

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017



Mackillop College, Werribee



Contents

Minimum Standards Attestation2

Our College Vision3

Our College Mission Statement4

Our Educational Principles4

College Overview6

Principal’s Report8

2017 College Theme11

Education in Faith12

Learning & Teaching14

Student Wellbeing17

Child Safe Standards19

Leadership & Management20

College Community24

Future Directions26

VRQA Compliance Data27



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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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

21 May 2018

Our College Vision

Celebrating All Life

Challenging All People

Dreaming The New Day



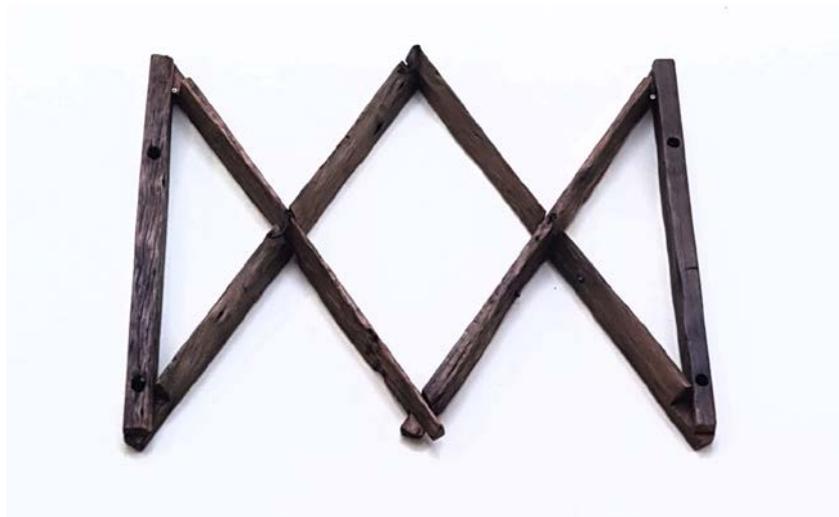
Our College Mission Statement

MacKillop is a Catholic college in the Josephite tradition.

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

- Witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community
- 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
- 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
- Foster leadership by empowering and developing all members of the school community

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



Our Educational Principles

Teaching and Learning

- A positive teaching and learning environment is dynamic and adaptive
- Lifelong learners challenge themselves
- Effective teaching is responsive to a rapidly evolving society

Key Strategies:

- Promote a culture of enquiry and the creative exploration of ideas
- Explore the ongoing nature of learning and its connectedness to life
- Develop a challenging and relevant curriculum in a collaborative environment

School Community

- A sustainable future is the responsibility of all community members
- Diversity, equity and justice form the basis of a supportive community
- Genuine partnerships between students, families, staff and the wider community promote a positive school environment

Key Strategies:

- Consider the immediate and long term impact of our decisions and actions
- Value and respect the contribution of all
- Pursue opportunities for developing partnerships within the community

Student Wellbeing

- Each student is a global citizen called to respond to the challenges of their time
- Affirming the intrinsic dignity of each person is fundamental to student wellbeing
- An environment that models Catholic values enhances student wellbeing

Key Strategies

- Foster partnerships across the school and wider community that raise awareness of, and enable a response to, issues on a local and global level
- Recognise, embrace and affirm diversity within the school community
- Model the values of the Gospel teachings

Leadership and Management

- Leadership takes many forms; all are called to leadership
- Leadership encourages, nurtures and supports
- Effective management enables all members to engage fully in their leadership roles

Key Strategies

- Empower community members to embrace leadership roles within the school
- Build leadership capacity through professional development, mentoring and on-going review
- Create management structures that support all in leadership roles

Education in Faith

- All that we do gives witness to the presence of God
- All are invited to respond to God's call to bring hope to our world
- Our Catholic heritage is celebrated in the tradition of Saint Mary of the Cross MacKillop

Key Strategies:

- Relate to others in a manner which reflects the person and the teachings of Jesus Christ
- Engage in opportunities to respond to the faith needs of our communities
- Acknowledge the gifts and achievements of all through school liturgies and other celebrations

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 1650 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. The infrastructure is contemporary and accommodates the students in state-of-the-art subject-specific learning areas such as the:

- La Merci Centre
- 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

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's Individualised Learning Program adjusts programs for our Gifted and Talented and for students who experience learning difficulties.

The College has established a dedicated Year 9 campus offering an innovative, integrated, Action Based Learning Program 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.

