

2016 ANNUAL REPORT

to the School Community



MacKillop College
Werribee

REGISTERED SCHOOL NUMBER: 1684



Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview	4
Principal's Report	5
Education in Faith	7
Learning & Teaching	9
Student Wellbeing	11
Leadership & Management	12
College Community	16
Future Directions	18
VRQA Compliance Data	19



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Minimum Standards Attestation

I, Rory Kennedy, attest that MacKillop College is compliant with:

- all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our College Vision

Celebrating All Life

Challenging All People

Dreaming The New Day



College Overview

MacKillop is a Catholic Coeducational Secondary College with two campuses inspired by the spirit of St Mary of the Cross MacKillop, co-founder of the Congregation of the Sisters of St. Joseph of the Sacred Heart. Set on approximately 18 hectares of beautiful gardens and playing fields, MacKillop is an established College catering for over 1600 students from Year 7 through to Year 12 and enjoys an excellent reputation in the local community. MacKillop is an innovative and contemporary learning community which has exceptional facilities, offers a vibrant curriculum and well established wellbeing initiatives. Our community invites passionate engagement in lifelong and authentic learning. The Catholic ethos of the school underpins all that we do. We respect diversity and are responsive to individual needs. Every member of our community is supported in their individual journey to achieve their potential to develop personal integrity and independence.

Facilities: The College boasts extensive recreational and sporting grounds, sustained by a recycled irrigation system. Together with the recent construction of the La Merci Centre, the infrastructure is contemporary and accommodates the students in state-of-the-art subject-specific learning areas such as the:

- Chapel of St Mary of the Cross
- Information Communication and Creative Technologies Centre which provides students and staff with a fully wireless system, specialised video and podcasting studios as well as green screen animation workspace.
- 400 seat auditorium and inspiring learning spaces in the Performing Arts Complex
- an exemplary Science wing
- outstanding Sports Centre including two indoor basketball courts and fully-equipped gymnasium
- stimulating Creative Arts wing
- excellent Student Services area

There is an emphasis on digital contemporary learning strategies, a 1:1 student notebook program - all of which are supported by up-to-date and extensive digital infrastructure. This includes a comprehensive wireless / hard wire network in all classrooms throughout the College.

Curriculum: MacKillop College offers students a broad, comprehensive and well-balanced curriculum. Comparatively small class sizes are a distinctive feature that facilitates a productive and engaging learning environment.

From Years 7 – 10, the curriculum establishes and consolidates effective learning and study practices. Electives are offered from all Learning Areas. A wide range of Performing Arts subjects, including an outstanding instrumental music and drama program are provided.

An impressive array of over 40 Victorian Certificate of Education (VCE) subjects is offered with alternative pathways through Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training (VET) certificates and SEDA Sports Development Program.

The College has established a dedicated Year 9 campus at St Mary's Werribee South. The program offered has been designed to raise awareness of local, national and international issues. Students are supported in becoming active, self-sufficient and engaged learners.

Sport: MacKillop College has a strong history of success in sport at local, state and national levels. Students can participate in athletics, swimming, cross-country, golf, tennis, netball, basketball, football, softball, volleyball and equestrian just to name a few.

Extra-curricular activities: From Year 7 – 9 all students are involved in a challenging and well-supported Outdoor Education Program designed to develop an awareness of the environment, a personal sense of responsibility, leadership and community spirit in a low impact manner. Students have the opportunity to partake in musical productions, orchestra, choir, exhibitions community service and interschool sports.

Student Wellbeing: An extensive Pastoral Care Program provides personal development with an emphasis on building quality relationships, leadership, self-esteem, goal-setting and ethical responsibilities within a secure and safe environment.

The College's Individualised Learning Program offers a contemporary Gifted and Talented curriculum and support to students who experience learning difficulties.

Principal's Report

MacKillop College Werribee is one of over thirty secondary schools that enjoy the collegiality within the Association of Josephite Affiliated Secondary Schools (AJASS). Our aim is to embrace, extend, strengthen and perpetuate the Josephite charism of Mary MacKillop and Julian Tenison Woods and, through our sharing, develop and grow in their spirit. Throughout the years, we have continued to maintain our faith-founded education, recognizing that our task as educators is to prepare our students to accept their place as men and women in the world. To this end, we have not rested on our laurels, but rather, continue to build on our solid foundations.

