

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



2023

Annual Report to the School Community



St Mary MacKillop College

53 McCrae Street, SWAN HILL 3585

Principal: Michelle Haeusler

Web: www.smmc.vic.edu.au

Registration: 1917, E Number: E2070

Principal's Attestation

I, Michelle Haeusler, attest that St Mary MacKillop College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

About this report

St Mary MacKillop College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The Diocese of Ballarat Catholic Education Limited (DOBCEL) governs 52 primary schools, one F – 8 school, and five secondary Colleges, educating around 13,500 students and employing more than 2,200 teachers and staff, from Mildura in the north, Portland in the south, and west to Edenhope and Nhill.

Now in its third year of operation, DOBCEL continues to work diligently to ensure all its schools flourish fully in their mission to provide high-quality, affordable, faith-based education opportunities for students and families in safe, supportive, and secure learning environments, that value diversity and promote cooperation, care, and respect for all.

During 2023, I was fortunate to visit all of our schools as the DOBCEL Board held meetings in different venues across the diocese. The spirit of harmony and sense of community, along with cultures of care for students and staff I experienced, was extremely encouraging. These school visits were also a reminder of the calibre of young people we have in our education system.

The role of school Principal continues to grow in complexity, demanding an increasingly diverse skillset and knowledge base. I am proud and deeply grateful for the exceptional dedication and professionalism of our 58 Principals, who, along with leadership colleagues and staff, work tirelessly to deliver education services for the families and communities they serve.

Enterprise Bargaining Agreement negotiations continued this year, involving staff from schools and human resources teams giving many hours and great effort to the process. Working with the inter-Diocesan bargaining group, DOBCEL continued to support efforts to finalise the Agreement with the Independent Education Union (IEU) as expediently as possible. DOBCEL continues to recognise the extraordinary work of staff in our schools and offices, and the substantial changes to the Agreement are intended to have a positive impact on staff and their workload.

As mandated by the Victorian Registration and Qualifications Authority (VRQA), the development of clear policy and procedural documents continued apace, with schools required to utilise DOBCEL foundational work, yet contextualise documents to suit the specific needs of each school. I express my gratitude to the team at Catholic Education Ballarat, who are both talented and conscientious in delivering this vital work.

During the year we saw the end of an era with the closure of St Brendan's Primary School, Dunnstown. Over 160 years of schooling was celebrated through speeches, laughter, and the sharing of many memories. Pleasingly, we also saw the refurbishment and opening of several new school buildings across the diocese this year.

I continue to be extremely grateful for the ongoing dedication, professionalism, and support of our personnel at Catholic Education Ballarat. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

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.

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.

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.

Principal's Report

As a school, we are inspired by the charism of the Sisters of St Joseph, St Mary of the Cross MacKillop, and Fr Julian Tenison Woods. These amazing people emphasised God's unconditional love in their work with and for young people. It is this love and belief in the dignity of each child that motivates us to provide an environment of high support and high challenge; a place where students will learn to value both excellence and the work ethic required to achieve success.

We pride ourselves on knowing our students well. We understand that relationships between staff and students are fundamental to developing confident and successful learners. Our Vertical House structure, where students journey through their secondary schooling with the same House Leader, Homeroom Teacher, and fellow students, allows for the continuation and building of these important relationships. This system also helps us know the needs of our students and develops the important partnership between school and the home.

St Mary MacKillop College is a great school. I say this often and mean it every time. The staff, students, and families of our community make our school a safe and welcoming place. Visitors often comment on how welcoming our students are, as they are greeted when they move through the school. Our school values Compassion, Dignity, Forgiveness, Generosity, Respect and Reverence.

In 2023 we have focused on our school value of Reverence. Reverence is a value that is difficult to explain and is often thought of in the context of being quiet in Mass. Reverence is about having deep regard or respect for others. This can be difficult to achieve, however, it is something that we should aspire to. In a secondary school, with a community of over 460 teenagers, this value is a constant challenge. Through the relationships that are built, our staff are able to set an example and work with our students to live out this and all of our school values.

The students at St Mary MacKillop College are provided with many and varied opportunities to extend their knowledge and skills. Whether this is in the classroom, through excursions, camps, extra-curricular activities, performing and visual arts, or sports. The staff at St Mary MacKillop College are enthusiastic and ready to plan, organise and attend events and activities that allow our students to see the world beyond the four walls of our classrooms.

