



2024

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 2024 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 19 May 2025

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

Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and state Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. 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 increased in enrolment over the past few years with a current enrolment of around 550 students. St Mary MacKillop College receives enrolments from the Swan Hill, Balranald, Kerang, Sea Lake, Lake Boga, Tooleybuc, Moulamein, Nyah, Woorinen and Beverford regions.

In 2022 St Mary MacKillop College, under the governance and guidance of the Diocese of Ballarat Catholic Education Limited (DOBCCEL), purchased 6.7 hectares of land on Gray 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. This year our school theme followed the SOSJ Works Pillar of Intentional Inclusivity.

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

The theme for 2024 was Intentional Inclusivity. During all our assemblies and Masses, we affirm the following:

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.

It is essential that everyone feels welcome and has a sense of belonging. This year's theme is inspired by the Sisters of St Joseph of the Sacred Heart, specifically their Works - Formation Framework. Our selection of this theme aims to strengthen our alignment with the Sisters of St Joseph and challenge our community to be deliberate in fostering inclusion. While our school demonstrates many aspects of inclusivity, this ongoing effort is vital.

I would like to sincerely thank our Teachers and House Leaders, supported by our Deputy Principals, Mrs. Catherine Howison and Mr. Nathan Lane. Their dedication ensures our students are nurtured, mentored, and supported daily.

I also extend my appreciation to our Wellbeing Team, led by Mrs. Mandy McCallum, for their ongoing commitment to students' mental health and for providing enriching programs and activities throughout the year.

Additionally, I acknowledge Mrs. Alison Wright for her leadership in fostering the spiritual life of our school. She has successfully engaged many students in prayer and liturgical activities and has created a contemplative space in our chapel for staff and students to connect with their faith.

The Learning Diversity Team, under the passionate leadership of Sally Op't Hoog, offers vital support to our teachers and students. The dedicated efforts of our Learning Support Officers, who serve with commitment and respect for all students, are greatly appreciated.

In the Pathways area, Sally Looney and Anna Steicke have continued to assist our Year 9 to 12 students with work placements and exploring future opportunities beyond school, consistently reviewing and enhancing these programs and their respective expertise.

Every member of staff at St Mary MacKillop College plays a role in shaping our vibrant community. Our students uphold high standards, fostering personal growth and community development, supported by the strong involvement of our parents, guardians, and extended families. Together, we create a thriving and welcoming environment that we are proud to be part of.

Looking ahead to 2025, our focus remains on the initial phase of our Master Plan. In July, we proudly received a \$6 million Catholic Capital Grant, funded by the Victorian State Government. Alongside the \$8.5 million our school aims to raise, we anticipate commencing the first stage of our Master Plan by late 2025.

The successes achieved in 2024 are numerous, and I encourage you to explore the highlights detailed in this annual report.

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 Assemblies 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 – Sr Rita Malavisi.
- 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 reconnect.
- 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 is celebrated annually with St Mary's Primary School.
- St Mary of the Cross MacKillop Feast Day Mass
- End of Year Mass
- Advent Liturgy 7-10
- 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.
- 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 Sam Clear and in-house programs.
- Annual food collection for St Vincent de Paul Winter Appeal
- 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 Penola Catholic College, Broadmeadows at the end of the year, hosted by the AJASS network

Learning and Teaching

Goals & Intended Outcomes

Priority Two: 2024 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.
- 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.

The vision for Teaching and Learning at St Mary MacKillop College is a statement that drives the development of a high performance learning culture at the school. It underpins the conversations staff have around teaching and learning.

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.

Achievements

Achievements

- Learning Area team meeting time was used to map the curriculum from Years 7 to 10.
- Teaching and Learning Staff Meetings were included in the meeting schedule twice per term. The focus of this year's meetings included:
 - Opportunities to moderate student work samples
 - Teachers engaging in an action learning process including the use of a student perception survey

- Literacy and exploring command terms
- Exploring emerging technologies – AI
- The Victorian Curriculum 2.0
- NAPLAN data analysis
- Continuing the collegial practice of sharing best practice

Teaching and Learning

In 2024, our community adjusted very well to five 60 minute lessons each day. Students continue to engage in a broad curriculum in Years 9 and 10, with elective offerings helping to inform the pathways students take in the senior years. Year 11 and 12 students undertook the VCE or VCE VM / VPC with continued success. The VCE Vocational Major (VM) was fully implemented in 2024, and the number of students completing this pathway is very pleasing.

