

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2018



## ST MARY MACKILLOP COLLEGE, SWAN HILL



SCHOOL REGISTRATION NUMBER: 1917

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## Contact Details

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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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

26<sup>th</sup> March 2019

## 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 makes use of the town services and facilities. The College has kept a stable enrolment over the past few years with an enrolment around 430 students. St Mary MacKillop College receives enrolments from the Swan Hill, Balranald, Kerang, Sea Lake, Tooleybuc, Moulamein, Nyah and Beverford regions.

St Mary MacKillop College is well resourced with a strategic plan that includes; the opening of a Hospitality Trades Skills Centre (2016), refurbishment of the Maths classrooms (2017), and refurbishment of the Learning Resource Centre (Library) to include IT and Learning Support (2017).

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

Gratitude was the theme for 2018. We worked to embed this theme into many aspect of the school community, together with the Saint Mary MacKillop quote "We have much for which to be thankful". In a year where we celebrated 30 years of Foundation to Year 12 Catholic education in Swan Hill, I have felt very grateful this year.

In May, during the Ballarat Diocese Catholic Education Week, we celebrated with St Mary's Primary Schools from both Swan Hill and Sea Lake. As we are now all schools within the newly formed Holy Family Parish, it was a wonderful celebration of Catholic education today, in the past and what we will be in the future. The day began with a shared liturgical Mass and progressed onto many activities of fun and a delicious BBQ lunch.

In 2018 we once again completed the School Improvement surveys. Due to the change from a 4-year cycle to a 5-year cycle for school improvement, the surveys were completed only one year after the last. We were not anticipating a shift in data, however our student data showed improvement in many areas and our parent data declined in some areas. One reason for this may be that we didn't force the surveys on the students and only those that wanted to complete them did, and we had a larger number of parents complete the survey. Although there was some improvement in student data we I still see a lot of work that needs to be completed in this area.

The School Advisory Council consisted of the following members in 2018: 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. There was no change to the committee from the previous year, which provided consistency into 2018.

The Leadership Team in 2018 saw a change in the role as Director of Mission, as Mrs Karen Hocking moved on from the school and Mrs Alison Wright was appointed into the role. 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 Alison Wright (Director of Mission).

The Strategic Plan has now completed two years of its four-year cycle. The staff have been involved in the review and construction of the third 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 in 2018 were less than the previous year as we prepared for the major demolition, renovation and erection of the new Pathways, Senior School and Teaching and Learning spaces. The expected date of completion of this work is June 2019. Due to very good financial management, we have been able to fund this project from within the reserves of the school.

In term four a consultant was employed to complete a paper on the future educational scenarios for our school, as we anticipate a rapid growth in student enrolment in the next 5 years. This paper will be completed and presented to the School Advisory Council at the March meeting in 2019.

We are at an exciting time in the life of the college. With a 30 year history, I look forward to what the next 30 years will bring.

Michelle Haeusler  
Principal



## Governing Authority Report

The school year for 2018 started off with great gusto, with the blessing of staff and Mass with the regional teachers, then our opening school Mass and Ash Wednesday, all before the Year 12 Retreat.

The retreats that I attended this year were a great way to meet some of the students and engage with the staff in a different setting. I did enjoy witnessing the Year 12's personal reflections, the hikes up the mountains and the students' willingness to be open to others and to be challenged - spiritually, physically and emotionally.

Other highlights of the year have been many community activities, such as assisting at the St Patrick's Races, for example. Over the course of the year we have been grateful for many things, especially thirty years of secondary education within Swan Hill and district. Gathering for the Mass and organised, fun activities was a special event for all of us. One highlight at the end of the CESH Mass occurred when a primary school student said, "Can we hire that band again, they were great!" I think this is a great compliment to the staff and students who used their talents to play and lead the music. The production of 'Mary Poppins Jr.' and other events showcased to the community the depth of talent we have at the school.

