

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017



ST MARY MACKILLOP COLLEGE, SWAN HILL



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Minimum Standards Attestation

I, Michelle Haeusler, attest that St Mary 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)

20 May 2018

Our College Vision

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

Mission

At St Mary MacKillop College we are people who affirm the dignity of every person, who act with respect and compassion, who reverence relationships, who have hearts for generosity and forgiveness.

- *We celebrate our Catholic identity.*
- *We respect the unique dignity, faith and gifts of each person.*
- *We value learning, aspiration and connectedness and we work together to create a positive future.*

Our Values

We are people who recognise and value the dignity of every person.

We believe in -

- *the capacity of all members of our community to make meaningful contribution to the life of our school*
- *having the opportunity to express, celebrate and live out our faith*
- *Teaching and Learning that is creative, engaging, purposeful and dynamic*
- *striving to push the boundaries of our capabilities in order to learn and grow*
- *a learning environment that allows each member of the community to flourish.*

We are people who strive to act with respect and compassion.

We believe in -

- *building positive and respectful relationships with all members of our community*
- *living lives that reflect loving care and service and compassionate hearts*
- *demonstrating empathy and love of neighbour*
- *responding to others in our local and global family*
- *respecting, sharing and caring for the resources of the earth as part of the community of creation.*

We are people who give reverence to the relationships formed in our community.

We believe in -

- *an attitude of openness, understanding and welcome to others*
- *a spirit of hospitality and inclusion*
- *building relationships based in equality, trust and integrity*
- *listening, speaking and communicating in a way that is respectful and reflects sensitivity to others*
- *working with others in a spirit of inclusion and authentic collaboration.*

We are people who act with generosity and forgiveness.

We believe in -

- *promoting resilience and perseverance*
- *Teaching and Learning for the whole person*
- *opportunities to live out the Gospel imperative of loving our neighbour*
- *working to resolve conflict in a restorative way*
- *active participation in our community*
- *reaching out to support others.*

College Overview

St Mary MacKillop College sprang from the Catholic Primary School, St Mary's, in the 1980's. In 1986 students and staff referred to the secondary section of the school as MacKillop College, although the school was not officially named MacKillop College until 1988. It was in this year that the first Year 12 students completed their Year 12 studies at the school.

MacKillop College was named after the founder of the Sisters of Saint Joseph of the Sacred Heart, Mary MacKillop.

St Mary MacKillop College is situated centrally in Swan Hill and although landlocked, the school makes use of the town services and facilities. The College has kept a stable enrolment over the past few years with an enrolment around 500 students. St Mary MacKillop College is well resourced with a strategic plan that includes the refurbishment of the Science Rooms in 2013 and the development of a Hospitality Trades Skills Centre in 2015.

St Mary MacKillop College receives enrolments from the Swan Hill, Balranald, Kerang, Sea Lake, Tooleybuc, Moulamein, Nyah and Beverford regions.

Core values of the school are centred on knowing and living the Gospel message of Jesus Christ. The College also maintains a strong commitment to the charism of Australia's first saint, St Mary of the Cross MacKillop and the Josephite Order.

The school achieves its mission by seeking to develop the potential of all members of the community. This includes the spiritual, academic, artistic and sporting dimensions of school life.



Principal's Report

In 2017, St Mary MacKillop College adopted the theme of Respect with the St Mary of the Cross MacKillop quote "Let us show love in our acts". Throughout the year we lived out this theme and encouraged our community to show respect in all that we did. As Principal, 2017 was my fourth year as Principal, and I continue to be encouraged by the wonderful community that I have the great pleasure to guide.

During 2017 both Catherine Howison, Deputy Principal, and I completed formative reviews of our respective roles. Both reviews were very positive, with Catherine being congratulated on the wonderful work that she does. I too was the recipient of some very positive and constructive comments. An aspect of our school Strategic Plan is to improve the communication channels with the staff. I believe that we have made a great start towards improving this, providing the staff with a sense of trust and ownership of the work that they do.

