

DIOCESE
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CATHOLIC
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LIMITED



2025

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 2025 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 2026

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

From the Murray to the Sea, DOBCEL aims to realise a vision of the ‘fullness of life for all’ for more than 18,600 students across a community of 63 Catholic primary and secondary schools.

We began 2025 with an uplifting Mass led by Bishop Paul in a packed St Patrick’s Cathedral. In his homily, Bishop Paul highlighted our mission as Catholic educators to pursue the fullness of life for every child in our care, reminding us to keep students, staff and mission at the centre of our work.

The January 2025 publication of the DOBCEL Strategy 2035 represents a pivotal moment for the DOBCEL community and marks an important phase in our ongoing development.

The main purpose of this 10-year strategy is to inspire the whole system to commit to and move towards a high performing system of Catholic schools. The system is strong and well-performing, but we can do better.

Underpinned by our Catholic Identity, the strategy identifies five strategic pillars that reflect primary areas of focus.

- Collaborative Cultures
- Engagement and Belonging
- School as Community
- Rich Pedagogical practices for Deeper Learning and Wellbeing
- Sustainable Stewardship

The strategy was co-designed with teachers, school leaders, non-teaching staff, students, parents and those working in Catholic Education Ballarat offices.

I had the great privilege of participating in these co-design sessions, which showcased the professionalism and passion of all those in our system that devote their working lives to provide a great education for our children and young people.

Therefore, it is only fitting that I record my sincere thanks to all of you. These are exciting times of opportunity for our community of schools, but it is only possible because of your extraordinary work and dedication.

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 originated from the Catholic Primary School, St Mary's, in the 1980s. In 1986, staff and students referred to the secondary section of the school as MacKillop College, although the school was not officially registered under this name until 1988. That year also marked the completion of Year 12 studies by the first cohort of students. The college is named after Mary MacKillop, the founder of the Sisters of Saint Joseph of the Sacred Heart. Located centrally in Swan Hill, St Mary MacKillop College makes use of local community services and facilities. Over recent years, enrolments have increased, and the College now has approximately 600 students. Students join from the Swan Hill, Balranald, Kerang, Sea Lake, Lake Boga, Tooleybuc, Moulamein, Nyah, Woorinen, and Beverford regions.

In 2022, under the governance of the Diocese of Ballarat Catholic Education Limited (DOBCEL), St Mary MacKillop College purchased 6.7 hectares of land on Gray Street, Swan Hill. Through feedback from staff and students, this campus will be known as Penola Campus and will serve as the future site of the College. The new site is more than three times the size of the current grounds and will enable the development of purpose-built classrooms tailored for 21st-century learning. Construction of Stage 1 is scheduled to commence in 2026.

The College's core values are centred on knowing and living the Gospel message of Jesus Christ. It 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, the school's theme aligns with the SOSJ Works Pillar of Mutual Respect.

St Mary MacKillop College strives to develop the potential of all community members by embracing the spiritual, academic, artistic, and sporting dimensions of school life. The College community is inclusive and recognises that all people are created in the image and likeness of God and are loved. We respect and value individuals of all faiths, genders, sexualities, and cultural backgrounds.

Principal's Report

This year, 2025, we embraced the theme of Mutual Respect, allowing it to guide our actions, relationships, and collective spirit. In classrooms, on the playground, across leadership teams and offices, we saw how respect, for ourselves, each other, and our shared values, builds a culture of care, understanding and strength.

The year was not without its challenges. Like many communities, we navigate moments of uncertainty, disruption and change. True to the words of Saint Mary MacKillop, we discovered that “great is the strength we possess in our unity”. Our strength was never found in isolation, but in the support we gave each other: in a kind word, a helping hand, with quiet perseverance, and the resilient spirit of our students and staff alike.

We also celebrated many successes. Academically, our students continued to strive for excellence, embracing learning with enthusiasm and curiosity. From achievements in the arts and sciences, to sporting victories, leadership growth, community service initiatives and cultural celebrations, this year has been rich with moments that remind us of the incredible potential and promise within each person.

Our staff have been the cornerstone of this success. Their dedication, creativity and compassion have inspired our students and helped shape a school culture where every child is seen, heard, and supported. I extend my sincere thanks to our teaching and support staff for their tireless work and unwavering belief in the power of education.

