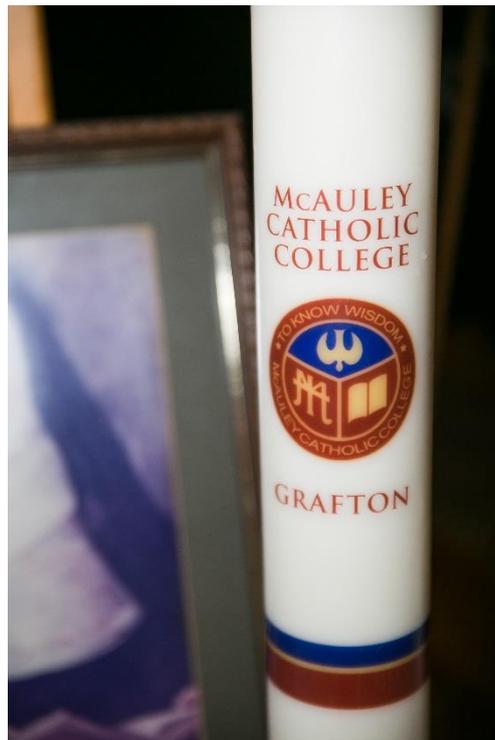
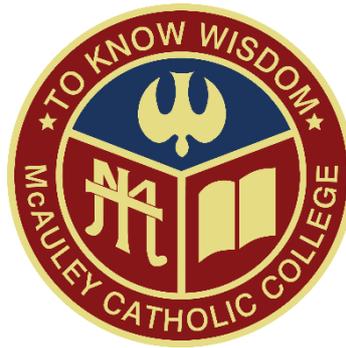


Annual School Report

2018 School Year

McAuley Catholic College, Grafton



Lot 21 Pacific Highway

Clarenza NSW 2460

Phone 02 6643 1434

www.grafslism.catholic.edu.au

About this report

McAuley Catholic College, Grafton 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 2019 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, Grafton is to support the members of the parish community in providing a faith formation for their children. The College fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. McAuley Catholic College, Grafton 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 2018. 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, Grafton has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Received solid individual HSC results, with fourteen subjects being above state average;
- Ranked 230th in NSW with ten students on the Distinguished Achievers list;
- Achieved the top ATAR in the Clarence Valley of 96.85;
- Achieved great success with 100% of eligible students receiving Early Entry Offers to University;
- Showcased and exhibited student work, with HSC students of Industrial Technology, Music and Visual Arts receiving special recognition for their projects and performances via InTech and Shape, Encore and Art Express;
- Entered the Jacaranda Woodwork show and were awarded the Champion School.

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 2018 the school:

- 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 North Coast Region, TAFE, the local Aboriginal community, Southern Cross University and the University of New England. McAuley engaged in all STELLAR programs from Year 7-12 that focused on work readiness, career education and University preparation.
- Participated in Clarence Valley ANZAC Day services and other war remembrance days organised through the Council and local RSL sub-branches.
- Continued as a focus community service for all students in the College. The students participated in a range of events supporting Caritas, Project Compassion and Mercy Works. Locally, students participated in the St Vincent de Paul Conference, Minnie Vinnies and 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.
- Students were involved in the Our Healthy Clarence Mental Health campaigns and awareness raising events through CRANES, HeadSpace and other organisations to raise awareness for Youth Mental Health in the Valley.
- Took part in other local charities and various events during the year. Significant numbers of our students volunteered for community fundraising endeavours such as Rescue Helicopter, Red Cross, Red Shield Appeal and Relay for Life, to name a few.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- The College's Open Boys Hockey team competed in and won the NSW Combined Catholic Colleges Hockey Championships.
- Thirteen students represented Lismore Diocese in the following sports: Athletics, Cross Country, Football, Golf, Hockey and Swimming.
- Seven students were NSWCCC representatives in the following sports: Athletics, Cross Country and Hockey.
- One student was selected as a NSW All Schools Representative in Hockey.

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, Grafton is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Mark O'Farrell
Principal

1.2 A Parent Message

The Parent Assembly Representative for 2018 was Sandra Gazzard. Sandra commenced in February after she was nominated by the P & F and endorsed by the Principal, Mark O'Farrell. We are grateful for the time that Sandra has volunteered to Parent Assembly events. Sandra was supported by the Parent Assembly Cluster Organiser, Christine Morrison.

