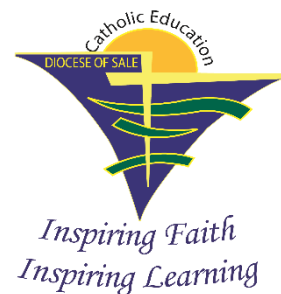


# ANNUAL REPORT TO THE SCHOOL COMMUNITY

2019



Mary MacKillop Catholic Regional College - Leongatha



SCHOOL REGISTRATION NUMBER: 1903

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## Minimum Standards Attestation

I, Mr Kieran O'Dwyer, 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 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

4 May 2020

## Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



**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.

## Our College 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 **FAITH AND IDENTITY**

Striving to do our **PERSONAL BEST**

Building and Exercising Authentic Catholic **LEADERSHIP**

Exercising Responsible **STEWARDSHIP**

## 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 7 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 7 to Year 12, 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"*. (MM 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"* (MM 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

The concept of a Catholic school community is founded on the idea that students, their families, teachers and members of the broader College community – come together to form a connected and supportive learning environment for the benefit of students. Mary MacKillop Catholic Regional College's strong sense of connectedness and belonging continues to provide the strong foundation for the full flourishing of each student that enters the College.

The College acknowledges that feeling comfortable at school and being happy and healthy has a direct impact on each student's capacity for optimal learning – and for them to flourish in their chosen field. Equally, enjoying school and being engaged in learning influences a student's wellbeing – in particular their confidence and resilience.

Over the course of 2019, the College community has participated in a diverse range of events that have enhanced the sense of connectedness, belonging and resilience for all involved. These events have included:

- Our 2019 College Musical *The Addams Family*, played in front of packed houses at the Wonthaggi Arts Centre.
- The Central Australia Tour provided our students with a chance to visit some of the most iconic parts of and immerse themselves in some of the rich culture of our country.
- The continued community support of our Annual Walkathon.
- The Portland to Penola pilgrimage enhanced both our staff and students understanding of the story of St Mary of the Cross MacKillop.
- Our success in School Sport Victoria continues. The College again won the Hislop Cup for best overall school in South Gippsland.
- Our Debutante Ball was again a great success, with 25 couples presented.
- Soil was turned for the development of our new VCE Centre.

The College enrolled its largest ever intake, 5 classes of Year 7's, with 120 students. The total enrolment was also the highest ever, at 580 students.

Mary MacKillop College is proud of the success of its students. The 2019 VCE results are again very strong: our Dux on 91.6, 10% of students with ATAR scores above 80, 32% above 70 and 3.7% of students recorded a study score above 40. Our Applied Learners also did well, with all 16 placed: 2 straight into apprenticeships, 4 in TAFE and 10 employed in the chosen fields. Such results only come from expert, dedicated teaching and determined effort by students. Both deserve our praise.

I am extremely grateful for the efforts of entire College staff, their energy and passion for ensuring our students are engaged in a learning environment that is real and purposeful ensures the holistic development of each student. 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. I also wish to thank the College Advisory Council, especially our Chair, Mrs Renae Littlejohn, for their continued support of all College initiatives.

The 2019 Annual Report, is a celebration of the continued development of the College as a whole.

## College Advisory Committee Report

The strength of Mary MacKillop Catholic Regional College is underpinned by the teachings of Jesus and the Charism of Mary MacKillop. It is a privilege to be part of a Catholic community that celebrates the love of Jesus, and values the strength and kindness of Mary MacKillop; who is proudly Australia's first Saint. As Catholics, we actively demonstrate charitable actions, and recognise the importance and the impact that these can have on others both in, and beyond our community. We celebrate our young people and help them connect with Jesus throughout their studies, sporting achievements and creative pursuits. We walk alongside them as they grow in mind, spirit and body, and we help them to appreciate the benefits of being part of this College community.

I am proud to represent a body of committed parents who support the strategic growth and development of the College, and who are keen to be part of its future success. We celebrate our young people by providing comfortable, contemporary classrooms, and vast school grounds that help them to connect with their environment. I look forward to continuing to work with the College's executive in the best interests of our students, staff and families.

