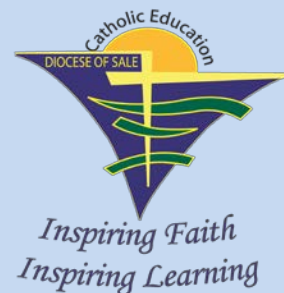


2017

ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY



**Mary MacKillop Catholic Regional College
South Gippsland**

REGISTERED SCHOOL NUMBER: 1903



Secondary College

Contents

| | |
|---|----|
| Contact Details | 2 |
| Minimum Standards Attestation | 2 |
| Our College Vision | 3 |
| Our Mission..... | 3 |
| College Overview..... | 4 |
| Strengthening Catholic Identity | 4 |
| Improving school and student performance and well being | 4 |
| Building Leadership capacity | 4 |
| Exercising responsible stewardship | 4 |
| Principal’s Report | 5 |
| Church Authority Report | 6 |
| College Advisory Committee Report | 7 |
| Catholic Identity and Religious Education | 8 |
| Learning & Teaching | 9 |
| College Community & Student Wellbeing..... | 13 |
| Child Safe Standards | 18 |
| Leadership & Stewardship | 19 |
| Future Directions | 22 |
| VRQA Compliance Data | 23 |

Contact Details

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|--|--|
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| AUSTRALIAN GOVERNMENT EDUCATION ID NUMBER (Formerly known as DEEWR number) | 5522 |

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 VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

4 May 2018

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 **FATH 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. The College now serves a region bounded by Cowes, Koo Wee Rup, Mirboo North and Foster, and all points in between. A modern fast and comfortable bus service brings some 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 endeavours – dance, music, drama, sport.

Building Leadership capacity

Effective leadership is life giving and life changing. As a Christian community we understand that “We must teach more by example than by word”. (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

Many of us have a special teacher who inspired us and stands out in our memory. In form six as it was then called, I was taught by Dr. Francis Irenaeus McCarthy, a Christian Brother. He was a man of great learning and erudition. A PhD from Cambridge, he loved art and music, wine, laughter and conversation. He was a sportsman. He instilled in us that we were capable of achieving whatever we set our minds to, that success was worth the effort. He believed in us. His namesake, St Irenaeus was Bishop of Lyon in the second century. As Principal of Mary MacKillop College, I am still inspired by his most famous quote and how well it applies to the life of our College: *"The Glory of God is humanity fully alive..."*

There have been many highlights through 2017. To note but a few:

- Our 2017 Production, Blood Brothers, played to great acclaim at Wonthaggi Arts Centre. In the Music Theatre Guild of Victoria awards, Isaac Muldoon won best junior lead and our production was judged best junior production of the year.
- 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.
- Our first Portland to Penola pilgrimage celebrated the early career of St Mary of the Cross MacKillop.
- We will again send a contingent of students to the Australian Catholic Youth Festival, this year in Sydney.
- Our success in School Sport Victoria continues – in only our second year in the competition, our students won the Hyslop Trophy for best overall school in South Gippsland.
- Our year seven intake continues to be strong, with over 100 entrants again in 2017.
- Our Debutante Ball was bigger than ever, and a great success.
- The Blessing and official Opening of our new buildings by Bishop O'Regan was a great celebration.

Mary MacKillop College is proud of the success of our students. The 2017 VCE results are again very strong, with the trend of a steady lift in our overall study scores continuing. The success of our applied learners in VCAL is further cause for celebration, with nearly all graduates working, in TAFE, or in Apprenticeships. Such results only come from expert, dedicated teaching and determined effort by students. Both deserve our praise.

Our College is blessed to have the support of our energetic Parents & Friends Association, lead for another successful year by President Donna Muldoon. I also wish to thank the College Advisory Council, especially our Chair, Mrs Renae Littlejohn, for their unstinting work behind the scenes on your behalf and the support and encouragement they have given over a very busy year.

There is a direct thread from St Irenaeus, through St Mary MacKillop, to Mary MacKillop College today. We strive to continue that same mission by educating the whole person, academically, spirituality, physically and socially. In 2017, the students of Mary MacKillop College have certainly been fully alive. I am proud to present this report as a summary of our year.

David Leslie
Principal



Church Authority Report

Mary MacKillop College has thrived on a very strong, supportive and active relationship with St Laurence's Parish. 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
Parish Priest



College Advisory Committee Report

At our final Advisory Council meeting for 2017, we discussed the many highlights and successes of the school year at the College. On reflection, it has become apparent to me that 2017 really has been a year filled with laughter, commitment, creativity and resilience.

I am particularly proud of the range of learning styles that our College offers to cater for the diverse needs of our young people. Our education program actively encourages students to be engaged and responsible learners. The new trade training facility enables an innovative approach to learning for students who want to pursue a trade and the College's high-level teaching encourages excellence whilst preparing students for tertiary education. Our reputation for building positive and nurturing relationships between staff and students is reflected in our increasing enrolments which will be at a record level in 2018. This is a whole College effort and a real credit to our transition program.

