

**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY
2019



MACKILLOP EDUCATION
Geelong | Maidstone



**MACKILLOP
EDUCATION**

So much more
than a school



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Contact Details

ADDRESS	Geelong Campus 25-33 Oxford St Whittington VIC 3219 Maidstone Campus 10-12 Gilda St Maidstone VIC 3012
PRINCIPAL	Ms Anne Henderson
PARISH PRIEST	Father James Clark
SCHOOL BOARD CHAIR	Desmond Powell
TELEPHONE	(03) 5248-2557 (Geelong Campus) (03) 8317-9700 (Maidstone Campus)
EMAIL	mackillopeducationprincipals@mackillop.org.au
WEBSITE	www.mackillop.org.au/our-services/education
E NUMBER	E1397

Minimum Standards Attestation

I, Anne Henderson, attest that MacKillop Education 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

11th May, 2020

Our College Vision

MacKillop Education Services celebrates the transformative and liberating power of education and is committed to a system that promotes equity and access; particularly for children and young people who are who are disengaged or at risk of disengaging from education. The learning environment we provide is student-centred and informed by the values and ethos of the Catholic tradition, the vision of the founding orders – the Sisters of Mercy, the Sisters of St Joseph and the Edmund Rice Foundation – and the Sanctuary Framework.

We strive to empower our children and young people:

- To recognise, receive and model the values of respect, justice, hope, compassion, collaboration
- To be successful learners
- To be confident and creative individuals
- To be active and informed citizens

MacKillop Education is founded on the principle of unconditional positive regard and we believe that “young people will do well if they can”. Respectful relationships ensure that the value of each person is celebrated, and that the learning community is a place of belonging, safety, and growth. We are committed to supporting our young people to be confident, resilient, and hopeful and, in partnership with families/carers who are the primary educators of their children, we encourage our young people to achieve their potential.

We recognise the importance of trauma-informed practice and consequently we adopt an integrated approach to learning and wellbeing. Staff work collaboratively as an inter-disciplinary team to enhance the educational outcomes and wellbeing for young people.

As a flexible learning environment and implementing contemporary learning and teaching practices, we aim to develop the knowledge, skills and understanding of all young people so that they can: experience success in learning; increase their opportunity to engage in mainstream education, pursue further training or employment and be active and engaged members of their communities.

MacKillop Education supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

College Overview

Established in 1997, MacKillop Family Services continues the ministries of the Christian Brothers (Oceania), the Sisters of Mercy (Melbourne) and the Sisters of St. Joseph (Victoria) in New South Wales, Victoria, and Western Australia.

Today, MacKillop Family Services (MacKillop) continues to be a leading provider of services for children, young people, and their families. The programs we deliver include education and training, foster care, residential care, disability services, youth support, family support and support to men and women who, as children, were in the care of our founding agencies.

MacKillop has a proud history of providing education to both primary and secondary students who are disengaged or, who are, at risk of disengaging from mainstream education. These programs include: the MacKillop Specialist School, Maidstone Campus and Geelong Campus; the XTend Program that targets young people who are involved with mental health services and/or Child Protection; the CIRC Program which provides education support to children and young people in residential care in Melbourne, Warrnambool and Geelong; and the West Program, which provides education support for children and young people, on statutory orders, in out-of-home based care in Western Metro.

MacKillop Education

MacKillop Specialist School is part of the education services provided by MacKillop Family Services. The School provides an individualised education program for young people, aged 5 to 18 years, who are disengaged, or, at risk of disengaging, from learning. The young people referred to our settings have not been able to access learning in a mainstream setting and extensive adjustments are made to respond to the cognitive and/or social and emotional disability which has compromised their learning success. The students are referred to MacKillop Specialist School by primary and secondary schools in the region, the Catholic Education Office, the Department of Education, the Department of Health and Human Services, mental health, and community service organisations.

MacKillop Specialist School supports children and families with very high levels of relative socio-economic disadvantage; consequently, our families do not have any capacity to contribute financially to the school community. Typically, our parents/guardians are overrepresented in the following categories:

- a high proportion of work in low paid and lower skilled industries and occupations
- a lower level of Year 12 completion and university qualifications
- a high rate of part time work (especially women).

The students referred to our setting are predominantly male, and, in 2019, male students represented over 77% of enrolments.

The school implements the Victorian Curriculum and this framework informs the learning, teaching, assessment and reporting at the school. MacKillop aims to assist students to overcome barriers to learning and to ensure they experience success in learning. Individual Education Plans identify goals that will enable the student to develop his/her knowledge, skills and understanding across the curriculum, with a focus on engagement, academic and social and emotional learning, and transition. We aim to support students to transition back to mainstream education or, for the senior students, ongoing engagement in learning through vocational pathways and/or employment.

