

Annual School Report

2019 School Year

McAuley Catholic College, Grafton



Lot 21 Pacific Highway

Grafton NSW 2460

Phone 02 6643 1434

www.grafslism.catholic.edu.au

About this report

McAuley Catholic College is registered by the NSW Education Standards Authority (NESA) 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 and the achievements arising from the implementation of the school Improvement 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 NESA 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 2020 following its submission to NESA.

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 6643 1434 or by visiting the website at www.grafslism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of McAuley Catholic College 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 as well as spiritual and wellbeing development. 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. Students were also given opportunities to explore and develop their spiritual dimension as well as opportunities to understand and display care for themselves and others. 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 2019. 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. In 2019 the school:

- Achieved strong HSC results with ten subjects above State Average, six students on the Distinguished Achievers list and results showed an increase in comparative learning gain.
- Achieved 100% of eligible students receiving Early Entry Offers to University.
- Had two students nominated for InTech and Shape exhibitions for their Industrial Technology - Timber Products and Furnishings major projects. The outstanding bathtub project of one student was selected to go on display at the InTech exhibition in Sydney.
- Participated in the Statewide STANSW Young Scientist Competition. One student received several awards and a trip to Phoenix, Arizona USA, for his outstanding scientific investigations.
- Successfully participated in The University of Newcastle Year 11 Business Plan Challenge, which attracted 572 student entries from across the state. This year the College had a finalist in the competition and two students in the top twenty places receiving honourable mentions.
- Participated with success in the Northern Rivers Green Innovation Awards, where three students were finalists.
- Was awarded Champion School at the local Jacaranda Wood Exhibition. Seven students were awarded prizes for their woodworking projects.

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 2019 the school:

- Participated in ANZAC Day services and other war remembrance ceremonies across the Clarence Valley. This year a group of students commemorated ANZAC Day in Berlin as part of their European Study Tour.
- Continued to make community service a focus for all students in the College. The students participated in a range of events supporting Caritas through Project Compassion, and Mercy Works. Locally, students continued to be integral members of the St Vincent de Paul Conference and volunteered for the College BBQ Trailer, providing lunch for the marginalised of our community once a week at the Hub in South Grafton. Within our College community student volunteers provided breakfast once a week and produced meals for families and students in need as part of a "Giving Back" program.



- Took part in numerous Jacaranda Festival activities, including art exhibitions, woodwork display, music events and the Junior Queen competition.
- Participated in local charity fundraising with students volunteering to assist organisations such as Rescue Helicopter, Red Shield Appeal and Relay for Life, to name a few.
- Successfully produced the annual school musical production. In 2019 it was "Little Stars".
- Provided 29 students the opportunity to participate in the biennial European Study and Cultural Tour. In 2019 the group toured parts of Greece, Italy, Germany and Czech Republic.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- Thirteen students represented McAuley Catholic College and Lismore Diocese at NSWCCC selections in Athletics, Cross Country, Hockey and Swimming.
- Two students were selected as NSW All Schools Representative in Hockey and Athletics.
- One student was selected into the National Team at the Australian All Schools Hockey Championships.

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.

Aaron Beach
Principal

1.2 A Parent Message

In 2019 the P&F of McAuley Catholic College (MCC) took on the new name and format of Parent Forum. Under this model the group did not require parent executive roles; however, Parent Forum continued to provide an opportunity for the parent body to engage with the College in a similar way to the previous P&F. All parents were invited to attend the Parent Forum.

The Parent Forum met on the 3rd Tuesday of the month during each term and was attended by Principal Aaron Beach and interested parents. It provided an informal setting for parents to hear the Principal's report and the Parent Assembly report, and allowed for an open forum discussion on topics related to the College.

The Parent Forum also supported the student socials and the College musical by providing canteen facilities.

The Parent Forum would like to thank Aaron Beach and the staff for their contributions and look forward to continuing to build relationships for improved Family-School Partnerships into the future.

