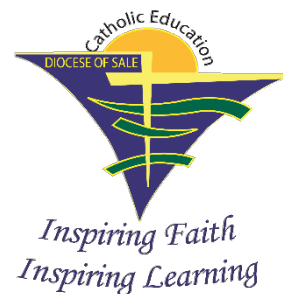


ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



MARY MACKILLOP COLLEGE, SOUTH GIPPSLAND



SCHOOL REGISTRATION NUMBER: E4034

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Contact Details

ADDRESS	115 Horn Street LEONGATHA VIC 3953
PRINCIPAL	Mr David Leslie
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd Ms Maria Kirkwood, Chief Executive Officer
COLLEGE ADVISORY COMMITTEE CHAIR	Mrs Renae Littlejohn
TELEPHONE	(03) 5662 4255
EMAIL	principal@mmcrc.catholic.edu.au
WEBSITE	www.mackillopleongatha.catholic.edu.au
E NUMBER	E4034

Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

15 May 2019

Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O'Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate with Parish Priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

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 into our care.



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 580 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

2018 has been a year of momentous events. The Australian Prime Minister and Cricket Captain were both removed. Royal Weddings featured, and Royal Commissions unearthed great failings in our institutions. At the cosmic level, January 30 saw a first since 1866: A Super Blue Blood Full Moon. In ancient times, such heavenly signs were seen as precursors to big events on earth.

Mary MacKillop College has had a big year too. Highlights of 2018 include:

- The College enrolled its largest ever intake, six classes of Year sevens, with 125 students.
- The total enrolment was also the highest ever, at 580 students.
- Our 2018 Production, High School Musical, played to packed houses at the Wonthaggi Arts Centre.
- The Central Australia & Top End Tour once again gave our students a chance to experience some of the most iconic parts of our country.
- The Annual Walkathon again raised its highest ever total funds.
- The Portland to Penola pilgrimage ran for a second time, celebrating the early career of St Mary of the Cross MacKillop.
- Our success in School Sport Victoria continues – three years in, and for the second year running we won the Hislop Trophy for best overall school in South Gippsland.
- Our Debutante Ball was again a great success, with 28 couples presented.

Mary MacKillop College is proud of the success of its students. The 2018 VCE results are again very strong: our Dux on 93.9, 19% of students with ATAR scores above 80, 34% above 70 and 11% of students recorded a study score above 40. Our Applied Learners also did well, with all 22 placed: 6 straight into apprenticeships, 10 in TAFE and 6 employed in the chosen fields. Such results only come from expert, dedicated teaching and determined effort by students. Both deserve our praise.

Some of the most important work of 2018 took place behind the scenes. The College successfully completed its five yearly Registration Review, as well as completing the Diocesan School Improvement process, which informed the completion of our new Strategic plan for 2019 – 2022. New governance and regulatory requirements have vastly increased the workload to run camps and excursions, but we are determined that our students will not miss out.

The best news of 2018 is that the College has been awarded a significant Capital Grant to build an entire new Senior School. This project will total around \$4.5 million when completed. For the first time in the College's history, all of our students will be housed in permanent buildings. Construction should commence in 2019, with occupation for the start of the 2021 school year.

I want to thank the Parents & Friends Association for another successful year under the leadership of President Donna Muldoon. Though small in number, the P&F provide significant support to the College and it is much appreciated. The new playground is thanks to the P&F. I also wish to thank the College Advisory Council, especially our Chair, Mrs Renae Littlejohn, for their unstinting work behind the scenes over a very busy year. I am grateful to my deputies John Ryan, Sam Wright & Kieran O'Dwyer, whose energy and leadership does so much to keep our College running efficiently, and to my secretary Carly Kitchingman whose help is invaluable. Our new Business Manager Shane Stiles is already making a great contribution and building on the College's strong financial position.

Mary MacKillop College prizes its mission of educating the whole person, academically, spiritually, physically and emotionally. In 2018, the College continues from strength to strength, as this report shows.

Mr David Leslie
Principal



College Advisory Committee Report

At our final Advisory Council meeting for 2018, we discussed many highlights and successes of the school year at the College. On reflection, it has become apparent to me, once again, that 2018 really has been a year filled with laughter, commitment, creativity and resilience.

