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## **2009 Annual Report to the School Community**

**MACKILLOP CATHOLIC REGIONAL COLLEGE**

**Registered School Number: 1684**

## College Contact Information

**Address:** Russell St  
Werribee, VIC 3030

**Principal:** Mr Rory Kennedy

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## Our College Vision:

Celebrating All Life  
Challenging All People  
Dreaming The New Day



## College Overview

MacKillop is a Catholic co-educational secondary College named after Mary MacKillop, co-founder of the Congregation of the Sisters of St. Joseph of the Sacred Heart. Inspired by Blessed Mary MacKillop, students at the College are encouraged to participate in a spirit of cooperation and to develop a joy of life-long learning. The Catholic ethos of the school underpins curriculum and personal interactions. Each student is supported in their individual journey to achieve their potential to develop personal integrity and independence.

**Facilities:** The College boasts extensive recreational and sporting grounds, sustained by a recycled irrigation system. The infrastructure is contemporary and accommodates the students in state-of-the-art subject-specific classrooms such as:

- An exemplary Science wing
- 400 seat auditorium and inspiring teaching spaces in the Performing Arts Complex
- Outstanding Sports Centre including two indoor basketball courts and fully-equipped gymnasium
- Excellent Creative Arts wing.

There is an emphasis on digital contemporary learning strategies which are supported by up-to-date and extensive digital infrastructure. This includes a comprehensive wireless /hard wire network in all classrooms throughout the College.

**Curriculum:** MacKillop College offers students a broad, comprehensive and well-balanced curriculum. Comparatively small class sizes are a distinctive feature that facilitates a productive and engaging learning environment.

From Years 7 – 10, the curriculum establishes and consolidates effective learning and study practices. Electives are offered from all Domains and a strong Language program is a feature. A wide range of Performing Arts subjects, including an outstanding instrumental music program, dance and drama, are provided.

An impressive array of over 40 VCE subjects is offered with alternative pathways through Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) certificates are offered.

The College has established a dedicated Year 9 campus at St Mary's Werribee South. The program offered has been designed to foster close links with the local community and to raise awareness of local, national and international citizenship and responsibility. Students are supported in becoming active, self-sufficient and engaged learners.

**Sport:** MacKillop College has a strong history of success in sport at local, state and national levels. Students can participate in athletics, swimming, cross-country, golf, tennis, netball, basketball, football, softball, volleyball and equestrian just to name a few.

**Extra-curricular activities:** From Year 7 – 9 all students are involved in a challenging and well-supported Outdoor Education Program designed to develop an awareness of the environment, a personal sense of responsibility, leadership and community spirit in a low impact manner.

Students have the opportunity to partake in musical productions, orchestra, choir, debates, exhibitions and community service.

**Student Wellbeing Program:** An extensive Pastoral Care Program provides personal development with an emphasis on building quality relationships, leadership, self-esteem, goal-setting and ethical responsibilities within a secure and safe environment.

The Colleges' Individual Needs Program offers a contemporary Gifted and Talented curriculum and support to students who experience learning difficulties.

## Principal's Report

On the crests on the gates of the College you will find what we stand for: “Freedom and Joy Forever”. But mantras are easy – so too are crests. What is the real challenge is to see those advertised declarations lived out in the life of the school. Come through those gates with me and take a walk around MacKillop College and witness us doing the work – the duty and privilege – of being an educational institution and a faith community.

We are proudly Catholic. Our students engage in Religious Education from Year 7 – 12 and participate in Liturgies, prayers, Masses and reflective practises. The Canonical Administrators of the College play a significant role in steering the College forward and ratifying, in their wisdom, those proposals and ideas that resonate with our stance as a Catholic school. His Holiness has declared this the “Year of the Priest” so it is fitting to acknowledge and thank the Canonical Administrators, the school Chaplains and the many visiting priests for celebrating our Liturgies and Masses and working as the Pastoral and Spiritual mentors of the College, for “ministering Christ to us and helping us minister Christ to each other”.

