



Mary MacKillop Catholic Regional College Leongatha

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, John Freeman, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration 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.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Vision and Mission

Our Vision

Our Catholic Secondary College is a welcoming, co-educational, child-safe 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 Mission

Guided by the Gospel values as exemplified by St Mary of the Cross MacKillop and Father Julian Tenison Woods, we express this vision by:

- Strengthening FAITH & IDENTITY
- Ensuring CHILD SAFETY
- Striving to do our PERSONAL BEST
- Building and Exercising Authentic Catholic LEADERSHIP
- Exercising Responsible STEWARDSHIP

College Overview

Mary MacKillop Catholic Regional 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 600 students drawn from 23 primary schools to a spacious, well-planned complex on twenty-two hectares in Leongatha. The College provides coeducational 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 gifts, 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 partnerships and relationships with other schools.
- Develop an 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 connection and belonging continues to provide a strong foundation for the full flourishing of each student that enters the College.

The College acknowledges that feeling safe, welcome and connected at school as well as being happy and healthy has a direct impact on each student's capacity for optimal learning and to flourish. Additionally, enjoying school and being engaged in learning influences a student's wellbeing - in particular their confidence and resilience.

With the impact of the global COVID-19 pandemic diminishing we were able to return by the end of Term 1 to gather as a community and participate in a variety of co-curricular activities. Highlights included:

- Years 7, 8, 9, and 10 were able to participate in camps;
- Years 11 and 12 cohorts participated in the extended Retreats;
- The continued community support of our Annual Walkathon;.
- Our success in School Sport Victoria continued;
- Involvement in Debating, Public Speaking, and the Tournament of Minds competitions; and
- Year 10 Social, Year 11 Formal, and Year 12 Valedictory Mass and Dinner.

Mary MacKillop Catholic Regional College is proud of the success of its students. The 2022 VCE results were the best we have achieved since 2011 and highlights include:

- Our Dux achieved 96.70;
- 34% of students with ATAR scores above 80;
- 40% of our students achieved an ATAR above 70; and
- 8.8% of our study scores were above 40%

Our Applied Learners have also done very well. There were 9 students pursuing applied pathways and with notable success – of the 9:

- 2 has secured places in their preferred TAFE courses
- 3 have gained apprenticeships
- 4 have begun employment

Such results only come from expert, dedicated teaching as well as a determined effort by students. Both deserve our praise.

I am extremely grateful for the efforts of the College staff, their energy and their passion for ensuring our students are engaged in a learning environment that is real and purposeful ensures the holistic development of each student.

Thank you to the College Advisory Committee, especially our Chair, Mrs. Kate Lindsay, for their continued support of all College initiatives. Mr. John Fiddelaers, another long-standing Advisory

Committee member concluded his time on the committee at the end of Term 1 and Mrs. Nena Caithness finish her tenure at the end of 2022.

During the year the College also reviewed its Leadership structure, with significant changes being made that provided better role clarity and more leadership opportunities. As part of the restructuring two new senior appointments were made:

- John Ryan as Deputy Principal Wellbeing - Students and Staff; and
- Nicole Dudman as Director of Catholic Identity and Mission.

Our aim is to work with families in developing their children to become people who are respectful, resourceful, courageous and generous in their future lives. Our hope is that in partnership with families our students will leave this school and make worthwhile contributions to the community and be known for being Good Citizens and Good Christians.

The 2022 Annual Report, is a celebration of the continued development of the College as a whole.

John M Freeman

Catholic Identity and Mission

Goals & Intended Outcomes

- Increase ability for staff to recontextualize the vision and mission of the Church using dialogical practices and prayer
- Continue to develop a recontextualized and dialogical Religious Education curriculum.
- Build the Catholic Identity of the College by enhancing the Josephite Charism

Achievements

Over the past year, the College has continued to deliver the Diocesan Curriculum "To Live in Christ Jesus". Staff were given internal professional development at each Religious Education team meeting. Meetings are held up to three times per term for one hour per meeting. Teaching staff at each Year level of Religious Education liaised with the Deputy Principal - Student Wellbeing and Catholic Identity and Mission and the Curriculum Leader Religious Education to bring new ideas to each strand and lens.