The bi-annual Insight SRC School Improvement survey was also completed in 2017. This also gave the leadership team a great sense that the staff are in a great wellbeing space and are working hard towards improving teaching in our school. The parent responses were also positive; however, the student response did not show any growth. This will be a focus for the leadership team in 2018.

The School Advisory Council consisted of the following members in 2017: Mrs Michelle Haeusler (Principal), Fr Matthew Thomas (Canonical Administrator), Mr Matthew Curran (Chairperson), Mr Bill Slatter (CEO Ballarat), Ms Yvette Agars (Staff Representative) and parent representatives: Ms Helen Morris, Mrs Christine Connellan, Mrs Jacqueline Storer, Mrs Andi Hollingworth and Mrs Tamara Grey. At the AGM in March we thanked and farewelled Mrs Julie Wiggins, Mrs Mandy Hinton, Mrs Fiona Mertz, Mr Rod Burge and Mr Jeremy Wirges.

The Leadership Team was consistent from 2016, which allowed for stability and depth in ongoing topics. I thank each of the members of the Leadership team: David Rush (Business Manager), Catherine Howison (Deputy Principal), Sally Looney (Director of Teaching and Learning), Luke Crow (Director of Wellbeing) and Karen Hocking (Director of Mission).

The Strategic Plan has now completed one year of its four-year cycle. The staff have been involved in the review and construction of the second Annual Action Plan in this cycle. A number of actions were met during the year, and those that were not met, but considered important were implemented into the new plan.

Maintenance projects have seen the erection of a new retaining wall around our Science block, the addition of an outside Basketball court, renovation to Maths Rooms which were built in the early 1990s and untouched since, as well as the relocation of the IT Servers to the Learning Resource Centre. With continued good management of the school's finances a renovation and extension of the Pathways Office and Year 12 amenities will occur in 2018.

With the continuation of lower student numbers in our main feeder school, St Mary's Primary School, the total school enrolment dropped again in 2017. The decline in enrolments is anticipated for another couple of years, before a change and hopeful increase from 2020.

Students and staff continue to work together to get the best results for each student. I look forward to further growth in 2018.

Michelle Haeusler
Principal

Governing Authority Report

The school year for 2017 has been a busy year for us all; as a school community we have supported those in need and encouraged those who have faced challenges and sadly farewelled some families as well. For me personally it has had its challenges, in moving communities and being able to come to this fantastic part of Victoria. I am slowly learning the names of staff and students and I am grateful for people being patient.

Earlier in the year I celebrated Mass at Halls Gap with the Year 12 students; this was very uplifting personally and spiritually. The Reflection Days have been another avenue to meet and engage with the students and the staff.

Working with our dedicated staff has shown me how much of themselves they constantly give to the education and support of the students in the classroom and around the school. We also have many other staff who assist with welfare and wellbeing for our students and their families in our school community and together we make up the greater St Mary MacKillop College Community.

To our families leaving St Mary MacKillop College, may God continue to bless you now and always.

Fr Matthew Thomas
Canonical Administrator



College Board/Advisory Council Report

Another year has come and gone quickly and it is a good opportunity to reflect on the achievements of the College. The School Advisory Council welcomed new members during the year, with Jacky Storer, Andi Hollingworth and Tamara Grey joining as parent representatives and Yvette Agars as the staff representative, all bringing unique skills and perspectives to the Council.

While we welcomed new members, we also thank Julie Wiggins, Rod Burge, Mandy Hinton, Fiona Mertz and Jeremy Wirges, who finished their terms on the Council, for their contribution. If you should wish to be involved in the Council, the Annual General Meeting is held in March and we would welcome your attendance and involvement.

During the year the SAC had the opportunity with meet with the Council from St Mary's Primary School and the Ballarat Diocesan SAC. These combined meetings are a good opportunity to share ideas and discuss issues facing Advisory Councils.

