



MacKillop Catholic Regional College Werribee

2022 Annual Report to the School Community



Registered School Number: 1684

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Minimum Standards Attestation

I, Rory Kennedy, attest that MacKillop Catholic Regional College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

02/05/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons
Acting Executive Director
Melbourne Archdiocese Catholic Schools Ltd

Our College Vision

Celebrating All Life

Challenging All People

Dreaming the New Day



College Overview

MacKillop is a Catholic Coeducational Secondary College with two campuses inspired by the spirit of St Mary of the Cross MacKillop, co-founder of the Congregation of the Sisters of St. Joseph of the Sacred Heart. Set on approximately 18 hectares of beautiful gardens and playing fields, MacKillop is an established College catering for approximately 1750 students from Year 7 through to Year 12 and enjoys an excellent reputation in the local community. MacKillop is an innovative and contemporary learning community which has exceptional facilities, offers a vibrant curriculum and well established wellbeing initiatives. Our community invites passionate engagement in lifelong and authentic learning. The Catholic ethos of the school underpins all that we do. We respect diversity and are responsive to individual needs. Every member of our community is supported in their individual journey to achieve their potential to develop personal integrity and independence.

Facilities: The College boasts extensive recreational and sporting grounds, sustained by a recycled irrigation system. The infrastructure is contemporary and accommodates the students in state-of-the-art subject-specific learning areas such as the:

- Geoghegan Library
- Penola Place
- La Merci Centre
- Chapel of St Mary of the Cross
- Information Communication and Creative Technologies Centre which provides students and staff with a fully wireless system, specialised video and podcasting studios as well as green screen animation workspace.
- 400 seat auditorium and inspiring learning spaces in the Performing Arts Complex
- A multitude of fully refurbished classroom learning spaces which cater for the needs of 21st century learners
- Providence Staff centre which allows for staff collaboration
- exemplary Science wing
- outstanding Sports Centre including two indoor basketball courts and fully-equipped gymnasium
- stimulating Creative Arts wing

There is an emphasis on digital contemporary learning strategies, a 1:1 student notebook program - all of which are supported by up-to-date and extensive digital infrastructure. This includes a comprehensive wireless / hard wire network in all classrooms throughout the College.

Curriculum: MacKillop College offers students a broad, comprehensive and well-balanced curriculum. Comparatively small class sizes are a distinctive feature that facilitates a productive and engaging learning environment.

From Years 7 - 10, the curriculum establishes and consolidates effective learning and study practices. Electives are offered from all Learning Areas. A wide range of Performing Arts subjects, including an outstanding instrumental music and drama program are provided.

An impressive array of over 40 Victorian Certificate of Education (VCE) subjects is offered with alternative pathways through VCE Vocational Major (VCE VM), Victorian Pathways Certificate (VPC) and Vocational Education and Training (VET) certificates. The College's Individualised Learning Program adjusts programs for our Gifted and Talented and for students who experience learning difficulties.

The College has established a dedicated Year 9 campus offering an innovative, integrated, Project Based Learning Program at St Mary's Werribee South. The program offered has been designed to raise awareness of local, national and international issues. Students are supported in becoming active, self-sufficient and engaged learners.

Sport: MacKillop College has a strong history of success in sport at local, state and national levels. Students can participate in athletics, swimming, cross-country, golf, tennis, netball, basketball, football, softball, volleyball and equestrian just to name a few.

Extra-curricular activities: From Year 7 - 9 all students are involved in a challenging and well-supported Outdoor Education Program designed to develop an awareness of the environment, a personal sense of responsibility, leadership and community spirit in a low impact manner. Students have the opportunity to partake in musical productions, orchestra, choir, debating and public speaking (i.e WynSpeak representation annually), exhibitions, community service and interschool sports.



Principal's Report

MacKillop College Werribee is one of over thirty secondary schools that enjoy the collegiality within the Association of Josephite Affiliated Secondary Schools (AJASS). Our aim is to embrace, extend, strengthen and perpetuate the Josephite charism of Mary MacKillop and Julian Tenison Woods and, through our work, develop and grow in their spirit. Throughout the years, we have continued to maintain our faith-based education, recognising that our task as educators is to prepare our students to accept their place as caring citizens in the world. To this end, we have not rested on our laurels, but rather, continue to build on our solid foundations.