To our leadership team: David Rush (Business Manager), Nathan Lane (Deputy Principal Teaching and Learning), Kath Jones (Deputy Principal Community and Culture), Alison Wright (Director of Faith and Mission) and Gemma Phelan and Mandy McCallum (co-Directors of Wellbeing), whose vision and steady guidance have helped us steer through the complexities of the year while always keeping our values and mission at the forefront. I am grateful for their wisdom, strength and grace.

To our parents and caregivers, for the trust you place in us and for being essential partners in your child’s learning and development. Your ongoing support and collaboration are deeply appreciated.

And finally, to our students, for showing us what it means to lead with kindness, grow with courage, and live with purpose. Your energy, resilience and joy remind us why we do what we do.

May the spirit of Saint Mary MacKillop continue to guide us as we look to the future with hope.

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.

The theme for our school community in 2025, Mutual Respect, has been at the heart of our journey this year. Inspired by our guiding words, “Great is the strength we possess in our unity,” we have sought to live out this value in both word and action. Mutual respect has reminded us that true unity comes not from sameness, but from honouring the dignity of every individual and recognising the gifts each person brings to our community.

In the life of Jesus, we see the perfect model of mutual respect. He consistently welcomed those on the margins, listened with compassion, and invited all into God’s kingdom. Likewise, St Mary MacKillop offers us a uniquely Australian example of respect expressed through service, humility and perseverance. Mary’s call to “never see a need without doing something about it” echoes the very heart of our school theme, challenging us to be people of action and hope.

Throughout the year, our school gathered together for the celebration of Eucharist and other liturgies which allowed us to pray, reflect and give thanks as a community of faith. Each Mass became, not only a moment of encounter with Christ, but also an expression of our unity.

Significant celebrations included:

- The Opening School Mass, where we dedicated our year to the theme of Mutual Respect.
- The Feast of St Joseph and the Feast of St Mary of the Cross MacKillop, where we drew inspiration from our Josephite charism.
- Whole-school celebrations such as Catholic Education Week and the Hearts and Hands Mass, which highlighted our commitment to service and justice.
- Year-level Masses and reflection days, which provided students with opportunities to encounter faith in more personal and age-appropriate ways.

A vital part of our liturgical life this year has also been our collective generosity. Each Mass included opportunities for giving – whether through donations of food, clothing, or funds – to support St Vincent de Paul, local families in need, and other charitable initiatives. These acts

of kindness and solidarity demonstrated how our faith leads us to tangible action, ensuring that our celebrations were not only about gathering but also about responding to the needs of others.

As I reflect on the year, I am filled with gratitude for the many staff, students, and families who have contributed to the faith life of our college. It is in our shared witness – in prayer, in service, in respect – that we truly embody our theme. May we continue to grow in unity, strength, and faith, following in the footsteps of Jesus and Mary MacKillop.

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, Fr Rob Galea.
- 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
 - Feast Day of St Joseph
 - Stations of the Cross Easter Liturgy
 - Catholic Education Swan Hill (CESH) Mass is celebrated annually with St Mary's Primary School
 - Hearts and Hands Mass
 - St Mary of the Cross MacKillop Feast Day Mass
 - End-of-year Mass
 - Advent Liturgy 7-10

- Two school captains attended the JJAMM Student Leaders Conference in Sydney
- 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. Staff have explored meditative prayer, litany, and connecting with scripture through art.
- 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
- Students participated in a Big Water Walk, raising awareness of the millions of people around the world who must walk long distances each day to access clean and safe water.
- Year 12 Retreat
- Year 7 to 10 Reflection Days, supported by the Passionist Youth Retreat Team 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 MacKillop Catholic Regional College, Werribee at the end of the year, hosted by the AJASS network.

Learning and Teaching

Goals & Intended Outcomes

Priority Two: 2025 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

- A consistent template and process to document the curriculum was developed. Learning Area teams started to use the template and curriculum writing process to document the curriculum for Year 7.
- In Term 1, we spent an afternoon collaborating with our colleagues from St Mary's Primary School, learning about how we can best support students in the middle years from Year 5 to Year 8.
- Professional learning focused on the Science of Learning.
- Reintroduction to the Make a Difference (MAD) reading strategy to be embedded across Learning Areas.
- Revised the grade scale used across Year 7 to 12.