I am continually 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 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. 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 continued success of the College Production - this year High School Musical, is evident from the rave reviews received 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 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 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 2018 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 College 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 and Ms Marianne O'Rourke. 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.

Here is to a wonderful 2019 at Mary MacKillop Catholic College.

Mrs Renae Littlejohn
Chair, Advisory Council



Catholic Identity and Religious Education

Goals & Intended Outcomes

To strengthen the Catholic Identity of the College through open and respectful dialogue in order to enhance mature belief of staff and students

1. Increased ability for staff to have informed conversation about their faith
2. Engagement and immersion in a vibrant Religious Education curriculum
3. Increasing quality and opportunity of staff and students to participate in prayer life
4. Providing opportunities for staff to engage in professional development

Achievements

Enhancing Schools Catholic Identity data indicates that Mary MacKillop College staff are strongly supportive of the mission of the College and widely support the concept of providing an approach in the curriculum which challenges students to converse about their beliefs.

The College looks for opportunities to engage students into a faith based dialogue. The Religious Education programme follows the Diocesan Curriculum. Significant work by the whole Religious Education department went in to the implementation of the new curriculum through the 2018 school year.

Participation in Association of Josephite Affiliated Secondary Schools (AJASS) networks and activities continues to develop. This enhances and supports the deepening of the Josephite Charism of St Mary of the Cross MacKillop, which helps to fulfil the College's mission of bringing the Gospel of Jesus to the young people of South Gippsland.

The ECSI data also tells that students support the Josephite charism and are willing to connect this to action. The walkathon is being further developed as an explicit demonstration of putting Catholic Social Justice principles into action. example of this. It also demonstrates our College is making a real attempt to raise social awareness actively contributing towards a socially just world. This presents opportunities to further embed the charism and faith in all facets of College life.

VALUE ADDED

1. College Captains attended the AJASS Leadership Conference in Sydney. Students developed a better action plan for the Student Mission team.
2. A group of students joined the AJASS pilgrimage to New Zealand. Our College led the organising of this.
3. The Youth Ministry class from Year 10 went on the second Portland to Penola pilgrimage.
4. Continued to improve and develop the Year 12 retreat program.
5. Contributed to the development of AJASS networks with Religious Education Coordinators and Catholic Identity Leaders. Planning for future leadership initiatives and experiences planned.
6. Student Mission team set clear goals and priorities for 2019. Planning started in Term 4, 2018
7. Walkathon raised record total of 22,000 dollars.
8. New Youth Ministry program commenced. Students worked with primary students in Catholic feeder schools.

Learning and Teaching

Goals & Intended Outcomes

- Further developing the Active Learning Framework to help students uncover the path to achieve their personal best and to encourage students to become lifelong learners.
- To build ownership of student learning & and continue to provide a challenging, relevant and engaging curriculum that is informed and supported by a robust Learning Management System.
- The increased focus on the use of evidence to inform practice teacher practice and student learning.
- Build an effective learning community that strives for, expects and celebrates personal excellence.
- The expansion of VCE and VET subject offerings while building the capacity of our VCAL program including to cater for the diversity of learners.
- The strengthening of links to community organisations including the Local Learning Area Network and South Gippsland Trade Skills Alliance.
- Provide opportunities for the continual professional learning of staff to build the capacity of our teachers.

Achievements

In 2018 Mary MacKillop College embarked on the School Improvement Framework. This process provided an excellent opportunity to take stock of the achievements the College has made in the Learning space over the last couple of years. It was also an excellent opportunity to plan the learning space to cater for more 21st century learning and embracing digital technologies.

The College continued to embraced the Active Learning Framework which encourages all students to achieve their personal best. The Active Learning Framework was developed to help students uncover the path to achieve their personal best and to encourage them to become lifelong learners. Active Learners know how to shape their learning in different contexts by: Taking Ownership; Thinking Deeply; Making Connections and Being Courageous.

