



St Mary MacKillop College Swan Hill

2022 Annual Report to the School Community



Registered School Number: 1917

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

College Overview6

Principal’s Report7

Parish Priest’s Report9

School Advisory Council Report10

Catholic Identity and Mission11

Learning and Teaching13

Student Wellbeing19

Child Safe Standards24

Leadership25

Community Engagement30

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

28/03/2023

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 Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and 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 440 students. St Mary MacKillop College receives enrolments from the Swan Hill, Balranald, Kerang, Sea Lake, Tooleybuc, Moulamein, Nyah and Beverford regions.

In 2022 St Mary MacKillop College, under the governance and guidance of the Diocese of Ballarat Catholic Education Limited (DOBCEL), purchased 6.7 hectares of land on Grey St Swan Hill. This will be the future site of our school. This site is more than three times our current size and will allow us to build purpose built classrooms for 21st Century learners. The move to this site will take many years, however the prospect is very exciting.

The St Mary MacKillop College community is inclusive and acknowledges that we are all made in the image and likeness of God and we are created in love. People of all faiths, genders, sexualities and cultures are therefore respected equally in our community.

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

There are decisions made and opportunities taken that shape our future and create a moment of history. In 2022 St Mary MacKillop College, under the governance and guidance of the Diocese of Ballarat Catholic Education Limited (DOBCEL), purchased 6.7 hectares of land on Grey Street Swan Hill. This will be the future site of our school.

After many years of planning, research and negotiation the property at 183 – 187 Grey Street became our future. This site is more than three times our current size and will allow us to build purpose built classrooms for 21st Century learners. The move to this site will take many years, however the prospect is very exciting.

COVID 19 continued to challenge us in 2022. With isolation rules around those that contracted the virus, there were many times when it was very difficult to staff our school. Under the excellent organisation of Catherine Howison, Deputy Principal, we only had three days across the year when we had to ask a year level to study at home. The Casual Relief Teachers that graciously worked many days eased some of this pressure. I also express my appreciation for the efforts of the College Leadership Team, who worked tirelessly all year; Catherine Howison (Deputy Principal), David Rush (Business Manager), Nathan Lane (Deputy Principal Teaching & Learning) and Mandy McCallum (Director of Wellbeing). As well I thank the dedication of the House Leaders who continue to challenge and mentor our adolescents to be the best person they can be; Chris Joyce (Solomon), Jessica Curtis (Tenison), Joel Murphy (Woods), Courtney Bell and Jeremy Wood (Xavier).

I also thank the staff in Positions of Leadership or Positions of Responsibility for continually thinking outside the box to provide rigorous and engaging experiences for our school community; Curriculum Leaders (Mark Leary, Damian Howison, Jim Hogan, Monique Watt, Maria Salvo, Jeremy Wood, Laura Crow), Teaching & Learning Leaders (Sally O'pt Hoog, Jane Alderuccio, Lori Rogers), Transition Coordinator (Damien Hirst), Pathways, VCAL and Senior School Coordinators (Sally Looney, Tony Haley, Suzy Haley), Production & Choir (Talia Henderson, Rianne Quaife). And certainly not last, but most importantly, I thank the wonderful teachers and non-teaching staff, who hold the students at the centre of all that they do.

Our school is well supported through the dedication of the School Advisory Council, who freely give of their time: Hollie Conlan (Chair), Jacqueline Storer (Finance Committee Representative), Tim O'Farrell (Catholic Education Ballarat Representative), Fr James Kerr (Parish Priest), and parent representatives, David Alderuccio, Scott Anderson, Tamara Grey and Alistair Mitton.

Despite the challenges of the virus and absent teachers, our students continue to perform to the best of their abilities. Our Year 12 students achieved some outstanding results, with our dux of

Year 12, achieving an ATAR of 97.75. Our median VCE study score was 29, and the percentage of VCE results of 40+ was 5.5% (state averages are 30 and 9% respectively).

