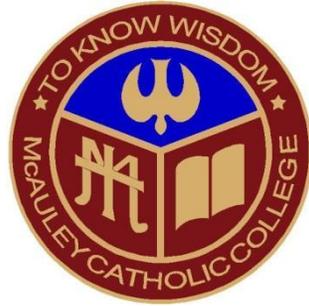


Annual School Report
2016 School Year



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 (CSO). 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, yearbooks and other regular communications. The Report must be available on the school's website by 30 June 2017 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 66431434 or by visiting the website at <http://www.grafslism.catholic.edu.au>.

1.0 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 2016. 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 2016:

- McAuley was ranked top HSC school in the Clarence Valley. We achieved our best HSC results since the new HSC began.
- Three students were placed on the Premiers All Rounders List (all results over 90%).
- Eight students achieved over 90 ATAR.



- Thirty-three students achieved Band 6 results in the Sydney Morning Herald Distinguished Achievers list.
- 39% of HSC students achieved either Band 5 or Band 6 results in individual subjects.
- 75% of HSC students achieved a Band 4-6 result (over 70%).
- Dux received an ATAR of 99.45.
- 33% of HSC courses offered were 4% or more Above State Average when compared to schools across NSW. The highest of these being: Ancient History (8.34%), Geography (6.22%), Mathematics (5.93%), Mathematics Extension (5.59%), General Mathematics (5.27%).
- Many students were 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 2016:

- The College continued to be a part 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, TAFE, the local Aboriginal community, Southern Cross University and the University of New England. McAuley engaged in all programs from Year 7-12 that focussed on work readiness, career education and University preparation.
- The College participated in the Clarence Valley Anzac Day services and other war remembrance days organised through the Council and local RSL sub branches.
- Community Service continued as a focus 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 hosting 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.
- Many students competed in local sporting competitions as players, referees or umpires to support local sport in Grafton.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- One student represented Australia at Hockey – an outstanding achievement.
- Two students made the NSW All Schools team for AFL and Hockey. Abe Herbert and one student also made the NSW All Schools Hockey team.
- Two students were awarded senior sports people for 2016.
- We competed in Northern Rivers Catholic Colleges (NRCC) competitions in AFL, Cricket, Rugby League, Touch Football, Netball and Soccer with strong results.
- Eleven students represented the College at Diocesan Swimming with outstanding results from one student who swam in eleven races and achieved ten Personal Bests, coming a close second to the National Champion.
- The Berg Shield Cricket team performed well.



- Four McAuley Hockey teams made it to the semi-finals of the Grafton Women's Hockey competition with two sides going through to the Grand Final.

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.

Mark O'Farrell
Principal

1.2 A Parent Message

MCC Parent Assembly Report 2016

Parent Assembly Representative for 2016 was Lisa Masson. Lisa was supported by Parent Educator, Christine Morrison. Parent Assembly provided two parent education opportunities; the first being: 'Shedding Light on Youth Mental Health' with guest speakers Gary Maher from Headspace, Mark McGrath from Cranes and Dr Jo Kelly, MCC school counsellor. The second parent event was 'Motivating Teenagers' with presenter Chris Hudson. Both events were well attended and feedback from parents was positive.

Parent Assembly also offered parents the opportunity to attend the annual Parent Assembly Conference, in Coffs Harbour. The theme of the conference was Nourish, Nurture, and Grow. The MCC parents who attended found it a rewarding experience.

Parent Assembly hosted a Sisterhood weekend at Yarrawarra, where women from across the diocese met to deepen their faith and experience supportive friendships.

Families were also invited to attend Family Retreats, where a fun, active weekend and the opportunity to care for spiritual wellbeing was on offer. The new venue at Yarrahapinni proved to be very popular with those who attended; children and teens especially enjoyed the ropes course, flying fox and water slide.

Parent Assembly recognises and appreciates the full support of Principal Mark O'Farrell and staff in the engagement of parents.

Parents and Friends Report 2016

At the commencement of 2016, the Parents and Friends (P&F) had much pleasure in welcoming the new Principal of McAuley Catholic College, Mr Mark O'Farrell, to our meetings. Mark has worked tirelessly during the year to know and understand each and every student at the College, and to work with the staff to recognise the needs of the school and its students, especially in the area of wellbeing. We thank you for your dedication, witness to faith and community involvement. It is very much appreciated.