The College has continued to increase the opportunities of VET and VCE subjects in the senior school in order to provide better pathways/transition for students. Increased teaching time in VCE has been reflected in the exam results, which demonstrates improved student engagement. Our data from 'On-Track' and tertiary placements has shown an increase in student being accepted into their preferred post-secondary destinations. More students in vocational VET subjects and a greater number of students in VCAL further demonstrates a higher level of engagement within student's pathways. This trend has also been demonstrated with the large percentage of positive responses at the senior end, especially VCAL, in the Student Perception of Teaching Questionnaire.

Increasing the provision of VET subjects within the curriculum has enabled a greater number of students to select VCAL. This has provided more opportunities for students to participate in formal work placement arrangements and start post-secondary vocational training. Investing time and resources into the senior careers and pathways process has also enabled clarity around post-secondary pathways.

After our comprehensive audit of our Music program facilitated by Melbourne University the invigoration of Music at the college was commenced. The overwhelming success of the college musicals has encouraged this enthusiasm to transfer to other parts of The Arts for the college. From this process has been the implementation of Music pathways through every year level to

VCE including VET has been a positive outcome. The reinvigoration of the instrumental program with several new exciting, passionate and energetic new instrumental teachers and the provision of new opportunities has also been a positive move. We have also invested teacher time into bands and rehearsals which has created the opportunity for the formation of a stage and concert band. Our choir and band won first prize in their category at the Yarram Eisteddfod in 2018.

Emerging Digital technologies opportunities have also presented themselves with a particular focus on STEM education and coding. Several groups throughout the school have been able to participate in these new activities. A small cohort of students have also shared their passion for digital technologies and have assisted St. Joseph's Korumburra to run their science week activities.

The College has continued to embrace progressive reporting which has further enhanced students' and parents' ability to engage with results and feedback online. 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 Learning Management System - SIMON.

What has emerged from the reflections on practice conducted through our review this year has been acknowledgement of the dedication and commitment of our teachers and curriculum leaders. Our staff have again worked hard to provide engaging, stimulating and challenging learning environments that continue to build the capacity of our students as resilient, purposeful and motivated life-long learners.

STUDENT LEARNING OUTCOMES

In 2018 Mary Mackillop College participated in the NAPLAN Online trial. This has been a positive move forward as it has increased the student participation rates especially amongst the Year 9 cohort. While the participation rates have increased the greater reliability of data for a year level has also provided an excellent opportunity to focus on the consistent growth of all students. Most students are developing at or close to the desired rates of progress. The data helps to identify areas where relative growth needs further attention.

There has been positive growth in many areas. Overall results compare favourably to 'All Australian Schools' average rates of growth. The students have also demonstrated positive growth in all domain percentiles of NAPLAN testing.

The NAPLAN results for our Year 9 cohort in 2018 are compared to those in Year 7 of 2016 to ascertain the level of growth through engagement with the learning & teaching program at the College and to examine trends and growth over time. The College has invested a considerable amount of energy into the building of the capacity of the teaching staff while further investing in the students through the implementation of the Active Learning Framework.

As NAPLAN is in transition, to ensure fair comparison across modes (online & paper), the 2018 results for the proportion of students in each performance band for online schools is not presented. Interpretation of the NAPLAN 'Student gain' shows the average change in result who have taken consecutive NAPLAN test at the same school. Student gain is a way to measure the impact the school has had on student progress. There is a high percentage of students for whom previous NAPLAN results are available.

Reading – The result from 2018 reflect an average increase from 516 (Year 7 2016) to 552 (Year 9 2018). When compared to schools with similar students the level of growth for Year 9 is slightly below average and Year 7 is close to average.

Writing – The result from 2018 reflect an average increase from 506 (Year 7 2016) to 533 (Year 9 2018). When compared to schools with similar students the level of growth for Year 9 is close to average as is the Year 7 result.

Spelling – The result from 2018 reflect an average increase from 522 (Year 7 2016) to 556 (Year 9 2018). When compared to schools with similar students the level of growth for Year 9 is slightly below average as is the Year 7 result.

Grammar – The result from 2018 reflect an average increase from 515 (Year 7 2016) to 552 (Year 9 2018). When compared to schools with similar students the level of growth for Year 9 is slightly below average and Year 7 is close to average.

