



ANNUAL REPORT TO THE SCHOOL COMMUNITY

Mary MacKillop Catholic Regional College
Leongatha

2015

REGISTERED SCHOOL NUMBER: 1903



Secondary College

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Minimum Standards Attestation

I, David Leslie, attest that Mary MacKillop Catholic Regional 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 Victorian Registration and Qualifications Authority (VRQA).
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

5 May 2016

Our College Vision

Our 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 STEWSARSHIP**

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-curricula 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 and 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 the
“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

It has been my privilege and pleasure to return to Mary MacKillop College as Principal this year. I was last here as Deputy Principal some ten years ago, and have always noted with gratitude the special character of Mary MacKillop College. There is a relaxed and natural friendliness here which extends through the students, families and staff. This is a great school with a strong spirit of community. I want to thank all of you most sincerely for the kind welcome you have all given me this year. I intend to be here for many years to come and I look forward to sharing in the continuing success of our College.

Among the highlights of 2015 I make special note of these:

- Our first Production in many years, *FAME Jr*, was a great success, playing to packed houses at Wonthaggi Arts Centre.
- Our Central Australia & Top End Tour gave our students a chance to experience some of the most iconic parts of our country.
- Our Annual Walkathon raised its highest ever total funds.
- Ten students attended the Australian Catholic Youth Festival in Adelaide.
- Not one, but two major building projects were completed during the year. The first was our Trade Skills Centre, funded by a Federal Government Grant. We remain committed to the South Gippsland Trade Skills Alliance as a way of maximising the opportunities available to our students. The second project was our new reception building, which will greatly assist the delivery of administrative services to students and families. These represent well over two million dollars worth of development and it is worth noting that both were completed within budget, a considerable achievement. My aim is that these are only the start.

Mary MacKillop College is proud of the success of our students. The 2015 VCE results were very strong: our Dux on 98.1, four students with ATAR scores in the 90's, 27% above 80, 43% above 70 and 7.5% of study scores above 40. Such results only come from expert, dedicated teaching and determined effort by students. Both deserve our praise and thanks.

I want to thank the Parents & Friends Association for another successful year. The P&F provide significant support to the College and it is much appreciated. I also wish to thank the College Advisory Council, especially our outgoing Chair, Mr Martin Keogh, for their unstinting work behind the scenes on your behalf and the support and encouragement they have given over a very busy year. This year we welcomed a new Chair in Mrs Renae Littlejohn. She is a lifelong supporter of this College and I am delighted to have her aboard.

Very late in 2015 we learned that our President of Canonical Administrators, Fr Peter Kooloos, was to move on. Fr Peter has been a champion of Mary MacKillop College for all its life and has provided great leadership and service to the College in his crucial governance role. We are very sorry to lose him. A change of leadership always creates waves. I extend particular thanks to my Secretary Mrs Jenny Damon, and my Executive Team who have all done so much to help me settle in and lead our College through this transitional year.

I have always said to our students that all this; the efforts of the community to start a secondary school, the work of the Priests and early leaders to establish it, the development of first-class buildings and facilities, the work of generations now of leaders and staff, is all for them. Without the students, it has no purpose and none of it makes sense. This is a great privilege, but it comes with significant responsibility to make the most of our opportunities. This report is a snapshot of our College doing just that. Please read it with pride.

David Leslie
Principal



Church Authority Report

It is with great satisfaction that I can report that Mary MacKillop Catholic Regional 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 Peter AM Kooloos.
President – Canonical Administrators



College Board Report

Mary MacKillop Catholic Regional College certainly is looking impressive and it is wonderful to see students and staff enjoying the reception and administration centre and new buildings with state of the art facilities. The new footpaths and landscaping compliments the welcoming feel that the College is renowned for.

Mary MacKillop has always been a special person in my life, however it was not until I travelled to Rome in October 2010 for her canonisation that I fully realised the impact she has made on so many Australians. Mary did not discriminate: she believed that everyone had the right to an education and fought with courage, resilience and love to ensure that the poor and unprivileged received one. She had unwavering faith in God which guided her every step and she never questioned or doubted Him.

The College community reflects Mary's approach to life. There is a special connectedness; a spirit that is underpinned by our faith in God, courage, and admiration of Mary MacKillop. It is a spirit that we all draw strength from: a positive energy that students can contribute to through their commitment to work, creativity and sport.