As a result of the personal invitation extended by Mark to the parents of Year 7 students, we also welcomed many new faces to our P&F meeting which has greatly strengthened the bond of the parent community. As the saying goes, "many hands make light work" and this was certainly the case in our fundraising endeavours, and also our increased numbers brought a wide variety of experience and expertise to discussions at our meetings. We thank you all most sincerely.

The P&F was also proud to share a stall at the Open Night with the Parent Assembly representatives. This evening was a magnificent opportunity to showcase our beautiful school and the strong partnership between the parent and school community.



During 2016 the P&F was involved in operating canteen facilities at school socials as well as the school musical. The profits raised from these events enabled the P&F to make a donation to the College to sponsor the Demonstrating Christian Values in Year 8 Award presented at the annual prize giving assembly. In addition, a donation will be made to the Memorial Garden, the amount of which to be decided at the next General Meeting. Further donations to the school from profits raised in 2016 will also be discussed.

The P&F is also an active supporter of the Parent Assembly program which operates throughout Catholic schools in the diocese. We thank our Regional Co-ordinator, Chrissie Morrison, and Parent Assembly Representative, Lisa Masson, for their support and efforts. The Parent Assembly hosted an information evening for parents and carers on “Shedding Light on Youth Mental Health, as well as organising guest speaker, Chris Hudson, who addressed a parent meeting on “Motivating Teenagers” which was extremely well received and highly informative.

The P&F year was brought to a close with the sharing of the meal and great company following our final meeting.

In closing, we would like to acknowledge the dedication and care shown by the teachers of McAuley Catholic College. Their commitment to our children in the classrooms and in the pastoral care which they extended in so many ways is greatly appreciated.

Megan Summerell
President

2.0 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 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, along with Assistant Priest, Father Bing Monteagudo, who is the Priest Chaplain of the College. In September we farewelled and thanked Fr Jim and Fr Bing and welcomed our new Priests Fr Paul Winter and Fr Fred Basco.

During 2013 the Lismore diocese launched Proclaim – an initiative to make Catholic schools centres of the new evangelisation – to become ‘*vibrant, animated centres of Catholic identity and life which ignite students’ passion to live an intentional faith life within the Church.*’ This continued in 2015 with the Proclaim Lismore Student initiative, which has been very successful. This year saw the introduction of the Youth Ministry Officer (YMO), an Education Support Trainee position established to promote faith formation and student discipleship. The YMO is to support the development, implementation and growth of Youth Ministry and the CSYMA Four Phase Model of



Student Formation within the school, and in so doing maximise the evangelisation and formation of students.

The primary objectives for the Youth Minister include:

- Supporting the planning and conducting of local school based events (such as retreats and reflection days), as well as supporting overnight retreats conducted at McAuley Catholic College.
- Working with teachers in the implementation of the CSYMA Curriculum and additional classroom catechesis, evangelisation and prayer where required.
- Assisting in the organisation and operation of youth ministry and formation experiences beyond the school context. This includes the promotion and encouragement of school students to attend events such as retreats, Youth Groups, and youth rallies such as Festa Christi, Ignite and the Lismore Diocese Annual CSYMA Shine Gathering.
- Forming and supporting the school's Senior Youth Ministry Team and/or Student Leadership Team, including regular meetings and events.
- Working collaboratively with the Leader of Evangelisation and Priest Chaplain to plan and conduct various ministries and outreach events in the parish. This includes providing administrative support.
- Assisting in the development and facilitation of school-based student social justice initiatives, service and Christian outreach initiatives.
- Attending various school events such as sporting events, creative arts display nights, and other events so as to be a pastoral presence within the life of the school.
- Being an active and committed Catholic witness amongst the students and staff. This may include facilitating regular prayer opportunities or Sacramental celebrations within the school, assisting in liturgical ministries consistent with the Youth Ministry Officer's gifts, forming and training students for particular roles in the Eucharistic celebration, and providing faith-based support to students.
- Working collaboratively with the school leadership and Priest Chaplain to enhance the Catholic character and ethos of the school. This includes consultation with Youth Ministry Teams and Ministry Classes.
- Assisting, attending and supporting the Parish Youth and Family Mass, and associated activities before or after the Youth and Family Mass. This includes promoting the parish youth events within the school community.

Our students participated in a range of events this year including:

- Proclaim Student
- Ignite
- Shine
- Australian Catholic Youth Festival in Adelaide
- LEAD
- Exuro



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 children and their families in the life of the parish through a range of activities.

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.

