



2023

**Annual Report to the
School Community**



**MACKILLOP
EDUCATION**

So much more
than a school

Principal's Attestation

I, Anne Henderson, attest that MacKillop Specialist School is compliant with:

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

Attested on 27 Mar 2024



About this report

MacKillop Specialist School 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

In 2023, MacKillop Education undertook a review of our governance structure to determine how we might communicate this more effectively internally and for the wider school community. This need was identified in light of two main considerations. Firstly, the new Ministerial Order 1359 Implementing the Child Safe Standards – Managing the risk of child abuse in schools, has introduced changes to compliance requirements for the school’s governing body. Furthermore, changes to key leadership positions, within MacKillop Education, needed to be represented in our governance structure.

We have introduced further clarity regarding the responsibilities and delegations of both the governing body and the governing authority. The growth of our schools and education and engagement programs has necessitated a change to our organisational structure.

The introduction of two new roles, Deputy Executive Principal and Education and Engagement Programs Director, ensures that there is dedicated support for our schools and programs with delegated leaders now responsible for the management and operation of the school or programs.

In 2023, we established a MacKillop School Advisory Council. The Council provided support and advice to the school and was chaired by the Deputy Executive Principal. The Council ensures that we are providing a forum for key stakeholders to be informing our decision making and the direction of the school.

The Group Director ensures that quarterly reports are provided to the governing body and that child safety remains a priority in all that we do across our 3 campuses and education programs.



Vision and Mission

Our Strategic Intent

MacKillop Education aims to foster a deeper understanding of our Catholic identity and nurture the spirituality of each person in our community. Student learning outcomes will be enhanced by: a focus on instructional leadership; the implementation of targeted, informed interventions; increased student voice; and the strengthening of learning partnerships through enhanced collaboration with the wider community.

Our Practice

The whole-of-school ReLATE model supports MacKillop Education to reframe best practice in learning, teaching and wellbeing.

ReLATE (Reframing Learning and Teaching Environments), was developed in Australia by MacKillop Family Services, drawing on the practice model implemented in our schools. ReLATE provides a whole-of-school approach that focuses on safety, wellbeing and resilience, so that the learning outcomes for every child are enhanced.

At its core, ReLATE promotes transformative relationships, not only for students, but also for school leaders, teachers and other staff working with children, young people and families. The model promotes wellbeing as an essential precondition for learning. Safe, predictable and supportive learning environments are created and maintained in our classrooms, where students are not just known, but deeply understood.



College Overview

History of our Founders

MacKillop Education was established in 2011. However, our commitment to education began in the 1800's with the beliefs and passion of our founders. MacKillop Education continues the commitment of the Sisters of Mercy, the Sisters of St Joseph and Edmund Rice Education Australia to empowering children, young people and families, through education. The founders of each of these orders, Catherine McAuley, Mary MacKillop and Edmund Rice, believed that to give expression to their faith and values, they should respond to and support those most in need. They each recognised that access to education was critical to the flourishing of the individual and the creation of a more just and humane society.

History of our Schools

Operating for over 10 years, our schools have always supported children and young people who, due to their individual needs, have not been able to learn in mainstream settings.

In 2011, St Augustine's Education and Training was opened by MacKillop Family Services in Whittington, Geelong. Children and young people, who were unable to experience learning success in a mainstream

school, were referred to this setting. The curriculum was designed to provide opportunities for hands-on learning.

In 2014, the school was registered as MacKillop Specialist School. It implemented the Victorian Curriculum (Years F-10) and provided individualised and differentiated learning and teaching, to support the complex and diverse needs of our students. As student enrolment numbers increased, we extended our curriculum to offer the Victorian Certificate of Applied Learning (Years 11-12).

In 2017, in recognition of both the need and demand for the distinctive learning environment we could provide, and the extensive adjustments that we provided to individual students, an additional primary school campus was opened in Maidstone for students in Years 3-6.

In 2020, in response to the needs of students and families in Melbourne's south, we opened a campus in North Caulfield; this campus caters for students in Years F-12.

