



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



MacKillop Catholic Regional College

1 Russell Street, WERRIBEE 3030

Principal: Christopher Caldwell

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 2025 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 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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

MacKillop College 2025: A Year of Respect, Courage and Hope

As 2025 draws to a close, we pause to reflect on a year marked by growth, connection, and gratitude. True to our vision of “celebrating all life, challenging all people, and dreaming the new day,” this year at MacKillop College has been one of renewal and shared purpose.

Guided by our values of Respect, Courage, and Hope, we have walked together as a faith-filled community — learning from the past, embracing the present, and preparing confidently for the future.

Our 2025 College theme, “Pilgrims of Hope”, inspired by St Mary of the Cross MacKillop’s words, “There where you are, you will find God”, invited us to see God’s presence in the ordinary moments of school life. Hope, for us, has meant active trust — believing that through faith, courage, and community, new possibilities emerge.

Throughout the year, our faith was expressed through rich liturgies and celebrations. We began with our Opening School Mass, featuring a smoking ceremony and Welcome to Country — a powerful symbol of respect for the land and its First Peoples. The sacred rhythm of the year continued through our Easter Liturgy, creatively presented by Year 12 RE students through the Stations of Hope, and the joyful celebration of MacKillop Day, where our whole community came together in prayer and festivity to honour our patron saint.

Our Staff Spirituality Day deepened our connection to the Josephite story, with Sr Rita Malavisi leading reflections on Mary MacKillop’s vision of serving “wherever there is good to be done.” These moments reminded us that faith is not confined to ritual but is lived daily through compassion, integrity, and respect.

We were also proud to see our Year 9 and 12 students embody faith in action during their retreat days, preparing toiletry packs for the Vinnies Soup Van Program — a humble yet powerful expression of service and dignity for those in need.

2025 has been a year of strategic growth in learning and teaching, shaped by our School Improvement Plan and the belief that learning thrives when underpinned by collaboration, clarity, and curiosity.

We continued to strengthen our Pedagogical Framework and launched an Instructional Coaching Program that supports teachers to share practice, reflect deeply, and continually refine their craft. Guided by our Instructional Playbook, staff have embraced evidence-informed teaching strategies and data-informed practice — ensuring every student is both challenged and supported in their learning journey. Our value of Courage has been especially evident in our willingness to innovate. The proposed 2026 curriculum changes for

Years 9 and 10 aim to give students more choice, flexibility, and authentic learning experiences. These new structures — integrating religion, humanities, science, and digital technologies — will prepare students more effectively for their senior pathways.

Our VCE results reflected the hard work and dedication of both students and teachers. We celebrated College Dux, Aidan Johnston (ATAR 98.50), alongside sixteen students who achieved above 90. These outcomes highlight the shared belief that excellence is achieved through persistence, partnership, and faith in one's own potential.

Professional learning remained a key focus throughout the year. On our October student-free day, staff engaged in targeted professional development on pedagogy, wellbeing, and educational technology — a reminder that by investing in teacher growth, we invest in every student's success.

MacKillop College's heart beats strongest through its people. This year's events reflected the spirit of Respect that defines our community — respect for diversity, creativity, and one another.

In Term 1 and 2, our students led a vibrant Multicultural Fortnight, celebrating the rich tapestry of cultures that make up our school.

From Bollywood dance performances to delicious African and Arabic food, the fortnight culminated in a joyful Diversity Parade — a living reminder that respect begins with understanding.

Our Cultural Cookbook Launch in September brought families together to share stories and recipes that celebrate our multicultural identity.

Proceeds supported the Asylum Seeker Resource Centre, a meaningful act of hospitality and hope.

This year also marked the successful restoration of our St Joseph's statue, a symbol of our Josephite heritage. Expertly conserved by International Conservation Services, the statue now stands proudly once again outside the Josephite Complex — a testament to respect for our history and faith traditions.

Across the year, we were honoured to host students from Japan and Italy through our sister-school programs. Their visits — and the generous hospitality of our host families — enriched our understanding of global friendship and cultural connection. The Farewell BBQ in September beautifully captured the bonds formed and the gratitude shared.

As the year concludes, we do so with deep gratitude — for our students, staff, families, and the broader community who bring MacKillop College to life each day.

