

2024

Annual Report to the School Community



Mary MacKillop Catholic Regional College

115 Horn Street, LEONGATHA 3953

Principal: John Freeman

Web: www.mackillopleongatha.catholic.edu.au

Registration: 1903, E Number: E4034

Principal's Attestation

I, John Freeman, attest that Mary MacKillop Catholic Regional College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2025

About this report

Mary MacKillop Catholic Regional College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

During 2024, more than 18,200 students were educated in 43 Catholic schools, owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL).

Across our Catholic schools 2,900 staff were employed nurturing students in their academic, spiritual, physical, and emotional development.

Working with the Bishop of Sale, the DOSCEL Board, DOSCEL Secretariat, schools, and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices continued to be a priority. Efforts to develop new recruitment strategies against a national teacher shortage were also fruitful.

In 2024, we partnered with Swinburne University of Technology to launch the first Accelerated Bachelor of Education (Primary) degree. The program is tailored for staff working as Education Support Officers (ESOs) in our Catholic schools, providing a structured pathway for them to become qualified teachers. In November 2024, we welcomed 29 ESOs who will commence the program in 2025.

Reflecting on 2024, we have much to be proud of.

Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools.

In December 2024, we were thrilled to complete construction of the new St Josephine Bakhita Catholic Primary School at Clyde North in preparation for its opening in 2025. This is the 39th primary school within the network of primary and secondary schools owned and operated by DOSCEL. The project was supported by the Victorian Government Capital Funding Program (VGCFP) and a loan from the Capital Development Fund (CDF).

We also welcomed capital funding announcements from the Victorian and Australian governments to support continued school infrastructure development.

Most notably, we welcomed Victorian Government funding announcements to support the building of two new primary schools in growth areas - St Oscar Romero Catholic Primary School Stage 1 at Drouin and Blessed Carlo Acutis Catholic Primary School Stage 1 at Clyde planned to open in 2027. The funding support recognises the demand for Catholic education in these growth communities.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility of everything we do. Child Safety Week 2024 was an opportunity for schools to share with their communities their activities and programs to keep young people safe every day.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith and inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

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 580 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 wellbeing.

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 that 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 who enters the College.

The College acknowledges that feeling safe, welcome, and connected at school, as well as being happy and healthy, directly impacts each student's capacity for optimal learning and flourishing. Additionally, enjoying school and being engaged in learning influences a student's wellbeing, particularly their confidence and resilience.

The 2024 College theme was "Be faithful in little things; all will be right with time and a little patience." Developed by our Student Leaders based on the thoughts of St Mary of the Cross MacKillop, these words encouraged us to work with diligence and hope in all things, even regular and mundane activities. If we remain faithful and patient and continuously do the "right things," we will improve.

This is my third year at the College, and it is exciting to witness the work of the staff as they strive to offer our students all aspects of the holistic education Mary MacKillop Catholic Regional College has to offer.

Highlights included:

- Implementing the first year of the College's Strategic Plan for 2024 to 2027;
- Ongoing review and update of all College Policies;
- Undertaking the preliminary work to undertake the first two phases of the new Ten-Year Master Plan for College grounds and facilities;
- Installation of a new CCTV system;
- Installation and upgrade of fencing around the College to increase student safety;
- Implementation of The Resilience Project to increase student resilience;
- Embedding and refining of the College Leadership Structure implemented in 2023;
- Years 7, 8, and 9 camps;
- Years 10, 11, and 12 cohorts participated in the extended Retreats;
- The continued community support of our Annual Walkathon;
- Our continued success in School Sport Victoria competitions;
- Whole of College Liturgical celebrations;
- Whole of College Assemblies celebrating student and staff success;
- 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 2024 VCE results were again strong and highlights include:

- Our Dux achieving 98.85;
- A Median Study Score of 28;
- 25% of students with ATAR scores above 80;
- 38.5% of our students achieved an ATAR above 70; and
- 6.5% of our study scores were above 40%

Our Applied Learners have also done very well. Twelve students were pursuing applied pathways, and with success for all of them.

