



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

MacKillop Specialist School Whittington

2021

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 2021 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 Schools.

07/04/2022

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

Our College 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 2021, the pandemic presented ongoing challenges for our school community with students, families and staff needing to juggle both personal and professional demands. Again, MacKillop Education continued to offer on-site learning, at each campus, while also providing remote learning for families who identified this preference for their child. Despite the ongoing anxiety and the effort to constantly adapt and respond to the changing needs of the school and those in their care, the leaders and staff rose to every challenge, modelling and putting into practice the values that inform our work: hope, justice, collaboration, compassion, and respect. Furthermore, the central premise of our trauma-informed education model, Reframing Learning and Teaching Environments (ReLATE), was also reaffirmed. We were reminded again that adversity, is not the experience of a minority, but rather a reality of being human. ReLATE allowed us to draw on our rich knowledge, skills and understanding ensuring that we kept the child at the centre of our decisions, while attending to the wellbeing of all those supporting the student.

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:

- Developing lifelong learners for a global and dynamic world through evidence-based practice, and connecting learning to students' lives and the ways they learn best
- 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
- Nurturing the faith and spirituality of our diverse school community, through developing a rich understanding of the Catholic tradition
- Enhancing community engagement through effective communication, that centres around student learning and achievement and that inspires hope
- Fostering leadership for learning, with a clear instructional focus and shared responsibility for the improvement of student academic outcomes.

The specific focus goals and key improvement strategies for each sphere in our Annual Action Plan for 2021, meant that there was much to celebrate, including the:

- Development of consistent data collection, analysis, and application practices across the campuses
- Increased participation of students in their goal setting and learning journey and in the school's decision-making processes
- Development and launch of MacKillop Education's new website, enabling for more effective communication with the school community
- Whole-school focus on instructional leadership and targeted professional development, coaching and mentoring
- Review of our leadership structure to meet the changing priorities of the school and increase the opportunities for distributive leadership

- Increased opportunities for staff to participate in prayer/reflection and professional learning to deepen their understanding of faith and spirituality

Living Our Values

Due to the Covid challenges, faced by the school community, our beliefs and values continued to be expressed through our faith in action and daily efforts to care for one another. This took the form of covering school-related costs for some of our senior students, running breakfast programs, providing care packages for families who were experiencing sickness or loss, driving students to and from school when a guardian was not available, delivering school materials if a child needed to engage in remote learning and making our wellbeing team available for the ongoing support of students and families, as the need arose. Each campus also continued to implement their Reconciliation Action Plan, with buildings being named using Aboriginal language, students reading an Acknowledgement of Country at the beginning of each day, staff learning aboriginal words and phrases, film and book groups established to deepen our understanding of aboriginal beliefs and culture and further development of the curriculum, supported by resourcing, to promote cultural safety and understanding.

Growth and Change

In 2021, MacKillop Education continued to see increased enrolments and further expansion to our school program at our Campus in North Caulfield. To cater for our secondary students, into the future, we also applied for VCAL registration at Caulfield, and will be offering this pathway to students in 2022. Across our campuses, targeted interventions were made available to an increasing number of students with a particular focus on literacy, hands-on learning, and the development of social and emotional skills. These priority areas saw the implementation of Multi-Lit, increased access to our Canine Assisted Learning Program, Music and Art Therapy and the ongoing development of curriculum that catered for our kinaesthetic learners.

Despite the disruptions that characterised 2021, MacKillop Education's vision helped us to navigate our way: "...informed by our Catholic ethos and values." we remained "committed to equity and access to learning for all children and young people. Our belief "in the transformative and liberating power of education, supported by a safe community that strives for excellence", meant that we continued to support "every student to flourish and achieve their full potential".

Education in Faith

Goals & Intended Outcomes

Transformative Faith and Spirituality

In 2021, 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.

- All staff working towards accreditation to teach in a Catholic school
- Inclusion of goals, in Work Development Plans, that demonstrated a commitment to deepening knowledge and understanding
- Staff supported to achieve these goals, through supervision, across the year
- Expectations communicated to new staff during orientation at the beginning and throughout the year.

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

- Design PD content and schedule, that will then be implemented at each site.
- Interactive learning sessions for staff.

Achievements

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

- A focus on feast days that celebrated the founding orders of MacKillop
- Prayer and reflection at the beginning of leadership and staff meetings
- Formally progressing expectations and acknowledgement of accreditation for Education Support Staff
- A focus on faith and spirituality was included in the Principal's Message in Newsletters and Staff Memos
- Annual whole staff Reflection Day was held. Positive feedback was received regarding content and goals
- Staff were provided with opportunities for meditation
- Staff timetabled to lead a prayer/reflection time at the beginning of meetings
- Staff were provided with opportunities to share their faith and spirituality.