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-based education, recognizing that our task as educators is to prepare our students to accept their place as caring citizens 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 relatively 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 the new College Infrastructure Masterplan is being enacted. 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 1650 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 as we continue to celebrate our Catholic heritage as a faith community.



2017 College Theme

Each year the College selects a theme, which unites us and give focus to our work. The 2017 College theme was **'Peace for Our Common Home'**. This theme is supported by a quote from Mary MacKillop, **'Remember we are but travelers here'**.



This year we intended to focus on how we can work to achieve peace at a global level, across Australia, and in our local MacKillop community. It was a year when we continued to develop strategies that our own sense of personal peace – through meditation and mindfulness. Above all, we focused how we could bringing peace and healing to our common home – our Earth. The Earth is a gift to us from God. A gift we have for centuries taken for granted and used thoughtlessly for our own purposes. This year we will focus on developing an understanding that we are 'care takers' of the planet and must do all we can to preserve our earth and her resources.

As you travelled down the College drive you would have seen our magnificent new cross. This cross is the 'Tree of Life' and represents Jesus and his resurrection. The tree of life has been a symbol used for centuries to represent resurrection over death and new life. Each day as we arrive at the College and see this cross we are all challenged to reflect on the question 'What will be my impact on the world today?' The cross is a reminder of our call to peace - globally, nationally and locally. It is also a reminder to consider how we are impacting our planet. How can I use less resources today? How can I recycle or reuse? Could I bring a refillable water bottle from home rather than buy one through the canteen? How can I bring peace to our common home – the planet Earth?



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

<i>Goal</i>	<i>Outcome</i>
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

- Provide opportunities for students and staff to grow in their understanding of Jesus and Saint Mary of the Cross MacKillop and Saint Joseph 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 in an every changing and pluralising world
- Develop and implement a collaborative response to the ECSIP through the RE curriculum and school life

Achievements

The Enhancing Catholic Identity survey data collected and collated in 2017 tells us that the health of the College’s Catholic identity continues to be strong. The data demonstrates that, our senior students in particular, are developing a mature and considered understanding of their faith, and what it means to be Catholic. The College Catholic Identity Team attribute this growth to curriculum offerings available to our students as part of their senior pathways that explore what it is to be Catholic using a recontextualised approach.

Eucharist continues to be celebrated in the Chapel of Saint Mary of the Cross MacKillop on a weekly basis. Over the past year student and teacher participation in the celebration has grown significantly. Students are active within the celebration by completing reading or saying prayers of the people.

In 2018 four Year 10 students ventured on a pilgrimage to New Zealand with a number of our other AJASS schools. This pilgrimage followed in the footsteps of Saint Mary of the Cross MacKillop and explored some of the communities Mary established there. The breathtaking scenery, rich history and opportunity for prayer and reflection made for a very enriching and privileged experience for all concerned.

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
- Installation of our 'Tree of Life' cross in the College driveway
- 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, St Vincent de Paul, Vinnies Winter Sleep out
- 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 through the development of a strategic plan over three years
- Articulation and promotion of our Catholic Identity in all aspects of College life and processes
- Formation of Catholic Identity team and 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 spirituality experience

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 and literature, and learning and teaching practices. It is dynamic and ensures delivery within a contemporary pedagogical framework whilst embracing the Victorian Curriculum (VC) and addressing the capabilities.

Goals & Intended Outcomes

<i>Goal</i>	<i>Outcome</i>
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. This includes a strong focus on learning impact of our teaching.
- 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 feedback, reflection and evaluation
- Ensure teacher 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 school approach to differentiation and applied learning
- Continue to develop a challenging, engaging and relevant curriculum
- Embed the Capabilities of the Victorian Curriculum in our unit plans and ultimately our teaching
- Provide greater opportunities to students in pathway programs (i.e. VCAL and VPP) to provide student with the richest foundation required to reach their full potential
- Build capacity of our teachers through the interpretation of data and evidence, peer observations and students surveys to inform effective teacher practice and ultimately improve student outcomes
- 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
- Review the pedagogy of teacher directed learning and inquiry based (including project based, challenge based and problem based learning) learning

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, Year 11 VCAL 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, leagues, carnivals and programs at local, regional, state and national level
- Retreat programs at Years 7 – 11
- Learning Area-based special events e.g. LOTE week, Science week, Art show, medieval day, etc.