Religious Education develops student knowledge and understanding of Christianity in the light of Jesus and the Gospel. The curriculum delivered to students in 2022, aimed to consider the unfolding story and diversity within our local community and society in general. The curriculum broadly expands spiritual awareness by fostering student capacities and skills of discerning, thinking critically, and making meaning of the world in which they live. Students were challenged to give service to others and become engaged in the Church.

The power of adaptation recognized in the Roman Church is its best ride to the admiration of the impartial observer. It does not follow that the Church or a school alters either the Gospel or tradition, but that those delivering the curriculum know how to understand the needs of the time. Staff have worked in teams to develop dialogical activities for their classes. The curriculum is constantly adapted and re-framed to allow for a seamless scope and sequence. Auditing the curriculum strands commenced as part of a cyclical process in 2022

Prayer life is offered via various forums. It has been integrated Messages, staff bulletins, online gatherings, staff briefings, and all scheduled staff meetings. On special occasions and feast days, prayer becomes an integral component of the school's daily rhythm. These forms of communication have provided more platforms to facilitate meaningful and communal prayer. The College prioritises prayer life and provides staff opportunities to reflect on prayers by providing relevant questions for them to consider on a weekly basis. Long-term planning considers the development of new physical spaces in the College where students and staff can participate in prayer.

"We do not gather as individual consumers come to a priestly distributor of religious goods. We come to do a communal thing, to be a people, to receive a common vocation, to be a tangible representation of the biblical image 'assembly'".

G.Lathrop, Holy People: A Liturgical Ecclesiology, (Minneapolis: Fortress, 1999) p.45

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. The church which is united to Christ in the eucharist, becomes shaped by this symbolism. Cf. Augustine: become what you do there; imitate the mystery you proclaim. Our mission as staff is to be given away in God's service. This leads to mission; we are sent out to serve in the same way as Jesus served.

In order for staff to grow in their spiritual understanding of the Church, professional and spiritual reading is provided for staff to ruminate and collectively discuss. 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.

The return of the AJASS conferences and opportunities to reflect on the importance of the Josephite charism plays a substantial role in the way in which the College conducts itself. Our Social Justice actions are informed by a range of the Church and identifiable motifs familiar to Josephite schools. The College rallied around the supported charities and walked in solidarity to bring justice for the marginalised during the College Walkathon period. This is a demonstrative way that our College holds hands with those who experience inequity and social injustice in the world.

VALUE ADDED

- A formation evening for staff
- Successful retreat programs at Years 10, 11 and 12
- Special liturgies for Catholic Education Week, Reconciliation Week, Easter, ANZAC Day, Remembrance Day, Christmas liturgy for staff
- Supported Caritas fundraising for Project Compassion
- Mission Team broadened new initiatives for student body
- Three staff members completed Master of Education Theology degrees
- Continue the development Student Mission team to facilitate the faith development of peers in the Josephite tradition. (Formation afternoons planned)
- Sent students to AJASS Leadership Conference in Melbourne. Students developed a better action plan for the Student Mission team
- Continued to improve the Year 11 retreat program for 2023. Significant planning took place
- Contributed to the development of AJASS networks with Religious Education Coordinators and Catholic Identity Leaders
- Youth Ministry program worked with catholic feeder schools
- Celebrated five whole school masses and weekly mass attended by all students twice per year
- Staff attended two special celebrations of the Eucharist

Learning and Teaching

Goals & Intended Outcomes

- To develop expert teacher practice that is evidence based and builds collective efficacy.
 1. Build capacity of staff to implement evidence-based teaching practices.
 2. Build the capacity of staff to deliver inclusive education and differentiation in the classroom.
 3. Build staff understanding of the importance of making adjustments for students with disability- universal, targeted and inclusive.
- Strengthen the connection between leadership and improve teaching and learning.
 1. Every teacher has the capacity to analyse and action data and evidence for their students and set explicit targets for improvements.
 2. Teachers engage in expert teacher practice that encompasses engaging learning and teaching pedagogy to encourage independence, initiative, while creating opportunities that are relevant, challenging, and empower students to strive for excellence.
- Strengthen the connection between leadership and learning
 1. The enhancement of instructional leadership capacity in the College.
 2. The formation of a culture of lifelong learning of staff and students.
 3. The creation of a whole school plan for learning.
 4. The fostering of an inclusive and connected school culture.
 5. The development of effective partnerships for learning and wellbeing.