Rena Littlejohn  
Advisory Council Chair



## Catholic Identity and Religious Education

### Goals & Intended Outcomes

- Increased ability for staff to recontextualize their faith utilizing dialogical practices.
- Implementation of a recontextualized and dialogical Religious Education curriculum
- Enhance the prayer life of the College
- Increase teacher understanding of and the ability to use scripture.
- Continue building the Josephite Charism and Identity of the College.
- Develop staff understanding and practice of Catholic Social Teaching

### Achievements

Over the past year the College has continued to deliver the new Diocesan Curriculum “To Live in Christ Jesus”. Staff were given internal professional development at each Religious Education team meeting. Meetings are held up to four times per term for 1.5 hours per meeting, where year levels teams spend all of this time developing the required strands to be taught and the accompanying lens with which to bring the teaching to a reality in the classroom. Teaching staff at each Year level of Religious Education liaised with the Deputy Principal Catholic Identity and Mission and the Curriculum Leader Religious Education to bring new ideas to each strand and lens.

Prayer life is delivered via various new forums. It has been integrated into Daily messages, staff bulletins and given more platforms to be expressed. The College gives a priority to prayer life and provides staff opportunities to reflect about prayers by providing relevant questions for them to consider on a weekly basis. Prayers which are posted on line follow the themes of the liturgical season or issues which are relevant to the College community. Long term planning is being drafted to consider the development of new physical spaces in the College where students and staff can participate in prayer.

Built into the ongoing professional development of the College is the desire for staff to become more familiar with the mission of the Catholic Church. Professional and spiritual reading is provided for staff to consider. Scripture often forms the basis for addressing particular concerns in our community. Reading of Vatican documents is provided and encouraged so that staff can express with confidence the teachings of the Catholic Church.

Staff and students were actively involved in AJASS conferences and pilgrimages. Year 10 students attended a pilgrimage to Josephite sacred sites throughout Western Victoria and South Australia. College Captains attended the annual Sydney Captains conference. Staff also went to North Sydney to immerse themselves in the Josephite charism. The College theme was once again chosen by the College Mission Team. In 2019 the theme used was taken from a Julian Tenison quote.

Evangelii Gaudium clearly gives direction for Catholic communities to work for the benefit of the poor.

*Each individual Christian and every community is called to be an instrument of God for the liberation and promotion of the poor, and for enabling them to be fully a part of society. No.187*

The Walkathon is an example of the way the College community holds the hand of the poor, raising awareness for social justice and walking as an act of solidarity for the broader community to witness. In 2019 we raised the largest amount so far for the chosen charities. We exceeded

over 22,000 dollars in fund raising. This is a demonstrative way our College builds understanding of inequity and social injustice in the world.

#### **VALUE ADDED**

- Two formation days for staff.
- Successful retreat programs at Years 10,11,12.
- Celebrated five whole school masses and weekly mass attended by all students twice per year. Staff attended two special celebrations of the Eucharist.
- Special liturgies for Catholic Education Week, Reconciliation Week, Easter, ANZAC Day, Remembrance Day, Christmas liturgy for staff.
- Youth Ministry program worked with catholic feeder schools.
- Supported Caritas fundraising for Project Compassion.
- Mission Team developed new initiatives for student body.

## Learning and Teaching

### Goals & Intended Outcomes

- **To develop expert teacher practice that is evidence based and builds collective efficacy.**
  - Build staff capacity to influence evidence-based teacher practice.
  - To increase teachers' awareness, knowledge and application of progressions of learning.
  - Facilitate opportunities for student engagement in the creative production and development of digital technologies.
- **Strengthen the connection between leadership and improve teaching and learning.**
  - Every teacher has the capacity to analyse and action data and evidence for their students and set explicit targets for improvements.
  - Teachers build engaging learning and teaching pedagogy, which encourages independence, initiative, creates opportunities that are relevant, challenging, and empower students to strive for excellence.
  - Continue to embrace a Learning Framework which encourages all learners to 'Take Ownership', 'Think Deeply', 'Be Courageous' and 'Make Connections'.
- **Strengthen the connection between leadership and learning**
  - The enhancement of instructional leadership capacity in the College.
  - The formation of a culture of lifelong learning of staff and students.
  - The creation of a whole school plan for learning.
  - The fostering of an inclusive and connected school culture.
  - The development of effective partnerships for learning and wellbeing.

### Achievements

In 2019 the College continued to embrace 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.

