



St Mary MacKillop College Swan Hill

2020

Annual Report to the School Community



Registered School Number: 1917

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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 2020 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.

04/06/2021

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

Our College Vision & Mission

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 of 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

Compassion. Hope. Courage. These are three words that I will remember about 2020.

Compassion is our school theme this year. Although we have spent so much of the year away physically from each other, this value of Compassion has been witnessed in the way that staff, students and parents and guardians have responded to the changing needs of our community. Our community members have reached out and supported each other. We have considered the needs of others, have listened and responded.

Hope has been part of the St Mary of the Cross MacKillop quote that has sustained me throughout the difficult periods of this year. "Be calm and full of hope" Mary MacKillop penned to her sisters. Our community has remained strong and resilient as we have walked the challenges together. I remain hopeful that some normality will be restored in the near future.

Courage is the word that the Sisters of St Joseph chose to celebrate the 10th Anniversary of the canonisation of St Mary of the Cross MacKillop. This year we have required courage to learn a new way, sustain our relationships while being physically apart and adapt to the changes imposed on us. Our school community has been courageous and continues to be courageous as we look forward to the end of another school year.

Thank you to our parents and guardians for your support of our staff this year. Thank you for the support you have given to your children. Thanks too for the support you have given others.

Thanks to the essential workers who have done their very best.

Thanks to the staff who volunteered for onsite supervision. Thanks to the teachers who have flipped education more than once this year and found the positives and had the best interest of the students at heart.

Thanks to the families that have persevered with learning. Thanks to those who have encouraged our staff and thanked them.

Thanks to the tireless work of our Education Support and School Support staff for supporting all of us in one way or another.

Thank you to our dedicated Learning Support staff for all that they have been willing and able to do.

Thanks to our School Advisory Council members, Fr James, Andrew Watson, Matthew Curran (Chair), Jacqueline Storer, Peter Mullan, Christine Connellan, Tamara Grey, Hollie Conlan, Alistair Mitton, Scott Anderson, Catherine Smith (Staff Rep) and Emma Webb (Secretary), for continuing to support the school direction and for attending our online meetings.

Thanks to our wonderful IT staff who supported us to ensure the healthiest of computer systems.

Thanks to our Student Wellbeing team that has continued to showcase best practice ensuring all our students are safe and healthy and able to learn.

Thanks to the amazing staff for supporting each other and rolling their sleeves up to get on with whatever has been needed to support our students. A team of educators who have become expert online teachers, effective collaborators, counsellors and so much more!

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), Nathan Lane

(Deputy Principal Teaching and Learning), Alison Wright (Director of Mission) and Mandy McCallum (Director of Wellbeing).

AND, an ENORMOUS thanks to all our students for demonstrating resilience and trying your best. Thank you for joining in online dress ups, assembly videos and being involved whenever you can on site.

School Advisory Council Report

The 2020 year has been unlike any other year, with the global COVID-19 pandemic affecting us all. With the restrictions imposed by Federal and State Governments, a lot of the school year has been conducted remotely, especially in Terms 2 and 3.

The online schooling provided many challenges for the whole school community - staff, students and families. Despite the challenges, I believe that our school has adapted well in a constantly changing teaching and learning environment.

I must commend the Principal, Mrs Michelle Haeusler and her leadership team for the way that they were able to implement remote learning for the school. This was a big change from the traditional way of teaching and learning, but the calmness in the way changes were communicated and new systems implemented made the switch much easier than it could have been.

In addition to the leadership team, much credit and thanks must go to the dedicated teaching staff in the way that they were able to adapt, learning new ways to conduct their classes in the virtual world to give every student the best opportunity to succeed. While online schooling was effective, everyone was glad to have the students back at school.

The events of the year have made us appreciate what we have, but also gave us a chance to learn many valuable lessons that can be applied in the future to further enhance the learning experience for students.

With the end of the year, some of our students will be leaving our school to further their educational experiences or to enter the workforce. We trust that you have enjoyed your time at our school and look back at your time here fondly.