- Teaching staff completing a professional learning plan and selected a focus for their professional learning in 2025 from four areas: 1) unit writing process, 2) Science of Learning – strategies to teach students how to learn, 3) LEARN Explicit Instruction Model, 4) Literacy – MAD reading strategy. The progress towards achieving the goals outlined in the professional learning plan was shared during Teaching and Learning Staff Meetings.
- Teaching and Learning Staff Meetings were included in the meeting schedule twice per term. The focus of this year’s meetings included:
 - Co-creating the SMMC rules and routines framework for Year 7 to 12
 - Unpacking the process for unit writing
 - NAPLAN and VCE data analysis
 - Continuing the collegial practice of sharing best practice

Students continue to engage in a broad curriculum in Year 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.

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 moved from using Google Workspace to Microsoft 365 to store files, 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.

Throughout 2025, 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. Parents and guardians have access to the Parent Access Module (PAM), allowing them to see a range of information relating to their child including their timetable, reports, feedback for assessment tasks and attendance data.

The Leadership Team worked together to build the leadership capacity of teachers with a Position of Leading (POL) responsibility. Curriculum Leaders also developed goals for their Learning Area based on the College’s Annual Action Plan.

The Academic Captains continued to implement initiatives to raise the academic profile of the school by promoting a culture of curiosity, achievement, and lifelong learning across all year levels.

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 of high-achieving students in Year 7 and 8.
- A group of high-achieving students in Years 7, 8 and 9 completed the Australian Council for Educational Research (ACER) Advance Awards for Schools competition.
- The College musical, *Grease*.
- Camps from Year 7 to 11 and a retreat for students in Year 12.

Student Learning Outcomes

Data Informed Teaching and Learning

Senior teachers engaged in conversations around their VCE results from 2024. 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 Year 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

Year 7

Reading: 69.1% of our Year 7 students fell within the NAPLAN Strong and Exceeding Proficiency levels for Reading. The state performance was slightly higher in the strong and exceeding proficiency levels than our school's performance.

Writing: 65.8% of our Year 7 students fell within the NAPLAN Strong and Exceeding Proficiency levels for Writing. The state performance was higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

Spelling: 70% of our Year 7 students fell within the NAPLAN Strong and Exceeding Proficiency levels for Spelling. The state performance was higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

Numeracy: 60% of our Year 7 students fell within the NAPLAN Strong and Exceeding Proficiency levels for Numeracy. The state performance was higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

Grammar and Punctuation: 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 strong and exceeding proficiency levels than our school's performance.

Year 9

Reading: 63.6% of our Year 9 students fell within the NAPLAN strong and exceeding proficiency levels for Reading. The state performance was higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

Writing: 55.6% of our Year 9 students fell within the NAPLAN strong and exceeding proficiency levels for Writing. The state performance was higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

Spelling: 74.1% of our Year 9 students fell within the NAPLAN strong and exceeding proficiency levels for Spelling. The state performance was higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

Numeracy: 78.5% 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.

Grammar and Punctuation: 56.5% of our Year 9 students fell within the NAPLAN strong and exceeding proficiency levels for Grammar and Punctuation. The state performance was higher in the exceeding proficiency level than our school's performance. Our students achieved higher in the strong proficiency level than the state performance.

In 2025, there were six students who received a NAPLAN Excellence Award in Year 9 for Reading, four students received an award for Numeracy, and three students received an award for Reading and Numeracy.

