

# 2023

## Annual Report to the School Community



### Mary MacKillop Catholic Regional College

115 Horn Street, LEONGATHA 3953

Principal: John Freeman

Web: [www.mackillopleongatha.catholic.edu.au](http://www.mackillopleongatha.catholic.edu.au)

Registration: 1903, E Number: E4034

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## Principal's Attestation

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I, John Freeman, attest that Mary 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 10 May 2024

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## About this report

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Mary 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](#).

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## Governing Authority Report

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The 2023 school year marked my first year as Director of Catholic Education in the Diocese of Sale following the retirement of previous Director, Ms Maria Kirkwood who served in the role for ten years.

Throughout the year, I had the pleasure of visiting each of our 38 Catholic primary schools and five Catholic secondary schools. It was inspiring to witness the dedication of staff and the wonderful work taking place to provide a high-quality Catholic education for our students in a faith-filled environment.

Working with the Bishop, the Diocese of Sale Catholic Education Limited (DOSCEL) Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices was a top priority. The nation-wide shortage of teachers presented challenges, but we were committed to finding new and innovative ways to attract and retain high quality, committed Catholic educators.

Reflecting on the 2023 year, we have much to be proud of. Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools to enhance learning spaces and amenities to benefit students and staff.

During 2023, 13 blessing and opening ceremonies were held to celebrate school projects completed over the past three years, while the commencement of three new major projects were recognised with sod-turning ceremonies.

We were particularly excited to begin construction on the new St Josephine Bakhita Catholic Primary School at the newly established Five Farms estate in Clyde North. This will be the 44th school within the network of primary and secondary schools operated by DOSCEL.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility. During Child Safety Week 2023, schools and parishes were invited by DOSCEL to showcase their innovative projects and activities to keep young people safe. Many of the projects were developed by young people themselves. A video and education resource were created from the submissions to share the work and promote awareness of child safety.

Our Catholic schools continue to be places of learning and enrichment, nurturing students in their spiritual, academic, physical, and emotional development.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

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## Vision and Mission

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### **Our Vision**

Our Catholic Secondary College is a welcoming, co-educational, child-safe learning community in the Josephite tradition. The Wisdom of the Lord teaches us to remember the past, honour the present and inspire the future of all those students, staff and families entrusted into our care.

### **Our Mission**

Guided by the Gospel values as exemplified by St Mary of the Cross MacKillop and Father Julian Tenison Woods, we express this vision by:

- Strengthening FAITH & IDENTITY
- Ensuring CHILD SAFETY
- Striving to do our PERSONAL BEST
- Building and Exercising Authentic Catholic LEADERSHIP
- Exercising Responsible STEWARDSHIP

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## College Overview

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Mary MacKillop Catholic Regional College was founded to provide Catholic secondary education by and for the families of the five Catholic Parishes of the region: Cowes/San Remo, Wonthaggi, Korumburra, Leongatha and Foster/Fish Creek. The College commenced classes at the start of 1986 with sixty-six Year 7 students in two portable classrooms. The College now serves a region bounded by Cowes, Koo Wee Rup, Mirboo North and Foster, and all points in between. A modern fast and comfortable bus service brings some 580 students drawn from 23 primary schools to a spacious, well-planned complex on twenty-two hectares in Leongatha. The College provides coeducational classes from Year 7 to Year 12, offering a strong academic curriculum, excellent personal formation grounded in the Catholic faith, many options for practical hands-on learning and a comprehensive co-curricular program.

### **Strengthening Catholic Identity**

The Gospel message encourages us to strengthen our Catholic identity through discerning and embodying all that is good and just. To build a community that inspires a vibrant spirituality we will:

- Implement inquiry-based learning in Religious Education across the College.
- Increase opportunities for formation in faith, spirituality and the Josephite charism.
- Increase involvement in our College and the wider local, national and international community.
- Raise awareness of social justice issues and respond in action.
- Maintain a culture where individuals are valued and respected. Improving school and student performance and wellbeing.

**Respecting and celebrating the dignity and giftedness of each individual, we still strive to provide an environment for positive growth and well-being through:**

- Increased engagement of students.
- Improving outcomes for students.
- Acknowledging and celebrating achievement.
- More co-curricular endeavours - dance, music, drama, sport. Building Leadership Capacity.

