



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



MacKillop Catholic Regional College

1 Russell Street, WERRIBEE 3030

Principal: Christopher Caldow

Web: www.mackillop.vic.edu.au

Registration: 1684, E Number: E1272

Principal's Attestation

I, Christopher Caldow, attest that MacKillop Catholic Regional College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2024

About this report

MacKillop Catholic Regional College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

MacKillop College Vision Statement:

Celebrating All Life
Challenging All People
Dreaming the New Day

MacKillop College Mission Statement:

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
- 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
- foster leadership by empowering and developing all members of the school community
- 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

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 facilities
- 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

Principal Report

As I write this report we are drawing to the close of another incredibly busy and successful year, the fifty fourth since the foundation of the College in 1970. It has also been my first year at MacKillop College so it has by definition been a year of firsts for me.

A number of people have asked about my impressions of MacKillop College. I have loved my new role at MacKillop and the welcome that I have received from all within the community. It is a very busy school with a range of activities occurring both within and outside scheduled school hours. There is a strong sense of community that is present at all of our whole school events. It is particularly evident at significant events such as MacKillop Day, Speech Night, Valedictory Mass and Valedictory Dinner.

When people from outside our community ask me about MacKillop College, it is never difficult to comment about the strengths of the school. The strengths that I have observed are a committed and supportive staff, a great sense of cultural diversity, a fine reputation within the wider community, excellence in a whole range of endeavours and the positive nature of the majority of our students.

It has been quite timely that our theme for the year has been United in Service. "Find happiness in making others happy." (Mary MacKillop, 1889) With turmoil in the Middle East and the specter of terrorism again raising its ugly head, the need for service and finding happiness has never been greater. We remember Australia's first saint for her dedication in caring for the human and spiritual needs of children and for her care for the poor and destitute. Underpinning all her work was her faith in divine providence.

In all the challenges she faced and the crosses she endured, she never doubted God's love and guidance. Mary's life is such an inspiration. I feel very proud to be the leader of a Josephite school and that our school has such a strong and deep personal connection with Mary herself. For me, praying to Mary always provides direction and clarity. She was like you and me in so many ways and that is why she is such a relevant person in our children's lives.

One of the great strengths of MacKillop College is the individual care that we provide for students in need. This is very much in line with the oft quoted saying of Saint Mary MacKillop who stated "Never see a need without doing something about it". I pay tribute to our staff members including teachers, Year Level Coordinators and support staff for the very important work that they do. The work of our Student Services staff in supporting the educational, pastoral and social needs of many students is quite extraordinary. We are a multi-cultural and diverse community and the level of compassion and support provided to all members of our community is outstanding and greatly appreciated.

To our Year 12 class of 2023

For all of our Year 12 students, their behaviour was impeccable throughout the final week where they completed a range of activities included a College Assembly where they were farewelled by all staff and students, their Year 12 breakfast and dress up morning and the Graduation Mass. We take time to reflect on their contribution and achievements over the past six years and celebrate the conclusion of their secondary education.

On behalf of the whole college I thank you, our graduating students, for your contributions to the life of the school and for the way that you have shared your talents and gifts with us. I thank you also for the leadership that you have exercised and I particularly wish to recognize the contribution of those who accepted leadership roles this year, especially our College captains, Gianni, Tyrah, Charli, Daniel, Nathaniel, Zaina, Alea and Riley. I also thank all other Year 12 students who have held positions of leadership for their contribution to our MacKillop community. Each one of our graduates leaves us with our best wishes for the future and our prayers that God will bless them abundantly.

To our Broader College Community

Education is a beacon of hope, a catalyst for change, and the cornerstone of progress. In its various forms, education has the power to transform individuals, communities, and societies. It is a force that empowers, enlightens, and equips us to face the challenges of an ever-evolving world. Moreover, education is a powerful equalizer. It has the potential to level the playing field and break down barriers. Regardless of one's background, education offers the opportunity to overcome obstacles and achieve one's dreams. It is the antidote to ignorance and prejudice, challenging stereotypes and promoting diversity and inclusion. When we invest in education, we invest in a fairer and more just society.

As the year draws to a close, I wish to express my appreciation to the many people whose contributions ensure that our College continues to prosper in all dimensions of College life.