The College offers a curriculum that establishes good learning and study practices. The core program in the junior school recognises the need to establish skills and knowledge, offering a foundation from which the individualised learning paths begin to evolve. Retaining a limited number of core subjects in the middle school, the elective program enables students to consider themselves and their own learning potential and to generate a direction that suggests a personal learning trajectory. The College has a dedicated Year 9 campus at St Mary's Werribee South and a select-entry Learning for Life Program (LLP) for Year 10 students.

A pedagogy that the College has adopted is Project Based Learning (PBL). The main focus is on 'soft' skills, whose name is being challenged to be rebranded as 'essential skills' i.e., collaboration, communication, agency, critical thinking, creativity etc. Coupled with content knowledge, development in these skills take our students into the 21st century more competently. It has been an undercurrent in the National and State curriculum for years under the umbrella of 'Capabilities' and 'Cross-Curricular Priorities' and PBL is a powerful framework for delivery.

Such a change in learning and teaching requires a comprehensive approach to Professional Development for our teachers. Most of our teachers have completed an introductory course to PBL and more than 380 PBL related courses. Our students are richer for the experience, as PBL is gradually being implemented across the curriculum. Many of the junior subjects have PBL courses in them.

The College has entered a relationship with a leading design partner for comprehensive school change. While our adoption is in its early years our students are anecdotally welcoming the opportunity that PBL brings.

With relatively small class sizes across all year levels, we offer our senior students an impressive array of over 40 Victorian Certification of Education (VCE) subjects with alternative pathways through VCE Vocational Major (VCE VM), Victorian Pathways Certificate (VPC), Vocational Education and Training (VET) certificates and School Based Apprenticeships (SBAs).

Building a culture of academic achievement, relevant and engaging learning experiences, and differentiating the curriculum, will enable our students to reach their full potential and become tomorrow's innovators. A targeted wellbeing program and the holistic approach of the Julian Tenison Woods Program, including options for ability grouping and acceleration, are all ways that the specific learning and social/emotional needs of our students are served within our faith-based learning community.

Operating within a pedagogy of encounter, the MacKillop College Religious Education program places students' lives and questions at the centre of the learning. By making dialogue both the process and the prized outcome, relationship between the learner, educator and content becomes purposefully entwined. In authentic dialogue, learners are taken into new understandings; they are 'transformed into a communion in which we do not remain what we were' (Gadamer 1989, p. 379).

Extensive co-curricular opportunities are available and include:

- Overseas Language Tours
- Overseas Art Tour
- Overseas and Interstate History Tours
- Interstate Josephite Pilgrim Tours
- Music Tours
- College Sport Representation
- Instrumental Music
- Outdoor Education Trips
- Retreats - Catholic Identity

MacKillop enjoys academic excellence with growth in the spiritual, emotional, physical and psychological needs of our students. It is within this growth that we find their gifts of compassion, empathy, commitment, perseverance, resilience and leadership. This is demonstrated through numerous initiatives such as Social Justice, Peer Support, Sustainability and Environment and Wellbeing teams. These teams provide opportunities for students to engage in leadership and devote energy to ideas and ways of being in the school that enable them to use their gifts enthusiastically and purposefully. Our Student Leadership program fosters some of the most positive aspects of our students. They have the opportunity to express their ideas in the Student Representative Council and Student Leadership body, and to work collaboratively with others to engender changes that impact positively on the society of the College.

From Year 7 to Year 12, our students can find forums in which they can raise their voices, respectful of the views of others, and negotiate positive outcomes in the College.

Our work in the space of Respectful Relationships is ongoing and will require us to be responsive to the needs of our staff, students, parents/carers and the wider community.

The Student Services area (Ignatius Wing) offers a broad range of support services including careers guidance, psychological and counselling support services, individualised learning and Learning Support Officer assistance. MacKillop adopts a whole school approach to supporting social emotional learning, mental health and wellbeing, with an emphasis on building quality relationships, careers, leadership, self-esteem, goal-setting and ethical responsibilities. This dedicated area allows specialist staff to assist our students in the development of the whole person.

Students are free to access these services and staff members at their own volition, or they can be referred for extra guidance by staff or parents/carers.

Community Connections

AJASS continues to enable our school to connect with other Josephite-inspired schools throughout Australasia. AJASS provides not only a clear connection with the work of our Founding Mother but also enables us to find ways in which we can use our faith for the betterment of the schools in the association.

