Extension, Industrial Tech-Timber, Business Studies, Visual Arts, Textiles and Design, VET Construction and VET Metals and Engineering.
- 15 students were on the ***Distinguished Achievers List*** (scoring a Band 6 in a subject) plus there were 55 Band 5 results, with 5 students receiving an ATAR over 90 with the Dux scoring 98.15.
- Results from other areas such as NAPLAN (National Assessment Program: Literacy and Numeracy) and VET (Vocational Education and Training) were indicators of a broad and successful curriculum.
- The College continued to provide a wide range of subjects with many students offered places in tertiary institutions.

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. In 2015 the school:

- Continued its membership 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, to contribute as 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 compulsory years. *Stellar* has been a main priority for the forum schools during 2015 and promotion of university as an option for our students was ignited through the *Recipe for Success* Program for Yr 7, *Unlock Your Passion* program for Year 9, Lismore University Day for Year 8, overnight immersion program at UNE for Yr 9 and Yr 10 the *Role Model Careers Day*. The *Stellar* program also supported the College by offering grants to promote STEM (Science, Technology, Engineering and Mathematics) as well as a Work Experience Grant for Yr 10 students to complete Work Experience in Brisbane and Sydney. These programs will all be promoted and strengthened in 2016.
- Continued its focus on community service for all students in the College. The students participated in a range of events supporting Caritas, Project Compassion and Mercy Works. Locally students participated in the St Vincent de Paul Conference, Minnie Vinnies and hosted the BBQ Trailer at the Hub in South Grafton on a Friday at lunchtime to feed and support the marginalised in our own community. 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.
- Issued higher awards as part of the *Positive Behaviour* rewards scheme which requires a verified contribution to local community events.

- Supported its students who are the basis of the local McAuley Hockey Club which forms a major part of the Grafton hockey competition. McAuley Hockey Club had teams in the junior competition and provided many coaches and umpires throughout the association.
- Continued to be involved in 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 and Vietnam marches throughout the region.

Students performed well at various sporting events in the year. The following list provides some examples of sporting highlights. In 2015:

- Four students were selected or represented the school at NSW Combined Catholic Colleges level.
- At a Diocesan level, the College had representatives who competed in Diocesan events including AFL, Rugby League, Touch Football, Basketball and Netball at The Northern Rivers Catholic Colleges (NRCC) competition. This competition allowed students to be coached and play in an organised competition over several gala days.
- The school celebrated the outstanding achievement of a male student who made the National U16 Schoolboys side which will compete at an International Competition next year.
- Six students travelled to the NSW All Schools Championships in Sydney displaying outstanding sportsmanship as excellent representatives of McAuley Catholic College.
- One student came first in 200m Open AWD and third in the 100m. Another student broke the Australian record for AWD shotput.

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 (P&F) and the Parent Assembly.

The McAuley Catholic College Parents & Friends Association (P&F) is a body of parents who meet together with the Principal on the third Tuesday of each month, excluding school holidays. All meetings are advertised in the College newsletter and minutes are published on the College website. Meetings are run by an executive committee and all parents are welcome to attend. Parents are encouraged to participate in the P&F and its activities at whatever level and in whatever capacity they feel able.

During meetings the Principal informs the P&F on past and upcoming events of the College. It is also a tool for the Principal to seek feedback, from a parent's perspective, on relevant matters pertaining to the College. In turn, parents have the opportunity to seek information and table ideas to support the College community. During 2015 the P&F was involved in operating canteen facilities at school socials as well as "Smithy", the school musical. The profits raised from these events enabled the P&F to make donations to the College to assist in the purchase of air conditioning units for classrooms and blazers for senior students to wear when representing the school. A donation was also made to sponsor the *Demonstrating Christian Values in Year 8 Award* presented at the annual prize giving assembly.