The Council reviewed several school policies during the year, including policies on classroom sizes and uniform. The SAC also discussed the proposal to introduce laptop computers for all year levels.

While there were no major building projects taking place this year, there were still many improvement and maintenance works undertaken, including the conversion of the old canteen, new basketball court and renovations of Rooms 1, 2, 3 and 4. In addition to this, much planning is being undertaken for future building improvements, which were identified in the College's Master Plan. All works planned should continue to enhance the educational experiences for our staff and students.

The talents and abilities of our students have again been on show this year, through various academic and sporting achievements, along with social and community involvements. We should be proud of our children's achievements throughout the year.

For those students and families who are leaving us this year, we thank you for your contribution to our school. We hope that your time with our College has been rewarding and full of fond memories. For our Year 12 students who have completed their secondary studies, we wish you all the best in your future endeavours.

Lastly, I would like to commend the efforts of our College staff, ably lead by Michelle Haeusler, for their dedication to the learning and wellbeing of our children. We are very fortunate that our staff are continually looking to improve our children, both educationally and personally.

Mr Matthew Curran
School Advisory Council Chairperson



Catholic School Culture

Goals & Intended Outcomes

- To promote the gospel of Jesus always
- To live the Gospel of Jesus Christ in our relationships with all members of the community and beyond
- To share in the Mission of the Church
- To develop and nurture in students an awareness of the Catholic Faith
- To respect the unique faith and dignity of all members of our community
- To be a community focused on prayer and respect for each other.

Achievements

- New vision and mission statement for the College.
- We have been introduced to the new Awakenings curriculum and will continue to learn and develop a plan for collaborative writing with relevant staff.
- We promote Gospel values through our decision making, curriculum, pastoral care and restorative practices.
- All teams within the school have included a focus point from the Mission and Vision statement in their Meeting agenda.
- We continue to provide prayer opportunities for staff and students. There is formal and informal Homeroom Prayer, student prayer to begin the Friday Assembly and staff prayer on Monday and Friday mornings to begin Briefing. Staff Briefing continues to take place in the Chapel on Fridays.
- Our college continues to participate in the Enhancing Catholic School Identity Project and works towards implementing understandings gained from the project. Considerable Professional Development has been conducted in the area of data reading and understanding the terms of reference.

Strategies:

- To demonstrate Catholic values and understanding in the work of all leadership teams in the college
- To develop the staff's understanding of the importance of modelling Catholic values in all aspects of their professional role
- Strengthen our school community's sense of compassion and awareness of Catholic Social Teaching
- Continue to provide opportunities for staff and students to reflect on their own faith development
- Identify ways to uphold, maintain and nourish the Catholic identity of our College in a diverse and changing context
- Review and analyse data from the ECSI project with a view to identify and initiate strategies for enhancement of Catholic identity
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- Review and analyse data from the ECSI project with a view to identify and initiate strategies for enhancement of Catholic identity
- Promote the School's Catholic identity in the wider Community

- Create more opportunities for students to combine exploration of faith ideas with creative expression.
- Promote wider involvement in Liturgical celebrations and give priority to student planning and leadership.
- Review the Religious Education Curriculum in light of the ECSI data to engage students in a search for meaning grounded within the context of our faith community.