We are a Catholic school in the Josephite tradition. A century ago Mary MacKillop – now Blessed Mary MacKillop – died after a life of dedication and service. As a College community we celebrated this Centenary year with a special Mass and a spectacular MacKillop Day, but, in truth, no day would go by that we do not feel the energy of her spirit animating what we do. The religious icons remind us of our roots; our prayers declare our allegiance. We celebrated her life and death at a unique service held on August 8 at St. Patrick’s Cathedral. Cardinal Pell has assured us that “it is almost completely certain that she will become our first publicly recognised saint” and we, along with all Australian Catholics, wait in hope for that Papal declaration. We have forged strong connections with our faith community as founding members of a most significant and rapidly expanding Josephite organisation, AJASS (Association of Josephite Affiliated Secondary Schools). As a national and international group we acknowledge our responsibilities and our blessings as Catholic schools in the Josephite tradition with others who belong to that same faith heritage.

We are a school with a Catholic Mission. Our new Mission Statement, accepted by the MacKillop College Board in 2009 and ratified by the Canonical Administrators, declares “MacKillop is a Catholic College in the Josephite tradition.” It acknowledges that we are “inspired by the spirit of Blessed Mary MacKillop” in all we strive to do. The Mission Statement speaks of positive relationships, of supporting individuals to become all that they are promised they could be, fostering leadership, assuring the dignity of others and bearing witness to the presence of God. It directs us toward our Vision Statement which focuses more on how we envisage meeting the objectives inherent in the Mission Statement. We challenge students to strive for excellence. Our Vision Statement demands we “dream the new day” and as futures focused school we certainly accomplish this. We continue to glimpse beyond the horizon of education to an unknown future and strive to equip our community to meet that future.

We are a school dedicated to perpetual improvement. Global change is rapid – almost exponentially so. As a Futures Focused school we are focused on matters of strategic importance which implies almost constant review of processes, curriculum, methodology and student achievement.

We have undertaken to be a Futures Focused school and, as such, must hold fast to the values and virtues of the past – that is our faith heritage – and take a multidimensional view of the future. As members of the Futures Focused School project we must see not only behind and ahead, but also “above” (policy creation), “below” (to understand staff and student needs), “beside” (networking with other like-minded schools and organisations), “beyond” (seeking out best practises here and internationally) and “through” (persistence and consistency in approach). Indeed, our efforts thus far have resulted in MacKillop College being short listed for “Excellence by a School and its Community” in the Australian Awards for Teaching Excellence. In addition, by October 2010 the results of the School Improvement Framework process will be finalised. These will indicate those areas in which we are demonstrating strengths and leadership and those areas in which we can improve. As a Futures Focused school we fully embrace the process and welcome the results as a means by which we can feel both endorsed and challenged. The improvement

framework functions as a strategic intent for the school by offering statements about what we are looking for in the future, it is a means by which schools are held accountable. We look forward to the report from the Schools Improvement Framework and the possibilities for future development it may offer us.

We are a school dedicated to delivery of best practice to our students from our staff. At the heart of the College is sound staff and student leadership. We are led by our faith, by our heritage and by our offerings. For everything in the College there is a staff or student leader or a team of leaders who accept the challenges of guiding the College in its many activities and pursuits. The staff Positions of Leadership have recently been finalised for the next two years and the team is strong, capable and focused. It must be said; however, that leadership only exists because there are those whose confidence is such that they are willing to journey with their leaders into the future that perhaps is not clear but beckons. Staff and Student Leadership determine our success at the school. I respect entirely those who accept the challenge and thank them for their support.

We are, finally, a school that has at its focus, students and student wellbeing. Throughout the year there are literally hundreds of great personal achievements by our students both academically and in extra-curricula activities. The School Captains have modelled citizenship with poise and maturity, the SRC has led the student body with honour and integrity, the students have given their best to their studies and their personal pursuits. We have, over the past three years, seen a gradual improvement in our VCE results which reflects the evolving culture of the College. We have applauded actors, musicians, sportspeople, artists, scholars and community citizens who have given their gifts, expression and dedication. It is, after all, the joy of seeing our students grow and develop that fuels all our endeavours and lights our perpetual educational fire.

In 2010 we will celebrate 40 years as a Catholic Secondary School in the Josephite tradition. Forty years of evolution; forty years of revision, review and renewal. It will be a year of great celebration and recognition. As we leave the verdant, sustainable gardens and sporting fields that are so much a feature of our school and move back towards our gates, I thank you for taking the time to walk with me around this amazing place, this hub, this portal into the future. You are welcome to join us in the adventure that beckons, certain in the knowledge that the great pillars of Catholicism and Josephite charism guide our journey into the future.