**Effective leadership is life-giving and life-changing. As a Christian community, we understand that "We must teach more by example than by word". (MM 1867)**

**To promote and empower our community to leadership we will:**

- Develop students as independent learners.
- Develop better teachers.
- Develop a positive feedback and coaching culture.

- Implement effective and appropriate models for leadership. Exercising responsible stewardship.

**Respecting all things as gifts, we recognise that "We are but travellers here" (MM 1866)**

**To inspire a culture that endorses responsible stewardship and sustainability we will:**

- Improve communication with parents.
- Improve facilities for staff and students.
- Build partnerships and relationships with other schools.
- Develop an active alumni and reunion culture.
- Develop and implement a facilities and environment master plan.



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## Principal's Report

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The concept of a Catholic school community is founded on the idea that students, their families, teachers, and members of the broader College community - come together to form a connected and supportive learning environment for the benefit of students. Mary MacKillop Catholic Regional College's strong sense of connection and belonging continues to provide a strong foundation for the full flourishing of each student who enters the College.

The College acknowledges that feeling safe, welcome and connected at school as well as being happy and healthy has a direct impact on each student's capacity for optimal learning and to flourish. Additionally, enjoying school and being engaged in learning influences a student's wellbeing - in particular their confidence and resilience.

This year we were able to fully engage in all aspects of the holistic education Mary MacKillop Catholic Regional College has to offer its community:

Highlights included:

- Reviewing, revising and renewing of the College's Strategic Plan for 2024 to 2027;
- Successful completion of VRQA Review, including review and update of all College Policies;
- Completion of a new Ten-Year Master Plan for College grounds and facilities;
- Implementation of a new College Leadership Structure;
- Years 7, 8 and 9 were able to participate in camps;
- Years 10, 11 and 12 cohorts participated in the extended Retreats;
- The continued community support of our Annual Walkathon;
- Our success in School Sport Victoria continued;
- Whole of College Liturgical celebrations;
- Whole of College Assemblies celebrating student and staff success;
- Involvement in Debating, Public Speaking, and the Tournament of Minds competitions;
- Year 10 Social, Year 11 Formal, and Year 12 Valedictory Mass and Dinner.

Mary MacKillop Catholic Regional College is proud of the success of its students. The 2023 VCE results were the best we have achieved since 2011 highlights include:

- Our Dux achieved 97.55;
- A Median Study Score of 30 for the second year;
- 26.4% of students with ATAR above 80
- 47.2% of our students achieved an ATAR above 70; and
- 6.3% of our study scores were above 40%

Our Applied Learners have also done very well. There were 14 students pursuing applied pathways and with notable success – of the 14:

- 4 have secured places in their preferred TAFE courses;
- 7 have gained apprenticeships, traineeships and employment; and
- 3 are discerning options for further study or employment. have begun employment.

Such results only come from expert, dedicated teaching as well as a determined effort by students. Both deserve our praise.

I am extremely grateful for the efforts of the College staff, their energy and their passion for ensuring our students are engaged in a learning environment that is real and purposeful ensuring the holistic development of each student.

Thank you to the College Advisory Committee, especially our Chair, Mrs Kate Lindsay, for their continued support of all College initiatives. Mrs Nena Caithness concluded her tenure on the committee. We also welcomed new members during the year as well and they were – Fr Stanly Devasia, Mr Nicholas Green, Mrs Michelle Jorgensen, Mrs Jacinta Johnson, Mr Michael Croatto, and Mr Sam Wright. All have a strong connection to the College and bring a wealth of experience and knowledge to the Committee.

Our aim is to work with families in developing their children to become people who are respectful, resourceful, courageous, and generous in their future lives. Our hope is that in partnership with families, our students will leave this school and make worthwhile contributions to the community and be known for being Good Citizens and Good Christians.

The 2023 Annual Report, is a celebration of the continued development of the College as a whole.

John M Freeman

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals:

- To strengthen the Catholic identity of the College through dialogical and recontextualising approaches in order to promote post-critical belief in staff and students.

