



St Mary MacKillop College Swan Hill

2021

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 2021 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 Schools.

09/03/2022

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

Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

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

2021 started with a positive vibe. Staff and students returned from a welcome holiday break, after lengthy periods of remote learning in 2020. Our theme for the year was "The Year of St Joseph", as proclaimed by Pope Francis to mark the 150th anniversary of the declaration of St Joseph as the patron of the Universal Church. It was wonderful to start the year as a whole school community with our beginning of year Mass celebrating this theme.

It would be easy to dwell on what we lost this year, however, there have been many events and achievements that I would prefer to focus on. In Term 1 it was wonderful to see the Year 12 Retreat, Year 11 VCAL, Year 7 and 8 Camps proceed. These times of social interaction are very important for our young people in their personal development. In Term 1 we were also able to hold our first Mass together as a whole school community in twelve months. The Year 10 students also won the local Science and Engineering Challenge for the second year in a row.

The Swimming Carnival, won again by Solomon House and the Summer Sports in Term 1, as well as the Winter Sports in Term 2, provided opportunities for our sporting stars to shine. In Term 2 we held our first Grade 6 Transition Day for the year. It was fantastic to see over 140 Grade 6 students from a wide number of schools visit our school over three days.

On the eve of a lockdown in May, we were able to showcase the wonderful work of the staff and students in our school at our annual Open Day and Subject Expo. It was obvious that everyone wanted the face to face interaction, as our Year 9 and 10 Information Session had students and parents overflowing the room.

The Year 12 General Achievement Test (GAT) was postponed in June, however our Year 8 to 11 exams were able to proceed. The GAT was eventually changed twice, with students finally able to complete this important assessment in October. Term 3 was certainly a challenge, with three changes in and out of lockdown. The teachers and support staff have been amazing again this year, with their resilience and flexibility to be able to adapt to the changing conditions, sometimes at very short notice. The attendance percentages for many students remained high, which is a credit to the students and their families to continue to value the learning that was being provided. I have been grateful to belong to such a supportive and courageous community.

Throughout the year I have been wonderfully supported by the staff, in particular the Leadership Team: David Rush, Business Manager; Catherine Howison, Deputy Principal; Nathan Lane, Deputy Principal Teaching and Learning; Mandy McCallum, Director of Wellbeing; and Alison Wright, Director of Mission, as well as my Personal Assistant, Emma Webb.

I also appreciate the dedication and support of the School Advisory Council: Matthew Curran (Chair), Jacqueline Storer (Finance Committee Representative), Andrew Watson (Catholic Education Ballarat Representative), Fr James Kerr (Parish Priest), and parent representatives, Scott Anderson, Hollie Conlan, Tamara Grey and Alistair Mitton.

St Joseph was a worker. It is fitting that the Sisters of St Joseph were named after St Joseph and in the charism of St Joseph, St Mary of the Cross MacKillop and Fr Julian Tenison Woods, our community has lived out the values of these workers by being resilient, persistent and never giving up.

Michelle Haeusler

Principal

School Advisory Council Report

After the tough year for the school and its students in 2020, we started this year with great hope that things would return to normal, with students and teachers being back together and teaching and learning happening in person, rather than remotely via computers.

However, it didn't take long for these hopes to be dashed, with our first school lockdown occurring within the first few weeks of the year commencing. Suddenly 2020 was repeating itself.

For a large part of the year, the teachers and students have again completed their schooling online. After 2020, the novelty of online learning had certainly worn off, and this year felt harder to endure.

I must again commend our teaching staff for the way that they have worked with our students to achieve the best possible results in these different times, and a special mention for Michelle Haeusler and her leadership team for the way that they have supported these teachers so that they can do their job in the best possible way.

Not only has it been tougher with regards to the learning, but the students have also again missed out on a lot of the social aspects of school, such as excursions with their classmates, sports day with their Houses or whole school events that are run throughout the year which have either been postponed or cancelled for the second year running. We used to take these activities for granted, but we have seen how much they are missed by the students, and we look forward to them returning soon.

