



Melbourne Archdiocese
Catholic Schools

2024

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 2024 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 04 Jun 2025

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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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

As I write this report we are drawing to the close of another incredibly busy and successful year, the fifty fifth since the foundation of the College in 1970. It has also been my second year at MacKillop and I feel as though I have a better understanding of the culture of the school and know more within our community.

Our focus for this year at MacKillop College has been on our implementing our School Improvement Plan. The four priorities for our School Improvement Plan are:

Develop a whole school common pedagogical practices through an instructional playbook.
To build the capacity of all staff to utilise data informed practices in all they do.
For all teaching staff to accept the responsibility for the teaching of Literacy and Numeracy.
Enable student and staff agency to enhance student wellbeing for learning.

The 2024 MacKillop College theme is 'Mutual Respect – a lived action' supported by the words of Saint Mary of the Cross MacKillop in 1882, "Do all you can to work in unity". This theme is a call for action in the spirit of Mary MacKillop. It is what we are called to be as Josephite people. Mary MacKillop's reverence for all people meant that she was incapable of giving up on anyone. The Sisters' memories of Mary reflect her deep respect for the dignity of all. To her, everyone was precious. It is a particularly relevant theme for our staff as we embark on using greater collaboration to improve both our teaching but also our student outcomes.

Our theme is also relevant for students and families as we strive to improve the connectedness of all within our community. For families we are endeavouring to enhance our communication with you so that we can enter into a true partnership with two way communication. This two way communication should take place when there are positive things to report as well as when there are issues or challenges too.

Staffing has been a considerable challenge this year due to the nationwide teacher shortage and looks likely to continue for the next three to four years. I thank a significant number of staff who picked up additional classes to ensure some continuity for our students in their classes this year. Staff have been working with our new data dashboards to ensure that they

know where each student within their class is at so that they can determine how to move them forward.

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.

One of the key decisions made this year was to establish a new K-12 campus at Wyndham Vale to cater for the demand for Catholic education in Australia's fastest growing residential area. Much work has already been done in the establishment of this new campus with a new architect appointed in McBride Charles Ryan who will work closely with all members of the MacKillop community to develop our new campus. 2024 has also been significant with the rebuild of the St Mary's campus in Werribee South completed with the building handed over in December. These new facilities will help us relaunch the St Mary's program to enable students to experience integrated learning within contemporary state of the art facilities.

To our Year 12 class of 2024

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 captains, Mia, Rohan, Rhea, Josh, Charlie and Piper. Each one of our graduates leaves us with our best wishes for the future and our prayers that God will bless them abundantly.

To parents and family members, I say thank you for the privilege of allowing us to share in the lives of these young women and young men. We thank you for the trust you have placed in us. I congratulate you for the work that you have done as parents and care-givers in

raising such wonderful young people. Some parents have been members of our community for over 20 years and with their youngest child graduating this evening finish their official involvement with the College. Thank you for your support and the bonus is no more school fees!

To our Broader College Community

Secondary school is more than just academics, homework or test scores. It's where many of us discover who we are and what we stand for. It's where we learn that failure is not the end but a lesson. It's where friendships are formed, memories are made and character is built. Remember those moments of laughter, the late night study, the sports games, the school plays and the quiet moments of reflection. They are all part of the mosaic of your high school experience, shaping you into the person you are today.

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 Canonical Administrators for his active support and keen interest in the College, and to the other 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, Nicole Allan, Steve Higham, Anna Marazita and Jen Levett) 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

Achievements

Celebrations of Eucharist:

- Opening School Mass
- MacKillop Day Mass
- Graduation Mass
- Tuesday lunchtime Home Room Masses

Liturgies:

- Ash Wednesday
- Easter Liturgy (Stations of the Cross)

Prayer:

- Daily Prayer in Home Room

Staff Formation:

- Accreditation Sessions (once per term)
- Staff Spirituality Day
- Inspired to Lead pilgrimage (Italy - Saul Travers-Hucker and Fady Ghanem participated)
- ACU Young Leaders Program (Rome/London - Jen Levett selected to accompany students)