The school theme for 2022 was centred on our school value of Respect and the St Mary MacKillop College quote “Remember we are but travellers here”. Every year is a small part of a longer journey that we travel through life. Our hope is that our students embrace our school values of Compassion, Dignity, Forgiveness, Generosity, Respect and Reverence and as they travel beyond St Mary MacKillop College they are open to God’s presence and pursue fullness of life for all.

Michelle Haeusler

Principal

Parish Priest's Report

The Catholic faith teaches us that as humans we are created in the image of God. We believe that God has loved us into existence and he always loves what he has made. Each and every one of us bears within us the imprint or indelible mark of our Maker. We are called to recognise this image in each other, to respect and even reverence it. Our identity as children of God means we have a dignity and value that no one can ever take away from us. As Catholic communities, we have a special role in helping each other recognise that imprint in ourselves, so that we might see our own true worth.

St Mary MacKillop College makes a constant and deliberate effort in fostering a culture that does this. Dignity and Respect are a clear focus. Of course, this will always be an ongoing work, but it is so important to keep persevering in it. We can so easily become depressed looking for our sense of self worth in the wrong places. We can exhaust ourselves with thoughts like: Do I fit in? Do people like me? Where do I belong? Can I be loved? A healthy sense of our own inviolable dignity gives us the freedom to live life to the full. It means knowing that I am not just lovable, but truly loved and is perhaps the greatest gift I can ever receive. It frees me to reach out in turn; to be a person who is generous, compassionate and forgiving. I would like to congratulate the College for your ongoing work in building a culture that nurtures a sense of dignity. These efforts really do belong to the core of who we are called to be.

I would also like to congratulate the leadership team on their tireless efforts in laying the foundations for the new campus and in securing the Gray Street property. This has been a monumental task and you have really gone above and beyond. Thank you! Our community will be reaping the benefits of your work for generations to come. Some exciting times ahead!

Fr James Kerr

Parish Priest

School Advisory Council Report

Another year has passed by quickly. It doesn't seem that long ago we were welcoming the new year and now we are saying farewell. The last three years have become extremely hard for our school community and have often tested our strength and resilience. Thankfully, lockdowns are a thing of the past and our school has adapted to many different forms of delivering the curriculum and most importantly, adapting to the challenges that were faced.

I must commend our teaching staff, including the small cohort of CRT staff. They have worked with our students to achieve the best possible results in often challenging times. A special mention to Michelle Haeusler and her leadership team in the way they have supported these teachers so that they can do their job in the best possible way. Thank you also to the administration and support teams that assist with the smooth operation of St Mary MacKillop College.

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

The School Advisory Council has continued to provide guidance to the School Leadership Team during the year, which included the review of many schools' policies to ensure they are relevant to the current educational environment. To the fellow parents who have participated in the Council thank you very much for your ongoing support, especially our past chairperson Matt Curran, your service and continual assistance is greatly appreciated by all.

A wonderful achievement by the school this year is the purchase of six hectares of land. This is very exciting and will be the future home of St Mary MacKillop College. Congratulations to Michelle and the leadership team for their hard work, perseverance and dedication in developing a plan for the future expansion of our school. We all look forward to witnessing this development in our Catholic and school community.

Hollie Conlan

School Advisory Council Chairperson

Catholic Identity and Mission

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 and we returned to the normal practice of celebrating these 'in real life'.
- Staff are encouraged to participate in professional learning in Religious Education and Catholic Identity.
- The TAP (Teacher Accreditation Platform) was updated and an increased number of staff gained Accreditation to Teach in a Catholic School
- 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 students together with Foundation and Grade 6 students participated in the Mass
- St Mary of the Cross MacKillop Feast Day Mass
- End of Year Mass
- St Mary MacKillop celebrations during JJAMM Week
- Friday chapel for staff was offered in person and continued to be an offering of prayerful reflection centred in the Christian Tradition
- Monday staff prayer opened up to include Curriculum Leaders taking responsibility for the prayer life of staff
- 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 in-house programs
- 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 at MacKillop College Werribee at the end of the year hosted by AJASS network

Learning and Teaching

Goals & Intended Outcomes

Priority Two: 2022 Annual Action Plan

Increase the capacity of staff to meet the current and future learning needs of all students.