MacKillop College enjoys excellent relationships with our Catholic Primary schools in the St Andrew's Parish, which augers well for parents/carers to be able to choose Catholic Education for their child Prep - Year 12. We have developed healthy learning partnerships with other parishes and local and global communities.

SACCSS Premier League involves regular sporting competition for our students from Years 7-10, competing on a weekly basis over the course of a term. During this year we have had considerable success, but what is especially important, is that our students, under their teacher-leadership, have been competitive (without being derisive) ambassadors of the College at all times. The Premier League builds relationships within the school and between schools that are wholesome and enable students to express yet another aspect of their talents.

MacKillop is always engaged in the review and evaluation of our educational programs. Our College will continue to be a vibrant, faith-filled learning community as we prepare our students with the skills they need for citizenship and a life of meaning in the twenty-first century.

We have approximately 1750 young adults in our care. We view our care of them as both a duty and a privilege, and we strive to ensure the learning and teaching environment is innovative, challenging and collaborative. As a Catholic College in the Josephite tradition, we are proud to call Mary MacKillop the architect of our current environment. Our role as educators is to continue to build on the solid foundations that were established by our Patron - St Mary of the Cross MacKillop. We do this through our respect for our students as we continue to celebrate our Catholic heritage as a faith community.



Catholic Identity and Mission

In 1871, St Mary of the Cross MacKillop said 'there where you are you will find God'. St Mary's profound sense of God's presence in all things at all times inspires our community to be ever mindful of the activity of God in everything that we do as a community of faith. We value the gifts that each person brings to the shared life of our community as we seek to bring it into harmony with our faith and culture. In a spirit of Christian unity and following the examples set to us by Jesus Christ and Saint Mary of the Cross MacKillop, we seek to uphold the dignity of the human person and the promotion of justice in everything we do as we participate in the educational mission of our Church, 'teaching as much by example as by word' (Saint Mary of the Cross MacKillop, 1867).

Goals & Intended Outcomes

Goal	Outcome
<ul style="list-style-type: none"> To develop and embed with all staff, common and agreed pedagogical practices 	<ul style="list-style-type: none"> To see that the interconnections between faith, culture and life are negotiated through a dialogue with students that honours encounter

Achievements

The Enhancing Catholic Identity survey data collected and collated in 2021 tells us that the health of the College's Catholic identity continues to be strong. The data demonstrates that, our senior students in particular, are developing a mature and considered understanding of their faith, and what it means to be Catholic. The College Catholic Identity Team attribute this growth to curriculum offerings available to our students as part of their senior pathways that explore what it is to be Catholic using a recontextualised approach. The data also paints an interesting picture in regard to our College staff. It is clear that the extensive Catholic Accreditation program offered by the College to our staff is helping them develop their own personal understanding of what it is to work in a Catholic school. In time, it's our hope that this will impact our student data.

When not impacted by COVID restrictions Eucharist continues to be celebrated in the Chapel of Saint Mary of the Cross MacKillop on a weekly basis. Students are active within the celebration by completing reading or saying prayers of the people.

In 2020 we launched our new College song entitled 'Spirit of MacKillop'. In 2021 this song has been embraced by the school community and acts as a 'touchstone' for our students and staff and is included in most College liturgies and assemblies. The 'Spirit of MacKillop' along with our College prayer link us in tangible ways to our heritage as Josephite school and the ethos of the College as we navigate the changing times we find ourselves in.

Activities related to the Catholicity of our College which enhance the achievement and spiritual development of our students:

- Designated spaces, both internal and external, for reflections and mediation
- college-based liturgies e.g. opening school mass and other whole school liturgies, year level liturgies, staff liturgies
- Year 7 - 12 Religious Education programs
- Voluntary involvement in community programs eg Caritas

- Retreat and faith development programs at Years 7 - 11
- Staff and student gatherings for morning prayer and celebration of important Feast Days
- Implementation of Religious Education unit planners which support literacy in faith and celebration of that faith in liturgy
- Active promotion of staff to be working towards being 'Accredited to Teach in a Catholic School' and 'Maintaining Accreditation to Teach in a Catholic School' through the development of a strategic plan
- Articulation and promotion of our Catholic Identity in all aspects of College life and processes
- Formation of Catholic Identity team and leadership roles in faith and mission
- Leadership and staff professional learning in theoretical models to enhance Catholic Identity
- Engagement with culture and faith through staff spirituality experience

VALUE ADDED

Activities related to the additional curricular and extra-curricular activities of our College which enhance the achievement of our students:

- Commitment to the Association of Josephite Affiliated Secondary Schools (AJASS)
- Student AJASS Pilgrimages and justice experiences
- Staff formation in Colloquiums and immersion in the spirit of Saint Mary of the Cross MacKillop
- Staff Spirituality day
- Involvement with other local networks and activities to support issues of social justice
- Further development of iconography and symbolism across the College (i.e., Way of St Mary of the Cross)

Learning & Teaching

MacKillop College offers students a curriculum that assists students to live fulfilling, productive and responsible lives. We believe that all students have a right to a quality education, with respect shown for their individuality and human dignity. School curricula, therefore, needs to provide for and encourage the full and rounded development of all students.