On behalf of the Advisory Committee I would like to thank everyone associated with the development of the school this past year; it is a privilege to be a part of the students' Catholic education journey. Continue to connect with Saint Mary of the Cross MacKillop- her spirit is alive in all of us.

I look forward to sharing our 30th year together as a College community.

Rena Littlejohn
Advisory Council Chairperson



Education in Faith

Goals & Intended Outcomes

1. Preparing College for the new Diocesan Religious Education Curriculum in 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

1. 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."
2. Sent students to AJASS Leadership Conference in Sydney. Students developed action plan for Student Mission team.
3. Sent a small group of Year Ten students to the AJASS Penola Pilgrimage.
4. Selected two staff members to go to Jerusalem for Religious Education professional development and one other staff member to Boston College in 2016
5. Developed the celebration of the Feast of Saint Joseph. Next year we intend to celebrate a whole school Mass.
6. Prepared and selected a large group of Year ten and Eleven students to WYD Poland in 2016
7. Started to rewrite the Year 12 Retreat Program.
8. Contributed to the development of AJASS networks with fellow Religious Education Coordinators Identity Leaders
9. Assisted with the Vinnies Soup Van Program in North Melbourne and Moe.
10. Raised twenty thousand dollars via College Walkathon

VALUE ADDED

1. Student leadership Formation: College Mission Team. Formation Days and retreats provided at conclusion of 2015.
2. Whole school celebration of Passover Feast on Holy Thursday
3. Provided staff in service with Sr Jan Barnett sj. We must teach more by example than by word?
4. Participated in Youth Ministry experiences offered by the diocese.
5. Celebrated special liturgies for Easter – Youth Ministry team, Passover Meal – ANZAC Liturgy – Justice Captains
6. Raised \$1,500 for Project Compassion. Many activities were organised by the Justice Captains and the Year 8 Captains
7. Offered special celebratory activities for Catholic Education Week including Second Rite Reconciliation for staff and students.
8. For the second year running accepted one of the highest intakes into Religion and Society Units 3 and 4 in the Diocese.

Learning and 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
- Preparation for the move to 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 during 2015. The VCE results for 2015 were outstanding with a significant improvement of the amount of results over 40 by students in their VCE exams. All of the teachers at Mary MacKillop College work extremely hard to ensure that all students achieve the best grades they can, this year a special mention must be made to the Further Mathematics Teachers with 10 results over 40 and English had 6 students with a result over 40. Our DUX of the College was Sarah McCahon with an ATAR of 98.1.

NAPLAN results improved across a number of areas which will be outlined below which reflect the hard work of students, staff and parents. Without these partnerships in Learning you cannot achieve fantastic results.

The Year 10 VCE VET program again was very successful with a significant number of students achieving credits toward their VCE. All year 10 students study a Certificate II or III VET which was allowed by a \$90,000 state government grant. This has provided relevant pathways to a number of Year 10s and brought Australian recognised qualifications to all Year 10 students.

The Laptop program has now entered its second year. All students have a high quality laptop that allows them to access their learning resources and study material from any location at the College.

STUDENT LEARNING OUTCOMES

NAPLAN Numeracy

Year 7 data shows that students are making good progress being in line with those of the State and that the College results. The top 50% of results were significantly better than when compared to National results, particularly those in the top 25% of the year level.

Year 9 data shows overall results have improved when compared Nationally. The top 50% of students have made improvement since 2013 to now be matching those of the state and outperforming the National results. A very good result for the College.

NAPLAN Reading

Year 7 Reading data reflects the College is achieving higher results than those Nationally. The bottom 50% of Year 7 are achieving comparable results both Nationally and to those of the State.

Year 9 Reading data shows the College is very comparable with Students across the State and significantly better than the National data. The top 10% of students have done exceptionally well by outperforming the State which is a marked improvement from 2013. There has been a significant increase the students in the bottom 50% of the year compared to testing in 2013.

NAPLAN Writing

Year 7 Writing data has results significantly better than those Nationally. The middle shows those students in the 25 – 50% range of the Year level comparable to those in the state.

The Year 9 Writing data is again significantly better than when compared Nationally and again comparable with those results from across the state. There has been significant improvement in the middle band of student results with a lift in those students in the 50-75 percentile bands compared with results from 2013.