This has been a year where Respect guided our relationships, Courage shaped our learning, and Hope illuminated our path forward. We celebrate not only what we have achieved but

who we have become — a community of learners and leaders, pilgrims and dreamers. As we look ahead to 2026 and our new theme, “Lead Others to Life,” we do so with confidence that together we will continue to celebrate all life, challenge all people, and dream the new day.

Catholic Identity and Mission

Goals & Intended Outcomes

This year our College Theme has reflected the theme for the global Catholic church across 2025 – a year of Jubilee. A Jubilee is declared every 25 years; it has strong links to Scripture where a year such as this is an economic, cultural, environmental and communal reset, when the land and people rest, debts are cancelled and all those who are in slavery are set free to return to their communities.

Pilgrims of Hope – There where you are, you will find God.

A pilgrimage is a journey of significance; in declaring this particular Jubilee, the late Pope Francis declared ‘We must fan the flame of hope that has been given us, and help everyone to gain new strength and certainty by looking to the future with an open

spirit, a trusting heart and far-sighted vision.’

Across this special year we have much to be thankful for; students have readily engaged with their role as pilgrims, forging new paths in their learning and reaching out as beacons of hope to those on the margins, just as Saint Mary of the Cross MacKillop did in her time.

At the core of Mary’s life was a vibrant spiritual foundation marked by openness to the Holy Spirit and a profound faith in divine providence. She remained responsive to God’s promptings even in trying circumstances, which drew others to follow her example; she

viewed education as a primary means of evangelization, transforming lives through encounters with Christ. Mary embodied the best of the Australian spirit: genuine openness to others, hospitality to strangers, generosity to the needy, justice to the unfairly treated, kindness and support to the suffering.

Above all, Mary continues to help us discover that hope is more than optimism – it’s a belief that things will be better.

As we reach the end of another year and prepare to embrace 2026 with all it has to offer our MacKillop College community we come to the realisation that It is the journey that’s important – not the destination.

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

Achievements

Celebrations of Eucharist:

- Opening School Mass
- MacKillop Feast Day Mass
- Graduation Mass
- Tuesday lunchtime Home Room Masses
- Year 12 Valedictory Mass

Liturgies:

- Ash Wednesday
- Easter Liturgy Via Lucis, 'Stations of the Light,' (Stations of the Cross)

Prayer:

- Daily Prayer in Home Room

Staff Formation:

- Accreditation Sessions (once per term)
- Staff Spirituality Day: a pilgrimage to key Melbourne sites associated with St. Mary of the Cross

Value Added

Student Formation:

- College Captains participated in the St. Joseph, Fr. Julian Tenison Woods and St. Mary MacKillop (JJAMM) Leadership Formation in Sydney
- Incoming College and Catholic Identity Captains began their own leadership journey during the Association of Josephite Affiliated Secondary Schools, (AJASS) Student Leadership Day

- Fourteen students from Years 9 to 11 in the Australian Catholic Youth Festival

Retreats

- Year 7 – You Yangs Experience
- Year 8 – You Yangs Experience
- Year 9 – Scott Darlow (First Nations Speaker/Musician)
- Year 10 – Passionist Team
- Year 11 – Residential Retreat (Grampians)
- Year 12 – Workshop Day Sr Rita Malivski

Fundraising and Outreach:

- Caritas Project Compassion
- Vinnies (Winter/Christmas Appeals)
- Mary MacKillop Today

Learning and Teaching

Goals & Intended Outcomes

Priority 1: Pedagogy

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

Priority 2: Data Informed Practice

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

Priority 3: Shared Responsibility for Literacy and Numeracy

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

Priority 4: Enhancing Student Wellbeing for Learning

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

Achievements

Achievements

In 2025, MacKillop College demonstrated significant achievement in the area of Learning and Teaching, with a clear focus on strengthening instructional practice, broadening curriculum opportunities, and enhancing student learning outcomes.

A key achievement was the development and implementation of the MacKillop Instructional Model. Grounded in evidence-informed research and shaped through collaborative practice, the model establishes a consistent, whole-school approach to high-quality teaching. Its introduction has supported staff in refining classroom practice and has strengthened a shared understanding of effective pedagogy across the College.

The expansion of the Years 9 and 10 curriculum, including the introduction of vertical elective offerings, represents a further significant achievement. This development has enhanced student agency and engagement by enabling greater choice and flexibility in learning pathways. The introduction of new programs, including the Rocket Science elective, has been particularly successful, attracting strong student interest and securing a \$5,000 grant to support program delivery.

