



**MACKILLOP
EDUCATION**
So much more
than a school

MacKillop Specialist School Whittington

2022
Annual Report to the School Community



Registered School Number: 2075

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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, MacKillop Education undertook a review of our governance structure. 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. We have introduced further clarity regarding the responsibilities and delegations of both the governing body and the governing authority. Secondly, the growth of our schools and education and engagement programs has necessitated a change to our organisational structure. We have now created two new roles: Deputy Executive Principal and Education and Engagement Programs Director. This change will ensure effective support for our schools and programs with delegated leaders now responsible for the management and operation of the school or programs. We also plan to establish, in 2023, a MacKillop Education School Advisory Council. The Council will provide support and advice to the school and will be chaired by the Deputy Executive Principal.

Anne Henderson

Group Director, Education

MacKillop Family Services Limited

Vision and Mission

Acknowledgement of Country and Traditional Custodians

We pay respect to the Traditional Owners of the lands on which we learn and work, and all Aboriginal and Torres Strait Islander peoples and their Elders – past, present and emerging. We acknowledge the importance of their stories, history and wisdom. They hold the memories, traditions, cultures, hopes and aspirations of all Aboriginal and Torres Strait Islander peoples.

Our Vision

MacKillop Education, informed by our Catholic ethos and values, is committed to equity and access to learning for all children and young people. We believe in the transformative and liberating power of education, supported by a safe community that strives for excellence, enabling every student to flourish and achieve their full potential.

Our Values

Justice

We believe in the right of all people to be treated justly and fairly, irrespective of sex, race, ethnicity, culture, language, religion, marital status, disability, sexuality or age.

Hope

We seek to foster hope that assists people to find meaning, through their faith, relationships and experiences.

Collaboration

We commit to working in a collaborative spirit through co-operation, partnership and empowerment.

Compassion

We seek to foster compassion, an attitude of the heart and an expression of our shared humanity that leads to a deep desire to alleviate another's suffering.

Respect

We seek to listen and learn from each other and build relationships with respect, being proud of what we hold in common and with understanding and tolerance of our differences. We seek to act with respect towards each other, the earth and all creation.

College Overview

History of our Founders

MacKillop Education was established in 2011. However, our commitment to education dates back to the 1800's and the beliefs and passion of our founders.

MacKillop Education continues the proud tradition of the Sisters of Mercy, the Sisters of St Joseph and Edmund Rice Education Australia and remains committed to empowering children, young people and families. The founders of each of these orders, Catherine McAuley, Mary MacKillop and Edmund Rice, believed that to give expression to their faith and values at the heart of the Catholic tradition, they should respond to and support those most in need. They each recognised that access to education was critical to the creation of a more just and humane society.

History of our Schools

Operating for more than 10 years, our schools have always supported children unable 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 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, 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, for students in Years F-12.

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.

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.

Principal's Report

In 2022, the pandemic continued to present ongoing challenges for students, families and staff. However, the passion and dedication of staff meant that we continued to keep the school open, ensuring access to education for students at risk. MacKillop's values - hope, justice, collaboration, compassion, and respect - were modelled on a daily basis, and they were our guiding light as continued to ensure a student centred approach. Once again, our Reframing Learning and Teaching Environments (ReLATE) model enabled us to maintain best practice in learning and teaching while ensuring our pedagogy and wellbeing support was trauma-informed.

Goals and Achievements

MacKillop Education remained committed to the implementation of our strategic goals across the different spheres - Learning and Teaching, Student Wellbeing, Religious Dimension, School Community and Leadership and Management:

- Increase staff knowledge, understanding and targeted whole-school/programs implementation of High Impact Teaching Strategies (HITS).
- Develop student voice, agency and learning confidence
- Develop a whole staff understanding of Child Safe Standards
- Increase community knowledge and understanding of a contemporary Catholic world view
- Value and foster the unique spiritual journey of each person in our school community
- Increase consultation and collaboration to ensure effective communication about student learning and progress.
- Increased whole-community understanding of ReLATE trauma-informed practices
- Develop a whole school understanding and practice of instructional leadership

The specific focus goals and key improvement strategies for each sphere in our Annual Action Plan for 2022, meant that there was much to celebrate, including the:

- Increased efficacy of individual and collective of Tier 1 classroom instruction
- Further implementation of HITS by providing effective support and feedback
- Increased use of data to inform instructional decision-making and targeted interventions
- Practice of capturing authentic student voice in IEP development and ongoing monitoring and review
- Respectful Relationships and Positive Education being further embedded in the curriculum.
- Audit of school practice and introduction of the Child Safe Standards (CSS)
- Strengthening of community knowledge of spiritual practices

- Practice of supporting spiritual growth through reflection and dialogue
- Increased communication with parents and guardians about learning and teaching
- Shared staff understanding of ReLATE, across all campuses
- A whole staff understanding of Instructional Leadership (IL)

Child Safety

At MacKillop, we are committed to child safety. We value every child in our care and every decision we take is governed by our belief in their fundamental right to be protected from all forms of harm.

As stated by the Victorian Commissioner for Children and Young People “All children have the right to feel safe and to be safe all the time, but safety does not just happen.”

To support schools to operationalise the Child Safe Standards and embed a culture of ‘no tolerance’ for child abuse the Victorian Minister for Education Issued a new Ministerial Order in 2022. The Order describes a range of outcomes and actions that schools (and school boarding premises) must undertake, to demonstrate compliance with the Child Safe Standards.

To ensure compliance with the standards MacKillop Education has undertaken a whole school audit and, as a result, we identified our strengths and areas for further development. Our Child Safety Action Plan guided the work of our Principals and leaders in 2022 and will do so throughout 2023.

Growth and Change

In 2022, MacKillop Education continued to see increased enrolments and further expansion to our school program at our Campus in North Caulfield. VCAL was offered for the first time to our students at Caulfield and these students accessed VET Kitchen Operations at our facility in Geelong.

Committed to further enhancing the literacy skills of every student enrolled at MacKillop, we invested in providing 4-days professional learning to every leader, teacher and education support staff; the phonics program we have chosen to implement is Sounds Write. Deepening the knowledge, skills and confidence of all staff has been a priority, to ensure successful implementation and improved literacy outcomes for students. As we know, age-appropriate literacy levels determine learning success and support students to achieve their full potential throughout their learning journey.

Targeted interventions, including MacKillop's Canine Assisted Learning Program, Music and Art Therapy, continue to enrich the curriculum our students can access. Providing extensive adjustments for students with a disability, catering for student's interests and extending their learning horizons, means that the education we provide is individualised, engaging, and meaningful. MacKillop Education has remained focused, throughout 2022, on fostering a love of learning in our students, providing opportunities for them to be active and engaged members of the school community and laying the foundations for a future full of hope and opportunity.

Catholic Identity and Mission

Goals & Intended Outcomes

Transformative Faith and Spirituality

In 2022, MacKillop Education continued our commitment to nurturing the faith and spirituality of our diverse school community, through developing a rich understanding of the Catholic tradition. We did so by working towards the following outcomes:

Increase community knowledge and understanding of a contemporary Catholic world view.

- Enhancing staff knowledge and understanding of a Catholic world view

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

- Building community knowledge of spiritual practices and the connection with well-being and health
- Embedding a practice of supporting spiritual growth through reflection and dialogue

Achievements

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

- Increased staff understanding of key events in the liturgical year, through both campus and whole-school reflection and learning, to enhance explicit teaching and classroom celebrations and activities
- A leader focus on modelling spiritual reflection at school and staff events
- Prayer and reflection embedded at the beginning of all school events and staff meetings
- A focus on celebrating key events in the Catholic calendar with the wider community through assemblies, newsletters and other community communications
- Staff were provided with opportunities to share their own faith and spirituality at staff meetings and events.

VALUE ADDED

In addition, MacKillop Education provided the following value to 'Education in Faith' throughout 2022:

- Annual Staff Reflection Day comprised of professional learning, in alignment with the theme of 'Spirituality and Mental Health'
- Staff understanding of spirituality as essential to well-being and mental health was strengthened through professional learning
- All staff participated in the end-of-year Christmas liturgy, which included leaders and staff presenting and reflecting on their own spiritual journey

- Embedded practice of gratitude in school practice and routine (with students and staff), connected with purpose and mission, allowing for spiritual reflection and enhancement.