NAPLAN Spelling

Year 7 spelling results are better than the National results with the median score better than those across the State. The top 25% of students have achieved results significantly higher than those Nationally and comparable with those of the state.

Year 9 spelling data shows that 50% of our students are slightly better than when compared Nationally, with some improvements needed when compared to the rest of the state. Some work is needed to help bring those students in the bottom 10% up to comparable levels both State and Nationally.

NAPLAN Grammar & Punctuation

Year 7 results demonstrate that the College is achieving higher than other schools Nationally and students in the bottom 50% of the year level are achieving results on par with those across the state. Students in the top 50% are above the National comparative level.

Year 9 data shows improvement since 2013 when the College was comparable those Nationally. The results show a marked improvement in the top 75% of students who are now at the same levels as those across the state another very good result for the College.

POST-SCHOOL DESTINATIONS - 2014

TERTIARY STUDY	63.2%
TAFE / VET	13.2%
APPRENTICESHIP / TRAINEESHIP	10.6%
DEFERRED	31.6%
EMPLOYMENT	13.2%

College Community and Student Wellbeing

Goals & Intended Outcomes

In 2015 the College has continued to develop the community nature, sense of connectedness and overall engagement of all members of Mary MacKillop Catholic Regional College community. The keys areas of focus from the Pastoral Team of the College have been:

- Promote our College as a welcoming and compassionate community
- Build positive relationships within our College and the wider Catholic school system based on the Gospel values of justice and love
- Care for the wellbeing of students, staff and parents
- Respect difference and diversity and promote inclusive practices in our College
- Build partnerships with families, parishes and the wider community

Achievements

Our College has continued to build on the well-deserved reputation in the area of relationships between staff, students, families and the broader community. 2015 has seen some major changes which has built on creating a positive environment where our students can flourish. This year also provided us with an excellent opportunity for the College to embark on the MindMatters Program, which investigated the Health & Wellbeing of the whole school community. MindMatters is a mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. Through this program and our continual work with staff, students and families we have been enabled to provide structure, guidance and support around our own mental health strategy. Several initiatives have developed from information from the community in an early snapshot of wellbeing at the school.

Our MindMatters audit further enabled us to celebrate the initiatives and focused energy that has been developed all throughout the year. This program recognized that we as a school we have been able to provide a treasure trove of experiences including camps, retreats, subject competitions, excursions, incursions, artists in residence, representative sport and cultural events, volunteering, mentoring and a plethora of other co-curricular endeavours that further provide opportunities for the students to develop their problem solving, team work, collaboration, thinking skills, tolerance and resilience. MindMatters has afforded us the opportunity to develop and build on the sense of wellbeing at Mary MacKillop. Our continual involvement with this initiative has provided us with the opportunity to utilize the most recent research into what makes a positive school and to share with other schools programs and initiatives for building resilience with our adolescents, including seminars on cyber-safety, relationships, problems solving, motivation, positive psychology and mindfulness. It has also been an excellent opportunity to affirm the great work our school community is currently doing and has done to prepare our students for the world. Our insight SRC data has once again reflected the continual hard work from the very dedicated team.

Once again our Pastoral Team has worked tirelessly to provide a variety of experiences and opportunities for our students to grow and develop and prepare themselves for the wide world. This team consisting of Mel Bradley (student counsellor); Tara Cox (Junior School); Ken Myors (Year 9); Courtney Blair (Year 10) and Richard Muranty (senior school) have journeyed with the students for all the challenges in and out of the classroom. These dedicated and hardworking staff have shared the path with our young adolescents skilling them with the gifts to prepare for the challenges of emerging adulthood.

Our College recognises that every day count towards success at school. Since the inception of the attendance guidelines from the Department of Education the College community has become even more vigilant in ensuring students value continual attendance at school. Parents communicate through the student planner or by phone call to their homeroom teacher any time a student has been away from school. An electronic roll 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. 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 child's homeroom teacher. If any patterns emerge for non-attendance families are asked to meet with the Wellbeing Team to address. If behaviour has not changed then a more formal interview is requested by the Deputy Principal – Wellbeing & Organisation.

VALUE ADDED

The College has worked tirelessly through the year to assure connectedness and engagement permeates through all facets of College life as well as part of the timetabled program, empowering 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.