Achievements

2022 was a significant year for Learning and Teaching at Mary MacKillop Catholic Regional College for both staff and students. After the COVID pandemic changed the dynamics of teaching throughout the past two years, it was great to be able to have a year of normality and face-to-face learning. Some of the practices that were initiated as a response to the global pandemic have continued, with things like virtual parent-teacher interviews now being an option for parents, as well as the ongoing use of online platforms such as Google Classroom for collaboration and sharing resources.

The Diocesan Learning & Teaching Network meetings provided valuable professional development for Curriculum Leaders and the Learning Adjustment Team in the areas of leadership, Whole School Approach to Positive Behaviour and Universal Adjustments, continuing the focus on building expert teacher practice.

The Curriculum Team revised and updated the college Learning & Teaching Policy as well as the Homework Policy.

Teaching and learning professional learning focused on data and building a profile of each learner with the aim of improving student outcomes. In the classroom, teachers continued to discuss and work on ways to adapt the learning environment to allow students with different learning needs to thrive. All teachers developed their use of evidence to understand the

progression of learning and identify the position of each of their students on that continuum. The aim was to accelerate learning growth. To this end, the Student Performance and Pedagogy leader assisted staff to build their capacity with data interpretation and also the use of evidence-based teaching interventions including High Impact Teaching Strategies (HITS). Likewise, professional learning was also undertaken with middle leaders and senior teachers in NAPLAN and VCE data interpretation to inform planning and assessment.

Students requiring learning adjustment and those requiring extension were provided a variety of avenues for success and the College continues to work extensively to allow access to quality learning experiences for every student. Learning Adjustment Team continued to conduct professional development for staff, particularly with respect to implementing and accurately recording adjustments for the Nationally Consistent Collection of Data.

As part of the Government Tutoring Initiative, we offered SRA Corrective Reading Decoding program to students in Year 8 whose initial PAT reading data indicated that they would benefit from explicit teaching in this area. The program focused on directly improving reading accuracy, fluency and speed - and hopefully comprehension as a result. We also introduced the SRA Writing Essentials program to targeted Year 9 students whose internal results indicated that they could benefit from small group explicit instruction in this domain.

The Arts and Technology team have continued to revamp the Art and Technology offerings across years 7, 8 and 9 to align with pathways into the many offerings in VCE and VET Art and Technology subjects. The Maths faculty continued the introduction of Maths Pathways into Year 8. The English faculty introduced the Renaissance Reading program into Year 7 as well as preparing for a new English study design in 2023.

All faculties have been reviewing and updating their curriculum documentation using the Understanding by Design (UBD) model, focusing on the essential questions, and key knowledge and skills that we want students to attain. Our emphasis is on students taking ownership and responsibility for their own learning. As educators, we are tasked with the challenge of creating students who are critical and creative thinkers, ones who are able to navigate the explosion of information and to discern what is useful, what is worth knowing and what should be valued.

Throughout the year we have had students participate in various SSV opportunities, Debating, Tournament of Minds, MUNA (Model United Nations Assembly), Live 4 Life College Ambassadors, Maths Competition, ASX Sharemarket Game, STEM week activities and excursions to Gippsland Tech School, and many other extra-curricula offerings.

The College continues 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.

STUDENT LEARNING OUTCOMES

2022 NAPLAN Results

Year 7

Reading - 93% of students are ABOVE the National Minimum Standard, 7% of students are AT the National Minimum Standard.

Writing - 75% of students are ABOVE the National Minimum Standard, 20% of students are AT the National Minimum Standard, while 5% students are BELOW the National Minimum Standard.