VALUE ADDED

- School Liturgical Calendar which includes:
 - Beginning of Year Opening Mass
 - Ash Wednesday Staff Liturgy
 - Ash Wednesday Homeroom Liturgies
 - CESH Mass annually celebrated with St Mary's School
 - House Liturgies
 - Hearts and Hands, Compassion and Justice Mass for the St Vincent de Paul Winter Appeal
 - St Mary of the Cross MacKillop Feast Day Mass
 - End of Year Mass
- St Mary MacKillop celebrations during JJAMM Week
- Awakenings Curriculum and Planning
- Religious Education Professional Development for all staff as well as curriculum specific programs for Religious Education Teachers
- Invitation to staff to attend the annual Josephite Colloquiums in Melbourne to further their knowledge and understanding of the charism of Mary MacKillop
- Involvement in Caritas' Project Compassion
- Stations of the Cross Easter Liturgy
- Retreats at Year 11 and Year 12
- Further development of Reflection Days for Year 7 – 10 students
- The Chapel continues to be a well-used 'resource' and an excellent contemplative space for all students and staff
- Promotion of the Liturgy Committee as an authentic way of involving students in the prayer life of our college
- Commissioning of Eucharistic Ministers from the student body
- Promotion of the Social Justice Committee which provides opportunities for students to explore outreach and Catholic Social Teaching through their involvement in local and international Social Justice projects
- Continuation of the 'Moment of Grace', a short time of silence and reflection during the course of each school day
- Engagement of the Youth Mission Team who conduct a full day Leadership Formation in the Catholic context day for 50 student leaders.
- Student Leaders involved in the AJASS Leadership Day at the end of the year hosted by AJASS network.

Community Engagement

St Mary MacKillop College encourages parents and families into the life of the school. Our students have a strong sense of belonging and visitors often comment on the respectfulness of the students and the feeling of welcome that they receive when in our community.

Throughout the year parents and families are welcome to attend school events such as: Year 7 Basket Tea, Senior School Information Night, Swimming Carnival, Assemblies, School Masses, School Production, Athletics Carnival, Year 12 Graduation Assembly, and other events.

Goals & Intended Outcomes

Our goal for the past four years in this area was to strengthen learning links between school and home and the broader community.

The intended outcomes were:

- Develop the use of Parent Access Module (PAM) by Parent and Learning Areas by Staff.
- Open communication between Teacher and the Parents via the Teacher Advisor (TA) Program.
- Build the profile of the College within the community.

Achievements

- The Year 7 Basket Tea was an opportunity to promote the use of PAM to incoming Year 7 families.
- The use of PAM has increased, with Parents utilizing the facility to read up to date feedback and reports, as well as provide feedback to a teacher.
- Communication with Parents has been strengthened with the use of multiple sources including Newsletters, Email, Telephone, Facebook, Caremonkey and SMS.
- Promotion of the school has been enhanced with the inclusion of more articles in the local newspaper, featuring student achievement at the school.

VALUE ADDED

- Weekly College assemblies continue to promote student achievement and excellence.
- Success of many students in a variety of academic competitions, promoted in the local newspaper.
- VCAL and VET students incorporating projects that include outside community groups and other schools.
- Subject Expo and Information Nights, restructured to include tours by student leaders, and students providing feedback on programs that they have been involved in.
- Careers Week brings local community members into the school to talk about their work place.
- VCE and VCAL Pathways counselling interviews provide parents with information for their son/daughter's transition into Year 11 or 12.
- The inclusion of a World Challenge trip to Cambodia allows our students to learn and understand our wider world community.

PARENT SATISFACTION

Our Insight SRC Data 2017 supports our view that our parent body is extremely satisfied with the pastoral care and wellbeing of their sons/daughters at St Mary MacKillop College.

Parents are satisfied with the wide range of subjects offered and the transition program from one year level to the next.



Leadership & Stewardship

The Canonical Administrator of St Mary MacKillop College changed from Fr Marcello Colasante to Fr Matthew Thomas in February 2017. The Principal and Fr Matthew meet regularly to remain informed of developments within the school.

The Leadership Team, consisting of Principal (Michelle Haeusler), Deputy Principal (Catherine Howison), Business Manager (David Rush), Director of Mission (Karen Hocking), Director of Curriculum (Sally Looney) and Director of Wellbeing (Luke Crow), meet regularly to oversee both strategic and operational leadership of the school.

The School Advisory Council, chaired by Mr Matthew Curran, is informed at monthly meetings of the progress of the school, including policy development and monitoring of the Strategic Plan.

