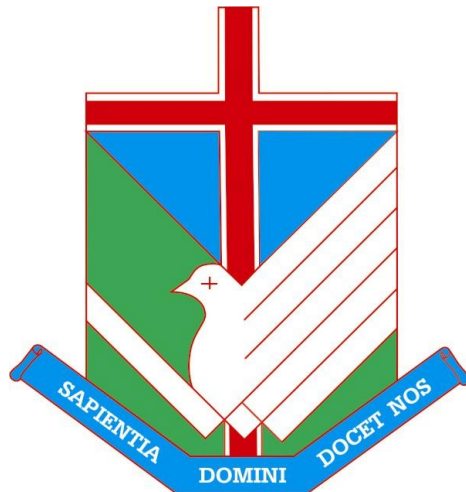




CATHOLIC EDUCATION OFFICE
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2011 Annual Report to the College Community



Mary MacKillop Catholic Regional College
Leongatha

Registered School Number: 1903

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Our College Vision

Mary MacKillop Catholic Regional College, in serving the five Catholic parishes of South Gippsland, is committed to:

- Bringing the Gospel of Jesus to life in the students entrusted to our care
- Educating the whole person; spiritually, morally, intellectually, physically, and emotionally
- Promoting excellence in all endeavours
- Developing a welcoming Catholic faith community that inspires a passion for justice and service as lived by Mary MacKillop.

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.



School Overview

As far back as the 1950's, the Catholic communities of South Gippsland dreamed of having a Catholic secondary college within close proximity of their towns. At that time, students seeking a Catholic secondary education were forced to attend boarding schools in Melbourne and beyond or to undertake long and tiring bus travel to schools in the Latrobe Valley.

Monsignor J Cunningham of the Leongatha Parish had the foresight to purchase some fifty acres of land on the town boundary as the site for a future college. However, it was not until the late 1970's that the vision became a real possibility with the setting up of a working party to oversee the establishment of a Catholic secondary college serving the five parishes of Leongatha, Korumburra, Foster, Wonthaggi and San Remo.

On the first day of school in 1986, the new college opened its doors in two portable classrooms behind St Laurence's Primary School, with sixty-six Year 7 students, three full time teachers and a new and most enthusiastic Principal, Mr Ed Carmody. The following year saw the College expand and re-establish on its present, permanent site with an old farm house as its administration and staff centre and a collection of portables as classrooms, library and central meeting place. In that year, the College was fortunate to establish a link with the Sisters of St Joseph, St. Mary of the Cross MacKillop's order, by securing the services of Sister Briege Buckley. Sister Briege subsequently stayed for the next nine years until her return to Ireland at the beginning of 1997.

In 1989, with the help of government funding, the first permanent buildings were erected and subsequent additions were made in 1991 and 1994, 1999, 2002, 2005 & 2010. 1996 saw the official opening of the College Chapel, funded entirely by the local Parish communities and the Parents & Friends of the College. A significant contribution to the Multi-Purpose Hall, built in 2005, was also made by the local Parish communities and the Parents & Friends of the College. The result of this continued growth is that the College has modern facilities that allow students to achieve at the highest level across the broad range of curriculum areas.

2010 was a special year in the life of the College as it celebrated the canonisation of St Mary of the Cross MacKillop. Eleven members of the College community made a pilgrimage to Rome to represent the College at this ceremony. The Josephite connection to the Sisters of St Joseph continues with the College's involvement in the Association of Josephite Affiliated Secondary Schools (AJASS).

In 2011 the College has grown to almost 480 students and has earned itself an enviable record of success for its students, an atmosphere of real care and concern for each student and a dedicated, well-trained professional staff. Students who graduate from Mary MacKillop Catholic Regional College are well equipped for their chosen post-school pathway be it tertiary study, vocational training or employment.

The College emblem depicts the Cross in the background with the Holy Spirit in front, its wings segmented into five sections representing the five parishes of the region. The College motto "Sapientia Domini Docet Nos" translates as "The wisdom of the Lord teaches us".

Principal's Report

School life these days is rarely dull, boring or routine. There appears to always be something happening. 2011, like most years, was a very eventful year. Just look back through the College newsletters or your own calendar even. Celebrating the learning that takes place as a result of all this activity is what this report is all about. Its pages contain a record of all the events that made up the 2011 College year. I trust that everyone will enjoy reading it.

Towards the end of 2011 many, many hours of planning came to fruition when we finalised plans for the renovation of the toilet block and the driveway as well as the relocatable classrooms that we needed to cater for the increase in enrolments for 2012. These projects will be finalised by the end of Term I 2012.



However, for me this is only a small part of the excitement surrounding our learning community because, whilst facilities are important to a school, it is the people who make up the school community that generate the real excitement. The excitement at Mary MacKillop College is in working with a group of dedicated staff members who are focused on helping the students in our care to achieve as much as possible with the talents that they have. The excitement is in working with the vast majority of students here at Mary MacKillop College who readily accept that their task is to produce their best work as often as possible. The excitement lies in the high level of cooperation that exists in the teaching and learning relationship between parents, teachers and students.