Spelling - 80% of students are ABOVE the National Minimum Standard, 19% of students are AT the National Minimum Standard, while 1% students are BELOW the National Minimum Standard.

Grammar and Punctuation - 86% of students are ABOVE the National Minimum Standard, 13% of students are AT the National Minimum Standard, while 1% students are BELOW the National Minimum Standard.

Numeracy - 90% of students are ABOVE the National Minimum Standard, 10% of students are AT the National Minimum Standard.

Overall, the College data is similar to the State data, with the major difference being a smaller variance in the overall range of data particularly in reading and numeracy. The mean for reading is similar to the state. The college mean is below the state in the other outcomes, with a noticeable difference in Writing (state mean is 542, school is 529).

Year 9

Reading - 77% of students are ABOVE the National Minimum Standard, 16% of students are AT the National Minimum Standard, while 6% students are BELOW the National Minimum Standard.

Writing - 68% of students are ABOVE the National Minimum Standard, 21% of students are AT the National Minimum Standard, while 11% students are BELOW the National Minimum Standard.

Spelling - 77% of students are ABOVE the National Minimum Standard, 20% of students are AT the National Minimum Standard, while 4% students are BELOW the National Minimum Standard.

Grammar and Punctuation - 71% of students are ABOVE the National Minimum Standard, 21% of students are AT the National Minimum Standard, while 9% students are BELOW the National Minimum Standard.

Numeracy - 86% of students are ABOVE the National Minimum Standard, 14% of students are AT the National Minimum Standard.

There is no previous NAPLAN data to refer to for this year level, as the Australian Government decided that due to the COVID-19 pandemic NAPLAN assessments did not take place in 2020.

Overall, the College data is comparable to the State data, with the major difference being a smaller variance in the overall range of data particularly in numeracy. The mean for reading is

similar to the state. The college mean is below the state in the other outcomes, with a noticeable difference in numeracy (state mean is 591, school is 576). The numeracy data for year 9 also shows that the schools top 90th percentile (626) is below the state 75th percentile (632), with the 25th percentiles in alignment.

The College is running SRA Writing Essentials program as a targeted intervention at Year 9, as well as SRA Corrective reading at Year 8. The College is also running Elementary Maths Mastery as a targeted intervention for students in Years 8 and 9. All students in Years 7 and 8 are working with Maths Pathways as a differentiated Maths instructional program.

The College had four students in Year 9 receive a Certificate of Achievement for Excellence in Reading, one student in Year 9 receive a Certificate of Achievement for Excellence in Numeracy and two students a Certificate of Achievement for Excellence in Reading and Numeracy.

MEDIAN NAPLAN RESULTS FOR YEAR 9

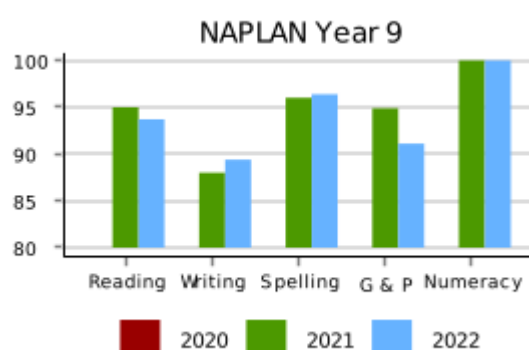
Year 9 Grammar & Punctuation	564.6
Year 9 Numeracy	571.6
Year 9 Reading	583.7
Year 9 Spelling	568.5
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	92.9	-	98.9	6.0
YR 07 Numeracy	-	92.7	-	100.0	7.3
YR 07 Reading	-	96.5	-	100.0	3.5
YR 07 Spelling	-	93.8	-	98.9	5.1
YR 07 Writing	-	88.5	-	94.5	6.0
YR 09 Grammar & Punctuation	-	94.9	-	91.1	-3.8
YR 09 Numeracy	-	100.0	-	100.0	0.0
YR 09 Reading	-	95.0	-	93.7	-1.3
YR 09 Spelling	-	96.0	-	96.4	0.4
YR 09 Writing	-	88.0	-	89.4	1.4