Numeracy – The result from 2018 reflect an average increase from 534 (Year 7 2016) to 565 (Year 9 2018). When compared to schools with similar students the level of growth for Year 9 is slightly below average and Year 7 is close to average.



College Community and Student Wellbeing

Goals & Intended Outcomes

In 2018 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 Counsellors** - Melinda Licciardi and Jo Eady

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

Wellbeing is integral to learning excellence and ultimately overall health and life success. At Mary MacKillop College South Gippsland the staff endeavour to develop a positive sense of wellbeing in all students in order to create a solid foundation from which deep learning can occur and our students flourish.

The College highlights the relationship between wellbeing and learning by enabling social, emotional, psychological, spiritual, moral and intellectual growth within all students. Students are encouraged to build on their strengths, learn from challenges and to develop positive relationships. This holistic view of wellbeing and ultimately the individual learner in each classroom recognises the sacredness, dignity and giftedness of each child.

At the College, community and caring for others is paramount. Staff focus on creating a safe, supportive and inclusive environment where authentic partnerships with the broader community are nurtured. These partnerships promote optimal wellbeing, engagement, and learning opportunities for all.

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. In partnership with families, staff will continue to walk alongside students as they develop into lifelong learners who demonstrate positive attitudes and behaviours.

VALUE ADDED

Our **B E I N G C O U R A G E O U S** program has empowered students with the skills to take ownership over their wellbeing and to make connections with their learning by identifying and transferring skills and knowledge into their everyday lives. Enhancing positive emotions, teaching students to notice their thinking and identify helpful and unhelpful thoughts in their learning journey through the practice of mindfulness are just some strategies that students have developed this year. This has been achieved through explicitly taught wellbeing lessons and implicitly through the culture of the College.

The development of the Junior School Playground, a space which was designed with the input of our students, teachers and parents. The space was designed in order to help students explore, develop and grow in a fun environment that brings students together in a space that balances appropriate challenge in play with safety. With the generous assistance of our Parents and Friends Committee, our play space is used all day, every day by students interacting at recess and lunchtime, students requiring support to manage anxiety and hyper arousal, physical education classes and team building exercises.

We have also seen some of Australia's leading experts address issue pertaining to adolescent health and wellbeing such as Susan McLean, Australia's leading Cyber safety expert and Craig Harper leading health and high performance speaker and writer. These initiatives have been proactive opportunities to think more deeply about developing these skills for both students, staff and the wider community so that we may grow into the best version of ourselves, with a purpose to serve others.

Mental Health Week ensured that the College community recognised the important part we play in creating a mentally healthy environment. The 'Find Your Glow' initiative challenged both the staff and student's perceptions about mental illness and encouraged all to look at mental health in a more positive light, in an effort to reduce the stigma and make way for staff and students to seek the help and support they deserve.

The College has provided many and varied opportunities outside of the classroom which have contributed to the increased level of resilience, engagement and ability of our students to continue to step outside their comfort zone. Through high ropes courses, long hikes, or reflective days, students have extended themselves within the safety of their peers. Interactive and co-operative learning programs have been built into all of the year levels through their respective camps or retreats

The College Production; High School Musical was performed to packed out shows at the Wonthaggi Arts Centre, showcasing the diverse array of talent that we have at the College.

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 their 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.