#### Intended Outcomes:

- Increased ability for staff to recontextualise faith utilising dialogical practices
- Implementation of a recontextualised and dialogical Religious Education Curriculum
- Enhance the recontextualised and dialogical prayer life of the College
- Increase teacher understanding of and ability to use Scripture to support student learning and growth.
- Continue building a recontextualised Josephite Charism and Identity enhancing Catholic identity in the College.
- Develop staff understanding and practice of Catholic Social Teaching.

### Achievements

Over the past year, the College has continued to deliver the Diocesan Curriculum "To Live in Christ Jesus". Our college approaches the teaching of Religious Education through a dialogical and inquiry approach. This approach was supported by engaging activities that promoted a recontextualising school environment.

Whole Staff were given internal professional development at the start of the year. Religious Education Teachers were given professional development at Religious Education team meetings as well as the option to attend other Professional Development days throughout the year. R.E. Meetings were held twice per term for one hour. Teaching staff at each Year level of Religious Education liaised with the Catholic Identity and Mission and the Curriculum Leader Religious Education to bring new ideas to each strand and lens and plan in teams.

A large number of staff began the RE DOSCEL Certificate and many continued with their Accreditation units.

Staff at our College invited students to consider the religious dimensions of reality including one's existence, foster an understanding of the biblical narratives, the insights and challenges of the Gospel, and provide an experience of and reflection on, the Christian

worldview as it is expressed in Catholic Tradition. Students were challenged to serve others and engage in the life of the Church.

Prayer life in the College is evident. Staff gather for weekly prayer on a Monday and Thursday morning. Prayer is provided through online daily notices on SIMON, staff messages, scheduled staff meetings, special occasions, feast days, and weekly class masses. Prayer is a daily part of our life at the college. Staff and students often express prayer in varying forms such as songs, poems, reflections, or stories. These platforms make them more meaningful. Students regularly place prayers on SIMON for different social justice events. Future planning includes a 'Mary MacKillop Walk' that will include outdoor prayer spaces to be utilised by the college community.

Throughout the year the Religious Education staff took part in various professional development days including a session on Scripture with Margaret Carswell (ACU). This professional development allows staff to learn engaging ways to present scripture to their students. Staff also participated in a Meditation session with Christopher Morris (CTC).

Early in the year, College staff participated in the Humble Beginnings Program presented by Sr Rita Malavisi, a sister of St Joseph. This program helped to build their knowledge of the Josephite charism.

Selected students in Year 10 participated in the Melbourne AJASS Pilgrimage. This Pilgrimage gave students the opportunity to immerse themselves in the spirit of St Mary MacKillop, Fr Julian Tension Woods, and the Josephite charism. It was a wonderful opportunity to meet students from other schools, build relationships and provide a strong pathway for future leadership opportunities at the College.

Josephite schools are often identified by the many Social Justice actions they are seen to take part in. 2023 was no exception. From Project Compassion to World Day of Prayer, Reflection, and Action Against Human Trafficking to Harmony Week to World Fair Trade Day. Our 10-12 Youth Ministry classes were very active in promoting and fundraising for some of these important days. Our Feast Day walkathon in August was our biggest fundraiser for the year. Our college supported various charities and walked in solidarity, during the College Walkathon period, to bring justice to the marginalised. This was a demonstrative way that our College holds hands with those who experience inequity and social injustice in our world.

### **Value Added**

- A formation day for whole staff
- Successful retreat prayer services at Year 7, 8 & 10 Camps
- Very Successful retreat programs at Year 11& 12
- Special liturgies for Catholic Education Week, Reconciliation Week, Easter, ANZAC Day, Remembrance Day, Staff Liturgies
- Project Compassion Caritas Fundraising

- Student Mission Team broadened new initiatives for the student whole body
- One staff member completed Master of Education Theology degree
- Student Mission team to facilitate the faith development formation afternoons for the development of peers in the Josephite tradition.
- Year 10 AJASS Melbourne Pilgrimage - immerse themselves in the spirit of St Mary MacKillop, Fr Julian Tension Woods and the Josephite charism
- Students worked with the Student Social Justice Animator Leader to develop an updated action plan for the Student Mission team and MAC Team
- Development of new Student Liaison Leaders
- Significant improvement of the Year 11 retreat program for 2023, by bringing in an outsourced retreat group as facilitators.
- Involvement in the organisation and development of AJASS networks with Religious Education Coordinators
- Initiated new Parish School Partnership work with the support of the Parish Priest
- Youth Ministry Program work enhanced to include work with local catholic feeder schools
- Celebrated four whole school masses and weekly masses attended by all students twice per year.

