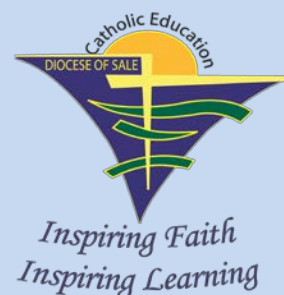


2016

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



MARY MACKILLOP CATHOLIC REGIONAL COLLEGE - SOUTH GIPPSLAND

REGISTERED SCHOOL NUMBER:1903



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Contact Details

ADDRESS	Horn Street LEONGATHA VIC 3953
PRINCIPAL	Mr David Leslie
PARISH PRIEST	Fr Aju Varghese
SCHOOL BOARD CHAIR	Mrs Renee Littlejohn
TELEPHONE	(03) 5662 4255
EMAIL	principal@mmcrc.catholic.edu.au
WEBSITE	http://www.mackillopleongatha.catholic.edu.au/

Minimum Standards Attestation

I, **David Leslie** attest that **Mary MacKillop College** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our College Vision

Our Catholic Secondary College is a welcoming co-educational 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 to our care.

Our Mission

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

Strengthening our **FATIH AND CATHOLIC IDENTITY**

Striving to do our **PERSONAL BEST**

Building and Exercising Authentic Catholic **LEADERSHIP**

Exercising Responsible **STEWARDSHIP**

It is our expectation that graduates of our College would:

- Be active witnesses to the Gospel of Jesus,
- Uphold Australian democratic values,
- Participate in the civic life of Australian society, and
- Have the skills needed for lifelong learning.

College Overview

Mary MacKillop 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 seven students in two portable classrooms. In 2016, the College 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 550 students drawn from 23 primary schools to a spacious, well planned complex on twenty-two hectares in Leongatha. The College provides co-educational classes from year seven to year twelve, 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 well being

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 endeavors – 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”. (MMC 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 gift, we recognise that “We are but travellers here” (MMC 1866)

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

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

Principal's Report

2016 completes my second year as Principal of Mary MacKillop College. It is hard to believe the time has gone so quickly. I am pleased to report that through 2016 the College continues to move from strength to strength.

During 2016, we have celebrated 30 years of our College with great success. This was highlighted throughout the year in a number of ways. Students all received a commemorative 30 year badge which was blessed at the St. Joseph's day Mass celebrated by Fr Rob Galea. Students of 2016 will be able to wear this badge on their blazers for life, to mark that they were one of our 30th year students.

The key events of the Celebrations were held over the weekend of 22-23 October 2016. The gala dinner on Saturday night was a wonderful reunion and celebration of our College, including reminiscences from both former Principals Ed Carmody and Michael Delaney and from past students Kate Lindsay (deBondt) and Courtney Blair. A special feature of the evening was the inauguration of the MacKillop Achievers – where we recognise alumni who have made their mark in the world, be it academic, business or service – they are all exemplars and models for our students to aspire to.

On Sunday 23 October 2016 we held the special Mass of celebration of 30 years, at which we dedicated Pioneer Hall, named the St Mary of the Cross MacKillop Chapel and Carmody Boardroom and recognised the indigenous first custodians of the land.

On a personal note, I derived most satisfaction from planting the Anniversary Tree with founding Principal Ed Carmody and my predecessor Principal Michael Delaney. There is an old saying that we stand on the shoulders of giants. It reminds us that whatever we may achieve, we owe a great debt to those who have gone before us. It was a real privilege to gather as the three Principals of Mary MacKillop College and mark the occasion with a living reminder. The growth of the Anniversary Tree will symbolise the ongoing growth of our College.

There was much more to note in 2016. We started the year by moving into our finished building projects – the new reception building and the Trade Skills Centre have both notably improved the provision of services to students and families. The introduction of the SIMON Learning Management System and the PAM Parent Access Module are further helping to unlock the potential of computer technology to enhance learning and support parent involvement in your children's learning.

We were proud to send a contingent of eleven students and two teachers to World Youth Day in Krakow, Poland with Pope Francis. They all found it a life-changing experience. Our production, *All Shook Up*, was again a sell-out success enjoyed by packed audiences at each performance. Our students have enjoyed repeated success in the SSV school sport competition, winning through to regional and State finals in numerous sports. Our VCE results continue to be very pleasing, with six students scoring in the 90's and strong results across the board.

This report is a snapshot of the College as it grows into its thirtieth year. Please read it with pride.

David Leslie
Principal



Church Authority Report

It is with great satisfaction that I can report that Mary MacKillop College bases its life on the Gospel.

The College is blessed with a very dedicated staff under the very capable leadership of its Principal, Mr David Leslie.

Whenever I go to the College to celebrate a Mass, whether it is the regular class Mass on a Thursday morning or a Mass for a special occasion I am always very impressed by the reverence and devotion shown on those occasions.