This report will again reflect the many and varied learning opportunities that are available to our students. It will also reflect that most of those students did well for themselves. The VCE and VCAL results are again strong and our On Track data shows a minuscule number of our graduates who are not in further study or employment a few months after leaving school.



available to our students. It will also reflect that most of those students did well for themselves. The VCE and VCAL results are again strong and our On Track data shows a minuscule number of our graduates who are not in further study or employment a few months after leaving school.

One of the biggest challenges we face as we try to gain a clear understanding of what 21st century learning looks like is grappling with the implications of students having their own personal computing devices. It is well documented that once students are in a 1:1 student to computer ratio learning takes place anywhere, anytime and in a much more personalised and self-directed way. The Year 9 students in 2011 trialed this with netbooks and in 2012 Year 7 – 10 students will enter this new world of learning with their own personal computing device. What this brings in the future can only benefit the students in exciting ways as we work with them to understand what it means to be truly global citizens.



As you reflect on the contents of this report take a moment to express your gratitude to God for the many blessings bestowed on us throughout the year and the way in which the members of this exciting learning community have used the gifts and talents with which God has blessed them.

Good and gracious God, we come together as a community of disciples on the journey of life.

We recognise your presence as you journey with us.

We pray that you will continue to protect and guide us, that you may open our eyes to see you more clearly in our daily lives, and touch us so that we may respond more generously.



Michael Delaney
Principal



College Board Report

During 2011, the College Board has been looking to the immediate future of Mary MacKillop Catholic Regional College and developing a five-year plan. The Board and the Finance committee have worked with the College Executive Team to bring together another amazing year of growth and consolidation of Catholic education for our region.

The master plan we completed last year has been used this year to plan the expansion of the school and this summer break will see the major projects completed. The new driveway will include a new parent drop off zone, which will improve the safety of all by separating the foot traffic from the buses. Four new classrooms will be completed for the start of the new school year. The refurbishment of the toilet block will accommodate the school's needs for the next 10 years; this will be completed by the end of term 1. We will also move to the next stage of the Digital Education Revolution with the roll-out of iPads for the Year 7 to 10 students.

This year we had to farewell two Board members who have provided the College with years of expertise and support. Mary Dortmans and Cliff Hammond have worked tirelessly for our community and have selflessly given their time for the greater good of the College. This is truly Saint Mary of the Cross MacKillop in action. We were pleased to welcome John Fiddelaers, David Green and Antoinette McHarg as incoming members to the Board.

The annual events of the year have all been successful, including the Debutante ball, the Valedictory Dinner and the College Expo. All of these events and those who participated in them, presented our College with pride and dignity and thanks must go to those who worked so hard behind the scenes to create wonderful experiences for the students and parents.

The Board would like to thank the Parents and Friends Association for their tireless work, the Administration team for the pro-active and efficient approach to the growth of the College and the teachers for their guidance and nurturing of the students in their care. The Board would also like to thank Jenny Damon and Helen Orr for their constant support. Finally I would like to thank the students who take on the opportunities presented to them and contribute positively to the development of a happy and caring College community.

As this is my last report I would like to thank Michael and his team for their support and guidance. It has been a great privilege to be on the Board and I have learned so much. I have enjoyed contributing to this wonderful community in this capacity and I would encourage everyone to become involved, either on the Board or through the Parents and Friends, as you receive far more than you will ever give in serving our community.

Lynn Missen
Board Chair



Education in Faith

Goals and Intended Outcomes

There are those who look at things the way they are, and ask why. . I dream of things that never were, and ask why not?" Robert Kennedy (Democratic Presidential Nomination 1968)



Kennedy was a man of vision. The challenge is clear. Do we view life from a place in which we are safe and never challenged or do we turn our dreams into reality? Many times in life we are faced with difficult decisions to make, hurdles to overcome, problems to solve or mountains to climb. But how big are these mountains in reality. How do change the world we live in for the better?

This year we have faced a true South Gippsland winter. Cold weather is a reality of life. So are hot summers. Pain and suffering and death are part of every person's rhythm of life. We cannot avoid pain and suffering. We learn to cope. Often people try to avoid the wintry moments in their life. When we sit down and examine the wintry moments in lives of people who have very little, our lives are indeed blessed with riches. Eight of our ex MacKillop students did this by paying their own fares to travel to the Philippines to support those less fortunate in an orphanage. These students have realised the dream of our foundress Saint Mary of the Cross MacKillop.

Nonetheless, a constant challenge in our Catholic schools is to be leaders in faith education and to provide faith filled experiences for our students. This involves helping students survive their winters when times are bleak and always build towards a brighter future. In Catholic schools Christ is our light in everything that we do and say.

Many of our young students lead the way for others through their participation in Youth Ministry and Justice and Liturgy Captaincy roles. It is also gives students a sense that it is "okay to be Catholic" and to confirm leadership in faith and social justice endeavours. There are many opportunities provided in our College for students to develop their faith, skills and leadership qualities.