I have also been able to participate personally in the staff v student sporting competitions. In the cricket I was lucky enough to hit the ball a couple of times and with volleyball and futsal, I tried my best. St Mary MacKillop College has much to be grateful for and I am so blessed to be your school governor and chaplain.

Working with our dedicated staff I experience how much of themselves they constantly give to the education and support of the students in the classroom and around the school. We are fortunate to have staff also who assist with welfare and wellbeing for our students and the families of our school community - together we make up St Mary MacKillop College community.

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

Fr Matthew Thomas  
Parish Priest





## College Advisory Council Report

It's amazing how quickly another year has come and gone. Although the year is at its conclusion, it gives us an opportunity to reflect on the achievements of the College and the things that as a school community for which we are grateful.

Again, our students have excelled in a wide range of activities, whether that be through drama - the annual school performance was a wonderful production of Mary Poppins; the various community fundraising activities undertaken by the home room groups, or through educational challenges or sporting events in which our students have competed. We should be proud of the way that our students, with the support and encouragement of our staff, engage in the various opportunities that are presented to them.

At this time of year, we also farewell our Year 12 students who have completed their studies. We hope that you receive the results that you have worked hard for. We also farewell other students and families who may be leaving us. We wish you all the best in your future endeavours and we trust that you look back at your time at our school with fond memories.

We are grateful for the skills and abilities of our College staff, through the guidance of our Principal Michelle Haeusler and her leadership team, for the way that you continue to nurture our children while they are in our school community, both personally and academically.

The School Advisory Council has continued to provide guidance to the school leadership team during the year, which included the review of many school policies to ensure that they are relevant to the current educational environment. While building projects have only been small this year, planning continues for future work to complement and improve our existing resources.

The Council also had presentations from a number of staff members which outlined in detail the different ways our school helps to develop our students.

To the parents and staff members of the Council, thank you for your contribution to the guidance of the school. It is a great way to be involved with the school and we are always looking for additional members for the Council. If you would like to participate in the Council, our Annual General Meeting will be held in March and we would welcome your involvement and input.

**Matt Curran**  
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

- We have introduced 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 this.

### VALUE ADDED

- School Liturgical Calendar which includes:
  - Beginning of Year Opening Mass
  - Ash Wednesday Staff Liturgy
  - Ash Wednesday Homeroom Liturgies
  - Stations of the Cross Easter Liturgy
  - Catholic Education Swan Hill (CESH) Mass celebrated annually with St Mary's Primary 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
- Celebration of 30 Years Catholic Secondary Education in Swan Hill
- St Mary MacKillop College celebrations during JJAMM Week
- Ten students, (and two staff members) attended the Youth Festival in Ballarat to celebrate the Youth of Youth.

- Two Year 10 students (and the Director of Mission) participated in the AJASS Pilgrimage in New Zealand.
- Awakenings Curriculum and Planning
- Religious Education Professional Development for all staff as well as curriculum specific programs for Religious Education Teachers
- Involvement in Caritas' Project Compassion
- 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 Wellbeing & 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
- Student Leaders attended the AJASS Leadership Day at the end of the year hosted by AJASS network.
- Four students (and two staff) attended the Australian Catholic Youth Festival (ACYF) in Sydney.



## Community Engagement

### Goals & Intended Outcomes

We will involve and engage parents in their student's learning by:

- Continuing to explore options for parent interaction with Staff.
- Continue to update the College Website
- Establishing Parent Focus Groups in order to review current and possible processes such as Parent/Teacher Interview and Information Sessions.

### 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, Instagram, 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.
- The College Website has been updated and a professional photographer employed to provide better photos for all publications.
- The Subject Expo and Pathways Information sessions are an opportunity for parents to learn more about what the school can offer.
- Pathways Subject Interviews are held for all students entering Year 11 and 12. Parents are encouraged to attend with their child to discuss the chosen subjects and possible future pathway options.
- The Year 7 Transition program was strengthened with the inclusion of a social evening for parents to meet in a social environment where new relationships were formed and family spirit fostered.
- The VCAL program allows students to run activities that can involve parents and other community members.