We are committed to each student's intellectual, emotional, spiritual, physical and psychological growth. Our curriculum is based on both contemporary educational research and literature and learning and teaching practices. It is dynamic and ensures delivery within a contemporary pedagogical framework. At Year 7-10 our curriculum addresses the Victorian Curriculum (VC) and Religious Education Framework and at the senior years addresses VCE outcomes, VPC goals and VET competencies.

Goals & Intended Outcomes

Goal	Outcome
<ul style="list-style-type: none"> To develop and embed with all staff, common and agreed pedagogical practices 	<p>We will see that:</p> <ul style="list-style-type: none"> the curriculum is collaboratively designed for all students, moving across levels and bands as required learning intentions and success criteria for the learning area and capability are communicated to students teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback coaching and/or mentoring is undertaken on a consistent basis
<ul style="list-style-type: none"> To build the capacity of all staff to understand and act on the implication of data (Data Informed Practice) 	<p>We will see that:</p> <ul style="list-style-type: none"> teachers use student data to formulate questions and generate hypotheses to investigate the impact of their teaching on student learning, with the intention of improving outcomes teachers reflect on patterns in data, at cohort, individual and small group levels, and appraise the data's reliability teachers collaboratively consider data and evidence, and determine next steps for individual or target groups of students when designing learning teachers use sophisticated approaches to ensure that the knowledge of their students is shared and known to all those that support student learning and development. They embrace the diversity of all learners in the way they plan for teaching
<ul style="list-style-type: none"> To build the capacity of all staff to accept responsibility for the teaching of Literacy and Numeracy 	<p>We will see that:</p> <ul style="list-style-type: none"> Teachers model what success looks like, link these to specific learning intentions, and engage students in the process Teachers use a number of strategies (e.g. rubrics, worked examples, formative assessment strategies) to co-construct success criteria with students at a range of levels Teachers work with students to establish individual and

	small group goals <ul style="list-style-type: none"> Teachers reflect on patterns in data, at cohort, individual and small group levels, and appraise the data's reliability
<ul style="list-style-type: none"> To embed practices that enable student and staff agency to enhance student wellbeing for learning 	We will see that: <ul style="list-style-type: none"> Teachers embrace approaches which encourage student self-efficacy and agency in learning Teachers' expectations across the school foster a strong culture of success and the full flourishing of every student

Achievements

Activities related to the additional curricular and extra-curricular activities of our College which enhance the achievement of our students:

The following significant events and activities were once again enlivened:

- Student Representative Council (SRC), St Mary's Senate and other student leadership groups operated as expected, encouraging student voice
- Catholic Identity: retreat programs at Years 7-11, social justice events; involvement in colloquiums and immersions in the spirit of Saint Mary of the Cross MacKillop; College based liturgies e.g., opening school mass, Year Level liturgies, whole school liturgies, commitment to the Association of Josephite Affiliated Secondary Schools (AJASS)
- Community service programs
- Excursions e.g., Year 12 camp, compulsory Outdoor Education for Years 7-9, Year 10-12 Outdoor Education experiences returned to pre covid conditions
- Learning area-based special events (e.g., Languages week, Science week, Art show, medieval day, etc.)
- Performing Arts: music evenings, ensemble evening, MacKStars, College musical, band trip, CD recording etc.
- Sports: sport activities, sport's leagues, carnivals (e.g., athletics carnival, cross country run etc.), sports programs at local, regional, state and national level
- Wellbeing: student wellbeing days and events (Year 7 - 12)
- Whole school celebrations e.g., school assemblies, MacKillop day, speech night etc.
- Year 9 St Mary's program (integrated, project and inquiry-based)
- Year 7-12 Religious Education programs
- eLearning strategies supported by our 1:1 laptop program for all