There were five students who achieved high growth and an increase in proficiency level in Numeracy, nine students achieved high growth and an increase in proficiency level in reading, and one student achieved high growth and an increase in proficiency level in reading and numeracy.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	536	60%	537	60%
	Year 9	547	56%	552	56%
Numeracy	Year 7	555	76%	558	77%
	Year 9	586	79%	580	75%
Reading	Year 7	534	69%	540	72%
	Year 9	561	64%	567	66%
Spelling	Year 7	530	70%	537	72%
	Year 9	563	74%	563	73%
Writing	Year 7	534	66%	542	68%
	Year 9	557	56%	570	62%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	28
VCE Completion Rate	98.20%
VCE VM Completion Rate	92%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

This year, I have had the privilege of sharing the role of Director of Wellbeing with Gemma Phelan as I transition to retirement at the end of the year. Gemma has gone above and beyond her responsibilities to ensure our students receive the very best care. She has successfully accessed funding for valuable programs and continued her studies toward a Master of Social Work, all the while supporting our community with energy and compassion.

Alongside Gemma, Tylah Gibbins has worked part-time while completing her Master of Psychology. Her gentle presence and dedication have been a wonderful support to our students. We also welcomed Paula Stevens to our team as a full-time student counsellor. Paula has quickly established strong connections with students and become an invaluable member of our team. Due to an increase in referrals this year we have also employed Jemma Cockfield for two days a week as a student counsellor, Jemma has been a great asset to our team and has helped ensure that all our students receive the care they deserve.

The Wellbeing Team has continued to collaborate with local agencies such as Headspace and CAMHS, ensuring students can access vital support services. Throughout the year, we have also offered a variety of programs designed to support student wellbeing and development. Year 12 students engaged with Sonya Karras in a session on safe partying and responsible behaviour, while both Year 11 and 12 benefited from a powerful presentation on sexual consent by Allie Collyer from Mallee Family Care.

Our Year 10 boys participated in the ManCave program, while Gemma and Jen Salvo facilitated a tailored wellbeing session for the Year 10 girls. Consent Labs also delivered sessions on respectful relationships to our Year 7 and 8 students - an initiative made possible thanks to funding support from Youth Inc.

Fortnightly Wellbeing classes for Year 7 and 8 students continued with the support of Kath Jones, Jesse McDonald, Joel Murphy, and myself. These classes once again featured The Resilience Project, which promotes the core principles of Gratitude, Empathy, and Mindfulness (GEM). Parents and carers were also invited to engage with these principles through our newsletter hub. In addition, we implemented the federally funded Our Futures Vaping Prevention Program, a four-week interactive initiative that gave students practical tools to make positive choices.

Our Wellbeing Committee Leaders, Ava Crow and Athena Leo, have been outstanding in their efforts to promote student mental health. They organised lunchtime activities around significant awareness days and took a lead role during Mental Health Week, which included

the memorable Big Blue Table event - a shared lunch to raise awareness and funds for Beyond Blue.

A highlight of the year was welcoming renowned child psychologist, Dr Justin Coulson. Dr Coulson presented to Years 9–12 on respectful relationships, led a staff session on cultivating resilience in the classroom and, in the evening, delivered a free community presentation on sex, consent, and staying safe. This event was a great success, made possible through the support of SYFS funding.

The Wellbeing Team remains deeply committed to nurturing the psychological, academic, and social growth of our students, equipping them to live healthy, fulfilling, and meaningful lives. I want to sincerely thank Gemma, Tylah, Paula and Jemma for their tireless commitment and passion. As I step into retirement, I do so with gratitude and confidence, knowing that the Wellbeing department is in excellent hands.

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, Kath Jones, Joel Murphy and Jesse McDonald.
- 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, including the Big Blue Table event - a shared lunch to raise awareness and funds for Beyond Blue.
- The involvement of wellbeing in the Senior School Information Night and Year 7 BBQ 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 11 and Year 12 students on sexual consent.

- Consent Labs delivered sessions on respectful relationships to our Year 7 and 8 students.
- Our Year 10 boys participated in the ManCave program, while Gemma and Jen Salvo facilitated a tailored wellbeing session for the Year 10 girls.
- Hosted renowned child psychologist Dr Justin Coulson. Dr Coulson presented to Years 9–12 on respectful relationships, led a staff session on cultivating resilience in the classroom, and in delivered a free community presentation on sex, consent, and staying safe.
- Implemented the federally funded Our Futures Vaping Prevention Program, a four-week interactive initiative that gave students practical tools to make positive choices.
- Students, staff and community members were educated on how to stay safe online.
- 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.
- Participation in Swan Hill and District Schools Wellbeing Network Meetings.
- Participation in Ballarat Diocese Wellbeing meetings.
- Continued meetings with AJASS Wellbeing Network.

