

2025

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 2025 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 13 May 2026

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

In 2025, more than 18,214 students were educated across 44 Catholic primary and secondary schools owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL). These schools were supported by approximately 3,022 staff who are committed to nurturing students in their academic, spiritual, physical and emotional development.

Catholic education within the Diocese of Sale continues to be strengthened through the partnership of the Bishop of Sale, the DOSCEL Board, the DOSCEL Office, school leaders, staff, parish communities and families. Together, we work to ensure that every student is supported to grow in faith, learning and wellbeing within vibrant Catholic school communities.

A significant milestone during the year was the launch of the DOSCEL Strategic Plan 2025–2028, which sets the direction for Catholic education across the Diocese for the coming years. Developed through consultation with our education community, the Strategic Plan articulates a renewed strategic intent that places faith formation, educational excellence and the wellbeing of students at the centre of our work.

Strengthening the capacity of our workforce remained an important priority throughout 2025. Schools continued to engage in professional learning and leadership development opportunities that support evidence-informed teaching and learning practices and enhance student outcomes. Leadership formation programs also continued to support emerging and experienced leaders in sustaining vibrant Catholic learning communities.

In response to the ongoing national teacher shortage, the Diocese continued its partnership with Swinburne University of Technology to deliver the Accelerated Bachelor of Education (Primary) program. This initiative provides a supported pathway for Education Support Officers working in our schools to become qualified teachers while continuing to contribute to their school communities. The first cohort commenced their studies during 2025, representing an important investment in the future workforce of Catholic education within the Diocese.

Investment in school infrastructure and contemporary learning environments also continued during the year. In January 2025, the Diocese celebrated the opening of St Josephine Bakhita Catholic Primary School in Clyde North, providing a new Catholic education option for families in this rapidly growing community.

Planning and development for future schools progressed, including the commencement of construction for St Oscar Romero Catholic Primary School in Drouin and continued planning for St Carlo Acutis Catholic Primary School in Clyde, both expected to open in 2027. These developments reflect the continued growth of Catholic communities across the Diocese and the strong demand for Catholic education.

A significant announcement during the year was the redevelopment of the historic Our Lady of Sion Convent and school precinct in Sale. The project will restore the heritage-listed convent building while creating a contemporary education precinct that will support the learning and wellbeing of future students and families. This includes a new primary school facility to enable the relocation and renaming of St Thomas' Primary School as Our Lady of Sion Catholic Primary School, as well as the establishment of the Ratisbonne Leadership Centre to support teacher professional learning and leadership development across the Diocese. Construction is underway, with completion anticipated in 2027.

Across all schools, the safety and wellbeing of children and young people remain a fundamental priority. Schools continued to strengthen their child safety practices in line with the Victorian Child Safe Standards and to foster respectful and inclusive environments where every child feels safe, valued and supported.

I extend my sincere gratitude to the principals, teachers, education support staff, parish partners, parents and volunteers who contribute so generously to the life of our Catholic schools. Your dedication ensures that Catholic education within the Diocese of Sale continues to flourish as communities of faith, learning and service.

Guided by the priorities outlined in the DOSCEL Strategic Plan 2025–2028, we look forward with confidence to continuing the important work of Catholic education across the Diocese of Sale.

Paul Velten

Executive Director

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 550 students from 23 primary schools to a spacious, well-planned complex spanning 22 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, numerous opportunities 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 - music, drama, sport and 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 leadership models. 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 master plan for facilities and the environment.

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 to learn optimally and flourish. Additionally, enjoying school and being engaged in learning influences a student's wellbeing, particularly their confidence and resilience.

The 2025 College theme was "Keep your mind in peace ... for you have done your best." Developed by our Student Leaders, based on the thoughts of St Mary of the Cross MacKillop, these words encouraged us to approach all aspects of life with faithfulness, patience, and quiet perseverance. The quote reminds us that peace comes not from perfection or immediate success, but from sincerely striving to do our best in the tasks before us — including the ordinary and everyday moments of school and community life.

This is my fourth year at the College, and it is exciting to witness the staff's work as they strive to provide our students with the holistic education that Mary MacKillop Catholic Regional College offers.