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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 2022 the College Wellbeing team consisted of:

- Deputy Principal Catholic Identity and Wellbeing - John Ryan
- Sub School Directors - Bron Croatto (Senior), Ken Myers (Middle), Chris Spencer (Junior)
- Sub School Wellbeing Coordinators - Cade Maskell (Senior), Sarah Roscoe-Smith (Middle), Georgia Townley (Junior)
- Student Wellbeing Assistant Middle School – Rahne Widarsito
- Transition Coordinator - Claire Cassidy
- Student Counsellors - Rhiannon Le Busque and Kathy Williams

Achievements

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

The College Wellbeing Program is an exploration of who our students are as individuals, facilitating their positive growth as they transition from primary through secondary school. We recognize that as student's transition through secondary school, their wellbeing needs will become complex. 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 adapt to remote learning and still provide a range of experiences across the year including:

- Camps
- Retreats
- Subject Competitions

- Excursions
- Incursions
- 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 children into well-balanced young people, ready to embark on opportunities beyond the school gates.

VALUE ADDED

Live4Life

During 2022, several initiatives were undertaken to support the well-being within the College. Youth Live4Life is a registered health promotion charity, bringing together rural and regional communities to improve youth mental health and wellbeing. The College implemented the Live4Life program, the only mental health education and youth suicide prevention model designed specifically for rural and regional communities. Live4Life communities deliver Teen and accredited Youth Mental Health First Aid training in schools and the wider community, create local partnerships to lead conversations about mental health that reduce stigma, and promote young leaders as mental health ambassadors.

Teen Brave

The College continued to utilise the Teen Brave program. Teen Brave is an online course broken into fourteen lessons with a series of video-based content delivered in a classroom by the teacher. Included in the coursework are workbooks and discussion questions guided by the classroom teacher. The topics covered are anger, consent, value of the human person, pornography, sexting, friendship and character.

Duty of Care

The well-being of our students is intimately connected to the duty of care and child safety in the playground. Further adjustments were made in 2022 were made in this area. Data was collected by the College as to where and what incidents were occurring on Yard duty areas. Key wellbeing staff review the data to provide precise advice given to staff to ensure child safety outside the classroom. Adjustments to the Yard duty maps were made to reflect safer line of sight and duty of care of the students.

Duty of care is paramount during the academic time and during timetabled breaks. Staff log all out of class passes to students during periods of academic instruction. This data provides the College with information to help provide information about wellbeing learning. Protocols related to wellbeing meetings involving students who fall into the categories of Tier 2 and Tier

3 within the continuum of intervention was developed in 2022. Staff work as a team to ensure work with families and students supports the targeted needs of the students. Time spent in academic learning is correlated with qualitative information collected on the SIMON platform.

STUDENT SATISFACTION

Whole School Approach to Positive Behaviour

The College continues to develop the Whole School Approach to Positive Behaviour Support. This program provides the framework for the College to create environments that are predictable and known, providing safe learning spaces for students.

The wellbeing staff are the key to building and influencing socio-emotional outcomes for students. Building confidence, trust and clarity of staff through the implementation of:

Wellbeing Protocols and Procedures

During the course of the last twelve months the College has developed sets of Procedures and Protocols linked to the Child Safe Standards and the MMCRC Child Safety and Wellbeing Policy.

The College Child Safety and Wellbeing Policy stipulates in section 6.1 Roles and Responsibilities, Dot Point One that the Leadership will:

- ensure that effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed

Initiatives in the area of Child Safety and wellbeing have included the following:

- Classroom Management Procedure
- Code Green: Missing Student Procedure
- Code Blue: Medical Emergency Procedure
- Loss of Power Non-Discreet Lockdown Procedure
- Wellbeing Response Procedures and Protocols

Wellbeing Card Protocols

Key Wellbeing members have developed the Wellbeing Card Protocols. Students feel safe when they have clarity about the systems at work and they see their teaching staff working cohesively and consistently together.