We were also proud to be involved in the Parenting Toolbox sessions organised by the Clarence Valley Council where Steve Biddulph was invited to give talks to the community on issues pertaining to raising children. The P&F provided supper during these sessions which were hosted by McAuley Catholic College. The P&F is also an active supporter of the Parent Assembly program which operates throughout Catholic schools in the diocese. With collaboration between the P&F and Parent Assembly, a "Safe Partying for Teenagers" parent meeting was held during 2015, with guest speakers from Grafton medical staff, police and ambulance in attendance to inform parents on this important issue.

The end of 2015 saw the retirement of Mr Leon Walsh from the Principal's position. After the final meeting of the year, the P&F shared a meal with Leon and his wife, Mary and presented him with a small parting gift acknowledging his hard work, dedication and witness to faith during his years at the College.

We would like to acknowledge the dedication and care shown by the teachers of McAuley Catholic College. Their imparting knowledge to our children in the classrooms, and the pastoral care which they extended in so



many ways is greatly appreciated. We look forward to working with Mr Mark O'Farrell as the new Principal of McAuley Catholic College and we welcome him and his family into our community.

Megan Summerell
President
McAuley Catholic College P&F Association

Henry Sheehan
Parent Representative
Lismore Diocesan Parent Assembly

2. This Catholic School

2.1 The School Community

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 an 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.

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

- 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 BBQ trailer one day 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 parish school Mission Statement highlights the nature and calling of the school.



2.2 School Enrolment

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

	7	8	9	10	11	12	TOTAL 2015	TOTAL 2014
Male	44	61	53	55	33	28	274	272
Female	40	36	51	39	44	38	248	268
Indigenous <i>count included in first two rows</i>	6	5	4	3	2	2	22	23
LBOTE (Language background other than English) <i>count included in first two rows</i>	1	0	1	3	2	0	7	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 Class Roll is marked every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by classroom 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 2015 was 91.1% 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	92.7%	91.8%	90.8%	89.6%	91.4%	90.4%

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

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. 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 school models and teaches students about respect and responsibility in a number of ways.

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.

The College participated, for the first time, in the diocesan wide survey on school climate run by Insight SRC, which provides feedback from staff, students and parents. The process of evaluation is annual and the College looks forward to the interpretation of the data.

The strong enrolments, continuing through the year, indicate the positive public view of the College within the local community. 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 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 in the area of English, Mathematics and History.

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.
- Learning Intervention and support for students is provided every lunch time in order to improve student learning.
- Mathematics tutoring by Senior students is provided to Junior students three lunch times a week.
- Peer Reading is undertaken three times a week to strengthen the reading ability of a number of targeted Junior students. Sustained Silent reading is adopted for 15 minutes every day for all Year 7 to Year 10 students.
- Planning and preparation was undertaken for the effective implementation of the Australian Curriculum in 2015 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, 80 students presented for the tests while in Year 9 there were 97 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.

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	11.9	7.5	19.9	24.7	25.8	34.5	26.3	7.5	13.5	7.5	2.6	0.6
Writing	4.5	3.4	14.4	14.3	21.9	22.9	27.4	20.0	21.4	20.0	10.4	5.1
Spelling	11.6	3.4	28.3	25.1	27.0	33.1	18.3	20.6	8.3	13.7	6.4	4.0
Grammar and Punctuation	15.9	8.6	18.4	15.4	22.6	34.3	24.9	29.7	10.8	7.4	7.4	4.6
Numeracy	13.3	4.5	15.8	14.8	26.1	35.8	27.1	33.5	15.9	11.4	1.9	0

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 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	8.2	7.3	17.0	22.9	25.2	24.0	24.3	22.9	19.0	19.8	6.3	3.1
Writing	5.6	3.1	9.0	7.3	23.4	13.5	22.1	26.0	19.7	29.2	20.3	20.8
Spelling	9.0	4.2	18.7	15.6	31.1	35.4	22.4	24.0	10.8	12.5	8.1	8.3
Grammar and Punctuation	6.3	8.3	12.9	11.5	26.9	31.5	22.4	20.8	21.4	21.9	10.1	6.3
Numeracy	13.1	5.4	15.5	15.1	26.0	33.3	28.3	32.3	15.1	14.0	2.1	0.0