While all of the students have been impacted by the last two years of interruption, it has been extra difficult for our Year 12 students who have now completed their final years of secondary school under extremely tough learning conditions. We wish you all the best for whatever future endeavours you undertake.

With the end of the year, for those students that are leaving us to further their educational experiences or to start their careers, we trust that you look back on your time you have spent at our school with fondness in the future.

During the year, despite the restrictions associated with the pandemic, the School Advisory Council has continued to meet regularly and provide its input into the operation of the school. I thank all of the parent representatives who are on the School Advisory Council for their time and input into the Council, and in particular, Jacky Storer, who represented the Council on the School Finance Committee for the year.

We look forward to the 2022 year where the school may be able to get back to some normality without the ongoing disruption of the COVID pandemic.

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 promote Gospel values through our decision making, curriculum, pastoral care and restorative practices.
- 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 mornings to begin Briefing. Staff prayer continues to take place in the Chapel on Fridays.
- All staff meetings and Information session with parents involve an aspect of prayer.
- Our College continues to participate in the Enhancing Catholic School Identity Project and works towards implementing understandings gained from this.
- School Masses were continued, although in various forms, during periods of lockdown and COVID 19 restrictions.
- Staff are encouraged to participate in professional learning in Religious Education and Catholic Identity. A staff member completed the first year of a Graduate Diploma of Religious Education.
- Pastoral Care program sessions focused on belonging and providing time for our community to re-connect.
- Reflective prayer opportunities for important Feast Days, Indigenous dates and occasions, and world events.

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, Year 7 and 12 together with Foundation and Grade 6 participated in the mass.
- St Mary of the Cross MacKillop Feast Day Mass
- End of Year Mass (online)
- St Mary MacKillop celebrations during JJAMM Week.
- Friday chapel for staff was offered in person and 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.
- Year 7 to 10 Reflection Days, supported by Gen Bryant, Youth Mission Team and Sam Clear.
- 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.

Achievements

- Transition, especially from Grade 6 to Year 7 continues to be something the college does well. The Year 7 Basket Tea is always a wonderful 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. Adjustments were made to Transition Programs to meet COVID protocol and still allow for an in-person experience.
- Year 7 TA Parent Teacher Student Interviews allow families a window into the way the Teacher Advisor Program works and come at a time when students are settling in to their new school.
- Some periods of Online Learning continued in 2021, which required regular, effective and clear communication. The college responded quickly to this challenge, utilizing current systems to their full advantage.
- The Subject Expo and Pathways Information sessions are an opportunity for parents to learn more about what the school can offer. We were fortunate enough to proceed with Subject Expo before a lockdown which enabled students and families to explore subject pathways fully.
- 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. Year 10 students are involved in Pathways lessons as part of their timetabled lessons.
- 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.

VALUE ADDED

- Weekly College assemblies.
- Subject Expo and 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.
- Active use of Social Media platforms

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

Our goals for Leadership and Stewardship in 2021 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:

- Discuss and revisit 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

- Based on consultation with the staff and school community a Master Plan was developed in 2020. Based on this planning, the College Leadership continued to identify possible locations for the expansion of the school. Numerous high level planning meetings took place between ourselves, DOBCEL, Swan Hill Rural City Council and potential property vendors. By the conclusion of 2021 St Mary MacKillop College, with the backing of DOBCEL, was firmly invested in the acquisition of additional land.
- The College secured 10 positions for The Leading for Learning program, run by the Catholic Education Office Ballarat. This commenced in 2020 and was successfully concluded in 2021.