Staff at St Mary MacKillop College are provided with opportunities for leadership including Positions of Leadership (POL) and other co-curricular activities.

All leaders and staff receive feedback through Annual Review Meetings, conducted by the Principal. In 2017 this involved staff completing a reflection on the seven teaching standards.

Students are provided leadership opportunities through various captains' positions including College Captain and Vice Captain. The Students Representative Council (SRC) meets regularly and appoints their own chairperson and secretary.

Goals & Intended Outcomes

The goal for Leadership and Management in the Annual Action Plan for 2017 was to continue to develop the Leadership capacity of teams within the College.

Achievements

In 2017 a number of staff were offered the opportunity to participate in Leadership development. Sally Looney, Jane Alderuccio and Kursty Bookham completed the Leaders in Learning program coordinated by the Catholic Education Office Ballarat; Jennifer Salvo completed the County Dioceses Leadership Program (CDLP) coordinated by the three country Dioceses Catholic Education Offices; and Nick Danaher and Ebonee Gurnett completed enhanced Leadership professional development; as well as others.

Staff are provided the opportunity to add and lead agenda items at the whole Staff Meeting.

Norms were introduced to all meetings, to enhance the professionalism of these meetings.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2017**

Teachers took part in professional learning activities related to:

Graduate Certificate of Religious Education

Victorian Curriculum – domain specific

VCTA Conference

VATE Conference

VET Workshops

Laboratory Technician Seminar

Careers Pathway Promotional Days

History Conference

HTAV Conference

Wellbeing Meetings

VCE Physics Conference

VCAL Conference

VALA VCAL Masterclasses

STEM Conference

Regional Diversity

Respectful Relationships Workshop

LOTE Workshop

PE Conference

OHS Training

Psychology Conference

Mary MacKillop Colloquium

AJASS Network Meetings

REL Conference

Biology Conference

Special Education Coordinators meetings

WHOLE SCHOOL PROFESSIONAL LEARNING

Anaphylaxis Updates

Cultural Awareness training

Information Technology with Kevin Cummins, CEO Ballarat

Wellbeing Day, utilising a number of key speakers in this area, including Respectful relationships.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

42

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,321.41

TEACHER SATISFACTION

Analysis of the Insight SRC and School Improvement surveys completed in 2017 indicate that the staff have moved into a more positive space in regard to their relationship with the Leadership and management of the school community.

The staff work well together and are very supportive of each other. The staff have student learning and wellbeing at the centre of their thinking, which provides for a positive way forward in 2018.

Learning & Teaching

Goals & Intended Outcomes

Priority One: 2017 Annual Action Plan

In order for teachers to know their students and what they know, how they learn, what they need to learn next and what teaching will support that learning, we will develop relevant curriculum and meaningful assessment practices.

Strategies:

- Provide targeted professional development opportunities by developing the position of Staff Professional Learning Coordinator to be a part of the Teaching and Learning Team.
- Continue to complete Professional Learning Plans for staff to provide valuable information to Curriculum Leaders and the Staff Professional Learning Coordinator for future planning.
- Develop a committee to review Professional Development opportunities.
- Further develop a culture where teams work collaboratively and independently to achieve effective teaching and learning by establishing norms
- Develop a shared understanding of the purpose and nature of meaningful formative and summative assessments by encourage teachers to engage in reflective practices.
- Develop and grow students that are critical and independent thinkers.
by supporting teachers to select and apply effective teaching strategies.