These 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, ensuring 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.

I also want to thank Jodie Connell, Deputy Principal for Strategic Development and Operations, for her dedicated service and considerable contributions since October 2019 as a senior leader in the College. She has now taken on a senior role for 2025 in the Victorian Catholic system

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 2024 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

Goals:

- To strengthen the Catholic identity of the College through dialogical and recontextualising approaches in order to promote post-critical belief in staff and students.

Intended Outcomes:

- Increased ability for staff to recontextualise faith utilising dialogical practices
- Implementation of a recontextualised and dialogical Religious Education Curriculum
- Enhance the recontextualised and dialogical prayer life of the College
- Increase teacher understanding of and ability to use Scripture to support student learning and growth.
- Continue building a recontextualised Josephite Charism and Identity enhancing Catholic identity in the College.
- Develop staff understanding and practice of Catholic Social Teaching.

Achievements

Over the past year, the College has continued to deliver the Diocesan Curriculum "To Live in Christ Jesus." Our college approaches the teaching of Religious Education through a dialogical and inquiry approach, supported by engaging activities that promote a recontextualising school environment.

At the start of the year, all staff received internal professional development and later engaged in an introduction to the Friends Igniting Reconciliation through Education (FIRE) Carrier program, which deepened staff understanding of Aboriginal spirituality and its integration with Catholic Social Teaching.

Religious Education Teachers were given professional development at Religious Education team meetings and the option to attend other Professional Development days throughout the year. R.E. Meetings were held twice per term for one hour. Teaching staff at each Year level of Religious Education liaised with the Catholic Identity and Mission and the Curriculum Leader for Religious Education to bring new ideas to each strand and lens and plan in teams.

A large number of staff continued or commenced the Religious Education DOSCEL Certificate, and many continued with their Accreditation units.

Staff at our College invited students to consider the religious dimensions of reality, including one's existence, foster an understanding of the biblical narratives, the insights and challenges of the Gospel, and provide an experience of and reflection on the Christian worldview as expressed in Catholic Tradition. Students were challenged to serve others and engage in the life of the Church.

Prayer life in the College is evident. Staff gather for weekly prayer on Monday and Thursday morning. Prayer is provided through online daily notices on SIMON, staff messages, scheduled staff meetings, special occasions, feast days, and weekly class masses. Prayer is a daily part of our life at the college. Staff and students often express prayer in varying forms such as songs, poems, reflections, or stories. These platforms make them more meaningful. Students regularly place prayers on SIMON for different social justice events. Future planning includes a 'Mary MacKillop Walk' consisting of outdoor prayer spaces to be utilised by the college community.

Selected Year 10 students participated in the Melbourne AJASS Pilgrimage. This Pilgrimage allowed students to immerse themselves in the spirit of St Mary MacKillop, Fr Julian Tenison Woods, and the Josephite charism. It was a fantastic opportunity to meet students from other schools, build relationships, and provide a strong pathway for future leadership opportunities at the College.

Josephite schools are often identified by the many Social Justice actions they are seen to take part in. 2024 was no exception. From Project Compassion to the World Day of Prayer, Reflection, and Action Against Human Trafficking to Harmony Week to World Fair Trade Day, our Years 10, 11, and 12 Youth Ministry classes were very active in promoting and fundraising for some of these crucial days.

Our Feast Day walkathon in August is always our biggest fundraiser for the year. During the College Walkathon, our college supported various charities and walked in solidarity to bring justice to the marginalised. This was a demonstrative way that our College held hands with those who experience inequity and social injustice in our world.

Value Added

- Two formation days for the whole staff
- Successful retreat prayer services at Year 7, 8 & 10 Camps
- Very Successful retreat programs in Year 11 & 12
- Special liturgies for Catholic Education Week, Reconciliation Week, Easter, ANZAC Day, Remembrance Day, Staff Liturgies
- Project Compassion Caritas Fundraising
- Student Mission Team broadened new initiatives for the students' whole body, and Student Mission Team facilitated the faith development formation afternoons for the development of peers in the Josephite tradition.