Many students are involved in the Parish Youth Group *Fidelis* which meets after the Parish and Youth Family Masses. These students also get together at other times to share in their faith development and participate in Masses and liturgies with the Coffs Harbour Youth Group.

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, Foundational values for Catholic Identity and Mission. 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 2016 | TOTAL 2015 |
|---|----|----|----|----|----|----|---------------|---------------|
| Male | 32 | 44 | 62 | 51 | 44 | 29 | 262 | 274 |
| Female | 29 | 42 | 42 | 44 | 27 | 35 | 219 | 248 |
| Indigenous count included in first two rows | 4 | 5 | 6 | 3 | 4 | 3 | 25 | 22 |
| EALD (Language background other than English) count included in first two rows | - | - | - | 2 | 3 | 1 | 6 | 7 |

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 week by the principal. The school uses the attendance coding system adopted



in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. 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 2016 is shown in the following table.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | All Years |
|---|--------|--------|--------|---------|---------|---------|-----------|
| Average Student Attendance rates | 93.9% | 91.1% | 89.3% | 88.3% | 90.3% | 89.8% | 90.2% |

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. 2016 saw the retirement of two long serving staff members, Brian Elvery and Maggie Marks.

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.

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).

Strong enrolments in Year 7 for 2017 continued through the year, indicating 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 at 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.

3.0 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 course in Mathematics, English 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.
- 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; further 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 2016 in the areas of Geography 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 occur 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 successful College musical Much Ado About Nothing which was performed on three nights for the College and wider community.
- A strong and varied sports program within the College to encourage participation in a broad range of activities;
- Science and Engineering Challenge
- UNSW Solar Car Challenge in Sydney
- Philosophy
- 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, 61 students presented for the tests while in Year 9 there were 95 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. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to sit the HSC. Students can demonstrate they have met the standard by achieving Band 8 in Year 9 NAPLAN in Reading, Writing and Numeracy or pass an online literacy and numeracy test in Years 10, 11 or 12. This applies for NAPLAN from 2017.

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 | 12.0 | 11.5 | 18.0 | 13.1 | 23.1 | 27.9 | 27.1 | 21.3 | 14.9 | 24.6 | 4.8 | 1.6 |
| Writing | 4.5 | 0 | 13.3 | 11.5 | 24.1 | 21.3 | 30.8 | 32.8 | 19.3 | 29.5 | 8.1 | 4.9 |
| Spelling | 12.3 | 8.2 | 21.8 | 14.8 | 28.1 | 37.7 | 20.6 | 24.6 | 11.8 | 9.8 | 5.4 | 4.9 |
| Grammar and Punctuation | 15.2 | 14.8 | 15.6 | 13.1 | 26.4 | 26.2 | 19.9 | 18 | 17.7 | 24.6 | 5.2 | 3.3 |
| Numeracy | 13.7 | 3.3 | 17.7 | 18.3 | 29.3 | 35 | 23.4 | 33.3 | 12.9 | 10 | 3.0 | 0 |

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 | 6.5 | 16.9 | 7.6 | 26.2 | 23.9 | 26.7 | 38 | 16.8 | 21.7 | 5.6 | 2.2 |
| Writing | 4.2 | 1.1 | 8.2 | 5.3 | 22.6 | 20 | 26.2 | 32.6 | 22.5 | 21.1 | 16.3 | 20 |
| Spelling | 8.4 | 2.1 | 17.1 | 10.5 | 29.5 | 28.4 | 23.5 | 28.4 | 12.9 | 22.1 | 8.5 | 8.4 |
| Grammar and Punctuation | 8.8 | 3.2 | 13.4 | 11.6 | 19.7 | 14.7 | 30.8 | 32.6 | 17.3 | 26.3 | 10.0 | 11.6 |
| Numeracy | 11.5 | 2.2 | 15.4 | 13 | 25.9 | 26.1 | 28.6 | 47.8 | 16.3 | 10.9 | 2.3 | 0 |

In all aspects, for both cohorts, there are far less students at proficiency (top two bands) compared to state. In most aspects (with the exception of Year 7 Spelling and Numeracy and Year 9 Numeracy) there are more students at or below National Minimal Standard (the lowest two bands).

The trend data for Year 7 indicates improvements in Spelling, Grammar and Punctuation and Numeracy. Reading shows a decline from last year. The trend data for Year 7 Reading indicates a decline compared to 2015 data.



The trend data for Year 9 indicates a decline in the areas of Reading, Spelling, Grammar and Punctuation and Numeracy compared to last year. Trend data also indicates that in all areas McAuley Catholic College's Year 7 and 9 scaled scores are below both state and CSO comparative data.