Strategies:

- Promote and embed the vision for teaching and learning.
- Provide the physical resources necessary to support contemporary pedagogies.
- Ensure assessment and reporting processes are aligned to the teaching and learning charter.
- Provide a breadth of opportunities for staff professional learning.
- Continue to develop a dynamic and rigorous curriculum that continues to meet the needs of students.
- More efficient and effective targeted use of feedback surveys.
- Develop expertise in the use of data to support staff to differentiate, to inform learning and teaching and tracking of student achievement.

Achievements

At St Mary MacKillop College, we pride ourselves on our inclusive learning environment that provides high quality learning and enrichment experiences to our students. We were grateful that we had a more consistent year in 2022, which enabled our students to engage in a variety of learning experiences both in and outside of the classroom. These experiences provided opportunities for our students to develop their strengths and talents, and to ignite their passions.

Our vision for teaching and learning was created on a shared understanding of the values and beliefs that drive the development of a high performance learning culture at St Mary MacKillop College. The statement is visible on the College website and in the school newsletter, as well as being referred to in meetings.

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

- The Project Based Learning (PBL) pedagogical approach was implemented in Year 9 for English, Mathematics, Religious Education and Science. This contemporary approach to teaching and learning expands the skills and knowledge our young learners require for the 21st century. Throughout the year, our students were engaged in a variety of engaging projects, including bridge making and a science fair.
- Google Classroom is used widely as a tool to support the delivery of lessons. Teachers and students have access to the Google Workspace to support teaching and learning.

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 co-constructed and provided feedback on a learner profile, principles of powerful learning and a model of explicit instruction. These documents will support teachers to design engaging and challenging learning experiences for our students through integrating curriculum, pedagogy and assessment.
- Staff professional learning focused on Project Based Learning (PBL). Staff worked with an external presenter who helped to develop a shared understanding of the pedagogy behind PBL.
- A small group of staff travelled to Sydney to visit two schools who have implemented Project Based Learning (PBL) successfully.
- 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 enabled staff to work collaboratively with a colleague and reflect on their teaching practice and the progress they have been making towards achieving their goals.
- A team of staff from the Humanities, Maths and Science 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. Learning Area teams audited their curriculum using the templates available from the Victorian Curriculum website.
- A 'Contemporary Learning at SMMC' Google Classroom continued to be updated with resources to support the professional learning of staff.

Data

- 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.
- NAPLAN data was analysed and presented to staff. Staff had an opportunity to further unpack the NAPLAN data during a Teaching and Learning Staff Meeting.

Other

- In Term 3, we partnered with the Bendigo Tech School to deliver a Renewable Energy Futures Program to our students in Science. A group of high achieving science students in Year 7 and 8 were selected to participate in the program. The program was co-delivered by a St Mary MacKillop College Science teacher and a teacher from the Bendigo Tech School. The sessions included live and virtual opportunities, building knowledge of the topic of renewable and sustainable energy solutions. The students also participated in a design challenge at the end of the program.
- In Term 4, we participated in the Victorian Young Leaders (VYL): Global Youth Forums (GYF), a learning opportunity organised by the Victorian Department of Education and Training, in partnership with the Asia Education Foundation (AEF) at the University of Melbourne. The Global Youth Forums are an authentic, experiential learning program for Year 9 Victorian students to connect synchronously online with peers from a range of countries and schools across the Asia-Pacific region. Students engaged in a range of collaborative learning activities including discussions in breakout rooms with peers from across the region, Melbourne University undergraduate student mentors and their teachers. Students also listened to presentations from a range of speakers.
- The Academic Committee continued to raise the academic profile of the school. The committee once again implemented the learning recognition program, and asked teachers to nominate students at each year level for academic excellence, effort and endeavour awards.
- VCE/VCAL students and their parents were supported in a number of ways including the thorough subject selection process and the publication of a booklet that contained tips for parents to support their child through the VCE/VCAL years.
- The weekly Teaching and Learning Update continued to provide information to staff about all aspects of teaching and learning.

Value added experiences include:

- The College musical, 'School of Rock'
- Exploring subject and career options in Pathways classes
- Subject Expo
- Senior Student Transition Interviews
- Subject specific weeks and activities
- Celebrating student learning through photos in the fortnightly College newsletter

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.