In 2019 we introduced "The Tree Tops Program" which is a special initiative offered to Years 7-9 students to facilitate accelerated academic growth. Up to 35 students from Years 7-9 participate in the Program with the selection criteria being based on NAPLAN, ACER and ON Demand testing results, College assessment task results and the student's commitment to study. It is offered to students whose results display a diligent approach to learning and whose assessments indicate that they are consistently high-ability and ready to be further challenged. The benefits are making connections to like-minded peers and the opportunity for students to collaborate and think deeply within an academic context.

The program offers a range of enrichment activity days focussing on literacy, numeracy and problem solving which are held each term. Students are excused from classes for the day to

participate in the workshops. These days are hosted by 'experts in their field', such as published authors and poets, mathematicians, historians and scientists. Activities have included Escape Rooms, collaborative poetry writing, maths games and robotics. Combined with additional programs such as Tournament of the Minds, Tree Tops assist high ability students to develop skills in a real-world context and take ownership for their learning. These metacognitive skills are transferrable into classroom activities and assist students in their progression through curriculum focused learning.

In 2019 the College entered Tournament of Minds for the first time with four teams. The teams consisted of 7 students ranging from Years 7 – 10, with each team choosing a different curriculum focus; STEM (Science, Technology, Engineering and Mathematics), Social Sciences, Literature and Arts. On the day of the competition The Arts team were awarded "Best Concept" for their presentation on the day. The STEM, Literature and Arts teams all won their division and advanced to the State Finals. All three teams performed admirably but could not overcome the more seasoned schools to progress through to the National Finals.

Other extension activities included the Big Science Competition previously known as Rio Tinto Science competition; we had 49 participants, 3 High Distinctions, 3 Distinctions and 16 credits. The College endorses and supports the Diocesan reform agenda where:

- All leaders are instructional leaders
- Every teacher is an expert teacher
- All students experience an accelerated rate of progress in literacy and numeracy

Throughout 2019 a number of staff took up the opportunity of further study by enrolling in the Masters of Clinical Teaching. A number of leaders within the College also participated in the Diocesan Learning and Teaching Network meetings, or the Diocesan Learning collectives looking at Learning Adjustment and the progressions in Learning in particular around Literacy and Reading across the curriculum. To accelerate student growth in literacy and numeracy the College has again invested time and teacher resources to run the Maths Mastery and SRA Reading (Decoding) interventions.

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 2019 Mary MacKillop College participated in the Online NAPLAN test. This continues to be 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 2019 are compared to those in Year 7 of 2017 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.

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 2019 reflect an average increase from 554 (Year 7 2017) to 578 (Year 9 2019). When compared to schools with similar students the level of growth for Year 9 is below average. Year 7 students' performance on average is slightly below State average.

**Writing** – The result from 2019 reflect an average increase from 521 (Year 7 2017) to 571 (Year 9 2019). When compared to schools with similar students the level of growth for Year 9 is well above average. Year 7 students' performance on average is slightly below State average.

**Spelling** – The result from 2019 reflect an average increase from 546 (Year 7 2017) to 574 (Year 9 2019). When compared to schools with similar students the level of growth for Year 9 is slightly below average. Year 7 students' performance on average is slightly below State average.

**Grammar** – The result from 2019 reflect an average increase from 531 (Year 7 2017) to 569 (Year 9 2019). When compared to schools with similar students the level of growth for Year 9 is above average. Year 7 students' performance on average is slightly below State average.

**Numeracy** – The result from 2019 reflect an average increase from 555 (Year 7 2017) to 588 (Year 9 2019). When compared to schools with similar students the level of growth for Year 9 is slightly below average. Year 7 students' performance on average is slightly below State average.

## College Community and Student Wellbeing

### Goals & Intended Outcomes

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

- The fostering of an inclusive and connected school culture.
- The development of effective partnerships for learning and wellbeing.
- Develop and implement a whole school positive behaviour support policy and set of procedures.