Learning and Teaching

Goals & Intended Outcomes

Excellence in Learning and Teaching

In 2022, 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 the ways they learn best. We did so by working towards the following outcomes:

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

- Using data to inform instructional decision-making and targeted interventions
- Implementing High Impact Teaching Strategies and providing effective support and feedback
- Enhancing the individual and collective efficacy of Tier 1 classroom instruction
- Providing effective interventions for Tier 2 and Tier 3 students

Achievements

In 2022, in the area of '*Learning and Teaching*', MacKillop Education's significant achievements included:

- Whole staff professional development in Sounds-Write, which is an evidence-based highly structured, synthetic, linguistic phonics program utilising an exciting and highly successful approach to the teaching of reading and spelling.
- Implementation of Sounds-Write at Tier 1 and 2, providing our students with an instructional method that is multisensory, structured, code orientated, sequential and explicit.
- Enhanced student data analysis to support more effective individualised learning programs and interventions
- Increased consistency of assessment approaches through moderation workshops
- Literacy improvement seen through continued targeted intervention (MultiLit program)
- Increased understanding of the Science of Reading, with a focus on reading research and improved reading acquisition and instruction
- Ongoing whole-staff professional learning on Instructional Leadership, including use of HITS to inform learning walks, review teaching practice and plan future professional development
- Ongoing review and development of a new 'Learning and Teaching Policy'
- Ongoing development and implementation of an evidence-based reading assessment schedule
- Improved Individual Education Plan goal consultation with students and guardians
- Use of our new Student Semester Report to communicate individual student learning progress.

STUDENT LEARNING OUTCOMES

In addition, in 2022, MacKillop Education was able to provide the following valuable *'Learning and Teaching'* activities:

- Daily systemic phonics instruction utilising Sounds-Write at Tier 1
- Daily Tier 3 intervention utilising MiniLit Sage and a bespoke systemic phonic program for highlighted cohort
- Daily Tier 3 engagement intervention for highlighted cohort
- Individualised learning interventions for students requiring extra literacy support, at tiers 1, 2 and 3.
- Community engagement activities for students of all ages
- Structured water safety program for primary and secondary students
- Martial Arts Therapy for Year 6 to 7 transition preparedness
- Garden Therapy for Year 6 to 7 transition preparedness
- Hands-on experiential learning for secondary students
- Play-based learning for primary students
- School mural creation
- Transport support for specific students, increasing attendance and engagement
- Structured recess and lunch activities, utilising student voice.

Student Wellbeing

Goals & Intended Outcomes

Authentic Voice and Agency

In 2022, 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

- Capturing authentic student voice in Individual Education Plan development, with ongoing monitoring and review
- Embedding Respectful Relationships and Positive Education in the curriculum
- Embedding of the Child Safe Standards into every-day practice

Achievements

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

- In2School, a program for students with a history of school refusal, was introduced (in partnership with Melbourne University, The Royal Children's Hospital, and Travencore School), which focusses on developing individual students' skills and knowledge that enable consistent attendance. Early data suggests a significant increase in student school attendance
- All staff attended Life Story Work professional learning, presented by Richard Rose, increasing trauma-informed therapeutic skills and knowledge
- Therapeutic Crisis Intervention staff training and refreshers continued, ensuring best-practice co-regulation and support of students before, during and after a crisis event
- Improved Individual Education Plan goal consultation strategies, through professional learning and staff sharing opportunities, ensured authentic student and parent/carer voice
- Continued to increase student input in key school decisions, through student voice forums and student leadership meetings
- Continued to increased student voice and leadership in school assemblies
- Structured 'Resilience, Rights and Respectful Relationships' programs taught in every classroom. This included the embedding of a new 'Resilience, Rights and Respectful Relationships' scope and sequence
- Embedding of trauma-informed practice and well-being considerations in lesson planning and curriculum documentation.

VALUE ADDED

In addition, MacKillop Education provided the following value to *'Student Wellbeing'* throughout 2022:

- Growth and imbedding of the 'Canine Therapy' program to provide greater student access
- 'Seasons for Growth' program delivered to students who have experienced loss and grief
- Structured recess and lunchtime activities to develop students' social and emotional skills
- Student orientations completed each term, focussing on our values and commitments
- Clinical support and assessments conducted by campus Psychologists
- Delivered parent information sessions, focussed on student voice and agency
- Provision of online well-being resources, to assist carers and families with well-being during COVID
- Food provided for students who required this support, enhancing learning capacity
- Art Therapy sessions
- Student leaders planning and leading of school gatherings
- Student input into the development of the Student Leader framework
- Providing opportunities for students participate in music lessons in a trauma informed manner.

