

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2019



**ST MARY MACKILLOP COLLEGE, SWAN HILL**



SCHOOL REGISTRATION NUMBER: 1917



## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our College Vision .....	3
College Overview .....	4
Principal's Report .....	4
Church Authority Report .....	6
School Advisory Council Report .....	6
Catholic School Culture .....	8
Community Engagement .....	10
Leadership & Stewardship .....	12
Learning & Teaching .....	14
Wellbeing .....	18
Child Safe Standards .....	21
School Performance Data Summary .....	22

## 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

24<sup>th</sup> March 2020

## 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 renovation and new building for Pathways, Teaching & Learning and Year 12 Study space and Kitchen (2019), 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

Our theme for 2019 has been GENEROSITY, "Try always to be generous" (St Mary of the Cross MacKillop). We have encouraged our students this year to not see generosity as simply giving money, that we can show generosity in many ways each day. We can be generous with the time that we spend with people - put away your phone and be truly present with the people around you. We can be generous with our possessions - share with others without complaint, or not take more than we need. Our world needs to be cared for, so we can be generous with the way we look after it - less material things and more reusing and recycling.

It can be hard to be generous as we live in such a fast paced, ever changing world. Generosity means that we have to consider our actions and want others to benefit from our commitment.

This year has seen a number of staffing changes, with two long standing members of our community retiring. Ms Leanne Cook and Mr Bill Kemp both retired at the end of Term 1. The time was right for them to retire, however it meant some disruption to our students. It has become increasingly difficult to attract teachers to rural areas. Unfortunately, we were not able to secure any new staff members to cover these retirements, however our part-time staff were very generous in increasing their teaching loads to take on classes. I am thankful that our staff were able to answer the call.

The staff continue to work hard, encouraging students to achieve their best. Many students have made us very proud this year by the way that they have approached their studies and participated in extra-curricular activities. It is always great to see the pride that students have in themselves when they are successful.

I am always thankful for the wonderful support that the School Advisory Council (SAC) provides. When we meet each month it is always a pleasure to converse about key happenings within the school. Even the discussion on policy is appreciated, as it provides for me an idea of what the parents are thinking. I thank: Matthew Curran for his ongoing leadership as the Chairperson of the SAC; other parent volunteers, Christine Connellan, Tamara Grey, Jacqueline Storer and Peter Mullan (new to the SAC in 2019); and the other members of the SAC, Fr Matthew Thomas, Dr Andrew Watson (CEO Ballarat) and Catherine Smith (Staff Representative).

The Leadership Team of the College have had some challenging times this year and I appreciate the effort that they individually go to, to ensure that our school runs as smoothly as possible. Their generosity of time is considerable and they often go over and above in their respective roles. My thanks to David Rush (Business Manager), Catherine Howison (Deputy Principal), Alison Wright (Director of Mission), Sally Looney (Director of Teaching and Learning) and Luke Crow (Director of Wellbeing). I especially thank Sally and Luke for their years of support, as they both move in other directions within the school in 2020. It is an exciting time as we induct two new staff onto our Leadership Team in 2020.

I hope that everyone in our community considers how you are generous in your lives. As Mary MacKillop stated "Try always to be generous".

Michelle Haeusler  
Principal

## Church Authority Report

The school year for 2019 started off with the blessing of staff, Mass with the regional teachers, followed by our opening school Mass.

The year level retreats that I attended this year were a great way to meet some of the students and engage with the attending staff in a different setting. Working with Mrs Wright and having some new presenters leading our Reflection Days allowed myself and others to join in the day, but also to prepare lunch for the students, with Taco Tuesday and kebabs being the menu items.

On Year 12 Retreat at Halls Gap, I did enjoy sharing with the Year 12s their personal reflections, along with hikes up the mountains and was very impressed by their willingness to be open to others and to be challenged, spiritually, emotionally and physically. We also celebrated a time of reconciliation and healing which was a fantastic opportunity for some of the students to build and mend relationships.