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## Learning and Teaching

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### Goals & Intended Outcomes

**To develop expert teacher practice that is evidence based and builds collective efficacy.**

- Build capacity of staff to implement evidence-based teaching practices.
- Build the capacity of staff to deliver inclusive education and differentiation in the classroom.
- Build staff understanding of the importance of making adjustments for students with disability- universal, targeted and inclusive.

**Strengthen the connection between leadership and improve teaching and learning.**

- Every teacher has the capacity to analyse and action data and evidence for their students and set explicit targets for improvements.
- Teachers engage in expert teacher practice that encompasses engaging learning and teaching pedagogy to encourage independence, initiative, while creating opportunities that are relevant, challenging, and empower students to strive for excellence.

**Strengthen the connection between leadership and learning**

- The enhancement of instructional leadership capacity in the College.
- The formation of a culture of lifelong learning of staff and students.
- The creation of a whole school plan for learning.
- The fostering of an inclusive and connected school culture.
- The development of effective partnerships for learning and wellbeing partnerships for learning and wellbeing.

### Achievements

The Curriculum Team revised and updated the college Learning & Teaching Handbook as well as the College Assessment and Reporting Policy.

Teaching and learning professional learning focused on data and building a profile of each learner with the aim of improving student outcomes. In the classroom, teachers continued to discuss and work on ways to adapt the learning environment to allow students with different learning needs to thrive. All teachers developed their use of evidence to understand the progression of learning and identify the position of each of their students on that continuum. The aim was to accelerate learning growth. To this end, the Student Performance and Pedagogy leader assisted staff to build their capacity with data interpretation and also the

use of evidence-based teaching interventions including High Impact Teaching Strategies (HITS). Likewise, professional learning was also undertaken with middle leaders and senior teachers in NAPLAN and VCE data interpretation to inform planning and assessment.

Students requiring learning adjustment and those requiring extension were provided a variety of avenues for success and the College continues to work extensively to allow access to quality learning experiences for every student. The Learning Adjustment Team continued to conduct professional development for staff particularly with respect to implementing and accurately recording adjustments for the Nationally Consistent Collection of Data.

All faculties have been reviewing and updating their curriculum documentation using the Understanding by Design (UBD) model, focusing on the essential questions, and key knowledge and skills that we want students to attain.

Throughout the year we have had students participate in various SSV opportunities, Debating, Tournament of Minds, Live 4 Life College Ambassadors, History Competition, Geography Competition, Maths Competition, ASX Sharemarket Game, STEM week activities and excursions to Gippsland Tech School, and many other extra-curricula offerings.

The College continues to embrace progressive reporting which has further enhanced students' and parents' ability to engage with results and feedback online.

## **Student Learning Outcomes**

Mary MacKillop Catholic Regional College had 53 students attempt the VCE in 2023 with a completion rate of 100%. The VCE Median Study Score remained at 30 and the mean ATAR was 69.11 a slight decrease from the 2022 mean of 69.18. The College had 14 students attempt the Vocational Major with a completion rate of 100%.

VCE subjects with median study scores above 30 included Economics, English, Psychology, History – Revolutions, General Mathematics, Mathematical Methods, VET Music Performance, Physical Education, VET Sport and Recreation, and Visual Communication Design.

## **NAPLAN Report 2023 Achievement Overview**

In the Learning and Teaching Sphere, the College has identified the commitment to more than 12 months growth for each student in both literacy and numeracy. This goal is at the forefront of our minds when working with our NAPLAN data.

In Literacy the College the Reading Renaissance program continues to utilise one period each cycle of English classes at Years 7 & 8 to improve student reading skills. The College also continues to offer the SRA Corrective Reading Decoding program to students in Year 8 whose initial PAT reading data indicated that they would benefit from explicit teaching in this area. The program focused on directly improving reading accuracy, fluency, and speed which

should result in comprehension improvement. We also introduced the SRA Writing Essentials program to targeted students whose internal results indicated that they could benefit from small-group explicit instruction in this domain.