STUDENT SATISFACTION

MACS School Improvement Survey (MACSSIS) student results showed improvement in 7 of the 10 domains. This included:

- Significant improvement in 'rigorous expectations', 'school engagement', 'school belonging', and 'student voice'
- Teacher-student relationships remain a strength of the school. We know that this relationship forms the foundation from which safety, engagement, and learning can occur.

All students have a consistent Key Teacher and Education Support, who teach and support them daily, across all subjects, building strong and safe relationships. Each student has an Individual Education Plan, a Safety Plan and regular Student Support Group meetings, which actively promotes and supports strong student voice.

Students are given access to wellbeing supports if required. These supports occur in a formal and informal manner and are often included as part of the student's Safety Plan. This

individualised student resource is a useful tool for developing regulation skills and building strong, trusted relationships between staff and students.

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 supports 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 with connecting them to their learning and support pathways either to other educational alternatives or employment options. The Navigator program is one such program. Other referrals to family support services are put in place if it is seen that this is in the best interests of re-engagement in the school setting.

Due to the vulnerability of the student cohort, regular face to face learning continued throughout the entirety of 2022.

If a student was absent due to COVID-19 isolation requirements, they were given access to the learning tasks being undertaken in the class and consistent and regular communication with their teacher.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	85.0%
Y02	83.5%
Y03	94.3%
Y04	86.5%
Y05	77.7%
Y06	75.3%
Y07	67.9%
Y08	69.0%
Y09	70.5%
Y10	58.0%
Overall average attendance	76.8%

Child Safe Standards

Goals & Intended Outcomes

Child Safety

We value every child at MacKillop Education and believe in their fundamental right to be protected from all forms of harm. We hold the care, safety and wellbeing of children and young people as a central and essential responsibility of our schools.

Authentic Voice and Agency

In 2022, 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 so by working towards the following outcomes:

Develop a whole staff understanding of Child Safe Standards

- Embed Child Safe Standards (CSS) into every-day practice

Develop student voice, agency and learning confidence

- Capture authentic student voice in the development, monitoring and review of Individual Education Plans
- Embed Respectful Relationships and Positive Education in the curriculum

The Child Safe Standards are a set of mandatory requirements to protect children and young people from harm and abuse.

Achievements

In the areas of 'Child Safety' and 'Authentic Voice and Agency', MacKillop Education's significant achievements included:

Child Safe Standards

- Self-assessment of MacKillop Education's child safe policies, processes and practices against the requirements outlined in the new Child Safe Standards and Ministerial Order 1359
- Development of a plan of initiatives to address any gaps in compliance with the new Child Safe Standards
- Commence development and implementation of identified child safe initiatives, including:
 - MacKillop Family Services Board approval of updated key child safe policies: Child Safety and Wellbeing Policy, Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations Policy and Procedure
 - Review and update the Child Safety Risk Register
 - Provide professional learning to staff on Child Safe Standards.

Processes and practices

- Continued rigorous screening as part of recruitment process for new staff, and for non-MacKillop personnel attending MacKillop Education sites

- Continued embedding of the 'Respectful Relationships' program across the school, through professional learning and the development and delivery of relevant curriculum
- Documented 'Positive Education' tools for implementation by staff
- Development of ReLATE Professional Learning Program for staff.

Students:

- Continued focus on increasing authentic student voice in the development of Individual Education Plan learning goals, Safety Plan strategies and Student Support Group meetings
- Increased opportunities for student voice and contributions to decision-making, including student voice surveys, student forums, and student leadership
- Continued completion of periodic student wellbeing surveys.

Staff

- Completed the Australian Catholic University, Institute of Child Protection Studies, Safeguarding Capabilities Survey to evaluate staff awareness of child safe policies and staff capabilities in identifying and preventing child sexual abuse
- Completed mandatory Child Safety training focused on the care and wellbeing of all students:
 - Child Protection Basics
 - Child Safe Standards
 - Cultural Awareness
 - Introduction to Disability Awareness
 - Introduction to LGBTIQ – Inclusive Practice
 - MacKillop ReLATE and Sanctuary training
 - NCCD – Disability Standards
 - Protecting Children – Mandatory Reporting and other Obligations
 - Therapeutic Crisis Intervention
- Continued analysis and reflection on longitudinal student wellbeing survey data.