The redevelopment of the Year 9 Saint Mary's Campus program has strengthened the academic focus of the year level. The introduction of integrated and academically rigorous learning units, culminating in formal examinations, has established a more structured and

purposeful learning environment. This initiative has supported the development of student independence and strengthened preparation for senior secondary study.

In addition, considerable progress has been made in preparing for the implementation of formal examinations across Years 9 and 10 from 2026. Staff have engaged in the development of aligned and consistent assessment practices, ensuring that assessment tasks are closely connected to curriculum expectations and support ongoing student growth.

Staff achievement has also been a notable feature of 2025. The College recognises the professional accomplishments of Luke Robinson, awarded the Digital Learning and Teaching Victoria VCE Teacher of the Year, and Alice Backhouse, recipient of the History Teachers Association of Victoria's History Teacher of the Year Award. Daniel Baldwin was appointed as Chief Examiner for VCE Food Studies with the Victorian Curriculum and Assessment Authority (VCAA), reflecting recognised expertise in curriculum and assessment.

MacKillop College also recorded strong representation in VCE assessment roles, with multiple staff appointed as VCAA Assessors across a range of subjects. This level of involvement demonstrates both the depth of staff expertise and the College's contribution to the broader educational community.

Collectively, these achievements reflect the College's ongoing commitment to excellence in Learning and Teaching, and its strategic focus on improving student outcomes through high-quality instruction, curriculum innovation, and professional practice.

Student Learning Outcomes

The table below shows the average student results.

NAPLAN Student Results

Reading

Year 7 - 557

Year 9 - 583

Writing

Year 7 - 566

Year 9 - 600

Spelling

Year 7 - 556

Year 9 - 581

Grammar

Year 7 - 555

Year 9 - 568

Numeracy

Year 7 - 556

Year 9 - 574

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	555	73%	548	68%
	Year 9	561	60%	554	55%
Numeracy	Year 7	556	75%	545	71%
	Year 9	574	71%	565	66%
Reading	Year 7	557	79%	552	77%
	Year 9	580	78%	574	72%
Spelling	Year 7	556	79%	549	77%
	Year 9	580	82%	573	79%
Writing	Year 7	566	78%	563	77%
	Year 9	598	78%	596	73%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	29
VCE Completion Rate	99.20%
VCE VM Completion Rate	98%
VPC Completion Rate	88%

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

Goal

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

Intended Outcomes

We will see that:

Teachers' expectations across the school foster a strong culture of success and the full flourishing of every student

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.

Achievements

Achievements

In 2025, MacKillop College achieved significant progress in the area of Student Wellbeing, with a continued focus on strengthening relational practice, enhancing student engagement, and building a consistent and supportive learning environment.

A key achievement was the successful implementation of the third and final phase of the ReLATE model (Reframing Learning and Teaching Environments). This whole-school initiative has deepened staff understanding of relational pedagogy and trauma-informed practice, reinforcing the link between educator wellbeing and student wellbeing. The model has supported the establishment of consistent, predictable, and structured approaches to student engagement, contributing to a more positive and inclusive learning environment.

Aligned with this work, the introduction of the Behaviour Curriculum represents a significant milestone. Grounded in the MACS Vision for Engagement, the curriculum has been embraced by both students and staff, strengthening shared expectations and promoting positive behaviours for learning. Its implementation has enhanced consistency across the College and supported students in developing the skills required for successful participation in the school community.

The College community has also demonstrated strong growth in wellbeing and engagement. Students have shown increased resilience and a sustained commitment to their learning, while staff have actively engaged in professional learning to further develop their capacity to support student wellbeing within a Josephite context.

A further achievement has been the continued strengthening of partnerships with families. Through open communication and the sharing of experiences, families have contributed to a deeper understanding of student needs, supporting a more responsive and inclusive approach to wellbeing.

The work of the Wellbeing Team, including Year Level Leaders, Directors of Student Wellbeing and the Student Services Team, has been instrumental in achieving these outcomes. Their commitment to supporting students, staff, and families has strengthened the College's capacity to respond to diverse wellbeing needs and to foster a culture of care, belonging, and inclusion.

Collectively, these achievements reflect MacKillop College's ongoing commitment to developing a safe, supportive, and inclusive community, where the wellbeing of every student is prioritised and nurtured.