Mental Health and Wellbeing Emergency Protocol and Mental Health First Aid Action Plan

In addition, the College Wellbeing team has noticed the growing need to develop protocols to enable a coordinated response to Mental Health crisis situations and have developed:

1. Mental Health and Wellbeing Emergency Protocol
2. Mental Health First Aid Action Plan

Opportunities for student agency have been extended to students. A clear example of this has been student input into uniform and the new mobile device policy. Further opportunities

are being discussed for 2023 where students can contribute the wellbeing of student life in the College.

Key survey providers will be used in 2023 to access accurate information regarding student satisfaction. Relationships with these providers is being detailed for approval by DOSCEL.

STUDENT ATTENDANCE

The College recognizes 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 extracurricular events, excursions and incursions.

The families of students who are marked absent 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 - Catholic Identity and Wellbeing.

Code Green was initiated in 2021 and refined in 2022. The procedure enables the College staff to react quickly and consistently to address a missing student. The procedure has been shared with all teaching and non-teaching staff. The purchase of encrypted radio devices has been useful when implementing this procedure.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	66.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	85.5%
Y08	83.5%
Y09	80.3%
Y10	80.0%
Overall average attendance	82.3%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	94.0%
VCAL Completion Rate	89.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	40.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	20.0%
Deferred	15.0%
Employment	15.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & 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 regard to upholding the safety and well-being 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, in particular when moving to an online classroom and remote learning setting. 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.

Our focus on Child Safe Standards continues to be a high priority and focus of our work with students, and their families, and through ongoing staff professional learning.

There have been a number of new initiatives introduced as well as consolidated in 2021 which include:

The continuous development and review of policies and commitments including:

- The embedding of policies and commitments into everyday practice.
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards.
- Professional learning of teachers, non-teaching staff, and volunteers.
- Regular meetings of the Child Safety Committee with a focus on developing strategies to establish a culturally safe environment.
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools.
- Review of all policies in relation to Child Protection.

- Ongoing Review of Yard Duty processes and areas, with a focus on Child Safety;
- Ongoing development of the Child Protection Committee that includes broad representation.
- Online training on Mandatory Reporting through the DET;
- Ongoing development of scope and responsibility of Compliance Manager who works with all members of the College Community in this area;
- Participation in Diocesan wide programs focusing on Child Protection;
- Increased resources on Intranet for ready access for staff.
- Programs delivered to students at all year levels in relation to personal safety, including cybersafety.
- Increased resources available on College's internet site as well as dedicated sections for Child Protection policies and Student Safety and Well-being - A Child-safe school.
- Display posters on Commitment to Child safety around the College areas. Including staff areas such as photocopy rooms.
- Posters identifying the Child Safe Officers within the school are placed in different areas around the school.
- The electronic sign-in procedure at reception requires visitors to read and acknowledge they understand expectations in relation to child safety.
- Consultation with the community through College Advisory Council and Newsletter.
- Standing item for discussion in Leadership Team, Staff and Advisory Council Meetings as well as regularly addressed in staff and school newsletters.

Human Resources practices include:

- Ongoing review and Improvement of screening processes and reference checking.
- Clear statements regarding Child Safety in all advertising for positions.
- All interviews include discussion regarding Child Safety and College expectations.

Leadership

Goals & Intended Outcomes

The College has focussed on building teacher capacity and collective efficacy in order to deliver an 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 for 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 the capacity of the College Leadership Team in order to role model best practices within the spheres of Catholic mission and identity, learning and teaching, and wellbeing.

College Leaders have created the conditions whereby staff have been empowered to create high-quality and engaging learning activities to meet the academic needs of every child.

Professional Development has been undertaken to ensure staff are continually reviewing their practice to ensure the academic growth of students' growth and the 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 appraisal and recognition improve.

To further enhance opportunities for growth of teaching staff a review was undertaken in the first part of the year of the College's Leadership structure, and it was determined that whilst existing arrangements worked well, there were opportunities for improvement. Accordingly, based on the review and then the work of the College's Consultative Committee during term 2 and the first half of term 3 we established a new and expanded range of Positions of Leadership.