Underpinning our educational experience is our Teacher Advisor (TA) program. Relationships are at the heart of learning and wellbeing, and help our students to build community and connectedness to school, as well as to celebrate the unique gifts of each student. Through our TA program, our students are known and valued. Our students are provided an opportunity to meet with their Homeroom teacher and discuss the progress they are making in their learning, as well as set goals for future learning. These conversations are important, and ensure our students are supported and can achieve their personal best as they grow as learners, and progress through their secondary school years. Parents of Year 7 students are invited to attend their child's first TA interview in Term 1 so they understand the process. An afternoon is scheduled in our meeting calendar for these interviews.

STUDENT LEARNING OUTCOMES

NAPLAN Analysis

Year 7

- 90% or more students above the National Minimum Standard for reading
- 80% or more students above the National Minimum Standard for writing, spelling, grammar and punctuation, numeracy

Year 9

- 80% or more students above the National Minimum Standard for numeracy
- 70% or more students above the National Minimum Standard for reading, spelling, grammar and punctuation

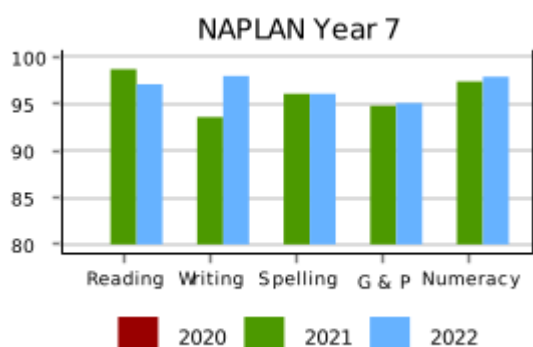
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	558.2
Year 9 Numeracy	582.4
Year 9 Reading	570.3
Year 9 Spelling	570.3
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	94.8	-	95.1	0.3
YR 07 Numeracy	-	97.4	-	97.9	0.5
YR 07 Reading	-	98.7	-	97.1	-1.6
YR 07 Spelling	-	96.1	-	96.1	0.0
YR 07 Writing	-	93.6	-	98.0	4.4
YR 09 Grammar & Punctuation	-	93.9	-	85.3	-8.6
YR 09 Numeracy	-	100.0	-	95.6	-4.4
YR 09 Reading	-	98.5	-	93.9	-4.6
YR 09 Spelling	-	97.0	-	88.2	-8.8
YR 09 Writing	-	84.1	-	83.6	-0.5

* 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.



Student Wellbeing

Goals & Intended Outcomes

2022 saw our students attend school full time for the first time in two years due to the COVID pandemic outbreak. We soon discovered the impact that COVID had had on our community. A higher number of students were presenting to us with anxiety, and we were also dealing with the challenges of students refusing to come to school. We were fortunate enough to have employed Peta Goodman, a psychologist, onto our team, and we also had the experience of our Counsellor, Josie Rovere to provide support for these students.

The fortnightly Year 7 & 8 Wellbeing Lessons that are run by myself, Alison Wright and often attended by either of the school counsellors continued in 2022 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 students using Gratitude Journals to document their thoughts.

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 also listened to a Sexual Consent session from Allie Collyer the Community Legal Education Officer from Mallee Family Care. The Year 9,10 &11 students have attended a sexual consent session run by either myself or Will Burns from Youth Inc. Through funding from The Victorian Government we were able to access the services of the Resilience Builders who worked with our Year 8s and 12 during the year. These sessions were both online and face to face and taught students strategies to build courage and resilience.

Mancave and Flourish Girl presented to our students in March and again the day 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.

Throughout the year the Wellbeing Committee promoted different days such as RUOK Day and Harmony Day as well as holding a variety of activities for Mental Health Week these included pinatas for the Yr 12s, live music, icy poles for all the students, mindfulness games and activities. The Year 9 Art students drew an amazing mural on the stage wall to set the scene for the week.