This year our College was supported by seven young people in the roles of Justice Captain roles and four others in Liturgy Captain roles. Our Justice Captains were Megan Ryan, Kaylee Appleyard and Teegan Lester. Brydie Bourke. Jim Barlow, Beth Johnstone and Rocci Thomas gave great support in their roles as Liturgy leaders. I thank all these students for the cheerful and supportive manner in which they undertook their roles. Special gratitude should be given to Jarryd Atkinson for the support his ICT skills provided at all College liturgies.



I would also like to take time to thank all the Religious Education staff in our College. These staff, spend many hours preparing their lessons and developing curriculum with the Diocesan Religious Education consultant Miss Bernie Tolan from the Catholic Education Office. Bernie has worked countless hours to improve the quality of teaching and learning in our classrooms. We are indeed grateful.



Farewell to Anita Kay-Taylor who has spent the last three years developing the Youth Ministry Program in our College. Her loving guidance and sincere faith touched all students who were lucky enough to have participated in her classes. I would also like to farewell Bernadette Grainger who has brought marvellous wisdom and experience to the RE team during the last five to six years.



Listed below are some of the key experiences which have shape our students and staff faith formation.

We are a fortunate College community. Through the lives and actions of Saint Mary of the Cross MacKillop and Fr Julian Tenison Woods we are given perfect examples of how to role model prayer to our students. All our College programs are borne out of their love.

St.Paul speaks clearly about love in his first letter to the Corinthians.

“Love is patient, love is kind. It is not jealous, [love] is not pompous, it is not inflated, it is not rude, it does not seek its own interests, it is not quick-tempered, it does not brood over injury, it does not rejoice over wrongdoing but rejoices with the truth” (1 Cor 13:4-6).

Our College is blessed by the wonderful love and generosity of heart demonstrated by students, staff and parents alike. I thank everyone for their contribution to our College identity and mission this year.



“In [Christ] who is the source of my strength I have strength for everything” (Phil 4:13).

John Ryan
Deputy Principal—Religious Education



Achievements

VALUE ADDED

Highlights which shaped our students and staff faith formation

Year Twelve Retreat at Rawson
2011 College Opening Mass
Gippsland Independent Schools Ecumenical Service
Diocesan Opening for Caritas Project Compassion at Sale Catholic College
College Mass for Ash Wednesday
Year Seven Mass of Welcome and Parent BBQ
Easter Liturgy in Multi Purpose Hall
Anzac Day Liturgy
Year Eleven Retreat at Pallotti Milgrove
Diocesan Year 10 Social Justice Camp at Rawson
Diocesan Youth Leaders training day at the Catholic Education Office Warragul
2011 College Walkathon Assembly – Recipients presentations
2011 College Walkathon and associated fundraising activities
Mary MacKillop Day Mass
2011 College Walkathon Presentation of Cheques to recipients
Year Ten retreat at Forest Edge and day with Youth Mission Team
Diocesan Youth Day at Lavalla Catholic College
Year 12 Valedictory Mass at St.Laurence O’Toole Church
Staff Retreat and Mass with Father Elio in College Chapel
Year Nine in school- retreat in preparation for Year 12 CSYMA Program
Remembrance Day Liturgy
2011 End of Academic Year College Mass
Class Masses once per semester.



Learning and Teaching

Goals and Intended Outcomes

Learning and Teaching are the core business of any school, and the primary responsibility of those charged with ensuring that a suitable environment, conducive to effective learning exists. This, in an ever-changing educational climate, is no mean feat, requiring the commitment, dedication and expertise of a passionate team of educators. Fortunately, for the students and parents of our College community, such people exist at Mary MacKillop CRC. Teaching is a very noble profession, shaping the lives of young people, preparing them for a myriad of exciting future prospects. For most, if not all teachers, teaching is also a calling, a great and grand vocation; and so I would like to begin my report by congratulating our teachers and the many staff who support them for the extraordinary work they do to provide our students with such wonderful and engaging learning opportunities. Teaching is certainly not the sole domain of the teacher – our philosophy is far more akin to the notion that it takes a whole village to raise a child – each member offering their particular gift in the great responsibility of nurturing that child to maturity.

This has been a very demanding year with many important issues for the future needing to be resolved. The collective wisdom and expertise of all involved have made this possible. I trust that the community has felt well-enough informed of the developments that have taken place during 2011.

One of the most significant developments has been preparing for the period of transition curriculum is entering with AusVELS. Learning Areas have been auditing their subjects against the Australian Curriculum documents, both for consistency with current curriculum and to identify areas requiring modification. Teachers of Phase One subjects have begun researching and identifying appropriate resources to facilitate the changes to be implemented in 2013. Although this has required the introduction of some new resources and some alterations to current curriculum material, we are well placed to meet the demands of this significant development in Australian education.

For some time now we have been working towards Formative Assessment with a view to implementing progressive reporting. In preparation for this, considerable work has been done by the curriculum group to develop teachers' knowledge of differentiation for varying abilities and learning styles, criteria-based assessment using rubrics, and providing effective feedback to students. This work has identified some deficiencies and inconsistencies in the practice of assessment and reporting in current practice, and the need for a more effective model. The implementation of improved computer networking capacity will in the near future enable effective online progressive/formative reporting.