The changes were instituted primarily for four reasons. The first was to ensure that we had senior positions in the school that have a clear focus on our strategic goals: Catholic Identity; Learning and Teaching; Child Safety; Student Wellbeing; Leadership; and Resources. The second reason was that over time the school has evolved, and some positions had expanded and were larger than one person could reasonably do at a level that they expected of themselves and the growing needs of the school. The third reason was that we have introduced a number of new programs and these had now developed to a point where they required specific leadership and accountability. The fourth and in many ways the critical reason centred

on the need to create new opportunities for staff growth and development. This new structure has more positions than previously with more specific ambits. We have a very talented group of staff at Mary MacKillop Catholic Regional College and this new structure will provide the opportunity for all to make formal and informal contributions to improving the learning and wellbeing outcomes for the young people in our care.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Specific professional learning in relation to subject delivery across all areas

- Access to Accreditation to Teach in a Catholic School and Teach Religious Education offered by both the Diocese
- Mandatory Reporting and Child Safe training
- First Aid and Annual CPR updates
- Mental Health First Aid Training
- OH&S training
- Anaphylaxis Training
- Asthma Training
- Emergency Management Training
- Pool Lifeguard Training
- COVID Safety
- NCCD E-Learning Modules
- Provision of at school opportunities to deepen understanding of the need for differentiation and providing rich learning experiences for all students, including Students With Disabilities through both face-to-face and online programs
- DOSCEL Teaching and Learning Network Meetings
- Diocese of Sale Leadership Program
- Diocese of Sale Aspiring to Principalship Program
- Behaviour Management Essentials
- SIMON Connect Module
- SIMON Data Analytics Module
- SIMON Learning Management System Training
- Education Perfect Training
- Teach Languages like a Linguist
- Team Teach – De-escalation Training
- Respectful Relationships Training

- Vocational and Applied Pathways learning including VALA in services, School to Work Summit and Briefings on Senior Pathways reforms for 2023
- Maths Pathways PD
- Suicide Risk and Intervention
- Professional Association Conferences (MAV, VATE, VAHE, VCSSDPA, PAV, AJASS, DOSSPA)
- VCE Professional Development Programs — in a range of subjects
- VCAA 'Meet the Examiner' workshops
- VCE Data Analysis
- VCE new study design training (all subjects)
- TAE - Cert IV Training and Assessment
- Masters of Instructional Leadership
- Masters of Education & Theology

Number of teachers who participated in PL in 2022

76

Average expenditure per teacher for PL

\$925

TEACHER SATISFACTION

All staff had the opportunity to undertake the Insight SRC surveys. We also conducted regular staff surveys throughout the year, particularly during Remote Learning, to gain feedback for improvement.

Teachers felt they were able to raise concerns about various issues. These then are examined and areas for improvement addressed. 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. The staff have validated the College's focus on enhancing time and space for collegial discussion and collaborative professional learning. Staff have indicated that they feel supported by the College Leadership, which endorses a deliberate focus on 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. Additionally, there were increased opportunities to participate in decision-making committees and working groups and expanded opportunities for leadership roles.

Significant events in the life of staff are recognised and celebrated by the College in both formal and informal ways.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	76.5%
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TEACHER QUALIFICATIONS

Doctorate	2.9%
Masters	11.4%
Graduate	30.0%
Graduate Certificate	4.3%
Bachelor Degree	70.0%
Advanced Diploma	8.6%
No Qualifications Listed	15.7%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	68.0
Teaching Staff (FTE)	61.6
Non-Teaching Staff (Headcount)	45.0
Non-Teaching Staff (FTE)	44.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- The fostering of an inclusive and connected school culture.
- The development of effective partnerships for learning and wellbeing.

Achievements

With the COVID-19 restrictions easing the College was able to progressively return to offering the students a broad range of co-curricular opportunities.

These activities, particularly the camps, and retreats at every year level, provide a myriad of ways for students to connect with peers and develop relationships outside the classroom, and challenge themselves in a safe and supportive environment.