Teachers continued to review the curriculum to ensure it is rigorous and challenging, and compliant with the Victorian Curriculum for Years 7 to 10, and the Study Designs for the Victorian Certificate of Education (VCE) in Years 11 and 12. Technology continued to be utilised extensively and embedded in teaching and learning programs. Teachers used Google Classroom to organise their lessons and for students to access the content of each lesson. The ICT Team met once a term to discuss the use of ICT across the school.

Discipline based learning was celebrated and enhanced across the year in a variety of ways, including Learning Area specific weeks, and many other opportunities to further support classroom learning including excursions and incursions. Students were recognised for their academic achievements at our Presentation Night held in December.

A Curriculum Companion document was launched in 2024, which summarised the discussions that were held during Teaching and Learning Staff Meetings around: explicit instruction, differentiation, literacy and Project Based Learning (PBL). The information contained in the companion was co-constructed by staff during Teaching and Learning Staff Meetings, and informed by the Grattan Institute's guide 'How to implement a whole-school curriculum approach'. The purpose of the companion is to be used as a basis for talking about teaching practice, to assist in action learning, and referred to when planning curriculum.

Teaching staff were asked to set goals at the beginning of the year. They partnered with a colleague and discussed the progress towards achieving their goals during Teaching and Learning Staff Meetings.

Throughout 2024, SIMON, the College's Learning Management System (LMS), continued to be used. SIMON delivers real-time feedback and reporting to students and their families. There are a number of benefits to receiving this immediate feedback. Teachers are able to monitor closely the progress of each student, families are able to track the progress of their child, and students are able to implement the feedback they receive from their teachers.

A small group of staff completed the Teaching and Learning International Survey (TALIS), the world's largest international survey about teachers and school leaders.

The Leadership Team worked together to build the leadership capacity of teachers with a Position of Leading (POL) responsibility. POL holders participated in after school sessions in Terms 3 and 4.

Value Added

Value added experiences included:

- Subject Expo – an opportunity for parents and students to engage in conversations around subject choices for the following year.
- Renewable Energy Futures Program delivered in conjunction with the Bendigo Tech School. This was offered as an enrichment program to a group high achieving students in Year 7 and 8.
- A group of high achieving students in Year 7, 8 and 9 completed the Australian Council for Educational Research (ACER) Advance Awards for Schools competition.
- The College musical, 'Legally Blonde'.

Student Learning Outcomes

Data Informed Teaching and Learning

Senior teachers engaged in conversations around their VCE results from 2023. They reflected on their class's performance, scrutinised question-level data, and set goals for the next academic year. Identifying the strengths and weaknesses from the examination

performance helped with the goal setting. The aim of the goal setting is to refine teaching and assessment strategies for the upcoming year.

Year 7 students completed the Australian Council for Educational Research (ACER) Progressive Achievement Testing (PAT) at the beginning of the year. All students from Years 7 to 10 completed the PAT tests in Term 4 to assist in measuring growth. The data from the tests was analysed, and students identified to participate in intervention programs.

Data from the National Assessment Program – Literacy and Numeracy (NAPLAN) was analysed, and student growth and areas for improvement were identified. Staff have access to the results for the PAT and NAPLAN tests on Data for Student Learning on SIMON. They are able to see a profile of the learners in their class, and analyse the data to inform their teaching practice.

NAPLAN Data

75.5% of our Year 7 students fell within the NAPLAN Strong and Exceeding Proficiency levels for Reading. The state performance was slightly higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

70.5% of our Year 7 students fell within the NAPLAN Strong and Exceeding Proficiency levels for Writing. The state performance was slightly higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

73.1% of our Year 7 students fell within the NAPLAN Strong and Exceeding Proficiency levels for Spelling. This is consistent with the performance of students across the state.

78.4% of our Year 7 students fell within the NAPLAN Strong and Exceeding Proficiency levels for Numeracy. This is higher than the state performance.