VALUE ADDED

In addition, MacKillop Education provided the following value to 'Education in Faith' throughout 2021:

- Leaders delivered learning sessions on understanding the Catholic tradition

- During COVID, our school's capacity to be a supportive and nurturing community was strengthened
- Our leaders articulated the priority to care for each member of our community in real and tangible ways
- During COVID, there was a priority given to the need to be grateful
- Partnership fostered with the local parish.

Learning & Teaching

Goals & Intended Outcomes

Excellence in Learning and Teaching

In 2021, 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:

Embed consistent data-driven practices to inform student learning and the implementation of targeted interventions.

- Ongoing development of staff data analysis skills
- Allocation of supported time for staff data analysis
- Developing staff understanding of the Response to Intervention (RTI) framework, supporting targeted Tier 1 curriculum and early identification of students with additional learning needs
- Enriching staff knowledge on the Science of Reading and Learning to foster high quality, research-based instruction and universal screening of all students occurs at the Tier 1 level
- A practice of designing and implementing informed, targeted interventions

Increase student voice and learning success, through individualised and negotiated SMART goals.

- A practice of effective consultation when creating and reviewing IEP goals

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

- A consistent MacKillop Education visual identity
- Increase effectiveness of communication of L&T changes to stakeholders
- Implement the new School Report

Achievements

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

- 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
- Whole-staff professional learning on Instructional Leadership, including use of the AITSL Self-Assessment Tool to review teaching practice and plan future professional development
- Review and development of a new 'Learning and Teaching Policy'
- Development and implementation of an evidence-based reading assessment schedule

- Improved Individual Education Plan goal consultation with students and guardians
- Development of a new school website
- Development of an improved Student Semester Report to communicate individual student learning progress

STUDENT LEARNING OUTCOMES

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

- Daily phonics lessons in all classrooms
- Individualised learning interventions for students requiring extra literacy support
- A COVID-safe Bittersweet Café, run by VCAL students
- Community engagement activities for students of all ages
- Structured water safety program for primary and secondary students
- 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
- Continued face-to-face learning program throughout COVID lockdowns
- Remote education for students who were unable to attend during COVID lockdowns.

Student Wellbeing

Goals & Intended Outcomes

Authentic Voice and Agency

In 2021, 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:

Increase student voice and learning success, through individualised and negotiated SMART goals.

- A practice of effective consultation when creating and reviewing IEP goals

Develop student confidence to realise their capacity to participate in decision-making processes and influence outcomes.

- A practice of capturing authentic student voice

Achievements

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

- Improved Individual Education Plan goal consultation with students and parents/carers
- Enhanced staff's capacity to chair effective Student Support Group (SSG) meetings
- Reviewed and consulted, regarding the redevelopment of the SSG meeting agenda
- Increased student input in key school decisions, through student voice forums and student leadership meetings
- Increased student voice in school assemblies
- A 'leading team' formed to develop a new 'Respectful Relationships' scope and sequence
- Structured 'Resilience Rights' and 'Respectful Relationships' programs taught in every classroom
- 'Positive Education' practices embedded, with a whole-school focus on 'perspective' and 'kindness' throughout 2021
- Student well-being considerations, identified in all lesson plans
- Implementation of a new online Wellbeing Assessment Tool, to capture improved student wellbeing data
- Building of new senior classrooms, to meet the learning needs of students
- Installation of new playground equipment to assist outdoor stimulus and emotional regulation

VALUE ADDED

In addition, MacKillop Education provided the following value to '*Student Wellbeing*' throughout 2021:

- Expansion 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 Educational Psychologists and provisional 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

STUDENT SATISFACTION

Overall, students' satisfaction levels were positive. Despite students reporting that they tired of COVID restrictions, that limited their interactions and movements on-site and impacted the mental health of some students, relationships with staff remained a protective factor. The following data demonstrated:

- 82% of students felt that their teachers were respectful towards them, with the majority also feeling that teachers were genuinely concerned if they were upset
- 59% of students felt that the adults at MacKillop Education give them opportunities to talk about things that worry or concern them.

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.

STUDENT ATTENDANCE

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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	76.6%
Y02	96.9%
Y03	91.3%
Y04	81.6%
Y05	79.8%
Y06	73.0%
Y07	71.5%
Y08	73.7%
Y09	65.0%
Y10	64.1%
Overall average attendance	77.4%

Child Safe Standards

Goals & Intended Outcomes

Authentic Voice and Agency

In 2021, 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:

Increase student voice and learning success, through individualised and negotiated SMART goals.

- A practice of effective consultation when creating and reviewing IEP goals

Developing student confidence to realise their capacity to participate in decision-making processes and influence outcomes.