STUDENT LEARNING OUTCOMES

In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic. Therefore, there is no 2018 - 2020 and 2020 - 2022 student progress available.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	578.1
Year 9 Numeracy	572.4
Year 9 Reading	582.8
Year 9 Spelling	585.2
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020 % *	2021	2020 – 2021 Changes *	2022 %	2021 – 2022 Changes
YR 07 Grammar & Punctuation	-	96.3	-	93.2	-3.1
YR 07 Numeracy	-	99.3	-	94.4	-4.9
YR 07 Reading	-	99.3	-	97.1	-2.2
YR 07 Spelling	-	98.5	-	93.9	-4.6
YR 07 Writing	-	98.1	-	96.4	-1.7
YR 09 Grammar & Punctuation	-	93.0	-	94.1	1.1
YR 09 Numeracy	-	96.7	-	98.4	1.7
YR 09 Reading	-	95.6	-	93.2	-2.4
YR 09 Spelling	-	91.5	-	97.4	5.9
YR 09 Writing	-	93.8	-	95.5	1.7

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

The MacKillop College community is unique in culture and character; therefore our pastoral care system is also unique. We take our inspiration from the life of St. Mary of the Cross MacKillop and the work of the Sisters of St Joseph. Our care for each other is an expression of our Vision and Mission Statements and the ethos of the College. We are all witnesses to the Gospel values of respect, justice and love for our neighbour. Our pastoral care reflects our history, socio-economic circumstances, ethnic diversity and culture.

Student Wellbeing is an integral part of the broader school context and MacKillop provides an environment where students can learn, socialise and grow with confidence. MacKillop regards characteristics such as participation, belonging and Gospel values as defining its ethos. Individuals within the school community should view their part in that environment in terms of these traits.

Goals & Intended Outcomes

Goal	Outcome
<ul style="list-style-type: none"> To develop and embed with all staff, common and agreed pedagogical practices 	<p>We will see that:</p> <ul style="list-style-type: none"> teachers reflect on feedback about pedagogical decisions and strategies to inform future planning for innovative and responsive teaching
<ul style="list-style-type: none"> To embed practices that enable student and staff agency to enhance student wellbeing for learning 	<p>We will see that:</p> <ul style="list-style-type: none"> Students provide input to school leaders and teachers when planning wellbeing activities and positive behaviour initiatives Teachers develop school-specific learning materials and strategies that enrich and extend students' personal and social capabilities and share these with colleagues at school or system level Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility

Achievements

Aspects related to the wellbeing of the student and staff community:

- Review of existing policies and practices, with respect to classroom engagement, inclusion and behaviour
- Implementation of a whole school vision for student wellbeing that embeds social, emotional, spiritual and physical wellbeing across Years 7-12 (Thrive Program)
- Articulating to the whole community agreed actions to enhance student wellbeing
- Empowering students to make links between their values and aspirations and behaviour and learning outcomes
- Successful implementation of the new Child Safety standards in line with Ministerial Order 1359
- Integrating wellbeing across a range of different subject areas and complemented by the Thrive Program at each year level addressing topics such as respectful relationships, self-care, mental health, e-Safety, study skills and in the senior years, road safety/driver education
- Year 9 Resilience Program

- Employment of Student Counsellors, Social Worker, Multicultural Education Aides and regularly partnering with outside agencies such as Next Door Psychology, and Drummond Street etc. to better support our College community
- Engagement of outside providers such as VicRoads, The Huddle, Foundation House, Headspace and other mental health services
- Membership to Access Employee Assistance Program (EAP) which provides counselling support for staff

VALUE ADDED

Activities related to the additional curricular and extra-curricular activities of our College which enhance the achievement of our students:

- Implementation of the College Transition Policy and Procedure to better support students on their learning journeys
- Continual refinement of Behaviour Management policies to embed positive behaviour support and restorative practices more explicitly
- Retreat programs (Year 7 - 12)
- College based liturgies e.g., Opening School Mass, Year Level Liturgies, whole school liturgies
- Individualised Learning and Gifted & Talented programs
- Year 9 St Mary's program (integrated and inquiry-based)
- Individual Learning Plans (ILPs) and Program Support Group (PSG) Meetings
- Tuning into Teens program
- The Huddle Program (offered in partnership with the North Melbourne Football Club)
- Student Scholarship and Mother/Daughters Program offered in partnership with VICSEG/New Hope Foundation/Foundation House
- Professional learning experiences for staff with a wellbeing focus