The College offers a curriculum that establishes good learning and study practices. The core program in the junior school recognises the need to establish skills and knowledge, offering a foundation from which the individualised learning paths begin to evolve. Retaining a limited number of core subjects in the middle school, the elective program enables students to consider themselves and their own learning potential and to generate a direction that suggests a personal learning trajectory. The College has a dedicated Year 9 campus at St Mary's Werribee South and a select-entry Vocational Pathways Program (VPP) for Year 10 students.

With small class sizes across all year levels, we offer our senior students an impressive array of over 40 Victorian Certification of Education (VCE) subjects with alternative pathways through Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training (VET) certificates, School Based Apprenticeships (SBAs) and a Sports Development Program (SEDA - MacKillop model).

Building a culture of academic achievement, relevant and engaging learning experiences and differentiating the curriculum will enable our students to reach their full potential and become tomorrow's innovators. A targeted wellbeing program and the holistic approach of the Julian Tenison Woods Program, including options for ability grouping and acceleration, are all ways that the specific learning and social/emotional needs of our students are served within our faith-based learning community.

Extensive co-curricular opportunities are available which include:

- Overseas Language Tours
- Overseas Art Tour
- Overseas History Tour
- Interstate Josephite Pilgrim Tours
- Interstate History Tour
- Music Tours
- College Sport Representation
- Instrumental Music
- Outdoor Education Trips
- Retreats – Catholic Identity

MacKillop enjoys academic excellence with growth in the spiritual, emotional, physical and psychological needs of our students. It is within this growth we find their gifts of compassion, empathy, commitment, perseverance, resilience and leadership. This is demonstrated through numerous initiatives such as Social Justice, Peer Support, Sustainability and Environment and Wellbeing teams. These teams provide opportunities for students to engage in leadership and devote energy to ideas and ways of being in the school that enable them to use their gifts enthusiastically and purposefully. Our Student Leadership program fosters some of the most positive aspects of our students. They have the opportunity to express their ideas in the Student Representative Council and Student Leadership body and to work collaboratively with others to engender changes that impact positively on the society of the College.

From Year 7 to Year 12 our students can find forums in which they can raise their voices, respectful of the view of others, and negotiate to positive outcomes in the College.

The Student Services centre offers a broad range of support services including: careers guidance, psychological and counselling support services, individualised learning and integration aide assistance. MacKillop adopts a whole school approach to supporting social emotional learning, mental health and wellbeing, with an emphasis on building quality relationships, careers, leadership, self-esteem, goal-setting and ethical responsibilities. The centre allows specialist staff to assist our students with the development of the whole person. Students are free to access these staff and services on their own volition or they can be referred for extra guidance by staff or parents/guardians.

Community Connections

AJASS continues to enable our school to connect with other Josephite-inspired schools throughout Australasia. AJASS provides not only a clear connection with the work of our Founding Mother but also enables us to find ways in which we can use our faith for the betterment of the schools in the association.

The College is committed to exploring the latest technologies and implementing the most relevant and important of these into the classrooms of the College. Students and staff are guided into each new phase of technology with not only skills in its use, but knowledge of its worth and understanding of its place.

MacKillop College enjoys excellent relationships with our Catholic Primary schools in the St Andrew's Parish which augers well for Parents/Guardians to be able to choose Catholic Education for their son/daughters Prep – Year 12. We have developed healthy learning partnerships with other parishes and local and global communities.

SACCSS Premier League involves regular sporting competition for our students from Years 7 to 10, competing on a weekly basis over the course of a term. During this year we have had considerable success but what is especially important, is that our students, under their teacher-leadership, have been competitive without being derisive, ambassadors of the College at all times. The Premier League builds relationships within the school and between schools that are wholesome and enable students to express yet another aspect of their talents.