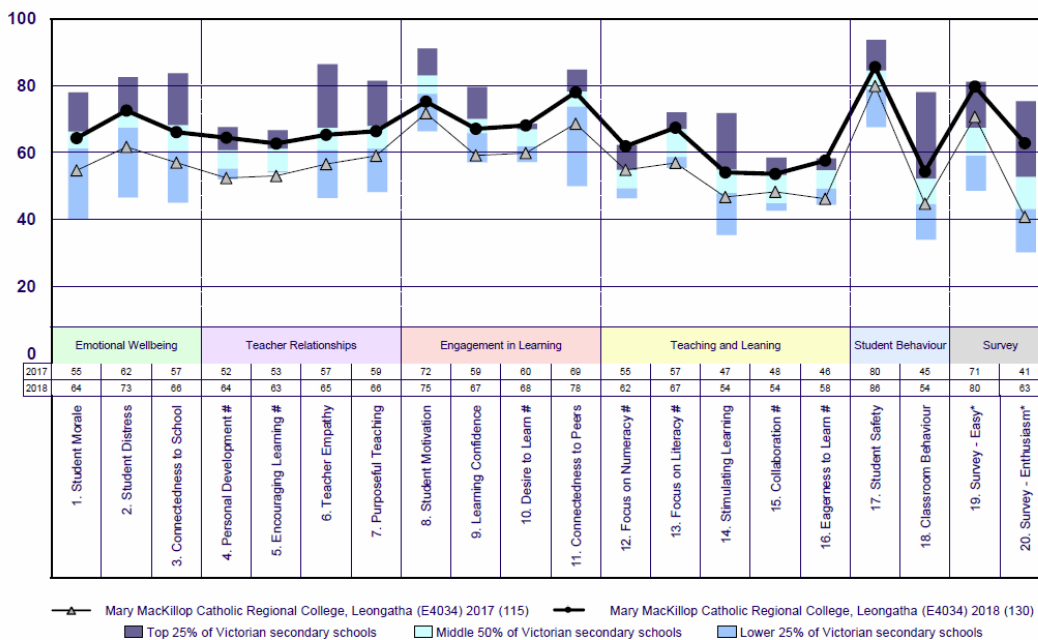
STUDENT SATISFACTION

In 2018 there has been a significant improvement across all of the responses provided within the key categories, most responses fell within the top 25% of Victorian Schools.

A strong focus across 2018 on teacher relationships and increasing engagement in learning has seen increased levels of satisfaction in these areas. Students have acknowledged the work that has gone into creating stimulating and purposeful lessons along with a desire for teachers to understand the learner on a deeper level, to allow for a more individualised form of teaching. This focus has also led to increased levels of student motivation and a greater desire to learn.

There has been continued improvement in student safety and classroom behaviour, which reflects the extent to which students are safe at school and that the behaviour in the classroom is not negatively impacting on learning. This supports the strong focus the staff have on student safety. With students feeling safer, we have seen heightened levels of morale, connectedness to school and involvement in extra curricula activities.

Students' socio-emotional experience – actual scores ...



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

STUDENT ATTENDANCE

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 message requiring explanation of the student absence. Where a response is not received within 45 minutes a phone call is then made to each of the contacts listed on the students file until an explanation is provided. The explanation is then logged on the student's profile.

If any patterns emerge for non-attendance families are asked to meet with the relevant sub-school Team to address the behaviour. If the behaviour continues unchanged then a more formal interview is requested by the Deputy Principal – Wellbeing & Organisation

PARENT SATISFACTION

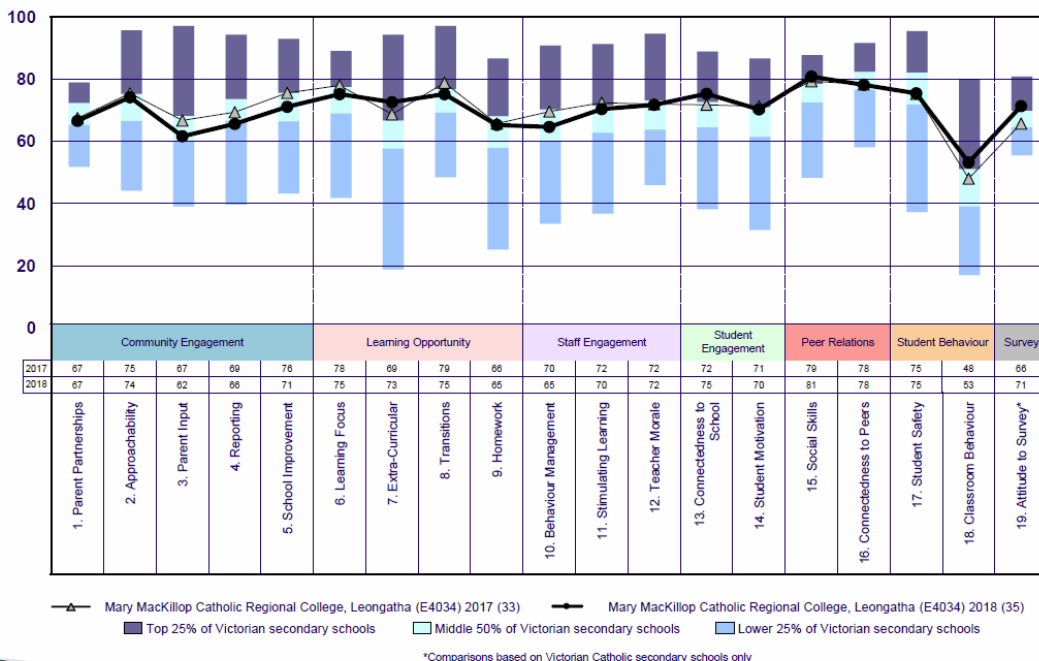
Although there has been some decline in response provided by the parent body within the key categories, most responses fell within the top 25%- 50% of Victorian Schools. This reflects a high level of confidence in the school's ability to provide stimulating and student focused learning opportunities.