In the area of numeracy, staff have been using Maths Pathways for a number of years. This online program allows students to work through modules that are appropriate to their mathematical development. This provides students with guided practice and feedback and provides opportunities for independent, cumulative practice, spaced out over time. By identifying each student's learning profile; what they have mastered, what they are ready to learn next, and what gaps may exist, Maths Pathway can give students curriculum-aligned content that each student is ready for, supported by high-impact teaching practices, such as targeted, explicit teaching (mini-lessons), scaffolding and rich assessment tasks.

### **Year 7 Students**

The NAPLAN data indicates students entering the College in 2023 are below the state in Writing, Spelling, Grammar & Punctuation, and Numeracy. They are on par with the state in reading.

In Reading our mean sits slightly above the state with +7 respectively. Our bottom quadrant of numeracy sits above the state and our bottom quadrant of spelling is in line with the state. The areas of most concern in this data set are Grammar & Punctuation and Writing with all quadrants being below the state. This is also supported by the difference in scale score mean of -11 and -24 respectively. These should be a continued focus for the College and consideration should be given to our students' readiness to learn certain subject content at the year 7 level. Our top-achieving students also need to be challenged further in every classroom across all curriculum areas.

### **Year 9 Students**

This data indicates that our Year 9 students are below the state in Reading, Writing, Spelling and Grammar & Punctuation and Numeracy.

Regarding the Mary MacKillop Catholic Regional College cohort, we are below the state in Reading with a -9 point difference in our mean vs the state. Our mean in Spelling and Grammar & Punctuation falls behind the state with a -27 and -29 point gap in the mean.



<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	532	63%
	Year 9	535	50%
Numeracy	Year 7	534	74%
	Year 9	552	58%
Reading	Year 7	552	81%
	Year 9	561	63%
Spelling	Year 7	530	73%
	Year 9	543	59%
Writing	Year 7	523	54%
	Year 9	557	52%

\*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.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	98.70%
VCAL Completion Rate (VCAL Intermediate)	*

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

<b>Post-School Destinations as at 2023</b>	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

\* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

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## Student Wellbeing

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### Goals & Intended Outcomes

Within the Annual Improvement Plan Child Safety Section, the College has focused on two goals for 2023. As the College continues to plan for and provide a safe and suitable environment for all students and staff. The goals include:

1. Ensuring effective child safety practices are established within the College.
2. Develop and implement a whole school approach to Positive Behaviour.

The goals have been supported through:

- The embedding of child safe practices
- Reviewing and updating child-safe policies, procedures and practices
- Updating Child Safety content on the College website and management system
- Updating a Child Risk Register
- Building accessibility for student voice
- Embedding and reviewing The Whole School Approach to Positive Behaviour Support, Live for Life
- Investigating new programs to support Student Wellbeing at the College

There has been a strong focus, ensuring the development and review of Child safety documentation. In particular through the process of undertaken during the 2023 VRQA review, all Child Safe Standards were rigorously tested. New and reviewed policies were distributed to staff for perusal and comment. A process of review was adhered to ensure policy implementation was facilitated.

A facet of Child safety is the day to day practices which are embedded in College life which provide a safe suitable environment. Examples of such practices which were developed and embedded were:

- Mental Health Safety First Aid
- Mental Health Safety Plans for Students
- Attendance Plan
- College Mobile Device Policy
- Meeting Protocols for all PSG Meetings, preparatory meetings and post PSG Meetings
- Streamlining processes for the collation and distribution of student social behaviour data
- Embedding the classroom Student Management Procedure

- Embedding staff understanding of the MMCRC Child safety Wellbeing Policy. This policy is the overarching policy which provides guidance for other related policies and procedures.

Building and embedding staff and parent cognisance about the eleven child safe standards is integral to effective child safety practices within the operational life of the College. During the VRQA review, the College demonstrated that policy and procedures have been contextualised to account for College circumstances.