Parent Assembly provided education on 'Mindsets for Success – Growth, Resilience and Empathy', presented by Aaron Densham from The Rites of Passage Institute. This was a joint parent event with St Mary's and St Joseph's Catholic Primary Schools. 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 the parent presentation of Safe on Social Media.

Parent Assembly offered parents the opportunity to attend the annual Parent Assembly Conference, held at Opal Cove in Coffs Harbour. The theme of the conference was The Fullness of Life. The keynote speaker was Robyn Moore who inspired attendees to regenerate passion, energy and laughter at home.

Parent Assembly hosted a Sisterhood Retreat at Yarrawarra, where women from across the Diocese met to deepen their faith and experience supportive friendships. The guest speaker was Annie Lawrence who spoke on Truth, Beauty and Goodness. The Retreat also included Mass, Eucharistic adoration and a listening and dialogue session on the Bishops Plenary.

Families were also invited to attend Family Retreats, where a fun, active weekend and the opportunity to deepen a family's experience of God's love were offered. Family Retreat in the South of the Diocese was held at Yarahapinni, Stuarts Point and in the North at Tyalgum Ridge Retreat Centre.

The Proclaim Lismore Parents twilight event was hosted by McAuley Catholic College, where parents and school staff from McAuley and surrounding Catholic schools came together to share a meal and explore family school partnerships. George Otero, internationally renowned expert on family school relationships provided a keynote presentation and Janita Thomson presented the CSO Lismore Family School Partnership Statement.



Parent Assembly recognises and appreciates the full support of Principal Mark O'Farrell, staff of McAuley Catholic College and P&F executive, in partnering with parents in engagement in learning, faith formation and parent education.

Christine Morrison
Parent Assembly Cluster Organiser
Parent Assembly

2.0 This Catholic School

2.1 The School Community

McAuley Catholic College, Grafton is located in Clarenza 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 15 years of Catholic education.

The parish priest Fr Paul Winter is involved in the life of the school.

McAuley Catholic College, Grafton 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 annually hosts the LEAD Conference, which is a Retreat for Year 11 and 12 students. Our Parish Priests play a vital role in the worship within this Retreat.
- Social Justice programs, including the St Vincent de Paul Conference which our Senior students are involved in coordinating of a Saturday morning. The College also operates a Barbeque Trailer each Friday at lunch time for the marginalised within the South Grafton community. Other activities include a Breakfast Club of a Tuesday morning for our own 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 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, Grafton 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 2018	TOTAL 2017
Male	52	45	31	44	42	31	245	267
Female	53	43	25	39	35	35	230	218
Indigenous <i>count included in first two rows</i>	7	4	5	6	4	3	29	27
EALD (Language background other than English) <i>count included in first two rows</i>	0	0	0	0	0	1	1	4

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 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 2018 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance rates	93.7%	91.9%	93.6%	90.1%	89.9%	91.2%	91.7%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	1
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	51
3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESAs Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	29
6. Number of staff identifying as Indigenous employed at the school.	2
7. Total number of non-teaching staff employed at the school.	27

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.72%. 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 periods. 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 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 College's restorative justice framework. Retreats and reflection days are conducted for all year groups by trained and committed staff. With vertical homerooms and weekly Pastoral Care periods, these values are continually reinforced. In addition, students and staff contribute generously to social justice appeals. 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.

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 2018, the College participated in the School Review and Improvement process supervised and supported by the Catholic Schools Office. School Review and Improvement offers the school the opportunity to review all aspects of school life and plan ahead for the next five years. During School Review and Improvement a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- 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.
- The Parents and Friends Association and Parent Assembly provide a forum for parents to discuss and feedback on College policies and procedures. Informal feedback at Parent/Teacher interviews and parent information sessions is welcomed.
- Staff feedback is sought and encouraged after all significant events through discussion at staff meetings and written evaluations.
- Student feedback is encouraged through the student leadership structure and direct contact with Principal and 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 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 27 Higher School Certificate (HSC) courses and 2 extension courses.