Visioning work at the College is ongoing as we develop our contemporary and flexible learning environment and at the end of 2016, a new College Infrastructure Masterplan was created. We continue our investigations in to Stage 1 of the Masterplan with the:

- building of a 14 room General Purpose Learning Area and associated learning spaces
- refurbishment of the Geoghegan building to accommodate the new library
- refurbishment of the John The Baptist Centre into a new staff work area
- reallocation of student services into the administration building
- creation of addition car parking facilities

MacKillop is always engaged in the review and evaluation of our educational programs. Our College will continue to be a vibrant, faith-filled learning community as we prepare our students with the skills they need for citizenship and a life of meaning in the twenty first century.

We have over 1600 young men and women in our care. We view our care of them as both a duty and a privilege and we strive to ensure the learning and teaching environment is innovative, challenging and collaborative. As a Catholic College in the Josephite tradition, we are proud to call Mary MacKillop the architect of our current environment. Our role as educators is to continue to build on the solid foundations that were established by our Patron - St Mary of the Cross MacKillop. We do this through our respect for our students and recognising that faith is a commitment as we continue to celebrate our Catholic heritage as a faith community.

Education in Faith

In 1871, St Mary of the Cross MacKillop said ‘there where you are you will find God’. St Mary’s profound sense of God’s presence in all things at all times inspires our community to be ever mindful of the activity of God in everything that we do as a community of faith. We value the gifts that each person brings to the shared life of our community as we seek to bring it into harmony with our faith and culture. In a spirit of Christian unity and following the examples set to us by Jesus Christ and Saint Mary of the Cross MacKillop, we seek to uphold the dignity of the human person and the promotion of justice in everything we do as we participate in the educational mission of our Church, ‘teaching as much by example as by word’ (Saint Mary of the Cross MacKillop, 1867).

Goals & Intended Outcomes

Goal	Outcome
To actively and collaboratively enhance our Catholic Identity within a diverse community	That the capacity to be an active member of a Catholic school community be deepened for students, staff and parents

Examples of actions:

- Link the daily experience of students’ lives to Gospel values and the Catholic Faith
- Provide opportunities for students and staff to grow in their understanding of Jesus and Saint Mary of the Cross MacKillop as our models for living
- Explicitly articulate Catholic Social Justice teaching as context for school activities
- Develop all staff capacity to encourage and model individual and communal prayer
- Build an understanding with staff of the importance of their active engagement in the faith dimension of the school (roles, responsibilities and expectations)
- Implement professional learning that offers opportunities for staff formation and enables them to confidently teach and exemplify the Catholic tradition
- Develop and implement a collaborative response to the ECSIP through the RE curriculum and school life

Achievements

Activities related to the Catholicity of our College which enhance the achievement and spiritual development of our students:

- Construction of the Chapel of Saint Mary of the Cross
- Designated spaces, both internal and external, for reflections and mediation
- college-based liturgies e.g. opening school mass and other whole school liturgies, year level liturgies, staff liturgies
- Year 7 – 12 Religious Education programs
- Voluntary involvement in community programs eg Caritas, soup van, St Vincent de Paul
- Retreat and faith development programs at Years 7 – 11
- Staff and student gatherings for morning prayer and celebration of important Feast Days
- Implementation of Religious Education unit planners which support literacy in faith and celebration of that faith in liturgy
- Active promotion of staff to be working towards being ‘Accredited to Teach in a Catholic School’ and to teach Religious Education
- Articulation and promotion of our Catholic Identity in all aspects of College life and processes
- Formation of Catholic Identity team and new leadership roles in faith and mission
- Leadership and staff professional learning in theoretical models to enhance Catholic Identity
- Engagement with culture and faith through staff city spirituality experience
- Continued integration of aspects of catholic identity into aspects of school life eg. policies and procedures
- Construction of the “Tree of Life” Cross

Value Added

Activities related to the additional curricular and extra-curricular activities of our College which enhance the achievement of our students:

- Commitment to the Association of Josephite Affiliated Secondary Schools (AJASS)
- Student AJASS Pilgrimages and justice experiences
- Staff formation in Colloquiums and immersion in the spirit of Saint Mary of the Cross MacKillop
- Staff spirituality day
- Involvement with other local networks and activities to support issues of social justice (i.e. Youth Rally at MSJ)



Learning & Teaching

MacKillop College offers students a curriculum that assists students to live fulfilling, productive and responsible lives. We believe that all students have a right to a quality education, with respect shown for their individuality and human dignity. School curricula, therefore, needs to provide for and encourage the full and rounded development of all students.