STUDENT SATISFACTION

There is a level of satisfaction with MacKillop College from the students, indicated by such things as:

- informal and formal feedback provided by students
- high percentage student retention
- high attendance 'rate' and 'levels' recorded for students

Data suggests students feel:

- teachers encourage them to do their best and have high expectations of them
- the school environment is a pleasant place to learn in
- teachers are respectful towards them
- they belong to the school and enjoy being with the students in their class
- it is important to do well at school
- that there is an adult in the school they will go to if they have a concern about safety
- there are student leadership structures in the school which enables them to have a voice

STUDENT ATTENDANCE

The overall average student attendance rate at MacKillop College is approximately 88.8%. Attendance is recorded each lesson with the absence reason documented each time. An SMS is sent to parents if a student is recorded absent for their first scheduled class. Student absences are reconciled with any late parent notification following the SMS. When notification has not been received, parents/carers are contacted.

Homeroom teachers are required to follow up on individual student absences. In exceptional circumstances, Year Level Leaders, Directors of Student Wellbeing or Deputy Principal will intervene.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	81.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	90.5%
Y08	89.1%
Y09	88.4%
Y10	87.3%
Overall average attendance	88.8%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	99.0%
VCAL Completion Rate	85.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	45.0%
TAFE / VET	17.0%
Apprenticeship / Traineeship	15.0%
Deferred	3.0%
Employment	16.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

MacKillop College, through the Directors of Student Wellbeing, led the implementation of the new Victorian Child Safety Standards. Initiatives were focused on cultural change and strategies to build awareness and the capacity of the MacKillop College community to meet the specific requirements of Ministerial Order No. 1359 (1 July 2022), within a framework of student care and wellbeing. Significant work has been undertaken using PolicyPlus to develop protocols, accountability arrangements and to effectively implement the new standards.

MacKillop College worked collaboratively with the College community to implement child safety initiatives and continued to embrace the PROTECT protocols which integrated a focus of child safety into the College's vision and broader goals to safeguard the care and wellbeing of students.

Goals & Intended Outcomes

Goal	Outcome
<ul style="list-style-type: none"> To provide students with a safe learning environment where their voices are heard, and where risks are managed appropriately and potential harm is minimised 	<p>We will see that:</p> <ul style="list-style-type: none"> Students are safe and feel safe Students are part of the decision making process that affect their lives Health and wellbeing is supported by all staff at the college

Achievements

Activities related to the ongoing implementation of the Child Safe Standards and the steps taken to bring about cultural change in the MacKillop community:

- Training of all staff in the use of the PROTECT resources
- Continued action by the Cultural Inclusivity Team with sub committees each respectively working towards the improvement of Mindset and understanding, Communication and Student opportunities.
- The audit and update of policies, practices and procedures to ensure the provision of a safe, contemporary and effective learning environment
- Physically improved classroom and school climate through the provision of collaborative contemporary learning spaces
- Refinement of the Year 10 - 12 Wellbeing Programs to address Respectful Relationships
- Implementation of Respectful Relationships curriculum in Health and PE curriculum (Years 7-9)
- Strengthening of relationships with parents/carers via wellbeing issues e.g., e-Safety, 'Creating Conversations'
- Enhancement of MacKillop College's recruitment processes
- Continued specific mental health programs for students (e.g., Seasons for Growth, Resilience) and programs for parents/carers (e.g., e-Safety)
- Use of Beyond Blue's professional learning platform, Be You to support mental health and wellbeing initiatives within the College
- Staff participation in external Professional Learning with Wellbeing as the focus e.g., Child safe, Mental Health, e-Safety, motivation, family planning, refugees, underachievement.
- Teachers have attended external Wellbeing Professional Learning activities

- Several Individual Wellbeing Professional Learning Meetings engaged teachers and other staff
- Guest speakers on respectful relationships, trauma-informed practices, diverse learning needs, motivation, resilience, Drug Education, e-Safety etc.



Leadership & Management

The Leadership Team forms a base for the development of educational philosophy pertinent to MacKillop College, in relation to the wider community, Melbourne Archdiocese Catholic Schools (MACS), CEVN, State and National policy. This team plans strategically and systematically for future developments at the College. The Management Team is responsible for operational matters pertaining to the College.