Contemporary learning continued to be a significant focus this year with investigations around new technologies and more flexible learning environments being conducted with a view to developing greater flexibility within learning programs at the College. As we move further into the 21st century such considerations are becoming increasingly important. The Year 7 and 8 building is now furnished with an exciting range of furnishings to encourage greater opportunity and creativity in the delivery of learning activities.

In March, each student in Year 9 was equipped with an Acer Aspire Netbook, purchased through the Australian Government's DER funding. This was the initial stage of our three year transition to a 1:1 computer environment as required under the terms of the DER. Whilst generally proving successful, some issues such as wireless access, highlighted the need to further augment the College's networking infrastructure. Following significant planning this is to take place immediately following the 2011 school year.

During the year, additional DER funding became available for the purchase of a further 96 computers. This, together with developments in broader networks such as ICON, a national Catholic schools network, and growing interest in the use of iPads for flexible/independent learning, encouraged a great deal of investigation, consultation and discussion. This resulted in the College's decision to pursue an Apple iPad program, with all students in year's 7 to 10 to receive an iPad2 early in Term One 2012. To adequately prepare staff for the transition to this new device, each staff member was issued with an iPad2 at the end of Term Three. Teachers were also offered a number of professional learning opportunities to assist with this change.



Whilst it was decided to abandon the previous Netbook program, those devices purchased for the current Year 9 cohort, will be redistributed to students in Year's 11 & 12, maintaining our obligation to utilise DER funded equipment at this level. Desktop computers have been installed into each classroom, and large LCD monitors are to be installed into most learning areas to assist teachers with the presentation of digital learning material.

As decided in 2010, the consolidation of Year's 10, 11 & 12 into a Senior School, has taken place, proving extremely successful. Improved offerings at senior levels and the encouragement of students to study subjects/certificates out-of-sequence has also proven successful. The establishment of a Senior School coordination team has strengthened the leadership at this level improving outcomes for students. A Pathways coordinator has been introduced with development of the role progressing well. Certificate III in Allied Health was introduced this year in partnership with RMIT and Gippsland Southern Health Services; from all accounts this has been a successful implementation. 2012 will see the introduction of Certificate III Fitness, this together with Certificate II & III Building construction is offering our students significant alternate future opportunities to traditional pathways.

Exciting developments and changing environments always bring with them new possibilities for growth. For teachers this means re-imagining the way they engage their students, for students, endeavouring to discover the immense learning opportunities at their fingertips; for schools, the ongoing responsibility of providing the best possible resources and environment for all of this to occur. As I mentioned earlier, we are well placed as an organisation, but more so as a community to meet all of these challenges.



Michael Brennan
Deputy Principal – Teaching and Learning

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9					
NAPLAN TESTS	2009	2010	2009–2010 changes	2011	2010–2011 changes
YEAR 7 READING	98.3%	100%	1.7+%	99.0%	0.1- %
YEAR 7 WRITING	94.9	97.5	2.6+ %	97.1%	0.4-%
YEAR 7 SPELLING	98.3	95.1	3.2- %	98.1%	3.0+%
YEAR 7 GRAMMAR & PUNCTUATION	100	95.1	4.9- %	99.0%	3.9+%
YEAR 7 NUMERACY	100	100	0 %	99.0%	0.1-%
YEAR 9 RESULTS					
YEAR 9 READING	98.9%	93	5.9-%	94%	1.0+ %
YEAR 9 WRITING	97.7	89.2	8.5-%	85.5%	3.7 - %
YEAR 9 SPELLING	93.2	88.4	4.8 %	89.9%	1.5+ %
YEAR 9 GRAMMAR & PUNCTUATION	98.9	94.2	4.7- %	92.8%	1.4- %
YEAR 9 NUMERACY	100	95.7	4.3- %	96.9%	1.6+ %

MEDIAN NAPLAN RESULTS FOR YEAR 9	
YEAR 9 READING	5.25
YEAR 9 WRITING	0
YEAR 9 SPELLING	4.65
YEAR 9 GRAMMAR & PUNCTUATION	4.58
YEAR 9 NUMERACY	4.51

YEARS 9-12 STUDENT RETENTION RATE	68.42%
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ANALYSIS OF NAPLAN DATA

The best comparison to make using this data is with regard to the 2009 Year 7 results and the 2011 Year 9 results as these relate to the same year level of students. At first glance there would appear to be room for an improved focus across all areas of NAPLAN assessment. However, a closer examination of the results using the NAPLAN data service places these results in an interesting context.

What is not conveyed in the table above is the high turnover of students in that particular cohort. Whilst the enrolment number for the year level remained relatively constant between Year 7 and Year 9 only 70% of the cohort was enrolled at Mary MacKillop College for all three years.

A closer study of individual students' results indicate that a sizeable number of students, particularly those students with special learning needs, were affected by the change from testing students' ability in the narrative writing genre to testing their ability to write persuasively. The results do indicate however, that many students would benefit from a greater emphasis being placed on the persuasive writing genre in Year 8.

Also among the results for individual students are a lot of inconsistent results with some individuals making significant gains and others struggling to progress. This would indicate the need for more work to be done at the school level to differentiate the learning opportunities offered to our students.