## Achievements

Actions taken in 2023 and during the Review Process:

- Staff complete the eLearning module for mandatory reporting
- Contextualised care, safety and welfare policies and procedures are communicated and accessible to parents/guardians, staff and students including:
  - Duty of Care Policy
  - Anti-bullying and Bullying Prevention Policy
  - Cyber Bullying Policy
  - On site Supervision Policy
  - Off Site Supervision Policy
  - Arrangements for Ill Students Policy and Procedure
  - First Aid Policy and Procedure
  - Distribution of Medication Policy and Procedure
  - Digital learning Policy
  - Published Computer User Agreement
  - Complaints and Grievances Policy
  - Complaints and Grievances Management Procedure
  - Complaints and Grievance Resolution Form
  - Child Safety Commitment
  - Child Safety Code of Conduct
  - Suspension, Negotiated Transfer and Expulsion Policy and Procedures
  - Behaviour Management Policy
  - Child Safety and Wellbeing Policy
  - Refining the record of the distribution of medications on the Parent Access Module on the platform SIMON
  - Child Safety Student Speak Policy

In 2023 the College redeveloped a new Positive Behaviour Support Approach. All members of the school community at Mary MacKillop Catholic Regional College played a part in the aforementioned process. The approach emphasizes, that members work collaboratively so each child and young person has the opportunity to fully participate, engage in the process of schooling, and become a successful learner.

The characteristics of a whole school positive behaviour approach include prevention, instruction, use of evidence-based practices and utilise data for decision-making.

School Wide Expectations were rolled out with the College community. Mary MacKillop Catholic Regional College believes in fostering an environment where every member of our College community feels safe, respected, and empowered to excel. Our School Wide Expectations are essential in shaping the kind and inclusive of community we want to be. These expectations are **Responsibility, Respect, Courage, and Wisdom**.

Additionally, the College continued to provide the Youth Live4Life program which is a registered health promotion charity, bringing together rural and regional communities to improve youth mental health and wellbeing.

The well-being of our students is intimately connected to the duty of care and child safety in the playground. Further improvements were made in 2023 were made in this area. Data was collected by the College as to where and what incidents were occurring on Yard duty areas. Key well-being staff review the data to provide precise advice to staff to ensure child safety outside the classroom. Adjustments to the Yard duty maps were made to reflect a safer line of sight and duty of care of the students.

## Value Added

The College participates in School Sport Victoria program, allowing the students to participate in a variety of sports and district, regional and State levels in a variety of areas including: Cricket, Tennis, Australian Rules, Netball, Soccer, Athletics, Swimming, Cross Country, Table Tennis and Soccer. Both individual and team offerings are available. A camp program has been developed across all year levels. Years 7-10 offer programs which develop personal and social capabilities. Similarly, retreat programs at Years 11 and 12, foster these capabilities with a focus on the spiritual development of the student.

Other opportunities include:

- House Competitions in Swimming, Athletics, and Cross Country
- Year 10 Social, Year 11 Formal and Year 12 Mass and Graduation Dinner
- Interschool Debating through The Debaters Association of Victoria and Public Speaking at the Leongatha Rotary Club
- Tournament of Minds
- Art Show and Music Soirée
- Music Performances on Friday lunchtimes and VET Music students' evening performances
- Achievers assembly
- Academic Awards Assembly
- Cybersafety Workshops for students, staff, and parents
- Class excursions to the Gippsland Tech School

### Student Satisfaction

Students had the opportunity to undertake Insight SRC surveys. Leadership and staff examined key socio-emotional data, to understand levels of student distress and emotional well-being. The College made marginal gains in most areas surveyed. Students see safety in the College as a constant. Parents see safety at the College as being very high. The College trialed AWE (Assessing Wellbeing Education) surveys with Year 9 students. It was decided to invest in The Resilience Project for 2024 and utilize their survey instruments to gauge well-being levels of students.

### Student Attendance

The College recognizes the importance of regular school attendance from its student body and fully embraces the 'Every Day Counts' framework from the Victorian Government.

An electronic roll is marked (via our Learning Management System SIMON) at the commencement of each day and each of the 6 lessons held per day. Attendance is also taken for all extracurricular events, excursions, and incursions.

Any absences of a student from school, including classes, are identified. Reasons for each student's absence are provided and recorded in writing. Explanations for absences that are provided, are a reasonable excuse for the purposes of their responsibilities under the Act.

Follow up any unexplained absences of a student is attended to by contacting the parent, guardian and/or carer of the student as soon as practicable on the same day - this is done via text message and if no response is received then a telephone call and/or email.