Leadership

Goals & Intended Outcomes

Effective Instructional Leadership

In 2022, MacKillop Education deepened our commitment to developing staff knowledge and understanding of instructional leadership. Consequently, this resulted in a significant focus on data-informed instructional decision-making, along with developing teacher capacity in curriculum subject specific areas, and in our trauma-informed ReLATE model.

We demonstrated our commitment by working towards the following outcomes:

Develop a whole school understanding and practice of Instructional Leadership.

- A whole staff understanding of Instructional Leadership

Additionally, leadership across all sites was required to begin the implementation of a change process in curriculum delivery and developing staff capacity in our ReLATE model.

Achievements

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

- Deepened staff understanding of instructional leadership by making clear links in staff professional learning sessions
- Explicit teaching and modelling of instructional leadership by leaders
- Guiding the whole school through a significant change process in delivering pedagogy and curriculum, using Kotter's Change Process as a guide
- Training all staff across the three campuses in Sounds-Write to make gains in student reading
- Ensuring our school values and commitments are upheld; always modelling 'unconditional positive regard'
- The Local Leadership Team at each campus timetabling and prioritising an 'on-the-ground' approach
- Implementing school-wide instructional learning walks, with a focus on HITS
- Led school-wide professional learning on the ReLATE model, specific to MacKillop Education staff, to ensure that they remain specialist trauma-informed practitioners
- Designed and delivered whole school professional learning days throughout the year, that were targeted to Annual Action Plan goals
- Facilitated Reflection days to foster, nurture and deepen staff exploration of faith and spirituality
- Began coordination and change process of SIMON, MacKillop Education's new learning management system.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, MacKillop Education staff engaged in the following professional learning activities:

- ReLATE Trauma-Informed Education Model: two-day introductory training + 5 professional learning sessions
- Sanctuary Trauma-Informed Care Model
- Therapeutic Crisis Intervention
- Disability Standards for Education
- Strategies for Managing Abuse Related Trauma (SMART)
- VACCA Cultural Awareness
- Sounds Write: four-day synthetic phonics training
- Emergency Evacuation & Management
- Protecting Children Training - PROTECT
- MiniLit and MaqLit
- Warden Training
- ASCIA Anaphylaxis Training
- SIMON Learning Management System training
- Infection Control Training
- Epilepsy Training
- DON and DOF training
- Risk Management training
- MARAM Framework
- Resilience, Rights and Respectful Relationships (RRRR)
- Asthma
- Science of Reading
- Hygienic Practices
- DET Information Sharing Reforms and Family Violence
- CPR
- Emergency Response Procedures
- NCCD Modules
- Mandatory Reporting Obligations
- Leading Teams: Effective Teamwork and Leadership
- Accreditation to Teach in a Catholic School: Aboriginal and Personal Spirituality.

Number of teachers who participated in PL in 2022	80
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

The 2022 MacKillop Family Services Employee Engagement Surveys showed an average overall engagement across the three school campuses of 75%, indicating a 'Culture of Success' across all campuses (the top of the engagement scale). An average of 89% of staff felt that the organisation was a 'truly great place to work'. Staff pride in their work and the organisation's response to the COVID-19 pandemic were two of many high rating responses. Staff felt a very high level of purpose and meaning in their work, contributing to their high level of wellbeing.

Staff results of MacKillop Education's MACS School Improvement Survey (MACSSIS), showed an increase in teachers' perception that 'students are physically and psychologically safe whilst at school'. 74% of teachers perceived the school leadership team to be effective and 90% perceived that there is 'positive relationships between staff and leadership'. 84% believed that MacKillop Education have a coherent school improvement strategy. 'Overall positive endorsement of the school', 'perception of working together to improve learning and teaching' and the 'capacity to collaborate effectively' all showed improvement.

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
- Instructional coaching for all teachers, supporting reflection and professional conversation
- 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.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	71.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.3%
Graduate	4.2%
Graduate Certificate	4.2%
Bachelor Degree	25.0%
Advanced Diploma	8.3%
No Qualifications Listed	75.0%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	41.0
Teaching Staff (FTE)	39.7
Non-Teaching Staff (Headcount)	50.0
Non-Teaching Staff (FTE)	46.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Collaborative Partnerships for Learning

In 2022, MacKillop Education continued our commitment to enhancing community engagement through effective communication that centres around student learning and achievement and inspires hope. We did so by working towards the following outcomes:

Increase consultation and collaboration to ensure effective communication about student learning and progress.