## Education in Faith

The health of our community can be measured by the way we are with each other. A Jesuit theologian, B. Lonergan, wrote the following: "God made us in God's image, for our authenticity consists in being like God, in self-transcending, in being origins of value, in true love." There are within our community many who are clearly origins of good, of true value, people who remind us daily of our call from God to become reflections of God's grace for each other. This, we believe, is the mark of a true Catholic community, and Mary MacKillop would be very happy with the efforts of so many to embody the Gospel.

### Goals and Intended Outcomes

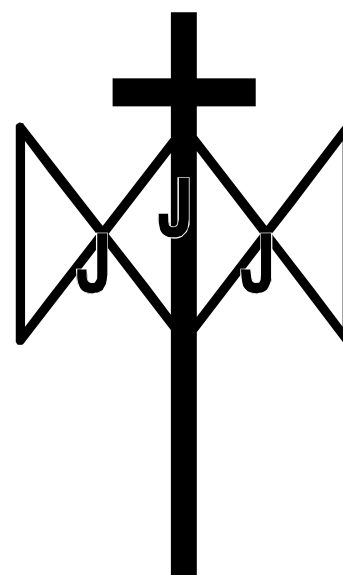
Education in faith:

- attends to literacy in faith;
- creates opportunities for prayer and liturgy;
- encourages staff to become accredited to teach in a Catholic school;
- ensures the symbols of faith are reminders of God's presence;
- works with the local parish.

### Achievements

*Activities related to the Catholicity of our College which 'add value' to the achievement and spiritual development of our students:*

- College based liturgies e.g. Opening School Mass, Year Level Liturgies, whole school liturgies, Staff liturgies
- Involvement in colloquiums and immersion in the spirit of Mary MacKillop
- Mary MacKillop Heritage Centre – whole staff professional development
- World Youth Day, Sydney 2008 – staff and student representation
- Commitment to the Association of Josephite Affiliated Secondary Schools (AJASS)
- Year 7 – 12 Religious Education Programs
- Support for volunteer/community organisations e.g. Caritas
- Community service programs
- Retreat programs at Years 7 – 11
- Staff and student gatherings for morning prayer and celebration of important feast days
- Implementation of Religious Education unit planners which support literacy in faith and liturgy
- Active promotion of staff to be working towards Accredited to teach in a Catholic School and to teach Religious Education



## Learning and Teaching

MacKillop College offers students a broad, comprehensive and well-balanced curriculum. We believe that all students have a right to education freely, equally and with concern shown for their individuality and personality. School curricula, therefore, needs to provide for and encourage the full and rounded development of all students.

We are committed to each student’s intellectual, emotional, spiritual, physical and psychological growth and well being. Our curriculum must be based on:

- The latest educational research and literature; and
- The best teaching and learning practices.

MacKillop College continually reviews its curriculum to ensure the best pedagogical framework while attending to the demands of the Victorian Essential Learning Standards (VELS). We ensure all of the standards are assessed in a rich differentiated curriculum.

### Goals and Intended Outcomes

Effective learning and teaching:

- is founded on an understanding of learning and the learner;
- requires active construction of meaning;
- enhances and is enhanced by a supportive and challenging environment;
- is enhanced through worthwhile learning partnerships; and
- shapes and responds to social and cultural contexts.

### Achievements

Key Student Outcomes	Test	2007	2008	2009
Proportion of students meeting national minimum standards (NAPLAN)	Year 7 Reading	95.1%	98.7%	94.4%
	Year 7 Writing	100%	97.4%	95.5%
	Year 7 Spelling	Not Applicable	94.7%	92%
	Year 7 Grammar & Punctuation	Not Applicable	95.1%	96.8%
	Year 7 Numeracy	83.3%	98.4%	95.2%
	Year 9 Reading	Not Applicable	97.6%	93.3%
	Year 9 Writing	Not Applicable	92.1%	92.5%
	Year 9 Spelling	Not Applicable	93.9%	92.6%
	Year 9 Grammar & Punctuation	Not Applicable	96.3%	91.1%
	Year 9 Numeracy	Not Applicable	98.2%	97.7%
Changes in proportion of students meeting National Minimum Standard from previous year	Year 7 Reading	1.6%	3.6%	-4.3%
	Year 7 Writing	0.7%	-2.6%	-1.9%
	Year 7 Spelling	Not Applicable	Not Applicable	-2.7%
	Year 7 Grammar & Punctuation	Not Applicable	Not Applicable	1.7%
	Year 7 Numeracy	5.4%	15.1%	-3.2%
	Year 9 Reading	Not Applicable	Not Applicable	-4.3%
	Year 9 Writing	Not Applicable	Not Applicable	0.4%
	Year 9 Spelling	Not Applicable	Not Applicable	-1.3%
	Year 9 Grammar & Punctuation	Not Applicable	Not Applicable	-5.2%
	Year 9 Numeracy	Not Applicable	Not Applicable	-0.5%