In 2019 the College Wellbeing team consisted of:

- **Deputy Principal Wellbeing and Organisation** - Kieran O'Dwyer
- **Sub School Directors** - Courtney Blair and Bron Croatto (Senior), Gerard Gordon (Middle), Kate Lafferty (Junior)
- **Sub School Wellbeing Coordinators** - Bron Croatto and Cade Maskell (Senior), Kate Dwyer (Middle), Nicole Dudman (Junior)
- **Transition Coordinator** – Jacqueline Van Dillen
- **Student Counsellors** – Rhiannon Le Busque and Kate Hocken

### Achievements

Wellbeing at Mary MacKillop Catholic Regional College is integral to learning excellence and ultimately to overall health and life success. Across the course of the year the College has been able to provide a range of opportunities where our students have been empowered to achieve a sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences. Enhancing each student's wellbeing, enables the students to give expression to their authentic selves and realise our unique potential. A positive sense of wellbeing supports a base for rich learning that enables all of our students to flourish.

The College Wellbeing Program **B E I N G C O U R A G E O U S** is an exploration of who our students are as individuals, facilitating their positive growth as they transition from primary through secondary school. We recognise that as our students transition, their wellbeing needs will become more dynamic. Our staff look to enhance their growth, which will see a sense of independence and confidence flourish and underpin success within each student. Feeling comfortable at school as well as being happy and healthy has a direct impact on the positive educational outcomes for each student, as well as their confidence and resilience.

In order to allow for our students to develop holistically, the College continues to provide opportunities for students to enhance their self-esteem outside 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
- Mentoring

A commitment to holistic development and fostering growth in all aspects of our students' lives will continue to underpin Wellbeing at the College. Staff and Students will continue to be provided with a range of programs to enhance their wellbeing.

Staff have created a safe and inclusive environment where authentic partnerships with the broader community have been nurtured. In particular, staff have continued to stand alongside families as they navigate the development of their child/s into well balanced students ready to embark on the opportunities beyond the school gates.

### VALUE ADDED

Throughout the year, the College undertook the development of a Whole School Approach to Positive Behaviour. This initiative allowed staff and students the opportunity to work together to create an agreed set of behaviours that would lead to the creation of a positive learning environment.

#### **At Mary MacKillop Catholic Regional College we:**

- Understand and take ownership for our behaviour.
- Connect how our behaviour can impact our relationships within the learning environment and broader College community.
- Think deeply about our behaviour and its impact on others.
- Are courageous in our commitment to our learning, work habits and self-management.

#### **These expectations are demonstrated by staff through the following behaviours:**

- Developing positive and respectful relationships.
- Modelling, prompting, reinforcing and praising positive behaviour.
- Collaborating with students, their families and colleagues in order to enhance positive behaviour and remote learning outcomes.
- Altering or removing factors that trigger negative behaviour.

#### **These expectations are demonstrated by students through the following behaviours:**

- Developing positive and respectful online relationships.
- Being mindful of and having the ability to adapt their behaviour.
- Exercising empathy, understanding and inclusivity with all.
- Displaying gratitude.
- Being active participants in their learning.
- Standing up for what is right and just.

#### **Both staff and students are committed to:**

- Actively restoring the relationship or learning environment once affected by negative behaviour.

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

The establishment of a Men's and Boy's Health Week and a Women's and Girl's Health Week was a fantastic success. The initiative demonstrated the important part we play in creating a mentally healthy environment. The respective weeks challenged both the staff and student's perceptions about physical, mental and social health and encouraged all to look at our health in a more positive light, in an effort to reduce the stigma and create positive pathways for staff and students to seek the help and support they require. The major highlight of both weeks were the shared breakfasts between the students and staff.



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.