The College has experienced a great deal of success in debating, arts and theatre, and sport this year. The success of "Blood Brothers" is evident from the multiple awards received, the rave reviews from the school and wider community, and the positive feedback from regional media networks. Congratulations to everyone involved for your passion and commitment! Thank you to the staff for your vision and trust in approving this production; it has empowered our young people to approach theatre with maturity, courage and integrity.

Once again the College has had proven success in various sports from netball to tennis and table tennis as part of SSV. It is rewarding to see the increasing confidence in our students as they compete at a high level all over Gippsland. Just like its patroness, Mary MacKillop, the College has quickly become well-known for its strong, competitive spirit.

Mary MacKillop Catholic College would not experience the success of 2017 without the dedication of many behind the scenes. I would like to acknowledge and thank the Parents and Friends who provide incredible support to the school and help to ensure that our resources cater for the needs of the students. Thank you to my fellow Advisory Council members and to Father Aju, Ms Marianne O'Rourke and Mr Rod Bowman who will be embarking on the next stage of his life in retirement. Thank you David and the Executive Leadership team for your commitment to delivering a well-rounded education to our students which aligns to our strong Catholic values and the charisma of Mary MacKillop herself. Thank you staff, students and families for working together to support our young people.

In closing, I would like to honour a woman who has given time, dedication, inspiration and love to our College over many years. Mrs Samantha Wearne lost her short battle with cancer and the ripple effects are felt throughout the whole community. Never have I met a person who so selflessly gave to others. In fact, I have commented to many people that it will take a whole village to fill Sam's shoes. Her humble leadership will live on through the memories of those who had the pleasure of working beside her. On behalf of the College community I extend my love and prayers to husband James and their young men.

Here is to a wonderful 2018 at Mary MacKillop Catholic College.

Mrs Renae Littlejohn
Chair, Advisory Council



Catholic Identity and Religious Education

Goals & Intended Outcomes

1. Enact the implementation for the new Diocesan Religious Education Curriculum Years 7-12.
2. Improve existing opportunities in formation of faith and the Josephite charism.
3. Develop staff ability to articulate Catholic identity in a legitimate and plausible way.
4. Develop specific goals for student sub populations to enter into dialogue about the Catholic faith and identity.

Achievements

- Continue the development Student Mission team to facilitate the faith development of peers in the Josephite tradition.
- Sent students to AJASS Leadership Conference in Sydney. Students developed a better action plan for the Student Mission team.
- Sent a group of students to the AJASS pilgrimage to Tasmania.
- Sent the Youth Ministry class from Year 10 on the inaugural Portland to Penola pilgrimage.
- Mary MacKillop College sent 6 students and 2 staff to Catholic Youth festival in Sydney.
- Continued to improve the Year 12 retreat program.
- Contributed to the development of AJASS networks with Religious Education Coordinators and Catholic Identity Leaders. John Ryan and Mike Brennan facilitated the annual student leadership event at Penola College.

VALUE ADDED

- Mission Team. Formation Days and retreats provided at conclusion of 2017.
- Provided staff in service with the mission team from St Francis Xavier.
- Participated in Youth Ministry experiences offered by the diocese.
- Celebrated special liturgies for Easter – Youth Ministry team, ANZAC Liturgy, Reconciliation Week liturgy, Remembrance day Liturgy.
- Raised \$1,500 for Project Compassion. Many activities were organised by the Justice Captains and the Year 8 Captains.
- Raised over \$21,000 for the College Walkathon.
- Offered special celebratory activities for Catholic Education Week including Second Rite Reconciliation for staff and students.

Learning & Teaching

Goals & Intended Outcomes

- To provide a challenging, relevant and creative curriculum that is informed and supported by assessment and reporting to facilitate optimal learning progress for students.
- Embraced an Active Learning Framework to help students uncover the path to achieve their personal best and to encourage students to become lifelong learners.
- Evaluating the impact on learning including building ownership of student learning & feedback and engagement with the Learning Management System.
- The increased focus on the use of data to inform practice.
- Build an effective learning community that strives for, expects and celebrates personal excellence and provision of high quality learning opportunities.
- The expansion of VCE and VET subject offerings.
- Building the capacity of our VCAL program including.
- The strengthening of links to the Local Learning Area Network and Trade Skills Alliance
- Provide opportunities for the continual professional learning of staff to build the capacity of our teachers.

Achievements

There were a significant number of achievements in Learning and Teaching at the College in 2017. The College embraced progressive reporting and further enhanced students and parent's ability to see results and feedback online. Parents are now able to access results and feedback throughout the Semester rather than waiting for the End of Semester Reports for indications on how their child is progressing. Progressive Reporting has allowed the parent and the student to see what they have achieved and what they need to improve so action can be taken to allow this to happen. The Progressive Online Reporting has helped our students improve their learning by providing greater accountability of students' work habits; timely feedback – provided when the task is completed and assessed; enabling the teacher and the parent to identify, intervene and improve and to access online anywhere, anytime via a secure web-based program.