60.2% of our Year 7 students fell within the NAPLAN Strong and Exceeding Proficiency levels for Grammar and Punctuation. The state performance was slightly higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

67% of our Year 9 students fell within the NAPLAN strong and exceeding proficiency levels for Reading. This is consistent with the performance of students across the state.

66.7% of our Year 9 students fell within the NAPLAN strong and exceeding proficiency levels for Writing. The state performance was slightly higher in the exceeding proficiency level than our school's performance.

71.4% of our Year 9 students fell within the NAPLAN strong and exceeding proficiency levels for Spelling. This is consistent with the performance of students across the state.

71.4% of our Year 9 students fell within the NAPLAN strong and exceeding proficiency levels for Numeracy. The state performance was slightly higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

56.1% of our Year 9 students fell within the NAPLAN strong and exceeding proficiency levels for Grammar and Punctuation. This is consistent with the performance of students across the state.

In 2024, there were 13 students who received a NAPLAN Excellence Award in Year 9 for Reading, 9 students received an award for Numeracy, and 6 students received an award for Reading and Numeracy.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	537	60%
	Year 9	556	56%
Numeracy	Year 7	560	78%
	Year 9	574	71%
Reading	Year 7	546	76%
	Year 9	573	67%
Spelling	Year 7	544	73%
	Year 9	562	71%
Writing	Year 7	549	70%
	Year 9	582	67%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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	29
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	100%

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	57%
TAFE / VET	9%
Apprenticeship / Traineeship	9%
Deferred	0%
Employment	17%
Other - The category of Other includes both students Looking for Work and those classed as Other	4%

Student Wellbeing

Goals & Intended Outcomes

The Wellbeing Team has had a productive and supportive year, working cohesively to address the needs of our school community.

Staff Changes and Professional Growth

In April, Jorgie Allen resigned after completing a work placement with DHHS, where she discovered her passion for the field and accepted a position there. We were fortunate to welcome Tylah Gibbins to the team as her replacement. Tylah holds an Honours Degree in Psychology and has been a valuable addition. Currently, Gemma Phelan is pursuing a Master of Social Work, and in 2025, Tylah will begin a Master of Psychology.

Peta Goodman has continued contributing two days a week this year but will finish at the end of the year to pursue other interests. We extend our heartfelt thanks to Peta for her dedication, care, and invaluable support to both students and staff.

Gemma and Tylah attended a professional development on suicide awareness and Tylah completed her Mental, Emotional, Social, & Spiritual Health (MESH) training, next year we aim to offer MESH to groups of students who are struggling with anxiety.

Addressing Student Needs

This year, we observed a significant volume of referrals, with an increase in students experiencing anxiety and school refusal. Alongside our school counsellors, we partnered with local agencies such as Headspace and CAMHS to provide additional support. We also sourced outside assistance such as Headspace and Swan Hill Police to further support our students.

Programs and Initiatives

Luke Crow, Scott Anderson, and I continued to deliver fortnightly Wellbeing classes for Year 7 and 8 students, aligning with The Resilience Project. These lessons introduced students to the principles of Gratitude, Empathy, and Mindfulness (GEM), offering engaging activities and practical strategies to build resilience. To further support families, GEM principles were shared with parents through newsletters and social media via the Parent and Carer Hub.

We also introduced SchoolTV this year, a valuable resource for parents and teachers, providing insights and tools to help raise happy, resilient children. This resource is accessible via our school website.

Student Engagement Highlights

- Year 12: Sonya Karras led a session on safe partying and responsible behavior, emphasizing the consequences of risk-taking.
- Year 11 & 12: Allie Collyer from Mallee Family Care presented on sexual consent, fostering important discussions.
- Year 9-10: Wellbeing and Health staff delivered sexual consent sessions.
- Year 7–10: Leading Senior Constable Jodie Ebinger delivered sessions on the safe use of social media, addressing its risks and consequences.

Special Workshops

Headspace Schools and Communities ran the Standing Strong session with Year 8 students, focusing on the impact of bullying, mental health, and being an upstander. That evening, approximately 40 parents attended a Headspace-led session on identifying signs of poor mental health in adolescents and offering support.

Year 10 students participated in programs by The Man Cave and The Flourish Journey, which promoted emotional and psychological development, healthy relationships, and community involvement. These sessions encouraged vulnerability and peer support, creating a powerful and transformative experience.