Highlights included:

- Implementing the College's Strategic Plan;
- 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;
- Demolition of a disused portable building and replacement with an open garden space.
- Upgrade of oval surface, relocation of cricket pitch, and increase of water storage facility to maintain the oval.
- Finalised installation and upgrade of fencing around the College to increase student safety.
- Embedding of The Resilience Project to increase student resilience.
- Development of a new Leadership structure for 2026 to 2028;
- Years 7, 8, 9, and 10 camps;
- Years 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, including the Senior Girls' Netball team's win of the State final.

- 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 2025 VCE results were again strong, and highlights include:

- Our Dux achieved 96.50.
- A Median Study Score of 29;
- 4.4% of our study scores were above 40%

Our Applied Learners have also done very well. Fifteen students were pursuing applied pathways, and all of them were successful.

These results come only from expert, dedicated teaching and 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.

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

The 2025 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.

Religious Education staff engaged in ongoing professional learning through scheduled bi-quarterly team meetings and various external development opportunities throughout the year. These sessions provided a forum for year-level teams to collaborate with the Catholic Identity and Mission and Religious Education Curriculum Leaders. This partnership ensured that contemporary pedagogical approaches were integrated into each curriculum strand and lens through a cohesive team-planning model.

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

Our educators guided students in exploring life's big questions through a spiritual lens. By connecting with the Bible and Catholic teachings, students gained a deeper understanding of the Christian worldview. We empowered them to put these values into practice by serving their community and engaging with the Church.

Prayer is a cornerstone of daily life at the College, woven into our routines for both staff and students. Our community gathers for prayer during Monday and Thursday morning briefings, staff meetings, and weekly class masses. These moments are supported by digital reflections on SIMON and staff messages, ensuring that feast days and special occasions are marked with reverence. By utilising diverse forms such as song, poetry, and storytelling, we make prayer more engaging and personal. This commitment continues to grow, with future plans including a 'Mary MacKillop Walk' to provide dedicated outdoor spaces for communal reflection.

Selected Year 10 students participated in the New Zealand AJASS Pilgrimage, deepening their understanding of the Josephite charism and the legacy of our founders. This pilgrimage provided a unique platform for inter-school collaboration and relationship building. Beyond the spiritual immersion, the program serves as a strategic leadership pathway, equipping students with the vision and experience to lead our College in the coming years.

Embodying the Josephite commitment to social justice, our College upheld a vibrant legacy of advocacy and action throughout 2025. Under the leadership of our Years 10–12 Youth Ministry students, the community engaged with critical global and local issues. From spearheading Project Compassion and World Fair Trade Day initiatives to fostering awareness for Harmony Week and the World Day of Prayer against Human Trafficking, these student-led efforts stand as a testament to our enduring dedication to Christian stewardship and proactive service.

The August Feast Day Walkathon remains our most significant annual fundraising event. Beyond its financial contributions to various charities, the Walkathon serves as a demonstrative act of solidarity with marginalized communities. It provides a platform for the College to actively engage with issues of social inequity, translating our foundational values into a tangible community-wide response.

Value Added

Staff and Student Formation:

- Facilitated two comprehensive formation days for all College staff.
- Executed high-impact retreat programs for Year 11 and 12, alongside successful prayer services integrated into Year 7, 8, and 10 camps.
- Selected student leaders participated in the JJAMM leadership and faith formation program at Mary MacKillop Place (Sydney) and Kincumber.
- Conducted the Year 10 AJASS New Zealand Pilgrimage, focusing on immersion in the Josephite charism and the legacy of St. Mary MacKillop and Fr. Julian Tenison Woods.

Liturgical Life and Prayer:

- Celebrated four whole-school Eucharistic liturgies and facilitated weekly class masses, ensuring all students participated in smaller liturgical gatherings twice annually.
- Observed significant communal milestones through specialized liturgies, including Catholic Education Week, Reconciliation Week, Easter, ANZAC Day, and Remembrance Day.
- Maintained a consistent prayer life through regular staff-led liturgies and reflections.