All teachers are aware of the NAPLAN results and are working towards continued improvement in the use of the results to better inform their teaching practice.



SENIOR SECONDARY OUTCOMES	
VCE MEDIAN SCORE	32
VCE COMPLETION RATE	100%
VCAL COMPLETION RATE	100%
POST-SCHOOL DESTINATIONS - 2011	
TERTIARY STUDY	70%
TAFE / VET	6%
APPRENTICESHIP / TRAINEESHIP	15%
DEFERRED	26%
EMPLOYMENT	9%

The 2011 VCE results indicate that all but a few of our students should be looking back with no regrets. The results are in the main an accurate reflection of the talents and abilities of each individual in the cohort.

Of the 47 students who received an ATAR score 25% of the cohort received a score of 80 or better and 40% of the cohort achieved a score of 70 or better. This is a wonderful result for a group of students that worked very well in 2011.

There were some outstanding results for some individuals. Among the highlights are the following:-

DUX of the College was **Gillian Meikle** with a score of 95.75.

Achieving an ENTER of 90 or better were **Joseph Alexander and Jessica Shea** (93.05 each), and **Megan Ryan** (90.85). Another twelve students earned themselves an ATAR score in the 80s and seven more an ATAR score in the 70s.

Particularly outstanding was **Joseph Alexander's** score of 50 in Geography. This is the highest mark possible in this subject and a credit to the work of both Joseph and the teacher Mr Peter Charles.

School Community and Student Wellbeing

Goals and Intended Outcomes

The reality of the world presented to our adolescents today grows more and more complex each year and the provision of a pastoral environment which challenges and develops a sense of identity and resilience is one of the greatest gifts we can provide our students.

This year has been no exception, with a variety of experiences and opportunities for students to grow and develop and prepare themselves for the wider world. In 2011 the Pastoral Care Team has been strengthened with the inclusion of Mel Bradley as student counsellor. Ms Bradley, with the dedicated Sub-School Co-ordination Team of Ms Tara Cox (7/8), Mr Danny Pellin (9) and Mr Ken Myers 10/11/12) have journeyed with the students through all the challenges in and out of the classroom. These dedicated and hardworking staff members have shared the path with our young adolescents, assisting them in the development of the skills they need to prepare for the challenges of emerging adulthood. Our Pastoral Care Team have also managed to provide a treasure trove of experiences including camps and retreats that further allow opportunities for the students to develop their problem solving, team work, collaboration, thinking skills, tolerance and resilience.

One of the major challenges and focuses this year, has been developing appropriate cyber citizenship within the student body. The College was lucky enough to secure the services of the Australian Communication and Media Authority, which conducted seminars for all students, staff and parents. With the increasing use of technology in the world, developing the skills for students to gauge what is and isn't appropriate behavior is an important life skill. Cyber bullying, harassment, identity theft, flaming and posting inappropriate images and messaging all confront students in the wider world, so developing within the students the capacity, key skills and knowledge, strengthens their ability to deal with these ever present issues.

This year our senior students have concentrated on the message of achieving their B.E.S.T. (Belief, Excellence, Single-mindedness and Toughness). Throughout the year we have challenged students to examine their self-talk, centering on the famous Henry Ford quote "If you think you can or think you can't, either way you're right". Once again our senior students have provided excellent role models in the way they have approached this message and their schooling in general.

One of the more positive aspects of this Deputy role has been the interaction and development of the student leaders. This year we have strengthened and consolidated the Student Representative Council and together, have been working on various portfolios including building community spirit, developing more authentic leadership opportunities and building a safer school. The student representatives have worked tirelessly throughout the year to provide greater resources for students in equipment for the school yard, as well as representing the College with dedication, responsibility and leadership.

As always, the school year passes ever so quickly. Looking back on the passing of the weeks, terms and semesters brings a sense of pride in the day to day efforts of our students and staff, and a pride in the wonderful community of Mary MacKillop Catholic Regional College.

Sam Wright
Deputy Principal – Pastoral Care/Daily Organisation



Achievements

STUDENT ATTENDANCE RATE	92.5%
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PARENTS AND FRIENDS ASSOCIATION REPORT

In 2011 the parents and friends assisted the school in many of its activities including BBQ's for house sports days, GIS days and walkathon. The Parents and Friends also provided BBQ for the regional cross country for the Primary Schools.

The Debutante Ball was another great success this year thanks to the tireless work of Donna Matthews who organises the event with the help of the parents of the students involved and the year 10 parents on the day. This is a night very highly on the calendar each year.

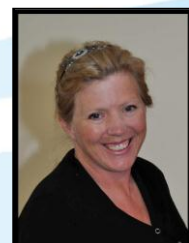
The Parents and Friends provide the canteen and the uniform shop for the students and parents of the school. The help of all those who come along during the term is greatly appreciated.

Raffles and fundraisers were all very successful and the committee concluded its work of reviewing and rewriting the constitution of the Parents and Friends Association. This document will give clearer guidance and direction to the work of the association and on where funds raised will be used throughout the school.