Another thing which impresses me is the quality of the pastoral care which the College provides for both the staff and students, especially on those occasions on which they need it most.

One feature which people often comment to me is the spirit of the College. This is shown by the respect the students show one another and the mutual respect between students and staff.

Obviously they also live out these values in their life outside the College. This is a true gospel value.

All this tells me that the College is a place where the Gospel is both taught and lived. I find that the spirit of St Mary of the Cross MacKillop, the patroness of the College, is very much alive.

Fr Aju Varghese
President – Canonical Administrators



College Board Report

What a wonderful year it has been! It was an absolute privilege to be a part of the recent 30th year celebrations to mark the successes of Mary MacKillop College. Thank you to those who organised the Saturday night dinner in Wonthaggi which kicked off the celebrations; it was a heartfelt evening. There were many old friends catching up and sharing stories, lots of reminiscing, laughter, and a few tears shed. The Sunday Mass and College Open Day was a tremendous success with many past and present students and families continuing to share their happy memories of past school life. The dedication of the teachers and Parents and Friends Committee was particularly evident - thank you for showcasing our College with pride and enthusiasm.

As a very proud daughter of the founding Principal of the College, I was particularly moved by my father's speech at Saturday night's dinner in which he described the strength, courage, and resilience of the first students of the College. He also spoke of the incredible faith of their parents. Their belief in God and commitment to Catholic education led to their full support of the staff and the foundation of this great College in those early days. These parents believed whole-heartedly that Mary MacKillop Catholic College would provide their children with a well-rounded, spirit-filled life education and that is the legacy we enjoy today.

A particular thrill for me this past year was seeing my three children in a photo with other students whose parents had once attended the College. It is overwhelming to see the second generation of families embrace College life just as their parents did. This is testament to the hard work, sweat and tears of those early pioneer families who spent tireless hours and weekend-long working bees to prepare for future students. We have a very solid foundation that we can continue to build on.

There are always many people to thank each year and this year is no exception. The College community continues to grow in the spirit of St. Mary of the Cross MacKillop. I would like to pay tribute to the following:

Staff: We have such talented, highly skilled and caring professionals at the College at an Executive level, in positions of leadership, in the classrooms, in our library and specialist learning areas, and in our offices. Thank you for continuing to demonstrate your commitment to Catholic education in your daily lives. Thank you also to the Advisory Council and the Parents and Friends who dedicate their time and energy to ensure that our students are well catered for.

Parents: Our College community continues to grow because of your belief that Mary MacKillop College can provide the educational support and nurturing for your family. We are very grateful for that opportunity and do not take that responsibility for granted.

Students: We are so proud of you and are committed to ensure that you have the education that you deserve: that is one which gives you the spiritual support to compliment your academic learning. Thousands of students before you have worn the Mary MacKillop uniform with pride and respect. Please continue to wear it as the past students have and as the thousands of future students will wear it long after you have finished your education. You will always be a part of the Mary MacKillop College family.

God bless, I wish you all a happy and safe year ahead.

Renae Littlejohn
Advisory Council Chairperson



Education in Faith

Goals & Intended Outcomes

1. Preparing College for the new Diocesan Religious Education Curriculum Years 7-12.
2. Increase opportunities in formation of faith and the Josephite charism.
3. Raised awareness of social justice issues, in particular local issues and respond in action.

Achievements

- Consolidation of the Student Mission team to facilitate the faith development of students in the Josephite tradition. College theme resonated well with all community. "We must teach more by example than by word."
- Sent students to AJASS Leadership Conference in Sydney. Students developed action plan for Student Mission team.
- Sent a small group of Year Ten students to the AJASS Penola Pilgrimage.
- Under the Diocesan Religious Education Bursary, two staff members attended the Ecce Homo course in Jerusalem during 2016.
- Also under the Diocesan Religious Education Bursary, one staff member attended the Boston College of Theology & Divinity Summer School during 2016.
- As part of the College 30 year celebrations, the whole school celebrated the Feast of Saint Joseph with Mass, said by Fr Rob Galea who also ran a series of workshops on the day. Students received their 30 year commemorative badges which were blessed at the Mass.
- Mary MacKillop College sent 11 students and 2 staff to World Youth Day in Krakow, Poland with Pope Francis. This is the largest school group in the Victorian Pilgrimage. All came back full of the Spirit.
- Launched then implemented a complete rewrite of the Year 12 Retreat Program.
- Contributed to the development of AJASS networks with Religious Education Coordinators and Catholic Identity Leaders
- College Walkathon again raised over \$20,000.