From the aforementioned data one would think that MacKillop College is marginally regressing in its efforts to enable all of its students to be above the minimum standards. The high benchmarks set in 2008 make improvement difficult, but it must be pointed out that it is a different cohort of students from one Year 7 and/or 9 to the next. The most accurate comparison should be drawn from the Year 7s in '07 to the year 9s in 09 because they are the same cohort. Doing this, the results indicate that the students high standards in Literacy are not being maintained (i.e. -1.8% Reading and – 7.5% Writing) yet our Numeracy advances are quite significant (i.e. +14.4%).

Average Standardised Results (2009) (Estimated VELS Equivalent Score)  This item requires schools to report on the median score achieved by Year 9 students in Reading, Writing, Spelling, Grammar & Punctuation and Mathematics statewide tests as assessed by the NAPLAN	Year 9 Reading	5.15
	Year 9 Writing	4.33
	Year 9 Spelling	4.55
	Year 9 Grammar & Punctuation	4.52
	Year 9 Numeracy	4.41
	The median score is the middle score obtained by Year 9 students at MacKillop College, ie when all the scores are ranked from highest to lowest, half the scores will be above and the other half will be below the median. The median score represents the average standard Level achieved by students in Year 9 at MacKillop College. Generally, the median score will be between 4.5 and 6.	
Senior Secondary Outcomes	VCE Median Score	31
	VCE Completion	97.7%
	VCAL Completion	98%
Year 9 - Year 12 Apparent	Proportion of Year 9 students retained to Year 12	82.11%
Post School Destinations	<p>Of the students enrolled in Year 12 in 2009, the following information describes the destinations of students after leaving the College.</p> <ul style="list-style-type: none"> <li>• Apprenticeships/Traineeships      11%</li> <li>• Employment                              7%</li> <li>• TAFE/VET                                  25%</li> <li>• University                                  52%</li> <li>• Unknown                                    1%</li> <li>• Deferred                                    4%</li> </ul>	



Activities related to the additional curricular and extra-curricular activities of our College which ‘add value’ to the achievement of our students:

- Excursions, Year 12 camp and Student Leadership camp
- Outdoor Education experiences
- Student Representative Council (SRC) and Student Leadership groups
- Music events, school musical, Band trip, CD recording and other programs
- Sport activities, carnivals and programs at local, regional, state and national level
- Retreat programs at Years 7 – 11
- World Youth Day 2008 – Staff and Student
- Domain-based special events e.g. LOTE week, Science week, Art Show
- Student Wellbeing Program (Year 7 & 8)
- Whole school celebrations e.g. School Assemblies, MacKillop Day and Speech Night.
- Extensive use of eLearning
- College based liturgies e.g. Opening School Mass, Year Level Liturgies, whole school liturgies
- Debating and Public Speaking
- Special needs and gifted programs
- Year 9 St Mary’s program (integrated and inquiry-based)
- Involvement in colloquiums and immersion in the spirit of Mary MacKillop
- Commitment to the Association of Josephite Affiliated Secondary Schools (AJASS)
- Community service programs
- Year 7 – 12 Religious Education Programs
- Professional learning culture e.g. creating a performance & development culture (Flagship Strategy #4)
- eLearning including strategy plan
- Professional learning modules to support eLearning, learning and teaching

The National Assessment Program – Literacy and Numeracy (NAPLAN) continues in 2010 with MacKillop College students in Year 7 and Year 9 being assessed using common national tests in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. The data from the NAPLAN tests gives MacKillop the ability to compare our students’ achievements against national standards and to monitor their progress over time.

Students at MacKillop generally meet the standards expected of them in all categories of the NAPLAN with results relatively similar to statewide expectations.