Value Added

Student Formation:

Retreats

- o Year 7 – Mary MacKillop Heritage Centre
- o Year 8 – You Yangs Experience
- o Year 9 – Scott Darlow (First Nations Speaker/Musician)
- o Year 10 – Passionist Team
- o Year 11 – Residential Retreat (Myrtleford)
- o Year 12 – Workshop Day

AJASS Pilgrimage to Penola SA – 4 Year 10 students participated

AJASS Student Leaders' Day – 4 Student Leaders participated

Community Formation:

- Bible Timeline Course (facilitated by Saul Travers-Hucker)
- Labyrinth and Mary MacKillop Walk PL for visiting staff

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

Implemented an Instructional Coach program, providing structured professional coaching, classroom observations, and mentoring to ensure consistency and continual improvement in teaching practices across all staff.

Facilitated regular collaboration among teachers and Learning Leaders, focusing on evidence-based teaching strategies and current educational research to refine and align classroom practice.

Delivered targeted professional learning sessions and skills development workshops, supporting staff in adopting agreed pedagogical approaches.

Encouraged reflective practice through feedback, peer observation, and appraisal processes, fostering a shared commitment to quality teaching.

Provided professional development and coaching on data analysis, enabling teachers to interpret student achievement and engagement data effectively.

Used data from classroom observations, assessments, and skill gap analyses to inform teaching strategies and set improvement priorities at individual, group, and whole-school levels.

Supported teachers in using digital platforms (such as SEQTA) to maintain accurate records and monitor student progress, ensuring data-driven decision-making.

Integrated literacy and numeracy development across all subject areas, with teachers encouraged to embed these skills in their lesson planning and delivery.

Provided professional learning opportunities and resources to support staff in teaching literacy and numeracy, regardless of their subject specialty.

Promoted a culture of shared responsibility, with all staff contributing to the improvement of foundational skills for every student.

Embedded the 2024 College theme of “Mutual Respect – a lived action,” promoting positive relationships and a supportive learning environment.

Delivered the Thrive Program, focusing on social-emotional learning, team-building, and student agency, helping students develop resilience and wellbeing skills.

Maintained a strong pastoral care system, involving staff, students, and families, to support the physical, social, intellectual, and emotional growth of every student.

Provided regular opportunities for student and staff voice in decision-making, fostering agency and engagement in the learning process.

These achievements demonstrate MacKillop College Werribee’s commitment to evidence-based teaching, collaborative professional growth, whole-school responsibility for student outcomes, and the prioritisation of wellbeing as a foundation for learning in 2024.

Student Learning Outcomes

The table below shows the average student results.

NAPLAN Student Results

Reading

Year 7 - 546

Year 9 - 570

Writing

Year 7 - 559

Year 9 - 592

Spelling

Year 7 - 542

Year 9 - 566

Grammar

Year 7 - 542

Year 9 - 549

Numeracy

Year 7 - 533

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	541	63%
	Year 9	549	50%
Numeracy	Year 7	533	66%
	Year 9	558	62%
Reading	Year 7	546	75%
	Year 9	570	67%
Spelling	Year 7	542	75%
	Year 9	566	76%
Writing	Year 7	559	75%
	Year 9	590	68%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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	98%
VCE VM Completion Rate	100%
VPC Completion Rate	I/D

*Data not reported for 2024 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 2024	
Tertiary Study	60%
TAFE / VET	4%
Apprenticeship / Traineeship	10%
Deferred	0%
Employment	24%
Other - The category of Other includes both students Looking for Work and those classed as Other	2%

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

- Continued review of existing policies and practices, with respect to classroom engagement, inclusion and behaviour

- Implementation of a targeted programs to address differing forms of disengagement including the Reengage Program and the Return to School Project
- Consolidation of the Thrive Program: a whole school vision for student wellbeing that embeds social, emotional, spiritual and physical wellbeing across Years 7-12
- Integrating wellbeing across a range of different subject areas and complemented by the Thrive Program at each year level addressing topics such as gratitude, empathy, mindfulness, resilience, Respectful Relationships, self-care, mental health, e-Safety, study skills and in the senior years, road safety/driver education
- 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
- Employment of Student Counsellors, Social Workers, Multicultural Education Aides and regularly partnering with outside agencies such as Catholic Care, MacKillop Family Services and Drummond Street etc. to better support the College community
- Engagement of outside providers such as the Proactive Policing Unit, VicRoads, The Huddle, Foundation House, the MacKillop Institute, Headspace and other mental health services.