The co-curricular program at Mary MacKillop is designed to provide a real diversity of opportunities for students to extend their horizons and develop the whole person both inside and outside the classroom. 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 2015 has been the return of the College Production. This year Fame Jnr was performed to packed out shows at Wonthaggi Arts Centre and show cased the immense talent we have had hidden at the College for too long.

All students have the opportunity to participate 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.

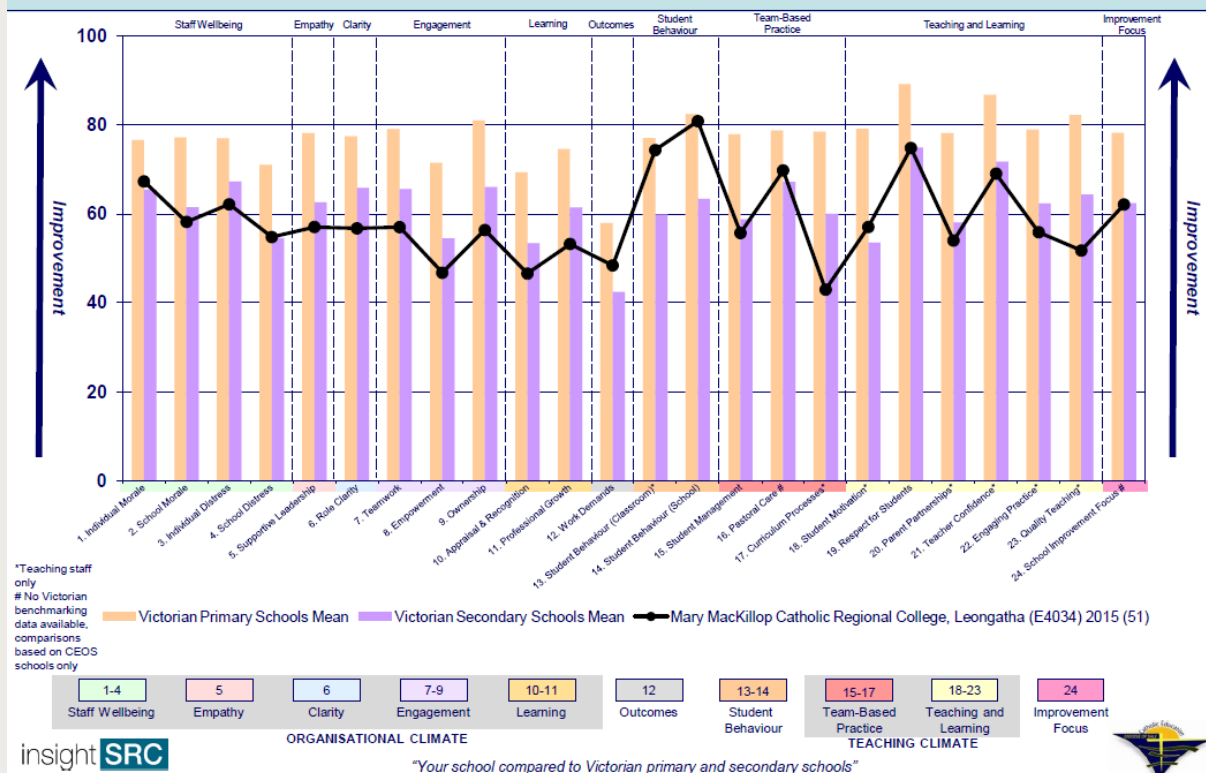
Building on from its inception we have a very healthy total of over 6,055 entries totally over 45,937 points distributed amongst the student body. This figure highlights the depth and breadth of activities provided by the College to build character throughout the journey to adulthood. Our College camp/retreat 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 Year Seven Orientation Camp is specifically designed to encourage students to develop new friendships and consolidate established relationships with their peers. Interactive and co-operative learning programs have been built into the camp structure. The camp itself is held for two nights and three days during first term. It is an integral part of the students' successful transition between Primary and Secondary school. The challenge provided by the Year Eight camp has been a focus of problem solving and task perseverance skills while in environment outside the comfort zone of many students. 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. Each student is encouraged to become involved and experience a breadth of opportunities to achieve their personal best. Our retreat program begins in Year Ten 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 & 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

A high degree of student satisfaction at Mary MacKillop CRC, as validated by both the recently conducted School Improvement Surveys and the MindMatters student surveys. Student engagement has increased from previous years through the inception of the House Points system that has recognised and celebrated achievements across all facets of school community life. 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.