- Student leaders attended JJAMM Week in Sydney for leadership and faith formation with the Sisters of Saint Joseph at Mary MacKillop Place and the St Joseph's Spirituality and Education Centre, Kincumber.
- Year 10 AJASS Melbourne Pilgrimage - immerse themselves in the spirit of St Mary MacKillop, Fr Julian Tenison Woods, and the Josephite charism
- Students worked with the Student Leadership and Social Justice Animator to continue implementing the 2023 Action Plan, focusing on justice initiatives, peer formation, and increased liturgical leadership.
- Development of new Student Liaison Leaders
- The Year 11 retreat program continued engaging with an external retreat group facilitator.
- Involvement in the organisation and development of AJASS networks with Religious Education Coordinators
- Continuing Parish School Partnership works with the support of the Parish Priests.
- The Youth Ministry Program continued to work with local Catholic feeder schools.
- Celebrated four whole school masses and weekly masses attended by all students twice yearly.

These initiatives embody the Josephite values of Creative Courage, Mutual Respect, Conscious Compassion, and Intentional Inclusivity, and are expressed in our College's daily life through the WSAPB values of Respect, Wisdom, Responsibility, and Courage.

Learning and Teaching

Goals & Intended Outcomes

To develop expert teacher practice that is evidence-based and builds collective efficacy.

- Build the capacity of staff to implement evidence-based teaching practices.
- Build the capacity of staff to deliver inclusive education and differentiation in the classroom.
- Build staff understanding of the importance of making adjustments for students with disabilities- universal, targeted, and inclusive.

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 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

- 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 partnerships for learning and wellbeing.

Achievements

The Curriculum Team revised and updated the college Learning & Teaching Handbook.

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 with various avenues for success, and the College continues to work extensively to ensure every student has access to quality learning experiences. The Learning Adjustment Team continued to conduct professional development for staff, particularly concerning implementing and accurately recording adjustments for the Nationally Consistent Collection of Data.

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 we want students to attain.

Throughout the year, we have had students participate in various SSV opportunities, Debate, Tournament of Minds, Live 4 Life College Ambassadors, History, Geography, Maths, ASX Sharemarket Game, STEM week activities, and excursions to Gippsland Tech School, and many other extracurricular offerings.

The College continues to embrace progressive reporting, further enhancing students' and parents' ability to engage with results and feedback online.

Student Learning Outcomes

Mary MacKillop Catholic Regional College had 54 students attempt the VCE in 2024, with a completion rate of 99%. The VCE Median Study Score was 28, and 6.5% of our scores were 40 or above. The mean ATAR was 63.75, a decrease from the 2023 mean of 69.11. The College had 12 students attempt the Vocational Major with a completion rate of 100%.

There are a number of classes where the class median was above the state average (30.0): Legal Studies, History Revolutions, Mathematical Methods, Economics, Physical Education, Business Management, and Food Studies.

NAPLAN Report 2024 Achievement Overview

In the Learning and Teaching Sphere, the College has identified the commitment to more than 12 months of growth for each student in both literacy and numeracy. This goal is at the forefront of our minds when working with our NAPLAN data.

In Literacy at the College, the Reading Renaissance program continues to utilise one period each cycle of English classes at Years 7 & 8 to improve student reading skills. The College also continues to offer the 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 which should result in comprehension improvement. We also introduced the SRA Writing Essentials

program to targeted students whose internal results indicated that they could benefit from small-group explicit instruction in this domain.

In the area of numeracy, staff have been using Maths Pathways for a number of years. This online program allows students to work through modules that are appropriate to their mathematical development. This provides students with guided practice and feedback and provides opportunities for independent, cumulative practice, spaced out over time. By identifying each student's learning profile; what they have mastered, what they are ready to learn next, and what gaps may exist, Maths Pathways can give students curriculum-aligned content that each student is ready for, supported by high-impact teaching practices, such as targeted, explicit teaching (mini-lessons), scaffolding and rich assessment tasks.