Parents acknowledged a higher degree of student engagement; measured by their children's connectedness to school and motivation. This reflected the positive nature of the student's responses and affirmed the College focus within this area.

Likewise, parents understanding student behaviour within the classroom and peer relations validated the College focus on student safety and developing positive relationships not only between peers but also between students and teachers.

Moving forward, increasing the opportunities for parents to have greater input into the life of the College will remain a focus as will continuous reporting.

Parent opinion – actual scores ...



Child Safe Standards

Goals and Intended Outcomes

Creating a culture of child safety is more than having a set of policies and procedures in place. It is an attitude that is evident in everyday practice.

Mary MacKillop College South Gippsland is an organisation that:

- Prioritises the safety and best interests of the children within our community.
- Understands the nature and risks of child abuse and takes deliberate steps to protect our students.
- Commits to the removal of barriers that influence the reporting of child abuse.

Achievements

Ensured that appropriate guidance and training has been provided to both teaching and non-teaching staff within the school regarding their obligations and responsibilities for managing risk of child abuse; child abuse risks in the school environment; and the school's current child safety standards.

Ensured the child-safety risk-management strategies are integrated into the school's broader risk plan for all activities participated in by students.

Regularly gathered feedback from students through surveys, focus groups, and student safety walks regarding their safety within the college environment, processes to report concerns and implement improvements based on this feedback.

Continued to provide students in the College with age-appropriate and accessible information about what child abuse is, their rights to make decisions about their body and privacy, and how they can raise concerns.

Ensured ongoing opportunities were provided for staff, students, parents and the school community to engage with child safety (e.g. community forums).

Ensured the College's commitment to child safety was evident, in our actions and interactions.

Ensured the College remained vigilant in supporting the wellbeing of the most vulnerable children.

Continued a whole College commitment to continuous improvement and a periodic review of the effectiveness of the child-safe strategies the College has implemented.



Leadership

Goals & Intended Outcomes

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

- Continued focus on the application of digital technologies to learning, especially through supporting staff capacity and use of the SIMON Learning Management System.
- Ongoing work to embed the Active Learning Framework into the curriculum and teacher practice.
- Maintaining emphasis on building teachers' data literacy and capacity to use student performance data to inform practice.

Achievements

The professional development of the teachers at Mary MacKillop is given high priority 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 are able to participate in a wide range of professional development opportunities.

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 on embedding digital technologies within the curriculum has continued with the introduction of MacBook's throughout the school and the increased use of the SIMON Learning Management System.

Building the capacity of our teachers through the engagement of the Active Learning Framework has been a major focus of 2018. Teachers are encouraged to model being active learners themselves, as well as promoting & facilitating active learning by students.

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. Special priority is given to attendance at VCE examiners' sessions early each year. Every year 12 teacher prepares an analysis of their class's exam results and interview with senior staff.