In closing we would like to take this opportunity to thank all the parents that have helped in the canteen, uniform shop, BBQ helpers and the gardening angels. We would also like to thank the happy group that comes to the meetings, Carla, Phil, Tracey, Fran, Lynn, Mary, Anita, Val, Sharon, and Michael for their constant support and happy outlook which makes meetings fun. We would also like to invite you to come along and join our happy crew which make such a difference to the community that is Mary MacKillop Regional Catholic College



Lyn Missen
Parents and Friends



Parent Satisfaction

Parent Satisfaction Survey



1. In the area of Growth in Faith, how satisfied were you that:-

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
your child was encouraged to adopt the ethos of the College?	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	70.6% (12)	29.4% (5)	2.29	17
your child's personal beliefs and faith were respected at school?	0.0% (0)	0.0% (0)	0.0% (0)	5.9% (1)	64.7% (11)	29.4% (5)	2.24	17
the College provided opportunities for students to develop their faith?	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	76.5% (13)	23.5% (4)	2.24	17
your child's understanding of the Catholic faith and traditions has increased/grown?	0.0% (0)	0.0% (0)	0.0% (0)	11.8% (2)	64.7% (11)	23.5% (4)	2.12	17
your child has had the opportunity to participate in Mass?	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	64.7% (11)	35.3% (6)	2.35	17
your child was actively involved in the practice and development of their faith?	0.0% (0)	0.0% (0)	0.0% (0)	5.9% (1)	64.7% (11)	29.4% (5)	2.24	17

Would you like to make a comment? (max 200 chars)

3

2. In the area of Teaching & Learning, how satisfied were you that:-

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
your child's curriculum was relevant and engaging?	0.0% (0)	5.9% (1)	0.0% (0)	11.8% (2)	58.8% (10)	23.5% (4)	1.88	17
you were kept informed about your child's progress throughout the year?	0.0% (0)	0.0% (0)	0.0% (0)	23.5% (4)	41.2% (7)	35.3% (6)	2.12	17
your child received every opportunity for success both academically and with regard to co-curricular activities?	5.9% (1)	0.0% (0)	0.0% (0)	23.5% (4)	52.9% (9)	17.6% (3)	1.85	17
your child was supported and assisted during class time to ensure their progress and success?	0.0% (0)	0.0% (0)	0.0% (0)	23.5% (4)	52.9% (9)	23.5% (4)	2.00	17
your child received a holistic education?	0.0% (0)	0.0% (0)	0.0% (0)	11.8% (2)	70.6% (12)	17.6% (3)	2.06	17
your child had adequate choice of subjects?	0.0% (0)	5.9% (1)	5.9% (1)	23.5% (4)	47.1% (8)	17.6% (3)	1.53	17

Would you like to make a comment? (max 200 chars)

6

3. In the area of Pastoral Care & Wellbeing, how satisfied were you that:-

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
your child was given sufficient career guidance and explanation of choices?	0.0% (0)	0.0% (0)	0.0% (0)	23.5% (4)	35.3% (6)	41.2% (7)	2.18	17
your child felt safe in his/her learning environment?	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	35.3% (6)	64.7% (11)	2.65	17
your child was adequately cared for in the best way possible both emotionally and spiritually?	0.0% (0)	0.0% (0)	0.0% (0)	11.8% (2)	58.8% (10)	29.4% (5)	2.18	17
there was clear communication of welfare issues between school and home?	0.0% (0)	0.0% (0)	0.0% (0)	17.8% (3)	52.9% (9)	29.4% (5)	2.12	17
student well being issues such as bullying, internet safety, etc. were adequately addressed at a school level?	0.0% (0)	0.0% (0)	0.0% (0)	17.8% (3)	35.3% (6)	47.1% (8)	2.29	17
College staff were available and approachable for conversation?	0.0% (0)	0.0% (0)	0.0% (0)	11.8% (2)	52.9% (9)	35.3% (6)	2.24	17
Would you like to make a comment? (max 200 chars)								4

4. In summary,

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
what was your overall level of satisfaction regarding the 2011 College year	0.0% (0)	0.0% (0)	0.0% (0)	11.8% (2)	47.1% (8)	41.2% (7)	2.29	17
Would you like to make a summary comment (max 200 chars)								7



Student Satisfaction

Student Satisfaction Survey



1. What year level are you in?

		Response Percent	Response Count
7		14.3%	1
8		0.0%	0
9		28.6%	2
10		0.0%	0
11		14.3%	1
12		42.9%	3

2. In the area of Growth in Faith, how satisfied were you that:-

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
You were given opportunities to develop your faith?	0.0% (0)	0.0% (0)	0.0% (0)	12.5% (1)	62.5% (5)	25.0% (2)	2.13	8
Your beliefs and faiths were respected in the classroom and College environment?	0.0% (0)	0.0% (0)	0.0% (0)	12.5% (1)	50.0% (4)	37.5% (3)	2.25	8
You were able to express your own opinions and values freely?	0.0% (0)	0.0% (0)	0.0% (0)	25.0% (2)	62.5% (5)	12.5% (1)	1.88	8
Your questions about faith were appropriately responded to?	0.0% (0)	0.0% (0)	0.0% (0)	25.0% (2)	62.5% (5)	12.5% (1)	1.88	8
Religious Education classes were interesting and engaging?	0.0% (0)	0.0% (0)	12.5% (1)	37.5% (3)	50.0% (4)	0.0% (0)	1.25	8
You were given enough opportunities to participate in works of Charity and Social Justice?	0.0% (0)	0.0% (0)	25.0% (2)	25.0% (2)	37.5% (3)	12.5% (1)	1.13	8