Year 7 Students

The NAPLAN data indicates that students entering the College in 2024 are below the state in Writing, Spelling, Grammar and punctuation, and Numeracy. However, they are on par with the state in reading.

In Reading, our mean is slightly above the state. Our bottom quadrant of numeracy is above the state, and our bottom quadrant of spelling is in line with the state. The areas of most concern in this data set are Grammar and punctuation and Writing, with all quadrants below the state. Our top-achieving students also need to be challenged further in every classroom across all curriculum areas.

Year 9 Students

This data indicates that our Year 9 students are below the state in Reading, Writing, Spelling, Grammar, Punctuation, and Numeracy.

Regarding the Mary MacKillop Catholic Regional College cohort, we are below the state in Reading in our mean vs the state. Our mean in Spelling, Grammar, and Punctuation falls behind the state's.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	525	62%
	Year 9	539	48%
Numeracy	Year 7	521	65%
	Year 9	553	62%
Reading	Year 7	522	64%
	Year 9	554	60%
Spelling	Year 7	517	67%
	Year 9	553	70%
Writing	Year 7	515	57%
	Year 9	564	55%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate	99%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Within the Annual Improvement Plan Child Safety Section, the College has focused on two goals for 2024. As the College continues to plan for and provide a safe and suitable environment for all students and staff. The goals include:

1. Ensuring effective child safety practices are established within the College.
2. Develop and implement a whole school approach to Positive Behaviour.

- The goals have been supported through:
- The embedding of child-safe practices
- Reviewing and updating child-safe policies, procedures and practices
- Updating Child Safety content on the College website and management system
- Updating a Child Risk Register
- Building accessibility for student voice
- Embedding and reviewing The Whole School Approach to Positive Behaviour Support, Live for Life
- Investigating new programs to support Student Wellbeing at the College

There has been a strong focus on ensuring the development and review of Child safety documentation. In particular, through the process undertaken during the 2023 VRQA review, all Child Safety Standards were rigorously tested. New and reviewed policies were distributed to staff for perusal and comment. A review process was adhered to ensure policy implementation was facilitated.

A facet of Child safety is the day-to-day practices embedded in College life, which provide a safe, suitable environment. Examples of such practices, which were developed and embedded, were:

- Mental Health Safety First Aid
- Mental Health Safety Plans for Students
- Attendance Plan
- College Mobile Device Policy
- Meeting Protocols for all PSG Meetings, preparatory meetings and post PSG Meetings
- Streamlining processes for the collation and distribution of student social behaviour data
- The classroom Student Management Procedure
- Staff understanding of the MMCRC Child Safety Wellbeing Policy. This policy is the overarching policy that provides guidance for other related policies and procedures.

Building and embedding staff and parent cognisance about the eleven child-safe standards is integral to effective child safety practices within the college's operational life. During the VRQA review, the College demonstrated that policy and procedures have been contextualised to account for College circumstances.

Achievements

Actions taken in 2024:

- Staff complete the eLearning module for mandatory reporting
- Contextualised care, safety, and welfare policies and procedures are communicated and accessible to parents/guardians, staff, and students, including:
 - Duty of Care Policy
 - Anti-bullying and Bullying Prevention Policy
 - Cyber Bullying Policy
 - On-site Supervision Policy
 - Off-Site Supervision Policy
 - Arrangements for Ill Students Policy and Procedure
 - First Aid Policy and Procedure
 - Distribution of Medication Policy and Procedure
 - Digital learning Policy
 - Published Computer User Agreement
 - Complaints and Grievances Policy
 - Complaints and Grievances Management Procedure
 - Complaints and Grievance Resolution Form
- Child Safety Commitment
- Child Safety Code of Conduct
- Suspension, Negotiated Transfer, and Expulsion Policy and Procedures
- Behaviour Management Policy
- Child Safety and Wellbeing Policy
- Ongoing refinement of the record of the distribution of medications on the Parent Access Module on the platform SIMON
- Consultation with students regarding Child Safety Student Speak Policy

In 2024, the College continued implementing the redeveloped Positive Behaviour Support Approach. All members of the school community at Mary MacKillop Catholic Regional College played a part in the aforementioned process. The approach emphasises that members work collaboratively so each child and young person has the opportunity to fully participate, engage in the process of schooling, and become a successful learner.