Goals & Intended Outcomes

Goal	Outcome
<ul style="list-style-type: none"> To develop and embed with all staff, common and agreed pedagogical practices 	<p>We will see that:</p> <ul style="list-style-type: none"> professional learning has a clear and disciplined focus on continual improvement, performance and development, and empowers all staff as members of a learning community
<ul style="list-style-type: none"> To build the capacity of all staff to understand and act on the implication of data (Data Informed Practice) 	<p>We will see that:</p> <ul style="list-style-type: none"> the school community is actively engaged in data-informed cyclical review, planning and action to strategically improve learning outcomes for students school leaders actively partner with classroom teachers to measure the impact of practice on student learning outcomes and to design appropriate interventions

Achievements

Aspects related to Leadership and Management include:

- Promoting and developing MacKillop as a Catholic secondary educational institution
- Providing opportunity for enrichment of the Josephite Charism in the College
- Having established Vision, Mission Statements, Educational Principles (including Key Strategies) and learning and teaching statements
- Offering a comprehensive staff induction and mentoring program
- Developing the MacKillop strategic plan and the infrastructure development and expansion plan
- Committing to teacher's leadership development and cultivation
- Developing mentoring and coaching to help facilitate our succession plan
- Implementing POL structures with numerous POLs created and offered to teachers at the College
- Continued use of our associate program in our POL structure
- Informing and communicating with staff through PolicyConnect
- Conducting a formal appraisal programs for College teachers and a separate program for leaders
- Offering thorough Annual Review Meetings (ARMs) for all teachers at the College with an opportunity for reflection, goal setting and establishing individual professional learning plans
- Holding weekly management and leadership meetings
- Supporting a robust internal model of shared professional learning
- Building capacity of colleagues with the notion of influencing at the forefront of many opportunities

MacKillop College has a strong professional learning culture. All teachers are encouraged to access both internal and external professional learning opportunities funded by the College. Teachers are required to engage in 'Collaborative Professional Learning Teams' which are organised at various times throughout the year. The following is a breakdown of the professional learning opportunities in their respective categories.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022
<p>Throughout the duration of 2022, select staff attended a range of Professional Learning opportunities. The opportunities are now more online given the growth of video conferencing. The type of Professional Learning was diverse and included such examples as:</p> <ul style="list-style-type: none"> • Collaborative learning from groups to teams. • Community Life Saving Certificate Update • Copyright Fundamentals • Drama Victoria Conference • Explicit Teaching within a PBL unit • Exploration of financial trends, problems and issues that are relevant to financial literacy of students • How to implement the new VCE English Study Design at Units 1 & 2 in 2023 • Instructional Coaching Cycles • Josephite Colloquium • Managing the learning of students with anxiety • MAV Conference 2022: Valuing Mathematics in a Changing World • Morrisby Profile - Certified User Accreditation • NDIS Victorian Pathway to Post School • Peer Support Staff Training for 2023 Program • Practical Classroom Management Strategies • Practical ways to modify work to support student learning in the classroom • Real World Robotics • Refugee Education Support Program - Wyndham Cluster Workshop • School of Prayer - Why bother praying? • Sculpture Workshop • Steamposium22 • Structuring Lessons for Student Centred Learning • The Mission and Identity of the Catholic School Today: a Vatican II perspective • Trauma informed Practice in Schools • Vocational Major Briefing and Practical Application

Staff completing PD throughout 2022

- 310 times staff experienced external professional development
- 5940 times staff experienced internal short exposures to professional development at the College offered by College staff
- Four whole days were devoted to Professional Development focusing on Emotional Intelligence, Curriculum Writing, Wellbeing and Catholic Identity

Number of teachers who participated in PL in 2022

150

Average expenditure per teacher for PL

\$630

TEACHER SATISFACTION

Data from Surveys suggested staff:

- Feel successful in the role they are in
- Regularly discuss child safety matters such as child abuse prevention, detection, and response
- Respond to student safety issues such as bullying
- Recognise how orderly the school environment feels
- Feel the school leaders are respectful, understanding and friendly towards them, and are confident that they have the best interests of the college in mind
- Experience a comfortability in experimenting with a new approach to their work that might improve their performance, even if the approach might not work
- Collaborate and participate in Year Level and Learning Area teams
- Clearly understand the Catholic ethos underpinning the policies and practices of the school
- Are encouraged to participate in faith and religious formation
- Acknowledge that prayer takes place at community events such as staff meetings, college assemblies and parent gatherings
- Respect the Catholic religion and beliefs emphasised at the college