Would you like to make a comment? (max 200 chars)

4



3. In the area of Teaching & Learning, how satisfied were you that:-

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
individual learning styles were catered for?	0.0% (0)	0.0% (0)	0.0% (0)	50.0% (4)	50.0% (4)	0.0% (0)	1.50	8
you were given opportunities to achieve your full potential?	0.0% (0)	0.0% (0)	0.0% (0)	37.5% (3)	62.5% (5)	0.0% (0)	1.63	8
your teachers were approachable and friendly?	0.0% (0)	0.0% (0)	12.5% (1)	37.5% (3)	37.5% (3)	12.5% (1)	1.38	8
you received feedback in various forms?	0.0% (0)	0.0% (0)	0.0% (0)	25.0% (2)	62.5% (5)	12.5% (1)	1.88	8
there was a balance between work expected to be completed in class and in home learning time?	0.0% (0)	0.0% (0)	25.0% (2)	25.0% (2)	50.0% (4)	0.0% (0)	1.00	8
you were given adequate feedback on your efforts?	0.0% (0)	0.0% (0)	0.0% (0)	50.0% (4)	50.0% (4)	0.0% (0)	1.50	8

Would you like to make a comment? (max 200 chars) 3

4. In the area of Pastoral Care & Wellbeing, how satisfied were you that:-

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
your teachers were approachable and friendly?	0.0% (0)	0.0% (0)	12.5% (1)	37.5% (3)	37.5% (3)	12.5% (1)	1.38	8
your teachers cared about your wellbeing?	0.0% (0)	0.0% (0)	0.0% (0)	37.5% (3)	50.0% (4)	12.5% (1)	1.75	8
you felt safe?	0.0% (0)	0.0% (0)	0.0% (0)	25.0% (2)	50.0% (4)	25.0% (2)	2.00	8
you were treated fairly and respectfully?	0.0% (0)	0.0% (0)	0.0% (0)	37.5% (3)	50.0% (4)	12.5% (1)	1.75	8
there were various people that you could approach when seeking support?	0.0% (0)	0.0% (0)	0.0% (0)	50.0% (4)	25.0% (2)	25.0% (2)	1.75	8
you received adequate teacher support with personal and academic issues?	0.0% (0)	0.0% (0)	12.5% (1)	37.5% (3)	37.5% (3)	12.5% (1)	1.38	8

Would you like to make a comment? (max 200 chars) 2

5. In summary,

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
what was your overall level of satisfaction regarding the 2011 College year?	12.5% (1)	0.0% (0)	0.0% (0)	25.0% (2)	62.5% (5)	0.0% (0)	1.13	8

Would you like to make a summary comment (max 200 chars) 2



Leadership and Stewardship

TEACHING STAFF ATTENDANCE RATE	92.18%
STAFF RETENTION RATE	82.05%
TEACHER QUALIFICATIONS	
DOCTORATE	2.22%
MASTERS	15.56%
GRADUATE	48.89%
CERTIFICATE GRADUATE	8.89%
DEGREE BACHELOR	82.22%
DIPLOMA ADVANCED	15.56%
NO QUALIFICATIONS LISTED	6.67%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PROFESSIONAL LEARNING UNDERTAKEN IN 2011

Mary MacKillop College is a learning community. During 2011 all staff members of the College, Leaders, Teachers, Office staff, and ancillary staff were encouraged to participate in professional learning. It is a priority of the College to ensure that a broad range of professional learning is offered to staff, the Religious and Spiritual dimension of the College is always a high priority. Professional Learning was offered in a number of ways including, Targeted guest speakers, Staff-prepared and run workshops, Fortnightly Professional Practice Team meetings, CEO provided PD, and inservicing offered externally.

Typical of the PD undertaken in 2011 were sessions relating to changes to VCE study designs, various Learning area conferences, E-Learning, EMQ Emergency Procedures, eLearning, An extended focus on Individual Learning Styles, Habits of Mind, and Differentiating Learning. New staff undertook a range of PD offered through CEO, VIEU and VCAA. Three staff took part in the Certificate of RE course, 4 staff members took part in a Josephite Colloquium, Student Management, Wellbeing, and relationships were also a priority. In addition a number of teachers undertook further study in their own time and at their own expense.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL *	37
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,769.58