I 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), Mandy McCallum (Director of Wellbeing) and Joel Murphy. 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), Nicole Bail (Finance Committee Representative), Tim O'Farrell (Catholic Education Ballarat Representative), Fr James Kerr (Parish Priest), and parent representatives, David Alderuccio, Scott Anderson, and Alistair Mitton.

Michelle Haeusler

Principal

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 sessions 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.
- All staff attended a professional learning day with Keynote Speaker – Dr John Warhurst
- 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-utilised 'resource' and an excellent contemplative space for all students and staff
- Continuation of the 'Moment of Grace', a short time of silence and reflection in the course of each school day
- Student Leaders attended the AJASS Leadership Day at Mount St. Joseph Girls' College, Altona at the end of the year hosted by AJASS network

Learning and Teaching

Goals & Intended Outcomes

Priority Two: 2023 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

2023 was another exciting year of teaching and learning at St Mary MacKillop College. Throughout the year we continued to build on our strong commitment to teaching and learning. Our students were provided with a range of learning experiences, both within and outside of the classroom, that challenged and supported them to achieve their personal best.

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

- Teaching and Learning Staff Meeting time was used to unpack our Learner Profile, Principles of Powerful Learning, and Model of Explicit Instruction. These documents support teachers to design engaging and challenging learning experiences for our students through integrating curriculum, pedagogy and assessment.
- The Project Based Learning (PBL) pedagogical approach continued to be 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.
- The staff professional learning day in November focused on literacy. This is also a priority of the Diocese of Ballarat Catholic Education Limited (DOBCEL). Our Curriculum Leader for English, Mark Leary, provided strategies for embedding literacy across the curriculum.
- 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.
- 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

- Teaching staff worked together to co-construct a data plan. This plan outlines how staff engage with and use data sets across the school.
- 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

- A commitment to academic enrichment remains one of our key priorities. In 2023, groups of students were involved in a variety of academic enrichment programs and activities, including the Australian Council for Educational Research (ACER) Global Academic Challenge, the Future Anything Big Ideas Challenge, and two programs organised by the Asia Education Foundation: the Victorian Young Leaders Global Youth Forum for Year 9 students and the Connect Global Youth Forum for Year 10 students.
- 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.
- 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 / VCE VM/VPC 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/VCE VM/VPC years.
- The weekly Teaching and Learning Update continued to provide information to staff about all aspects of teaching and learning.

Value Added

Value added experiences include:

- The College musical, 'We Will Rock You'
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

In 2023, the NAPLAN scale was reset. This means that comparisons with data prior to 2023 cannot be made.

Year 7

- The school's results for reading, writing, spelling, grammar and numeracy are close to students with similar background.
- The school's results for reading, writing, spelling, grammar and numeracy are close to all students nationally.

Year 9

- The school's results for reading, writing, spelling and grammar are close to students with similar background. The results for numeracy are below students with similar background.
- The school's results for reading, writing, spelling, grammar and numeracy are close to all students nationally.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	530	63%
	Year 9	556	58%
Numeracy	Year 7	551	83%
	Year 9	557	60%
Reading	Year 7	530	71%
	Year 9	556	61%
Spelling	Year 7	532	71%
	Year 9	570	76%
Writing	Year 7	539	71%
	Year 9	574	66%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	93.50%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

Student Wellbeing

Goals & Intended Outcomes

The Wellbeing Team has had a change of staff this year, Josie Rovere, who had been working as a counsellor at MacKillop for eleven years resigned at the end of 2022. Josie decided that it was time for a change and I would like to take this chance to thank her for her service to our school. We were very fortunate to have employed Gemma Phelan to replace Josie, Gemma has a degree in Psychology and comes to us with a wealth of experience in the area of mental health. We have also been lucky enough to re-employ Peta Goodman for two days a week. Peta is an Educational Psychologist and has shared her invaluable knowledge with us during the last semester. Jorgie Allen has remained with us this year as a student counsellor and is a valued member of our team. Jorgie is studying a degree in Social Science and will qualify early in 2024. We have again experienced a high volume of referrals and have seen an increase in students presenting with anxiety and school refusal. Along with our counsellors we continue to access the support of local agencies such as Headspace and CAMHS.