- A practice of capturing authentic student voice

Achievements

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

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
- Commenced audit of compliance with the new Victorian Child Safe Standards, including identification of new initiatives to be implemented.

Students:

- Continued focus on increasing authentic student voice in the development of learning goals and Safety Plan strategies
- Continued provision of opportunities for student voice and contributions to decision-making, including student voice surveys, student forums, and student counsels
- A student leadership structure which allows students to further develop their voice and agency
- Continued staff analysis and reflection on student wellbeing survey data.

Staff

- Appointed a Child Safety, Quality and Compliance Coordinator
- Mandated Child Safety training for staff focussed 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
- Enhanced staff capacity to chair effective Student Support Group (SSG) meetings through professional learning and the development and implementation of an improved SSG agenda
- Provided 'Positive Education' professional learning to staff

Leadership & Management

Goals & Intended Outcomes

Effective Instructional Leadership

In 2021, MacKillop Education continued our commitment to fostering leadership for learning, with a clear instructional focus and shared responsibility for the improvement of student academic outcomes. We demonstrated this commitment by working towards the following outcomes:

Develop a whole school understanding and practice of Instructional Leadership.

- A whole staff understanding of Instructional Leadership
- Identifying whole school goals for Instructional Leadership
- Identifying current distributive leadership opportunities for staff
- An embedded practice of developing the leadership skills of all staff.

Achievements

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

- Began developing a shared understanding of Instructional Leadership, through a series of professional learning sessions
- Explicit teaching and modelling of instructional leadership by leaders
- Strengthening our culture, as adult learners, to include vulnerability, reflection, and celebrating the value of each staff member
- The Local Leadership Team at each campus timetabling and prioritising an 'on-the-ground' approach
- The preliminary planning of an Instructional Leadership staff handbook
- Planning to further implement and embed the school-wide instructional learning walks.

In addition, MacKillop Education provided the following value to 'Education in Faith' throughout 2021:

- On various days, staff were invited to "Shout Out" observed positive and celebratory teaching/learning behaviours by colleagues
- Professional readings and resources were shared amongst leaders and with staff
- A cross-section of staff were enlisted to contribute to new initiatives and planning, drawing upon strengths and interests
- COVID provided formal leaders with opportunities to contribute their own teaching/learning ideas to planning
- During COVID, formal leaders were called upon to teach, model and support students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

In 2021, MacKillop Education staff engaged in the following professional learning activities:

- Science of Reading and Literacy development
- Individual and small group reading intervention: MultiLit
- Data Analysis and the Learning Cycle
- Introduction to the new MacKillop Education School Report
- Positive Education
- Instructional Leadership
- Leading Teams: Effective Teamwork and Leadership
- Accreditation to Teach in a Catholic School: Aboriginal and Personal Spirituality
- First Aid, CPR and Anaphylaxis
- Sanctuary: Trauma-informed care framework
- ReLATE Education Model
- Therapeutic Crisis Intervention for Schools
- Cultural Awareness training
- Mandatory Reporting
- Disability Standards for Education.

Number of teachers who participated in PL in 2021	80
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

MacKillop Education's annual staff survey showed that teachers' perception that students are physically and psychologically safe, whilst at school, has increased by four percent. Almost seventy percent of teachers perceive the school leadership team to be effective and that MacKillop Education have a coherent school improvement strategy. Teachers' overall perception of working together to improve learning and teaching and the capacity to collaborate effectively, has increased by ten percent.

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 Plan', explicitly linked to the school's values, 'Annual Action Plan' and 'Reconciliation Action Plan', as well as their professional aspirations.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	4.3%
Graduate	4.3%
Graduate Certificate	8.7%
Bachelor Degree	21.7%
Advanced Diploma	13.0%
No Qualifications Listed	78.3%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	38.1
Non-Teaching Staff (Headcount)	47.0
Non-Teaching Staff (FTE)	46.3
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

Collaborative Partnerships for Learning

In 2021, 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.

- A consistent MacKillop Education visual identity
- Increase effectiveness of communication of Learning and Teaching changes to stakeholders
- Implementation of a new student report

Achievements

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

- Development of a new school website, through a process that included stakeholder consultation, to improve community access
- Initiated a process of engaging a Learning Management System provider, to create improved access for students, parents/carers, staff, and other key stakeholders
- The creation of a new summative Student Report, in consultation with key stakeholders
- Students, staff and the wider community maintained resilience and collaboration through the ever-changing challenges presented by COVID-19.