The Wellbeing Team provides additional support to the students and families/carers. This wellbeing support might be provided by the school or by other agencies, that we encourage students, families/carers to access. In addition to the Education and Wellbeing Co-ordinators, MacKillop employs two Educational Psychologists and a Speech Pathologist. We collaborate closely with Care Teams and Professional Teams to ensure that the students and families are accessing the necessary targeted supports to enhance the social, emotional and academic learning for every child. Teaching staff are responsible for the development, implementation and review of Individual Education and Safety Plans, co-ordinating the student's transition into our specialist setting and supporting the development of plans to identify future pathways for each student.

Our Values

Justice: We believe in the right of all people, regardless of belief or culture, to be treated justly and fairly.

Hope: We commit to creating an atmosphere of hope where people find meaning in their experiences and relationships.

Collaboration: We commit to working in a collaborative spirit through cooperation, coordination, and partnership.

Compassion: We commit to creating an attitude of openness to others and to their circumstances.

Respect: We seek to listen and learn from each other and to build relationships with respect.

Principal's Report

In 2019, MacKillop Education continued our commitment to growth and change by embracing the process of review. The School Improvement Review was conducted by CEM to ensure that the values that inform our vision are translated into best practice in child safety, learning and teaching, student wellbeing, community and leadership and management. Furthermore, we had to demonstrate compliance across all VRQA standards, as a requirement for ongoing registration. In addition to this review, DET also conducted an independent evaluation of our school program, to determine performance against the elements that identify a high performing flexible learning environment. These processes have promoted reflection, dialogue, consultation and collaboration and I have been grateful that all members of the school community have been willing to share their experience and perspectives so openly and with such honesty. The combination of student, guardian and staff surveys and interviews, classroom observation and the review of extensive documentation and data, meant that we were able to celebrate our strengths and develop a new strategic plan that will inform our improvement goals and intended outcomes for the next four years.

Alongside these reviews and evaluations, our schools continued to pursue our goals and implement the strategies outlined in our Annual Action Plan (2019); all designed to enhance the social, emotional and academic outcomes for every student in our care and to build, for the whole school community, a culture of safety and wellbeing. In the area of Learning and Teaching we focussed on embedding consistent protocols across campuses and in every classroom. Learning intentions and success criteria were identified at the beginning of each class and, when members of the leadership team participated in weekly instructional walks, the focus was on the child and their capacity to explain what they were learning and how they would know if they had succeeded in the required learning. Mindful of the complex and diverse needs of our students, we engaged in the CEM Intervention Framework, to identify the areas of learning that required more targeted intervention, to enhance student outcomes. We also continued to build staff capacity to develop SMART goals, ensuring that each student's Individual Education Plan was recognising their strengths and identifying areas for improvement, so that new knowledge, skills, and understanding could be developed. Our belief that wellbeing is the pre-condition for learning and that safety is the pre-condition for wellbeing, continued to inform our practice in Student Wellbeing. We implemented a range of strategies to increase student voice, through a restructuring of our student support group meetings and by running student forums to encourage greater participation in decision-making. Safety Plans were either visible or accessed with ease, by students in the classroom, promoting reinforcement and ongoing support from staff so that self-management skills were strengthened. The Respectful Relationships Curriculum continued to be implemented, across both campuses, in 2019, and we also commenced the journey of introducing Positive Education by training our Psychologists and the Leadership Team in preparation for school-wide implementation over the next 2 years. Ongoing professional development continued to be provided and accessed to ensure we were building staff capacity and providing adequate support to realise our vision and set goals for 2019.

MacKillop's most important partnership, in our schools, is the partnership we have with our guardians and carers. In recognition of this, we have tried to increase the opportunities we provide for participation and feedback, through: Guardian Surveys, Newsletters, Education Sessions and School Assemblies and Celebrations. Local community partnerships were extended through our VCAL Program and initiatives were generated by our staff and senior students; these included projects involving an aged care facility, the Bellarine Learning and Living Centre and a Pop-Up Soup Kitchen; one of our 2019 VCAL Graduates received the VCAA Achievement Award for Personal Development Skills for her contribution to the *Feed Geelong Project*. The grant we received from the Geelong Community Foundation also ensured the success of the VCAL Bitter-Sweet Café Project and allowed students to develop a range of skills with a focus on hospitality. Additional grants and fundraising have also meant we have been able to extend our Music Program and continue to develop our Paw Pals Pilot Project; our Canine Assisted Learning Program supports students at risk to engage and experience success in learning, by developing their capacity to self-regulate and increasing their sense of self-worth and confidence as learners.