In 2023 the Victorian Pathway Certificate (VPC) replaced the Victorian Certificate Applied learning (VCAL). This senior pathway is offered at both the Geelong and Caulfield Campuses.

Principal's Report

At each of the 3 campuses the Principal and Local Leadership Team were committed to implementing the Annual Action Plan 2023, and achieving the goals identified for each sphere. These goals aimed to ensure:

- Increased staff knowledge, understanding and whole-school implementation of High Impact Teaching Strategies (HITS)
- A rigorous and knowledge-rich curriculum
- Enhanced student voice, agency and learning confidence
- Enhanced staff knowledge and understanding of the Child Safe Standards
- The unique spiritual journey of each person in our school community was valued and fostered
- Effective collaboration and communication with families and carers about student learning and progress
- Increased understanding of trauma-informed practices across the school community
- The development of a whole-school framework for instructional leadership

The specific focus goals and key improvement strategies for each section of the Annual Action Plan, meant there were many highlights and achievements throughout the year, including:

- Development of ME Child Safe Standards e learning modules for the MacKillop Board and Staff
- Improved staff confidence in leading reflections
- Increased community understanding of key events in the liturgical year through assemblies, newsletters, and informal discussions
- An improved whole-school approach to explicit teaching.
- Engagement with families/carers to enhance their understanding of MacKillop Educations' approach to learning and teaching, curriculum content and whole school programs
- Capturing student voice and agency through forums, regular meetings and opportunities for leadership through student led assemblies and organizing school events

Catholic Identity and Mission

Goals and Intended Outcomes

In 2023, MacKillop Education continued our commitment to nurturing the faith and spirituality of our diverse school community, through developing a rich understanding of Catholic tradition.

We continued our commitment by working towards the following outcomes:

Value and foster the unique spiritual journey of each person in our school community

- *Building community knowledge of spiritual practices and the connection to well-being and health.*
- *A practice of supporting community spiritual growth through reflection and dialogue.*

Achievements

In the area of Catholic Identity and Mission, MacKillop Education's significant achievements included:

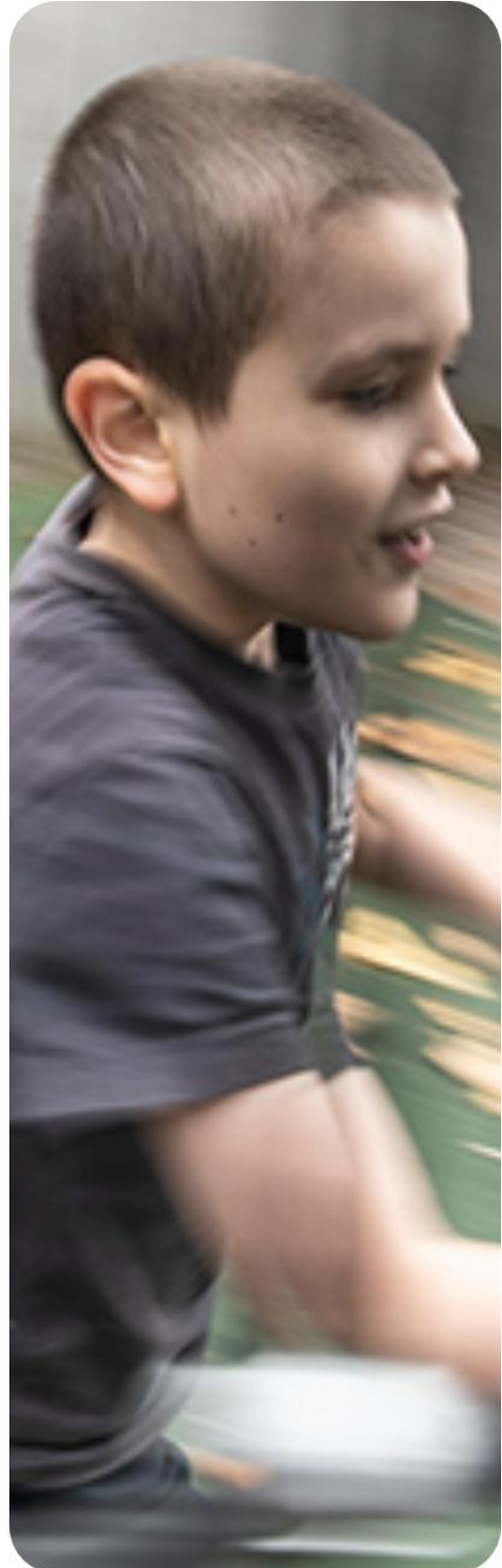
- Increased staff understanding of key events in the liturgical year, through campus reflection and learning, to enhance explicit teaching and classroom celebrations and activities.
- Improved staff confidence in leading campus reflections.
- Increased community understanding of key events in the liturgical year through assemblies, newsletters, and informal discussions.