We are committed to each student's intellectual, emotional, spiritual, physical and psychological growth. Our curriculum is based on both contemporary educational research & literature, and learning & teaching practices. MacKillop College's curriculum is dynamic to ensure delivery within a contemporary pedagogical framework with the phasing in the Victorian Curriculum (VC) and in transition from the Australian Curriculum (AusVELs). The standards are the aim and are assessed in a rich differentiated curriculum.

Goals & Intended Outcomes

Goal	Outcome
To provide learning with clear purpose and contemporary pedagogy to improve student engagement and ownership of their learning	That student learning outcomes are improved particularly for Literacy, Numeracy and VCE

Examples of actions

- Develop a shared understanding of learning and teaching that promotes contemporary practice and builds a culture of excellence. That is, building deep support for learning opportunities and emphasising feedback
- Develop a challenging, engaging and relevant curriculum
- Increase teacher awareness of the many rich strategies that can be implemented to ensure that the Victorian Curriculum implications are relevant and engaging
- Develop and share exemplary classroom practices that support contemporary learning involving student reflection and evaluation
- Ensure feedback and reporting are timely and meaningful, are an accurate reflection of student performance and provide a foundation for future learning and goal setting
- Embed a whole school approach to differentiation and applied learning
- Consolidate the redevelopment of the VCAL program to ensure students are given the best foundation required to reach their full potential
- Build capacity through the interpretation of data and evidence, peer observations and students surveys to inform effective teacher practice and to track how students are progressing
- Define key targets in collaboration with learning leaders and determine strategies to get there
- Develop a shared understanding of the interconnectedness and differences between Numeracy and Mathematics to improve results

Achievements

Activities related to the additional curricular and extra-curricular activities of our College which enhance the achievement of our students:

- Excursions, Year 12 camp, student leadership camp and Outdoor Education experiences
- Student Representative Council (SRC), St Mary's Senate and other student leadership groups
- Music events, Ensemble evening, College musical, band trip, CD recording and other programs
- Sport activities, carnivals and programs at local, regional, state and national level
- Retreat programs at Years 7 – 11
- Learning Area-based special events eg LOTE week, Science week, Art show, medieval day, etc.
- Student Wellbeing days and events (Year 7 - 12)
- Whole school celebrations e.g. school assemblies, MacKillop day and speech night

- Extensive use of eLearning strategies supported by a 1:1 laptop program for all
- College based liturgies e.g. opening school mass, year level liturgies, whole school liturgies
- Individualised Learning Programs (support and extension)
- Year 9 St Mary's program (integrated and inquiry-based)
- Annual involvement in colloquiums and immersions in the spirit of Saint Mary of the Cross MacKillop
- Commitment to the Association of Josephite Affiliated Secondary Schools (AJASS)
- Community service programs
- Year 7 – 12 Religious Education programs
- Deep support for learning opportunities to help build capacity in our teachers

Student Learning Outcomes

The National Assessment Program – Literacy and Numeracy (NAPLAN) continues in 2016` with MacKillop College students in Year 7 and Year 9 being assessed using common national tests in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. The data from the NAPLAN tests gives MacKillop the ability to compare our students' achievements against national standards and to monitor their progress over time.

Students at MacKillop generally meet the standards expected of them in all categories of the NAPLAN with results relatively similar to statewide expectations

Year Level		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2014 Year 7	State median	551	519	548	544	551
	MacKillop median	542	516	538	534	532
2015 Year 7	State median	548	523	549	538	541
	MacKillop median	541	523	533	538	531
2016 Year 7	State median	545	535	542	546	551
	MacKillop median	537	523	542	532	531
2014 Year 9	State median	587	560	585	581	595
	MacKillop median	577	559	580	579	573
2015 Year 9	State median	584	570	584	568	593
	MacKillop median	584	570	584	568	572
2016 Year 9	State median	584	573	584	576	587
	MacKillop median	576	560	576	562	568