VALUE ADDED

- Student leadership Formation: College Mission Team. Formation Days and retreats provided at conclusion of 2015.
- Provided staff in service with Fr Elio Capra sDB.
- Participated in Youth Ministry experiences offered by the diocese.
- Celebrated special liturgies for Easter – Youth Ministry team, Passover Meal – ANZAC Liturgy – Justice Captains.
- Raised \$1,500 for Project Compassion. Many activities were organised by the Justice Captains and the Year 8 Captains.
- Offered special celebratory activities for Catholic Education Week including Second Rite Reconciliation for staff and students.

Learning & Teaching

Goals & Intended Outcomes

- Introduction of new VCE Subjects to the College
- Expansion of the VCE VET programs on offer
- Introduction of the courses offered through the Trade Skills Centre
- Introduction of a new Learning Management System
- Review of existing VCE Subjects aligning with requirements of new study designs
- Improvement in NAPLAN results

Achievements

There were a significant number of achievements at the College in 2016. Matilda McNeil achieved Dux of the College with an ATAR of 96.6. Six students achieved a score of above 90, with the top 10 ranging between 96.6 to 87.45. A tighter clustering of top scores indicates a solid overall performance. 25% of the cohort achieved a score above 80, with a particular feature being the solid spread of scores in the 70's, 80's and 90's.

NAPLAN results remained consistent across a number of areas outlined below. These results reflect the hard work of students, staff and parents. Without these partnerships in Learning, you cannot achieve desired results. In particular, our Year 9 cohort has made improvements across four of the five NAPLAN tested areas between 2014 - 2016.

STUDENT LEARNING OUTCOMES

NAPLAN Numeracy

Year 7 Numeracy data shows that students, when compared to the previous cohorts of students completing this test at the same stage, have slightly declined from 100% to 96% between 2015 and 2016.

Year 9 Numeracy data shows an increase of 2.8% in this cohort of the College since they completed the test in 2014, with 98.9% of students meeting the minimum required standards in 2016. The 2016 Year 9 cohort maintained a high level of achievement against the desired national standards.

NAPLAN Reading

Year 7 Reading data reflects a slight decline in the reading ability of students entering the College during the period 2015-2016.

Year 9 Reading data shows an increase of 2.9% in this cohort of the College since they completed the test in 2014, with 100% of students meeting the minimum required standards in 2016. 2016 was also the highest proportion of students meeting the minimum standards over the period 2014-16.

NAPLAN Writing

The Writing data results for the Year 7, 2016 cohort has significantly declined when compared to the students completing the test in previous years. The College will implement a range of measures to address this issue.

Year 9 Writing data shows an increase of 1.6% in this cohort of the College since they completed the test in 2014, with 96.7% of students meeting the minimum required standards in 2016. 2016 was also the highest proportion of students meeting the minimum standards over the period 2014-16, up 7.4% since the test was administered in 2015.

NAPLAN Spelling

Year 7 Spelling results have increased when compared to the previous year's cohort. However, it has seen a 4.9% since 2014.

Year 9 Spelling data shows a slight decrease of 0.4% in this cohort of the College since they completed the test in 2014, with 96.7% of students meeting the minimum required standards in 2016. 2016 was also the highest proportion of students meeting the minimum standards over the period 2014-16, up 11.3% since the test was completed in 2015. This was an excellent result for the College.

NAPLAN Grammar & Punctuation

Year 7 Grammar and Punctuation data has significantly declined when comparing the students completing the test in 2016 to those in previous years. The College will implement a range of measures to address this issue.

Year 9 Grammar and Punctuation data shows a slight decrease of 2.9% in this cohort of the College since they completed the test in 2014, with 93.3% of students meeting the minimum required standards in 2016. 2016 was also the highest proportion of students meeting the minimum standards over the period 2014-16, up 3% since the test was administered in 2015

POST-SCHOOL DESTINATIONS

Tertiary Study	54.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	10.0%
Deferred	12.0%
Employment	14.0%

College Community & Student Wellbeing

Goals & Intended Outcomes

In 2016 the College has continued to develop the community nature, sense of connectedness and overall engagement of all members of Mary MacKillop College community.

The key focus areas from the Wellbeing Team of the College have been:

- Promoting our College as a welcoming and compassionate community.
- Building positive relationships within our College and the wider Catholic school system based on the Gospel values of justice and love.
- Caring for the wellbeing of students, staff and parents.
- Building a stronger culture of child safety and child protection.
- Respecting difference and diversity and promoting inclusive practices in our College.
- Building partnerships with families, parishes and the wider community.

Achievements

Mary MacKillop College prides itself on the caring, supportive and encouraging environment that is created for its students, staff and families. The College Executive has continued to work hard to promote a positive environment where our students can flourish in a safe and encouraging space. This process has been reinforced through the use of the MindMatters Framework to address Health and Wellbeing of the whole school community.