## VALUE ADDED

- Weekly College assemblies
- VCAL and VET students incorporating projects that include outside community groups and other schools.
- Subject Expo and Information Nights.
- VCE and VCAL Pathways subject interviews
- Swan Hill ANZAC day ceremony
- Transition program
- CESH Mass and celebration of 30 years of F-12 Catholic Education in Swan Hill
- VET Sport & Recreation program in local schools

## PARENT SATISFACTION

Our Insight SRC Data 2018 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

### Goals & Intended Outcomes

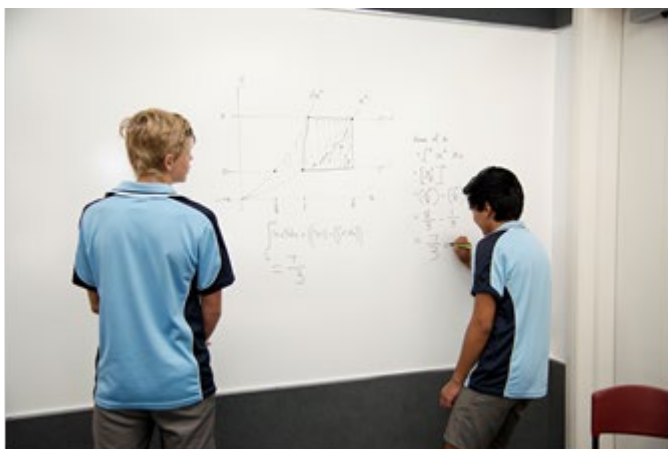
From the 2018 Annual Action Plan our goal in terms of Leadership and Stewardship was:  
We will respectfully challenge and build leadership capability of all.

To do this our actions were:

- Identifying the types of leaders needed in the College and what determines good leadership.
- Identifying capabilities of staff and support and encourage their application for leadership opportunities.
- Providing access to leadership programs at varying levels and encourage staff to participate.

### Achievements

- The Master Plan allowed for the development of a Teaching and Learning Office for the Director of Teaching and Learning, the two Teaching and Learning Coordinators, the Teaching and Learning: Assessment and Reporting Facilitator and the Staff Professional Learning Coordinator. This building project was started in November 2018 and is due for completion in June 2019.
- Staff were encouraged and supported to attend Leadership programs. Laura Crow and Nicole Gillingham participated in the Country Diocese Leadership Program (CDLP) and Suzy Haley and Lyndal Robinson completed the Leaders for Learning Program through the Catholic Education Office Ballarat.
- A new Website and professional photography improved the online presence of the school.
- The appointment of a Personal Assistant to the Deputy Principal allowed for growth and development of our social media platforms.



**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2018**

Teachers took part in professional learning activities related to:

Civics and Citizenship Professional Learning  
 CEO Ballarat - Secondary Leaders of Learning  
 VCAA – English Exam Learning  
 Biology Teachers Workshop  
 Wellbeing Conference  
 NCCD Briefing  
 Wellbeing in Schools Australia Workshop  
 Mary MacKillop Colloquium  
 Country Diocese Leadership Program  
 VCAL Numeracy Target Program  
 Leading for Learning in the Catholic Education Context  
 English Leadership Conference  
 Victorian Curriculum F-10 Implementation Workshop

**WHOLE SCHOOL PROFESSIONAL LEARNING**

Positive Mindset with Dan Haesler  
 Dialogue in a Catholic School  
 Anaphylaxis Training  
 CPR Renewal and First Aid Update

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	<b>48</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$335</b>

**TEACHER SATISFACTION**

From the 2018 Insight SRC survey data, the staff data indicates that:

- Staff are indicating that they feel that they are involved in the consultation process where decisions that affect them are decided. There may be still some sense that this is not always achieved by bringing the staff together and facilitating discussion about issues before the decisions have been made. Teamwork (75), Empowerment (88) and Ownership (73) have improved from (41), (67) and (56) in 2017.
- Role Clarity (85) is higher than Supportive Leadership (81) indicating that the school is reaching a balance of 'leadership' within the school. This area has improved from 2017 when Role Clarity (68) and Supportive Leadership (78) were further apart. Continued efforts by leadership to be approachable, reliable, understanding of the problems facing the staff and communication, have all enable this improvement.