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 on engagement and connectedness.

2015 school climate – actual scores ...

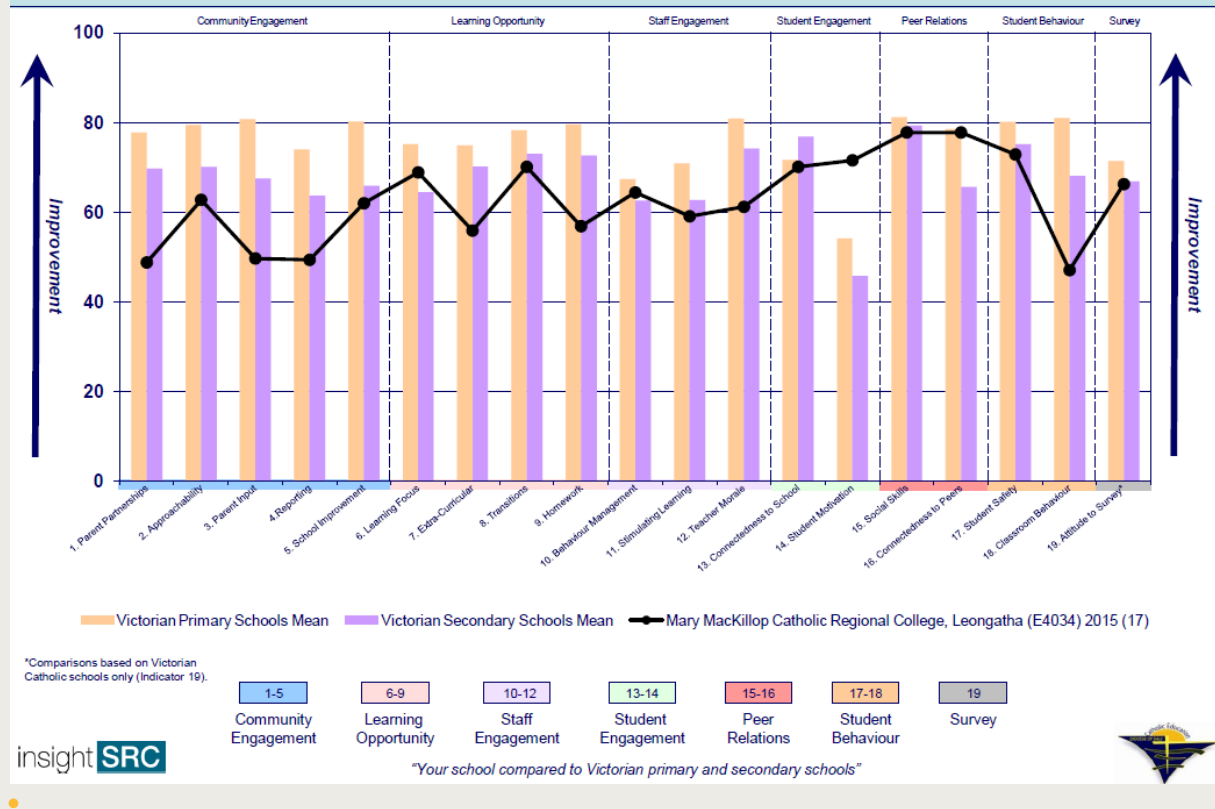


PARENT SATISFACTION

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 schools 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 opinion gained from the parent surveys has validated the Pastoral teams focus on creating engaged and connected adolescences that build positive relationship with their peers and broader school community.

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

2015 parent opinion – actual scores ...