Results from the MindMatters surveys conducted throughout 2016 has enabled the College to focus energy on key initiatives of promoting positive mental health and resilience through the school. Investment into sub-school specific Wellbeing Co-ordinators, greater access to the student counsellor and a dedicated Pastoral Lesson Program, to address areas of Social & Emotional Learning, have contributed significantly to the development of a positive culture within the school community.

To fully develop our students' personal sense of wellbeing, the College has continued to provide opportunities to build character outside of the classroom. The school has been able to provide a plethora of experiences including;

- camps,
- retreats,
- subject competitions,
- excursions,
- incursions,
- artists in residence,
- representative sport,
- cultural events,
- volunteering, and
- mentoring.

All these activities and experiences provide opportunities for the students to develop their problem solving, team work, collaboration, thinking skills, tolerance and resilience. Many of these programs also build on skills and characteristics important for our students to be functioning and contributing members of society. The school also focuses on areas of cyber-safety, relationships, problems solving, motivation, positive psychology and mindfulness.

Our Wellbeing Team has worked tirelessly to provide a variety of experiences and opportunities for our students to grow, develop and prepare themselves for the wide world. The implementation of the revised Position of Leadership (POL) structure has enabled more staff to

join the Leadership Team of the College, building their capacity, while sharing the load of the management of the students amongst more staff.

This Wellbeing Team consists of:

- Mel Bradley (student counsellor);
- Richard Muranty (Director of Junior School);
- Gerard Gordon (Director of Middle School);
- Courtney Blair (Director of Senior School)

These dedicated and hardworking staff, assisted by the support of the Sub-School Wellbeing Coordinators, Ken Myers, Cassie Roberts, Merrin Viljoen and Bron Kalos have shared the path with our young adolescents preparing them for the challenges of emerging adulthood.

The College recognises the importance of regular school attendance from its student body and fully embraces the 'Every Day Counts' framework from the Victorian Government. When a student is absent from school, parents notify the college through several different methods. Parents can write a traditional absence note in the student planner, email the College via the online Parent Access Module or ring to inform the college by phone. An electronic roll using the SIMON system is marked for each and every lesson at school. Attendance at extra-curricular events, excursions and incursion both on and off campus are also taken. The families of students that have been marked absent for Lesson 1 are sent a text messages requiring explanation of the student absence. Students recording an unexplained absence for more than two consecutive days are personally contacted by the relevant homeroom teacher. If any patterns emerge for non-attendance families are asked to meet with the Wellbeing Team to address the behaviour. If the behaviour continues unchanged then a more formal interview is requested by the Deputy Principal – Wellbeing & Organisation

VALUE ADDED

Mary MacKillop College prides itself on the development of the individual student through both the curricular and extra-curricular programs that it offers. The College has worked tirelessly throughout 2016 to assure connectedness and engagement permeates through all facets of College life through a co-curricular program that offers real diversity of opportunities for students to extend their horizons and develop the whole person both inside and outside the classroom.

Programs embedded into the classroom as well as offerings outside the classroom door all empower our students to have the confidence to articulate their beliefs in both words and actions as well as developing the capacity to critically reflect upon their personal and inter-personal development.

Many of the College's Co-curricular activities are associated with improving learning strategies and allowing students to experience success in various areas including camps, retreats, sporting pursuits, performing arts, debating and public speaking. One of the more positive aspects of 2016 has been the whole school musical 'All Shook Up'. This year the College Production was performed to packed out shows at Wonthaggi Arts Centre and showcased the immense talent we have at the College.



In 2016 the College also joined the local School Sports Victoria (SSV) regional competition. The school competes against local secondary schools in sports of various fields of Swimming, Athletics, Cross-Country, Winter and Summer Sports. The school entered a record number of teams all willing to represent the College. Several teams won through to the district levels while other were lucky enough to win through to the state level in certain sporting fields.



All students participated in the 2016 Mary MacKillop House Shield which saw students join in a range of College activities with each activity gaining valuable House Challenge Points. The Mary MacKillop House Shield and Point System recognises the participation and encouragement of students in all areas of College life throughout the school year in the co-curricular and extra-curricular activities.

Our College camp/retreat program is also provided to build on the key skills and knowledge our students must develop over the years to become fully functioning and contributors to a broader society. The key focus of these experiences are highlighted below:

Year 7 Orientation Camp

This camp is specifically designed to encourage students to develop new friendships and consolidate established relationships with their peers.



Year 8 Challenge Camp

The camp focuses on problem solving and task perseverance while in an outdoor environment encouraging students to step outside of their comfort zone.

Year 9 OEG and Melbourne Experience

The Year Nine curriculum is further complimented by 2 camps (wilderness & urban) designed to promote learning outside the bounds of the classroom and to allow students to gain experiences they may otherwise not obtain. The focus of these camps is co-operation, curriculum, community and celebration.