Value Added

In addition, MacKillop Education enhanced the Catholic Identity and Mission in 2023, in the following ways:

- Employment of a part time Spirituality, Mental Health and Well-being Coordinator.
- All staff participated in a staff reflection day in September and at the end of the year celebration, staff shared their own spiritual and faith journey.
- Staff attendance at student Sacramental celebrations outside MacKillop Education and sharing these events with campus communities.
- Symbols related to Liturgical seasons are visible throughout school.
- Inclusion of First Nations' cultural rituals, such as smoking ceremonies, at special celebrations.
- Initiation of Social Justice priorities by organizing a community Christmas Market. Funds raised enabled students to purchase gifts that were donated to the MacKillop Christmas Fundraising Gift Appeal.



Learning and Teaching

Goals and Intended Outcomes

In 2023, MacKillop Education continued our commitment to developing lifelong learners for a global and dynamic world through evidence-based practice, embracing diversity and connecting learning to students' lives and learning styles.

We did this by working towards the following outcomes:

Increase staff knowledge, understanding and whole-school implementation of High Impact Teaching Strategies (HITS)

- *Using data to inform instructional decision making and targeting literacy interventions*
- *Implementing HITS and providing effective support and feedback*
- *Ensuring staff understand the elements of a structured literacy block*

Ensuring a robust, knowledge-rich curriculum

- *Enhancing teaching of Numeracy*
- *Developing quality curriculum content for the whole school*



Achievements

In the area of Learning and Teaching, MacKillop Education's significant achievements included:

- Continued implementation of professional practice meetings with a focus on analysing various sets of data to inform teaching and learning. Data included writing moderation, summative and formative assessments, as well as diagnostic assessments
- Developed and implemented a School Assessment guide that includes a comprehensive assessment schedule, assessment and administrative information for teachers, intervention guidelines and includes all of the assessments for staff to be able to access
- All students completed Essential Assessment as a standardised assessment tool and other assessments, Dibels and Yarc, as required
- Data has informed tier one, tier two, and tier three interventions. The Zone of Proximal Development has been a focus to ensure that students were well supported in their learning journey
- Explicit teaching, across the school, with a focus on learning goals and success criteria have supported a collaborative culture and consistency of classroom practice
- Continued refinement of Individual Education Plans- to support student voice and agency, as well as the achievement and celebration of academic goals
- Increased staff knowledge of the Science of Learning and Cognitive Load Theory
- Increased staff understanding of the writing process, through the use of The Seven Steps
- Online Program and The Writing Revolution
- Improved staff confidence and skill in teaching literacy through coaching and modelling
- Improved staff knowledge through the support of the Speech Therapist who has worked collaboratively in the classroom, modelling the teaching of vocabulary lessons to students, with diverse needs
- Families/carers informed about the learning strategies and programs that were being implemented across the school
- All students have been supported to successfully participate in community activities to strengthen their learning and engagement.
- Enhanced integrated curriculum to support the delivery of learning areas such Science, Technologies, and Humanities

Student Learning Outcomes

In addition, MacKillop Education was able to provide the following valuable 'Learning and Teaching' activities, in 2023:

- Daily implementation of structured synthetic phonics program- Sounds-Write
- Tier 3 intervention utilising Multi-Lit, Sounds-Write and a bespoke systemic phonic program for identified cohort
- Increased implementation of Resilience, Rights and Respectful Relationships curriculum
- Structured water safety program for primary and secondary students
- Micro-skills credentials delivered to senior students including barista and White Card.
- Increased engagement in mentoring program for secondary and senior students in the Stronger Brother and Stronger Sister program

| Senior Secondary Outcomes | |
|---------------------------------------------------|---|
| VCE Median Score | * |
| VCE Completion Rate (includes VCE VM completions) | * |
| VCAL Completion Rate (VCAL Intermediate) | * |

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



Student Wellbeing

Goals and Intended Outcomes

In 2023, MacKillop Education continued our commitment to creating a safe and secure environment that nurtures confident and empowered students through active participation in their learning and by providing opportunities for authentic voice.

We did this by working towards the following outcomes:

Develop student voice, agency and learning confidence

- *Explicitly embedding Resilience, Rights and Respectful Relationships (RRRR) framework into the learning and teaching curriculum*
- *Enhancing student wellbeing through psycho-education*
- *Increasing opportunities for student voice and student feedback*

Develop a whole staff understanding of Child Safe Standards

- *Embedding Child Safe Standards (CSS) into every-day practice*

Achievements

In the area of 'Student Wellbeing', MacKillop Education's significant achievements included:

- Completion of the second year of In2School, a program for students with a history of school refusal. This program was implemented in partnership with Melbourne University, The Royal Children's Hospital, and Travancore School. The program focused on developing individual students' skills and knowledge that would enable consistent attendance.
- Updating our student leadership framework to allow more opportunities for student voice and agency through regular meetings, and opportunities to facilitate assemblies and events.
- Ensuring quality Professional Learning, for staff, across the year, which included:
 - Therapeutic Crisis Intervention - staff training and refreshers ensured best practice in co-regulation and support of students before, during and after a crisis event.

- ReLATE Program for all staff - a whole-of-school approach to nurturing the school community's safety and wellbeing, through trauma-informed practice.
 - Power to Kids in Schools' – this program supported the development of knowledge and the implementation of practical skills, so that staff could have 'brave conversations' with young people, about sexual health and safety.
 - Child Safe Standards eLearning modules for staff.
- Delivery of therapeutic supports through the provision of Art Therapy, Music Therapy, the Animal Assisted Education Program and Behaviour Support Sessions.
 - The development and implementation of an Engagement Rubric to support the creation of IEP goals, guide discussions to focus on engagement and identify students who require additional support.
 - Facilitating community engagement opportunities such as Stronger Brother Stronger Sister, Calm Kids program, Edmund Rice Camps, fundraisers and community days
 - Developing neuro-affirming programs, including the Socio-Emotional Group, Moving Up program and Pride Committee
 - Cultural Safety visits by MacKillop's Director of Aboriginal Service Development, to assess the cultural safety of our schools and compliance with Child Safe Standard 1.

Value Added

In addition, MacKillop Education enhanced 'Student Wellbeing' throughout 2023, in the following ways:

- Providing access to clinical support and assessments, offered by our school psychologists.
- The delivery of psycho-ed sessions to parents and carers and social gatherings for our Mother's and Father's Groups.

Student Satisfaction

In 2023, Student Satisfaction results of MacKillop Education's MACS School Improvement Survey (MACSSIS), demonstrated continued improvements in the areas of student engagement, safety, belonging and student voice.

Notably, student perceptions of access to, and quality of staff support increased from 58% in 2022 to 65% in 2023.

There was also significant growth in the strength of social connection between teachers and students, with student-teacher relationships increasing from 63% student satisfaction in 2022, to 72% in 2023.



Student Attendance

Key Teachers and Education Support remain in regular contact with students and their guardians/carers/families. Parents/guardians have direct phone access to school leaders and all staff who work with their child/children.

When a student is absent, guardians are required to contact the school to provide a reason for the absence, with staff follow-up if this hasn't occurred.

Attendance concerns and known barriers are regularly reviewed by staff wellbeing teams, where additional support and strategies are identified and then implemented.