Post-School Destinations (2016)	
Tertiary Study	60.0 %
TAFE / VET	20.0 %
Apprenticeship / Traineeship	6.0 %
Deferred	4.0 %
Employment	10.0 %

Student Wellbeing

The MacKillop College community is unique in culture and character; therefore our pastoral care system is also unique. We take our inspiration from the life of St. Mary of the Cross MacKillop and the work of the Sisters of St Joseph. Our care for each other is an expression of our Vision and Mission Statements and the ethos of the College. We are all witnesses to the Gospel values of respect, justice and love for our neighbour. Our pastoral care reflects our history, socio-economic circumstances, ethnic diversity and culture.

Student Wellbeing is an integral part of the broader school context and MacKillop provides an environment where students can learn, socialise and grow with confidence. MacKillop regards characteristics such as participation, belonging and Gospel values as defining its ethos. Individuals within the school community should view their part in that environment in terms of these traits.

Goals & Intended Outcomes

Goal	Outcome
To develop a culture where wellbeing is integral to learning and consciously connected to student achievement	That students will: <ul style="list-style-type: none"> continue to develop into autonomous, resilient, responsible learners and leaders be provided with the best possible wellbeing support in all aspects of MacKillop life

Examples of actions

- Review existing policies and practices, with input from students, staff and parent/guardians
- To embed social, emotional, spiritual and physical wellbeing into the curriculum
- Plan sequential and cohesive implementation Years 7-12 of a whole school vision for student wellbeing that develops student empowerment and resilience
- Articulate and publicise to the whole community agreed actions to enhance student wellbeing
- Empower students to make links between their values and aspirations and behaviour and learning outcomes

Achievements

Aspects related to the wellbeing of the student and staff community:

- Creation of Child Safety Policies and Procedures in line with the national standards
- Wellbeing is integrated across a range of different subject areas
- Year 9 resilience program and initiatives such as Cyber Safety guest speakers
- employment of Student Counsellors, Multicultural Education Aide and regularly partnering with outside agencies such as OnPsych to better support our College community
- At Year 11 and 12, a range of Wellbeing programs such as study skills, road safety/ driver education and personal development
- Engagement of outside providers such as VicRoads, Headspace and mental health services
- Membership to Access Services; counselling support for staff
- Engagement with the national eSmart and MindMatters programs

Value Added

Activities related to the additional curricular and extra-curricular activities of our College which enhance the achievement of our students:

- Reviewing the College Transition Policy and Procedure to better support students on their learning journeys
- Retreat programs (Year 7 - 12)
- Student Wellbeing integrated into the Health and PE curriculum (Year 7 - 9). Specific Wellbeing Day programs (Year 10 – 12)
- College based liturgies eg Opening School Mass, Year Level Liturgies, whole school liturgies
- Individualised Learning and Gifted & Talented programs
- Year 9 St Mary’s program (integrated and inquiry-based)
- Individual Learning Plans (eILPs) and Program Support Group (PSG) Meetings
- Tuning into Teens
- The Huddle Program (offered in partnership with the North Melbourne Football Club)
- Student Scholarship and Mother/Daughters Program offered in partnership with VICSEG/New Hope Foundation/Foundation House
- Staff Wellbeing Days

The overall average student attendance rate at MacKillop College is approximately **99.9 %**. Non-attendance at the College is managed according to the Attendance and Promotion Policy and Guidelines. In general, this is a process directly involving the Homeroom teacher and Level Coordinators. In exceptional circumstances, the Directors of Wellbeing or Deputy Principal will intervene.

Student Satisfaction (from School Improvement Surveys)

There is a level of satisfaction with MacKillop College from the students, indicated by such things as:

- informal and formal feedback provided by students
- high student retention
- high student attendance statistics

Data from the School Improvement Surveys suggested students:

- have opportunities to practice their faith
- enjoy attending MacKillop and feel connected to the College
- have opportunities to act in a compassionate manner
- are motivated to do well and confident in their ability to learn
- consider student behaviour is not a problem in the classroom – does not hinder their learning
- feel understood by their teachers and that they assist with their learning

Leadership & Management

The Leadership Team forms a base for the development of educational philosophy pertinent to MacKillop College, in relation to the wider community, the Catholic Education Office, State and National policy. This team plans strategically and systematically for future developments at the College. The Management Team is responsible for operational matters pertaining to the College.