Year 10 – 12 retreats

Our retreat program begins in Year 10 where we challenge the students to be more active

contributors to the broader community while reflection on their own sense of wellbeing and importance as emerging adult. The Year 11 and 12 retreats take more of a spiritual dimension where students are afforded the opportunity to reflect on a more personal level while embarking on the final years of their formal secondary education.

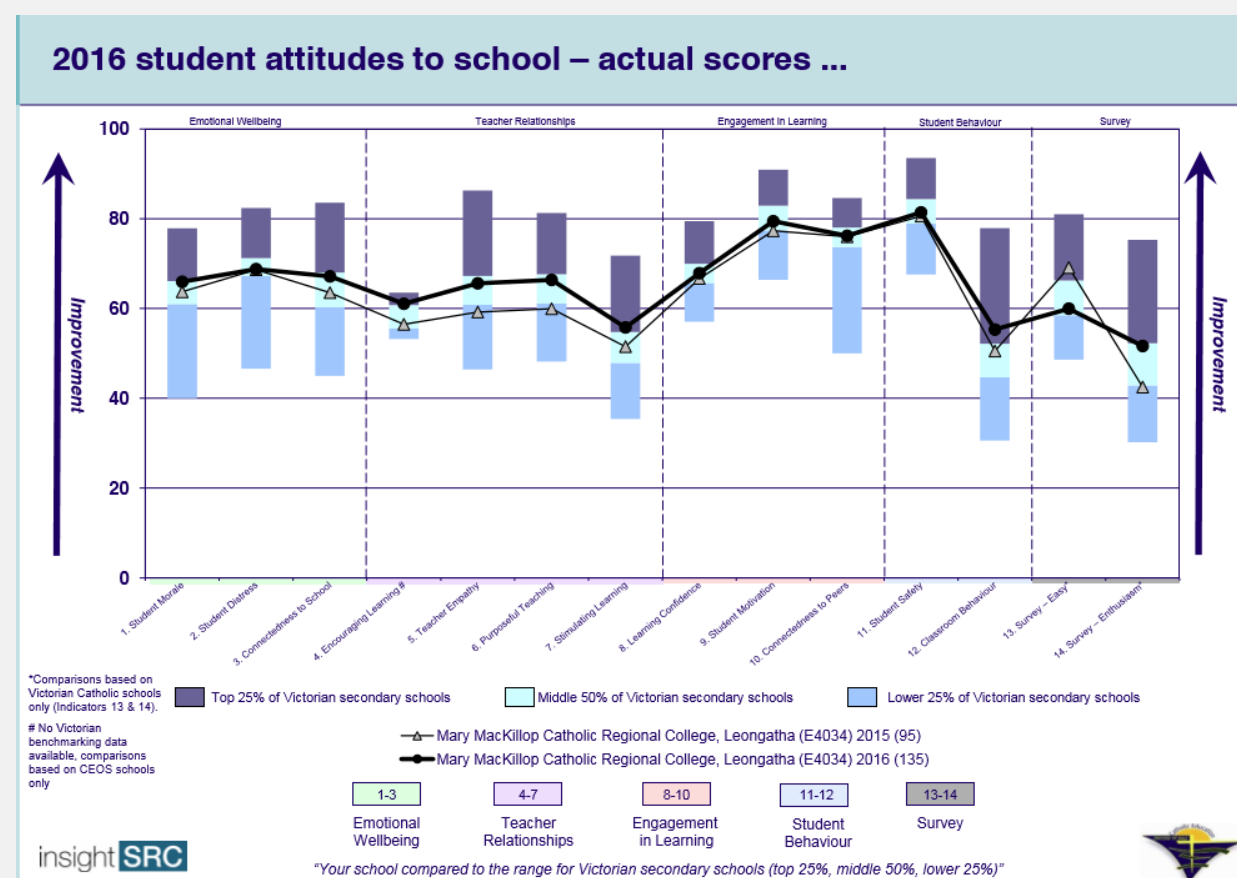
STUDENT SATISFACTION

Overall student satisfaction at Mary MacKillop College is very positive. Data from MindMatters and School Improvement Surveys have reflected these characteristics. Student engagement, connectedness to school and classroom behaviour has increased from previous years through the development and capacity building of the staff and students at the College. Initiatives such as the House Points Systems, that recognises and celebrates achievements across all facets of school community life, and dedicated Wellbeing staff at each sub-school has contributed to this positive climate.

The survey data has indicated that student's relationships are very positive at the college and that factors of negative nature such as distress; poor classroom behaviour are at low levels. Particular improvement in curriculum processes and quality teaching has also enabled a positive student climate both in and outside of the classroom.

Many figures are well above the secondary mean and conform to the regular trend of positive learning environments at the school.

Our data has also highlighted the strong relationships our students have with each other and their teachers. The data also shows our positive student behaviour both within the classrooms and school as very high is the very positive environment created through the investment in engagement and connectedness.