In response to the increased number of referrals at each campus and with the decision to open an additional campus in 2020, in North Caulfield, there has been a need to restructure our Leadership Team and increase formal and informal opportunities to promote distributive leadership. In 2020, there will be a Principal at each Campus; Literacy Leaders will also be appointed to ensure that the relevant goals in our new strategic plan are achieved over the next 4 years. Our ReLATE Model (Rethinking Learning and Teaching Environments) will be further embedded, into our practice, by allocating time to an expert teacher to provide mentoring, coaching and professional development, to all staff. MacKillop continues to share our practice and professional learning with other schools and organizations. In 2019, 3 schools participated in formal ReLATE training and we ran several professional development workshops in our host schools and at national conferences, to enhance the capacity of staff to support students who are at risk of disengaging from education.

A shared vision, a common purpose, and a commitment to ensure that every student flourishes and achieves their potential as learners, underpins the passion and dedication of the leaders and staff that work at MacKillop Education. Despite the barriers to learning that our students experience, "*unconditional positive regard*" and the belief that "*every student will do well if they can*" is the culture, which supports their journey, every day. Throughout 2019, the whole school community has contributed to the strengthening of this culture and as I look back over the year, I am grateful for the increased sense of self-worth and enhanced learning outcomes, that this culture has enabled our students to experience.

Education in Faith

Goals & Intended Outcomes

The School's Education in Faith Annual Action Plan Goals for 2019 were:

Goal 1: To deepen, as a staff, our knowledge and understanding of the Catholic Tradition.

Goal 2: To provide learning opportunities for our students to deepen their knowledge and understanding of the Catholic Tradition.

Achievements

Throughout 2019, some of the Education in Faith achievements included:

- The formal review process created an opportunity for further rich discussion about faith and spirituality and how we nurture this aspect of our lives in a way that is authentic and meaningful.
- All staff continued their journey towards accreditation to teach in a catholic school.
- All staff participated in Catholic rituals and developed their understanding of Catholic values and beliefs.
- All staff developed their understanding of the links between MacKillop's values and Catholic teachings.
- Students participated in and witnessed rituals, values, and elements of the Catholic tradition.
- Students accessed curriculum designed to deepen their understanding of the Catholic tradition.

VALUE ADDED

- The School Improvement Review Panel identified that the school was living out MacKillop's values and promoting the Catholic ethos, in a myriad of ways and, through the quality of relationships established and our daily commitment to support vulnerable students and families.
- Staff Professional Development: internal and external PD was provided and supported.
- An undertaking by staff to continue to seek accreditation to teach in a Catholic school. This goal was included in Staff Work Development Plans; in supervision, actions taken, or support required, was a regular point of discussion.
- Increased resources available and opportunities for staff, students, and families to participate in and/or lead prayer, meditation, and mindfulness.
- Staff Reflection Days: The focus for our reflection days was *Ladato Si: The Cry of the Earth*.
- Whole-school days of celebration and ritual: Sorry Day/Reconciliation Week; Founders Days: Mary MacKillop, Edmund Rice, Catherine McAuley.
- Opportunities to discuss MacKillop's values and their relationship to Catholic social justice teachings and our sacred texts.
- Curriculum was developed and implemented to deepen student understanding of the Catholic tradition.

Learning & Teaching

Goals & Intended Outcomes

The School's Learning and Teaching Annual Action Plan Goals for 2019 were:

Goal 1: To develop a shared vision of learning and teaching protocols that are implemented in all classrooms.

Goal 2: To develop our students' confidence as learners through authentic assessment and feedback.

Achievements

In determining our MacKillop Education Learning and Teaching Goals for 2019, we continued to be guided by the ReLATE Model and the research and evidence around trauma-informed practice, as we consistently aspired to meet the educational, learning and wellbeing needs of the young people in our care.

The targets were for teachers to have a shared understanding and vision for learning and teaching and for our curriculum planning and classroom setups to reflect this understanding. Targets were also focussed on assessment and data triangulation. Ongoing professional development, coaching, mentoring, and supervision was provided to promote reflection on our practice, embed new learning and teaching strategies, whilst also refining current practices.

Curriculum and Student Learning

Mackillop Education, throughout 2019, developed a range of shared learning and teaching protocols implemented in all classrooms focussed on the implementation of enabling consistency and high standards in teaching and learning programs. Through a diversity of systemic, classroom-based, and personalised interventions, students were provided with a range of strategies to support their learning and development.

Learning intentions and success criteria were implemented in all classrooms and adjusted for individual contexts in Primary, Secondary and VCAL classrooms. 1:4 student to staff ratio (1 Teacher and 1 Education support) in all classrooms has led to greater opportunities for student growth and learning.

Use of 'The Big 4' (predictability, consistency, routine, and structure) has formed the basis for these programs across the school. Curriculum creation, using the backwards design, has led to consistency in documentation across primary and secondary. 2019 saw a literacy focus for the school including the development of a modified scope and sequence document across campuses, moderation of student work and assessment data used to track individual students and plan for future learning.