On Wednesday of that week, we provided coffee and jam doughnuts for the staff which was well received. We invite Headspace along to be part of the celebration and finished the week off with The Big Blue Lunch which saw our whole school come together in the Jubilee Centre to share lunch. This was a wonderful opportunity to celebrate our diversity and sense of community. The Wellbeing Committee have been extremely active within the school and endeavoured to create a positive and nurturing environment for our students.

Due to the large number of students presenting with anxiety we decided to run a 10 week, online anxiety course called BRAVE, this enabled us to target more students at once to meet their needs. We were also fortunate to obtain funding through School Focused Youth Service to run the ICAN Program which catered for autistic students. Again this was a 10 week program and we were able to cater for 13 students as a group, this was run by outside facilitators and was a great success.

Additional supports and practices we have had in place for 2022 are regular meetings with Swan Hill and District Schools' Wellbeing Network, AJASS Wellbeing Network, Diocesan School Child Safety Network and Headspace. Josie Rovere has also continued on with volunteering for Meals on Wheels with several of our Year 10 students.

Josie and Peta worked tirelessly throughout the year to offer the necessary support for our students, at times this was overwhelming as we had a larger than normal number of students seeking support. 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 Peta worked extensively with individuals and groups such as Swan Hill Youth Inc to improve the wellbeing of all students in our community. The Wellbeing team also work closely with House Leaders to monitor and support students.

At the end of Term 3 Peta made the decision to resign and Josie took Term 4 off on long service leave, which left us terribly understaffed. Fortunately we had a young staff member, Jorgie Allen, who was studying Social Science and very keen to move in to Wellbeing. With the backup of Headspace and the Catholic Education Office Jorgie and I supported our students through to the end of the year.

We have employed Gemma Phelan as an additional counsellor for 2023. Gemma has had some experience working at Headspace and DFFH and will be a valuable asset to our team. 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. We have also decided to link up with the Resilience Project for our Year 7 & 8 Wellbeing classes for 2023, the ideals around The Resilience Project are gratitude, empathy, mindfulness and emotional literacy. Alison and I are excited about this new program and the values we can instil in our students. 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 Alison Wright..
- 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 and Year 7 Basket Tea.

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.
- Hosted Community Legal Education Officer - MFC educated Year 12s on Sexual Consent
- Hosted several programs such as ICAN, BRAVE and The Resilience Builders to provide for different student needs.
- 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
- Peta Goodman and Josie Rovere participated in some 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.
- Continued meetings with 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	68.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	84.6%
Y08	86.3%
Y09	83.8%
Y10	85.0%
Overall average attendance	84.9%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29.0
VCE Completion Rate	95.0%
VCAL Completion Rate	100.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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

Leadership

Goals & Intended Outcomes

Our goals for Leadership and Stewardship in 2022 were:

To undertake the various processes to develop staged relocation of St Mary MacKillop College by:

- Continuing to implement and update the College financial strategy
- Developing and communicating a staged process for the relocation
- Continuing to work with external agencies
- Establish strategies for timely engagement and communication with all stakeholders.
- Clarifying and providing transparency of structures, roles, and decision making processes.
- Investigating processes for the recruitment, development and retention of staff to meet the future needs of the school.

To increase the capacity of staff to meet the current and future learning needs of all students by:

- Promoting and embedding the vision for teaching and learning
- Providing the physical resources necessary to support contemporary pedagogies
- Ensuring assessment and reporting processes are aligned to the teaching and learning charter
- Providing a breadth of opportunities for staff professional learning
- Continuing to develop a dynamic and rigorous curriculum that continues to meet the needs of students
- More efficient and effective targeted use of feedback surveys
- Developing expertise in the use of data to support staff to differentiate, to inform learning and teaching and tracking of student achievement.

Achievements

- A detailed 10 year financial plan has been developed which reflects the current financial position and plans for future Capital Grant applications.
- The College with the assistance of DOBCEL finalised the acquisition of land at 183-187 Grey Street Swan Hill.
- An in principle redeveloped Master Plan has been drawn up by the College Architects.
- The College has engaged the services of a Town Planner to work alongside the College Architect to undertake due diligence and reporting for a whole site development plan for submission to the appropriate government authorities. The outcomes of the development

plan will impact the design of the redeveloped Master Plan due mainly to drainage and traffic management requirements amongst other things.