Over the last couple of years, the College has been working with the Catholic Education Office collecting data through surveys and consultation on student performance, transition, literacy and numeracy, student engagement, wellbeing and learning relationships. What has clearly emerged from our story is we need to assist all our students in growing their resiliency and capacity to be more active in their own learning journeys. The journey from adolescents to emerging adults is fraught with trials and tribulations both in and out of the classroom and if we as a school can build, our students up to take more of an active role in their education the benefits will be great. The College has embraced an Active Learning Framework to help students uncover the path to achieve their personal best and to encourage them to become lifelong learners. The focus approaches (Characteristics of Active Learners) which our consultative process has highlighted as major priority to embrace this new way of thinking and behaving. Active Learners know how to shape their learning in different contexts by Taking Ownership; Thinking Deeply; Making Connections and Being Courageous.

After our comprehensive audit of our Music program facilitated by Melbourne University the invigoration of Music at the college was completed. The overwhelming success of the college musicals has encouraged this enthusiasm to transfer to other parts of The Arts for the college. What clearly emerged through this audit process has been the energy and enthusiasm of our staff and students and their desire to succeed in this space. From this process has been the implementation of Music pathways through every year level to VCE including VET, a reinvigoration of the instrumental program with several new exciting, passionate and energetic new instrumental teachers and the provision of new opportunities like the Music Camp and Christmas CD recording.

Throughout the year, the Middle School and Senior School teams worked extensively in re-developing the provision of VCE subjects to Year 10 students. Commonly known as 'Subjects out of Sequence' this option has been traditionally being taken up by very few students. Many benefits were identified to the students and a selection process was developed to encourage the top 20% of current students to consider engagement with the accelerated pathway. Rebranding and 'Lifting this Bar' has created a great deal of interest with students looking to extend themselves academically while participating in the VCE Program.

During 2017 a review of the launch subject was conducted and it was recommended that the program continue with some minor adjustments. This year we have introduced some of the recommendations. Basically, Launch will be run at Year 7, 8 & 9 with each year level completing some compulsory units of work and then getting the options to select from electives units offered throughout the year.

The key component of these elective units is to develop a 'point of difference', a love of learning and engagement at school, developing success and pushing student's personal best without being restricted by assessment or reporting. There is also a heavy focus on enterprise skills in preparation for life beyond school. All Year 7's will complete their compulsory orientation/PEER Support unit at the start of the year (Term 1 & 2) while the Year 8 and Year 9 will rotate per term on program to develop Wellbeing/Resilience, Responsible Digital Citizenship and Career Education.

Our Post-Secondary Pathways success has continued to grow with greater percentages of our senior students receiving first round university offers. The Senior School team has spent a considerable amount of time ensuring the students are well informed of post-secondary pathways and engaged in meaningful opportunity for their future.

STUDENT LEARNING OUTCOMES

Mary Mackillop College 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, it is also positive to have a consistently high percentage of students participate in the NAPLAN program ensuring the integrity of the data. There has been positive growth in many areas with results averaged above the average of graph of 'All Australian Schools' average. The students have also demonstrated positive growth in all domain percentiles of NAPLAN testing.

The NAPLAN results for our Year 9 cohort in 2017 are compared to those in Year 7 of 2015 to ascertain the level of growth through engagement with the learning & teaching program at the College and to examine trends and growth over time.

Reading – The result from 2017 reflect an increase in students achieving at the top bands for achievement and also an increase in the number of students in two and three bands high than the minimum standard.

Writing – The cohort of 2017 (Year 7 2015) has had some dramatic improvement over the last three years. In 2015 8% of the cohort was below the minimum standard in writing which was improved to only 1% in 2017. In 2015 this cohort had no students 4 band scales above the minimum standard which improved to 3% and had a similar impressive increase in the % of students achieve three bands scaled score above the minimum standard.

Spelling – The cohort of 2017 has slightly decreased in the area of spelling over time. While in 2015 92% achieved at or above the minimum standard which was increased to 95% the number of students with scaled scores at the very top end of band scales decreased from 6% to 1%.

Grammar & Punctuation – In 2017 98% of the cohort achievement NAPLAN results at or above the minimum standard which this figure decreased in 2017 to 93%. This slight downward trend was also present in a slight reduction in (by 3%) of students achieving 4 band scale scores above the minimum standard.

Numeracy – The numeracy results for this cohort has been very positive. 100% of the students were either at or above the minimum standard in 2015 as Year 7 students and this has continued to 100% as year 9 students in 2017. There has also been an increase from 85 % above standard in 2015 to 91% above stand for the same corresponding group three years later.

Year 7 Reading has shown a dramatic improvement from 2016 with the College average NAPLAN score move from well below similar schools to that above. There has been positive growth and improvement over the last three years.