The characteristics of a whole school positive behaviour approach include prevention, instruction, use of evidence-based practices and utilise data for decision-making.

School Wide Expectations were rolled out with the College community. Mary MacKillop Catholic Regional College believes in fostering an environment where every member of our College community feels safe, respected, and empowered to excel. Our School Wide Expectations are essential in shaping the kind and inclusive of community we want to be. These expectations are Responsibility, Respect, Courage, and Wisdom.

Additionally, the College continued to provide the Youth Live4Life program, a registered health promotion charity that brings together rural and regional communities to improve youth mental health and well-being.

The well-being of our students is intimately connected to the duty of care and child safety in the playground. Further improvements were made in this area in 2023. The college collected data on where and what incidents were occurring in Yard duty areas. Key well-being staff reviewed the data to provide precise advice to staff to ensure child safety outside the classroom. Adjustments to the Yard duty maps were made to reflect a safer line of sight and the duty of care of the students.

Value Added

The College participates in School Sport Victoria program, allowing the students to participate in a variety of sports and district, regional and State levels in a variety of areas including: Cricket, Tennis, Australian Rules, Netball, Soccer, Athletics, Swimming, Cross Country, Table Tennis and Soccer. Both individual and team offerings are available. A camp program has been developed across all year levels. Years 7-10 offer programs which develop personal and social capabilities. Similarly, retreat programs at Years 11 and 12, foster these capabilities with a focus on the student's spiritual development.

Other opportunities include:

- House Competitions in Swimming, Athletics, and Cross Country
- Year 10 Social, Year 11 Formal and 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 and Music Soirée
- Music Performances on Friday lunchtimes and VET Music students' evening performances
- Achievers assembly
- Academic Awards Assembly
- Cybersafety Workshops for students, staff, and parents
- Class excursions to the Gippsland Tech School

Student Satisfaction

Students had the opportunity to undertake Insight SRC surveys. Leadership and staff examined key socio-emotional data, to understand levels of student distress and emotional well-being. The College made marginal gains in most areas surveyed. Students see safety in the College as a constant. Parents see safety at the College as being very high. The College trialed AWE (Assessing Wellbeing Education) surveys with Year 9 students. It was decided to continue in The Resilience Project for 2025 and utilize their survey instruments to gauge well-being levels of students.

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

Any absences of a student from school, including classes, are identified. Reasons for each student's absence are provided and recorded in writing. The provided explanations for absences are a reasonable excuse for the purposes of their responsibilities under the Act. Follow-up on any unexplained absences of a student is attended to by contacting the parent, guardian, and/or carer of the student as soon as practicable on the same day—this is done via text message, and if no response is received, a telephone call and/or email are made.

Attendance improvement strategies, interventions, and levels of adjustment are implemented. Where absence is significantly impacting a student's educational achievement and development, Personalised Learning Plans, Student Absence Learning Plans, and Return to School Plans are provided.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	72.07

Average Student Attendance Rate by Year Level	
Y07	85.2
Y08	86.2
Y09	82.3
Y10	84.2
Overall average attendance	84.4

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 to role model best practices within the spheres of Catholic mission and identity, learning and teaching, and well-being.

College Leaders have empowered staff to create high-quality and engaging learning activities that meet every child's academic needs.

Professional Development has been undertaken to ensure staff are continually reviewing their practice to ensure the academic growth of students 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 Insight SRC 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.

After a review of our Leadership structure in 2022, the College has continued the work of embedding the improved leadership roles. The structure has enhanced opportunities for the

growth of teaching staff, and during the year, a new senior leadership role was appointed - Director of Learning, Pedagogy and Innovation.

Additionally, with Jodie Connell, the Deputy Principal for Strategic Development and Operations, leaving at the end of the year to take on a new senior leadership role in another Catholic College, two new positions were developed for 2025. These will be a Director of College Organisation and Deputy Principal of Culture, Excellence and Growth.