Social Justice and Youth Ministry:

- Coordinated major fundraising efforts for Caritas Australia's Project Compassion.
- Empowered the Student Mission Team to spearhead new whole-school initiatives and facilitate peer-led faith formation afternoons rooted in the Josephite tradition.
- Collaborated with the Student Leadership and Social Justice Animator to implement the 2025 Action Plan, prioritizing justice initiatives and increasing student liturgical leadership.
- Expanded the Youth Ministry Program to support local feeder schools with Sacramental Retreat Days and Laudato Si' celebrations.

Community and Network Engagement:

- Strengthened the Parish-School Partnership through ongoing collaborative projects supported by local Parish Priests.
- Actively contributed to the development and organization of AJASS (Association of Josephite Affiliated Secondary Schools) networks in conjunction with Australia-wide Religious Education Coordinators.

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 Learning and Teaching Team worked collaboratively to develop our Learning and Teaching plans to incorporate the Victorian Curriculum 2.0. Professional learning focused on using data to make literacy, specifically reading, a priority across all learning areas. In the classroom, teachers continued to discuss and work on ways to build a learning culture that ensures all students receive their learning entitlement. All teachers developed their use of evidence to understand the progression of learning and to identify each of their students' positions on that continuum, with the aim of accelerating learning growth. All learning areas focused on both formative and summative assessments. The Learning and Teaching Team

worked together to continually inspire all teachers to be Expert Teachers in line with the DOSCEL priorities.

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 Learning Areas introduced a new way of documenting the curriculum through subject Learning and Teaching plans and semester planners. The intent of moving to this style of documentation is to allow teachers to collaboratively build a curriculum that offers opportunities to all learners, acknowledging those who may be working below or above the expected level. All Learning Areas moved to storing and sharing these resources through Microsoft Teams.

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, Maths competitions, 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

VCE, VCE Vocational Major, and VET

Mary MacKillop Catholic Regional College had 57 students attempt the VCE in 2025, with a completion rate of 97.5%. The VCE Median Study Score was 29, and 4.4% of our scores were 40 or above. The mean ATAR was 61.93, a decrease from the 2024 mean of 64.33. The College had 15 students attempt the Vocational Major, with a 100% completion rate.

There are a number of classes where the class median was above the state average (30.0): Health and Human Development, Legal Studies, General Mathematics, Mathematical Methods, Physics, Physical Education, Psychology, VET Sport and Recreation, and Theatre Studies.

NAPLAN Report 2025 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 as we work with our NAPLAN data.

In Literacy at the College, we introduced the 'StepsWeb' program in Year 7 to incorporate daily reading and spelling into the students' English lessons. The College also continues to offer the SRA Corrective Reading Decoding program to students across year levels 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 continued the SRA Writing Essentials program to target students whose internal results indicated that they could benefit from small-group explicit instruction in this domain. Lastly, we introduced a targeted reading program at our junior levels for students whose PAT results may not have been low enough to trigger SRA but still indicated they needed extra reading support.

In the area of numeracy, staff used Maths Pathways at Year 7 and moved to device-free Maths lessons across the other year levels. Maths Pathways in Year 7 allows students to work through modules appropriate to their mathematical development. This provides students with guided practice and feedback, as well as 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 indicate that students entering the College in 2025 are below the state average 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 mean in Reading. Our mean in Spelling, Grammar, and Punctuation falls behind the state's.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	537	68%	531	65%
	Year 9	547	46%	543	47%
Numeracy	Year 7	551	83%	536	74%
	Year 9	566	68%	560	65%
Reading	Year 7	542	73%	532	69%
	Year 9	566	63%	560	62%
Spelling	Year 7	536	74%	527	71%
	Year 9	554	66%	554	68%
Writing	Year 7	543	66%	529	62%
	Year 9	575	65%	570	60%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	29
VCE Completion Rate	97.50%
VCE VM Completion Rate	87%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	45
TAFE / VET	*
Apprenticeship / Traineeship	2
Deferred	*
Employment	10
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 three goals for 2025. As the College continues to plan for and provide a safe and suitable environment for all students and staff. The goals include:

1. Monitor and support policy implementation, procedures, and practice in relation to child safety
2. Ensure all students, parents, employees, volunteers, and contractors are given appropriate support regarding child safety.
3. Improve and sustain an inclusive child safety culture in the school

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. Child Safety Standards are mapped against policy documentation . New and reviewed policies were distributed to staff for perusal and comment.