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 2018 are below:

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

- Active Learning Staff Workshops
- Anaphylaxis Training
- Asthma Training
- AUSPELD - Literacy for dyslexia
- Best Strategies & resources for teaching VCAL literacy
- Bronze Cross Swimming Updates

- Continuity in language Learning CEO Sale Language network meeting
- Cyber Safety Information sessions
- Digicon conference
- First Aide Updates (including CPR)
- Health teacher's PD
- Mandatory Reporting Training
- Mindfulness Training
- NAPLAN Data analysis
- Professional Association Conferences (MAV, VATE, VCSSDPA, PAV, AJASS, DOSSPA)
- Positive Psychology training
- Religious Education Accreditation Program
- Restorative Practice Training
- SIMON - Medical & Excursion Module
- SIMON Learning Management System Training
- School Law and Compliance Conference
- Study Skills support training
- Subject based seminars
- Sue Larkey – Autism Workshop
- Theology Workshops
- VCE new study design trainings (all subjects)
- VCAA Critical & Creative Thinking seminar
- VCA Data Analysis
- VET assessors training
- VCAA Critical & Creative Thinking seminar
- VCE Data Analysis
- VCAA 'Meet the Examiner' workshops
- Whole staff Catholic Mission retreat
- 3D Printing workshops for Teachers

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	65
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,172.20

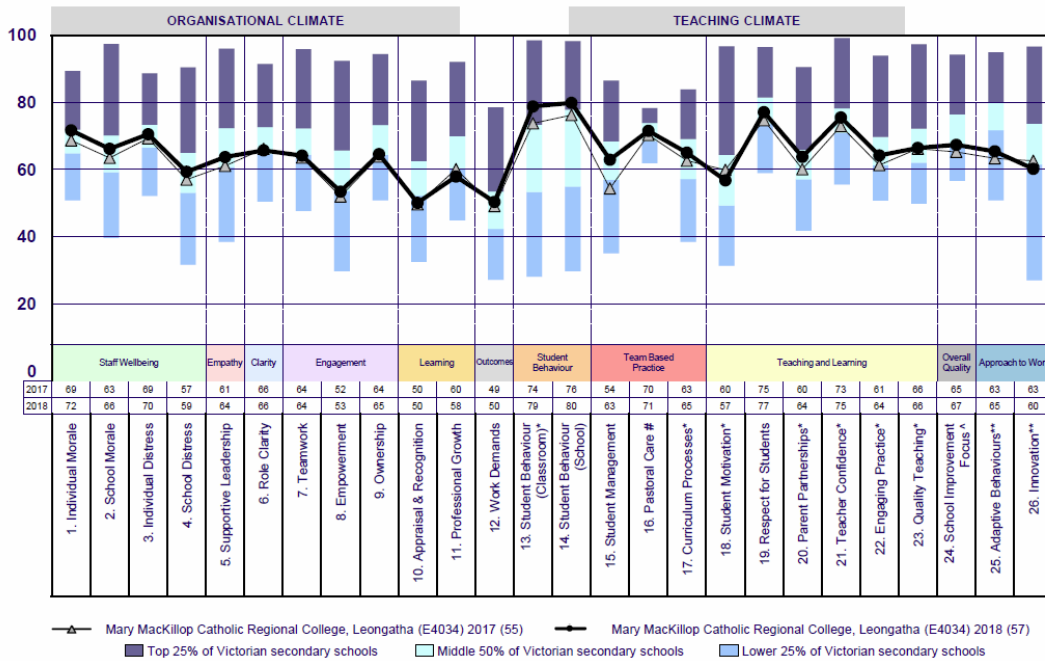
TEACHER SATISFACTION

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 2018. 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.

School climate – actual scores ...