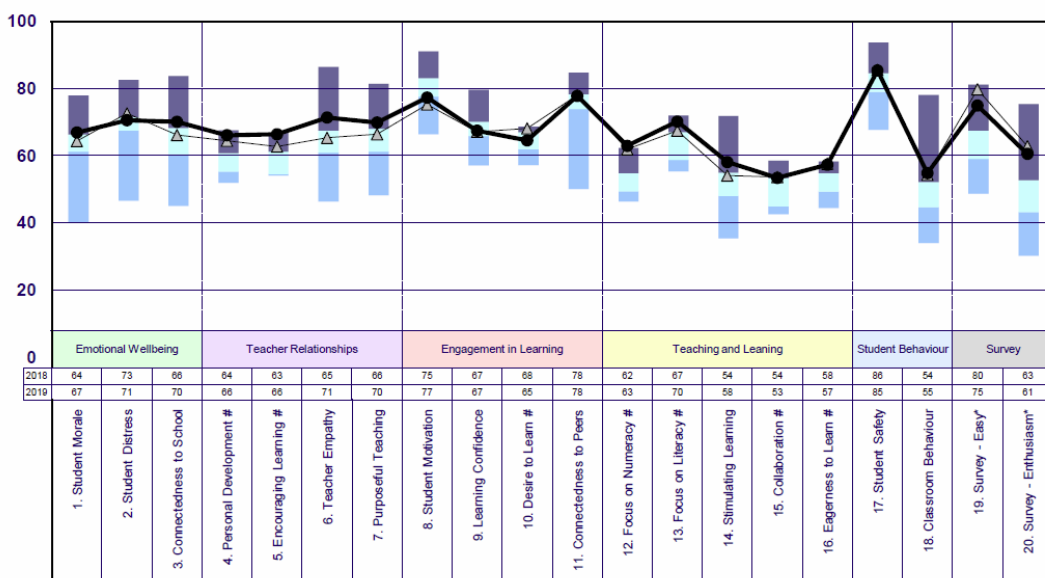
The College has provided many and varied opportunities outside of the classroom which have contributed to the increased level of resilience, engagement and ability of our students to continue to step outside their comfort zone. Through high ropes courses, long hikes, or reflective days, students have 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. Two highlights of this extra-curricular program where the Year 7 and 9 Camps.

The Year 7 Camp enhanced the students sense of belonging and connectedness to the College and their peers. It allowed the students the opportunity to develop new and consolidate old relationships, while developing trust and effective communication between themselves and their teachers. This challenged the students and extended their boundaries outside their limiting mindsets and enhanced their confidence and self-esteem.

The Year 9 students travelled to Lake Eildon to journey into the unknown on their OEG Camp. The activities students take part in are not viewed as ends in themselves: that is, we don't think it is vital that all our students learn how to sleep in a tent, rock climb or solve initiative problems. Rather we see the experiences as effective ways of teaching life lessons. The programs sets out to achieve its goals based on the principals of experiential learning. The experiences enabled the students the opportunity to develop a range of character traits such as perseverance, selflessness and community spirit.

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



▲ Mary MacKillop Catholic Regional College, Leongatha (E4034) 2018 (130) — Mary MacKillop Catholic Regional College, Leongatha (E4034) 2019 (140)  
 ■ 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



## **STUDENT SATISFACTION**

In 2019 there has been significant improvement in a range of key categories pertaining to student satisfaction at the College.

Through the enhancement of the College wellbeing program and strong participation in the College extra-curricular program students have highlighted a deeper connection to the College and their peers, which in turn has increased student morale.

Staff have focused on creating more inclusive classrooms and establishing authentic relationships as the foundation for both academic and social-emotional growth. This has seen students acknowledge that their teachers have displayed a continued focus on purposeful learning and greater empathy in their interactions.

The development of greater opportunities for staff and students to mix in activities outside the classroom has allowed for staff to gain a deeper understanding of each student in the College. This has enabled staff to engage in positive academic conversations in order to create increased student motivation.