Attendance improvement strategies, interventions, and levels of adjustment are implemented. Where the absence is having a significant impact on a student's educational achievement and development, Personalised Learning Plans, Student Absence Learning Plans, and Return to School Plans are provided.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	68.8%

<b>Average Student Attendance Rate by Year Level</b>	
Y07	88.6%
Y08	86.1%
Y09	83.8%
Y10	82.6%
Overall average attendance	85.3%

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## Leadership

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### Goals & Intended Outcomes

The College has focussed on building teacher capacity and collective efficacy in order to deliver an engaging curriculum, differentiated according to student needs. This has been supported through:

- The enhancement of instructional leadership capacity in the College.
- The development of expert teacher practice.
- The formation of a culture of lifelong learning for staff and students.

### Achievements

There has been a strong focus on unpacking the concept of Instructional Leadership with all staff across the College. The College has sought to build the capacity of the College Leadership Team in order to role model best practices within the spheres of Catholic mission and identity, learning and teaching, and well-being.

College Leaders have created the conditions whereby staff have been empowered to create high-quality and engaging learning activities to meet the academic needs of every child.

Professional Development has been undertaken to ensure staff are continually reviewing their practice to ensure the academic growth of students and the performance of expert teacher practice.

Staff have been afforded the time and opportunity to regularly contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. These opportunities have seen key indicators in the InsightSRC survey such as Professional Growth, Teamwork and Empowerment move in a positive trajectory.

Reporting processes continue to be reviewed and improved so that they align with the whole school plan for learning entitlement and inclusive education.

The leaders and teachers of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community. The enhancement of these relationships has seen key indicators in the InsightSRC survey such as appraisal and recognition improve.

After a review of our Leadership structure in 2022 the College has focussed on its implementation. The structure has enhanced opportunities for growth of teaching staff and



during the year new opportunities emerged and new middle leader roles of Inclusive Learning Pedagogy Leader and Learning Resource Centre Leader were developed.

Additionally, the ambit of Jodie Connell's Deputy Principal responsibilities was reviewed to take on the responsibility for Strategic Development, Compliance, and College Organisation. This resulted in the creation of the Director of Learning, Pedagogy, and Innovation role which is a new senior leadership opportunity.

These reviews and updates to the Leadership structure were instituted primarily to ensure that student learning and our commitment to continuously improve in areas of compliance and organisation are achieved. These new roles have added to the number of positions than previously with more specific ambits.

We have a very talented group of staff at Mary MacKillop Catholic Regional College and this new structure will provide the opportunity for all to make formal and informal contributions to improving the learning and wellbeing outcomes for the young people in our care.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

- Specific professional learning about subject delivery across all areas
- Access to Accreditation to Teach in a Catholic School and Teach Religious Education offered by both the Diocese.
- Regular Diocesan meetings of Catholic Identity and Mission Leaders
- Various Professional learning sessions offered by Catholic Theological College
- Masters of Education Theology
- Mandatory Reporting and Child Safe training
- First Aid and Annual CPR updates
- OH&S training
- Domestic Violence Response Training
- Anaphylaxis Training
- Asthma Training
- Emergency Management Training
- Pool Lifeguard Training
- Certificate IV TAE
- NCCD E-Learning Modules
- Provision of at-school opportunities to deepen understanding of the need for differentiation and provide rich learning experiences for all students, including Students With Disabilities through both face-to-face and online programs;
- DOSCEL Teaching and Learning Network Meetings
- Diocese of Sale Leadership Program
- Graduate Certificate in Careers Development
- DOSCEL Careers Cluster Meetings
- Vocational Major Communities of Practice
- Adobe Suite Professional Learning
- Practical Strategies for AI Sessions
- South Gippsland Bass Coast Local Learning Employment Network Meetings
- Youth Mental Health First Aid
- Lookout Teacher Training
- Reimagining Student Engagement
- Complex Care Teams and SSG Training
- DOSCEL Whole School Approach to Positive Support Sessions
- Team Teach – De-escalation Training
- SIMON Data Analytics Module
- SIMON Learning Management System Training
- Education Perfect Training
- Language Cluster Meetings
- Respectful Relationships Training

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• Professional Association Conferences (MAV, STAV, HTAV, GTAV, VCTA, VATE, ACHPER, VAHE, VCSSDPA, PAV, AJASS, DOSSPA, DOSCEL)</li> <li>• VCE Professional Development Programs — in a range of subjects</li> <li>• VCAA 'Meet the Examiner' workshops</li> <li>• VCE Data Analysis</li> <li>• VCE new study design training (range of subjects)</li> </ul>	
Number of teachers who participated in PL in 2023	76
Average expenditure per teacher for PL	\$925.00

### Teacher Satisfaction

All staff had the opportunity to undertake the Insight SRC surveys. We also conducted regular staff surveys throughout the year, particularly during Remote Learning, to gain feedback for improvement.