- Student Wellbeing days and events (Year 7 - 12)
- Opportunities to investigate learning impact to help build capacity in our teachers
- Individualised Learning Programs (personalised adjustments)
- Year 9 St Mary's program (integrated and inquiry-based)
- Whole school celebrations e.g. school assemblies, MacKillop day and speech night
- Community service programs
- Year 7 – 12 Religious Education programs
- Annual involvement in colloquiums and immersions in the spirit of Saint Mary of the Cross MacKillop
- College based liturgies e.g. opening school mass, year level liturgies, whole school liturgies
- Commitment to the Association of Josephite Affiliated Secondary Schools (AJASS)
- Extensive use of eLearning strategies supported by a 1:1 laptop program for all



2017 Fun Run



SACSS Swimming Carnival

Student Learning Outcomes

The National Assessment Program – Literacy and Numeracy (NAPLAN) continues in 2018 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, like schools 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	Median	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2015 Year 7	State	548	523	549	538	541
	MacKillop	541	523	533	538	531
2016 Year 7	State	545	535	542	546	551
	MacKillop	537	523	542	532	531
2017 Year 7	State	547	523	553	548	560
	MacKillop	539	523	553	532	539
2015 Year 9	State	584	570	584	568	593
	MacKillop	584	570	584	568	572
2016 Year 9	State	584	573	584	576	587
	MacKillop	576	560	576	562	568
2017 Year 9	State	590	570	579	572	590
	MacKillop	590	558	579	572	574

<i>Post-School Destinations (2017)</i>	
Tertiary Study	60%
TAFE / VET	20%
Apprenticeship / Traineeship	6%
Deferred	4%
Employment	10%

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

<i>Goal</i>	<i>Outcome</i>
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 Ministerial Order 870
- 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 and Drummond Street etc 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 program
- 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 **95.17 %**. 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
- behaviour in the classroom and school is positive
- feel emotionally attached to the school and experience positive emotions at school such as enthusiasm and pride
- have a positive perception of their ability in relation to learning
- are motivated to achieve and learn
- feel socially connected and get along with their peers
- generally do not feel they have experienced bullying or harassment
- feel that classes are engaging and meet their learning needs
- have relatively positive relationships with their peers

Child Safe Standards

MacKillop College, through the Directors Wellbeing, led the implementation of the new Victorian Child safety reforms. Initiatives were focused on cultural change and strategies to build awareness and the capacity of the MacKillop College community to meet the specific requirements of Ministerial Order No. 870, gazetted on 7 January 2016, within a framework of student care and wellbeing. Significant work has been undertaken using PolicyPlus to develop protocols, accountability arrangements and to effectively implement the child safe standards.

Goals and Intended Outcomes

MacKillop College worked collaboratively with the College community to implement child safety initiatives throughout 2016 and to date. The College embraced the PROTECT protocols which integrated a focus of child safety into the College’s vision and broader goals to safeguard the care and wellbeing of students.

<i>Goal</i>	<i>Outcome</i>
To provide students with a safe learning environment where their voices are heard, and where risks are managed appropriately and potential harm is minimised	That students: <ul style="list-style-type: none"> • are safe and feel safe • are a part of the decision making process that affect their lives • health and wellbeing is supported by all staff at the college

Achievements

Activities related to the ongoing implementation of the Child Safe Standards and the steps taken to bring about cultural change in the MacKillop community:

- The purchase and implementation of PolicyPlus to assist with embedding college policies, procedures and commitments into everyday practice
- Training of all staff in the use of the PROTECT resources
- Instigation of Change² process in Ethnic Cultural Inclusivity
- The audit and update of policies, practices and procedures to ensure the provision of a safe, contemporary and effective learning environment
- Physically improved classroom and school climate through the provision of collaborative contemporary learning spaces
- Refinement of the Year 11 – 12 Wellbeing curriculum
- Strengthening of relationships with parents/guardians via wellbeing issues eg Cyber safety, ‘Creating Conversations’
- Enhancement of MacKillop College’s recruitment processes
- Continued specific mental health programs for students (eg Seasons for Growth, Resilience) and programs for parents/guardians (eg Cybersafety)
- Adoption of the MindMatters Framework to support mental health and wellbeing initiatives within the college
- Staff participation in external Professional Learning with Wellbeing as the focus eg Child safe, Cybersafety, motivation, family planning, refugees, underachievement. Between 2014 - 2018 (inclusive)
 - Teachers have attended over 360 external Wellbeing Professional Learning activities
 - 17 Individual Wellbeing Professional Learning Meetings engaged teachers and other staff
 - Guest speakers on motivation, Autism Spectrum Disorder, Drug Education, Cyber Safety etc