In cases where a student has been absent for three days, without an identified reason, or if attendance has dropped below 50% over a two-week period, the school follows an eight-step Student Engagement process.

This process includes:

- Re-engagement planning with the students and parent/carer, outreach support, and extensive collaboration with the Student Support Group and Care Team.
- External services are used to re-engage students and connect them to their learning and support pathways; this might involve pursuing educational alternatives or employment options.

The Navigator Program is an example of a program that provides additional support. Other referrals to family support services are made, if it is seen that this is in the best interests of the child and will help re-engage the student in the school setting.

Year 9 -12 Student Retention Rate

| | |
|-----------------------------------|-------|
| Year 9 -12 Student Retention Rate | 73.3% |
|-----------------------------------|-------|

Average Student Attendance Rate by Year Level

| | |
|----------------------------|-------|
| Y01 | 78.5% |
| Y02 | 89.1% |
| Y03 | 84.4% |
| Y04 | 83.1% |
| Y05 | 75.9% |
| Y06 | 76.0% |
| Y07 | 74.8% |
| Y08 | 69.2% |
| Y09 | 57.9% |
| Y10 | 68.9% |
| Overall average attendance | 75.8% |

Leadership

Goals and Intended Outcomes

In 2023, MacKillop Education continued our commitment to fostering leadership for learning, with clear instructional focus and shared responsibility for the improvement of student academic outcomes.

We did this by working towards the following outcomes:

Develop a whole school framework to enhance the practice of Instructional Leadership

- *A whole staff understanding Instructional Leadership and the development and implementation of a MacKillop Education Instructional Framework.*

Achievements

In the area of Leadership, MacKillop Education's significant achievements included:

- Leaders explicitly modelled and demonstrated the curriculum imperatives, particularly in areas such as the delivery of Sounds-Write, the writing process and other learning interventions
- Leaders modelled and scaffolded for staff, the key elements of the ReLATE model of education, including whole school wellbeing, coregulation, key trauma-responsive strategies, including building trust and strong relationships
- New positions of leadership were introduced to support distributive leadership across the school and the development of middle and/or aspiring leaders
- Leaders spent time teaching, observing, and providing feedback regarding the explicit teaching of core curriculum
- Leaders set high expectations for the whole school to collaboratively plan, review, evaluate and modify curriculum and adjustments, to strengthen student engagement with learning

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Mackillop Education is committed to the provision of high-quality professional learning to ensure we are enhancing the capacity of staff and therefore enhancing outcomes for our students.

There was a total number of 89 staff in 2023 and the budget allocated for professional learning was approximately \$90,000.00.

In 2023, Mackillop Education staff participated in the following professional learning activities:

- Power to Kids Program (responses to sexual exploitation & harmful sexual behaviours)
- Coaching Young People for Success
- SIMON Learning Management System Training
- Autism Level Up
- Cultural Safety @ Mackillop
- Finding Your True North (Tom Robb)
- Mandatory Reporting
- Child Safe Standards
- Supporting students with disabilities
- Sanctuary training
- Therapeutic Crisis Intervention
- Sounds Write
- Spirituality and Faith
- ReLATE in Action (developing learning space resources)
- ReLATE PL 2 (Year 1) Trauma-informed Attitudes
- ReLATE PL 7 (Year 2) Wellbeing for Learning

| | |
|---------------------------------------------------|-----------|
| Number of teachers who participated in PL in 2023 | 89 |
| Average expenditure per teacher for PL | \$1000.00 |

Teacher Satisfaction

Staff results from the MacKillop Education's MACS School Improvement Survey (MACSSIS), indicated that overall, staff felt that school leaders were effective in their roles (68%) and that 87% of staff perceive the relationship between staff and leadership to be really positive.

The staff results also showed that 75% of staff know how safe it feels to take risks and make mistakes at school, indicating a positive psychological safety within the school.