Year Level		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2007 Year 7	State median	4.3	4.4	4.2	Not Applicable	4.2
	MacKillop median	4.2	4.5	4.3		4.1
2008 Year 7	State median	4.1	4.2	4.2	4.3	4.1
	MacKillop median	4	4.2	4.1	4.2	3.9
2009 Year 7	State median	4.2	4.0	4.1	4.3	4.1
	MacKillop median	4.2	4.0	4.1	4.3	3.9
2007 Year 9	State median	5.3	5.4	4.9	Not Applicable	4.8
	MacKillop median	5.1	5.2	4.8		4.6
2008 Year 9	State median	5.3	4.6	4.7	4.5	4.7
	MacKillop median	5.1	4.4	4.8	4.6	4.5
2009 Year 9	State median	5.3	4.5	4.8	4.7	4.9
	MacKillop median	5.2	4.5	4.8	4.7	4.6

## Student Wellbeing

The MacKillop College community is unique in culture and character; therefore our pastoral care system is also unique. We take our inspiration from the life of Mary MacKillop and the work of the Sisters of Saint Joseph. Our care for each other is an expression of our Vision and Mission Statements and the ethos of the College. We are all witnesses to the Gospel values of respect, justice and love for our neighbour. Our pastoral care reflects our history, socio-economic circumstances, ethnic mix and culture.

Student Wellbeing is an integral part of the broader school context and MacKillop provides an environment where students can learn, socialise and grow with confidence. MacKillop regards characteristics such as participation, belonging and Gospel values as defining its ethos. Individuals within the school community should view their part in that environment in terms of these traits.

### Goals and Intended Outcomes

To promote and enable:

- A cohesive community with a shared purpose
- Interpersonal and intrapersonal development and perspective which will engender engagement in the learning process and school community
- Effective resilience skills
- Self esteem, spirituality, optimism, autonomy, curiosity, connectedness and empathy

### Achievements

Aspects related to the wellbeing of the student and staff community.

- Introduction of a Wellbeing program as a core component of the College curriculum
- Year 9 resilience program
- Employment of student counsellors
- Engagement of outside resources such as “The Pinnacle of Terror” and mental health services.
- Membership to “Access Services”

Student attendance	The average student attendance rate	95.13%
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*Activities related to the additional curricular and extra-curricular activities of our College which ‘add value’ to the achievement of our students:*

- Retreat programs at Year 7 – 11
- Pastoral Care Program (Year 11 – 12)
- Student Wellbeing Program (Year 7 - 10)
- College based liturgies e.g. Opening School Mass, Year Level Liturgies, whole school liturgies
- Special Needs and Gifted & Talented program
- Year 9 St Mary’s program (integrated and inquiry-based)
- Involvement in initiatives e.g. Beyond the Gatehouse, Beyond Blue
- Guest speakers
- Individual Learning Plans (ILPs), Program Support Groups (PSGs)



## Leadership and Management

The Leadership Team forms a base for the development of educational philosophy pertinent to MacKillop College, in relation to the wider community and State policy. This team plans systematically for future developments at the College

The Management Team is responsible for operational matters pertaining to the College.

### Goals and Intended Outcomes

The Leadership and Management Teams of the College strive to:

- Create an atmosphere based on Gospel values
- Enhance the Catholic identity of the College
- Seek and inspire values that enable the Josephite charism to be strengthened within our College
- Be part of a community where our students are encouraged to accept rights and responsibilities
- Develop Initiatives that are student-driven and supported by the staff of the College
- Encourage students and staff to work actively together
- Provide opportunities for students to showcase their talents at College events and celebrations
- Support outstanding teaching by dedicated and committed staff who continually monitor and revise what and how they teach
- Offer a broad, comprehensive and well-balanced curriculum for all students in comparatively small class sizes
- Facilitate diverse pathways for our senior students in VCE, VCAL and VET programs
- Expand our contemporary and state-of-the-art learning areas, similar to the recent 400 seat auditorium and performing arts complex
- Emphasise digital contemporary learning strategies supported by extensive digital infrastructure
- Foster close links with the local community and raise awareness of local, national and international citizenship and responsibility
- Uphold our strong history of success in sport at local, state and national levels
- Promote a challenging and well-supported outdoor education program designed to develop an awareness of the environment, a personal sense of responsibility, leadership and community spirit
- Groom future leaders who will play a role in building a high-performance learning environment and add value to the college
- Create appropriate strategies associated with complex cultural behaviour and attitudes with the intent of raising the achievements of the college
- Translate strategy into action by:
  - setting clear objectives,
  - aligning the people, the College and the strategy
  - involving the community in the ongoing learning process
  - creating frameworks for others to act
  - remaining focused on the desired outcome