## Learning & Teaching

### Goals & Intended Outcomes

GOAL: To improve Student and Staff Learning

### Priority One: 2018 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 maintaining 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. These plans will be considered for future planning within Curriculum teams.
- 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 revising and 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.
- Implement a specific program for student feedback to inform improved teaching and learning.
- Develop and grow students that are critical and independent thinkers, by supporting teachers to select and apply effective teaching strategies.

### Achievements

- The Teaching and Learning Team consisting of the Director of Teaching and Learning, Teaching and Learning Leaders – Junior and Senior School, the staff Professional Development Coordinator, Reporting and Assessment Facilitator and Learning Support Coordinator continued to focus on the priorities and implementing strategies outlined the 2018 Annual action plan. Two more of the team members completed the Leading for Learning PD program provided by CEO Ballarat, allowing them to investigate formative assessment strategies which they presented to all teaching staff as a part of the Teaching and Learning PD Day in June. A new student feedback program, PIVOT, was trialled and then fully implemented for all classes. 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 2018.



- Teaching and Learning Professional Development in 2018 involved teaching staff focussing on growth mindset and the importance of positive teaching and learning relationships, with their students. Staff commenced the year with keynote speaker Dan Haesler helping staff put growth mindset strategies into action. 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 2019.
- Teaching teams utilised the Victorian Education and Training document – High Impact Teaching Strategies to analysis their strengths and areas for growth and then set goals and review progress. The 10 High Impact Teaching Strategies include Goal Setting, Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning, Multiple Exposures, Questioning, Feedback, Metacognitive Strategies and Differentiated Teaching. PIVOT data helped provide evidence of areas of improvement and also strategies that still need further development.
- 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 was 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. Although SIMON continues to be our college’s major reporting and administration site of student data and timetables, Google Classrooms were utilised by many staff as a more flexible form of communication for day to day lesson updates and sharing of resources.
- VCE teachers completed data analysis sessions with their Domain Curriculum Leader and either the Director of Curriculum or Senior School Teaching and Learning Leader in 2018. 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. This information was also presented to the Leadership Team to help develop a shared understanding of the trends and achievements at the VCE level.
- Quicksmart and Making a Difference numeracy and literacy programs for our Year 7 and 8 students continued to be utilise in our college, with several of our senior students volunteering in 2018 to help run the Quicksmart program. This numeracy intervention program continues to achieve significant growth for the participants in these essential development years. An addition or alternative literacy intervention program is seen as a priority for implementation in 2019.