For the Year 12 students in particular, this year is normally one you do not forget - you didn't need a pandemic to help you remember it. However, despite all the challenges of the year, we hope that your final results are what you have worked for and that this year is a stepping stone to future successes.

The School Advisory Council has continued to meet regularly throughout the year, mostly virtually, with much focus on the future plans for the College.

During the year, we welcomed Scott Anderson, Hollie Conlan and Alastair Mitton as new parent representatives onto the Council, while Fr James Kerr replaced Fr Matthew Thomas as Parish Priest. It's great to have new people join the Council to share different ideas and perspectives. If you wish to be a part of the School Advisory Council, the Annual General Meeting is scheduled for early in the 2021 school year, so please come along and join in.

Let's hope that 2021 is less challenging than 2020.

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 prayer 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 held online
 - Hearts and Hands, Compassion and Justice Mass for the St Vincent de Paul Winter Appeal (online)
 - St Mary of the Cross MacKillop Feast Day Mass (online)

- End of Year Mass
- St Mary MacKillop celebrations during JJAMM Week in an online format.
- School captains (2) attended JJAMM experience in Sydney.
- Friday chapel for staff was offered in an online format.
- Monday staff prayer held online.
- 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
- Year 12 Retreat at the beginning of the school year.
- The Chapel continues to be a well-used 'resource' and an excellent contemplative space for all students and staff
- 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 online 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.
- Continuing 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

- Transition, especially from Grade 6 to Year 7 continues to be something the college does well. The Year 7 Basket Tea was an opportunity to welcome new and existing families into our community, develop relationships between parents and Homeroom Teachers and promote the use of PAM to incoming Year 7 families. Some Transition Days needed to be cancelled in 2020 however the college engaged the services of a videographer to produce a promotional film showcasing our school community and its facilities.
- In 2020, two terms of Remote Learning put emphasis on the need for regular, effective and clear communication. The college responded quickly to this challenge, utilizing current systems to their full advantage.
- In 2020 St Mary MacKillop College worked hard to provide information to families during challenging times. This included electronic publications about Remote Learning, Google surveys to assess effectiveness of online learning and parent contact during this time.
- The Subject Expo and Pathways Information sessions are an opportunity for parents to learn more about what the school can offer. In 2020 restrictions necessitated a rethinking of the delivery of this information and parents were able to attend online sessions regarding subject information and selection.
- In 2020 restrictions on onsite attendance required innovation and a school Youtube channel was established. Through this secure channel, families were able to view a number of virtual presentations such as assemblies, a mini school production of "Super Happy Awesome News", the Year 12 Final Assembly, the End of Year Mass and Presentation Night.
- 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.
- Curriculum based activities utilise the services in Swan Hill and surrounding areas, undertaking excursions and inviting Guest Speakers to the school. This continued virtually during Remote Learning which has opened up other avenues through which students can engage with members of the community.
- St Mary MacKillop College hosted an online parent forum for the Future Directions of our school.

VALUE ADDED

- Weekly College assemblies. During Remote Learning these continued but were facilitated through Google meets
- Online facilitation of Information Nights.
- VCE and VCAL Pathways subject interviews
- Transition program
- The use of PAM has increased, with Parents utilising the facility to read up to date feedback and reports, as well as provide feedback to a teacher.
- Utilisation of Operoo as a way to inform parents as well as seek feedback.

PARENT SATISFACTION

Our Insight SRC Data 2020 supports our view that our parent body is satisfied with the pastoral care and wellbeing of their sons/daughters at St Mary MacKillop College. Responses indicate that parents feel their children are safe at school and that staff manage the Learning Environment well.

Parents are satisfied with the transition program.

There is an opportunity to further develop parent partnerships into the future.