Some of the other highlights of the year have been community activities such as: assisting at the St Patrick's Day Races; gathering together with our primary and secondary schools for the CESH Mass with lunch being a highlight; the Hearts and Hands Mass for the poor (with very generous donations of goods/food and practical items) and the school production and many other events showing to the community the depth of talent we have at the school. We have so many gifted and talented students and staff, whose skills and abilities were demonstrated during the fabulous production of 'Wicked'.

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, it is clear 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 who assist with the welfare and wellbeing of our students and their families within our school community and together we make up the 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  
Canonical Administrator



## School Advisory Council Report

Another year has passed quickly. It doesn't seem that long ago that we were welcoming in a new year and now we are saying farewell to it. While the year has seemed to pass quickly, there has been much achieved in our College.

The students always seem to be doing something, whether it is being involved in the annual school production, the various sporting events or the many different school activities and social events run through the homeroom groups. These activities give the students a variety of experiences in addition to the academic studies that they are involved in. For some of our students, the end of the year will see the end of their secondary school journey. For the Year 12 students who completed their VCE exams, we hope that your results reflect your dedication to your studies. For these students and those who have finished school to take up apprenticeships and job opportunities, we wish you well in your future endeavours and trust that you will look back on your time at the College with fondness, having built friendships that may last a lifetime.

The teaching and learning staff do a wonderful job to guide and encourage our children to be the best they can. They are well led by Mrs Haeusler and her leadership team and as parents, we are grateful for their dedication and skill in the roles they have with the students. Thanks also to the administration and support teams that assist with the smooth operation of the College.

It's always pleasing to see new resources added to the College to assist the students and staff. The Providence Centre, which was completed during the year, is certainly a resource that will be a great asset to the College.

To the fellow parents and staff members who have participated in the Council during the year, thank you for your involvement and contribution. It is always good to get different perspectives on the things that are discussed at our meetings. Involvement on the Council is a wonderful way to be involved in the school and we are always looking for new faces. Our Annual General Meeting will be held in March, so if you would like to be involved, come along and participate.

**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
- St Mary MacKillop College celebrations during JJAMM Week
- Four Year 10 students (and one staff member) participated in the AJASS Pilgrimage along the south coast of Victoria through to Penola (SA).
- 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.



## 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 a change to the way that we advertise in the local newspaper, as well as the involvement of students in the radio advertisements.
- The College Website is well maintained, with additional promotional information on the employment page, to encourage new staff to our school.
- 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 continues to thrive, with over 140 students attending the first Transition day of the year, leading to over 80 enrolments at Year 7 for 2020.
- The VCAL program implemented new integrated projects, which allowed more community involvement.
- The Teacher Advisor program was reviewed, which involved conversations with students and parents about the benefits of the programs. A number of suggestions were presented, with some changes already being implemented for 2020.



## 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 100 years of St Mary's Primary School
- 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

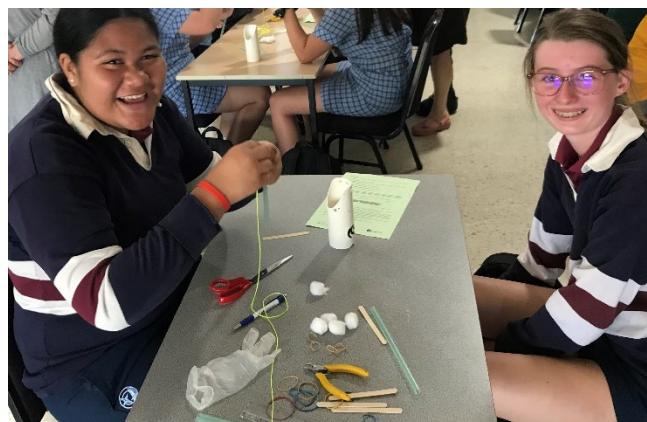
### Goals & Intended Outcomes

From the 2019 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. This building project was completed in June 2019.
- Staff were encouraged and supported to attend Leadership programs. Catherine Smith and Monique Watt participated in the Country Diocese Leadership Program (CDLP). Catherine Howison applied for and was granted a scholarship to attend the Religious Education Conference in Los Angeles. Efforts have also been made to secure the Leading for Learning program, run by the Catholic Education Office Ballarat, to be conducted on site for 10 staff in 2020.