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
- College Uniform Guidelines
- 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 guides 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 2025:

- 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 2025, the College embedded the Positive Behaviour Support Approach. All members of the school community at Mary MacKillop Catholic Regional College played a part in the process through specific professional learning meetings and designated meeting times for staff collaborative decision-making. The approach emphasises that members work collaboratively so each child and young person can 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, the use of evidence-based practices, and the utilisation of data for decision-making.

School-wide expectations were rolled out to 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 with The Resilience Project in 2026 and use their survey instruments to gauge students' well-being levels.

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 constitute reasonable excuses for the purposes of their responsibilities under the Act.

Follow-up on any unexplained student absence is handled by contacting the student's parent, guardian, and/or carer as soon as practicable on the same day—via text message; 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	67.52

Average Student Attendance Rate by Year Level	
Y07	85.18
Y08	86.17
Y09	82.29
Y10	84.15
Overall average attendance	84.45

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

Throughout the year, the College has continued to strengthen leadership capacity across the areas of Catholic mission and identity, learning and teaching, and wellbeing.

Leaders have supported staff in creating engaging, high-quality learning experiences that address the diverse academic needs of students. Ongoing professional learning opportunities have encouraged staff to reflect on and refine their practice to support student growth and further develop expert teacher practice. Staff have also been provided with opportunities for collegial collaboration, professional dialogue, and reflective practice to strengthen professional knowledge and teaching practice across the College.

Throughout 2025, the College continued to strengthen and refine its leadership structure to further enhance leadership capacity, clarify areas of responsibility, and create greater opportunities for staff growth and development.

In 2025, two new senior leadership positions were introduced following the departure of Jodie Connell, Deputy Principal – Strategic Development and Operations. Bekk Anthony was appointed as Director of College Organisation, while Chris Spencer was appointed as Deputy Principal – Culture, Excellence and Growth. In addition, the role of Director of Learning, Pedagogy and Innovation continued to strengthen the College's focus on curriculum development and expert teacher practice.

During 2025, the College also undertook further work to refine the POL structure for the 2026–2028 period. The proposed restructure focused on clarifying and separating a number of leadership responsibilities to provide greater opportunities for specialisation, clearer lines of responsibility, increased time allocations, and improved operational effectiveness across the College.

The revised structure was designed to strengthen leadership capacity across the organisation and support the long-term growth of staff as leaders. A key focus of the restructure was to provide staff with increased opportunities for leadership development, professional growth, and specialised leadership pathways. The structure also sought to ensure greater clarity regarding leadership responsibilities and direct-report structures, supporting both staff development and the ongoing improvement of College operations.

Staff responded positively to the proposed changes, particularly the increased opportunities for leadership specialisation, professional development, and improved role clarity. The revised structure reflects the College's ongoing commitment to continuous improvement, leadership development, and the enhancement of learning and wellbeing outcomes for the young people in our care.

Mary MacKillop Catholic Regional College continues to be supported by a highly skilled and dedicated staff whose contributions play a significant role in the College community's ongoing growth and development.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
• Introduction of EC Go1 as the key professional learning platform for the College. • Continued use of EMS360 as a supplementary platform to record accredited professional development programs. • Specific professional learning about subject delivery across all areas • Access to Accreditation to Teach in a Catholic School and Teach Religious Education is offered by both the Diocese. • Regular Diocesan meetings of Catholic Identity and Mission Leaders • Various Professional learning sessions are 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

Expenditure And Teacher Participation in Professional Learning	
• Language Cluster Meetings • Respectful Relationships Training • 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 2025	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	9
Graduate	18
Graduate Certificate	3
Bachelor Degree	43
Advanced Diploma	4
No Qualifications Listed	21

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	78
Teaching Staff (FTE)	70.82
Non-Teaching Staff (Headcount)	53
Non-Teaching Staff (FTE)	37.28
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