Goals & Intended Outcomes

Goal	Outcome
To strengthen leadership capacity at all levels within the school community	Build a culture of collaboration, creativity and innovative practice, characterised by accountable and active leaders and teachers who empower each other and their colleagues

Examples of actions

- Enhance a culture of distributive leadership supported and further developed by coaching and mentoring
- Through quality professional learning, enable middle leaders to lead and manage strategies for continuous school improvement
- Honour subsidiarity by providing greater opportunities for leaders to identify initiatives, have input into decisions and assume responsibility for their implementation. Provide appropriate succession planning
- Provide opportunities and time for staff to work in teams and to collaborate more
- Create opportunities for staff learning through discussing issues and challenging one another within teams
- Develop a coaching culture which enables conversations, ownership of goals and commitment to improvement
- Provide teachers with feedback mechanisms that encourage reflection and evaluation of one's own practice and ensures a positive response to classroom challenges
- Improve communication and transparency between staff and parent/guardians
- Develop a process of formative appraisal for teachers that values student performance data, peer observations and student voice
- Trial appraisal opportunities for education support officers, school service officers and executive leaders
- Evaluate appraisal processes

Achievements

Aspects related to Leadership and Management include:

- Promoting and developing MacKillop as a Catholic secondary educational institution
- Providing opportunity for enrichment of the Josephite Charism in the College
- Having established Vision, Mission Statements, educational principles (including key strategies) and learning and teaching statements
- Developing the MacKillop strategic plan and the infrastructure development and expansion plan
- Committing to teaching and leadership development and cultivation
- Developing mentoring and coaching to help facilitate our succession plan
- Engaging staff in Annual Review Meetings
- Weekly management and leadership meetings
- Developing a robust internal model of shared professional learning
- Build capacity of colleagues with the notion of influencing at the forefront of many opportunities

MacKillop College has a strong professional learning culture. All teachers are encouraged to access both internal and external professional learning opportunities funded by the College. Staff are required to engage in 'Professional Learning Teams' which are organised at various times throughout the year. The following is a breakdown of the professional learning opportunities in their respective categories.

Activity Focus	No. of Professional Learning Activities
Learning & Teaching	412
Catholic Identity / Faith Development	92
ICT / eLearning	20
Administration	8
Leadership	46
Occupational Health & Safety	73
Other	251

Expenditure and Teacher Participation in Professional Learning

Throughout the duration of 2016, staff were exposed to a range of Professional Learning opportunities. The type of Professional Learning is diverse and includes such activities as:

- Aboriginal & Torres Strait Islander Network Meeting
- Adolescent suicide assessment, self-harm & safety plans
- An introduction of Scripture for Religious Education teachers
- Anaphylaxis and Asthma Training
- Asperger's Syndrome
- Building Influence in School Libraries
- Child Safe Standards
- Effective teaching strategies for boys with high functioning autism
- Flipped Learning
- Google Apps for Education (GAPE) Fundamentals
- Impact of gambling on adolescents
- Intellectual Disability for Case Managers
- Leading Curriculum Literacies in Secondary School
- Management of Change
- Performance Coaching Workshop
- Refugee Education Support Program
- School Law Conference
- Teaching students about their brain to enhance learning
- VCE Study Design changes
- Victorian Curriculum
- Women in Leadership

These vary in duration and include evening and weekend activities.