Explicit phonics teaching, using the Soundwaves Program, already established in the Primary setting, was introduced into the Secondary School and will be further developed in 2020. Specific programs in VET include a Kitchen Operations Certificate led by a qualified trainer and commercial chef. The Resilience, Rights and Respectful Relationships Curriculum has been imbedded in documentation and implemented across school.

Individual Education Plan Goals have been reviewed regularly by the staff team with a renewed focus on ensuring meaningful SMART Goals are identified for all students. All SMART Goals are regularly assessed and documented to provide meaningful feedback and assessment for each student. This resulted in:

- 100% of students having an Individual Education Plan, that included personalised goals; these were reviewed with the Student Support Group, at least once a Term.
- All goals were created in partnership with students and guardians, who were also given opportunities to develop their understanding of the student's learning goals and their progress towards achieving them

In 2019, 9 students successfully transitioned back to their mainstream school, 5 students entered further education or training, 6 students entered alternative education and 2 students entered employment.

Enhancing Teacher Performance and Professional Development

Enhancing teacher performance and professional development was given high priority from both an Executive and Local Leadership level at MacKillop Education in 2019.

All staff worked towards their professional goals as outlined in their Professional Development Plans. The Mackillop Leadership Team aimed to develop a skilled and competent Staff that is committed to best practice in education and training, within a trauma-informed leaning environment. Staff received targeted feedback and support through supervision, learning walks, peer to peer coaching, mentoring, and team meetings. They also participated in literacy focussed professional development including assessments and moderation, structured synthetic phonics in-services and leadership and staff wide review of assessment and reporting frameworks.

A leadership program for emerging staff leaders has been established and regular supervision has promoted growth, development, and reflection for all staff. In addition, our School Psychologists led the implementation of Positive Education across the school, which complemented the Intervention Framework Professional Development Series led by the Deputy Principal and Team Leaders. In addition, internal and external Catholic based PD was a focus across the school, with several staff obtaining their accreditation to teach in a catholic school.

STUDENT LEARNING OUTCOMES

Every student enrolled at MacKillop Education has an Individual Education Plan. These plans have four goals - academic, attendance, transition, and engagement - that the student is working towards at any one time. In total, 1379 IEP Goals were created in 2019, with 965 goals achieved by students across the year.

70% of Individual Education Plan Goals were successfully achieved by students.

- 65% of Academic Goals were successfully achieved
- 68% of Attendance Goals were successfully achieved
- 75% of Transition Goals were successfully achieved
- 72% of Engagement Goals were successfully achieved

Student Wellbeing

Goals & Intended Outcomes

The School's Student Wellbeing Annual Action Plan Goals for 2019 were:

Goal 1: To individualise academic and social-emotional learning of students.

Goal 2: To ensure all students feel safe and valued within the MacKillop School community.

Achievements

The School continued to develop and refine processes to support students' active participation in their learning with the hope of increasing their general wellbeing and increasing student voice and agency. Collaborative processes among staff were implemented to support refinement of relevant and individualised goals for each student. This collaboration, along with additional feedback supports and professional development for staff, has further strengthened the quality of individualised goals for students, in turn supporting their focus when in the classroom to very specific, relevant, and achievable outcomes.

Student Safety Plans continued to be revised at Student Support Group meetings, providing consistent learning opportunities around emotional management, and were displayed for all students in classrooms to support safety for all. Open communication about these plans and the identified strategies, continued to provide support to families and carers to assist in developing consistency for students, when not in the school environment. Continued reflective practice in staff teams, especially following incidents of high student emotional dysregulation, has supported staff to continue to revise Student Safety Plans. This has ensured Plans are current and relevant and has provided ongoing opportunities for teacher and student learning, during the recovery process.

Students had the opportunity to participate in a range of new wellbeing interventions, including: a twice weekly accelerated learning program, which supported their feelings of confidence as learners; an extra curricula program for girls, "Bright Stars", which gave opportunities for the cohort to socialize and to explore their talents and interests. The commencement of Canine Assisted Learning onsite, has enabled individual students to develop their social and emotional learning; this has increased their confidence as learners and their capacity to self-regulate in a classroom setting.

2019 was a school review year and our students had the opportunity to participate in the CEMSI surveys; these results were analysed and discussed at length, by the Leadership Team and Staff. The surveys gave our students another opportunity to voice their views and perspectives, in addition to the regular Student Voice Forums. These Forums invited students to provide feedback on different topics – student safety and learning environments – and included Primary, Secondary and VCAL students. Staff were able to analyse and discuss this feedback, with improvement plans actioned in response to feedback. One of the successful strategies implemented, involved the children taking on the management of the structured recess and lunchtime activities. This has engaged them in selecting activities and setting up voting systems

for their peers. Activities have been structured and predictable for the students and they have expressed their enjoyment of the weekly change to activities and the opportunity to plan for their peers.