- Leadership have continued to provide updated developments and engage in discussion with the College community, DOBCEL, Swan Hill Rural City Council and Grey St neighbours.
- The Principal has actively pursued building relationships with tertiary initiatives and entities to enhance graduate recruitment.
- The Vision for Teaching and Learning has been placed on the school website, in the school prospectus and included in other relevant promotional mediums.
- The College has engaged an external information technology consultant, Maxsum Consulting, to audit, test and review our systems and to then provide a list of recommendations to move the College to best practice methods.
- Staff are given access to timely and relevant professional learning programs that improve their teaching role. They are encouraged to attend at least two professional learning events a year outside of whole school professional learning days
- Approximately 50% of the Interactive whiteboards have been replaced by improved interactive technology. The remaining old stock were replaced at the commencement of 2023
- The wellbeing effects of COVID and the resultant school closures have and continue to be addressed through staff participation in the ReLATE program.

The following actions have commenced in 2022 and continue to be works in progress:

- Staff understand where the relocation process is at for the present. The longer term processes are less recognised as they have no immediate impact for now. Forward thinking and understanding is ongoing as the redeveloped Master Plan is refined and project staging is more predictable.
- The creation of a flow chart to provide clarity around decision making has been developed and will be refined as the reality of staffing requirements for dual campuses draws closer.
- The Teaching and Learning Team continue to provide, on an ongoing basis, reminders and time to reflect on the vision for teaching and learning. Teachers are invited to share and promote the vision for teaching and learning through their experiences and ideas.
- Staff are reporting back to relevant forums and share resources attained at professional learning. This action needs to be embedded in meetings and become a norm.
- To embed a whole school approach to literacy through the participants of Improving Literacy in Secondary Schools Program. This is underway and requires further enhancement
- Continue to introduce develop and embed project based learning into the College curriculum
- Continue to develop a Religious Education curriculum for the local context that is re-contextualised and encourages students to engage in faith.

- Continue to utilise feedback from survey data in order to improve in specific areas as determined by individual teachers. The data feedback can assist with peer observations and critical friend conversations.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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 and coaching programs
- Classroom management
- Faith development – Leading mediation and prayer
- The Resilience Project
- OHS in the Technology classroom
- Catholic Social Teaching in the classroom
- VCE Vocational Major
- Student wellbeing
- Lab Technician Conference

WHOLE SCHOOL PROFESSIONAL LEARNING

- CPR Renewal and First Aid Update
- Promethean Whiteboards
- The ReLate Program
- Religious Education Prayer
- Educating and managing boys

Number of teachers who participated in PL in 2022	40
Average expenditure per teacher for PL	\$1299

TEACHER SATISFACTION

Sources of Evidence

- CHECS survey (feedback from staff)
- School data profile
- Insight SRC (feedback from staff, parents, and students) (2019)
- Anecdotal observations from staff

- 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.
- Project based learning continues as a focus at Year 9. Staff are eager to embed this pedagogy and new staff have volunteered to teach at this year level.
- The College maintains a low turnover of staff, indicating satisfaction in working at the school.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	70.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	6.7%
Graduate	44.4%
Graduate Certificate	8.9%
Bachelor Degree	77.8%
Advanced Diploma	2.2%
No Qualifications Listed	11.1%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	47.0
Teaching Staff (FTE)	40.6
Non-Teaching Staff (Headcount)	44.0
Non-Teaching Staff (FTE)	35.6
Indigenous Teaching Staff (Headcount)	1.0

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.
- 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.
- The Subject Expo and Pathways Information sessions are an opportunity for parents to learn more about what the school can offer. Subject Expo 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 utilised the services in Swan Hill and surrounding areas, undertaking excursions and inviting Guest Speakers to the school. During periods of Online Learning teachers optimised the inclusion of Guest Speakers and this continued on the return to 'normal' face to face teaching environments.

VALUE ADDED

- Weekly College assemblies on Fridays and Whole School Assemblies each term.
- 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 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.