In addition, MacKillop Education was able to provide the following staff support:

- Monthly professional supervision for all staff and leaders, providing individualised support and reflective practice
- Individual staff Work and Development Plans, explicitly linked to the school's values, Annual Action Plan and Reconciliation Action Plan, as well as their professional aspirations
- Learning walks, and feedback sessions, throughout the year, based on individual goals articulated in staff Work and Development Plans

| Teacher Qualifications | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 12.5% |
| Graduate | 0.0% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 25.0% |
| Advanced Diploma | 6.3% |
| No Qualifications Listed | 56.3% |

| Staff Composition | |
|---------------------------------------|------|
| Principal Class (Headcount) | 8 |
| Teaching Staff (Headcount) | 42 |
| Teaching Staff (FTE) | 40.7 |
| Non-Teaching Staff (Headcount) | 47 |
| Non-Teaching Staff (FTE) | 43.8 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals and Intended Outcomes

In 2023, MacKillop Education continued our commitment to enhancing community engagement through effective communication to celebrate student learning and achievement whilst inspiring hope.

We did this by working towards the following outcomes:

Ensure effective collaboration and communication about student learning and progress.

- *Increase effectiveness of communication of learning and teaching changes to stakeholders*

Increase whole-community understanding of trauma-informed practice

- *Shared whole-school understanding of ReLATE trauma-informed practice.*
- *Increase carer understanding of the school's ReLATE trauma-informed practice*



Achievements

In the area of 'Community Engagement', MacKillop Education's significant achievements included:

- Partnered with Strong Brother Strong Sister, a 100% Aboriginal Founded and Operated organisation that provided mentoring and holiday program opportunities to First Nations students in Barwon
- Continued implementation of the MacKillop Family Services' Reconciliation Action Plan, through such actions as:
 - Welcome to Country or Acknowledgement of Country at all community gatherings, celebrations and meetings
 - Continued Cultural Awareness and Safety training for all MacKillop Education staff
 - Marked National Reconciliation Week through celebration and classroom activities, using the 2023 theme of 'Be a voice for Generations'. Staff and students developed actions that would strengthen reconciliation
 - Celebrated Aboriginal and Torres Strait Islander culture around National NAIDOC week, through classroom learning activities, community celebrations and participation in events
 - Explicit teaching of the meaning and significance of National Sorry Day, including the National Apology to the Stolen Generations
- Continued implementation of SIMON, a Learning Management System, to support collaboration, create improved access for students, parents/carers, staff and other key stakeholders
- Entered the second year of a 3-year staff training program, to ensure a deep understanding of our ReLATE Education Model and continued to build trauma-informed practice skills and knowledge. This training received excellent feedback from staff, with all five professional learning sessions (delivered to all school campuses) receiving top ratings. In continuing to upskill staff, we provided the knowledge and expertise for them to assist parents/guardians as day-to-day queries about their child were raised
- Introduced parent/guardian psycho-education sessions to enhance the knowledge of parents/guardians about trauma-informed practice skills and strategies, to support their young people in the home

Parent Satisfaction

In 2023, family (parents/carers/guardians) results of MacKillop Education's MACS School Improvement Survey (MACSSIS) showed that the school had a rate of 63% positive endorsement. More than 65% felt as though they were partners with MacKillop Education in their child's learning journey.

Furthermore, 81% perceived that teachers meet the learning needs of their child. Importantly, the rating for timely feedback was 83%, and the school received a rating of 90% when asked how comfortable families are with sharing information with school staff.

A significant piece of feedback is that 89% of families believe school staff would notice if something wasn't right with their child, an important reflection when considering the safety, growth and wellbeing of all students.

In addition, MacKillop Education was able to provide the following parent/carer/guardian engagement activities:

- Information and support sessions, during the Year 6 to 7 transition process
- Information and individual support sessions, during the senior pathway selection period, including information about the Victorian Pathways Certificate
- Quarterly Celebrations of Young Person's Achievements (CYPA) afternoons, where the school community is welcomed into classrooms to celebrate the success of the students and their learning
- The whole school assemblies throughout the year, recognising and celebrating student learning, strengths and interests
- School Community BBQs where families, educators and young people can share stories and celebrate success



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.mackillopeducation.vic.edu.au.



Contact Us

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Principal: Anne Henderson
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**MACKILLOP
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So much more
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