## **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.

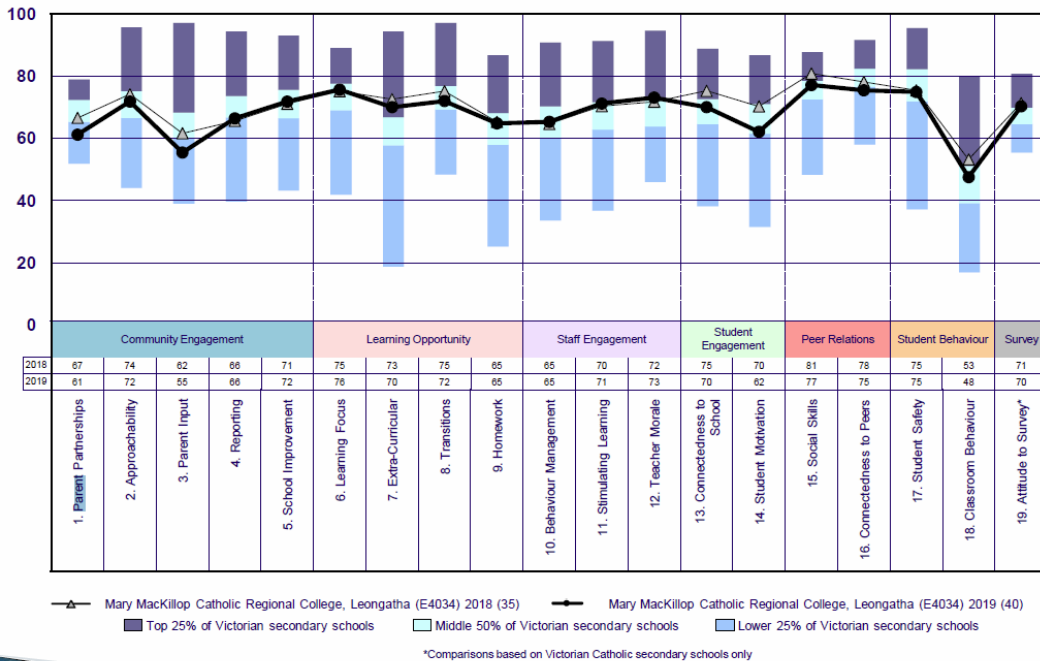
When a student is absent from school, parents notify the College through several methods. Parents can write a traditional absence note in the student planner, email the College via the online Parent Access Module or ring to inform the College by phone.

An electronic roll is marked (via our Learning Management System SIMON) at the commencement and conclusion of each day and each of the 6 lessons held per day. Attendance is also taken for all extra-curricular events, excursions and incursions.

The families of students who are marked absent for lesson 1 are sent a text message requiring an 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 students file.

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 and Organisation

Parent opinion – actual scores ...



**PARENT SATISFACTION**

Although there has been some decline in responses provided by the parent body within some of the key categories, all responses fell in or above the middle 50% of Victorian secondary schools. This reflects an overall high level of parent confidence in the College’s ability to provide positive experiences that allow growth from both an academic and social emotional perspective.

Parents validated the College’s provision of inclusive learning opportunities by responding positively to the relevant indicators such as learning focus, stimulating learning and teacher morale.

Parents acknowledged the continued focus of staff to provide an environment whereby all students feel welcomed, safe and respected. Key indicators such as Behaviour Management, Student Safety both fell within the top 25% of Victorian secondary schools.

Ensuring that there are greater opportunities for parents to participate and have input into the life of the College will remain a priority.

## Child Safe Standards

### Goals and Intended Outcomes

A positive sense of wellbeing supports a base for rich learning that enables young people to flourish. This holistic view recognises that the sacredness, dignity and giftedness of each person is grounded in the belief that each person is made in the image and likeness of God. As a Child Safe School, we acknowledge and understand that child safety is the responsibility of every person and is an integral aspect of optimal wellbeing. We aim to work in partnership with students, parents and the broader College community to ensure a safe, supportive and caring environment.

In particular, the College strives to:

- Uphold the safety and wellbeing of children and young people.
- Empower families, children, young people to have a voice and raise concerns.
- Implement rigorous risk-management and employment practices in order to prioritise the wellbeing and safety of our students.

### Achievements

All staff have received the appropriate professional learning in regards to upholding the safety and wellbeing of children and young people. This ensures that all staff are aware of and demonstrate the College's commitment to Child Safety.

Student voice has been maximised through regular surveys, child safety lessons, focus group discussions and student safety walks. These sessions are invaluable in obtaining feedback on current child safety practices and also areas where the College can improve its response to student safety needs.

The College continued to support the students in their development of knowledge pertaining to remaining safe. Staff delivered age appropriate, scaffolded and accessible information based on ensuring students are aware of what child abuse is, their rights and how they can raise concerns.

## 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:

- The enhancement of instructional leadership capacity in the College.
- The development of expert teacher practice.
- The formation of a culture of lifelong learning of staff and students.

### Achievements

There has been a strong focus on unpacking the concept of Instructional Leadership with all staff across the College. The College has sought to build capacity of College Executive and Leadership Team in order to role model best practice within the spheres of catholic mission and identity, learning and teaching and wellbeing.

College Leaders have created the conditions in whereby staff have been empowered to create high-quality and engaging learning activities to meet the academic needs of every child. Supportive leadership has shown significant improvement between 2018 and 2019.