Value Added

Value Added

- Professional learning experiences with a trauma informed focus: Reframing Learning and Teaching Environments (ReLATE)
- Continual refinement of Behaviour Management practices to embed trauma-informed approaches, positive behaviour support and restorative practices more explicitly

- Refinement of transition programs to better support students on their learning journeys
- Parent Engagement Forums to support transition
- Creation of a Mental Health and Wellbeing Support Portal inclusive of an online mechanism for student self-referral to confidential counselling
- 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
- Partnership with Reclink for a Year 10 community service program
- The Huddle Program (offered in partnership with the North Melbourne Football Club)
- Student Scholarships offered in partnership with external organisations

Student Satisfaction

See above

Student Attendance

See above

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	83.6

Average Student Attendance Rate by Year Level	
Y07	90.93
Y08	89.31
Y09	89.41
Y10	88.03
Overall average attendance	89.42

Leadership

Goals & Intended Outcomes

Teachers use feedback on their teaching practices to guide future planning, ensuring lessons are innovative and responsive to student needs.

Professional learning is purposefully focused on continuous improvement, staff performance, and professional growth, empowering all staff as active participants in a collaborative learning community.

Teachers analyse data at the cohort, individual, and small group levels, critically evaluating its reliability to inform instructional decisions.

Teachers clearly demonstrate what success looks like, connect these examples to specific learning intentions, and actively involve students in understanding and achieving these goals. High expectations are consistently set by teachers across the school, fostering a culture where every student is encouraged to achieve their personal best and thrive.

Teachers design and implement school-specific learning materials and strategies that enhance students' personal and social capabilities, and share these resources with colleagues both within the school and across the wider educational community.

Achievements

Teachers regularly monitored student engagement and learning progress, using feedback and reflective practice to inform future planning and ensure teaching remained responsive, innovative, and aligned to student needs.

Staff actively contributed to the ongoing implementation of the School Improvement Plan and engaged in appraisal and review processes, demonstrating a strong culture of professional reflection, performance development, and continuous improvement.

Professional learning was purposefully aligned to College priorities, with staff participating in targeted development opportunities that strengthened pedagogical practice, data literacy, and collaborative learning, empowering teachers as active contributors within a professional learning community.

Teachers analysed student data at the cohort, individual, and small group levels, strengthening their capacity to evaluate data critically and apply this understanding to inform instructional decisions and improve learning outcomes.

The College further strengthened the consistent use of its Instructional Playbook and pedagogical framework, embedding common teaching practices and promoting a shared understanding of high-quality instruction across all learning areas.

Teachers clearly articulated learning intentions and success criteria, supporting students to understand expectations and actively engage in their learning. This approach strengthened student agency and supported students in achieving defined learning goals.

High expectations for student learning and behaviour were consistently reinforced across the

College, fostering a culture in which all students are encouraged and supported to achieve their personal best.

Staff designed and implemented school-specific learning materials and strategies that enhanced students' academic, personal, and social capabilities, with resources shared collaboratively within teams and across the College.

Teachers used digital platforms, including SEQTA, to maintain accurate and up-to-date records of student attendance, progress, and achievement, ensuring consistent data tracking and informed teaching practice.

Staff continued to build their capacity to use data effectively through collaborative inquiry and professional dialogue, strengthening evidence-based decision-making and supporting improved student outcomes.

Teachers developed and implemented assessment tasks aligned to curriculum expectations, ensuring clear connections between learning intentions, success criteria, and student outcomes.

Staff collaborated regularly to design and deliver a differentiated and inclusive curriculum, sharing resources, strategies, and best practices to meet the diverse needs of learners.

Teachers promoted positive, respectful relationships within the classroom and established clear expectations for learning, supporting student engagement, responsibility, and wellbeing.

The College strengthened practices that support student and staff agency, embedding opportunities for voice, feedback, and participation in learning and professional practice.

Staff contributed to the integration of career education, pathway planning, and co-curricular opportunities within the curriculum, supporting students to make informed decisions about their future learning and pathways.