Year 7 Writing has also shown large improvement since 2016 with averaged results once again passing from below averaged score to above that of similar schools. While Year 7 spelling has also demonstrated improvement and positive growth the averaged figure is lower than averaged score. This trend is also shared with grammar and punctuation with this cohort.

Year 7 Numeracy has increased in a very positive fashion from 2016, in which the result was below the averaged NAPLAN score for similar schools.

Year 9 Reading has remained consistently above the average score for similar schools which results over the three years maintaining this status. The Year 9 Spelling data has also demonstrated the same trend of maintaining a positive growth while staying above the average.

Year 9 Writing has demonstrated a very positive trend, well above that of similar schools, since 2012 and the school has been able to replicate this standing over time.

Year 9 Grammar and Punctuation has dropped slightly since 2015/16 in comparison to the similar school analysis.

Year 9 Numeracy has increased significantly in 2017 to reach a standard similar to that of 'like' schools. This has been a positive improvement from 2015 & 2016.

| POST-SCHOOL DESTINATIONS | |
|------------------------------|-----|
| TERTIARY STUDY | 51% |
| TAFE / VET | 8% |
| APPRENTICESHIP / TRAINEESHIP | 14% |
| DEFERRED | 19% |
| EMPLOYMENT | 8% |



College Community & Student Wellbeing

Goals & Intended Outcomes

In 2017 the College has continued to develop the community nature, a sense of connectedness and our overall engagement of all members of Mary MacKillop College community.

The Wellbeing team consisted of:

- Deputy Principal Wellbeing and Organisation - Kieran O'Dwyer
- Sub School Directors - Courtney Blair (Senior), Gerard Gordon (Middle), Richard Muranty (Junior)
- Sub School Wellbeing Coordinators - Bronwyne Kalos (Senior), Kate Lafferty (Middle), Nicole Dudman (Junior)
- Transition Coordinator - Jacinta Johnston
- Student Counsellor - Melinda Licciardi

The key focus areas for the Wellbeing Team of the College were:

- Ensuring that the students have positive, respectful and collaborative relationships with each other, their teachers and the community.
- Encouraging the empowerment and participation of all students to enhance their wellbeing and safety.
- Allowing students to experience a sense of belonging and connectedness that respects diversity and identity.
- Developing the student's self-awareness and ability to regulate emotions and behaviour.
- Enhancing students social and emotional skills in order to engage in prosocial behaviour.
- Creating opportunities to enable student success through a safe, positive and encouraging learning environment.

Achievements

At the College, community and caring for others is paramount. The staff have developed a strong focus on student and staff wellbeing, supported by the understanding of a shared set of values and programs in order for everyone to feel safe, valued and well cared for during their time at the College.

Staff have worked to create an environment where students feel comfortable and supported to step outside their comfort zone at school. Students have acknowledged through surveys such as the Insight SRC and bullying survey that they are safe and are happy, which has been seen to have a direct impact on each student's capacity for optimal learning. It has also enabled the students to be the best they can be in the different aspects of their schooling. Equally, students have highlighted they enjoy being at school and being engaged in learning activities which have had a positive contribution to their overall wellbeing – in particular their confidence and resilience.

The focus on highlighting the important relationship between wellbeing and learning by concentrating on the social, emotional, psychological, spiritual, moral and intellectual development of the students has seen increase student involvement in all aspect of College life. Our students feel as if they are well supported and motivated to develop their strengths, to grow

and learn from challenges and complexities and to develop positive relationships as their foundation for learning.

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 range of experiences including:

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

This commitment to fostering growth and enabling students to flourish will continue to underpin Wellbeing at the College. Teachers and students will have increased access to a range of programs and procedures to enhance wellbeing, staff in partnership with families will look to help students learn effectively and develop positive attitudes and behaviours.

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 incursions 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

Programs embedded into the classroom as well as offerings outside the classroom 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 supporting the learning strategies implemented in the classroom enabling the students to experience success in other areas of College life. Students and Staff have been active participants in a diverse range of retreats, camps, sporting teams, performing arts, debating and community events. One of the highlights of 2017 was the continued success of whole school musical. This year, the College

Production; Blood Brothers was performed to packed out shows at the Wonthaggi Arts Centre, showcasing the diverse array of talent that we have at the College. The musical gained state wide accolades, winning the Music Theatre Guild of Victoria - Junior Production of the Year.

The College Camp/Retreat program continues to thrive and provides a different pathway for students to build on the key skills and knowledge they are developing within the classroom. The College values this program and sees it as an important step in equipping our students with key skills such as resilience, compassion, self-awareness and respect in order to become fully functioning and positive contributors to a broader society.

All students contributed to the successful running of the 2017 Mary MacKillop House Shield. Students competed in a range College activities including athletics and swimming with each activity gaining valuable House Challenge Points. The Mary MacKillop House Shield and Point System is seen as a positive contributor to building a strong sense of school connectedness and encourages all students, regardless of ability to participate and encourage their peers in the co-curricular and extra-curricular activities on offer.