In addition, the staff group engaged in deepening their understanding of Student Voice, Agency and Leadership, reflecting on the opportunities available to students. Student Leadership became a focus for the remainder of the year, with key leadership character strengths identified by students. These were used as a basis for students and staff voting for Primary and Secondary School Leaders for 2020. Plans were made for a Leadership Development Course for Secondary Leaders and self-nominated secondary-aged students to develop key capabilities required to lead, whether in a formal or informal capacity. Student input into the running of all assembly was also a highlight of 2019, with positive feedback from families, staff, and the students themselves. Students were able to lead sections of the Assembly, showcase talent, showcase work and provide technical support to create very meaningful celebrations for our school community.

In addition to the targeted focus on understanding and increasing opportunities for student voice, MacKillop Education also began the professional development journey to begin embedding Positive Education into the ReLATE Framework. Key theoretical elements and links with the trauma-informed approach were made and staff began identifying the key character strengths in themselves and others. The Wellbeing Team has been able to engage many carers through presentations delivered during school hours. Some of the topics included: Managing Difficult Emotions; Suicidal ideation and Positive Behaviour Support. These presentations and the rich discussion that followed, has supported the collaborative work of teachers and carers in understanding the need to individualise the academic and social-emotional learning of students. This work was further supported by one of the teachers who completed the Graduate Certificate of Developmental Trauma with the Australian Childhood Foundation. She presented related professional learning to some staff at weekly well-being meetings, with a focus on brain development and the effects of trauma. This learning supplemented staff's professional development in our ReLATE/Sanctuary trauma-informed practice.

VALUE ADDED

- Staff participated in a range of professional learning to further develop their understanding of strategies that enhance the learning and emotional needs of the children in their classes, including Neuroscience PD and Cultural Awareness Training
- Leadership Team Members were trained in the Positive Education Framework, with introductory PD for all staff in Wellbeing Meetings
- Student Voice Forums were held, seeking student feedback on safety and changes to the external learning environment
- Student Leaders were elected
- Embedding of Respectful Relationships continued, with targeted PD during the 16 Days of Activism; this focused on theory, perspective and the curriculum links made with the early intervention approach
- Direct Professional Development was provided to all staff regarding support of children with suspected or disclosed suicidal thoughts, providing strategies, steps, processes for internal referral and highlighting the continued need for self-care plans to be active and relevant for all staff
- School representation at CEM Wellbeing Leaders Network and DET Respectful Relationships Community of Practice
- Bystander Intervention (MATE) PD for all staff
- Continued opportunities for children to engage with Canine Therapy, with a more regular focus on senior students – VCAL staff member's trained and accredited dog attended class two full days per week to support senior students with learning and emotional regulation throughout the
- MacKillop Education provided PD to several mainstream schools, to support their understanding of approaches to trauma-informed practice
- Education & Wellbeing Coordinator attended Seasons for Growth Training
- Parent Sessions run by Educational Psychologists
- One of our teachers completed the Graduate Certificate of Developmental Trauma with the Australian Childhood Foundation and presented related professional learning
- Engagement of par- time Speech Pathologist who works with all key teachers and individual students to support language needs
- Social work students, on placement, worked with classes and individual students to facilitate wellbeing.
- Incursions for students with a focus on anti-bullying, respectful relationships, and Indigenous Infusion. Students completed projects that demonstrated their new understandings
- Sacramental preparation provided for those children whose carers requested this support
- All carers continued to be invited to school celebrations such as School Assemblies, Sorry Day, Smoking Ceremonies

STUDENT SATISFACTION

Key statistics from the 2019 CEMSIS data indicated that:

- 71% of primary students believe student-teacher relationships are positive
- 72% of primary students feel like they truly belong and are valued/cared about within the school community
- 51% of secondary students believe student-teacher relationships are positive
- 62% of secondary students felt there were rigorous expectations of them

Given the nature of the student cohort and the many difficult experiences they have lived through in relation to their schooling, this data indicates the students, as a whole, feel valued within the school community and the school's approach and environment is catering for their needs.

STUDENT ATTENDANCE

MacKillop staff remain in regular contact with students and families consistently throughout the week. Patterns of non-attendance are therefore noticed quickly and attended to by conversations with students and families. Attendance concerns and known barriers are regularly reviewed as a team, during wellbeing meetings, where additional supports are put in place.

When a student is absent, contact from the guardian indicating the reason for absences is requested. Teachers or the Well-being Co-ordinator contact the Guardian, via phone or SMS if no contact has been made by the time that morning attendance is recorded.