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	79.5

Average Student Attendance Rate by Year Level	
Y07	90.9
Y08	89.3
Y09	89.4
Y10	88.0
Overall average attendance	89.4

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, maintaining accurate records and using this feedback to adjust and improve lesson planning and delivery. Staff actively contributed to the School Improvement Plan and participated in appraisal processes, demonstrating a culture of reflective practice and ongoing improvement.

Teachers participated in ongoing professional development.

Staff engaged in classroom observational assessments and annual review meetings, supporting a performance and development culture.

The College developed and embedded common pedagogical practices among all staff, furthering a shared commitment to improvement.

Teachers used SEQTA to maintain accurate records of student attendance and academic progress, using this data to inform and adjust teaching strategies.

Staff built capacity to understand and act on data implications, supporting data-informed practice across the school.

Teachers established clear and achievable learning goals for students, articulated the relevance of content, and provided regular, meaningful feedback on progress.

Staff developed assessment tasks and learning materials aligned to specific learning intentions, ensuring students understood expectations and success criteria.

Teachers promoted positive, respectful relationships and established clear expectations for student behaviour and learning, encouraging students to take responsibility for their progress²⁵.

The College embedded practices that fostered student and staff agency, enhancing wellbeing for learning and supporting the full flourishing of every student³.

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.

Staff collaborated to develop and implement a comprehensive, differentiated curriculum, sharing resources and best practices during regular meetings.

Teachers created and evaluated learning resources to support the curriculum, and contributed to the integration of career education and co-curricular activities that enrich students' personal and social development.

These achievements reflect MacKillop College Werribee's commitment to evidence-based teaching, professional growth, and fostering a supportive, high-expectation learning environment throughout 2024.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<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 2024	162
Average expenditure per teacher for PL	\$1466.00

Teacher Satisfaction

See above

Teacher Qualifications	
Doctorate	0
Masters	72
Graduate	56
Graduate Certificate	14
Bachelor Degree	132
Advanced Diploma	12
No Qualifications Listed	15

Staff Composition	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	180
Teaching Staff (FTE)	161.02
Non-Teaching Staff (Headcount)	148
Non-Teaching Staff (FTE)	116.84
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 whole-school assemblies that brought together students and staff to reflect on achievements and celebrate community, including recognition of student leadership and participation in major events.

Supported student leaders' participation in the Josephite Student Leadership Conference, fostering initiative, teamwork, public speaking, and engagement with social justice issues.

Organised multicultural celebrations, including Bollywood and African dance groups, traditional dress days, and a diversity parade, promoting cultural inclusion and community participation.

Welcomed 226 new families to the College in 2024, with a focus on inclusivity and building a sense of belonging for all new members of the community.

Encouraged student involvement in a wide range of co-curricular activities, social justice programs, and cultural events, strengthening connections between students, families, and the wider community.

Promoted the 2024 College theme of "Mutual Respect – a lived action," inspired by Mary MacKillop, to foster unity, respect, and collaboration across the school community.

Maintained strong governance and community representation through the School Advisory Council, which reflected on the year's achievements and engaged in transparent discussions on school operations and future planning.

Continued engagement with local and broader community partners, including participation in service initiatives and collaborations that support student wellbeing and leadership development.

Celebrated and communicated student and staff achievements publicly, enhancing school pride and reinforcing a culture of recognition and encouragement within the community.

Provided opportunities for student voice and agency through leadership roles, assemblies, and participation in decision-making processes.

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