Parent Assembly Annual Report

The Parent Assembly Representative for 2019 was Sandra Gazzard. Sandra continued in the role for her second year. We are thankful for the time that Sandra has volunteered at Parent Assembly events at MCC.

Parent Assembly facilitated parent education on Student Mental Health and Managing Stress, presented by Brayden Maynard from Cranes, Mark McGrath from Headspace and MCC Pastoral Care Coordinator, Rob Imeson. It was an opportunity for parents to come together for a social gathering and gain knowledge and skills. Parent Assembly also supported the College in a presentation of The Berry Street Educational Model. It was well attended and parents gained a greater insight into the model being implemented at MCC.



Parent Assembly offered parents the opportunity to attend the annual Parent Assembly Conference, at Opal Cove, Coffs Harbour. The theme of the conference was The Connected Parent. The keynote speaker was clinical psychologist and author, Andrew Fuller.

Parent Assembly hosted a Sisterhood Retreat at Yarrawarra, where women from across the Diocese met to deepen their faith in an atmosphere of warmth, friendship and fun. The retreat leader was Grace Harwood of Dragonfly Ministries who led the women in a day devoted to making time for God.

Families were also invited to attend Family Retreats for a fun, active weekend and the opportunity to deepen family faith and connect with other families. The Family Retreat in the south of the Diocese was held at Yarrhapinni, Stuarts Point and in the north at Tyalgum Ridge Retreat Centre.

Parent Assembly recognises and appreciates the full support of Principal Aaron Beach, the staff of McAuley Catholic College and the Parent Forum, in partnering with parents in engagement in learning, faith formation and parent education.

Christine Morrison
Cluster Coordinator
Parent Assembly

2.0 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, Maclean, Yamba, Corindi, Woolgoolga, Glenreagh, Coutts Crossing, Copmanhurst, Ramornie, Lawrence, Ulmarra, Wooli and Minnie Water, from which the school families are drawn.

Last year the school celebrated 16 years of Catholic education.

The parish priest Fr Joe Holloway 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 activities such as:

- Retreats for different year groups, such as LEAD, Street Retreat, SHINE, Festa Christi and Transitus. The College hosts the LEAD conference annually, which is a Diocesan Retreat for Year 11 and 12 students. Our Parish priests play a vital role in worship within this retreat.
- Participation in the Australian Catholic Youth Festival (ACYF), which was held in Perth in 2019. The Parish supported our Youth Ministry Officers to attend ACYF by providing financial assistance. As a group, we hosted several morning teas in the Church grounds to meet with the parishioners and show our thanks for their support and assistance.
- Weekly Masses for RE classes in the College Chapel. The Parish and assistant priests attend our College each week and celebrate Mass for parishioners and the College community. These are advertised in our newsletter and families of the students in the RE class are also invited to attend.
- Social Justice programs, including St Vincent de Paul Conference where senior students volunteer their services on a Saturday morning; the College BBQ Trailer operates each Friday lunch time in South Grafton providing a meal for the marginalised; Breakfast Club on a Tuesday morning for our students and JOLT (Jesus over Lunchtime), a ministry group coordinated by our Youth Ministry Officers.

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 two and a half 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:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2019	TOTAL 2018
Male	61	48	45	31	35	33	253	245
Female	46	55	42	27	30	30	230	230
Indigenous *	10	10	3	4	5	4	36	29
EALD *	2	0	0	0	0	0	2	1

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

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, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. 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 2019 is shown in the following table.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
93.4%	92.7%	91.8%	91.4%	91.8%	92.0%	91.7%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 53 teacher(s) accredited with NESA, 26 teacher(s) with recognised qualifications to teach Religious Education, 3 Indigenous staff and 25 non-teaching staff.