Student Satisfaction

The students feel supported and well informed on topics relating to Mental Health.

Student Attendance

On the SIMON Attendance Module, all absences are recorded as follows:

- Rolls are marked in the Homeroom and each of the four periods during the day.
- All notified absences are recorded daily. These may be parent-notified or school related, such as sports activities.

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 who follow up with the family.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	75.95

Average Student Attendance Rate by Year Level	
Y07	87.85
Y08	85.03
Y09	85.26
Y10	85.91
Overall average attendance	86.01

Leadership

Goals & Intended Outcomes

Our priority for 2025 was to continue the planning work for the staged relocation of St Mary MacKillop College to 183 – 187 Gray Street Swan Hill.

Our goals in 2025 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

- Leadership has continued to provide updated progress developments to the College staff and community, DOBCEL and Gray Street neighbours.
- A Master Plan continues to be updated detailing works for a whole school over five stages with a student capacity of up to 600.
- 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.
- The revised Development Plan was submitted to SHRCC and, after a process of public consultation, the Development Plan for the new site was approved at the Swan Hill Council Meeting in May. This is a historic time for our school. Councillor Peta Thornton spoke after moving the motion to accept the recommendation to approve. She spoke about the development being an exciting time for MacKillop and the Swan Hill community, and that having two wonderful secondary schools in our town is a benefit to the town.
- Y2 Architects have continued to attend on site for workshops with staff, particularly the Science and Technology staff. This included workshops about Catholic Identity and

Indigenous Culture. Elia Ware, our Indigenous Education Support Officer, invited local Indigenous people to attend and provide us with another voice and perspective.

- The planning permit application has been submitted to the Victorian Minister for Planning.
- 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.
- Staff are reporting back to relevant forums and share resources attained at professional learning.
- 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 the 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 transition 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 continue to be works in progress:

- Staff understand where the relocation process is at for the present. Moving into 2026, 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. This 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.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

Learning Area

Applied Learning: VCE VM & VPC Conference

Applied Learning: VCE VM & VPC Numeracy - Engaging ALL students successfully in mathematics and numeracy

Arts: Engaging Students in Drama

English: Meet the Assessors - English

English: VATE Middle Years Conference

HAPE: New to teaching Units 1-4 HHD for 2026

HAPE: Physical Education Unit 4 Outcome 3 Webinar

HAPE: Strengthening Student Achievement in the VCE PE Exam Extended Response Questions

Humanities: HTAV Annual Conference

Humanities: VCTA Comview 2025

Languages: Creating Languages Units with VC2.0 and VTLM2.0

Languages: JLTAV Annual Conference

Languages: MLTAV Effectively Engaging Languages: Swan Hill

Languages: VCAA Oral Exam Assessing Day

Languages: VCAA Oral Exam Training Day

Mathematics: MAV Conference - Thriving in Mathematics

Pathways: Career Practitioner's Seminar

Pathways: Regional Career Practitioner Conference 2025

Religious Education: Aggiornamento: Session 1 - The Contemporary Context

Religious Education: Aggiornamento: Session 2 - The Faithful Imagination

Religious Education: Catholic Dialogue School Consortium

Religious Education: DOBCEL Secondary REL Meeting

Science: Annual Psychology Teacher Conference

Science: Lab Tech Association of Victoria LABCON 2025

Science: VCE Biology Conference

Technology: Digital Leaders Network Meeting

Classroom Management

Classroom Dynamics - The latest strategies and solutions to positive classroom management