Girls in Year 7 outperformed the boys in the top two bands in Reading (28.57% to 21.2%), Writing (17.85% to 6.06%), Spelling (32.14% to 15.15%) and Grammar and Punctuation (32.14% to 24.24%). Boys in Year 7 outperformed the girls in the top two bands in Numeracy (27.27% to 14.81%). Year 7 boys outnumbered girls in the lowest two bands (Bands 4 and 5) all areas except Numeracy. Girls in Year 9 outperformed the boys in the top two bands in Writing (9.5% to 3.84 %.) Boys in Year 9 outperformed the girls in the top two bands in Reading (15.68% to 12.19%), Spelling (13.2% to 11.9%), Grammar and Punctuation (15.09% to 14.2%) and Numeracy (15.68% to 14.63%). Year 9 boys outnumbered girls in the lowest two bands (Bands 4 and 5) all five areas, Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

There were few students absent in Year 7 – maximum 3. There were considerably higher students absent in Year 9 – maximum 12.

The focus for both cohorts remains Writing. Several initiatives will be considered for 2016 including Write On and the Writing Hub.

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 | | 2015 | | 2016 | |
|------------------------------|--------|-------|--------|-------|--------|-------|
| | School | State | School | State | School | State |
| Studies of Religion 1 | 53% | 76% | 29% | 77% | 50% | 76% |
| English Standard | 38% | 43% | 48% | 42% | 35% | 49% |
| English Advanced | 100% | 92% | 100% | 90% | 100% | 90% |
| General Mathematics | 41% | 51% | 32% | 49% | 38% | 52% |
| Mathematics | 90% | 82% | 73% | 80% | 70% | 77% |
| Visual Arts | 89% | 85% | 100% | 88% | 100% | 88% |

Our HSC results were very strong across a wide range of subjects. Many results were at or above state average including Ancient History, Construction, Drama, English (Advanced), Industrial Technology, Legal Studies, Mathematics Extension 1, Mathematics, Metal and Engineering, Personal Development, Health and Physical Education, Physics and Visual Arts.

This year we had 3 students on the HSC All Rounders list, 33 mentions on the Distinguished Achievers' List (scored a Band 6 in a subject) plus 61 Band 5 results.



The top ATAR result was 99.45 and 7 other students placed over 90. We also had 2 students shortlisted for Art Express with one being selected for this exhibition.

From our analysis of the HSC data it is evident the whole school focus on a consistent language for writing and the introduction of writing workshops in senior years has led to positive growth in a range of courses. A close analysis of the achievements in Visual Arts indicates that targeted professional learning for staff and creating opportunities for students to broaden their understanding and experience of contemporary art has led to significant growth in student outcomes.

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, 2016 | % of students undertaking vocational training or training in a trade during the senior years of schooling. | 30% |
| | % of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification. | 100% |

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, 2016 Graduating Class | University | TAFE / Other institutions | Workforce entry | Destination not reported |
| | 35% | 20% | 35% | 10% |

3.3 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 2016 were:

| Staff Professional Learning Activity | Date | Presenter |
|---|----------------|---|
| SDD Catholic Permeation Day | 23 May 2016 | LOCT, LOC |
| SDD - Staff Wellbeing | 18 July 2016 | AP, Headspace, Helen Hunter, Kate Naylor, Various staff |
| SDD- Curriculum Formative Assessment | 15 August 2016 | LOP, LOC and LOLs |
| SDD- Staff retreat day | 24 April 2016 | |



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

| Activity | Staff numbers | Presenter |
|---------------------------------|---------------|---|
| Dylan Williams (16-17 May 2016) | 10 | Dylan Wiliam |
| Project Based Learning | 12 | Centre for Deeper Learning |
| KLA Network seminars | 30 | CSO and national presenters |
| Headspace seminars | 14 | Various national presenters |
| COI Mentor Training | 5 | CSO |
| Restorative Justice Practices | 5 | CSO and national presenters |
| Catechesis and Evangelisation | 8 | Various national and international presenters |

The professional learning expenditure has been calculated at \$7,100 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.