### Achievements

Aspects related to the Leadership and Management. Success within:

- Promotion and development of MacKillop as a Catholic secondary educational institution
- Enrichment of the Josephite Charism in the College
- Vision and Mission Statements
- 2007 and beyond strategy plan
- Infrastructure development and expansion
- Commitment to Leadership Professional Learning
- Leadership evaluations
- Annual review meetings
- Weekly management and leadership meetings
- Direction of the school via focus groups (ARS)

Staff attendance	The average attendance rate per staff member	<table border="0"> <tr> <td>Teaching Staff</td> <td style="text-align: right;">92.61%</td> </tr> <tr> <td>Non-teaching Staff</td> <td style="text-align: right;">96.11%</td> </tr> <tr> <td>All Staff</td> <td style="text-align: right;">93.85%</td> </tr> </table>	Teaching Staff	92.61%	Non-teaching Staff	96.11%	All Staff	93.85%																		
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Staff retention	The proportion of teaching staff retained in a program year from the previous year	87.5%																								
Teacher qualifications	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Level</th> <th style="width: 35%;">This School</th> <th style="width: 35%;">All Schools</th> </tr> </thead> <tbody> <tr> <td>Degree - Doctorate</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0.8%</td> </tr> <tr> <td>Degree - Masters</td> <td style="text-align: center;">11.89%</td> <td style="text-align: center;">12.35%</td> </tr> <tr> <td>Diploma - Graduate</td> <td style="text-align: center;">53.85%</td> <td style="text-align: center;">40.56%</td> </tr> <tr> <td>Certificate - Graduate</td> <td style="text-align: center;">8.39%</td> <td style="text-align: center;">5.07%</td> </tr> <tr> <td>Degree - Bachelor</td> <td style="text-align: center;">90.21%</td> <td style="text-align: center;">76.2%</td> </tr> <tr> <td>Diploma - Advanced</td> <td style="text-align: center;">26.57%</td> <td style="text-align: center;">24.46%</td> </tr> <tr> <td>No Qualifications Listed</td> <td style="text-align: center;">2.8%</td> <td style="text-align: center;">13.89%</td> </tr> </tbody> </table>		Level	This School	All Schools	Degree - Doctorate	0%	0.8%	Degree - Masters	11.89%	12.35%	Diploma - Graduate	53.85%	40.56%	Certificate - Graduate	8.39%	5.07%	Degree - Bachelor	90.21%	76.2%	Diploma - Advanced	26.57%	24.46%	No Qualifications Listed	2.8%	13.89%
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Expenditure and teacher participation in Professional Learning	<p>MacKillop College is a learning community. All teachers are encouraged to partake in College funded Professional Learning activities. Throughout the duration of 2009, staff were exposed to a diverse range of Professional Learning opportunities. Internally, staff were active in “Snapshots of Learning”, which are regularly run of an evening (approximately 30 min duration) of which ICT and eLearning are a major focus.</p> <p>Staff were offered the opportunity to attend “Professional Learning Modules” four times a year. There were 65 modules offered throughout 2009. The following is a breakdown of the Professional learning activities, together with the uptake and their respective category.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Activity Focus</th> <th style="width: 30%;">No. of Staff</th> </tr> </thead> <tbody> <tr> <td>Teaching &amp; Learning</td> <td style="text-align: center;">368</td> </tr> <tr> <td>ICT / eLearning</td> <td style="text-align: center;">73</td> </tr> <tr> <td>Leadership</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Religious Education / Faith Development</td> <td style="text-align: center;">29</td> </tr> <tr> <td>Personal</td> <td style="text-align: center;">63</td> </tr> <tr> <td>Other</td> <td style="text-align: center;">68</td> </tr> </tbody> </table> <p>Throughout 2009, staff at MacKillop were collectively engaged in whole school Professional Learning. Activities included: Mission Statement, Cybersafety, students with Asperger’s Syndrome, an introduction to our Attendance Module etc.</p> <p>Externally, approximately 665 staff have engaged in Professional Learning Activities. The type of Professional Learning is diverse and includes: a course for Incidental Counsellors, leadership skills for new leaders, interpreting the NAPLAN, contemporary learning research project. These vary in duration and include evening and weekend activities.</p> <p>MacKillop College expenditure on external Professional Learning for teachers In 2009 was approximately \$108,730 or \$880 per teacher.</p>		Activity Focus	No. of Staff	Teaching & Learning	368	ICT / eLearning	73	Leadership	6	Religious Education / Faith Development	29	Personal	63	Other	68										
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## College Community