Leadership & Stewardship

Goals & Intended Outcomes

From the 2020 Annual Action Plan our goals in terms of Leadership and Stewardship were:

- We will provide targeted professional development opportunities by:
 - Curriculum leaders to utilise the Professional Learning plans of staff within their domain for future planning
- We will develop a culture where teams work collaboratively and independently to achieve effective teaching and learning. To continue this culture we will:
 - Revisit and revise norms, at the beginning of the year, so that teams / groups are enabled to work together
- We will respectfully challenge and build leadership capability of all by:
 - Providing access to leadership programs at varying levels and encouraging staff to participate.
- We will strengthen role clarity by:
 - Discussing and revisiting all aspects of the role description of a teacher at St Mary MacKillop College.
- We will develop and strengthen effective communication by:
 - Creating a culture where all voices can be heard and are valued and respected.
- We will maintain more open discussion at staff meetings and opportunities for staff voice by:
 - Continue to develop and enhance formal processes ie Staff Consultative Representatives and IEU Vic Tas Representatives to initiate further discussion and resolution of issues.

Achievements

- During 2020 a new Master Plan was developed which focussed on the requirements of Secondary Catholic Education in Swan Hill extending past 10 years into the future. The process involved consulting with the whole school community to ensure that all parties were given a voice. Staff were given the opportunity to collaborate their ideas and to take part in a master planning committee.
- The College secured 10 positions for The Leading for Learning program, run by the Catholic Education Office Ballarat. This commenced in 2020 but was unfortunately postponed to 2021 due to COVID-19.
- Professional learning in leadership was undertaken via Workshops in effective mentoring, leading the management of students, coaching and mentoring, and attending Catholic Education Ballarat cluster and network meetings.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Teachers took part in professional learning activities related to:

- Subject specific conferences
- Preparing teachers for teaching Unit 3 and 4 courses
- Focusing on strategies and resources for teaching English
- Mentoring programs
- Classroom management
- Differentiation
- Faith development
- Assessment
- Child Safe Standards and Reportable Conduct
- Aligning pedagogy with school learning space design
- VCE briefings
- Universal Design for Learning
- Student wellbeing
- The Listening Program

Whole School Professional Learning

- CPR Renewal and First Aid Update

Number of teachers who participated in PL in 2020

43

Average expenditure per teacher for PL

\$531

TEACHER SATISFACTION

From the 2020 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. The school climate percentiles for 2020 have strengthened in two of the staff engagement categories while maintaining the result recorded in the third category. Teamwork is up 13 points to 88, Ownership is up 11 points to 84 and Empowerment is steady at 88. By maintaining and improving teamwork, empowerment and ownership, Leadership has continued to improve its level of engagement with the staff whereby the staff personal goals are aligned with the goals of the school and the staff are committed to those goals.
- The gap between Role Clarity and Supportive Leadership has closed to 1 point with the percentiles being 84 and 85 respectively. Overall this is marginal improvement on the 2018

results. This data shows that there is a strong balance between the categories indicating that Leadership within the College is understanding, approachable and reliable. There is a sense that communication is strong but not as high as it could be. Continued efforts by leadership to maintain and improve communication will enable further improvement.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	73.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	7.3%
Graduate	51.2%
Graduate Certificate	9.8%
Bachelor Degree	78.0%
Advanced Diploma	0.0%
No Qualifications Listed	9.8%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	43.0
Teaching Staff (FTE)	38.2
Non-Teaching Staff (Headcount)	40.0
Non-Teaching Staff (FTE)	30.9
Indigenous Teaching Staff (Headcount)	1.0

Learning & Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

GOAL: To improve Student and Staff Learning

Priority One: 2020 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

At St Mary MacKillop College we are committed to continuous improvement and innovation in our programs to ensure they are relevant and engaging to our learners. We are proud to provide a contemporary, rigorous and inclusive curriculum where the student is at the centre of all learning experiences. We regularly evaluate and update our courses to ensure they are relevant and meet the needs of our students. Our aim is to deliver the Victorian Curriculum in a way that is robust and develops the 21st century skills that will prepare our students for their senior years and journey beyond secondary school.