- Increase effectiveness of communication of Learning and Teaching changes to stakeholders

Increase whole-community understanding of ReLATE trauma-informed practices.

- Develop a shared staff understanding of ReLATE across all campuses
- Increase parent/guardian/carer understanding of the school's ReLATE trauma-informed practice

Achievements

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

- Partnered with Strong Brother Strong Sister, an 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 performed 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 2022 theme of 'Be Brave. Make Change' to learn and develop individual actions staff and students will take to move towards reconciliation
 - Celebrated Aboriginal and Torres Strait Islander culture around National NAIDOC Week, through classroom learning activities and celebrations, and the promotion of community celebration attendance
 - Explicit teaching of the meaning and significance of National Sorry Day, including the National Apology to the Stolen Generations
- Began the implementation of SIMON, a Learning Management System, to create improved access for students, parents/carers, staff, and other key stakeholders
- Introduced a 3-year staff training program, to ensure deep understanding of our ReLATE Education Model and continue to build trauma-informed practice skills and knowledge. This training received excellent feedback from staff, with all five professional learning sessions (delivered at all school campuses) receiving top ratings

- MACS School Improvement Surveys (MACSSIS) family feedback data showed the school was performing above the MACS school average in 6 of the 7 domains. This included strengths in the areas of 'family engagement' and 'communication', as well as significant improvement in 'barriers to engagement' and 'school fit'.

VALUE ADDED

In addition, MacKillop Education was able to provide the following valuable community activities throughout 2022:

- Parent and Carer dinners and activities aimed at building connection and safety, including a mother's/grandmothers 'Self-Care, Wellbeing and Spirituality' overnight retreat
- Assemblies recommenced in person
- Extensive face-to-face professional learning, internally and externally facilitated
- Parent and carer learning workshops across many topics (including, Sexuality Education Online Safety & Language Disorders)
- Return visits from specialised Dental Van
- Dramatic performance incursion
- Students engaged in a variety of Health and Physical Education incursions and excursions to local community facilities (including, swimming, Circus and Taekwondo lessons, 'Litte Aths' sessions, visits to gyms, beaches and parks)
- Engaged speakers from Cowards Punch, Life Saving Victoria and the Proactive Police
- Students volunteering for The Salvation Army (The Salvos)
- SRC Fundraisers (MND Big Freeze, Self-Care Festival, Mr Beast Challenge)
- Whole-school and community engagement in Book Week
- Victorian Electoral Commission used the school site as a Voting Centre for the State Election
- The Celebrating Young People's Achievements (CYPA) events and 'Learning Journeys' held at the end of the year, allowing parents/carers to visit classrooms and see student learning in context.

PARENT SATISFACTION

In 2022, family (parents/carers/guardians) results of MacKillop Education's MACS School Improvement Survey (MACSSIS) showed that the school had a rate of more than 70% endorsement. More than 65% felt as though they were partners with MacKillop Education in their child's learning journey. 85% perceive that MacKillop Education meets the developmental needs of their child.

More than 85% percent of parents/carers/guardians perceive that the school has a positive social and learning environment, and that their child is physically and psychologically safe whilst at school. Most significantly, more than 90% feel that the school is communicative, providing timely, frequent, and quality communication from teachers and school staff.

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

- Child Safety, Respectful Relationships, Sex Education and Online Safety forums
- Monthly 'Strengthening Guardian Supports' sessions, focused on providing information and support for parents and carers who have a child with a disability or developmental delay
- 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 new Victorian certificates (VCE VM, VPC)
- Guardian evenings focused on strengthening parental and school community partnerships
- Quarterly Celebration of Young Person's Achievement (CYPA) afternoons, where the school community is welcomed into classrooms to celebrate the successes of the students and their learning.
- Whole-school assemblies throughout the year, recognising and celebrating student learning, strengths and interests
- School Community BBQs were a chance to get together and share successes and stories.