- All staff attended professional learning 'From Surface to Deep Learning' and a large number of teachers attended 'Fullness of Life for All: Consent Education'.
- Deputy Principal attended a virtual Religious Conference held in Los Angeles
- Deputy Principal: Teaching and Learning commenced a Graduate Certificate in Religious Education.
- Due to COVID restrictions some professional learning was undertaken via online Workshops and Seminars
- The most recent financial audit of the College indicates that the College has sound financial management and accountability practices.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

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
- VCE briefings
- Universal Design for Learning
- Student Wellbeing
- The Listening Program

Whole School Professional Learning

- CPR Renewal and First Aid Update
- Giftedness Leading to Differentiation

Number of teachers who participated in PL in 2021	44
Average expenditure per teacher for PL	\$629

TEACHER SATISFACTION

Sources of Evidence

- CHECS survey (feedback from staff)
- School data profile
- Insight SRC (feedback from staff, parents, and students)
- Anecdotal observations from staff

- Relationships between leaders and staff are positive as staff feel the school leaders are approachable, supportive and have a good understanding of challenges. Staff also believe that Leadership can be relied upon in difficult situations. This has been demonstrated since the advent of COVID.
- The majority of learning domains work well and staff are keen to develop curriculum. The Insight SRC Surveys Detail Report indicates individuals are supportive of each other and can rely on assistance when needed. Teaching methods and strategies are frequently discussed and there is good teamwork in the school. School climate percentiles for Role clarity is stated at 85.
- The staff are kept up to date with teaching and learning developments through weekly reporting, both verbally and electronically as well as formal staff meetings. A dedicated report in the newsletter keeps parents and the wider community aware of the importance of this core aspect of the school.
- The Insight SRC Surveys Detail Report states that Appraisal and Recognition (74) is rated lower than Professional Growth (88). This indicates that staff are learning but not so much from within the school. Learning is more self directed rather than from feedback from peers.
- School staff are united in their commitment to improve the quality of teaching and learning throughout the school and address obstacles to school wide improvement.
- Changes have been implemented in some areas of the school for the inclusion of project based learning. Although there is some hesitancy to move to a project based learning environment by both staff and students, those who have experienced the pilot program have had a positive experience.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	74.3%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	90.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	6.8%
Graduate	45.5%
Graduate Certificate	9.1%
Bachelor Degree	77.3%
Advanced Diploma	0.0%
No Qualifications Listed	11.4%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	43.0
Teaching Staff (FTE)	38.5
Non-Teaching Staff (Headcount)	39.0
Non-Teaching Staff (FTE)	32.4
Indigenous Teaching Staff (Headcount)	1.0

Learning & Teaching

Goals & Intended Outcomes

GOAL: To improve Student and Staff Learning

Priority One: 2021 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.

In 2021, our vision for teaching and learning was finalised. This is a statement that drives the development of a high performance learning culture at St Mary MacKillop College. The statement is visible in the school newsletter and on meeting agendas.

At St Mary MacKillop College we have high expectations of our students so we equip them with the knowledge, skills and dispositions for lifelong learning. We pursue excellence through a

teaching and learning environment that is inclusive, engaging and encourages growth. We value collaboration, innovation and building strong relationships.

Pedagogy

- During periods of remote teaching and learning, we continued to use our online teaching and learning cycle, which included a blend of synchronous and asynchronous learning across three phases: launch, explore, revise.
- A Project Based Learning (PBL) trial was implemented with one core class at Year 10. Students in this core group were taught English, Mathematics, Religious Education and Science through Project Based Learning (PBL). The team involved in teaching the program were supported by two external consultants who provided advice and professional learning throughout the year.
- Assessment and Reporting processes were reviewed in 2021. A Learning Habits rubric was developed to provide feedback on the progress and growth of students as learners. This rubric will be implemented in 2021.

Professional Learning

- Teaching and Learning Staff Meetings were included in the meeting schedule each term and provided an opportunity to focus on teaching and learning. During these meetings staff engaged in conversations around an instructional model for the College. The instructional model will be finalised in 2022.
- Staff professional learning focused on student engagement. Staff worked with two external presenters that helped develop our understanding of the learning trajectory and differentiation. Also during professional learning days, staff were invited to share their knowledge with their colleagues in breakout sessions.
- Teaching staff completed professional learning plans, which highlighted the professional learning they would like to complete, as well as their goals for the year. A critical friend model was introduced, where staff collaborated with a colleague and talked about their teaching practice and the progress they have been making towards achieving their goals.
- A group of staff were involved in the 'Leading for Learning' program led by Catholic Education Ballarat. The aim of the project is to develop and enhance leadership capacity to effectively lead learning at the College. A staff member also completed the 'Improving Literacy in the Secondary Years' program organised by Catholic Education Ballarat. The focus of this program is to develop a whole school approach to improving literacy.
- Learning Area meetings continued to have a learning focus. Curriculum Leaders developed goals for their Learning Area that helped to meet the goals in the College's Annual Action Plan. Staff worked collaboratively in team meetings to review and write curriculum that meets the needs of our young learners.
- A 'Contemporary Learning at SMMC' Google Classroom continued to be updated with resources to support the professional learning of staff.