2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.4%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

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 during weekly Pastoral Care lessons. 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 College's commitment to these and other school values through Newsletter items, Assembly messages and by the nature of our interpersonal relationships.
- Respect and Responsibility are two of the four College Expectations, the other two being Safety and Effort. These are displayed in the College classrooms, are referred to in conversations with students when discussing behaviour, reported on in our semester reports and acknowledged in our annual student award presentations. Students displaying these expectations may also receive a postcard acknowledging their respect and responsibility.
- Awards recognising positive relationships and community service are presented at weekly Assemblies while outstanding citizenship is recognised at the annual Liturgy and Presentation by representatives from the local Parish, Rotary Clubs and Lions Club.
- The Restorative Justice Program at McAuley Catholic College is of particular importance. Senior students have been trained in coordinating RJ meetings and mediation, assisted by Youth Support Workers and Year Coordinators.
- With vertical homerooms and weekly Pastoral Care lessons, the values of Respect and Responsibility are continually reinforced. In addition, students and staff contribute generously to social justice appeals.
- The introduction of the Berry Street Education Model (BSEM), based around positive education and character strengths was incorporated into Pastoral Care Program, Behaviour Management, and teaching pedagogy. It has a strong basis of Respect and Responsibility.
- Programs used in the College to highlight Respect and Responsibility include Brainstorm, retreats and reflection days, wellbeing days and Let's Get It Together (LGIT) to name a few.
- The ongoing review of College policies, including the use of devices at school has allowed for an update on the College Mobile Phone policy and subsequent discipline actions based on Respect and Responsibility.

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.



- In 2019 the College continued to collect feedback from students, staff and parents using School Improvement Surveys, supported by the Catholic Schools Office. The surveys provide feedback on the strengths, challenges and areas for improvement. This information was used to review and refine the Annual School Plan to become a more effective school. Areas of focus were leadership, school climate, relationships, and teaching and learning.
- In addition to these surveys Student Voice was achieved through conversations focusing on four areas of the College - Teaching and Learning, Wellbeing, Mission and Communication. These conversations gave the College a deeper understanding of data collected from formal surveys. Students also had opportunities to give feedback through Student Leadership Team as structures were changed to reach more students.
- Parent feedback was gained through student conversations around three questions. Again this gave more understanding of the survey data. The Parents and Friends Association (Parent Forum) and Parent Assembly provide a forum for parents to discuss and feedback on College policies and procedures. Parents were also encouraged to make direct contact with the Principal and teachers. Informal feedback at Parent-Teacher interviews and parent information sessions was welcomed.
- Staff feedback is sought and encouraged after all significant events through discussion at staff meetings and written evaluations.
- Strong Year 7 enrolments clearly indicate the positive public view of the College within the local community and visitors to the College positively report the sense of welcome they are afforded when they visit the College.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Secondary Education. Students study NESA mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 28 Higher School Certificate (HSC) courses and 2 extension courses.

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

- In 2019 McAuley Catholic College offered a range of Vocational Education and Training courses. In both Years 11 and 12 Primary Industries, Hospitality and Construction were run with 40 students studying in one or more of these courses. Five Year 12 and four Year 11 students studied TAFE courses at the Grafton campus.
- 2019 saw a strong focus on numeracy across the curriculum. Staff members were involved in professional development and KLAs identified and planned for a sequence of learning that focussed on numeracy. Some staff developed numeracy learning goals with the support of the Numeracy Coordinator.
- Literacy continued to be a whole-school focus with KLAs working towards providing greater opportunities for sustained writing practice and ongoing feedback.
- Literacy Intervention was given to Year 7 students through the Leveled Literacy Intervention Program. The program provided small group support in the areas of reading and writing. The College also participated in the Learning Gain Project, which was a collaborative initiative with the local Catholic Primary Schools. The project aimed at monitoring and improving learning gain from Year 5 to 7 in literacy, with a particular focus on writing.
- Students at the College continued to widely use technology across the various key learning areas as each student is required to have their own laptop device. Our pedagogical approach aims to provide a balance between digital and other learning strategies.



- Project Based Learning (PBL) continued in Year 7 Religious Education. PBL aims to empower students and build their capacity to work collaboratively and think critically through inquiry learning.

McAuley Catholic College continues to deliver a holistic approach to pedagogy, encompassing positive education practices and Inquiry Learning. The Berry Street Education Model (BSEM) of trauma informed, positive education was implemented with teachers engaging in professional learning and applying strategies in the classroom environment including Consistent Predictable Routines, Brain Breaks, Stamina Indicators and focused lesson plans. Year 7 became a focus year of BSEM strategies and all teachers engaged in the strategies have yielded significant gains with student engagement and behaviour.

Inquiry Learning also continues to guide curriculum design and pedagogy. Project Based Learning has been a focus for a number of faculties. The Stage 5 ISTEM students studied aerodynamics in an elective module and created fully functioning rockets. The Stage 5 CAD/CAM students researched software and the design and manufacture of products and created bluetooth speakers. Through the study of Sustainable Biomes, Year 9 HSIE participated in the Northern Rivers Green Innovation Awards creating a variety of projects addressing waste and water management, building materials, agriculture, biofuels and renewable energy. Four groups made it to the finals, inspiring students and teachers for further study and investigation.

Developing and instilling the 21st century skills of communication, collaboration and independent learning has been a focus for pedagogy at McAuley Catholic College.

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

- Student Retreat programs which are organised by both the College and the Catholic Schools Office. Students in Years 7 - 9 each had a Reflection Day run by the National Evangelisation Team (NET); Year 10 undertook a day's program with Michael Fitzpatrick; Years 11 and 12 attended a 3-day retreat organised by College staff and the Year 12 program is supported by the Youth Ministry Team. This year we ran a successful Kairos retreat for selected students that gave our senior leaders a chance to be peer to peer ministers. The students were also involved in all Diocesan programs: Transitus, Festa Christi, SHINE, LEAD, Street Retreat and ACYF. Through prayer, worship, music and drama our students are given opportunities to deepen their faith.
- Mental Health programs such as 'Let's Get it Together', a College based program using exercise and mindfulness education to improve the wellbeing of students. Students and staff also participated in Mental Health campaigns organised by Our Healthy Clarence, through local organisations Neighbourhood School of Arts, Cranes, Headspace, Valley Tracks. Staff and students were trained in Mental Health First Aid by our qualified staff.
- Clarence Valley ANZAC Day services and other war remembrance days organised through Council and local RSL sub-branches.
- Community service projects mentioned in other sections of the report.
- STELLAR programs for students in Years 7-12 that focused on work readiness, career education and university preparation.
- Cultural events including our College musical "Little Stars" which highlighted the talents of many of our music and drama students. Our music students also participated in all liturgical events and had a presence at McAuley Day, assemblies and College events.

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, 105 students presented for the tests while in Year 9 there were 83 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 following data indicates the percentage of McAuley Catholic College students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.



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	State	School	State	School	State	School	State	School	State	School
Reading	10.2	4.8	20.4	17.1	29.9	33.3	22.3	21.0	11.3	18.1	4.0	2.9
Writing	3.9	1.9	14.7	10.5	23.5	22.9	31.0	41.0	18.4	14.3	6.2	5.7
Spelling	12.1	5.7	21.6	13.3	29.4	30.5	21.6	33.3	8.9	10.5	3.7	1.9
Grammar and Punctuation	13.6	5.7	17.1	14.3	26.6	32.4	19.1	27.6	14.5	10.5	6.2	6.7
Numeracy	14.6	8.6	19.7	18.1	26.2	38.1	21.3	23.8	10.9	5.7	3.5	4.8

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	State	School	State	School	State	School	State	School	State	School
Reading	7.1	4.7	18.4	9.4	29.4	27.1	25.9	38.8	12.7	14.1	5.7	1.2
Writing	4.4	1.2	9.4	11.8	24.7	25.9	25.3	24.7	21.3	18.8	12.3	12.9
Spelling	7.8	2.4	17.9	7.1	30.2	27.4	27.6	35.7	10.6	20.2	4.5	1.2
Grammar and Punctuation	7.5	3.6	14.6	9.5	24.6	17.9	27.4	41.7	17.3	16.7	7.1	7.1
Numeracy	11.5	3.6	17.2	8.4	27.2	37.3	28.6	32.5	14.0	16.9	1.3	1.2