Thank you to Fr Albert Yogarajah, President of the Association of Canonical Administrators for his active support and keen interest in the College, and to the other Parish Priests for all that they do to support us in our shared mission of Catholic education. Thank you to Mr Paul Scott, Chairperson, and other members of the School Advisory Council for their generosity, support and advice; to my personal assistant Mrs Sandra Camilleri for her organisation, attention to detail and thorough professionalism; to the Leadership Team (Warren Arrowsmith, Steve Higham, Anna Marazita and Troy Rickard)) for all that they do and for their wisdom, commitment and professionalism that they display on a day to day basis; to our Business Manager, Mrs Rosy Klyszcz for her unwavering commitment to making Catholic education as affordable as possible for all of our families.

I wish to pay tribute to all members of staff, both teaching staff and support staff, for all the work that they do on behalf of our young people and families, and I thank them most sincerely for their commitment, loyalty and generosity. I thank our students for their enthusiasm, their willingness to try new things and their many contributions to the life of the College.

Finally I thank our families for the great privilege of inviting us to share with them the Catholic education of their children. Without your continued support we cannot exist and I hope that you feel both supported and able to raise issues at any stage. Any school trying to strive for success needs to strengthen the three way partnership between the student, their families and the school. We will keep striving to build and strengthen these relationships for the betterment of all. May God bless each of you as we head towards our vacation period and may you all get to experience the holiness of Christmas.

God bless

Chris Caldow

Catholic Identity and Mission

Goals & Intended Outcomes

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).

Goal

- To develop and embed with all staff, common and agreed pedagogical practices

Intended Outcome

- To see that the interconnections between faith, culture and life are negotiated through a dialogue with students that honours encounter

Achievements

The health of the College's Catholic identity continues to be strong. 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 College offers an extensive Catholic formation program with the opportunity for accreditation to our staff, one that helps them develop their own personal understanding of what it is to work in a Catholic school.

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'. 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 - 12
- 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

Learning and Teaching

Goals & Intended Outcomes

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.

Goal

To develop and embed with all staff, common and agreed pedagogical practices

Intended Outcomes

We will see that:

- 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

Goal

To build the capacity of all staff to understand and act on the implication of data (Data Informed Practice)

Intended Outcomes

We will see that:

- teachers reflect on patterns in data, at cohort, individual and small group levels, and appraise the data's reliability

- 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

Goal

To build the capacity of all staff to accept responsibility for the teaching of Literacy and Numeracy

Intended Outcome

We will see that:

- teachers model what success looks like, link these to specific learning intentions, and engage students in the process

Goal

To embed practices that enable student and staff agency to enhance student wellbeing for learning

Intended Outcome

We will see that:

- 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
- 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

Our 2023 NAPLAN results, when compared to students with an similar background and schools of a similar Index of Community Socio-Educational Advantage (ICSEA) rating, show we are aligned with

- Year 7 Reading, Writing, Spelling, Grammar and
- Year 9 Reading, Spelling, Grammar and Numeracy.

Where we differ is we are below in Year 7 Numeracy and above in Year 9 Writing.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	541	63%
	Year 9	568	66%
Numeracy	Year 7	541	70%
	Year 9	576	75%
Reading	Year 7	549	77%
	Year 9	588	80%
Spelling	Year 7	552	78%
	Year 9	585	83%
Writing	Year 7	553	71%
	Year 9	596	75%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	31
VCE Completion Rate (includes VCE VM completions)	99.60%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	58%
TAFE / VET	16%
Apprenticeship / Traineeship	5%
Deferred	0%
Employment	20%
Other - The category of Other includes both students Looking for Work and those classed as Other	1%

Student Wellbeing

Goals & Intended Outcomes

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.

Goal

To embed practices that enable student and staff agency to enhance student wellbeing for learning

Intended Outcome

We will see that:

- Students provide input to school leaders and teachers when planning wellbeing activities and positive behaviour initiatives

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
- Implementation of the first phase of ReLATE (Reframing Learning and Teaching Environments)
- 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

MACSSIS Data suggests students feel:

- teachers encourage students to do their best and have high expectations of them
- teachers support them to keep trying even when they find the task difficult
- the school environment is a pleasant place to learn in
- teachers are respectful towards them
- they are supported by the staff at the College
- it is important to do well at school
- they have opportunities to make suggestions about how the school could be safer and talk about things that worry them
- that there is an adult in the school they would go to if they had a concern or worry
- there are effective student leadership structures in the school
- teachers seek their views about what matters to them
- teachers present Catholic beliefs and practices in a way that relates to them
- celebrations and traditions, such as prayer, social justice, Mass are a part of school life

Student Attendance

Attendance is recorded each lesson with the absence reason documented each time. A direct message 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 direct message. 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	79.5%

Average Student Attendance Rate by Year Level	
Y07	92.5%
Y08	90.1%
Y09	90.7%
Y10	89.6%
Overall average attendance	90.7%

Leadership

Goals & Intended Outcomes

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), Victorian Catholic Education Authority (VCEA), State and National policy. This team plans strategically and systematically for future developments at the College.