Alison Wright and I have continued with fortnightly Wellbeing classes for Year 7 and 8 students. In 2023, we have linked with The Resilience Project and have been able to share their principles of Gratitude, Empathy and Mindfulness (GEM) in these classes. I have also provided parents with the principles of GEM through the parent and carer hub in our newsletters. 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 12 students spent an afternoon with Sonya Karras talking about safe partying and responsible behaviour. Sonya discussed positive social behaviours, and the consequences associated with common risk-taking behaviours. Year 11 and 12 students were also able to attend a presentation about Sexual Consent, run by Allie Collyer from Mallee Family Care. We have been lucky enough to receive funding again to run the ICAN Program for students with autism and to be a part of a three week Art Therapy class for students with anxiety.

The Man Cave and The Flourish Journey again spent a day working with the Year 10 students to support them in building healthy relationships, contributing to the community and reaching their full potential. The purpose of these programs was to support the psychological and emotional development of boys, girls and gender-diverse teens, so they can become healthy young adults. Throughout the day we witnessed students reveal challenges they

were facing every day, we saw groups come together to support each other, and it was, overall, a very powerful experience.

The Wellbeing Committee Leaders have been busy promoting mental health and wellbeing in the school. Lauren Cordingley and Sofie Mazzotta have supported student wellbeing by providing 'Wellbeing Wednesday' tips on the student bulletin, sharing wellbeing strategies to students during assembly and actively promoting Mental Health Week. This included activities each day culminating with The Big Blue Table event, which is a shared lunch with the whole school to help support and raise funds for Beyond Blue.

The Wellbeing Team is committed to supporting students in their psychological, academic and social development so that they can live happy and meaningful lives. I would like to thank Jorgie, Gemma and Peta for the dedication and support they have shown our students this year and I look forward to working with them again in 2024.

Mandy McCallum

Director of Wellbeing

Achievements

- Continual strong links were made with external agencies through Wellbeing Network Meetings and Diocese Wellbeing Networks.
- A close relationship with Swan Hill Headspace.
- Strengthened relationships between AJASS Wellbeing Coordinators.
- Wellbeing Classes continued with Years 7 and 8 students on a fortnightly basis, linking with The Resilience Project and sharing their principles of Gratitude, Empathy and Mindfulness (GEM). 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 was celebrated at school and 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 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 the Community Legal Education Officer from Mallee Family Care, Allie Collyer, who educated Year 12 students on Sexual Consent.
- Hosted several programs such as ICAN, Art Therapy 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.
- Continued meetings with AJASS Wellbeing Network.
- Active acknowledgment and awareness-raising of dates including R U OK? Day, Mental Health Week, Refugee Week.
- Gemma Phelan, Jorgie Allen and Peta Goodman participated in Year 7 and 8 Wellbeing classes.
- The Man Cave and The Flourish Journey sessions were held for Year 10 students to support their psychological and emotional development.

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	64.9%

Average Student Attendance Rate by Year Level	
Y07	86.9%
Y08	85.2%
Y09	87.5%
Y10	86.6%
Overall average attendance	86.6%

Leadership

Goals & Intended Outcomes

Our goals for Leadership and Stewardship in 2023 were:

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

- 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.

Achievements

- Leadership has provided updated developments and has engaged in discussion with the College staff and community, DOBCEL and Grey St neighbours.
- The College has continued to engage with the Swan Hill Rural City Council through a Town Planner and various sub consultants in an attempt to gain planning support for our building project prior to submission to the State Government Department of Energy, Environment and Climate Action.
- A Master Plan has been developed detailing works for a whole school over 5 stages with a student capacity of between 550 and 600.
- An application for a Catholic Capital Grant for \$6M has been submitted for Stage 1 of the building project. The total scope of works for Stage 1 is in excess of \$14M.
- 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 Teaching and Learning Team 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
- The College has engaged an external information technology consultant, Maxsum Consulting, to support our network systems and to provide back up support to IT Network Administrator.
- The College has replaced rationalised and enhanced the server network structure. This undertaking has also meant a revision and replacement of data backup and storage which has been completed and installed.

- 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
- All Interactive Whiteboards have been replaced by improved interactive technology.