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

- Digital Technology is embraced at the College. All students have a personal laptop. They are utilised as a learning tool in many ways, including through the use of digital learning programs such as Education Perfect, Maths Online and the Google suite of applications.
- The College has an extensive learning support program, which caters for students with disabilities and additional needs across a range of areas. The Levelled Literacy Intervention Program runs parallel to Year 7 English. The program provides small group support in the areas of literacy, including reading and writing. Embedded differentiation within all teaching and learning programs also supports the wide range of student learning needs.
- The College offers a variety of Vocational Education & Training courses on campus and also through the local TAFE. Increasingly, students are looking for an alternative educational pathway and they are well-supported at the College. McAuley's outstanding facilities provide students with the best possible tools and environment to meet their learning needs.
- Project Based Learning (PBL) continued in Year 9 HSIE and English, and was introduced into Year 7 Religious Education. PBL is a way of approaching teaching and learning that empowers students in their learning. All of the learning, tasks and instruction are directed towards helping students successfully complete the PBL project.



The College continued to offer innovative approaches to pedagogy and teachers have consistently challenged students to develop their critical and creative thinking. Project Based Learning experiences in Stage 5 English, H.S.I.E and Year 7 Religious Education encouraged students to undertake inquiry based learning in order to develop real life projects for an authentic audience. Such engaging learning experiences improved the students' skills in collaboration and resulted in interesting products such as documentaries.

The College ran the Learning Intervention Program each lunchtime to cater for students who needed additional support with homework or other students who chose to complete additional work or Maths Online. Student 'peer tutoring' was also offered by accomplished students of Mathematics who wished to assist in building the skills of younger students.

Teachers spent time planning for the new Stage 4 Mandatory TAS curriculum and have developed engaging programs to develop student skills in the use of digital technology in a range of contexts.

Students enrolled in the new Stage 6 English courses were involved in a number of composing and responding tasks to build their skills of critical reflection. Multi-modal presentations have also been used in a number of curriculum areas to continue to allow students to demonstrate their skills and knowledge using a range of modes.

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

- Transitus (Year 7), Festa Christi (Year 8), CSYMA gathering, SHINE (Years 9 and 10), Street Retreat (Year 11), LEAD (Years 11-12), Ignite (Years 7 - 12) and other faith-formation events which occur within 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.
- Successful College musicals, which run across three nights for the College community.
- A strong and varied sports program within the College to encourage participation in a broad range of sport at local, Diocesan, State and National levels.
- Science and Engineering Challenges.
- Philosothon.
- Local and Diocesan debating and public speaking competitions.
- Projects initiated through the Clarence Valley Forum, including STELLAR.

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, 103 students presented for the tests while in Year 9 there were 52 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 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, Grafton, 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 Data Analysis workshops.

The following data indicates the percentage of McAuley Catholic College, Grafton 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	11.8	7.8	18.9	13.6	27.2	36.9	24.6	30.1	12.0	7.8	4.6	3.9
Writing	3.7	1.9	14.9	4.9	20.7	18.4	27.2	28.2	22.9	31.1	6.3	10.7
Spelling	12.7	3.9	23.0	22.3	25.9	20.4	22.2	35.0	9.5	10.7	5.7	7.8
Grammar and Punctuation	14.8	6.8	15.4	15.5	26.5	35.0	22.1	29.1	14.0	12.6	5.9	1.9
Numeracy	13.5	7.8	17.7	13.7	28.7	30.4	25.3	37.2	11.7	9.8	2.2	1.0

**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	8.2	3.8	16.6	15.3	30.1	25.0	25.6	25.0	14.2	26.9	5.2	3.8
Writing	5.3	3.8	12.8	7.7	30.0	25.0	36.0	21.2	9.3	21.2	6.5	15.4
Spelling	17.4	5.8	20.8	7.7	29.5	25.0	19.3	34.6	8.1	15.4	5.0	11.5



Grammar and Punctuation	21.8	0.0	14.4	11.5	25.7	32.7	16.0	21.2	15.6	25.0	6.4	9.6
	13.4	0.0	19.1	19.2	29.3	26.9	23.6	32.7	11.6	19.2	3.0	1.9

Results in Year 7 Grammar and Punctuation have increased significantly in 2018. This can be attributed to the Levelled Literacy Intervention program where a focus on grammar and punctuation has been a priority. The use of the Wordflyers online program has also assisted the development of students' knowledge and application of grammar and punctuation, which is used frequently in Year 7 classrooms.