These reviews and updates to the Leadership structure were instituted primarily to ensure that student learning and our commitment to improve in areas of compliance and organisation continuously are achieved. These new roles have added to the number of positions previously with more specific ambits.

We have a very talented staff at Mary MacKillop Catholic Regional College, and this new structure will allow all to make formal and informal contributions to improving the learning and well-being outcomes for the young people in our care.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<ul style="list-style-type: none"> • Specific professional learning about subject delivery across all areas • Access to Accreditation to Teach in a Catholic School and Teach Religious Education offered by both the Diocese. • Regular Diocesan meetings of Catholic Identity and Mission Leaders • Various Professional learning sessions offered by Catholic Theological College • Master of Education in Theology • Mandatory Reporting and Child Safe training • First Aid and Annual CPR updates • OH&S training • Domestic Violence Response Training • Anaphylaxis Training • Asthma Training • Emergency Management Training • Pool Lifeguard Training • Certificate IV TAE • NCCD E-Learning Modules • Provision of at-school opportunities to deepen understanding of the need for differentiation and provide 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 • Graduate Certificate in Careers Development • DOSCEL Careers Cluster Meetings • Vocational Major Communities of Practice • Adobe Suite Professional Learning • Practical Strategies for AI Sessions • South Gippsland Bass Coast Local Learning Employment Network Meetings • Youth Mental Health First Aid • Lookout Teacher Training • Reimagining Student Engagement • Complex Care Teams and SSG Training • DOSCEL Whole School Approach to Positive Support Sessions • Team Teach – De-escalation Training • SIMON Data Analytics Module • SIMON Learning Management System Training • Education Perfect Training • Language Cluster Meetings • Respectful Relationships Training

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Professional Association Conferences (MAV, STAV, HTAV, GTAV, VCTA, VATE, ACHPER, VAHE, VCSSDPA, PAV, AJASS, DOSSPA, DOSCEL) • VCE Professional Development Programs — in a range of subjects • VCAA 'Meet the Examiner' workshops • VCE Data Analysis • VCE new study design training (range of subjects) 	
Number of teachers who participated in PL in 2024	78
Average expenditure per teacher for PL	\$935.00

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 are then examined, and areas for improvement are 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.

Teacher Qualifications	
Doctorate	2
Masters	6
Graduate	19
Graduate Certificate	3
Bachelor Degree	45
Advanced Diploma	5
No Qualifications Listed	20

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	70
Teaching Staff (FTE)	64.8
Non-Teaching Staff (Headcount)	47
Non-Teaching Staff (FTE)	35.21
Indigenous Teaching Staff (Headcount)	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

This year the College was able to offer all the community 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 enhances meaningful ways for our young people to engage with peers in school and the wider community.

- Ongoing improvement in the college uniform was achieved through a community-wide consultation process.
- Whole College Liturgies, including St Mary of the Cross Feast Day
- Year 12 Mass and Graduation Dinner
- Ongoing communication through the College Newsletter, Parent Access Module and Social Media platforms.
- Upgrade of the College's Website to ensure a better experience both visually and its use.
- Opportunities for families to see their children excel in areas including sports, music, visual arts, performing arts, debating, and other competitions.
- Achievers Assembly
- Academic Awards Assembly
- Grade 5 days - hosting students from local primary schools
- Grade 6 days – hosting students from local primary schools

Parent Satisfaction

Occasions such as our 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 are interested 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, the Achievers Assembly, the Year 7 welcome mass, the Year 12 graduation mass, dinner, and the end-of-year awards ceremony.

The College also undertook Insight SRC surveys with parents to gain a deeper understanding of their satisfaction in various areas. Areas of strength include Student Safety, Classroom Behaviour, Connectedness to Peers, Transition Programs, and Social Skills. Areas for ongoing improvement include providing more stimulating learning, more parent partnerships, and motivating students to learn.

Finally, parent representation on the College's Advisory Committee is strong.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.mackillopleongatha.catholic.edu.au