VALUE ADDED

In addition, MacKillop Education was able to provide the following valuable community activities throughout 2021:

- Onsite celebrations resumed as COVID restrictions eased, including assemblies, student graduations and community Christmas events
- The Celebrating Young People's Achievements (CYPA) events, held at the end of the year, allowed parents/carers to visit classrooms and see student learning in context
- Assemblies (both online and in person, as allowed) focused on student success and growth, despite adversities in the wider community
- Provision of online wellbeing resources, aimed at supporting the community through COVID
- Parent/carer dinners and activities aimed at building connection and safety
- High levels of engagement in community surveys, with encouraging results

- Face-to-face professional learning re-commenced.

PARENT SATISFACTION

MacKillop Education's 2021 parent/carer survey showed parent/carer satisfaction in the school increased significantly over the previous three years. More than sixty percent of parents/carers stated that they are partners with MacKillop Education in their child's learning journey. Three quarters of parents/carers perceive that MacKillop Education meets the developmental needs of their child.

Parents/carers 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 eighty-five percent of parents/carers 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 engagement activities:

- Monthly 'Strengthening Parent/Carer Supports' sessions, focussed on providing information and support for parents and carers who have a child with a disability or developmental delay
- Information and parental support sessions, during the Year 6 to 7 transition process
- Parent/Carer evenings, focussed on strengthening parental and school community partnerships

Future Directions

MacKillop Education continues to experience growth and development in response to the needs of both the existing and broader community and this informs our future planning.

In Geelong, we are hoping to build a new Primary School to ensure we are providing a learning environment that reflects best practice in learning and teaching. This will also enable us to create greater separation between our primary and secondary school and increase access to our program for students at risk. At our Caulfield Campus, there will be significant work undertaken to upgrade our existing facilities; and, to cater for our senior secondary students we are hoping to receive a grant that will enable us to provide a dedicated VCE Learning Centre, in 2024. Furthermore, discussions considering the opening of further schools in regional Victoria and New South Wales are under way; having been initiated by Catholic Education Ballarat, a regional Parish, and a religious congregation. We are anticipating that these plans will advance in 2022.

In addition, to our work in schools, we are also providing education support to over 200 children in out-of-home care, across different regions. Our Canine Assisted Learning Program will be expanded in 2022, and offered in Barwon South, and the Eastern and Southern regions. We are hopeful that another very successful Paw Pals campaign, will allow us to extend our reach even further, and offer the program in Ballarat.

Excellence in Learning and Teaching

In 2022, our focus for Learning and Teaching will be to continue to increase staff knowledge and understanding of High Impact Teaching Strategies (HITS). Ongoing professional learning will allow us to introduce a whole-school literacy intervention, Sounds Write, a systemic, synthetic phonics program. In addition, identified students will also access further support through Multi-Lit and/or a play-based learning intervention or social and emotional skill development program.

Transformative Faith and Spirituality

MacKillop Education accepts referrals from all catholic, government and independent schools, and therefore our priority for the Religious Dimension next year, will be to include into the curriculum, explicit teaching of key events in the liturgical year. In supporting staff, we will continue to provide opportunities for prayer, reflection, and dialogue about matters of faith and spirituality.

Authentic Voice and Agency

We have been embedding the Respectful Relationships curriculum, at each campus, over the last few years. Our Student Wellbeing intention for 2022, is to develop a whole-school scope and sequence supporting students to develop strong and positive relationships and increasing awareness of issues related to their own health and wellbeing. We will also integrate our ReLATE model into curriculum planning making links explicit for both staff and students, and further embedding practice that increase student voice and agency. Another priority goal, next year, in preparation for the new Child Safe Standards will be to audit our current practices, identifying strengths, areas for development and opportunities for innovation. This will lead to the development of an action plan to ensure we are working towards compliance, as required.

Effective Instructional Leadership

Instructional Leadership will continue to be our focus next year for the sphere of Leadership and Management, and after consultation with staff, we will identify and implement a particular dimension of this practice each term. We will visually map the instructional learning that has taken place, continuing to make explicit the goals identified in our Annual Action Plan. While continuing to recognise the leadership qualities of all staff, further opportunities for staff interested in moving into a formal leadership role will arise, as our schools continue to grow, and our enrolments increase.

Collaborative Partnerships for Learning

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, on a platform that is efficient and user-friendly. An extension of this work will be the installation and set-up of a learning management system. This will allow the learning partnership between school and home to be strengthened, with families and carers having access on-line, to all aspects of their child's learning journey. At the same time, as we are providing an opportunity for staff to gain formal accreditation in our trauma-informed education model, ReLATE, we are also planning to offer parents/carers the opportunity to learn more about our model.

All the work we do, at MacKillop Education, is only possible because of the passion and dedication of our staff and the ongoing support of students, families, and carers. I continue to be inspired by all that can be achieved when we work together to ensure that every child in our care flourishes in every aspect of their life and learning.