Professional Development has been undertaken to ensure staff are continually reviewing their practice to ensure the academic growth for students' growth and performance of expert teacher practice

Staff have been afforded the time and opportunity to regularly contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. These opportunities have seen key indicators in the InsightSRC survey such as Professional Growth, Teamwork and Empowerment move in a positive trajectory.

Reporting processes continue to be reviewed and improved so that they align with the whole school plan for learning entitlement and inclusive education.

The leaders and teachers of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community. The enhancement of these relationships has seen key indicators in the InsightSRC survey such as school morale, appraisal and recognition improve.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2019**

- 3D Printing workshops for Teachers
- Active Learning Staff Workshops
- Anaphylaxis Training
- Asthma Training
- AUSPELD - Literacy for dyslexia
- Autism Workshop
- 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 Aid 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 Excursion Module
- SIMON Medical Module
- SIMON Learning Management System Training
- School Law and Compliance Conference
- Study Skills support training
- Subject based seminars
- Theology Workshops
- VCE new study design trainings (all subjects)
- VCAA Critical & Creative Thinking seminar
- VCAA Critical & Creative Thinking seminar
- VCAA 'Meet the Examiner' workshops
- VCA Data Analysis
- VCE Data Analysis
- VET assessors training
- Whole staff Catholic Mission retreat

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019****66****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1,098.54**

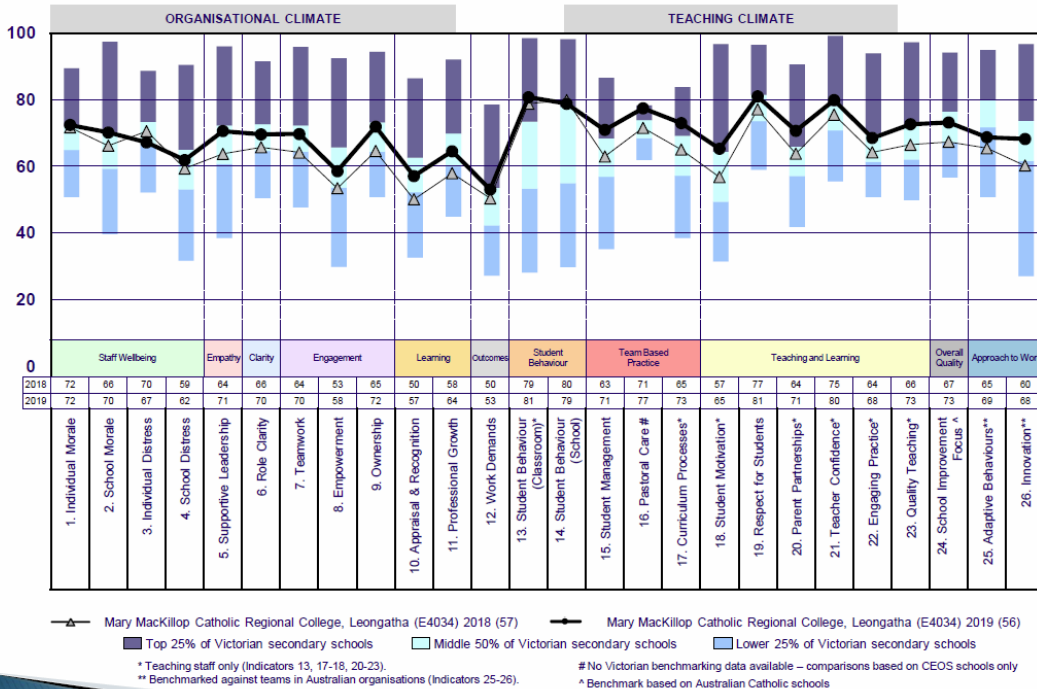
## TEACHER SATISFACTION

The teacher satisfaction surveys have shown significant positive improvement in most areas. Areas of particular focus and specific action have seen steady improvement, demonstrated most clearly in the team-based practice, teaching and learning and engagement measures. These indicators have also led teachers to feel more confident in their vocation.

Results have shown significant improvement in the four key pillars of the school's organisational climate between 2018 and 2019. 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 have validated the College's focus on enhancing time and space for collegial discussion and collaborative professional learning. Staff have also indicated that they feel supported by the College Leadership, which endorses a deliberate focus of ensuring leaders are more visible within the College. Furthermore, factors that staff have highlighted as contributing to both individual and whole school satisfaction are; a clear understanding of what is expected of and required from them professionally, improved management of student behaviour and enhanced parent partnerships.