Number of Teachers who participated in Professional Learning	132
Average Expenditure per Teacher for Professional Learning	\$1,007.75

Teacher Satisfaction (from School Improvement Surveys)

There is a sound level of satisfaction with MacKillop College from the teachers, indicated by such things as:

- informal and formal feedback provided by teachers
- sound staff retention and high staff morale
- increasing number of staff taking on leadership roles within the College

Data from the School Improvement Surveys suggested:

- a positive tone (energy and passion) exists in the College
- school leaders are approachable, can be relied upon, understand the problems facing staff and communicate well with staff
- there are opportunities to practice their faith
- staff have opportunities to work together collegially and support one another's success
- behavior of both staff and students is positive and consistent with faith-based values
- more feedback on how they are performing in their role and recognition of their efforts is required
- staff can put effective teaching and learning practices into use
- staff work together effectively to manage the behaviour of students
- further opportunities to work together (teamwork) to coordinate and plan the curriculum needs to be explored



College Community

Our College Community is rather large involving our Parish, feeder primary schools, our Catholic zone, our parents and friends, our alumni, our curriculum community and ultimately our experience as global citizens and our global community – we impact all as they impact us. It is this reciprocal relationship that enable us to be educators and be educated. Service this community is at the core of what we do.

Goals & Intended Outcomes

Goal	Outcome
To deepen our relationships within and beyond the MacKillop community, fostering appropriate and supportive engagement with parent/guardians and the wider community	That participation and involvement with parent/guardians, the parish and wider community continues to grow

Examples of actions

- Develop collaborative partnerships to strengthen opportunities for all
- Ensure existing links within the parish, community and to local schools are maintained and enriched
- Review timing, nature and frequency of contact with parent/guardians regarding student progress and development
- Celebrate, promote and enrich the strength of the existing partnerships and explore further opportunities
- Seek feedback from parent/guardians regarding school programs and practices
- Through the College community seek support for ongoing improvement in outcomes for all of our students and staff
- Enhance community connectedness and stronger social networks for all
- Improved linkages between the College and community agencies

Achievements

- Support for community activities e.g. VCAL program
- Student Representative Council (SRC), the St Mary's Senate and other student leadership groups
- Strong links with community agencies e.g. Headspace, Victorian Cooperative on Children's Services for Ethnic Groups (VICSEG)
- Music events, Ensemble evening, College musical, band trip, CD recording and other programs that engage the community
- Sport activities, carnivals and programs at local, regional, state and national level
- Consultation with various community groups e.g. Parents and Friends, South Sudanese mothers
- Encourage parental activity to support involvement in College life
- Support, where possible, MacKillop Old Collegians Association
- Consider parental involvement in whole school celebrations e.g. College assemblies, MacKillop day, Speech Night, Opening School Mass, Year Level liturgies, whole school liturgies
- Parental involvement in Individualised Learning (e.g. ILPS and PSGs)
- Exploring options of parental involvement in the progress of their sons/daughters e.g. parent portal
- Community service programs e.g. backyard blitz VCAL
- Annual Open Days
- Conversing with the interested parties in forging potential relationships in the future

Parent Satisfaction (from School Improvement Surveys)

There is a high level of satisfaction with MacKillop College from the parent/guardians, indicated by such things as the:

- informal feedback provided by families when interviewing for enrolment
- increasing student enrolments in recent years
- increasing student retention and attendance statistics
- improved attendance numbers at parent/teacher interviews
- continuing connections eg past students association (Alumni) and reunions

Data from the School Improvement Surveys suggested:

- parents feel they are engaged in collaborating with staff to achieve student outcomes and that the College is receptive of, and understands their views and concerns
- MacKillop has a focus on improving its performance
- parents feel the educational programs and standards of the College address the needs of their son/daughter and that they are well prepared and supported during their transition to the next stage of their schooling
- parents believe students are given the best opportunity to learn (including the range and quality of the extra-curricular activities provided)
- student behaviour is managed well
- teachers are enthusiastic and passionate about their work
- parents see their son/daughter enjoying the learning they do at MacKillop
- parents feel their son/daughter has strong relationships with peers and are developing an appropriate range of social skills
- classroom behaviour is not an issue – it is not interrupting student learning



Future Directions



MacKillop is a Catholic College in the Josephite tradition.

Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
- foster leadership by empowering and developing all members of the school community
- enhance positive relationships in a supportive community by promoting justice and a sustainable future
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community

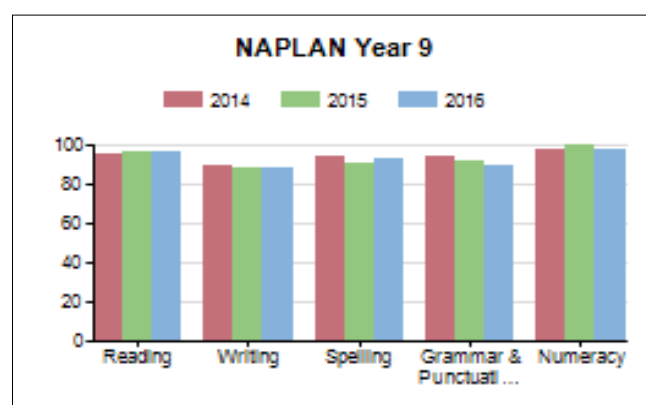
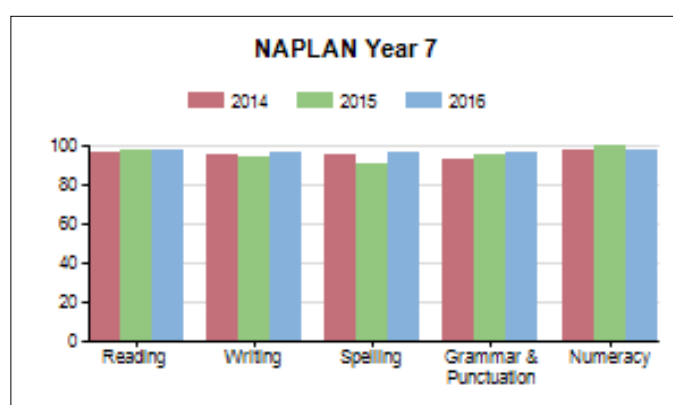
In this, we seek to be disciples of Jesus, our model for authentic humanity.

VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

Proportion of Students Meeting the Minimum Standards					
NAPLAN Tests	2014 %	2015 %	2014 – 2015 Changes %	2016 %	2015 – 2016 Changes %
Year 7 Reading	96.2	98.0	1.8	97.7	-0.3
Year 7 Writing	95.1	93.9	-1.2	97.0	3.1
Year 7 Spelling	95.5	90.6	-4.9	97.0	6.4
Year 7 Grammar & Punctuation	93.6	95.3	1.7	96.7	1.4
Year 7 Numeracy	97.3	99.7	2.4	98.0	-1.7
Year 9 Reading	95.5	96.2	0.7	96.9	0.7
Year 9 Writing	89.7	88.5	-1.2	88.3	-0.2
Year 9 Spelling	93.8	91.3	-2.5	93.0	1.7
Year 9 Grammar & Punctuation	93.8	92.4	-1.4	89.1	-3.3
Year 9 Numeracy	98.0	99.6	1.6	98.4	-1.2



Years 9–12 Student Retention Rate	
Years 9 – 12 Student Retention Rate	83.69 %

Average Student Attendance Rate by Year Level	
Year 7	100.00 %
Year 8	99.74 %
Year 9	100.00 %
Year 10	100.00 %
Overall average attendance	99.94 %

Teaching Staff Attendance Rate	
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Teaching Staff Attendance Rate	91.02 %
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Staff Retention Rate	
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Staff Retention Rate	90.51 %
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Teacher Qualifications	
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Doctorate	0.00 %
Masters	20.86 %
Graduate	53.96 %
Certificate Graduate	8.63 %
Degree Bachelor	89.21 %
Diploma Advanced	19.42 %
No Qualifications Listed	2.16 %

Staff Composition	
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Principal Class	5
Teaching Staff (Head Count)	151
FTE Teaching Staff	141.746
Non-Teaching Staff (Head Count)	87
FTE Non-Teaching Staff	67.850
Indigenous Teaching Staff	0

Median NAPLAN Results for Year 9	
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Year 9 Reading	576.40
Year 9 Writing	560.20
Year 9 Spelling	575.60
Year 9 Grammar & Punctuation	561.50
Year 9 Numeracy	568.30

Senior Secondary Outcomes	
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VCE Median Score	30
VCE Completion Rate	97 %
VCAL Completion Rate	87 %