**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2019**

Teachers took part in professional learning activities related to:

- Secondary Whole School Literacy
- NAPLAN Online
- VCAL Quality Assurance
- VCE Physics Conference
- Getting Ahead Facilitator Training
- NCCD Briefings
- Diabetes at School
- VCE VET Scored Assessment Workshop
- Peer Support Implementation Workshop
- Secondary Leaders of Learning
- Teaching Students with Learning Difficulties
- Teaching EAL students in mainstream classrooms
- Classroom Management

**WHOLE SCHOOL PROFESSIONAL LEARNING**

Anaphylaxis Training

CPR Renewal and First Aid Update

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019****44****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$263****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: 2019 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:

- We will provide targeted professional development opportunities.
- We will involve and engage parents in their student's learning.
- We will develop a culture where teams work collaboratively and independently to achieve effective teaching and learning.
- We will develop a shared understanding of the purpose and nature of meaningful formative and summative assessments.
- We will implement a specific program for student feedback to inform improved teaching and learning.
- We will develop and grow students that are critical and independent thinkers.
- We will build on the relationships between staff and students to improve the learning outcomes for all students.

### Achievements

- Targeted intervention programs including Quickstart Maths and the Listening Skills program have continued to be provided and a new MacqLit literacy program was introduced. Staff professional development in catering for students with English as an Additional Language (EAL) has been a focus of the Teaching and Learning Team, as well as developing a whole school literacy approach for students.
- International educator and consultant, Tom Hierck, facilitated a professional learning day based around the keys to a positive learning environment. The importance of positive relationships, differentiation and enrichment based on data informed decisions, as well as building collaborative teams that support school wide expectations, were the main concepts explored during the day.
- The Pivot student feedback program was utilised where teaching staff were provided with feedback from their students on the Australian Institute for Teaching and School Leadership (AITSL) professional standards for teachers. The Pivot program enabled data

to be collated for both the individual teacher, subject areas as well as whole school, and allowed strengths to be identified as well as areas of suggested growth. Teaching staff have then utilised this information to set goals, complete peer observations and explore effective teaching strategies.

- ICT has continued to be embedded across the curriculum. Teaching staff are constantly updating their learning programs to incorporate best practice use of technology and focus on educating our students about using technology effectively to support their learning.
- Nominated Year 8 students completed the Trends in International Mathematics and Science Study (TIMSS).
- VCE teachers completed data analysis sessions with their Curriculum Leader and either the Director of Teaching and Learning or Senior School Teaching and Learning Leader. 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.
- The use of formal testing data (e.g. NAPLAN, TIMSS, PAT Maths/Reading and Writing) as well as school teacher judgement and assessment grades continue to inform staff teaching practices and enables them to plan how to cater for the individual learning needs of our students.
- The Student Academic Committee add an important voice to the learning opportunities we provide and the recognition of the academic achievement of our students.

Value added experiences include:

- The Culinary Challenge
- Dante Alighieri Poetry Competition
- College production of the musical 'Wicked'
- Science and Technology Challenge
- Exploring subject and career options in Pathways classes
- Senior Student Transition Interviews
- Subject specific weeks and activities



## Student Learning Outcomes

### National Assessment Program Literacy and Numeracy (NAPLAN)

The NAPLAN is a common national test for students in Years 3, 5, 7 and 9 which assesses students in the areas of reading, writing, language conventions and numeracy. Data from the NAPLAN provides a snapshot of achievement at the school.

#### NAPLAN Results: Year 7

At Year 7, the data reflects the capabilities of the students who entered the College from a range of primary schools. The following table details the median score for each of the Year 7 Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy assessments. Year 7 students at St Mary MacKillop College performed at or above the State median in all assessment areas.