In Reading, there have also been improvements in students receiving the top two Bands in Year 7 and 9, the DEAR program and use of sample assessment tasks has contributed to this. Students have made improvements in the Writing domain since last year. In both Year 7 and 9 students have achieved scores in the top two Bands. Enrichment courses, Writing Camp, practice for students and professional development for staff have assisted in the achievement of higher bands. Writing coaches have provided staff with ideas on teaching writing and the Learning Gain project has helped staff identify the needs of students in Year 7 and ease the transition into Writing in a high school setting.

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: Percentage of students in Bands 4, 5, 6

	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion 1	50%	76%	59%	81%	60%	71%
English Standard	100%	50%	100%	54%	56%	50%
English Advanced	100%	91%	59%	91%	92%	91%
General Mathematics	38%	52%	58%	50%	57%	53%
Mathematics	70%	77%	60%	74%	100%	78%

In 2018, outstanding results were achieved in Industrial Technology and Mathematics 2 Unit. Achievement in Industrial Technology increased significantly from 67% of students in the top three bands to 100%. Teachers focused on Higher School Certificate style questions as a part of their routine, with students receiving regular, explicit feedback on writing technique and content. Engaging in the Diocesan teacher networks also proved beneficial to teaching staff. Student achievement in Mathematics significantly increased from 60% in the top three bands to 100%. Students benefited from the implementation of team-based approaches to pedagogy and student learning, particularly following the Trial Higher School Certificate Examination.



The following courses achieved an overall result above the State average: Industrial Technology +11.50, Metal and Engineering Examination +10.84, Hospitality Examination +6.93, PDHPE +6.51, Mathematics 2 Unit +6.29, Visual Arts +3.24, Mathematics General 2 Unit +2.27, Geography +1.89, Music 1 +1.6, Ancient History +1.26, English (Standard) +1.22, Physics +0.57, Mathematics Ext 1 +0.2.

The highest ATAR for 2018 was 96.85 and three other students achieved an ATAR over 90. Ten students were named on distinguished achievers list, with 20 band 6 results, including 3 E4 results. Two students gained first place in the Lismore Diocese in their respective courses: Business Studies and Metals and Engineering Examination.

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, 2018	% of students undertaking vocational training or training in a trade during the senior years of schooling.	22%
	% 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, 2018 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	32%	16%	33%	9%

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 2018 were:

Staff Professional Learning Activity	Date	Presenter
Positive Relationships to Enhance Student Engagement & Wellbeing SDD	23/07/2018	Kathryn Thomson (Assistant Principal) & Robert Imeson (Leader of Pastoral Care)
Curriculum & Pedagogy SDD	08/06/2018	Grace McGirr (Leader of Pedagogy) & Tiffany Lee (Leader of Curriculum)
Restorative Justice Practices SDD	27/08/2018	Maurizio Vespa (Education & Training Consultant)

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

Activity	Staff numbers	Presenter
Micro-skills of Teaching	10	Grace McGirr
Writing Workshop	12	Michael Murray (Education & Training Consultant)
HSC Marking	5	NESA - official marking centres
Leader of Pedagogy Collaboration	1	CSO Curriculum & Pedagogy Consultants
Compliance Training	4	CSO
Beginning Teacher Experience	4	CSO
K-12 LOP Meeting	1	CSO Curriculum & Pedagogy Consultants
VETAG Meeting	1	Cross Sector Providers
Interschool Visit by CLT to SJPC Coffs Harbour	3	Leadership Team SJPC Coffs Harbour
Discipleship/Ministry Training	3	Canberra CSYMA org and ACU
Christian Meditation Training	3	CSO
Project Based Learning Workshops (Two Days)	8	Kurt Challinor (CSO Education Consultant SEACS)
Literacy Progressions for Stage 3 & 4 teachers	8	Judy Rogers (CSO Education Officer) & Grace McGirr (Leader of Pedagogy at MCC)



The professional learning expenditure has been calculated at \$8298 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

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 should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at McAuley Catholic College, Grafton 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 College Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the College office or it can be accessed on the [College website](#).

4.2 Pastoral Care Policy

The College'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 College has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focusing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The College's pastoral care program has been developed in consultation with staff, parents and students.

4.3 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 College 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.



4.4 Anti-Bullying Policy

The College'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 additional needs. All 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 at McAuley Catholic College.