- Teaching and Learning Staff Meetings were included in the meeting schedule each term and provided an opportunity to focus on teaching and learning. One of the main conversations held during these meetings was around a shared vision for teaching and learning. A teaching and learning vision statement will be launched to the College community in 2021.
- Development of an online teaching and learning cycle which included a blend of synchronous and asynchronous learning across three phases: launch, explore, revise. Staff became confident and competent in the use of Google Meet and other digital tools to deliver lessons during the period of remote learning.

- The Pivot student feedback program was utilised where teaching staff were provided with feedback from their students based 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 for suggested growth. Data from the surveys was unpacked during Teaching and Learning Staff Meetings and Learning Area meetings.
- The Literacy Team met throughout the year and discussed embedding literacy across the curriculum. Initiatives that were implemented included the word of the day and weekly literacy tip in the Student Bulletin, and Book Bingo for Years 7 and 8 students. Staff also worked on glossaries for each unit taught.
- A group of staff were involved in the 'Leading for Learning' program led by the Catholic Education Office Ballarat. The aim of the project is to develop and enhance leadership capacity to effectively lead for learning at the College. The program will continue in 2021.
- Students and teachers continue to use technology to support teaching and learning. The ICT Committee met throughout the year and discussed the seamless integration of digital technologies 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.
- The Academic Committee continued to raise the academic profile of the school. The committee introduced a learning recognition program, and asked teachers to nominate students at each year level for academic excellence and effort and endeavour awards. Recipients were recognised in the Student Bulletin and in the fortnightly College newsletter.
- VCE teachers completed data analysis sessions with their Curriculum Leader and the Deputy Principal Teaching and Learning. 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.
- A group of teachers from English, Mathematics, Religious Education and Science worked together and developed a Project Based Learning (PBL) pilot program to implement at Year 10 in 2021. Another group of teachers worked together to plan a program called Vita (Latin for life) which is also centred around PBL. This program will be delivered to a small group of students at Year 9 in 2021.

Value added experiences include:

- A virtual musical called 'Super, Happy, Awesome News'
- Exploring subject and career options in Pathways classes
- Senior Student Transition Interviews
- Subject specific weeks and activities
- Celebrating student learning in the fortnightly College newsletter

STUDENT LEARNING OUTCOMES

Students complete the PAT tests from Years 7 to 10. The data from these tests help to identify students who will participate in intervention programs run by the Learning Diversity team.

Our Learning Management System, Simon, is used to track student progress. Results for assessment tasks are uploaded to Simon and can be viewed by parents and teachers. Results for PAT tests and NAPLAN are also available on Simon for teachers to analyse.

Once a term each student participates in an interview with their homeroom teacher where they discuss their learning and the progress they are making towards achieving the goals they have set.

MEDIAN NAPLAN RESULTS FOR YEAR 9

*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

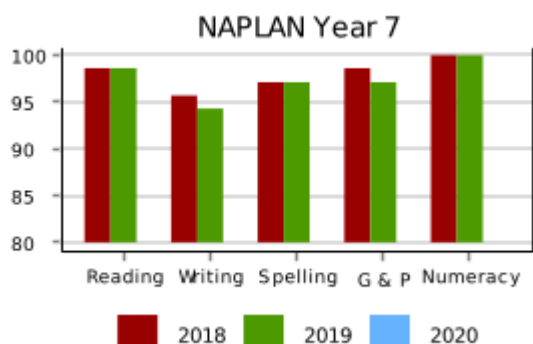
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 07 Grammar & Punctuation	98.6	97.1	-1.5		
YR 07 Numeracy	100.0	100.0	0.0		
YR 07 Reading	98.6	98.6	0.0		
YR 07 Spelling	97.1	97.1	0.0		
YR 07 Writing	95.7	94.3	-1.4		
YR 09 Grammar & Punctuation	96.0	96.9	0.9		
YR 09 Numeracy	98.7	100.0	1.3		
YR 09 Reading	100.0	92.3	-7.7		
YR 09 Spelling	93.3	96.9	3.6		
YR 09 Writing	94.6	93.8	-0.8		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Wellbeing