These achievements reflect MacKillop College Werribee's continued commitment to high-quality teaching, evidence-based practice, professional growth, and a culture of high expectations that support the learning and development of every student.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>Targeted professional learning for teachers on how to construct and communicate Learning Intentions and Success Criteria, especially in VCE classes.</p> <p>Researched, identified, and shared learning and teaching strategies through in-house and external expertise.</p> <p>Development of an instructional 'play book' with endorsed strategies, supported by professional learning sessions.</p> <p>Provided professional learning for teachers to improve their data literacy and ability to interpret and use data dashboards.</p> <p>Inservice for staff on the use of Literacy and Numeracy Learning Intentions and Success Criteria.</p> <p>Targeted professional learning for all staff in areas such as ReLATE (trauma-informed practice), MACS Positive Behaviour Support, Collaborative and Proactive Solutions (CPS), RESP, and Disability Induction Standards.</p> <p>Targeted professional learning for Year Level Leaders, Directors of Student Wellbeing, and Learning Diversity on Positive Behaviour Support & Wellbeing</p> <p>Collaborative time for SIT (ReLATE Strategic Implementation Taskforce).</p>	
Number of teachers who participated in PL in 2025	162
Average expenditure per teacher for PL	\$1466.00

Teacher Satisfaction

See above

Teacher Qualifications	
Doctorate	0
Masters	68
Graduate	56
Graduate Certificate	14
Bachelor Degree	133
Advanced Diploma	9
No Qualifications Listed	13

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	192
Teaching Staff (FTE)	174.08
Non-Teaching Staff (Headcount)	144
Non-Teaching Staff (FTE)	121.32
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Strengthen partnerships and connections with local community groups, organisations, and families to foster a sense of belonging and active participation within the school community.

Increase opportunities for parent and guardian engagement through surveys, newsletters, education sessions, and school events, enabling meaningful feedback and collaboration.

Promote student voice, agency, and leadership by involving students in decision-making processes, assemblies, and community-focused projects.

Organise and participate in whole-school events, cultural celebrations, and service initiatives that encourage community involvement and celebrate diversity.

Encourage students and families to contribute to and benefit from community service projects, fundraising, and social justice initiatives, fostering a culture of compassion and active citizenship.

Provide opportunities for students to engage with the broader community via excursions, volunteering, and partnerships, enhancing real-world learning and connectedness.

Collect and act upon feedback from students, families, and staff to ensure the ongoing relevance and effectiveness of community engagement strategies.

Celebrate the achievements and contributions of students, staff, and families in building a supportive, inclusive, and vibrant school community.

Achievements

Hosted a range of whole-school events and community celebrations that strengthened connectedness and belonging, including Multicultural Fortnight, the Diversity Parade, and the Cultural Cookbook Launch, which celebrated the rich cultural diversity of the College and encouraged active participation from students, families, and the wider community.

Expanded opportunities for parent and family engagement through regular communication via the College website, social media channels and Operoo, ensuring families remained informed, connected, and actively involved in their child's educational journey.

Strengthened the transition and onboarding experience for new families through enrolment processes and welcome initiatives, supporting a smooth and inclusive entry into the MacKillop community.

Promoted student voice, agency, and leadership through active participation in assemblies, community events, and student-led initiatives, empowering students to contribute to decision-making processes and to lead within the College community.

Provided meaningful opportunities for students and families to engage in community service and social justice initiatives, including support for the Asylum Seeker Resource Centre through the Cultural Cookbook project and contributions to broader service programs, fostering compassion and active citizenship.

Facilitated international and community partnerships, including hosting students from Japan and Italy through sister-school programs, enhancing global understanding, cultural exchange, and connection within the College community.

Encouraged student engagement in a broad range of co-curricular, cultural, and community-based activities, supporting the development of relationships, confidence, and a strong sense of belonging.

Continued to strengthen community partnerships and engagement with local and broader organisations, providing students with opportunities to connect learning with real-world experiences through excursions, service, and collaborative initiatives.

Maintained strong governance and stakeholder engagement through the School Advisory Council, supporting ongoing reflection, feedback, and transparent communication around College priorities and future planning.

Actively collected and responded to feedback from students, families, and staff through surveys and ongoing communication channels, ensuring that community engagement strategies remain responsive, relevant, and aligned to the needs of the College community.

Celebrated and promoted the achievements of students, staff, and families through community events, publications, and communications, strengthening school pride and reinforcing a culture of recognition and encouragement.

Supported strong enrolment growth and community confidence, with 1,740 students enrolled in 2025 and record Year 7 applications for 2026, reflecting the strength of College relationships, communication, and engagement with families.

Marked significant progress in community-focused growth and future planning, including the announcement of a new Early Learning Centre at Wyndham Vale and the acquisition of additional land at St Mary's Campus, strengthening long-term connections with families and the broader community.

Promoted the College values of Respect, Courage, and Hope through all aspects of community engagement, fostering a culture of inclusion, participation, and shared responsibility across the MacKillop College community.

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