The Academic Committee continued to raise the academic profile of the school. The committee implemented the learning recognition program, and asked teachers to nominate students at each

year level for academic excellence, effort and endeavour awards. Recipients were recognised in the Student Bulletin and in the fortnightly College newsletter.

VCE/VCAL students and their parents were supported in a number of ways including the thorough subject selection process, an information evening at the start of the year, and the publication of a booklet that contained tips for parents to support their child through the VCE/VCAL years.

A weekly Teaching and Learning Update was implemented in 2021 to enable effective communication to staff about all aspects of teaching and learning.

Value added experiences include:

- The College musical, 'Little Shop of Horrors'
- 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

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.

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.

Students completed 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.

NAPLAN data was analysed and presented to staff. The Literacy Team met throughout the year and discussed embedding literacy across the curriculum. Initiatives that were implemented include glossaries for units of work, analysing writing across the curriculum and curating samples of student work.

NAPLAN Analysis

Year 7

- Higher than the state median in writing and numeracy
- Higher than the state mean in reading
- Same mean as the state for numeracy
- 90% or more students above the National Minimum Standard for reading and spelling
- 80% or more students above the National Minimum Standard for writing, grammar and punctuation, and numeracy

Year 9

- Higher than the state median in reading, writing, spelling, grammar and punctuation and numeracy
- Higher than the state mean in reading, writing, spelling, grammar and punctuation, and numeracy
- 90% or more students above the National Minimum Standard for numeracy
- 80% or more students above the National Minimum Standard for reading and spelling
- 70% or more students above the National Minimum Standard for writing, grammar and punctuation

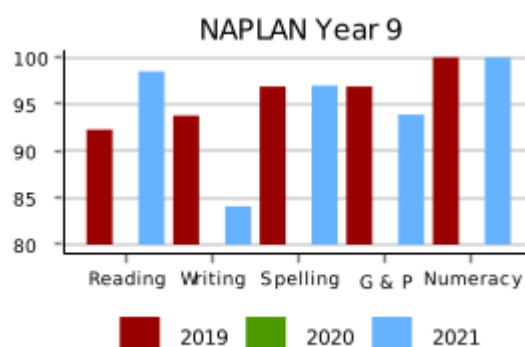
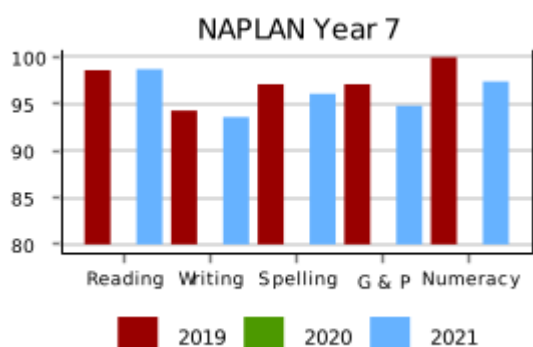
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	590.8
Year 9 Numeracy	606.7
Year 9 Reading	602.0
Year 9 Spelling	592.9
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	97.1	-	-	94.8	-
YR 07 Numeracy	100.0	-	-	97.4	-
YR 07 Reading	98.6	-	-	98.7	-
YR 07 Spelling	97.1	-	-	96.1	-
YR 07 Writing	94.3	-	-	93.6	-
YR 09 Grammar & Punctuation	96.9	-	-	93.9	-
YR 09 Numeracy	100.0	-	-	100.0	-
YR 09 Reading	92.3	-	-	98.5	-
YR 09 Spelling	96.9	-	-	97.0	-
YR 09 Writing	93.8	-	-	84.1	-

* 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

2021 presented challenges that we never thought we would have to face, however with the strong support and leadership from Michelle and Catherine the College continued to operate as 'normally' as possible. The fortnightly Year 7 & 8 Wellbeing Lessons that are run by Mandy McCallum and also attended by the school counsellor Josie Rovere continued in 2021 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 students' 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 open their minds to a deeper form of thinking. Gratitude was also a major theme throughout all Wellbeing lessons with the introduction of Gratitude Journals.