Teacher Satisfaction

Teacher Satisfaction Survey



1. In the area of Growth in Faith, how satisfied were you that:-

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
Students and teachers were given opportunities to develop their faith?	0.0% (0)	0.0% (0)	7.7% (1)	15.4% (2)	46.2% (6)	30.8% (4)	1.92	13
the Catholic ethos was maintained within the school?	0.0% (0)	0.0% (0)	0.0% (0)	30.8% (4)	23.1% (3)	46.2% (6)	2.15	13
you received interesting and engaging religious PD?	0.0% (0)	15.4% (2)	7.7% (1)	30.8% (4)	46.2% (6)	0.0% (0)	0.85	13
your faith was respected in the workplace?	0.0% (0)	0.0% (0)	0.0% (0)	15.4% (2)	38.5% (5)	46.2% (6)	2.31	13
you were assisted to work towards your RE accreditation?	0.0% (0)	7.7% (1)	7.7% (1)	15.4% (2)	53.8% (7)	15.4% (2)	1.46	13
teachers strove to uphold mutual respect?	0.0% (0)	0.0% (0)	15.4% (2)	15.4% (2)	46.2% (6)	23.1% (3)	1.62	13
the faith practices of the school were respected?	0.0% (0)	0.0% (0)	15.4% (2)	7.7% (1)	38.5% (5)	38.5% (5)	1.85	13

Would you like to make a comment? (max 200 chars)

1

2. In the area of Teaching & Learning, how satisfied were you that:-

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
varying teaching strategies were used?	0.0% (0)	0.0% (0)	7.7% (1)	23.1% (3)	53.8% (7)	15.4% (2)	1.69	13
there were adequate resources available?	7.7% (1)	0.0% (0)	23.1% (3)	23.1% (3)	46.2% (6)	0.0% (0)	0.69	13
you received sufficient, relevant, interesting and engaging PD?	0.0% (0)	0.0% (0)	23.1% (3)	23.1% (3)	38.5% (5)	15.4% (2)	1.23	13
you were supported by faculty team members in the production and evaluation of curriculum?	15.4% (2)	7.7% (1)	0.0% (0)	30.8% (4)	30.8% (4)	15.4% (2)	0.77	13
you had the opportunity to teach in your areas of expertise?	7.7% (1)	0.0% (0)	0.0% (0)	30.8% (4)	38.5% (5)	23.1% (3)	1.54	13
teachers enhanced their professional development?	0.0% (0)	7.7% (1)	0.0% (0)	53.8% (7)	30.8% (4)	7.7% (1)	1.23	13
you kept up to date with current teaching practices?	7.7% (1)	0.0% (0)	0.0% (0)	30.8% (4)	53.8% (7)	7.7% (1)	1.38	13

Would you like to make a comment? (max 200 chars)

1

3. In the area of Pastoral Care & Wellbeing, how satisfied were you that:-

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
the welfare of teachers was addressed adequately?	7.7% (1)	0.0% (0)	30.8% (4)	38.5% (5)	23.1% (3)	0.0% (0)	0.31	13
adequate support was given by Year level coordinators and the Executive group?	0.0% (0)	0.0% (0)	7.7% (1)	23.1% (3)	38.5% (5)	30.8% (4)	1.85	13
the work load was shared equally amongst staff?	0.0% (0)	7.7% (1)	7.7% (1)	30.8% (4)	53.8% (7)	0.0% (0)	1.15	13
teachers were available and cared for students?	0.0% (0)	0.0% (0)	0.0% (0)	23.1% (3)	61.5% (8)	15.4% (2)	1.92	13
teachers had consistent expectations?	0.0% (0)	0.0% (0)	23.1% (3)	46.2% (6)	23.1% (3)	7.7% (1)	0.92	13
there was support when difficulties arose?	0.0% (0)	7.7% (1)	0.0% (0)	23.1% (3)	38.5% (5)	30.8% (4)	1.77	13
student engagement was positive?	0.0% (0)	0.0% (0)	7.7% (1)	7.7% (1)	84.6% (11)	0.0% (0)	1.69	13
Would you like to make a comment? (max 200 chars)								1

4. In summary,

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Rating Average	Response Count
what was your overall level of satisfaction regarding the 2011 College year?	0.0% (0)	0.0% (0)	15.4% (2)	23.1% (3)	46.2% (6)	15.4% (2)	1.46	13
Would you like to make a summary comment (max 200 chars)								2



Financial Performance

Financial Performance for the year ended 31 December 2011

Reporting Framework	Modified Cash	\$
Recurrent income	Tuition	
School fees		\$587,552
Other fee income		\$377,838
Private income		\$131,213
State government recurrent grants		\$1,101,462
Australian government recurrent grants		\$3,645,255
Total recurrent income		\$5,843,319
Recurrent expenditure	Tuition	
Salaries, allowances and related expenses		\$4,218,547
Non salary expenses		\$1,379,623
Total recurrent expenditure		\$5,598,170
Capital income and expenditure	Tuition	
Government capital grants		\$154,991
Capital fees and levies		\$259,327
Other capital income		\$14,192
Total capital income		\$428,510
Total capital expenditure		\$346,041
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition	
Total opening balance		\$472,587
Total closing balance		\$375,166

Note that the information provided above now includes the following items that are not derived from the Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire (FQ) however which form part of the school's finance's:

- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools.
- The information provided is not comparable with other educational sectors.
- DEEWR is in the process of reviewing the Financial Questionnaire (FQ) that may ultimately change the method of reporting these exclusions.