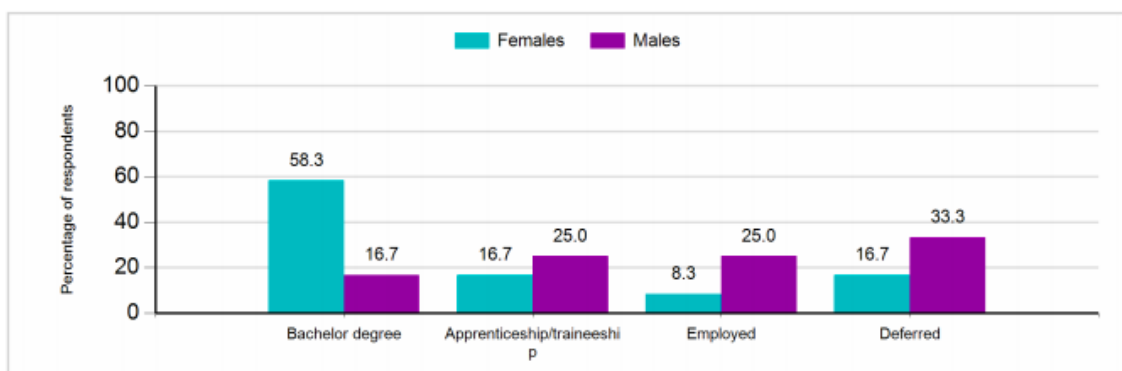
## STUDENT LEARNING OUTCOMES

- 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. The Year 7 average Reading, Writing, Spelling, Grammar and Punctuation and Numeracy scaled scores compared to the state continued to show 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 93% to 100% of students above the minimum standard. The Year 9 average Writing, Spelling, and Numeracy scaled scores compared to the state were at state average. Reading and Grammar and Punctuation were slightly below and Writing 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 2016 – 2018.

## POST-SCHOOL DESTINATIONS of students who exited school in 2017

BACHELOR DEGREE	37.5%
CERTIFICATES/DIPLOMAS	0.0%
APPRENTICESHIP / TRAINEESHIP	20.8%
DEFERRED	25.0%
EMPLOYMENT	16.7%

**Figure 1: Post school destinations of Year 12 or equivalent completers who exited school in 2017 from St Mary MacKillop College, by gender**



**Note:** NILFET = Not in the labour force, employment or training

Note: Participation of Yr. 12 completer and non-completers in the 2018 On Track survey  
Completers Participation rate = 38.7% of the 62 students

Non-completer Participation rate = 15.4% of the 13 students

(Findings based on the Year 12 non-completers' data should be treated with caution due to the relatively low participation rate.)

## 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 2018 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. Gratitude became a major theme throughout all Wellbeing lessons.

This year through the generous support from the Murray Mallee LLEN the Year 7 and 8 students were able to complete an online platform called Project Rokit Online. This was three interactive, online workshops that focus on the issues of bullying, online hate and social leadership.

The key themes of the Resilience Project were embedded into the school community with “Gratitude” becoming the school theme for 2018 and regular Gratitude “check ins” occurring throughout the school day. Music during movement time was also introduced.

In 2018 The Wellbeing Committee merged with the Social Justice Committee to create the Wellbeing and Social Justice Committee. The year began with Wellbeing Wednesdays inviting Year 7 students to the Art Room where they meet and interact with other students. The committee also ran an Easter raffle that raised money for the families affected by the bushfires near Mercy College Camperdown. The committee leaders presented to the Headspace Consortium in regards to Youth’s perspectives on Headspace and were quoted in the official press release for the opening of the Swan Hill Headspace facility. Other awareness days such as R U Okay day was also promoted.

During 2018 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.

The Wellbeing Team has continued its very positive relationship with the local Headspace facility; 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 counsellors 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

- Continual strong links were made with external agencies through Wellbeing Network Meetings.
- The implementation of Project Rokit Online for year 7 and 8 Wellbeing
- 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.
- The merger of the student Wellbeing and Social Justice Committees.
- The new format and involvement of Wellbeing in the Senior School information night.

### VALUE ADDED

- Local community members and Headspace spoke to different Year 12 students.
- Hosted youth speaker Sonya Karras who educated Year 12 students on positive social behaviours, and the consequences associated with common risk-taking behaviours.
- Gratitude was introduced as the school theme for 2018.
- Participation in Swan Hill and District Schools' Wellbeing Network Meetings.
- Participation in Ballarat Diocese Wellbeing meetings.
- Year 7 and 8 students completed the Project Rokit Online.
- 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.

## STUDENT SATISFACTION

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

## STUDENT ATTENDANCE

On SIMON Attendance Module all absences 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, e.g. 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.



## 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 completed the online Mandatory Reporting modules and continually update the Staff Disclosure form.

Information regarding all aspects of Child Safety have been available to all staff online on SIMON under Knowledge Banks. Child safety is embedded into all risk assessments for school excursions and camps. Aspects of the Respectful Relationships curriculum is addressed in Wellbeing classes.