4.0 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 2016.

| Policy name | Status in 2016 (No change, new policy, changes made) | Access this policy at: |
|---------------|---|------------------------|
| Pastoral Care | 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 Pastoral Care Policy / Student Welfare

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 school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

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.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 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

Provide additional opportunities for staff to participate in faith development

Renew effective connections between the Parish and the College

Build the role of YMO, senior ministry teams, CSYMA, faith in action leaders to embed faith opportunities within the College

Organisation and Co Leadership

Manage a calendar log of extra- curricular school activities with staff to better ensure equity and a focus on learning for students

Continue to build the Office Administration roles and responsibilities to better support the work of teachers and students

Develop guidelines and budgets for fair and equitable access to PD and Learning

Teaching and Learning

Embed PLTs within the school culture

Commence Cycles of Improvement

Re-design the role of the library in promoting contemporary learning

Build opportunities for staff to realise their educational leadership skills

Community and Relationships

Create teacher buddy program

Review support offered for staff engaged in accreditation

Sustain promotion of staff support services e.g. EAP ACCESS program.

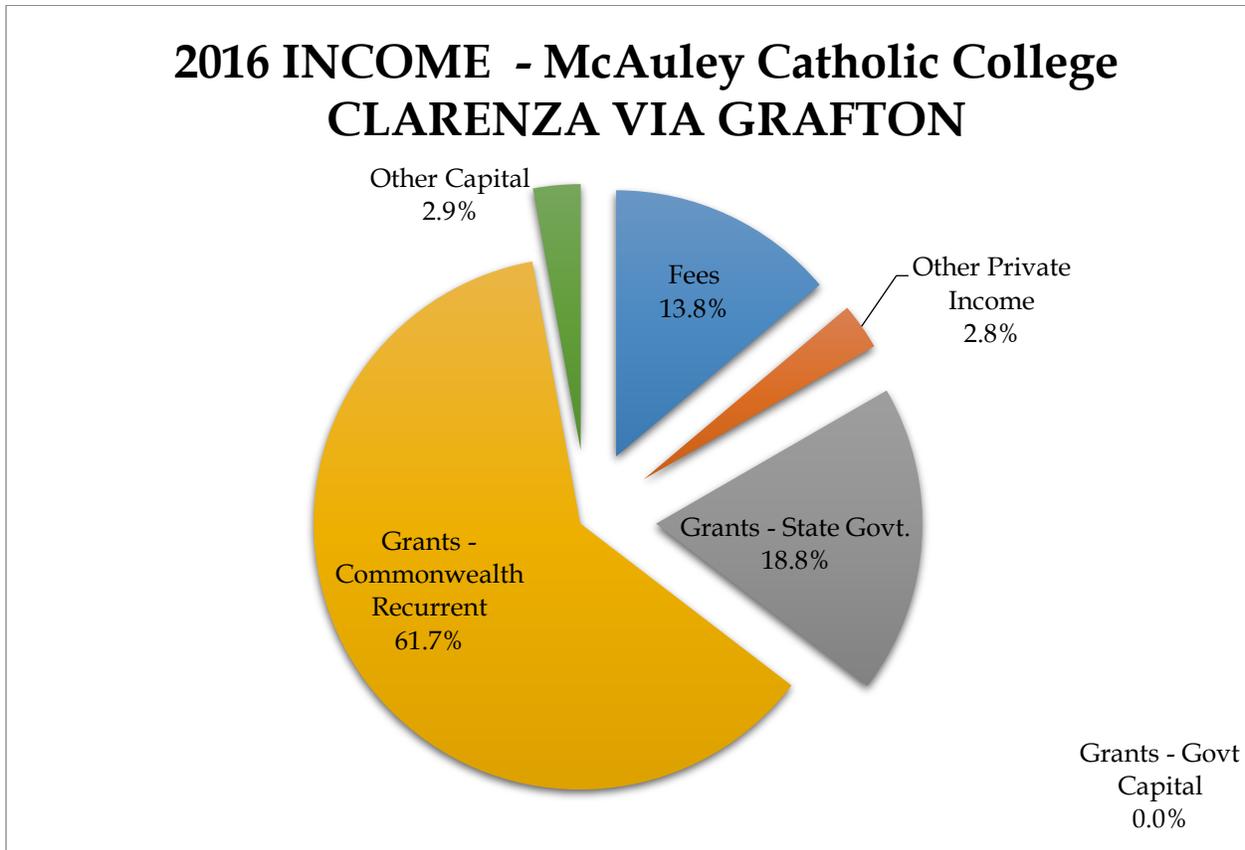
Build the marketing brand of MCC and share with Catholic feeder schools in the Clarence Valley



6.0 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 2016 is presented below:



2016 EXPENSE - McAuley Catholic College CLARENZA VIA GRAFTON