The College had great success in the School Sports Victoria (SSV) local, regional and state competition. The school competes against local secondary schools in a number of winter and summer sports. The College Swimming, Athletic and Cross Country teams were successful in winning the respective interschool competitions. This resulted in the College winning the Don Hislop Cup. An award that recognises the winner of the combined key sporting fixtures. A large number teams won through to the regional level competition, while some including Year 7 Boys and Girls Tennis, Boys Intermediate and Senior Girls Netball won through to State Level Competition.



STUDENT SATISFACTION

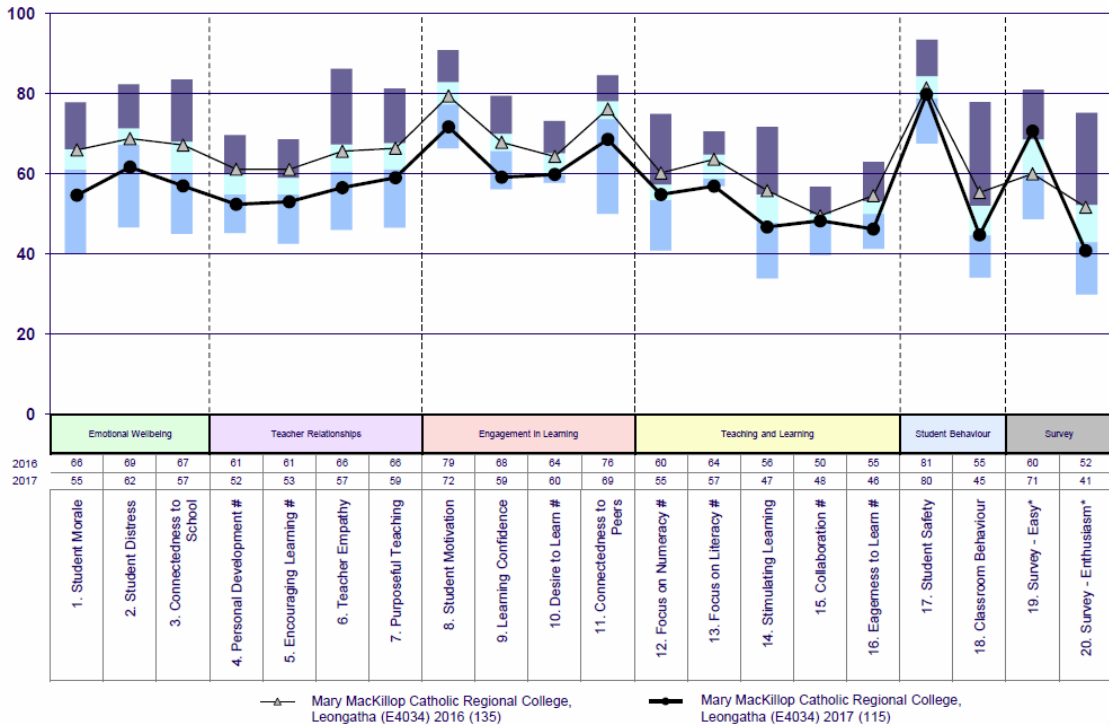
Although there has been a slight decline in the responses provided within the five key categories, most responses fell within the middle 50% of Victorian Schools. Students have also indicated to a drop in enthusiasm in relation to the survey.

Student safety and classroom behavior reflect the extent to which students are safe at school and that the behavior in the classroom is not negatively impacting on learning. The positive results in regard to student safety were reflected in the College Bullying Survey, with only a low level of bullying being acknowledged. This supports the strong focus the staff have on student safety. Staff have ensured that they are proactive during breaks in class, providing students with safe and engaging learning environments and maintaining a focus on the dignity of each student when dealing with sensitive student issues.

Students also acknowledged positive levels of collaboration within the learning environment with their peers. Positive learning relationships have been created through the investment in engagement and connectedness.

2017 student experience – actual scores ...

Your school relative to the range for Victorian secondary schools.



■ Top 25% of Victorian secondary schools ■ Middle 50% of Victorian secondary schools ■ Lower 25% of Victorian secondary schools
 # No Victorian benchmarking data available – comparisons based on CEOS schools only
 * Comparisons based on Victorian Catholic schools only