PARENT SATISFACTION

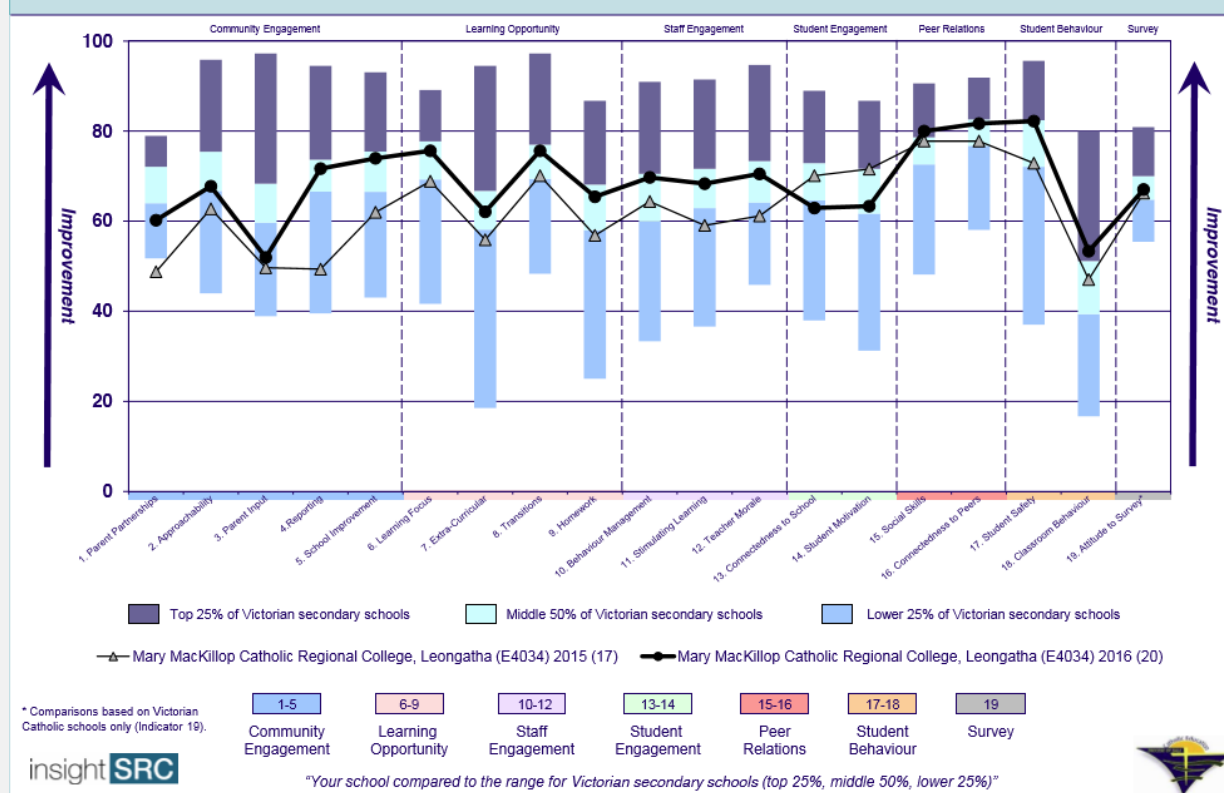
Parent satisfaction in the College has also continued to increase since the previous year. The parent community, as validated through the School Improvement Surveys, have confidence in the school's ability to create a purposeful and engaging learning community.

Parents have positively supported the college throughout the year and think favourably of the safe and connected pastoral environment created at the College. The introduction of continuous reporting via the Parent Access Module of SIMON is seen as a contributing factor for the increased parent satisfaction with learning across the board.

The opinion gained from the parent surveys has validated the Wellbeing teams focus on creating engaged and connected adolescences that build positive relationship with their peers, and Curriculum Teams focus on providing relevant up to date feedback to parents on student achievement.

Our MindMatters data also reiterates the positive community and confidence the families have in the school's ability to equip their children with the skills to be active and contributing members of the broader community.

2016 parent opinion – actual scores ...



Child Safe Standards

Goals and Intended Outcomes

Every student enrolled and any child visiting Mary MacKillop College has a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance of child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concerns for their safety.

‘...the promotion of the human person is the goal of the Catholic school.’

The Catholic School on the Threshold of the Third Millennium, par. 9

Protection for children and young people is based upon the belief that each person is made in the image and likeness of God and that the inherent dignity of all should be recognised and fostered.

The Vision of Mary MacKillop College commits us to:

Educating the whole person; spiritually, morally, intellectually, physically and emotionally.