TABLE 1: NAPLAN Year 7, 2019			
	St Mary MacKillop College Students' Median Score	State Median	% above the national minimum standard
Reading	565	551	94%
Writing	523	523	84%
Spelling	567	553	88%
Grammar and Punctuation	559	554	87%
Numeracy	583	559	93%

#### NAPLAN Results: Year 9

The following table details the median score for each of the Year 9 Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy assessments. Year 9 students at St Mary MacKillop College performed at or above the State median in writing, spelling and numeracy.

TABLE 2: NAPLAN Year 9, 2019			
	St Mary MacKillop College Students' Median Score	State Median	% above the national minimum standard
Reading	590	591	82%
Writing	560	560	63%
Spelling	588	588	91%
Grammar and Punctuation	573	580	78%
Numeracy	603	592	97%

### Changes in minimum standards

The following table shows the change in the percentage of students meeting the national minimum standard in Years 7 and 9.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	95.8	98.6	2.8	97.1	-1.5
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 07 Reading	95.8	98.6	2.8	98.6	0.0
YR 07 Spelling	100.0	97.1	-2.9	97.1	0.0
YR 07 Writing	97.2	95.7	-1.6	94.3	-1.4
YR 09 Grammar & Punctuation	94.5	96.0	1.5	96.9	0.9
YR 09 Numeracy	100.0	98.7	-1.3	100.0	1.3
YR 09 Reading	94.5	100.0	5.5	92.3	-7.7
YR 09 Spelling	90.4	93.3	2.9	96.9	3.6
YR 09 Writing	93.2	94.6	1.4	93.8	-0.8

### Senior Secondary Outcomes

The VCE results in 2019 were pleasing on a range of measures. The median study score of all schools is 30 and the 2019 cohort at St Mary MacKillop College achieved a median study score of 29.

- VCE Completion Rate 100%
- Percentage of VCAL units completed 94%
- Percentage of students with 40+ study scores 5.0

### POST-SCHOOL DESTINATIONS AS AT 2019

<b>TERTIARY STUDY</b>	<b>42%</b>
<b>TAFE / VET</b>	<b>15%</b>
<b>APPRENTICESHIP / TRAINEESHIP</b>	<b>15%</b>
<b>DEFERRED</b>	<b>15%</b>
<b>EMPLOYMENT</b>	<b>12%</b>

## 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 2019 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 become a major theme throughout all Wellbeing lessons.

This year through the generous support from the Mallee Cruisers Car Club we were able to invite the “Cybersafety Project” to our school. The program consisted of the presenters speaking to our year 7 and 8 students as well as running presentations for our staff and wider community on the importance of staying safe online and actions to take to increase our privacy and safety online.

In 2019 The Wellbeing and Social Justice Committee were very active and visual in our school. The year began with Wellbeing Wednesdays inviting Year 7 students to the Art Room where they meet and interact with other students. The committee presented at school assemblies, ran a lunchtime Wellbeing expo where different organisations that worked with youth in our community all set up stalls in the Red Court area promoting their services. A Breakfast Program was also introduced with the Wellbeing Committee outsourcing bread and supplying toast twice a week free of charge to our students before school.

During 2019 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 and Diocese Wellbeing Networks.
- The Cybersafety Project presenting to students, staff and the wider community.
- 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 Mental Health community Expo held at school during Mental Health Week.
- The 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.
- Students, staff and community members were educated on how to stay safe online.
- Participation in Swan Hill and District Schools' Wellbeing Network Meetings.
- Participation in Ballarat Diocese Wellbeing meetings.
- Introduction of the Breakfast Program.
- 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. Our child safety policies and procedures are readily accessible, easy to understand, and user-friendly to children. Child Safety is a standing agenda item at all staff meetings and information regarding all aspects of Child Safety have been available to all staff online on SIMON under Knowledge Banks.