### Goals and Intended Outcomes

Our students will demonstrate:

- Active engagement in socially-just practices;
- Application and evaluation of the tools of learning in all challenging situations;
- An ability to critically and rationally enquire into contemporary issues;
- An ability to critique community and global values from Gospel perspectives;
- Knowledge of the inherent rights and responsibilities of national and global citizens;
- An empowerment with literacy and numeracy skills, that enables them to function within communities and negotiate life long learning;
- An ability to critique and celebrate our heritage and respond to future possibilities;
- Knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle;
- An ecological perspective in responding to cultural and social trends;
- An understanding of the creative dimension of learning and can apply it in a range of areas;
- Recognition, articulation and pursuit of individual excellence.

### Achievements

*Activities related to the additional curricular and extra-curricular activities of our College which ‘add value’ to the wellbeing of the MacKillop community:*

- Support for community activities e.g. opening of Our Lady of the Southern Cross, Bushfire Appeal
- Student Representative Council (SRC) and Student Leadership groups
- Strong links with community agencies e.g. Police, Youth Resources
- Music events, College Musical, band trip, CD recording and other programs
- Sport activities, carnivals and programs at local, regional, state and national level
- Consultation with community focus groups e.g. strategic plan, curriculum review
- Commitment to Parents and Friends Association
- Retreat programs at Years 7 – 11
- World Youth Day 2008 – Staff and Student
- MacKillop Old Collegians Association
- Student Wellbeing Program (Yr 7 - 10)
- Whole school celebrations e.g. School Assemblies, MacKillop Day and Speech Night.
- College based liturgies e.g. Opening School Mass, Year Level Liturgies, whole school liturgies
- Special needs and gifted programs
- Year 9 St Mary’s program (integrated and inquiry-based)
- Involvement in colloquiums and immersion in the spirit of Mary MacKillop
- Community service programs
- Year 7 – 12 Religious Education Programs
- Annual Open Days
- College Year Book, Newspaper articles and monthly newsletters

<p>Parent/Guardian, student and teacher satisfaction</p>	<p>A high level of satisfaction with MacKillop College from the parents, students and teachers is indicated by such things as the:</p> <ul style="list-style-type: none"> <li>• Informal feedback provided by families when interviewing for enrolment</li> <li>• Increasing student enrolments in recent years</li> <li>• Increasing student retention and attendance statistics</li> <li>• Increasing staff retention and high staff morale</li> <li>• Improved attendance numbers at parent/teacher interviews</li> <li>• Involvement in extra curricular and co-curricular activities e.g. MacKillop Day, sports teams, debating teams, SRC</li> <li>• Continuing connections e.g. past students association (Alumni) and reunions</li> </ul>
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## Financial Performance

Financial Performance for the year ended 31 December 2009

Reporting Framework	Modified Cash \$
<b>Recurrent income</b>	Tuition
School fees	3,494,978
Other fee income	410,505
Private income	203,012
State government recurrent grants	2,770,681
Australian government recurrent grants	10,189,474
<b>Total recurrent income</b>	<b>17,068,650</b>
<b>Recurrent expenditure</b>	Tuition
Salaries, allowances and related expenses	13,398,463
Non salary expenses	3,473,247
<b>Total recurrent expenditure</b>	<b>16,871,710</b>
<b>Capital income and expenditure</b>	Tuition
Government capital grants	532,892
Capital fees and levies	1,311,013
Other capital income	34,236
<b>Total capital income</b>	<b>1,878,141</b>
<b>Total capital expenditure</b>	<b>1,135,345</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition
<b>Total opening balance</b>	<b>7,519,758</b>
<b>Total closing balance</b>	<b>6,718,009</b>

Note that the information provided above does not include the following items:  
 System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors.

## Future Directions



MacKillop is a Catholic College in the Josephite tradition.

Inspired by the spirit of Blessed Mary MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society;
- foster leadership by empowering and developing all members of the school community;
- enhance positive relationships in a supportive community by promoting justice and a sustainable future;
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship;
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community.

In this, we seek to be disciples of Jesus, our model for authentic humanity.