Mary MacKillop College is committed to complying with Ministerial Order 870 and following the Victorian Child Safe Standards. We seek to embed child protection and safety so that protecting children from abuse is evident in the everyday thinking and practice of leaders, staff and volunteers

Achievements

During 2016, Mary MacKillop College conducted extensive consultation with its community through all stakeholder groups – Advisory Council, Parents & Friends, Staff & Students. This resulted in the formulation and ratification of the following documents:

- Child Protection Code of Conduct
- Child Protection Policy
- Protection of Children – Failure to Protect
- Protection of Children – Failure to Disclose
- Protection of Children – Grooming

The College has implemented the revised CECV guidelines for the selection, screening and recruitment of staff, these have a greater emphasis on Child Protection & Child Safety

All policies & practices are under ongoing review to enhance and improve our culture of Child Safety. Staff are making suggestions regularly to improve processes to support child safety.

Child Protection and Child Safety is now a standing Agenda item at Advisory Council. At each meeting, the Principal provides a summary of actions since the last meeting and identifies the next area of focus

The College has instituted the new role of Compliance Officer to assist with and maintain focus on child protection and related matters.

Leadership & Stewardship

Goals & Intended Outcomes

Achievements

Staff at the College have a wide range of professional development opportunities that they are able to participate in. There has been a strong focus on quality internal professional development opportunities allowing other teachers to offer in-service training to other staff.

Teachers are given the opportunity to conduct external training relative to their positions in the College as well as their subject areas, in order to gain further expertise in knowledge, network and professional development.

It was pleasing that a number of staff have completed their TAE Certificate IV which allows them to teach VET specific subjects. This involves a significant amount of work and study.

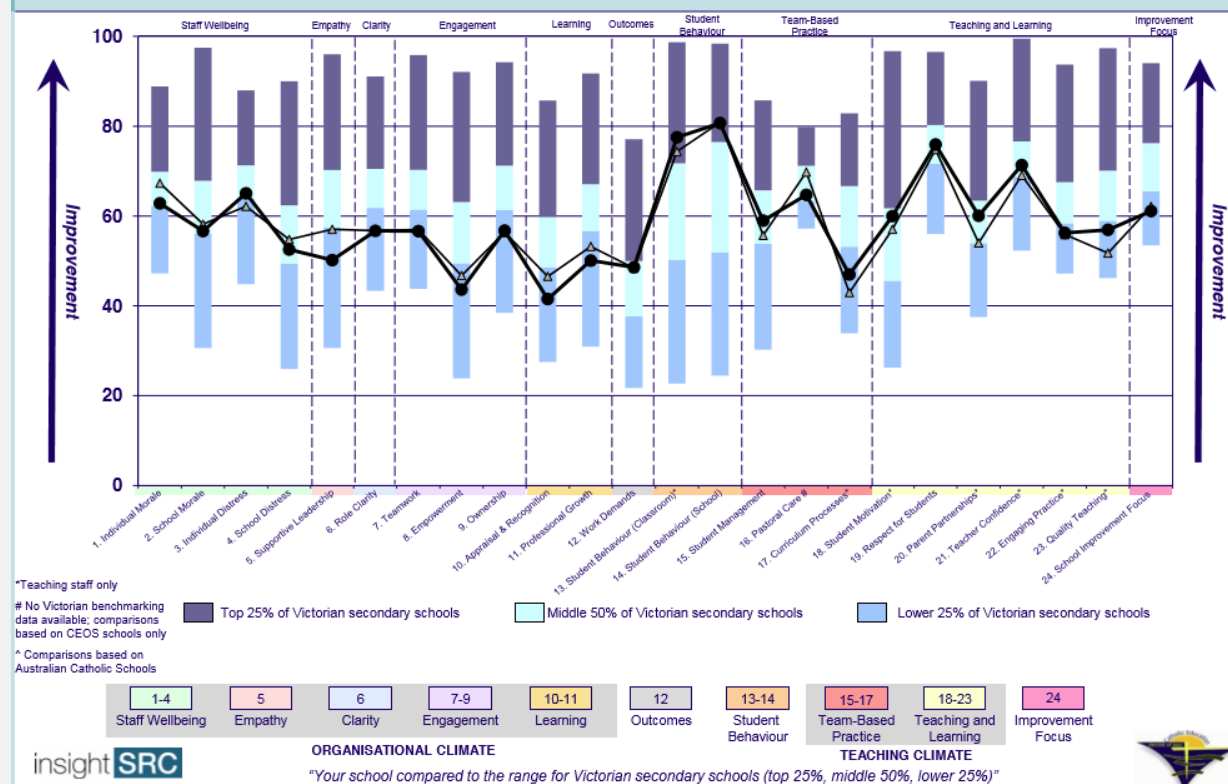
Whole staff training days offer a wide range of shorter opportunities maximising the amount and exposure for professional development and using the expertise of our own staff to lead sessions. Examples of Professional Learning undertaken by staff in 2016 are below:

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2016	
<p>In 2016 staff have undertaken the following training:</p> <ul style="list-style-type: none"> • Active Learning Staff Workshops • Anaphylaxis Training • NAPLAN Data analysis • VCE Data Analysis • Cyber Safety • Professional Conferences • SIMON Learning Management System Training • Mandatory Reporting Training • Whole staff retreat • Mind Matters Training • Country Leaders Program • VCE new study design training • Study Skills support training 	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	48
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$651.42

TEACHER SATISFACTION

School Improvement teacher surveys show incremental improvement in most areas. Areas of particular focus and specific action have seen steady improvement, demonstrated most clearly in the teaching and learning measures.