Achievements

- A newly developed Teaching and Learning Team consisting of the Director of Teaching and Learning, two new positions of leadership; Teaching and Learning Leaders – Junior and Senior School, the staff Professional Development Coordinator, Curriculum Facilitator and Learning Support Coordinator was established. Several members completed significant professional development in Leading for Learning provided by CEO Ballarat, which focussed on the introduction of meeting norms throughout the college to help improve the effectiveness of all meetings. This team also coordinated a whole staff Teaching and Learning PD Day in June which included how the latest programs and technologies could be utilised by teachers in enhancing student learning. A whole school focus on improving subject specific vocabulary as well as continuing to work with teaching teams on sharing the most of effective teaching strategies has been a priority in 2017.
- Teaching and Learning Professional Development in 2017 involved teaching staff continuing to focus on Year 7 – 10 Victorian Curriculum which requires the explicit teaching, learning and reporting of Creating and Critical Thinking, Ethical, Intercultural and Personal and Social capabilities as well as new curriculum for the eight key Learning Areas of the Arts, English, Health and Physical Education, The Humanities, Languages, Mathematics, Science and Technologies. Teaching staff also attended subject specific professional development for VCE, VCAL and VET studies, with priority given to those staff teaching a new study design for implementation in 2018.
- Teaching teams continued to share and trial new differentiated instruction strategies which has been a focus of the previous professional development. Our Learning Support team, together with advice from CEO Ballarat educators continued to present new ideas and review existing strategies with teaching staff. This whole team based approach aimed to reinforce the effective teaching strategies being used in our school to cater for student differences in classrooms.
- The School Improvement Survey completed in 2017 provided key data from parents, staff and students on Teaching Relationships and Practice as well as Student Learning and Engagement. This data will be used extensively in developing the 2018 Annual Action Plan for ongoing improvement in these areas.

- All curriculum documentation continued to be updated, and course outlines and assessment made available to the school community via the Learning Areas of our Intranet System (SIMON) and the Parent Access Module (PAM) on our College website. Providing task specific feedback has continued to be a major focus, with all graded assessment tasks having teacher feedback comments on strengths and strategies for improvement.
- VCE teachers completed data analysis sessions with their Domain Curriculum Leader and either the Director of Curriculum or Senior School Coordinator in 2017. VCE data from each subject and class was analysed and summary reports prepared to acknowledge achievements, identify any trends and help develop ongoing improvement in teaching and learning across both VCE and the Year 7 - 10 curriculum.
- Quicksmart and Making a Difference numeracy and literacy programs for our Year 7 and 8 students are now very well established in our college, with non-funded students identified as needing extra assistance in these areas continuing to show significant growth in these essential development years.

STUDENT LEARNING OUTCOMES

- *The proportion of Year 7 students meeting the minimum standard in Reading, Writing, Grammar and Punctuation as well as Numeracy has remained relatively steady at 95 – 100% over the past three years. Spelling has improved from 91% in 2015 to 100% in 2016 and 2017. The Year 7 average Reading, Writing, Spelling, Grammar and Punctuation and Numeracy scaled scores compared to the state showed slight increases above the state average.*
- *The proportion of Year 9 students meeting the minimum standard in Reading, Writing, Spelling, Grammar and Punctuation as well as Numeracy has also either remained relatively steady or shown improvement over the past three years, ranging from 86% to 100% of students above the minimum standard. The Year 9 average Reading, Writing, Spelling, Grammar and Punctuation and Numeracy scaled scores compared to the state were either at or slightly above the state average.*
- *The NAPLAN Assessment Area reports for both Year 7 and Year 9 have indicated that there were no assessment areas that varied significantly from the state in the period 2015 – 2017.*

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	42.4%
TAFE / VET	15.2%
APPRENTICESHIP / TRAINEESHIP	15.2%
DEFERRED	18.2%
EMPLOYMENT	9.1%

Wellbeing

Goals & Intended Outcomes

The fortnightly Wellbeing Lessons that are run by Luke Crow and also attended by the school counsellor Josie Rovere continued in 2017 and have been very pleasing and rewarding. These lessons focus on building students Social and Emotional Learning through exploring issues like Friendships, Self-Worth, Positive Relationships, Emotion Recognition, Cyber Safety and Resilience. The lessons are designed to allow students to feel included and valued through the use of “Circle Time” and also allow students to “Check in” on how they are feeling or if there are any issues that are happening in the class or yard that they are concerned about.