Future Directions

MacKillop Education is committed to responding to the learning needs of our students and working in partnership with families to ensure our students flourish, in a safe and supportive school. This is our primary consideration, as we reflect on future directions. We are also mindful of the many students in the broader community who are currently not accessing education, and we are eager to explore how we might be able to cater for these students, who are disengaged from learning.

As the end of the year approaches, and we review our progress against the Annual Action Plan goals, we have identified our focus in each sphere for 2023.

Excellence in Learning and Teaching

The goals for 2023 will be to:

- Increase staff knowledge, understanding and whole-school implementation of High Impact Teaching Strategies (HITS).
- Ensuring a robust, knowledge-rich curriculum

The strategies that we will implement, to achieve these goals, will include whole school interventions and providing staff with opportunities to enhance their classroom practice. This support will include:

- Modelling
- Supervision
- Instructional coaching

We will also review our whole-school curriculum content against compliance requirements. Enhancing teacher's understanding of the Science of Mathematics and providing strategies and support for successful implementation in the classroom, will also be a priority.

Transformative Faith and Spirituality

The goal for 2023 will be to:

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

This commitment will be demonstrated by providing staff with opportunities to explore their spirituality and by providing students and guardians with opportunities for self-reflection and dialogue. To support this work, we will appoint a Spirituality, Mental Health and Wellbeing Coordinator who will collaborate with MacKillop Education Leaders and Wellbeing Teams to enhance our practice in this sphere.

Authentic Voice and Agency

The goals for 2023 will be to:

- Develop student voice, agency and learning confidence.
- Develop a whole staff understanding of Child Safe Standards.

The strategies we will implement to achieve these goals will include embedding psycho-education into the health and wellbeing curriculum, and strengthening student understanding of how, when, and where, they can voice concerns formally.

We will provide professional learning for staff to ensure they have a deep knowledge and understanding of the new Child Safe Standards; the requirements for demonstrating these standards, in all aspects of their practice, will be highlighted.

Effective Instructional Leadership

The goal for 2023 will be to:

- Develop a whole school framework to enhance the practice of instructional leadership.

To successfully achieve this goal, leaders and staff will receive regular feedback through modelling and implementation of the Instructional Leadership Framework.

Collaborative Partnerships for Learning

The goal for 2023 will be to:

- Ensure effective collaboration and communication about student learning and progress.
- Increased whole-community understanding of trauma-informed practices.

To further strengthen and meet the needs of our School Community, we will be implementing Stage 2 of our website development. This will enhance functionality, and improve our communication with students and families.

An extension of this work will be introducing a new learning management system - SIMON. This will lead to greater cross-campus collaboration in the development of curriculum and the sharing of resources. It will also allow the learning partnership between school and home to be strengthened, with families and carers having on-line access to all aspects of their child's learning journey.

We will also be continuing to provide professional learning to staff, to gain formal accreditation in our trauma-informed education model, ReLATE, We will also offer parents/carers the opportunity to learn more about our trauma-informed model and strategies they can implement in the home.

Growth and Change

Our Caulfield Campus has had a major upgrade of the grounds and buildings this year, and we have recently been informed that our application for a capital grant was successful. This will mean the construction of our new VCE Learning Centre will commence in 2023, enabling us to provide additional senior classes and offer VET on-site.

In Geelong, plans to expand our facilities continue. Land has been purchased, and initial sketches have been completed by the architects. A new primary school will enable us to increase our enrolments providing further access to our program, for students at risk.

MacKillop Education will also be a registered provider of education in New South Wales next year, as plans to open a new school site in Sydney's inner west continue. The school will cater for secondary students, who need additional support to experience success in their learning.

Discussions also continue with different parishes and dioceses about the opening of further schools in regional Victoria. We are anticipating that these plans will advance in 2023.

Throughout 2022, we have also provided specialist education support to over 450 children and young people, across Melbourne and regional Victoria, through access to our various education and engagement programs:

- Thrive
- AccessEd
- Paw Pals
- Keep Embracing Your Success
- School focusses Youth Services

We are incredibly blessed at MacKillop Education with staff and leaders who are committed to making a difference, through education, in the lives of students at risk. Students and colleagues are enriched by the knowledge and gifts each person shares. As a result of working collaboratively in their teams and across programs, they achieve together, what none of us can achieve working alone. As the year comes to a close, I want to thank each member of staff for their individual contribution, for their commitment to working collaboratively, and for their passion as educators that enables every young person, in our care, to flourish.