PARENT SATISFACTION

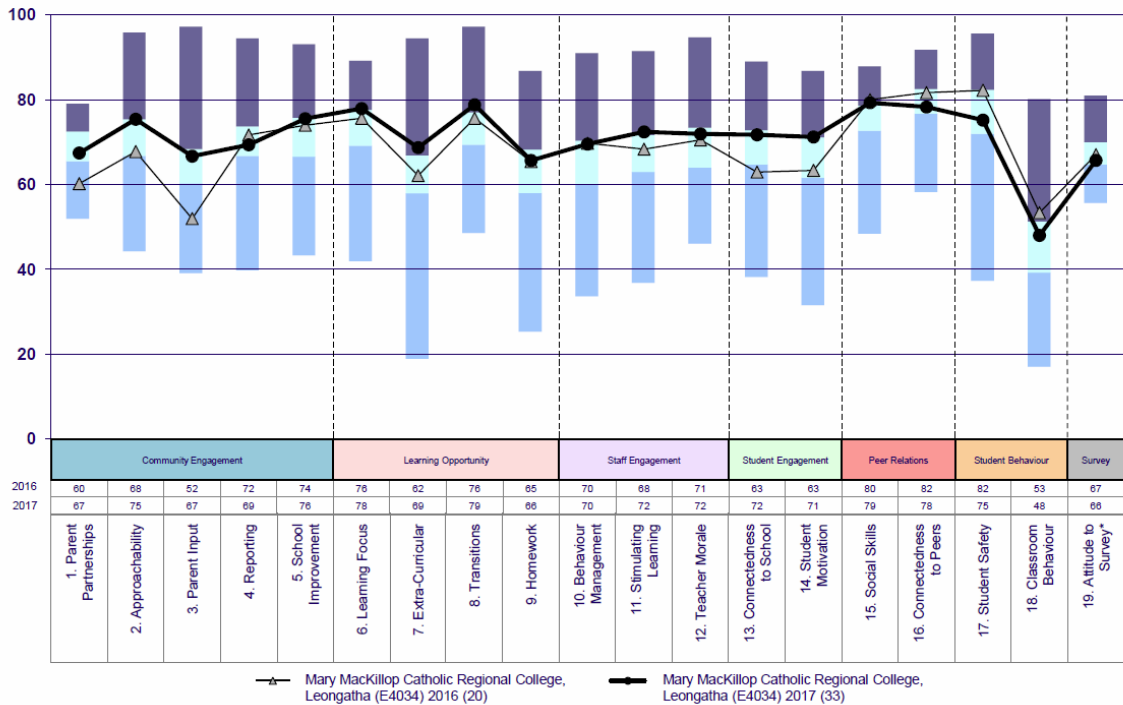
Parent satisfaction in the College has continued to increase over the past 12 months. The parent community, as validated through the School Improvement Surveys, have confidence in the school’s ability to provide stimulating and student focused learning opportunities.

Parents have positively supported the college throughout the year and highlighted the approachability of staff, parent engagement, their child’s sense of connectedness to the college and motivation towards learning and extra-curricular activities as being positive.

The opinions gained from the parent surveys have endorsed the Wellbeing Team’s focus on enhancing the transition process for Grade 6 students moving into Year 7, building positive relationships between teachers, students and parents in order to support student learning outcomes and opportunities for students to develop a sense of belonging to the College. The Curriculum Team’s focus on providing engaging learning activities suited to the students’ needs and interests as also been recognised.

2017 parent opinion – actual scores ...

Your school relative to the range for Victorian secondary schools.



■ Top 25% of Victorian secondary schools ■ Middle 50% of Victorian secondary schools ■ Lower 25% of Victorian secondary schools

*Comparisons based on Victorian Catholic secondary schools only



Child Safe Standards

Goals and Intended Outcomes

The College holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

The College is resolutely committed to ensuring that all those engaged in school life promote the inherent dignity of children and young people and their fundamental right to be respected and nurtured in a safe school environment. This is particularly so for the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds and children with a disability.

Throughout 2017 the College looked to:

- Incorporate the child safety policy in ongoing staff, volunteer and contractor induction processes and maintain records of this process
- Enable regular professional learning and training of staff to build deeper understandings of child safety and prevention of abuse
- Empower students in the school with the knowledge of what child safety is, know their rights and can easily access reporting procedures when they feel unsafe.

Achievements

The College has recorded a number of achievements in the ongoing implementation of the Child Safe Standards including:

- Developing a Child Safety Committee to actively develop and review all policies, processes and practices.
- Developing processes for periodic review of procedures relating to child safety.
- Establishing an electronic sign in procedure that allows visitors, volunteers and contractors to be aware of and agree to the College policy and their responsibilities whilst at the College. Information provided is stored on the College database
- Delivering staff and student consultation sessions on issues around child safety allowing time for suggestions in order to regularly improve processes to support child safety.
- Delivering staff professional development around identifying and responding to disclosures of child abuse.
- Delivering age appropriate information pertaining to child safety and modes of reporting child safety concerns.

Leadership & Stewardship

Goals & Intended Outcomes

Achievements

The professional development of the staff at Mary MacKillop is of utmost importance as a way to update knowledge and practice, targeted to professional needs and priorities of the school. Every opportunity it provided for staff to engage in various professional organisations to enhance their effectiveness in and outside the classroom.

Staff are encouraged to regularly contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. 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. A focus in embedding digital technologies within the curriculum has considered with the introduction of MacBooks throughout the school and the increased use of SIMON as a Learning Management System.