Teachers felt they were able to raise concerns about various issues. These then are examined and areas for improvement addressed. Areas of particular focus and specific action have seen steady improvement, demonstrated most clearly in the team-based practice, teaching and learning and engagement measures. The staff have validated the College's focus on enhancing time and space for collegial discussion and collaborative professional learning. Staff have indicated that they feel supported by the College Leadership, which endorses a deliberate focus on ensuring leaders are more visible within the College. Furthermore, factors that staff have highlighted as contributing to both individual and whole school satisfaction are: a clear understanding of what is expected of and required from them professionally; improved management of student behaviour; and enhanced parent partnerships. Additionally, there were increased opportunities to participate in decision-making committees and working groups and expanded opportunities for leadership roles.

Significant events in the life of staff are recognised and celebrated by the College in both formal and informal ways.

<b>Teacher Qualifications</b>	
Doctorate	2.2%
Masters	7.5%
Graduate	19.4%
Graduate Certificate	3.2%
Bachelor Degree	48.4%
Advanced Diploma	5.4%
No Qualifications Listed	14.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	76
Teaching Staff (FTE)	69.3
Non-Teaching Staff (Headcount)	46
Non-Teaching Staff (FTE)	39.4
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

- The fostering of an inclusive and connected school culture.
- The development of effective partnerships for learning and wellbeing.

### Achievements

This year the College was able to offer all the community a broad range of co-curricular opportunities.

These activities, particularly the camps, and retreats at every year level, provide a myriad of ways for students to connect with peers and develop relationships outside the classroom, and challenge themselves in a safe and supportive environment.

Competition in sports both within Houses and against other schools allows students to build connections, develop teamwork, make commitments, and demonstrate their ability in a particular sporting pursuit. Similarly, participation in academic competitions, debating, public speaking, art displays, and music performances enhance meaningful ways for our young people to engage with peers in school and the wider community.

- Improvement in the College uniform, which was achieved by a community-wide consultation process.
- Whole College Liturgies, including St Mary of the Cross Feast Day
- Year 12 Mass and Graduation Dinner
- Ongoing communication through the College Newsletter, Parent Access Module and Social Media platforms.
- Upgrade of the College's Website to ensure a better experience both visually and its use.
- Opportunities for families to see their children excel in areas including sports, music, visual arts, performing arts, debating, and other competitions.
- Achievers Assembly
- Academic Awards Assembly
- Grade 5 days - hosting students from local primary schools
- Grade 6 days – hosting students from local primary schools
- Cybersafety Workshops for students, staff, and parents

### Parent Satisfaction

Occasions such as our Grade 5 Discovery Day and Grade 6 Activity Day are always well attended indicative of the value parents place on these occasions.

In both formal and informal ways parents express their satisfaction with and appreciation for the various elements of College life in the areas of Well-being and Learning.

Parents also make individual and college-wide comments of appreciation for the dedication of the staff. They see that teachers know their children, that support staff take an interest in students, and aides work to support the students and families with special needs.

The College community enjoys celebratory occasions such as the Opening Mass, Achievers Assembly, Year 7 Welcome Mass, Year 12 Graduation Mass, and Dinner and End-of-Year Awards Ceremony.

The College also undertook Insight SRC surveys with parents to gain a deeper understanding of their satisfaction in a variety of areas in the college. Areas of strength include: Student Safety, Classroom Behaviour, Connectedness to Peers, Transition Programs, and Social Skills. Areas for ongoing improvement include: providing more stimulating learning, more parent partnerships, and motivating students to learn.

Finally, parent representation on the College's Advisory Committee has increased by over 25%.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.mackillopleongatha.catholic.edu.au](http://www.mackillopleongatha.catholic.edu.au)