The data indicates significant growth in Year 9 Grammar and Punctuation and Reading. A number of initiatives at both faculty and whole school level, including the practice of Sustained Silent Reading, have contributed to this growth. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the area of Writing. Additional analysis of Numeracy trend data has shown a significant increase in the numbers of students working at proficiency level which is a reflection of the successful implementation of programs such as MathsOnline and QuickSmart to improve student engagement. 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

	2013		2014		2015	
	School	State	School	State	School	State
Studies of Religion 1	69%	72%	53%	76%	29%	77%
English Standard	67%	52%	38%	43%	48%	42%
English Advanced	100%	89%	100%	92%	100%	90%
General Mathematics	44%	51%	41%	51%	32%	49%
Mathematics	77%	79%	90%	82%	73%	80%
Industrial Technology	100%	60%	78%	57%	100%	54%
Senior Science	92%	67%	89%	69%	42%	59%
Biology	34%	67%	78%	61%	42%	59%
Visual Art	92%	88%	88%	84%	100%	87%
Music					100%	88%

Our HSC results were very strong across a wide range of subjects. Many results were at or above State average including English Standard, English Advanced, Mathematics Extension and History Extension, Industrial Tech-Timber, Business Studies, Visual Arts, Music, Textiles and Design, VET Construction and VET Metals and Engineering.

This year we had 15 students on the Distinguished Achievers' List (scored a band 6 in a subject) plus 55 Band 5 results.

Studies of Religion II – 3 students gained a Band 6 result.

Mathematics – 2 students scored Band 6 results

Mathematics Extension - 2 students gained a Band 6

English Advanced – 2 students scored Band 6 results

Modern History – 2 students gained a Band 6

In Mathematics General, Textiles, Business Studies and Music - 1 student from each class scored a Band 6.

We had a student listed in the Top Achievers' List for coming 14th in the State in Modern History. The top ATAR result was 98.15 and 4 other students achieved ATARS over 90.

From our analysis of the HSC data it is evident that the use of flexible timetabling in courses with significant practical components such as Textiles and Design was successful in that it allowed for greater continuity and improved student achievement.

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 Year 12, 2015	% of students undertaking vocational training or training in a trade during the senior years of schooling.	31 %
	% 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

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

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, 2015 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	30%	20%	40%	10%

3.2.5 Teacher Professional Learning

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.

Whole staff development day professional learning activities in 2015 were:

Staff Professional Learning Activity	Date	Presenter
Staff Retreat Day- The Joy of the Gospel	26/06/2015	College Executive
MCC Shaping Learners for Today and Tomorrow	13/07/2015	AP, LOP, LOC,
Behaviour Modification	13/08/2018	Peter Miles
Australian Curriculum	06/10/2015	LOC, LOP

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 Events	8	Various national and international presenters
ACEL Conference	2	As Above
Additional Needs seminars	5	Various national and international presenters
CSSA Conference	3	As Above
KLA Network seminars	18	As Above
VET seminars	4	As Above

The professional learning expenditure has been calculated at \$7170 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 lists the school policies and notes any additions, changes or upgrades made during 2015.

Policy name	Status in 2015 (No change, new policy, changes made)	Access this policy at:
Pastoral Care	Updated	College Website
Network Acceptable user	Updated	College Website
Enrolment Policy	Updated	College Website
Non-Payment of Fees	Updated	College 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 class religion 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. 2015 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 Identity and Mission
Deepen understanding of the College Mission & Vision
Develop student discipleship and youth ministry within the College
Foster commitment to the Catholic life of the College and Parishes
Organisation
Continue a focus on preparation of staff for succession in leadership
Raise awareness of the need for sustainability and responsible environmental attitudes
Teaching and Learning
Plan and implement a rich curriculum that is rigorous and inspiring
Utilise innovative pedagogy and differentiated instruction in order to improve student engagement
Continue to work collaboratively to build a culture of excellence and high expectations where learners are stimulated and supported
Community
Develop strong partnerships with the Clarence Valley Catholic primary schools
Raise the profile of the College in the local community

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 2015 is presented below:

