Annual School Report
2013 School Year

McAuley Catholic College

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About This Report

McAuley Catholic College is registered by the Board of Studies (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 Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2014 following its submission to the Board of Studies.

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.mccgrafton.nsw.edu.au
Principal’s Message

The primary purpose of McAuley Catholic College Catholic secondary school is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. McAuley Catholic College offers students a 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 faith and spiritual growth of the students as well as opportunities 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 2013. 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:

- The College continued to achieve very strong HSC results, with this year’s results being exceptional. The College had 78% of students eligible for an ATAR. The top ATAR result was 98.4. One student made the BOS All Rounders List (scored all Band 6 results) and one student was listed on the Top Achievers List (9th in the State in Studies of Religion II) Thirty students were placed on the Distinguished Achievers list and a very large proportion of students gained either a Band 4, 5 or 6 with particularly strong results in Band 5. In 17 out of the 22 subjects offered students gained results above the State average. In Industrial Technology (Wood) was 11.6% above State average. In Studies of Religion II, six students scored Band 6 and thirteen scored Band 5 (out of 38 students in total). Results in both 2 Unit English courses and both 2 Unit Mathematics courses were above State average. In English (Standard), three students gained Band 6 with the class average 6.97% above State average. In Mathematics, three students scored Band 6 results. In General Mathematics, two students scored Band 6 results and both Senior Science and Visual Arts were well above State average with three Band 6 results in each subject. One Visual Arts student had her Major Work selected for Art Express.
- Many students were offered places in tertiary institutions.
- Results from other areas such as NAPLAN (National Assessment Program: Literacy and Numeracy) and VET (Vocational Education and Training) were indicators of a broad and successful curriculum.

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

- Community Service continues as a focus for all students in the College. Higher awards issued as part of the Positive Behaviour rewards scheme requires a verified contribution to local community events.
Various Fundraising events occurred including collections for Project Compassion (Caritas), St Vincent de Paul and Mercy Works. Other local charities were sponsored through various events during the year. Significant numbers of our students volunteered for community fundraising endeavours such as Rescue Helicopter, Red Cross, Red Shield Appeal and Relay for Life to name a few.

The College is a member of the Clarence Valley Industry Education Forum (CVIEF) which is a community partnership between Clarence Valley Council, Department of Education and Communities North Coast Region, Grafton High School, South Grafton High School, Maclean High School, McAuley Catholic College, Induna Education and Training Unit, North Coast TAFE, the local Aboriginal community, Southern Cross University and the University of New England. The Forum (CVIEF) aspires to a future where young people of the Clarence Valley are equipped to make meaningful life choices to become active participants in their communities and, increasingly, 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 2013 and promotion of university as an option for our students was ignited through the Recipe for Success Program. This will be promoted and strengthened in 2014.

Representation at community events continued, including participation in various Youth debating and public speaking events. In addition the College had a large representation of students and staff at Anzac Day marches throughout the region.

Four of our students read soldier biographies at the Villers-Bretonneux ANZAC Day Dawn Service at the Australian Memorial in Northern France. A student of our College recited the Oath at the Menin Gate (Ieper, Belgium) ceremony on the eve of ANZAC Day.

Our students are the basis of the local McAuley Hockey Club which forms a major part of the Grafton hockey competition. McAuley Hockey Club had 8 teams in the junior competition and provided many coaches and umpires throughout the association.

Students performed well at various sporting events during the year. We competed in a variety of sports enabling students to progress from school or local competition to Diocesan and NSW CCC (Combined Catholic Colleges) level along with various state-wide knockout competitions. The following list provides some examples of sporting highlights:

- One student was selected for NSW in All Schools Tennis, which competed at the National Championships in Adelaide.
- Two students were selected for NSW in All Schools Hockey.
- The Open Boys Hockey team won the NSW CCC competition.
- Five students represented the College at NSW CCC level: three in hockey, one in tennis and one in triathlon.
- Two students won medals at the NSW All Schools Athletics Championships in AWD events.
At a Diocesan level several students won events.

The Northern Rivers Catholic Colleges (NRCC) competition continued this year. We competed in AFL, rugby league, netball and soccer. This competition allowed students to be coached and play in an organised competition over a modified season as well as at gala days.

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

A Parent Message

Parents exercise their partnership responsibility through the Parent Assembly and the Parents and Friends (P&F) Association. During the year, both groups worked in conjunction to organise guest speakers to inform and educate parents on relevant issues, including Cyber-safety and Social Networking. The P & F has continued to raise funds for provision of air-conditioners throughout classrooms. The Parent Assembly organised Faith Retreat weekends in both the north and south of the Diocese.

Tracey O'Donohue                    Nick Lambert
President                           Parent Representative
Parents’ and Friends’ Association.  Lismore Diocesan Parent Assembly

This Catholic School

McAuley Catholic College is located in the city of Grafton in northern New South Wales and is part of the newly-formed Clarence Valley Catholic Parish which serves the communities of Grafton, South Grafton, and Cowper and nearby regions. School families are drawn from the towns and communities of the 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 by special 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 Fr Jim Griffin is involved in the life of the school, along with the Assistant Priest, Fr Peter Wood and Deacon Bing Monteguado.

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 such activities such as:

- Celebration of the Clarence Valley Parish Mass each Wednesday in school terms occurs at our College and we are able to welcome parishioners to that.
- Many students and staff attend and participate in the regular Youth Masses and Liturgies organised in the region. Students involve themselves in community service within the parishes of the Clarence Valley.
- Many students volunteer to assist with weekly rostered sports teams and sports carnivals for our Parish Primary school and the Catholic Primary school of the adjacent parish.

The parish secondary school uses the approved Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with the mandated hours of religious education taught formally each year. These hours vary depending on the Stage level. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of this 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 parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The School Mission Statement highlights the nature and calling of the College.
McAuley Catholic College caters for students from Year 7 to Year 12. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>TOTAL 2013</th>
<th>TOTAL 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51</td>
<td>59</td>
<td>44</td>
<td>40</td>
<td>35</td>
<td>31</td>
<td>260</td>
<td>273</td>
</tr>
<tr>
<td>Female</td>
<td>53</td>
<td>46</td>
<td>61</td>
<td>47</td>
<td>32</td>
<td>32</td>
<td>271</td>
<td>274</td>
</tr>
<tr>
<td>Indigenous</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

School Curriculum

The school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office. The curriculum and teaching and learning are shaped by the priorities and goals of the school and informed by directives from the Catholic Schools Office and relevant Federal and State statutory authorities. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Students study Board of Studies mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 30 Higher School Certificate (HSC) courses and 3 HSC extension courses.

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

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

Extension and Enrichment activities based on careful and systematic identification of students’ needs were conducted in the College. These provided opportunities for students to excel in a wide range of activities.

VET offerings were supported in the College with students able to study a range of subjects either in the College or through the local TAFE College. School Based Apprenticeships and Traineeships were offered and undertaken by a number of students in a wide variety of fields.

Literacy and numeracy skills development continues to be a focus throughout the College across all Key Learning Areas (KLAs). This is supported by a comprehensive Literacy and Numeracy Action plan for each KLA.

The College has fully embraced eLearning with the continuation of the rollout of netbooks through the support of the Federal Government Digital Education Revolution initiative. In 2013, all students from Years 7-12 were issued with devices. The general level of digital literacy amongst staff is very high and technology is seen as an integral tool to support the 21st Century learner. Digital Citizenship is a key element of the mandatory Technology course. It covers issues such as digital footprint, sexting, fraud, internet safety and cyber bullying.

The Homework Learning Centre provided after school support and tuition in order to improve student learning.

Planning and preparation was undertaken for the effective implementation of the Australian Curriculum in order to have programs and resources ready for implementation in 2014 in the areas of English, Mathematics, History and Science in Stages 4 and 5.

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

- *Festa Christi* (Year 9), *Ignite* (Year 9-11), the CSYMA gathering *Shine* (Years 9-10), *Street Retreat* (Year 11) and other faith-formation events which occurred in the diocese and beyond;
- training of senior students as Mentors for the Restorative Justice program;
- local and regional eisteddfods and events to promote drama, dance and music;
- a strong and varied sports program within the College to encourage participation in a broad range of activities;
- local and Diocesan sporting events to encourage participation and excellence;
- local and Diocesan Debating and Public Speaking competitions;
- projects initiated through the Clarence Valley Forum in the Clarence Valley.
Student Performance in National Testing Programs

NAPLAN

The school participated in the 2013 National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 99 students presented for the tests while in Year 9 there were 101 students.

In Literacy there were four elements tested. These were reading, writing, spelling, 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 6 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 grades. In Year 7, students who achieve Band 6 or higher have achieved above the minimum standard. In Year 9, those students who achieve at Band 7 and higher have achieved above the minimum standard set by government.

At McAuley Catholic College school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office led 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

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in Bands 4 to 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td>9</td>
</tr>
<tr>
<td>State School</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>11.4</td>
</tr>
<tr>
<td>Writing</td>
<td>6</td>
</tr>
<tr>
<td>Spelling</td>
<td>13.1</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>15.1</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>14.9</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>16.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.6</td>
</tr>
</tbody>
</table>

Significant time has been spent analysing *Smart 2 Data* to identify specific student needs. Our focus has been on Grammar and Punctuation with a continued focus on Spelling and Reading as fundamental for effective development. Strategies such as peer-reading and small literacy groups are having a beneficial impact. The school continues to use the online spelling program, Spellodrome which is used in English classes and each subject area has identified specific spelling words which are kept in an online spelling journal. Staff awareness and the use of ‘Write On’ strategies has been promoted as a further tool. The Numeracy results were pleasing with fewer students in the lower bands. The results provide us with information to focus our attention for the coming year.
Overall, a strong focus on writing and spelling across the subject areas has produced improved results. Our Year 9 Writing is well above the National and State means and above the Diocesan mean. There will be a continued focus on ‘Read On’ and ‘Write On’ strategies. Writing across the curriculum has been given a greater focus and the spelling intervention will continue. Numeracy results indicate the emphasis placed on Numeracy within the College is having a positive effect.
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.

<table>
<thead>
<tr>
<th>Higher School Certificate: % of students in bands 4, 5, 6</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>60</td>
<td>75%</td>
<td>77</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>44</td>
<td>78%</td>
<td>31</td>
</tr>
<tr>
<td>English Standard</td>
<td>53</td>
<td>39%</td>
<td>65</td>
</tr>
<tr>
<td>English Advanced</td>
<td>100</td>
<td>88%</td>
<td>100</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>45</td>
<td>50%</td>
<td>44</td>
</tr>
<tr>
<td>Mathematics</td>
<td>77</td>
<td>79%</td>
<td>100</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>80</td>
<td>68%</td>
<td>67</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>77</td>
<td>59%</td>
<td>88</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>73</td>
<td>77%</td>
<td>94</td>
</tr>
<tr>
<td>Modern History</td>
<td>89</td>
<td>74%</td>
<td>100</td>
</tr>
</tbody>
</table>

- The College continued to achieve very strong HSC results, with this year’s being exceptional. The College had 78% of students eligible for an ATAR. The top ATAR result was 98.4. One student made the BOS All Rounders List (scored all Band 6 results) and one student was listed on the Top Achievers List (9th in the State in Studies of Religion II) Thirty students were placed on the Distinguished Achievers list and a very large proportion of students gained either a Band 4, 5 or 6 with particularly strong results in Band 5. In 17 out of the 22 subjects offered students gained results above the State average. In Legal Studies, the whole S Class scored a Band 5 or 6, with the class average 12.9% above State average. Industrial Technology (Wood) was 11.6% above State average. In Studies of Religion II, six students scored Band 6 and thirteen scored Band 5 (out of 38 students in total). Results in both 2 Unit English courses and both 2 Unit Mathematics courses were above State average. In English (Standard), three students gained Band 6 with the class 6.97% above State average. In Mathematics, three students scored Band 6 results. In General Mathematics, two students scored Band 6 results and both Senior Science and Visual Arts were well above State average with three Band 6 results in each subject. One Visual Arts student had her Major Work selected for Art Express.
**Teacher Standards and Professional Learning**

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>50</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>25</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>1</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>22</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 – Goal Setting and SRD</td>
<td>1</td>
<td>P, AP, LOP, LOC</td>
</tr>
<tr>
<td>Term 2 – Staff Retreat Day</td>
<td>2</td>
<td>Executive</td>
</tr>
<tr>
<td>Term 2 – Proclaim Coffs Harbour</td>
<td>2</td>
<td>CSO</td>
</tr>
<tr>
<td>Term 3 - SRD</td>
<td>3</td>
<td>Executive</td>
</tr>
<tr>
<td>Term 3 – Australian Curriculum</td>
<td>3</td>
<td>LOP, LOC</td>
</tr>
<tr>
<td>Term 4 – Australian Curriculum</td>
<td>4</td>
<td>LOP, LOC</td>
</tr>
</tbody>
</table>

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

- Contemporary Learning Framework (CLF), Pedagogy and Leaders of Pedagogy (LOP) seminars;
- Curriculum Writing Workshops for development of the Australian Curriculum;
- *Backward Design* Curriculum Writing;
- Hawker Brownlow - Differentiation Conference in Melbourne;
- VET Training in Hospitality, Construction and Primary Industries;
- New Scheme Teachers Mentoring;
- Peer to Peer (P2P) training;

The professional learning expenditure has been calculated at $6,747 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

Teacher Attendance and Retention

The average teacher attendance figure is 95.1%. This figure is provided to the school by the CSO.

Student Attendance

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. 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 and other key staff are made aware of sustained student absences or absences reflecting a pattern. In these situations the 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 their leave request.

The average student attendance rate for the school during 2013 was 88.31%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89.34%</td>
<td>89.23%</td>
<td>87.93%</td>
<td>86.36%</td>
<td>88.31%</td>
<td>81.06%</td>
</tr>
</tbody>
</table>
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, 2013 | % of students undertaking vocational training or training in a trade during the senior years of schooling. | 41% |
| % of students attaining the award of *Higher School Certificate* or equivalent vocational education and training qualification. | 100% |

Post School Destinations

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

<table>
<thead>
<tr>
<th>Destination Data Year 12, 2013 Graduating Class</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% offered a placement</td>
<td>17%</td>
<td>7%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

School Policies

School policies are reviewed regularly. In 2013 *Compliance* (Government and System requirement) plus the cyclic *School Review and Development* (SRD) required all documentation to be reviewed.

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 religion lessons and activities, as well as prayer celebrations and school 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.
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.

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.

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.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish secondary school’s main goals and priorities were to:

- review all College policies and procedures as part of the cyclic School Review and Development (SRD) Process;
- develop a Strategic Management Plan (SMP) for the next 5 years;
- continue to work with Diocesan teams to develop the Contemporary Learning Framework to guide improved learning outcomes for students through continual improvement in pedagogy;
- develop Professional Learning Teams (PLT’s) to promote improved pedagogy and focus on learning and effective assessment;
- continue to support professional development of staff to assist them in developing pedagogy appropriate for 21st Century learners;
• continue to develop digital literacy of staff and students to better utilise netbooks supplied through the Federal Government *Digital Education Revolution* (DER);
• work with neighbouring schools in the Clarence Valley Industry Education Forum to improve education and training opportunities for all students through the *Careerlink* program; for indigenous students through the *Fresh Start* initiative and to continue the development of the *Stellar* initiative to encourage and increase participation in tertiary and further education opportunities.

**Initiatives Promoting Respect and Responsibility**

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. 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) 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.

**Parent, Student and Teacher Satisfaction**

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

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

• The strong enrolments, continuing 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.

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 graphic summary of the income and expenditure reported to the Commonwealth Government for 2013 is as follows:
2013 EXPENSE - McAuley Catholic College - CLARENZA VIA GRAFTON

Capital Expenditure

Salary & Related Expenditure 75%

Other Expenditure 22%

Capital Expenditure 3%