Leadership and Stewardship

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 2015 are below:

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)

DESCRIPTION OF PL UNDERTAKEN IN 2015

In 2015 staff have undertaken the following training:

- 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
- International Middle Leaders Program
- VCE new study design training
- Study Skills support training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

48

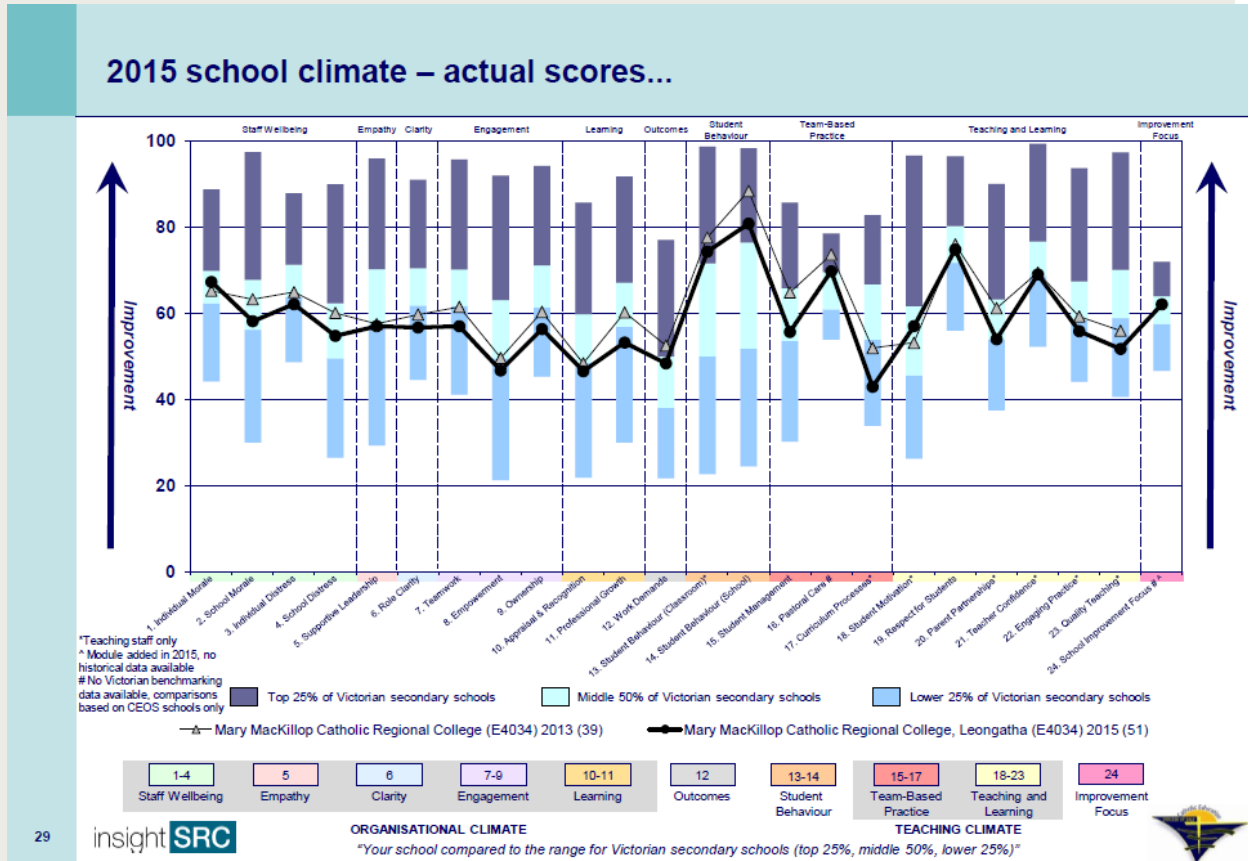
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$651.42

TEACHER SATISFACTION

School Improvement teacher surveys show increasing scores in organisational climate and teaching climate from 2014 to 2015. Areas of particular focus and specific action have seen greatest gains in school morale, role clarity and curriculum processes.

The overall evidence is that teacher satisfaction is gradually improving from year to year.



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	1,892,570
Other fee income	-
Private income	270,951
State Government recurrent grants	1,744,755
Australian Government recurrent grants	5,212,242
Total recurrent income	9,120,518
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	5,945,659
Non-salary expenses	2,564,559
Total recurrent expenditure	8,510,218
Capital income and expenditure	Tuition
Government capital grants	879,120
Capital fees and levies	132,392
Other capital income	790,000
Total capital income	1,801,512
Total capital expenditure	1,268,783
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	1,652,278
Total opening balance	2,850,306
Total closing balance	3,598,698

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the Diocesan Supplementary Capital Fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

In 2016, the College will celebrate 30 years of success and growth with many special events planned to mark this significant milestone.