Building the capacity of our teachers through the engagement of the Active Learning Framework has been a major focus of 2017.

Teachers are also given the opportunity to attend 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.

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 2017 are below:

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

- Active Learning Staff Workshops
- Digital Technologies Program Audit
- Performing Arts Program Audit
- Anaphylaxis Training
- Asthma Training
- Middle Leadership Program
- NAPLAN Data analysis
- VCE Data Analysis
- Cyber Safety
- Professional Conferences
- Religious Education Accreditation Program
- Coding workshops for Teachers
- School Law and Compliance Conference
- Professional Association Conferences (MAV, VATE, VCSSDPA, PAV, AJASS, DOSSPA)
- Subject based seminar

- VCAA ‘Meet the Examiner’ workshops
- Bronze Cross Swimming Updates
- First Aide Updates (including CPR)
- SIMON Learning Management System Training
- Mandatory Reporting Training
- Whole staff Catholic Mission retreat
- VCE new study design trainings (all subjects)
- Study Skills support training

| | |
|---|-----------|
| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 55 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | \$972.00 |

TEACHER SATISFACTION

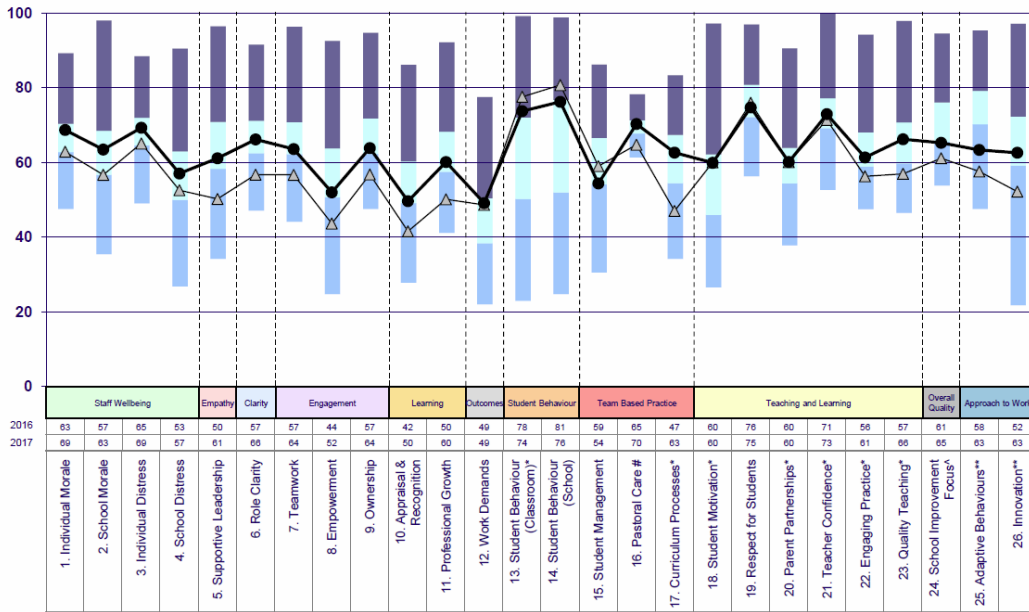
School Improvement teacher surveys show incremental improvement in most areas. Areas of particular focus and specific action have seen steady improvement, demonstrated most clearly in the teaching and learning measures.

Results have shown significant improvement in the four key pillars of the schools organisational climate between 2016 and 2017. This climate is calculated using the following indicators - Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition and Professional Growth. All indicators have shown positive growth over the past 12 months.

The staff believe that there is a positive emotional tone within the College. Factors that staff have highlighted as contributing to both individual and whole school satisfaction are; a clear understanding of what is expected and required of them, the alignment of the College goals with their own personal goals, the opportunity to work together collegially, effective planning and communication of the curriculum and supportive school leaders.

2017 school climate – actual scores ...

Your school relative to the range for Victorian secondary schools.



—○— Mary Mackillop Catholic Regional College, Leongatha (E4034) 2016 (54) —●— Mary Mackillop Catholic Regional College, Leongatha (E4034) 2017 (55)

■ Top 25% of Victorian secondary schools ■ Middle 50% of Victorian secondary schools ■ Lower 25% of Victorian secondary schools



*Teaching staff only

No Victorian benchmarking data available – comparisons based on CEOS schools only

^ Benchmark based on Australian Catholic schools

** Benchmark based on Australian Organisations



Future Directions

Future directions from 2018 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 and refinement 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.
- Further development of the PAM (Parent Access Module) to enable greater involvement by parents & guardians in their child's learning.
- Refinement and consolidation 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 another visit in March 2018.
- Exploration of further cultural exchange and development opportunities, specifically a French immersion experience and a return cultural exchange with Shibuya High School, Tokyo.