Leadership & Management

The Leadership Team forms a base for the development of educational philosophy pertinent to MacKillop College, in relation to the wider community, Catholic Education Melbourne, 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 one-to-one 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
- Further refinement of a process of formative appraisal for teachers that values student performance data, peer observations and student voice
- Consultation with staff, students and parents eg staff, Consultative Committee, SRC and Parents & Friends meetings, Change² initiatives

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
- Comprehensive staff induction program
- 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
- Redeveloped POL structure with over 60 POLs created and offered to Staff at the College
- Associate program introduced into the POL structure
- Information for staff (formally the Staff Handbook) available via PolicyPlus
- Formal appraisal programs for executive leaders POL4+

- Thorough Annual Review Meetings (ARMs) held for all staff at the College with an opportunity for reflection, goal setting and individual professional learning plans
- 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



2017 International Students

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	403
Catholic Identity / Faith Development	56
ICT / eLearning	73
Administration	4
Leadership	31
Occupational Health & Safety	0
Other	78

Expenditure and Teacher Participation in Professional Learning

Throughout the duration of 2017, staff were exposed to a range of Professional Learning opportunities. The type of Professional Learning is diverse and includes such activities as:

- Advances in assessing teachers for professional certification
- Developing Resilience
- Differentiated Assessment
- Future Leaders Roundtable
- Inclusive Practices for Culturally & Linguistically Diverse students
- International Education Seminar
- The learner at the centre of curriculum design
- Medical Data for Schools
- Morrisby Training
- School Sports Law
- Solution Focused Masterclass
- Teaching 21Century
- Using data to drive change
- Victorian Curriculum Capabilities Action Research
- Water for life
- Wilderness First Aid Qualification
- Why disrupt schools? Transforming schools through collaborative leadership
- Wyndham Tech School Program - Co-design launch

The Professional Learning opportunities vary in duration and include evening and weekend activities.

Number of Teachers who participated in Professional Learning	153
Average Expenditure per Teacher for Professional Learning	\$1,181.24



Teacher Satisfaction (from School Improvement Surveys)

Data from the School Improvement Surveys suggested:

- morale is at a good level
- there are opportunities for staff and students to practice their faith
- staff are personally enthusiastic and passionate about what they do
- staff know what is expected and required of them
- staff have opportunities to work together collegially and support one another's success
- staff want more opportunities to be involved in decisions that affect their day-to-day work
- staff are learning through self-directed learning activities, personal reading, or attendance at external courses
- effective partnerships with parents are being built
- students are treated as responsible individuals, are respected and encouraged to experience success in the school
- staff try to improve the way they do their job and achieve high standards
- further opportunities for performance feedback and recognition needs to be explored



School Musical - Mary Poppins

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. Serving this community is at the core of what we do.

Goals & Intended Outcomes

<i>Goal</i>	<i>Outcome</i>
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
- College Infrastructure Master Plan that links our Vision, Mission, Educational Principles and Key Strategies
- 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

- Successful and planned implementation of a Change² process on Ethnic Cultural Inclusivity
- Utilisation of Translation Services for our Parents eg Sudanese
- 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)
- Parent-Information Nights / Presentations held by various personnel at the College which include:
 - Grade 5, 6 and Year 7 - 10
 - Senior Pathways (Year 10, Careers, VPP, VCE, VSP, VCAL, VET, SEDA, SBAs)
 - Surviving Year 12
 - Careers
 - Wellbeing eg Cybersafety, Tuning into Teens
 - Board
 - Parents and Friends Association
 - Overseas Trips
 - Gifted and Talented
 - Hosting International students
- Established Alumni Association – MacKillop Old Collegians Association (MOCA)
- Past student reunions organised annually eg 10, 20, 30, 40 Year

- Active Parents & Friends Association who assist with Open Days, Fundraising etc
- 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
- Parental involvement in Individualised Learning (e.g. ILPS and PSGs)
- Greater parental involvement in the progress of their son/daughter e.g. parent portal
- Community activities and service programs e.g. VCAL backyard blitz
- Dynamic webpage where visitors can access policies, photo gallery, enrolment information, handbooks, uniform etc
- College Blog
- Facebook page with continual currency of College events
- College annual magazine and monthly eNewsletters
- Annual Open Days

Parent Satisfaction (from School Improvement Surveys)