Goals & Intended Outcomes

The fortnightly Year 7 & 8 Wellbeing Lessons that are run by Mandy McCallum and also attended by the school counsellor Josie Rovere continued in 2020 and have been very pleasing and rewarding. These lessons were based around the Victorian Government model of Resilience, Rights and Respectful Relationships. This learning material has been designed to develop student's social, emotional and positive relationships with a strong focus on Emotional Literacy, Personal Strengths, Stress Management, Gender and Identity and Cyber Bullying. The lessons provided students with opportunities to voice their personal opinions and experiences as well as opening their mind to a deeper form of thinking. Gratitude was also a major theme throughout all Wellbeing lessons.

The Year 12s attended a Sonya Karras session via Zoom, this was focussed around safe partying, drug and alcohol abuse, cyber safety, and life after school. Youth Inc also presented a session remotely to the Year 12s on staying positive during COVID-19, how to manage their study and planning for the future.

This year, thanks to the generous support of the Swan Hill Lions Club and School Focussed Youth Service, the Wellbeing Team were able to obtain funding to facilitate programs from ManCave and Flourish Girl for the Year 9 students. The purpose of all these programs was to support the psychological and emotional development of boys and girls, so they can become healthy young men and women. Unfortunately due to the COVID - 19 pandemic these programs were cancelled twice and are now scheduled to be held in March 2021.

In 2020 The Wellbeing and Social Justice Committee were very active and keen to hold different events throughout the school year. The year began with 'Shave for Cure', the committee organised different events and raised money for research for different types of blood cancers. The Committee raised over \$2000 for this cause. After this all schools were forced into remote learning which meant that the Wellbeing Committee had to think outside the box and come up with ideas to reach and support the school community remotely. This involved leaving such ideas as positive affirmations, delicious recipes, meditation techniques and poems on the weekly Bulletin and the College social media platform in order to help our community stay positive in a time of uncertainty.

Due to the restrictions imposed on us due to the pandemic the Social Justice and Wellbeing Committee were unable to invite any outside agencies or organisations that work with youth in our community into the College to interact with the students such as Headspace and Youth Inc. They were also unable to run the Breakfast Program or physically promote days such as RUOK Day or Refugee Week. It is the intention of the 2021 Social justice and Wellbeing Committee to be extremely active within the school and to create a positive and nurturing environment for our students.

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. 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.

The Wellbeing Team is in the process of transferring all current student files to an online platform rather than handwrite notes after each counselling session. The College referral process will also

be changed to make it more user friendly and where data can be collated to inform the team of student needs and trends.

Achievements

- Continual strong links were made with external agencies through Wellbeing Network Meetings and Diocese Wellbeing Networks.
- 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 Emotional Literacy, Personal Strengths, Stress Management, Gender and Identity and Cyber Bullying. These lessons were taken by Mandy McCallum 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.
- Mental Health Week held at school - different Wellbeing activities were held each day..
- 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.
- Active acknowledgment and awareness raising of dates including R U OK? Day, Mental Health Week, Do It For Dolly, Refugee Week
- 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:

- Rolls are marked in the 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.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	81.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	91.2%
Y08	91.0%
Y09	88.8%
Y10	89.5%
Overall average attendance	90.1%

SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	98.0%
VCAL Completion Rate	97.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	64.0%
TAFE / VET	8.0%
Apprenticeship / Traineeship	8.0%
Deferred	8.0%
Employment	11.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & 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
- A curriculum focus on healthy and respectful relationships (including sexuality), ; and child abuse awareness and prevention is addressed in Wellbeing and Health classes
- Induction of staff, volunteers, contractors and School Advisory Council members includes child safety checks
- The expectation for staff to provide a child-safe environment, and duties/attributes relating to child safety are set out in staff role descriptions