The Year 12s attended a Sonya Karras session in person, the focus of this was on safe partying, drug and alcohol abuse, cyber safety, and life after school. They were also fortunate enough to attend an online session with Luke Kennedy, a renowned motivational speaker. Luke inspired them through his life story, he spoke about staying positive during the challenges that they were facing, making changes and the benefits of self-awareness.

This year we managed to hold the wellbeing day for the Yr 10s that had been cancelled several times in 2020. Mancave and Flourish Girl presented to our students in March, and it was an amazing success. The purpose of these programs was to support the psychological and emotional development of boys and girls, so they can become healthy young men and women. Throughout the day we witnessed students reveal challenges they were facing every day that we were unaware of, we saw groups come together to support each other, overall a very powerful experience. From this, we were able to identify students who needed Wellbeing support but had never asked for it.

In term three we employed an additional counsellor to help with the ever-increasing workload that we were experiencing. This was a huge support to our other counsellors, Josie and Leonie. Unfortunately, this new counsellor resigned at the end of the term, throughout term 4 we endeavoured to share the load to ensure our students were well cared for.

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. They also managed to run a breakfast club off and on and to hold activities for Mental Health Week. During this week we had pinatas for the Yr 12s, live music, icy poles for all the students, mindfulness games and activities. On Wednesday of that week, we provided coffee and jam doughnuts for the staff which was well received. Due to the restrictions imposed on us during the pandemic the Social Justice and Wellbeing Committee were unable to invite any outside agencies or organisations to be a part of Mental Health Week. It is the intention of the 2022 Social justice and Wellbeing Committee to be extremely active within the school and to create a positive and nurturing environment for our students.

Throughout the year we were in and out of lockdowns but by then we were familiar with how to manage these situations, we were able to continue with our counselling sessions online and post positive material and resources for our school community on our social media platform. Along with other AJASS schools, we were able to offer our parents a live webinar with Dr Justin Coulson

based on raising teenagers. 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 the school environment. Our school counsellors Josie and Leonie have worked extensively with individuals and groups such as Swan Hill and District Schools Wellbeing Network to improve the wellbeing of all students in our community. The Wellbeing team also work closely with House Leaders to monitor and support students.

We have been very blessed to have employed an Educational Psychologist who will start with us in 2022. The level of expertise and experience this will bring to our team and our students will be invaluable. We have continued to improve our referral process so that it is more user friendly and allows us to collect necessary data throughout the year. Overall the Wellbeing Department has had a successful year, working collaboratively with all staff and families and supporting our students to ensure they are in the best mental state to learn and prosper.

Achievements

- Continual strong links were made with external agencies through Wellbeing Network Meetings and Diocese Wellbeing Networks.
- A close relationship with Swan Hill Headspace.
- Strengthen relationships between AJASS Wellbeing Coordinators
- 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 meeting

- 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.
- Mancave and Flourish Girl sessions held for Year 10 students to support the psychological and emotional development of boys and girls.
- Formation of AJASS Wellbeing Network

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. Unnotified absences are followed up each day with an SMS to the parent. If there is no response, House Leader makes contact with the parent.

Any partial absences are also recorded - this includes being late to school, leaving for appointments, sick and class pass.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	78.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	92.7%
Y08	90.3%
Y09	89.7%
Y10	87.5%
Overall average attendance	90.0%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	93.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	44.0%
TAFE / VET	15.0%
Apprenticeship / Traineeship	7.0%
Deferred	7.0%
Employment	19.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	7.0%

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