The Digital Licence program, designed by the Alannah and Madeline Foundation, is completed by the year 8 students in preparation for receiving their Macbooks in 2018.

The beginning of 2017 saw the introduction of the Wellbeing Committee which works on improving the wellbeing of the students and to promote different initiatives throughout the year. Wellbeing Wednesdays was introduced to invite year 7 students to the Art Room where they meet and interact with other students. The visit from Step Back and Think was also organised by the Wellbeing Team, as was the “lace up” to reduce social violence initiative in cooperation with the schools Walkathon and many students participated in the Winter Sports activities.

During 2017 the school also continued the program, “Who’s the Man”, which is run by the Wellbeing staff. This year all year 10 boys completed the program, which is built on open and honest discussions about the issues boys and men are facing. The Program offers them a safe space to have the conversation about the sort of man they want to be. Participants are encouraged to work out assertive and positive responses to realistic situations. They discover tools they can use in their everyday lives and for when bigger challenges arise. They look in depth at the consequences of risk-taking behaviour and learn strategies to help in making positive choices.

Seasons for Growth has grown from strength to strength and is a very successful program run by Josie and Leonie. The program focused on year 7 and 8 students and worked with them in regards to dealing with grief and loss. The feedback from the students involved was extremely positive and showed the need and importance of such a program within our school community.

Sonya Karras once again spoke to year 12 students around “Safe Partying” and other local agencies such as YacVic and Swan Hill Rural City Council worked with the school community..

A highlight of the year was the presentation of the Resilience Project which we were able to invite to our school through the generous donation from the Mallee Cruisers Car Club. This enabled students, parents and staff to be involved in a presentation around increasing resilience in our youth and ways to promote positive mindsets. Since the “Resilience Project” the school has chosen the theme of “Gratitude” for 2017 and introduced music during the movement time in the school day.

The Wellbeing Team has continued its very positive relationship with the local Headspace which provides resources, information and a place for students to attend to seek support outside of the school environment. Headspace workers also access the school to meet students if that is preferred by the student.

Our school councillors Josie and Leonie work extensively with individuals and groups to improve the wellbeing of all our students. The Wellbeing team also work closely with House Leaders to monitor and support students.

Achievements

- The Presentations by the Resilience Project.
- Continual Strong links were made with external agencies through Wellbeing Network Meetings.
- A close relationship with Swan Hill Headspace.
- Wellbeing Classes continued with Years 7 and 8 students on a fortnightly basis covering a range of topics including self-esteem, relationships and Mental Health. These lessons were taken by Luke Crow and attended by either Josie Rovere or Leonie Gleeson.
- The Wellbeing Team continued to work closely with students and staff to build a positive and safe school environment.
- The school recognised and promoted important awareness days around Mental Health.
- The Director of Wellbeing attended the Ballarat Diocese Network meetings each term.
- Initiative such as “lace up” were encouraged and supported.
- Introduction of the student Wellbeing Committee.
- The continued success of “Seasons for Growth”.
- The new format and involvement of Wellbeing in the Senior School information night.

On SIMON Attendance Module all absence are recorded as follows:

- Roll is marked in Homeroom and each of the 4 periods during the day.
- All notified absences are recorded daily. These may be parent notified or school related, eg. sports. Un-notified absences are followed up each day with an SMS to the parent. If there is no response, House Leader makes contact with parent.

Any partial absences are also recorded – this includes late to school, leaving for appointments, sick and class passes.

VALUE ADDED

- Seasons for Growth was re-introduced for students in year 7 and 8.
- Local community members and Headspace spoke to different year 12's.
- Hosted youth speaker Sonya Karras who educated Year 12 students on positive social behaviours, and the consequences associated with common risk-taking behaviours.
- The College has continued to work in collaboration with the local police to educate students on the social, emotional and legal ramifications of the misuse of mobile phone and internet technologies.
- Participation in Swan Hill and District Schools' Wellbeing Network Meetings.
- Participation in Ballarat Diocese Wellbeing meetings.
- Year 8 students completed the Esmart Digital Licence.
- Active acknowledgment and awareness raising of dates including R U OK? Day, Mental Health Week.
- The College continued to run the 'Who's the Man' program for Year 10 boys.
- Leonie Gleeson and Josie Rovere participated in all Year 7 and 8 Wellbeing classes.
- Participation in the Resilience Project.