The tables indicate that the highest percentage of students can be found in the middle bands for both cohorts in all domains and the same applies when compared to State figures. Preliminary observations indicated that students are in a range of meeting minimum standards, which is pleasing; however, future focus should be on extension to allow students to reach the top 2 bands. Further analysis of NAPLAN results for 2019 indicated growth in writing for both Year 7 and Year 9 cohorts. This can be attributed to a specific focus on writing skills and strategies across the College and cluster schools.

The 2019 NAPLAN test was completed online which also reflects initiatives in digital technologies and the learning environment. The MCC 2019 NAPLAN Report was presented to staff where data was analysed and feedback gathered to inform and guide direction for College literacy and



numeracy strategies in the future. Areas for improvement focused on Reading, Spelling, Grammar and Punctuation for the Year 7 cohort and Reading, Grammar and Punctuation for the Year 9 cohort. Particular focus for the future will be on extension for both literacy and numeracy.

3.2.2 Higher School Certificate

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 receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.

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

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: Percentage of students in Bands 4, 5, 6

	2017		2018		2019	
	School	State	School	State	School	State
Studies of Religion 1	59%	81%	60%	71%	55%	79%
English Standard	100%	54%	56%	50%	67%	52%
English Advanced	59%	91%	92%	91%	100%	92%
Mathematics Standard 2	58%	50%	57%	53%	55%	56%
Mathematics	60%	74%	100%	78%	73%	79%

The 2019 HSC cohort at McAuley Catholic College consisted of 62 students, 33 females and 29 males. The highest ATAR was 90.35 with 2 other students achieving an ATAR over 90. Six students achieved Band 6 Results. 24% of students achieved results in Bands 5 and 6. 43% of courses were above the State average.

Advanced English results were outstanding with 100% of students in the top 3 Bands. English Standard results remained consistent, with 100% of students achieving bands 3-5.

Student achievement in Studies of Religion I has also remained consistent with the 2019 cohort achieving above typical results, according to the Decourcy analysis, and positive results in comparison with the results in all the other courses undertaken by these students.

Student achievement in Mathematics Standard 2 has continued to be steady. In the analysis of the results, the Mathematics Leader of Learning has identified the need to develop further resources for the new syllabus content to help improve student achievement in this area.

Overall the average achievement of students at the College (Mean 70.4) is slightly higher than other schools in the Lismore Diocese (Mean 70.02). Our achievement is also very close to the NSW average of 72.6.

In many subjects students have achieved results comparable to other Catholic Schools across the Diocese and New South Wales. In a number of subjects our achievement was better.



Achievement in some subjects has been consistently above the State Average and continued to be in 2019. In Industrial Technology 54% of students achieved at Band 5 and 6 levels and in Visual Arts 100% of students achieved Bands 5 and 6. In Business Studies, 100% of students achieved Bands 3-5 results.

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, 2019

% of students undertaking vocational training or training in a trade during the senior years of schooling.	28%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

McAuley Catholic College offers a diverse curriculum to cater for the students of our community. Students are prepared for further study at University, TAFE and other educational institutions, and entry into the workforce, including the Armed Forces, apprenticeships and traineeships. The majority of students are successful in achieving their senior school outcomes.