In cases where a student has been absent for three days without an identified reason, or if their attendance has dropped below 50%, over a two week period, the School follows the eight step Student Engagement process, which includes: actions to capture student voice through re-engagement planning; outreach support, and extensive collaboration with the Student Support Group and Care Team.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y03	88.7
Y04	85.4
Y05	86.8
Y06	89.0
Y07	71.5
Y08	79.6
Y09	70.9
Y10	59.5
Overall average attendance	78.9

Child Safe Standards

Goals and Intended Outcomes

Child Safety Goal 1: To develop and implement a Protocol for Non-MacKillop Staff Onsite.

Intended Outcome: Ensure that all community members and outside agencies, required to work with students on-site, understand that: child safety is a priority within the school; and follow processes and procedures that ensure student safety.

GOAL 2. To continue to review, refine and implement MacKillop's Education's Child Safety Policy and supporting documents.

Intended Outcome: Demonstration of MacKillop Education's strong commitment to the care, safety and wellbeing of all students and a shared understanding amongst the whole community.

The School's Student Wellbeing Annual Action Plan for 2019, also included strategies that focussed on ensuring child safety.

Goal 2: To ensure all students feel safe and valued within the MacKillop School community.

Achievements

The School's child safety focus for 2019, saw the imbedding of practices, in line with refined policies and procedures relating to Child Safety, and visual and verbal promotion of the Internal Complaints Process with students, guardians and staff. At the heart of Child Safety is the premise that students feel confident to share their voice. Therefore we have increased these opportunities for students so that they can also reach out, in matters relating to safety.

- All staff have worked to develop a deeper understanding of student empowerment, including Voice, Agency, and Leadership.
- Student Voice Data indicates and increase in primary-aged students' perception of their voice in learning, safety, and general school decisions
- Continued professional development for all staff around Child Safe Practices and Mandatory Reporting through Wellbeing Meetings
- Continued Student Voice Forums to support decision-making across the school
- Professional Learning for all staff to increase capacity and confidence when faced with students who have suspected or disclosed suicidal thoughts, including clear referral processes and risk management strategies
- Staff were addressed by Dr. Robyn Miller, CEO MacKillop Family Services about prevalence of family violence and sexual abuse
- Targeted week of Professional Learning for all staff around gender-based violence theory, statistics and the teaching of key skills and knowledge within the classroom based on the RRRR Resource.

- Embedding of previously created protocols for Non-MacKillop staff who attend MacKillop site, including rigorous approval, screening, and supervision measures
- Continued use of PROTECT Framework in the support of students at immediate risk

The school has implemented all the policies, procedures, measures, and practices in accordance with ministerial order No. 870 for managing the risk of child abuse. This was completed through a thorough and comprehensive approach to Child Safety. Achievements in the ongoing implementation and review of the Child Safe Standards include:

- New policy developed, shared and discussed with whole community; “Non-MacKillop Workers on site”
- Mandatory Online Modules completed by all staff
- Professional Development of all staff around Child Safe Standards, updated policy and requirements.
- Continued implementation of ‘PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools’
- Ensuring a rigorous process of approval and induction for any professionals working onsite with students.
- Continued focus on student voice and agency within the school community as a key cultural element to a safe environment; student voice survey, involvement in decision-making processes
- Strategies addressing the principle of inclusion
- Engagement of families and communities in promoting child safety
- Human Resources Practices (recruitment, supervision, performance review)
- Child Safety – Risk Management Practices

Leadership & Management

Goals & Intended Outcomes

The School's Leadership and Management Annual Action Plan Goals for 2019 were:

Goal 1: To identify evidence-based priorities for learning and teaching improvement.

Goal 2: To strengthen and develop the capacity of formal School Leaders.

Achievements

In 2019, MacKillop Education began working towards a suite of relevant, authentic school-wide data that can be effectively used to design informed learning and teaching improvement strategies. Improvement in the quality, collation and analysis of data is essential to the formation of strong instructional leadership, which focuses on student achievement. A major review and evaluation of the effectiveness of the current school-wide data suite led to the identification of areas for improvement, which will become the focus of 2020.

A key initiative in developing MacKillop Education's use of effective student achievement data was the implementation of the CECV Intervention Framework. The Intervention Framework is an inclusive approach to meeting the needs of all students, by providing a structure for educators to work in teams to best understand and meet the learning needs of students (CECV Intervention Framework 2015). All classroom staff and school leaders participated in the framework, allowing them to better understand the demands of their curriculum, their instructional practices, and their students as learners. This process also resulted in identifying the key learning and teaching improvement focuses for 2020.

Another focus of 2019, was the improvement of the professional supervision structure at the School. All staff at MacKillop Education participate in Professional Supervision, which provides a space for individual reflective practice and coaching, whilst also exploring personal wellbeing. In 2019, to better support Supervisors to initiate effective Professional Supervision, the process was moved online with education specific templates. Periodic Supervisor Meetings also allowed for Supervisors to discuss and refine their practice.