### Achievements

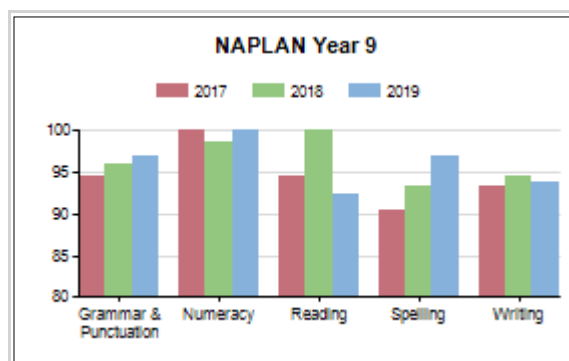
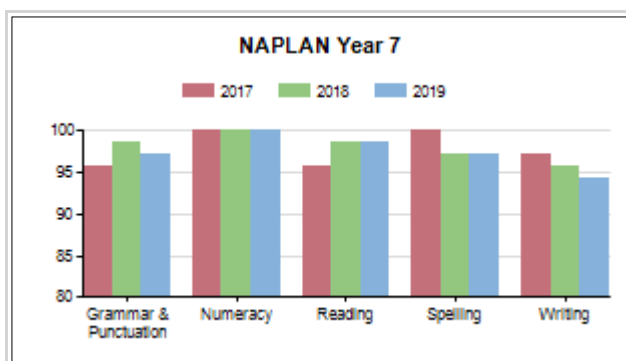
- Staff continually updated their Staff Disclosure form
- Child Safe information is available on Knowledge Banks for staff
- All staff completed the online Mandatory Reporting module
- Child Safety is embedded in all risk assessments for excursions and camps
- Child Safety is a standing agenda item at staff meetings and School Advisory Council Meetings
- The Child Safety Risk Register is updated annually or as required
- Student participation and empowerment strategies included:
  - Student surveys to assist with informing policies
  - Student feedback gathered on school initiatives
  - Student safety and wellbeing surveys
  - Student leadership forum
  - Student developed child safety policy and student code of conduct
  - Student feedback on teaching practice and learning including PIVOT surveys
  - Curriculum focus on healthy and respectful relationships (including sexuality), resilience; and child abuse awareness and prevention addressed in Wellbeing and Health classes
- Induction of staff, volunteers, contractors and School Advisory Council members includes child safety checks
- Expectation for staff to provide a child-safe environment, and duties/attributes relating to child safety are set out in staff role descriptions



## School Performance Data Summary

**E2070**  
St Mary MacKillop College, Swan Hill

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	95.8	98.6	2.8	97.1	-1.5
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 07 Reading	95.8	98.6	2.8	98.6	0.0
YR 07 Spelling	100.0	97.1	-2.9	97.1	0.0
YR 07 Writing	97.2	95.7	-1.6	94.3	-1.4
YR 09 Grammar & Punctuation	94.5	96.0	1.5	96.9	0.9
YR 09 Numeracy	100.0	98.7	-1.3	100.0	1.3
YR 09 Reading	94.5	100.0	5.5	92.3	-7.7
YR 09 Spelling	90.4	93.3	2.9	96.9	3.6
YR 09 Writing	93.2	94.6	1.4	93.8	-0.8



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	76.0%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.7
Y08	92.7
Y09	89.4
Y10	91.8
Overall average attendance	91.7

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	69.3%
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**ALLSTAFF RETENTION RATE**

Staff Retention Rate	93.6%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	7.1%
Graduate	54.8%
Graduate Certificate	9.5%
Bachelor Degree	81.0%
Advanced Diploma	0.0%
No Qualifications Listed	7.1%

**STAFF COMPOSITION**

Principal Class (Headcount)	2
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	36.9
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	33.7
Indigenous Teaching Staff (Headcount)	1

**MEDIAN NAPLAN RESULTS FOR YEAR 9**

Year 9 Grammar & Punctuation	573.3
Year 9 Numeracy	603.4
Year 9 Reading	590.1
Year 9 Spelling	587.5
Year 9 Writing	560.2

**SENIOR SECONDARY OUTCOMES**

VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	94%