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
- parents are generally satisfied with the school's reporting and feel student reporting provides useful information about their son/daughters progress
- parents feel the school is receptive and understands the views and concerns of parents
- parents would like to have an opportunity to be encouraged to make a contribution to school planning
- 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 effectively (appropriately and fairly)
- teachers are enthusiastic and passionate about their work
- parents see their son/daughter looking forward to going to school to be part of the learning.
- parents feel their son/daughter has strong relationships with peers and are developing an appropriate range of social skills



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

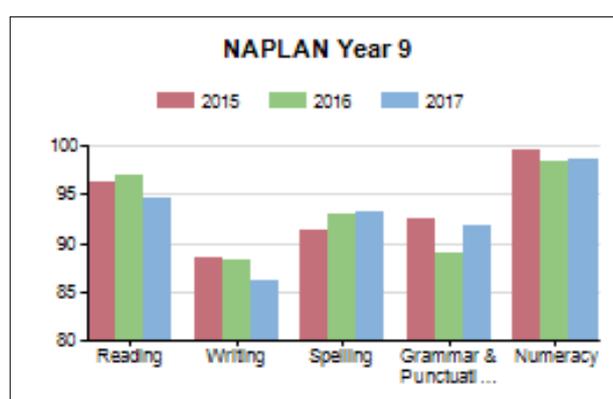
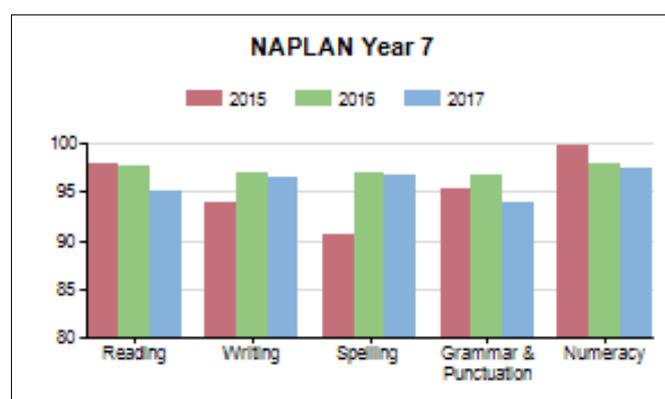
In this, we seek to be disciples of Jesus, our model for authentic humanity.



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 2018.

Proportion of Students Meeting the Minimum Standards					
NAPLAN Tests	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
Year 7 Grammar & Punctuation	95.3	96.7	1.4	94.0	-2.7
Year 7 Numeracy	99.7	98.0	-1.7	97.4	-0.6
Year 7 Reading	98.0	97.7	-0.3	95.0	-2.7
Year 7 Spelling	90.6	97.0	6.4	96.7	-0.3
Year 7 Writing	93.9	97.0	3.1	96.4	-0.6
Year 9 Grammar & Punctuation	92.4	89.1	-3.3	91.8	2.7
Year 9 Numeracy	99.6	98.4	-1.2	98.6	0.2
Year 9 Reading	96.2	96.9	0.7	94.6	-2.3
Year 9 Spelling	91.3	93.0	1.7	93.3	0.3
Year 9 Writing	88.5	88.3	-0.2	86.2	-2.1



Years 9–12 Student Retention Rate	
Years 9 – 12 Student Retention Rate	83.40 %

Average Student Attendance Rate by Year Level	
Year 7	96.66 %
Year 8	95.47 %
Year 9	93.67 %
Year 10	94.87 %
Overall average attendance	95.17 %

Teaching Staff Attendance Rate	
Teaching Staff Attendance Rate	89.65 %

Staff Retention Rate	
Staff Retention Rate	84.29 %

Teacher Qualifications	
Doctorate	0.00 %
Masters	22.66 %
Graduate	53.34 %
Certificate Graduate	8.59 %
Degree Bachelor	87.50 %
Diploma Advanced	19.53 %
No Qualifications Listed	3.13 %

Staff Composition	
Principal Class	5
Teaching Staff (Head Count)	174
FTE Teaching Staff	161.155
Non-Teaching Staff (Head Count)	114
FTE Non-Teaching Staff	103.522
Indigenous Teaching Staff	1

Median NAPLAN Results for Year 9	
Year 9 Reading	590.00
Year 9 Writing	558.00
Year 9 Spelling	579.30
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	574.00

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate	93 %
VCAL Completion Rate	93 %