### Achievements

- Staff continually updated the Staff Disclosure form.
- Child Safe information is available on Knowledge Banks for staff.
- All staff completed the online Mandatory Reporting module.
- Child Safety is embedded on all risk assessments for excursions and camps



## School Performance Data Summary

The School Performance Summary reports on data in the following areas:

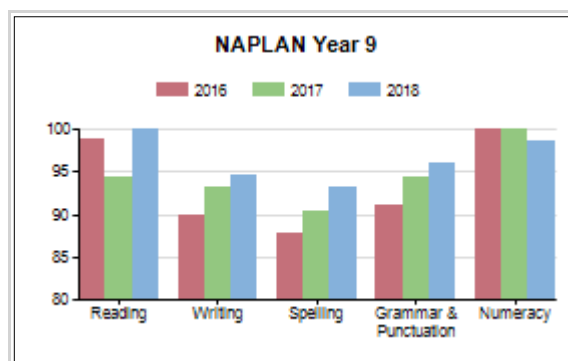
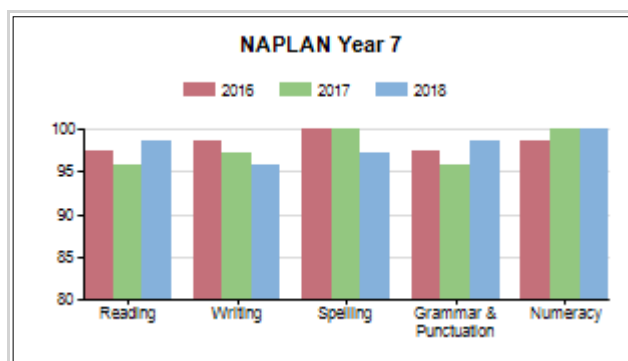
- Proportion of Students Meeting the Minimum Standards
- Median NAPLAN Results for Year 9
- Senior Secondary Outcomes
- Post-School Destinations as at 2018
- Year 9-12 Student Retention Rate
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

*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 [www.acnc.gov.au](http://www.acnc.gov.au)*

<b>E2070</b> <b>St Mary MacKillop College, Swan Hill</b>
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<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2016</b>	<b>2017</b>	<b>2016 - 2017</b>	<b>2018</b>	<b>2017 - 2018</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 07 Grammar & Punctuation	97.4	95.8	-1.6	98.6	2.8
YR 07 Numeracy	98.7	100.0	1.3	100.0	0.0
YR 07 Reading	97.4	95.8	-1.6	98.6	2.8
YR 07 Spelling	100.0	100.0	0.0	97.1	-2.9
YR 07 Writing	98.7	97.2	-1.5	95.7	-1.5

YR 09 Grammar & Punctuation	91.2	94.5	3.3	96.0	1.5
YR 09 Numeracy	100.0	100.0	0.0	98.7	-1.3
YR 09 Reading	98.9	94.5	-4.4	100.0	5.5
YR 09 Spelling	87.9	90.4	2.5	93.3	2.9
YR 09 Writing	90.0	93.2	3.2	94.6	1.4



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	71.1%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.6
Y08	91.4
Y09	94.3
Y10	93.2
Overall average attendance	93.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	73.4%

STAFF RETENTION RATE	
Staff Retention Rate	85.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	4.8%
Graduate	61.9%
Graduate Certificate	7.1%



Bachelor Degree	83.3%
Advanced Diploma	0.0%
No Qualifications Listed	7.1%

#### STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	48
Teaching Staff (FTE)	42.1
Non-Teaching Staff (Headcount)	35
Non-Teaching Staff (FTE)	30.3
Indigenous Teaching Staff (Headcount)	1

#### MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	596.0
Year 9 Reading	583.8
Year 9 Spelling	589.9
Year 9 Writing	558.0

#### SENIOR SECONDARY OUTCOMES

VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	85%

#### POST-SCHOOL DESTINATIONS AS AT 2018

Tertiary Study	37.5%
TAFE / VET	0.0%
Apprenticeship / Traineeship	20.8%
Deferred	25.0%
Employment	16.7%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%