4.5 Complaints and Grievance Policy

The College 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 front office or from the College website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Developed a dynamic and innovative Mission team who created genuine opportunities for staff and students to encounter the person of Christ. This was done through: <ul style="list-style-type: none"> ○ Staff and student retreats. ○ Faith formation programs. ○ Social Justice programs. ○ Stronger connections with Parish life which included regular meetings and youth group; ○ Prayer opportunities. • Successfully completed the RE Registration and Accreditation process. • Continued to further permeate Catholic Worldview (CWV) into the curriculum and pedagogical practices. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Model and promote Christ-like behaviours. • Provide relevant faith formation opportunities for students. • Encourage student participation in ministry activities through music, reading, drama, testimony and other discipleship. • Provide staff formation to have full and active participation in the Catholic life of the College. • Continue to build strong connections between the Parish and other Parish schools. • Students are formed through stimulating and engaging head, heart, hands pedagogy.
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Improved response to Cycles of Improvement (COI) and reflective practices. • Development of College specific, My Feedback process. • Improved operation and understanding of Professional Learning Teams (PLTs) to 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Extend the review and appraisal process to all middle leaders. • Targeted development of leaders in role development, goal setting and communication; • Embed COI and My Feedback process into reflective practice of all staff.



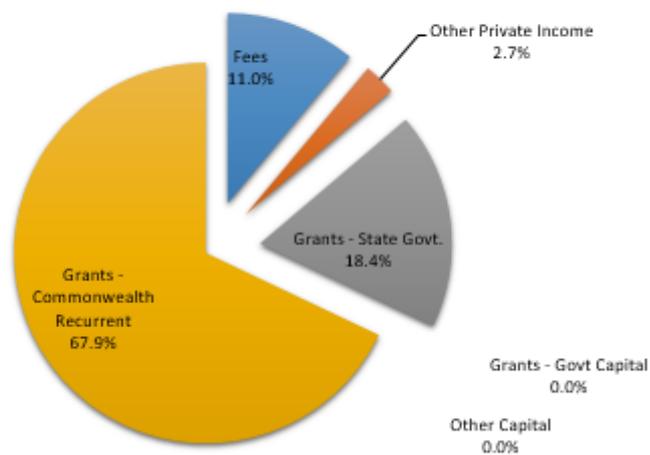
<p>ultimately improve student engagement and learning.</p> <ul style="list-style-type: none"> • Continue to support and develop middle leaders through targeted mentoring and professional development around goal setting and their leadership roles. 	<ul style="list-style-type: none"> • Improve capacity of all middle leaders to reflect and to lead by developing systematic timelines for leader professional development. • Ensure evaluation processes are used to inform improvement by gathering data across the College community.
<p>Teaching and Learning</p> <p>The overall goals were to develop effective pedagogical practices to improve student engagement and learning and enhance pastoral care to improve wellbeing and learning. This was achieved through:</p> <ul style="list-style-type: none"> • Targeted intervention and staff professional development to improve writing. • Engagement in professional learning to develop, implement and review contemporary learning practices including PBL, formative assessment, differentiation and tiers of improvement. • Improvement in PLTs which has been reflected in evidence-based practices in the classroom. • Improved literacy through the continuation of the Levelled Literacy Intervention (LLI) program. • Pastoral Care structures and Behaviour Management practices updated and improved. • Refresher courses in Restorative Justice practices. • Heightened awareness and strategies to improve Teacher-Student relationships, including increasing student voice. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Build positive relationships across the College. • Improve classroom practice through effective use of PLTs, using evidence-based practices, differentiation and tiers of intervention. • Provide professional development, learning and support to staff to use a variety of pedagogies. • Evaluate practices, subjects and the use of Information Technology. • Examine effective use of Information Technology in the classroom. • Extend high potential learners; • Use literacy intervention to promote writing using agreed practices. • Ensure numeracy is taught explicitly and meaningfully across all Key Learning Areas, using links, professional learning and data.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Provided opportunities for parents and community to be involved in and support the faith life of the College. • Engaged parents through Parent Assembly, Parents & Friends, and information forums. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Increase parent engagement across the College; • Continue to improve communication avenues; • Seek feedback from parents through surveys and meetings; • Offer further opportunities for parent education.

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 2018 is presented below:

**2018 INCOME - McAuley Catholic College
CLARENZA VIA GRAFTON**



**2018 EXPENSE - McAuley Catholic College
CLARENZA VIA GRAFTON**