The following actions have commenced in 2023 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. Moving into 2024 the focus for leadership will be to finalise the required SHRCC and State Government paperwork to progress to the next stage of the building project.
- Master planning is ongoing and dynamic to satisfy the emerging needs of the College and to comply with SHRCC requirements.
- The combination of the land acquisition, a grant application approval and the finalisation of planning and building documentation will create a greater level of anticipation and excitement as the project moves from being a concept to something tangible. This excitement will be promoted throughout the whole school environment as well as Swan Hill itself.
- 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.
- 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.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Country Dioceses Leadership Program (CDLP)

Virtual Reality Equipment Investigation for future planning

Inspired Library Design & Reinvigoration Showcase

Introduction to new framework "Protest" for Year 12

Safe Schools

School Refusal & Re-engagement Forum

Effectively Teaching and Supporting Students with low Working Memory

VTAC updates - SEAS/Scholarship

Vaping Curriculum Resource Webinar.

Planning Integrated Projects

Teaching Excellence Program Science Discipline

Supporting Intercultural Capacity in the English Classroom

Religious Education for Today: Why and How?

Levinas, Ethics and our Responsibility for the Other

Collective Efficacy Symposium

Crucial Conversations Professional Learning

Data Literacy with Selena Fisk

Whole School ILSY Literacy Implementation Team Conference and Workshops

Positive Schools 2023 Conference

Practical Behaviour Management - Masterclass with Glen Pearsall

VCE VM & VPC: Planning for 2024

Rediscovering SIMON

Expenditure And Teacher Participation in Professional Learning	
Whole staff:	
Positive Partnerships	
The Resilience Project	
ReLate PL Day Three	
First Aid	
Anaphylaxis	
Number of teachers who participated in PL in 2023	33
Average expenditure per teacher for PL	\$1151.82

Teacher Satisfaction

Sources of Evidence

- Insight SRC School Improvement Surveys and Interpretive Report 2023
- Anecdotal observations from staff
- Transitioning from the previous Agreement to the Catholic Education Multi-Enterprise Agreement 2022 has caused some angst among staff, in particular in the areas of face-to-face teaching and time in lieu. For example, it seemed that some staff were not aware that the reduction in face-to-face teaching would lead to a whole new timetable. This could have been avoided if there had been greater meaningful consultation with the CECV, the IEU and the State Government.
- The overall results for the College in the Insight SRC reports are down on the historical comparisons. However, trend analysis indicates the results are consistently down in margin across most sectors.
- The majority of learning domains work well and staff are keen to develop curriculum.
- 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.
- 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.
- The College maintains a low turnover of staff, indicating satisfaction in working at the school.

Teacher Qualifications	
Doctorate	0.0%
Masters	4.3%
Graduate	27.5%
Graduate Certificate	5.8%
Bachelor Degree	53.6%
Advanced Diploma	1.4%
No Qualifications Listed	7.2%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	45
Teaching Staff (FTE)	40.3
Non-Teaching Staff (Headcount)	44
Non-Teaching Staff (FTE)	34.3
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

- Establish new and enhance existing community partnerships that promote relationships, skill-building, and service opportunities.
- Create more informal opportunities for parents to be actively involved in school activities and be engaged in social functions.
- Develop more innovation and flexibility with information sharing to ensure that communication between the school and parents is agile and reciprocal.

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 into 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.
- Community Engagement program initiated through the VCAL program which fosters relationships between senior students and elderly residents of Logan Lodge.

Value Added

- Weekly College assemblies on Fridays and Whole School Assemblies each term.
- Subject Expo and Information Nights.
- VCE and VCE VM or VPC Pathways subject interviews.
- Transition program.
- PAM (Parent Access Module) which allows parents to read up to date feedback and reports, as well as provide feedback to a teacher.
- Utilisation of Operoo as a way to seek feedback as well as to inform parents.

- Active use of Social Media platforms.
- Implementation of 'follow-up phone calls' which are made to a wide range of parents following large events such as Parent Teacher Student Interviews and Basket Tea to understand the parents experience and engagement.

Parent Satisfaction

Our Insight SRC Data continues to support 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.

'Follow - up' phone calls are generally well received.

Parents are satisfied with the transition program.

There are always opportunities to further develop parent partnerships into the future.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.smmc.vic.edu.au