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, 2019 Graduating Class

University	TAFE / Other institutions	Workforce entry	Destination not reported
39%	17%	15%	29%

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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Positive Relationships to Enhance Student Engagement & Wellbeing SDD	22/07/2019	Kathryn Thomson (Assistant Principal) & Robert Imeson (Leader of Pastoral Care)

McAuley Catholic College Beyond 2020: Setting Our Future Directions- An Initial Conversation	14/10/2019	Damien F Brennan
Strategies to Improve Student Learning	29/04/2019	Grace McGirr

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

Activity	Staff numbers	Presenter
Berry St Education Model Curriculum and Classroom Strategies	4	Berry Street
Library Network Meeting	1	CSO
Improving Writing Instruction Across the Curriculum	3	Cornerstone
Programming for Level 6 Biology	2	Crooked Science
Visual Arts Collaborative Network	2	CSO
Jim Knight Instructional Coaching	1	CSO
Emotional Management of ASD	2	Attwood & Garnett Events
Legal Studies Association Annual Conference	1	LSA NSW
Geography Teacher's Association- Annual Conference	2	GTA
HSC Marking	5	NESA
SOR ISRA Conference	1	ISRA
7-12 Music Collaboration	2	CSO
Digital Technologies- The Amazing Race	1	Other
Coffs Clarence Careers Network	1	Other
Byron Bay Writers Course	1	Other

The professional learning expenditure has been calculated at \$4852 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 Enrolment Policy

[Enrolment Policy and Procedure](#)

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also open to all who want to share its educational and faith goals inspired by Christian principles; (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts are made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. 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. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the schools website. There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on 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 out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on 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 and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

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

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the school website.

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. There have been no changes to this policy this year and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
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<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> • Modelled and promoted Christ-like behaviours. • Provided relevant and relatable faith formation opportunities for students. • Encouraged student participation in ministry activities through music, reading, drama, testimony and other discipleship activities. • Provided staff formation including prayer, PD and authentic encounters with Christ. • Continued to support the CSO Discipleship continuum. • Developed viable Youth Ministry in conjunction with the CSO and Parish. 	<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> • Provide relevant and relatable faith formation opportunities for students - with a new focus on Youth Rallies each term that are centred on our Mercy values. • Encourage student participation in ministry activities through music, reading, drama, testimony and other discipleship activities. • Provide staff formation in Head, Heart, Hands pedagogy with Dan White. • Continue to support the CSO Discipleship continuum. • Embed Catholic Worldview permeation across KLA's. • Develop viable Youth Ministry in conjunction with the CSO and Parish.
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<p>Learning and Teaching</p> <ul style="list-style-type: none"> • Improved classroom practice to promote positive staff-student relationships. • Provided opportunities for staff to engage in professional learning to ensure PLTs reflect a focus on evidence- based practice and a deeper understanding of differentiation and tiers of intervention. • Supported teachers in implementing a variety of pedagogical practices to engage learners. • Continued to review PBL and other pedagogical practices to evaluate effectiveness for improved student learning. • Modelled the effective use of IT in the classroom by promoting classroom observations. • Promoted opportunities to extend high potential learners. • Continued Levelled Literacy Intervention (LLI) in Year 7. • Developed agreed beliefs and practices for teaching writing. • Provided targeted intervention to improve student writing. • Provided staff professional learning on teaching writing. • Collected timely data on students to determine growth and intervention required. • Audited current integration of numeracy across KLAS. • Communicated to all staff an understanding of what is assessed in NAPLAN Numeracy. • Provided staff professional learning on integrating numeracy across all KLAS. 	<p>Learning and Teaching</p> <ul style="list-style-type: none"> • Improve classroom practice to promote positive staff-student relationships. • Support teachers in implementing a variety of pedagogies to engage learners. • Improve the effective use of IT in the classroom by promoting classroom observations and PD opportunities. • Promote opportunities to extend high potential learners. • Continue to develop agreed beliefs and practices for teaching writing. • Provide targeted intervention to improve student writing. • Provide staff professional learning on teaching writing. • Collect timely data on students to determine growth and intervention required. • Provide staff professional learning on integrating numeracy across all KLAS.
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<p>Pastoral Care</p> <ul style="list-style-type: none"> Continued to improve teacher/student relationships through PD, awareness raising, professional reading/research, P2P, Positive awards and other initiatives. Provided more opportunities for student conversations. Worked collaboratively with Student Leadership Team. Improved accountability of staff. Provided PD to Middle Leaders to build their skills and capacity. Updated and reviewed policies and procedures, particularly uniform and the use of mobile phones, through working parties, PLT's and action groups. Provided opportunities for parent engagement. Provided mentoring programs. 	<p>Pastoral Care</p> <ul style="list-style-type: none"> Continue to improve teacher/student relationships through PD, awareness raising, professional reading/research, P2P, Positive awards, and the implement Berry St Education Model (BSEM). Review aspects of the College Pastoral Care policies. Enrich Pastoral Care lessons using Berry St Educational Model. Provide more opportunities for student conversations. Work collaboratively with Student Leadership Team. Improve accountability of staff. Provide opportunities for parent engagement.
<p>Leadership</p> <ul style="list-style-type: none"> Started self-review practices for Year Coordinators. Embedded regular COI goals (one each semester). Continued and completed My Feedback process in Term 3. Implemented systematic timelines for Middle Leader Professional Learning. Gathered data and feedback across the College for improvement. 	<p>Leadership</p> <ul style="list-style-type: none"> Continue the self -review practices for Year Coordinators and Leader of Pastoral Care and begin the formal review/appraisal process. Continue to embed regular COI goals (one each semester). Continue and complete My Feedback process in Term 3.
<p>Family School Partnership</p> <ul style="list-style-type: none"> Involved parent conversations as a part of the school Involvement processes. Ensured the voice of outgoing Year 12 parents was gathered. Utilised students to 'converse' with parents and adopted an open forum on 'open nights'. Educated the whole school community on accessing available information using the College website, Schoolbag, calendars, Schoolworx, assessment information etc. Encouraged the use of the school diary as a means of communication with parents. 	<p>Family School Partnership</p> <ul style="list-style-type: none"> Improve social media sites and College website. Use social media sites and College website to communicate with parents. Ensure all staff communicate effectively using appropriate methods of communication e.g. daily memos, schoolworx, assessment calendars, newsletter.