Competition in sports both within Houses and against other schools allows students to build connections, develop teamwork, make commitments, and demonstrate their ability in a particular sporting pursuit. Similarly, participation in academic competitions, debating, public speaking, art displays, and music performances enhance meaningful ways for our young people to engage with peers in school and the wider community.

VALUE ADDED

- House Competitions in Swimming, Athletics, and Cross Country
- Participation in the State Schools Victoria Sporting Competitions which includes: Cricket, Tennis, Australian Rules, Netball, Soccer, Athletics, Swimming, Cross Country, Table Tennis, Soccer
- Year 7 camp at Phillip Island Adventure Resort
- Year 8 camp at Waratah Beach Camp
- Year 9 camp at Camp Coolamatong
- Year 9 City Experience
- Year 10 Retreat and camp at Forrest Edge
- Year 11 Retreat at Millgrove
- Year 12 Retreat at Grantville
- Bishop Greg Bennett's meeting with Year 8 students
- Class Masses
- Whole College Liturgies, including St Mary of the Cross Feast Day
- Walkathon - a whole school program that fundraises for local, national, and international charities
- Year 10 Social

- Year 11 Formal
- Year 12 Mass and Graduation Dinner
- Interschool Debating through The Debaters Association of Victoria and Public Speaking at the Leongatha Rotary Club
- Tournament of Minds
- Art Show
- Music Soirée
- Music Performances on Friday lunchtimes
- VET Music students' evening performances
- Achievers assembly
- Academic Awards Assembly
- Year 10 Work Experience
- VCAL Structured Workplace Learning
- VET Sport and Recreation students supporting primary school sport completion days
- Grade 5 days - hosting students from local primary schools
- Cybersafety Workshops for students, staff, and parents
- PISA testing
- Class excursions to the Gippsland Tech School
- Civics and Citizenship Pilot Program

PARENT SATISFACTION

Occasions such as our Year 7 information evening, Grade 5 Discovery Day and Grade 6 Activity Day are always well attended indicative of the value parents place on these occasions.

In both formal and informal ways parents express their satisfaction with and appreciation for the various elements of College life in the areas of Well-being and Learning.

Parents also make individual and college-wide comments of appreciation for the dedication of the staff. They see that teachers know their children, that support staff take an interest in students, and aides work to support the students and families with special needs.

The College community enjoys celebratory occasions such as the opening mass, achievers assembly, Year 7 welcome mass, Year 12 graduation mass and dinner and end-of-year awards ceremony.

The College also undertook Insight SRC surveys with parents to gain a deeper understanding of their satisfaction in a variety of areas in the college.

Future Directions

Future directions from 2023 will include the following:

- Undertake School Improvement Review in 2023
- Based on School Improvement Review develop a new Strategic Plan for 2024-2027 period
- Undertake VRQA review in 2023
- Completion of a College Building Master Plan
- Developing both physical and organisational structures that facilitate optimal learning
- Embed the College's new leadership structure
- Continuing to improve leadership opportunities for staff
- Developing the faith life and practices of all members of our College community in a recontextualised Catholic context
- Continued promotion of Catholic Identity and Mission by encouraging and supporting student involvement in Diocesan and Josephite activities and pilgrimages
- Maintaining a focus on Child Safety and Child Protection is core to the College's culture
- Providing pastoral support for all members of our College Community, with an emphasis on a Whole School Approach to Positive Behaviour incorporating restorative practices, positive psychology and personal responsibility
- Continue to develop programs to empower students to take greater charge of their own learning
- Continuously improve and expand our use 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;
- Improving Literacy and Numeracy skills amongst all students
- Working with other Catholic secondary schools in the Diocese to establish a system-wide approach to the use of learning goals and success criteria to enhance student learning
- Exploring ways to re-engage disengaged students
- Providing more meaningful opportunities for student leadership
- Working with a variety of tertiary providers to create practical university pathways for students
- Enhancing teacher skill, capacity and resilience through collegial professional development
- 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

- Encouraging all members of the College community to understand themselves as citizens of the world with responsibilities to stand in solidarity with marginalised people in all places.