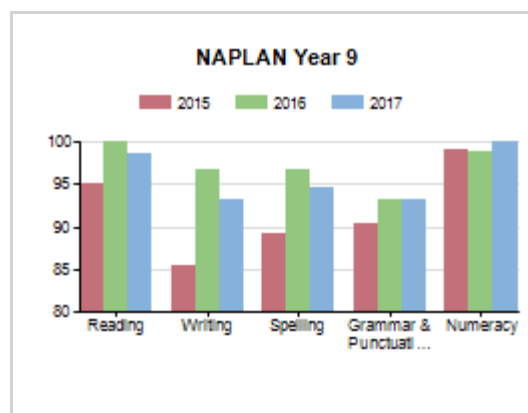
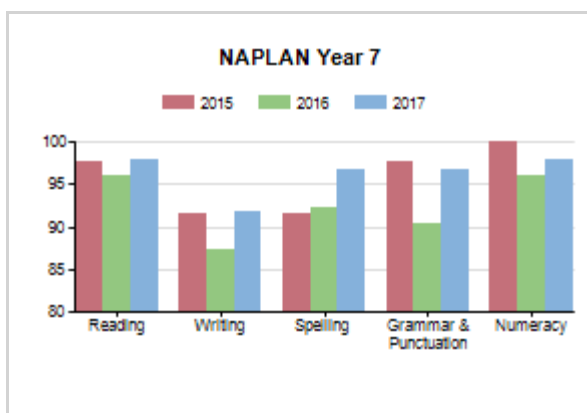
VRQA Compliance Data

E4034

Mary MacKillop Catholic Regional College, Leongatha

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS | 2015 % | 2016 % | 2015 - 2016 Changes % | 2017 % | 2016 - 2017 Changes % |
|-----------------------------|-----------|-----------|-----------------------------|-----------|-----------------------------|
| YR 07 Grammar & Punctuation | 97.6 | 90.3 | -7.3 | 96.8 | 6.5 |
| YR 07 Numeracy | 100.0 | 96.0 | -4.0 | 98.0 | 2.0 |
| YR 07 Reading | 97.6 | 96.1 | -1.5 | 98.0 | 1.9 |
| YR 07 Spelling | 91.6 | 92.2 | 0.6 | 96.8 | 4.6 |
| YR 07 Writing | 91.6 | 87.3 | -4.3 | 91.8 | 4.5 |
| | | | | | |
| YR 09 Grammar & Punctuation | 90.3 | 93.3 | 3.0 | 93.2 | -0.1 |
| YR 09 Numeracy | 99.0 | 98.9 | -0.1 | 100.0 | 1.1 |
| YR 09 Reading | 95.1 | 100.0 | 4.9 | 98.7 | -1.3 |
| YR 09 Spelling | 89.3 | 96.7 | 7.4 | 94.6 | -2.1 |
| YR 09 Writing | 85.4 | 96.7 | 11.3 | 93.3 | -3.4 |



| YEARS 9 - 12 STUDENT RETENTION RATE | |
|--------------------------------------|--------|
| Years 9 to 12 Student Retention Rate | 70.00% |

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|-------|
| Y7 | 91.72 |
| Y8 | 89.92 |
| Y9 | 91.55 |
| Y10 | 89.60 |
| Overall average attendance | 90.70 |

| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|--------|
| Teaching Staff Attendance Rate | 89.51% |

| STAFF RETENTION RATE | |
|----------------------|--------|
| Staff Retention Rate | 83.67% |

| TEACHER QUALIFICATIONS | |
|--------------------------|--------|
| Doctorate | 1.96% |
| Masters | 15.69% |
| Graduate | 31.37% |
| Certificate Graduate | 1.96% |
| Degree Bachelor | 72.55% |
| Diploma Advanced | 9.80% |
| No Qualifications Listed | 13.73% |

| STAFF COMPOSITION | |
|---------------------------------|--------|
| Principal Class | 5 |
| Teaching staff (head count) | 55 |
| FTE Teaching staff | 47.860 |
| Non-Teaching staff (head count) | 35 |
| FTE Non-Teaching Staff | 29.334 |
| Indigenous Teaching Staff | 1 |

| MEDIAN NAPLAN RESULTS FOR YEAR 9 | |
|----------------------------------|--------|
| Year 9 Reading | 590.00 |
| Year 9 Writing | 570.30 |
| Year 9 Spelling | 579.30 |
| Year 9 Grammar & Punctuation | 571.50 |
| Year 9 Numeracy | 584.50 |

| SENIOR SECONDARY OUTCOMES | |
|---------------------------|-----|
| VCE Median Score | 30 |
| VCE Completion rate | 98% |
| VCAL Completion rate | 99% |

| POST-SCHOOL DESTINATIONS AT AS 2017 | |
|-------------------------------------|-------|
| Tertiary Study | 54.0% |
| TAFE / VET | 10.0% |
| Apprenticeship / Traineeship | 10.0% |
| Deferred | 12.0% |
| Employment | 14.0% |