6.0 Financial Information

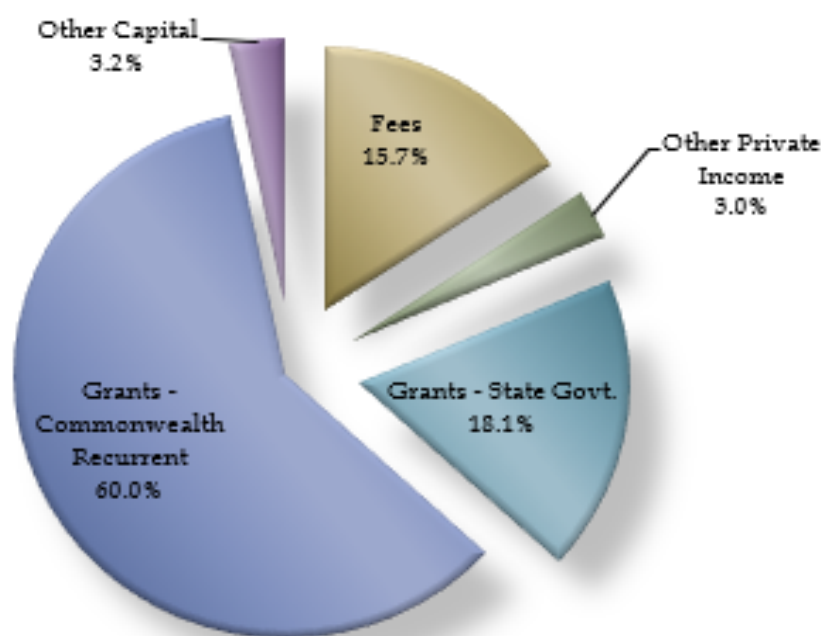
Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, 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 2019 is presented below:



2019 INCOME - McAuley Catholic College CLARENZA VIA GRAFTON



2019 EXPENSE - McAuley Catholic College CLARENZA VIA GRAFTON