▲ Mary MacKillop Catholic Regional College, Leongatha (E4034) 2017 (55)
 ● Mary MacKillop Catholic Regional College, Leongatha (E4034) 2018 (57)

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

* Teaching staff only (Indicators 13, 17-18, 20-23).
 # No Victorian benchmarking data available – comparisons based on CEOS schools only

** Benchmarked against teams in Australian organisations (Indicators 25-26).
 ^ Benchmark based on Australian Catholic schools

Future Directions

Future directions from 2019 will include the following:

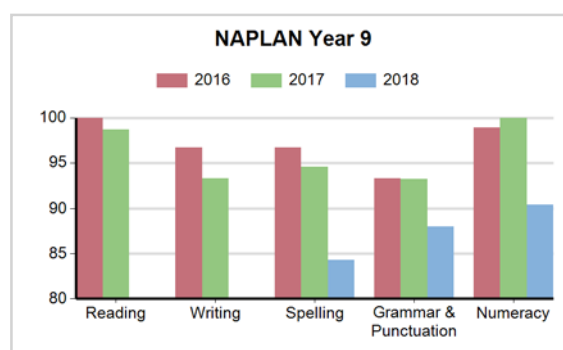
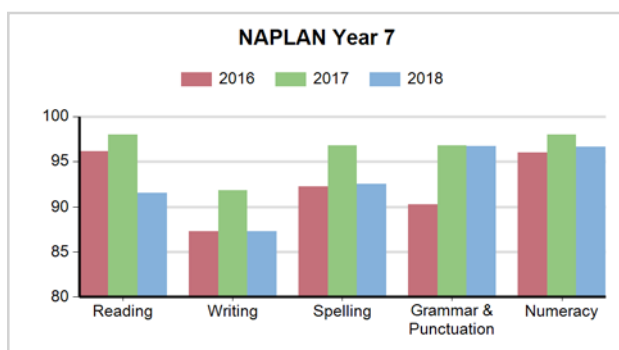
- Continued exploration of the possibility of expanding Catholic Secondary provision in the Bass Coast part of our region.
- Continued promotion of Catholic Identity and Mission by encouraging and supporting student involvement in Diocesan and Josephite activities, pilgrimages, Australian Catholic Youth Festival and World Youth Day.
- Maintaining a focus on Child Safety and Child Protection as core to the College's culture.
- Refinement of the plan for new senior school building.
- Continuation of the Active Learning Programme designed to empower students to take greater charge of their own learning.
- Further refinement of the SIMON Learning Management System.
- Further development of the PAM (Parent Access Module) to enable greater involvement by parents and guardians in their child's learning.
- Continuation of Continuous Reporting through PAM to parents and 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 Junior High School, Tokyo, by hosting another visit in March 2019.
- Exploration of further cultural exchange and development opportunities, specifically a French immersion experience and a return cultural exchange with Shibuya Junior High School, Tokyo.



School Performance Data Summary

E4034
Mary MacKillop Catholic Regional College, Leongatha

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	90.3	96.8	6.5	96.7	-0.1
YR 07 Numeracy	96.0	98.0	2.0	96.6	-1.4
YR 07 Reading	96.1	98.0	1.9	91.6	-6.4
YR 07 Spelling	92.2	96.8	4.6	92.5	-4.3
YR 07 Writing	87.3	91.8	4.5	87.3	-4.5
YR 09 Grammar & Punctuation	93.3	93.2	-0.1	88.0	-5.2
YR 09 Numeracy	98.9	100.0	1.1	90.4	-9.6
YR 09 Reading	100.0	98.7	-1.3	79.8	-18.9
YR 09 Spelling	96.7	94.6	-2.1	84.3	-10.3
YR 09 Writing	96.7	93.3	-3.4	75.9	-17.4



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	75.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.4
Y08	88.6
Y09	90.2
Y10	91.5
Overall average attendance	90.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.8%

STAFF RETENTION RATE	
Staff Retention Rate	84.0%

TEACHER QUALIFICATIONS	
Doctorate	1.8%
Masters	14.5%
Graduate	27.3%
Graduate Certificate	1.8%
Bachelor Degree	72.7%
Advanced Diploma	12.7%
No Qualifications Listed	14.5%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	62
Teaching Staff (FTE)	55.7
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	36.2
Indigenous Teaching Staff (Headcount)	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	556.5
Year 9 Numeracy	563.0
Year 9 Reading	558.8
Year 9 Spelling	574.6
Year 9 Writing	546.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	91%

POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	47.1%
TAFE / VET	8.8%
Apprenticeship / Traineeship	14.7%
Deferred	14.7%
Employment	11.8%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.9%