The College will commence implementation of its new Strategic Plan from 2016. This is an opportunity to empower the whole College community to work towards the College's goals.

With the assistance of the Sale Diocese Catholic Education Office, work on a master plan for the future development of the College will continue. This will include an assessment of the future needs and growth of the region's communities and how Mary MacKillop College can best respond to these growing needs.

With the closure of the Gippsland Independent Schools sporting competition, the College will join School Sport Victoria, which offers much greater opportunities for competition with local schools.

A reorganized Leadership structure will take effect, arranged in teams and three subschools, with an expanded Leadership Team to provide greater distributed leadership.

The College will commence our new Learning Management System, SIMON, with PAM (Parent Access Module). This enables continuous reporting and improved parent/school involvement.

Pope Francis will host World Youth Day in Krakow, Poland and the College is sending 11 students and two staff to join one of the world's biggest events. We look forward to these pilgrims returning full of the Spirit.

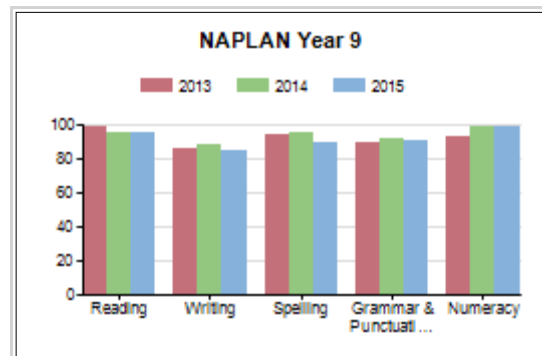
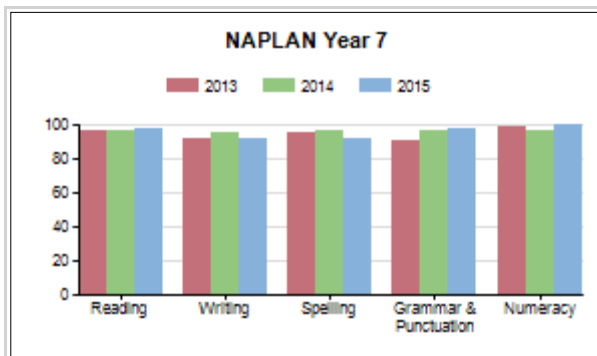
In March 2016 the College will host a visit by Shibuya High School from Tokyo. We hope it is only the first of many cultural exchanges.



VRQA Compliance Data

E4034
Mary MacKillop Catholic Regional College, Leongatha

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013	2014	2013–2014	2015	2014–2015
	%	%	Changes	%	Changes
			%		%
YR 07 Reading	97.1	97.1	0.0	97.6	0.5
YR 07 Writing	92.5	95.1	2.6	91.6	-3.5
YR 07 Spelling	95.3	97.1	1.8	91.6	-5.5
YR 07 Grammar & Punctuation	90.7	96.2	5.5	97.6	1.4
YR 07 Numeracy	99.1	96.1	-3.0	100.0	3.9
YR 09 Reading	99.0	96.0	-3.0	95.1	-0.9
YR 09 Writing	86.5	88.2	1.7	85.4	-2.8
YR 09 Spelling	93.8	95.1	1.3	89.3	-5.8
YR 09 Grammar & Punctuation	89.6	92.2	2.6	90.3	-1.9
YR 09 Numeracy	92.6	99.0	6.4	99.0	0.0



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	72.92%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.79
Y08	92.25
Y09	91.66
Y10	91.83
Overall average attendance	92.38

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.42%

STAFF RETENTION RATE	
Staff Retention Rate	80.43%

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	6
Teaching Staff (Head Count)	61
FTE Teaching Staff	49.990
Non-Teaching Staff (Head Count)	32
FTE Non-Teaching Staff	22.320
Indigenous Teaching Staff	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	586.85
Year 9 Writing	558.00
Year 9 Spelling	583.70
Year 9 Grammar & Punctuation	568.10
Year 9 Numeracy	587.50

POST-SCHOOL DESTINATIONS AT AS 2013	
Tertiary Study	91.6%
TAFE / VET	4.1%
Apprenticeship / Traineeship	10.5%
Deferred	31.5%
Employment	13.1%