Goal

To develop and embed with all staff, common and agreed pedagogical practices

Intended Outcome

We will see that:

Professional Learning has a clear and disciplined focus on continual improvement, performance and development, and empowers all staff as members of a learning community

Achievements

Aspects related to Leadership 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

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>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.</p> <p>Staff have attended a range of Professional Learning opportunities. The type of Professional Learning was diverse and included such examples as:</p> <ul style="list-style-type: none"> • Annual Psychology Teachers Conference • Aboriginal and Torres Strait Islander Immersion Program • Authentic student leadership development for schools • Coaching in Leadership • Curriculum: Applied Learning Pillars - What is Applied Learning? • Differentiation in challenging times for schools and learners • Dyscalculia and Mathematics Learning Difficulties • Engaging Your Faith – 'An Introduction to AI and Transhumanism ... for Christians' • Harmful sexualized behaviours workshop • Instructional Playbook-The Australian Instructional Coaching Institute with Jim Knight • Learning Diversity: National Disability Standards eLearning Modules • Let's talk eating disorders • NCCD Moderation and quality assurance • Policy: Anti-Racism Policy Review • School Refusal – legalities • Spring Leadership gathering project-based learning • Strategic Implementation Taskforce – ReLATE • Supporting Intercultural capacity in the English classroom • Team Teach Level 1 Accredited Training in Positive Behaviour • Use of Artificial Intelligence (AI) for Languages Victorian Curriculum F-10 Mathematics Version 2.0 	
Number of teachers who participated in PL in 2023	161
Average expenditure per teacher for PL	\$1842.00

Teacher Satisfaction

MACSSIS Data suggested that staff:

- working with the school leadership team motivates them in their role

- are confident that the school leaders work in the best interest of the College
- believe school leaders are knowledgeable about learning and teaching practices and that they are involved in helping teachers address instructional issues in their classroom
- feel school school leaders clearly identify their goals and effectively communicate important information to them
- are comfortable people share information about what does and what does not work
- experience a comfortability in experimenting with a new approach to their work that might improve their performance, even if the approach might not work
- have improved their teaching practice through professional learning experiences
- are clear that the purpose of their work as a team is to improve learning and teaching
- are confident that the teachers can motivate their students and can help students learn at a high level
- school leaders share their faith perspective and creates a culture that enables others to share their faith perspectives
- clearly understand the Catholic ethos underpinning the policies and practices of the school
- realise that it is important for staff to participate in prayer in rich and meaningful ways

Teacher Qualifications	
Doctorate	0.0%
Masters	20.8%
Graduate	20.8%
Graduate Certificate	4.7%
Bachelor Degree	45.5%
Advanced Diploma	5.5%
No Qualifications Listed	2.7%

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	180
Teaching Staff (FTE)	161.3
Non-Teaching Staff (Headcount)	162
Non-Teaching Staff (FTE)	142.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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.

Goal

To embed practices that enable student and staff agency to enhance student wellbeing for learning

Intended Outcome

We will see that:

- 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:
 1. Reinvigoration of International Programs
 2. Student reunions
 3. Links with community agencies e.g., Headspace, Victorian Cooperative on Children's Services for Ethnic Groups (VICSEG)
 4. Parent Information Nights / Presentations and webinars/meetings which include:
 - o Wellbeing e.g., Cybersafety, Tuning into Teens

- o School Advisory Council
 - o Parents and Friends Association
 - o Gifted and Talented
5. Student Representative Council (SRC), the St Mary's Senate and other student leadership groups
 6. Performing Arts: music and ensemble opportunities, MacKStars, CD recording etc.
 7. 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
 - Open days
 - Use of Operoo for excursions, student medical updates, communications from the Principal etc.

Parent Satisfaction

MACSSIS Data suggests families:

- have positively discussed their child's school with other parents from the school
- are likely to recommend the college to perspective families
- feel the College is preparing their child for the next school year
- believe the classroom learning experiences offered match their child's interests
- understand the College's goals, processes and procedures
- 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

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.mackillop.vic.edu.au