Cracking the Hard Class

Expenditure And Teacher Participation in Professional Learning

Teaching practice

DOBCEL Teach like a Champion

Early Career Teacher PD

Make it Explicit: Strategies to explain, breakdown and model skills and concepts

Wellbeing

ACT for Adolescents Training

Advanced Social Thinking

Anaphylaxis Training

Body Image Training for Educators

Healthy Minds Network meeting

Masterclass in Mental Health Promotion

Minus 18 Champions Creating Inclusive Classrooms

Minus 18 Champions Public Training

Seasons of Growth

Youth in Distress: Managing suicidality and self-harm

Child Safety

Embedding Child Safe Standards

Mandatory Reporting

Learning Diversity

Autism, ADHD, PDA and School Understanding

Effective Strategies for Teaching Students with Dyscalculia

Strategies for teachers to understand and manage ADHD effectively

Sue Larkey Autism Workshop

Sue Larkey Pathological Demand Avoidance (PDA) Training

Teaching Children with ADHD

Teaching Students with Dysgraphia

Teaching Students with Dyslexia

Teaching Students with Learning Disabilities

User Level B Assessment Training

Expenditure And Teacher Participation in Professional Learning	
Leadership	
Country Diocese Leadership Program	
Crucial Conversations for Mastering Dialogue	
Managing Conflict	
The Brown Collective Leadership Program for Experienced Catholic School Principals	
The Brown Collective Leading with Integrity for Excellence: Governance for Catholic Schools	
VCEA Building Leaders	
VCSSDPA Annual Conference	
Number of teachers who participated in PL in 2025	51
Average expenditure per teacher for PL	\$1624.00

Teacher Satisfaction

Sources of Evidence

- Insight SRC School Improvement Surveys and Interpretive Report 2025
- Anecdotal observations from staff
- The overall results for the College in the Insight SRC reports shows an upwards trend in the Organisational Climate against the historical comparisons.
- The majority of learning domains work well and staff are keen to develop curriculum.
- 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.
- The College maintains a low turnover of staff, indicating satisfaction in working at the school.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	18
Graduate Certificate	3
Bachelor Degree	36
Advanced Diploma	0
No Qualifications Listed	17

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	53
Teaching Staff (FTE)	48.34
Non-Teaching Staff (Headcount)	51
Non-Teaching Staff (FTE)	40.29
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

As we conclude an extraordinary year, I want to highlight the community engagement goals that guided our journey in 2025. Our focus has been on fostering a strong, resilient, and inclusive school community where every member feels valued and empowered.

Our primary goal has been to cultivate meaningful connections among students, staff, and families, building a community grounded in mutual respect, compassion, and shared responsibility for the wellbeing and success of all. This year, our intended outcome was to see these values reflected in tangible ways, through student leadership, inclusive events, service projects, cultural celebrations, and everyday acts of kindness.

We deepened our focus on student voice and wellbeing as a cornerstone of engagement. By expanding opportunities for students to lead with purpose, through peer mentoring, House activities, and student-led initiatives, we aimed to empower young people to shape an inclusive, respectful, and courageous school culture. The outcome has been a more vibrant, participative community where students take an active role in shaping the school environment.

Our cultural engagement initiatives sought to celebrate and deepen appreciation for the diversity within our community. Events such as Harmony Day, Reconciliation Week, community service projects, and artistic showcases were designed to promote understanding, respect, and connection among all members of our school.

These achievements would not have been possible without the dedicated partnership of our staff and families, whose ongoing support strengthens the fabric of our community. Together, we continue to build a culture that supports not only academic success, but personal growth, connection, and belonging.

As we move forward into 2026, our commitment to these community engagement goals remains steadfast. We look ahead with renewed energy, open hearts, and a continued commitment to building a school where every voice is heard and every person is valued. Mary MacKillop once expressed this, in a stirring line which beautifully captures her belief in the power and potency of unity, stating: "So great is the strength we possess in our unity".

May we all boldly make every effort to encapsulate this in our own lives.

Achievements

- Transition, especially from Grade 6 to Year 7 continues to be something the College does well. The Year 7 BBQ 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 parent/guardians were invited to attend their child's first Teacher Advisor Interview in Term 1. This gives families a window into the way the Teacher Advisor Program works and comes at a time when students are settling into their new school.
- 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 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 scheduled curriculum.
- 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 VCE VM program which fosters relationships between senior students and elderly residents of Logan Lodge. Twice a week, they will visit Logan Lodge where they engage with and participate in activities alongside the residents.

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.

Follow-up phone calls are made to a wide range of parents following large events such as Parent Teacher Student Interviews and Year 7 BBQ Tea to understand the parents experience and engagement. Follow-up phone calls are generally well received.

Parents are satisfied with the transition program.

There is an opportunity 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