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

84.3%

ALL STAFF RETENTION RATE	
Staff Retention Rate	83.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	37.2%
Graduate	41.5%
Graduate Certificate	11.0%
Bachelor Degree	81.7%
Advanced Diploma	10.4%
No Qualifications Listed	3.7%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	169.0
Teaching Staff (FTE)	152.4
Non-Teaching Staff (Headcount)	140.0
Non-Teaching Staff (FTE)	124.6
Indigenous Teaching Staff (Headcount)	0.0

College Community

Our College Community is large involving our Parish, our feeder primary schools, our Catholic zone, our parents and friends, our alumni, our curriculum community and ultimately our experience as global citizens and our global community - we impact all as they impact us. This reciprocal relationship enables us to be educators and be educated. Serving this community is at the core of what we do.

Goals & Intended Outcomes

Goal	Outcome
<ul style="list-style-type: none"> To embed practices that enable student and staff agency to enhance student wellbeing for learning 	<p>We will see that:</p> <ul style="list-style-type: none"> School leaders prioritise relationships and draw on the strength of these to enable progress, growth and learning for all members of the school community

Achievements

- Continued development of SEQTA Teach, Learn and Engage - secure Wellbeing / Learning and Teaching digital portals, accessible to teachers, students and parent/carers
- Continued implementation of Cultural Inclusivity in Communication, Mindset and Understanding and Student Involvement
- Utilisation of Translation Services for our culturally diverse parent/carers body
- Opportunities that were resumed include:
 - Reinvigoration of International Programs
 - Student reunions
 - Links with community agencies e.g., Headspace, Victorian Cooperative on Children's Services for Ethnic Groups (VICSEG)
 - Parent Information Nights / Presentations and webinars/meetings which include:
 - Wellbeing e.g., Cybersafety, Tuning into Teens
 - School Advisory Council
 - Parents and Friends Association
 - Gifted and Talented
 - Student Representative Council (SRC), the St Mary's Senate and other student leadership groups
 - Performing Arts: music and ensemble opportunities, MackStars, CD recording etc.
 - Sports: sport activities, sport's leagues
- Established Alumni Association - MacKillop Old Collegians Association (MOCA)
- Consultation with various community groups e.g., Parents and Friends, South Sudanese mothers
- Parental involvement in Individualised Learning (e.g., ILPS and PSGs)
- Continued parental involvement in the progress of their child e.g., Engage portal in SEQTA (including assessments, courses, direct messages, documents, portals, reports, timetables); Operoo (excursions, notifications, correspondence etc.) etc.
- Dynamic webpage where visitors can access College Blog, policies, photo gallery, enrolment information, handbooks, uniform etc
- Facebook page with continual currency of College events, news and announcements
- College annual magazine and monthly eNewsletter
- Virtual open days
- Use of Operoo for excursions, student medical updates, communications from the Principal etc.

VALUE ADDED

- Developed collaborative partnerships to strengthen opportunities for all
- Continue to ensure existing links within the parish, community and to local schools are maintained and enriched
- Timing, nature and frequency of contact with parent/carers regarding student progress and development enhanced
- Celebrating, promoting and enriching the strength of the existing partnerships and explore further opportunities
- Seeking feedback from parent/carers regarding school programs and practices specifically via two surveys on remote and online learning and wellbeing
- College Infrastructure Master Plan that links our Vision, Mission, Educational Principles and Key Strategies
- Through the College community seek support for ongoing improvement in outcomes for all of our students and staff
- Enhancing community connectedness and stronger social networks for all
- Improved links between College and community agencies

PARENT SATISFACTION

Data suggests parents:

- Feel engaged with their child's learning
- Are likely to recommend the college to perspective families
- Believe the overall approach to discipline works for their child
- Recognise that staff are approachable
- Consider the physical environment as being pleasant
- Recognise that the feedback received from the college helps them understand how their child is doing outside of academics
- Are satisfied with the timeliness, frequency and quality of communication between the college and families
- Perceptions of and engagement with the overall Catholic Identity of the college is positive
- Have a respect for the Catholic religion and religious beliefs emphasised at the college
- Believe there is a strong emphasis placed on the Catholic ethos of the college

Future Directions

Mackillop is a Catholic College in the Josephite tradition.

Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
- foster leadership by empowering and developing all members of the school community
- enhance positive relationships in a supportive community by promoting justice and a sustainable future
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community

In this, we seek to be disciples of Jesus, our model for authentic humanity.