### School climate – actual scores ...



## Future Directions

Future directions from 2020 will include the following:

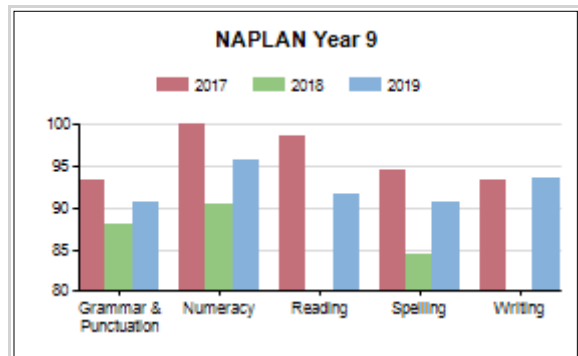
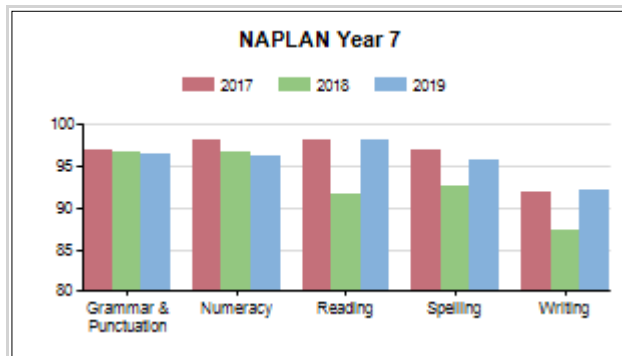
- Continued exploration of the possibility of expanding Catholic Secondary provision in the Bass Coast part of our region.
- Continued promotion of Catholic Identity and Mission by encouraging and supporting student involvement in Diocesan and Josephite activities, pilgrimages, Australian Catholic Youth Festival and World Youth Day.
- Maintaining a focus on Child Safety and Child Protection as core to the College's culture.
- Building of new senior school building for use in 2021.
- 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 including online excursion and camp permissions.
- 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.
- Consolidation of the College's involvement in SSV (School Sport Victoria) to expand and enhance opportunities available to students.
- 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	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	96.8	96.7	-0.1	96.5	-0.2
YR 07 Numeracy	98.0	96.6	-1.4	96.3	-0.3
YR 07 Reading	98.0	91.6	-6.4	98.2	6.6
YR 07 Spelling	96.8	92.5	-4.3	95.6	3.1
YR 07 Writing	91.8	87.3	-4.5	92.2	4.9
YR 09 Grammar & Punctuation	93.2	88.0	-5.3	90.6	2.6
YR 09 Numeracy	100.0	90.4	-9.6	95.8	5.4
YR 09 Reading	98.7	79.8	-18.9	91.6	11.8
YR 09 Spelling	94.6	84.3	-10.3	90.6	6.3
YR 09 Writing	93.3	75.9	-17.4	93.5	17.6



### YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	75.7%
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y07	89.5
Y08	90.6
Y09	86.7
Y10	89.9
Overall average attendance	89.2



<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	90.4%

<b>ALLSTAFF RETENTION RATE</b>	
Staff Retention Rate	90.8%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	3.4%
Masters	20.3%
Graduate	28.8%
Graduate Certificate	1.7%
Bachelor Degree	72.9%
Advanced Diploma	8.5%
No Qualifications Listed	13.6%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	57
Teaching Staff (FTE)	52.7
Non-Teaching Staff (Headcount)	43
Non-Teaching Staff (FTE)	35.2
Indigenous Teaching Staff (Headcount)	1

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Grammar & Punctuation	572.8
Year 9 Numeracy	582.7
Year 9 Reading	585.2
Year 9 Spelling	575.6
Year 9 Writing	572.9

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	28
VCE Completion Rate	95%
VCAL Completion Rate	94%

<b>POST-SCHOOL DESTINATIONS AS AT 2019</b>	
Tertiary Study	48.0%
TAFE / VET	4.0%
Apprenticeship / Traineeship	16.0%
Deferred	20.0%
Employment	12.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%