Wellbeing Leadership and School Events

Our Wellbeing Committee Leaders, Remi Alderuccio and Charli Lovell, worked diligently to promote mental health awareness, including:

- Sharing “Wellbeing Wednesday” tips via the student bulletin.
- Presenting mental health strategies during assemblies.
- Running Breakfast Club in Terms 2 and 3.
- Coordinating Mental Health Week activities, including The Big Blue Table, a school-wide lunch supporting Beyond Blue.

The 2025 Wellbeing Leaders, Athena Leo and Ava Crow, have already begun their work, highlighting the 16 Days of Activism initiative within our school.

Looking Ahead

The Wellbeing Team remains dedicated to supporting the psychological, academic, and social development of students, helping them lead happy, meaningful lives.

Next year, I will transition toward retirement, working two days a week and sharing the Director of Wellbeing role with Gemma Phelan, who will take on a 0.6 role. I look forward to mentoring Gemma and Tylah in 2025 and feel immense gratitude for their commitment to our students. It is a privilege to lead such an outstanding team.

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 Luke Crow and Scott Anderson• 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.
- 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, 16 Days of Activism.
- Gemma Phelan and Tylah Gibbins 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, the 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.

DOBCEL has provided us with letters to send to families whose children are not attending school, they range from Stage 1-6. After we have followed the recommended procedure and the Stage 6 letter has been sent we notify the Education Department and they follow up with the family.

Years 9 - 12 Student Retention Rate

Years 9 to 12 Student Retention Rate - 64.9%

Average Student Attendance Rate by Year Level

Year 7 - 86.9%

Year 8 - 85.2%

Year 9 - 87.5%

Year 10 - 86.6%

Overall average attendance - 86.6%

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	74.32

Average Student Attendance Rate by Year Level	
Y07	87.9
Y08	85.0
Y09	85.3
Y10	85.9
Overall average attendance	86.0

Leadership

Goals & Intended Outcomes

Our priority for 2024 was to continue the preliminary planning work for the staged relocation of St Mary MacKillop College to 183 – 187 Gray Street Swan Hill

Goals & Intended Outcomes

Our goals for in 2024 were:

Continue to establish strategies for timely engagement and communication with all stakeholders regarding Stage 1 of the relocation of St Mary MacKillop College with the following intended outcomes:

- Updating and communicating the progress of the staged relocation.
- Continuing to work with external agencies.
- Clarifying and providing transparency of structures, roles, and decision-making processes.

Achievements

- The College successfully applied for a \$6,000,000 Victorian Government Capital Grant to contribute to Stage 1 of the building project with an estimated overall cost of over \$14,000,000.
- Leadership has continued to provide updated progress developments to the College staff and community, DOBCEL and Gray St neighbours.
- The College has continued to engage with the Swan Hill Rural City Council through a Town Planner and various sub consultants to gain planning support for our building project prior to submission to the Victorian Minister for Planning.
- A Master Plan continues to be updated detailing works for a whole school over 5 stages with a student capacity of up to 600.
- 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.

- 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.
- The College continues to work with 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 further increased the data storage and backup capacity for the information technology system and network.
- The College has utilised the expertise, experience and buying power of DOBCEL to assist in the ongoing transitioning of staff to Microsoft 365 as well as software acquisitions.
- The College has employed several international teachers through the DOBCEL sponsorship program.

The following actions have commenced in 2024 and continue to be works in progress:

- Staff understand what 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 2025 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.
- The finalisation of planning and building documentation with the SHRCC and the Victorian Minister for Planning 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.
- Master planning is ongoing and dynamic to satisfy the emerging needs of the College and to comply with SHRCC requirements.
- 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 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 2024
<p>Learning Area</p> <ul style="list-style-type: none"> • Applied Learning: VCE VM and VPC linking work related skills to learning • English: Navigating the VCE English Exam • English: Teaching English in the Middle Years Conference • English: Supporting EAL students in the mainstream secondary English classes • English: A practical introduction to the new Victorian 7-10 curriculum • Health and Physical Education: ACHPER Annual Conference • Health and Physical Education: New Study Design Event • Health and Physical Education: Australian Health, PE and Sports Conference • Health and Physical Education: VCE VET Sport and Recreation Exam Preparation Webinar • Health and Physical Education: Swan Hill Regional PE Workshop • Humanities: Comview • Languages: JLTAV Annual Conference • Languages: VATI Annual Conference • Languages: National Symposium on Japanese Language Education • Mathematics: Maths 2.0 and Pedagogical Approaches • Mathematics: Differentiation when teaching Maths • Pathways: Timetabling Solutions – Web Preferences training • Pathways: Regional Career Practitioner Conference • Pathways: University of Melbourne Open Day • Religious Education: Rise Up Christian Educators • Religious Education: REL Conference • Science: VCE Biology Conference • Science: Teacher's Toolkit – VCE Biology 2024 • Science: Psychology Teachers' Conference • Science: Key Science Skills PD • Technology: EduTech Conference • Technology: Project ideas in junior Design and Technology • Classroom management: • Mastering student behaviour for all admin and non-teaching staff • Behaviour management 101 • Cracking the hard class – Dr Bill Rogers • Responding to challenging behaviours in a classroom or school setting <p>Teaching practice:</p> <ul style="list-style-type: none"> • Low working memory

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<ul style="list-style-type: none"> • Teach Like a Champion • Boost Student Exam Results <p>Support staff:</p> <ul style="list-style-type: none"> • Lab Tech Conference • Introduction to records and archives <p>Wellbeing:</p> <ul style="list-style-type: none"> • SafeTalk Suicide Prevention • Supporting Clients Sexual and Reproductive Health Needs • Mental Emotional Social and Spiritual Health Support Group Facilitator Training • Relational Formation • Anaphylaxis Training <p>Child Safety:</p> <ul style="list-style-type: none"> • Embedding Child Safe Standards <p>Learning Diversity:</p> <ul style="list-style-type: none"> • Inclusion by Design • User Level B Assessment Training • ADHD Awareness: Effective Strategies for Secondary Students • Unlocking autism in the mainstream classroom • Listening program <p>Learning Resource Centre:</p> <ul style="list-style-type: none"> • Inspired libraries workshop <p>Leadership:</p> <ul style="list-style-type: none"> • Victorian Aspiring Principal Assessment (VAPA): Portfolio Preparation Program • Model for effective communication • Consultative Committee Training • Everyday Leadership • Country Diocesan Leadership Program 	
Number of teachers who participated in PL in 2024	32
Average expenditure per teacher for PL	\$1815.00

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
Masters	8
Graduate	21
Graduate Certificate	4
Bachelor Degree	41
Advanced Diploma	0
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	51
Teaching Staff (FTE)	46.63
Non-Teaching Staff (Headcount)	49
Non-Teaching Staff (FTE)	37.76
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

- Establish and strengthen community partnerships that foster relationships, skill-building, and service opportunities.
- Develop further opportunities for parents to be actively involved in school activities.
- Enhance innovation and flexibility with information sharing to ensure that communication between the school and parents is dynamic and reciprocal.

Achievements

- Transition, especially from Grade 6 to Year 7 remains a strength of the College. 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 encourage the use of PAM among incoming Year 7 families.
- Year 7 parents were invited to attend their child's first Teacher Advisor Interview in Term 1. This provides families with insight into the Teacher Advisor Program, allowing them to become more connected with our school and their child's learning.
- Year 7-10, and Year 11 & 12, Parent/Teacher/Student Interviews were well attended. These interviews are an important part of ensuring our families feel connected and are a part of our community.
- The Year 7-10 Parent/Teacher/Student Interviews included an amazing display of student work in the Parish Function Centre, showcased to parents during the interview evening.
- The Subject Expo and Pathways Information sessions are an opportunity for parents to learn more about what the school can offer. The Subject Expo enabled students and families to investigate the different subject pathways.
- 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 participated in Pathways lessons as part of their scheduled curriculum.
- Curriculum-based activities utilised the services in Swan Hill and surrounding areas, undertaking excursions and inviting guest speakers to the school.
- A new initiative, 'Lend a Hand, Make a Difference' began in Term 4, where students from Years 9 to 11 volunteer at Logan Lodge. Twice a week, they will visit Logan Lodge where they will engage with and participate in activities alongside the residents.

Parent Satisfaction

- Whole School Assemblies held in Pastoral Care lessons 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 inform parents as well as seek feedback.
- 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.

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