STUDENT SATISFACTION

- The students feel supported and well informed on topics relating to Mental Health.

Child Safe Standards

Goals and Intended Outcomes

- As a school we have continued to work towards the requirements of a Child Safe school. We continued to follow the policies and procedures that were implemented in 2016. Staff have continued to complete the online Mandatory Reporting modules and continually update the Staff Disclosure form. The school have registered for the “Respectful Relationships” program with a selected group of staff attending a network PD and the all staff completing a half day PD on “Respectful Relationships. Information regarding all aspects of Child Safety have been available to all staff online on SIMON under Knowledge Banks.

Achievements

- Staff continually updated the Staff disclosure form.
- Child Safe information has been made available on Knowledge Banks for staff.
- All staff complete the online Mandatory Reporting module.
- The school registered for the “Respectful Relationships” program and all staff were involved in a half day PD about Respectful Relationships.
- An expression of interest was email to staff to join the “Respectful Relationships” Team.



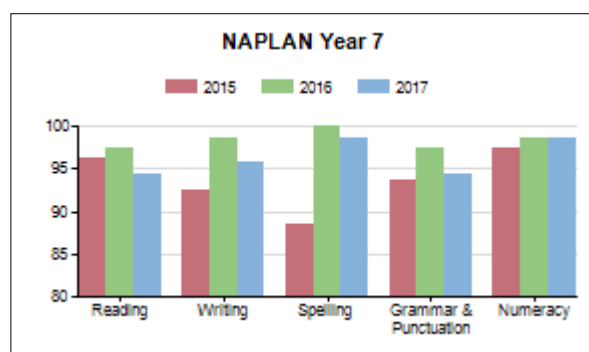


VRQA Compliance Data

E2070
St Mary MacKillop College, Swan Hill

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	93.7	97.4	3.7	95.8	-1.6
YR 07 Numeracy	97.5	98.7	1.2	100.0	1.3
YR 07 Reading	96.2	97.4	1.2	95.8	-1.6
YR 07 Spelling	88.6	100.0	11.4	100.0	0
YR 07 Writing	92.4	98.7	6.3	97.2	-1.5
YR 09 Grammar & Punctuation	93.7	91.2	-2.5	94.5	3.3
YR 09 Numeracy	97.5	100.0	2.5	100.0	0.0
YR 09 Reading	97.5	98.9	1.4	94.5	-4.4
YR 09 Spelling	93.7	87.9	-5.8	90.4	2.5
YR 09 Writing	85.9	90.0	4.1	93.2	3.2



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	83.53%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y7	93.23
Y8	94.36
Y9	92.98
Y10	91.16
Overall average attendance	92.93

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	76.33%
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STAFF RETENTION RATE

Staff Retention Rate	90.91%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	2.27%
Graduate	59.09%
Certificate Graduate	6.82%
Degree Bachelor	84.09%
Diploma Advanced	0.00%
No Qualifications Listed	6.82%

STAFF COMPOSITION

Principal Class	1
Teaching Staff (Head Count)	42
FTE Teaching Staff	37.60
Non-Teaching Staff (Head Count)	31
FTE Non-Teaching Staff	22.60
Indigenous Teaching Staff	1

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Reading	582.10
Year 9 Writing	570.30
Year 9 Spelling	590.00
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	589.70

SENIOR SECONDARY OUTCOMES

VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	91%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	46.0%
TAFE / VET	8.0%
Apprenticeship / Traineeship	8.0%
Deferred	19.0%
Employment	19.0%

NOTE:

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