Lastly, the beginning of a voluntary staff program that supported aspiring leaders to strengthen their knowledge of leadership qualities and professional practice was implemented. The hope is that this program will become an embedded program for staff who wish to explore leadership best-practice, build their capacity to progress into school leadership roles and explore their future career aspirations.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- MacKillop Staff Induction/Orientation (incl. policies & procedures)
- The Sanctuary Framework
- The ReLATE Model
- Mandatory Reporting
- Cultural Awareness Training
- ABLES Training
- MATE Training
- Aspiring Leaders Program
- Neuroscience and Education
- Curriculum Scope and Sequencing
- Professional Supervision at MacKillop
- Oral Language Competence and Risk in Early Life (Pamela Snow)
- Sustainability: 2040
- Authentic Assessment and Reporting
- Positive Education
- Emergency Management Training
- Catholic Identity and Tradition: The Cry of the Earth - Laudato Si
- The Impact of Trauma on Learning
- Child Safety Standards
- Mandatory Reporting
- The Intervention Framework
- Therapeutic Crisis Intervention
- First Aid Training: Anaphylaxis
- Report Writing
- Respectful Relationships
- Developing SMART Student Goals
- Human Resourcing: Aurion

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

34

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1000

STAFF QUALIFICATIONS

- Master of Education
- Master of Education (Secondary Education)
- Master of Education (Special Education)
- Master of Educational & Developmental Psychology
- Master of Counselling
- Master of Indigenous Education
- Master of Instructional Leadership
- Master of Leadership (Numeracy)
- Master of Psychology
- Master of Social Work
- Master of Speech Pathology
- Bachelor of Archaeology
- Bachelor of Applied Science
- Bachelor of Arts (English and ESL)
- Bachelor of Arts (International Relations)
- Bachelor of Arts (Outdoor Education)
- Bachelor of Arts (Psychology)
- Bachelor of Arts (Visual Arts)
- Bachelor of Creative Arts (Dance)
- Bachelor of Contemporary Arts
- Bachelor of Education
- Bachelor of Education (Arts)
- Bachelor of Education (Early Childhood)
- Bachelor of Education (P-12)
- Bachelor of Education (Primary)
- Bachelor of Health & Physical Education
- Bachelor of Health Science
- Bachelor of Psychology
- Bachelor of Social Work
- Bachelor of Sport & Recreation Management
- Bachelor of Youth Work
- Postgraduate Diploma in Early Childhood Teaching
- Postgraduate Diploma in Wellbeing
- Postgraduate Certificate in Curriculum Leadership
- Postgraduate Certificate in Early Literacy Intervention
- Graduate Diploma in Counselling & Psychotherapy
- Graduate Diploma in Education
- Graduate Diploma in Psychology
- Graduate Diploma in Secondary Education
- Graduate Diploma in Special Education
- Graduate Diploma in Teaching (Primary)
- Graduate Certificate in Developmental Trauma
- Graduate Certificate in Theology
- Diploma of Case Management
- Diploma of Community Services
- Diploma of Counselling
- Diploma of Fine Arts (Photography)
- Diploma of Flexible Learning
- Diploma of Library/Information Services
- Diploma of Management
- Diploma of Teaching
- Diploma of Vocational Education & Training
- Diploma of Youth Work
- Certificate IV in Child, Youth & Family Intervention
- Certificate IV in Commercial Cookery
- Certificate IV in Education Support
- Certificate IV in Leadership & Management
- Certificate IV in Training & Assessment
- Certificate III in Education Support
- Certificate III in School Support Services

TEACHER SATISFACTION

Key statistics from the 2019 CEMSI data indicated that:

- 85% of staff have a positive perception of the relationship between staff members and the leadership team
- 75% of staff believe that school leaders set conditions for improving learning and teaching
- 80% of staff feel safe to take risks and make mistakes at the School
- 62% of secondary students felt there were rigorous expectations of them
- 72% of staff feel the school provides positive support for teams and collaboration

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.5%
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STAFF COMPOSITION

Principal Class (Headcount)	4
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	27.7
Non-Teaching Staff (Headcount)	38
Non-Teaching Staff (FTE)	34.5
Indigenous Teaching Staff (Headcount)	0

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

College Community

Goals & Intended Outcomes

The School's College Community Annual Action Plan Goal for 2019 was:

Goal 1: To deepen our understanding of our community and its needs.

Achievements

In 2019, MacKillop Education continued to develop and strengthen the School Community and enhance the partnerships and connections to the wider local communities in Geelong, Western and Eastern Melbourne. Our school community continued to grow and strengthen in 2019 through several key initiatives focussed on enhancing the sense of belonging for those within our community and community partnerships. These initiatives supported both students and families to become active and engaged members of our community.