2016 school climate – actual scores ...



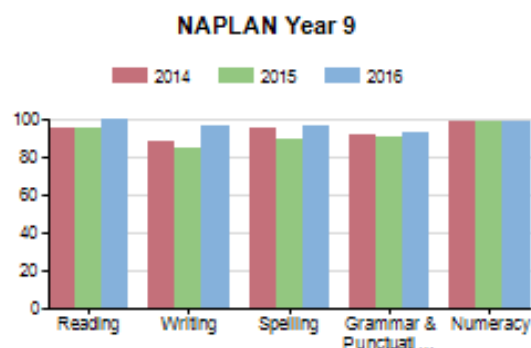
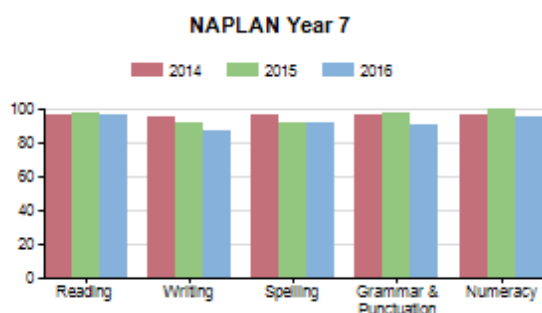
Future Directions

Future directions from 2017 will include the following:

- Continued exploration of the possibility of expanding Catholic Secondary provision in the Bass Coast part of our region.
- Continued promotion of Catholic Identity & Mission by encouraging & supporting student involvement in Diocesan & Josephite activities, pilgrimages, Australian Catholic Youth Festival and World Youth Day.
- Maintaining a focus on Child Safety and Child Protection as core to the College's culture.
- Renewal of the College Master Plan for buildings & grounds to identify development priorities for the next several years.
- Implementation of the Active Learning Programme designed to empower students to take greater charge of their own learning.
- Implementation and refinement of the SIMON Learning Management System.
- Introduction of the PAM (Parent Access Module) to enable greater involvement by parents & guardians in their child's learning.
- Introduction of Continuous Reporting through PAM to parents & guardians, replacing the old semester report model.
- Consolidation of the College's involvement in SSV (School Sport Victoria) to expand & enhance opportunities available to students.
- Continuation of cultural exchange with Shibuya High School, Tokyo, by hosting a second visit in March 2017.

E4034 Mary MacKillop Catholic Regional College, Leongatha

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 07 Reading	97.1	97.6	0.5	96.1	-1.5
YR 07 Writing	95.1	91.6	-3.5	87.3	-4.3
YR 07 Spelling	97.1	91.6	-5.5	92.2	0.6
YR 07 Grammar & Punctuation	96.2	97.6	1.4	90.3	-7.3
YR 07 Numeracy	96.1	100.0	3.9	96.0	-4.0
YR 09 Reading	96.0	95.1	-0.9	100.0	4.9
YR 09 Writing	88.2	85.4	-2.8	96.7	11.3
YR 09 Spelling	95.1	89.3	-5.8	96.7	7.4
YR 09 Grammar & Punctuation	92.2	90.3	-1.9	93.3	3.0
YR 09 Numeracy	99.0	99.0	0.0	98.9	-0.1



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	75.73%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.38
Y08	91.33
Y09	89.56
Y10	88.67
Overall average attendance	90.49

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.42%

STAFF RETENTION RATE	
Staff Retention Rate	88.00%

TEACHER QUALIFICATIONS	
Doctorate	2.13%
Masters	19.15%
Graduate	36.17%
Certificate Graduate	4.26%
Degree Bachelor	80.85%
Diploma Advanced	10.64%
No Qualifications Listed	6.38%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	44
FTE Teaching Staff	39.430
Non-Teaching Staff (Head Count)	29
FTE Non-Teaching Staff	20.019
Indigenous Teaching Staff	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	590.70
Year 9 Writing	572.90
Year 9 Spelling	580.05
Year 9 Grammar & Punctuation	575.60
Year 9 Numeracy	573.00

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	96%
VCAL Completion Rate	93%

POST-SCHOOL DESTINATIONS AT AS 2016	
Tertiary Study	54.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	10.0%
Deferred	12.0%
Employment	14.0%