Whole school-events have continued to foster a sense of belonging across primary and secondary; such events include: shared meals provided by the VCAL classes, in addition to their weekly Café; Founders' Days and key seasons and events in the liturgical calendar were celebrated; Book Week was marked with a parade and Term Assemblies continued to focus on strengthening student voice. The secondary school held their School Production, involving the entire secondary staff and students; this was performed for the wider community and was well attended by carers.

Excursions to Werribee Zoo, Marine Discovery Centre, local community libraries and parks, and connections formed by our VCAL classes in donating their time to local community associations, enabled our students to experience connectedness to the wider community. Excursions to the Asylum Seekers Resource Centre (where students donated items and contributed to fundraising), Urban Upcycle (where students were encouraged to 'Reduce', 'Reuse' and 'Recycle') and the MacKillop Family Services Heritage Centre, allowed students to not only engage in their local community, but also be agents for change.

Weekly cooking classes and therapy dog visits for classes added to our program and opportunities for student growth. Swimming programs for both primary and secondary were highly successful and enhanced student engagement.

African Drumming workshops for our primary children contributed to their knowledge of our wider community, as did daily walks in our local community. In addition, parent/student/staff surveys provided opportunities for feedback and agency.

VALUE ADDED

- School-wide Performance (each Term)
- Kensington Community College Craft Partnership/Mentoring Program
- Book Week Family Day
- Weekly Paw Pals Canine Assisted Learning
- Primary School Swimming Program
- Dental Hygiene Program
- Martial Arts Therapy Program
- School Breakfast Club Program
- School 'Bright Stars' Program
- SRE Week: student, staff, and community sessions
- Student led fundraising: Australian Farmers, Asylum Seekers Resource Centre
- Incursions: Youth Task Force, Brainstorm Performances
- Community Learning Sessions (Suicide Ideation, Managing Big Emotions, Positive Behaviour Support, Autism)
- Student Community Voice and Agency (Maidstone & VCAL shirt design, playground design, class prizes, speaking at assemblies and ceremonies, goal setting)

GUARDIAN SATISFACTION

Key statistics from the 2019 CEMSIS data indicated that:

- 85% of primary guardians and 82% of secondary guardians, believe the school positively overcomes barriers to engagement
- 81% of primary and secondary guardians believe the school has a positive social and learning climate
- 80% of primary guardians and 84% of secondary guardians, believe the school provides timely, frequent, and effective communication
- 72% of secondary guardians believe the school matches their child's developmental needs

Future Directions

2019 encouraged reflection and further development of the current programs and MacKillop Education is now entering another period of growth in 2020. The effectiveness of the ReLATE Education Model, as practiced at the school, in creating improved outcomes for students who are disengaged from mainstream education, along with the increased need to cater more effectively Victoria's marginalized students, has meant that a number of new and exciting opportunities have presented themselves.

The first major opportunity will see the opening of a MacKillop Education Caulfield Campus in 2020. This will be the third MacKillop Education Campus, following on from the foundational Geelong P-12 Campus and the Maidstone 3-6 Campus. The Caulfield Campus will be registered as a Foundation – Year 10 Campus. This is an important step in meeting the needs of students in the Melbourne's South East, expanding beyond the Barwon and Western regions. We are eagerly anticipating this exciting stage of expansion and we cannot wait to hear the sounds of student learning at the new site next year.

The second opportunity stems from the end of an era with the Education Mobile Unit (EMU) Program, concluding in December. Since 2012, the EMU Program provided high-quality social and emotional learning to thousands of Geelong students, who required personal and interpersonal development to better engage in their learning at their mainstream schools. The effective intervention, conducted alongside their mainstream schooling, had a positive impact on the lives of many students, providing the skills they needed to achieve greater success and fulfillment in their future education. The program remained effective right up to its conclusion, and we were sad to see the program end. However, the saying, "with each ending comes new beginnings" rings true in this case, as the closing of the EMU Program has meant the expansion of the Geelong Campus, which will increase its enrolment capacity from 64 to 80 students in 2020. This will respond to the increasing demand to access our school program and provide aspirational education to disengaged students in the Barwon region.

The beginnings of these new directions at MacKillop Education have been marked with the creation of the school's new branding. In 2020, all campuses will have new signage installed to align with this new visual identity. Designed using the voice of the students, guardians and staff, the new logo is a symbol of the inclusive learning community and the new pathways that are available to students at risk, as they reengage and experience success in learning.

Lastly, 2020 will see the unveiling of the new 2020-2023 MacKillop Education Strategic Plan. Created, using the 2019 CEMISIS data (survey of students, guardians, and staff) and feedback gained from the school review process, it outlines the developmental focus for the school, as it navigates future growth. The plan also ensures a continued focus on: excellence in learning and teaching; authentic voice and agency; transformative faith and spirituality; collaborative partnerships for learning; and effective instructional leadership. We look forward to continuing our commitment to equity and access to learning for all children and young people in 2020.