

School renewal and improvement report

informed by TCS Quadrennial School Review



**MARY
MACKILLOP
CATHOLIC
COLLEGE
HIGHFIELDS**

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Introduction

The School Renewal and Improvement framework describes Toowoomba Catholic Schools (TCS) commitment and approach to progressive, incremental improvement. The Framework describes a four-year cycle during which each school community examines its current achievements and performance, consults widely about its aspirations, establishes priorities for the foreseeable future and undertakes regular checks to monitor progress.

To assist the community in this cycle each school undertakes a quadrennial school review, based on the Catholic traditions of renewal and subsidiarity. This review is facilitated by the Toowoomba Catholic Schools Office (TCSO) and provides reliable, up-to-date and timely information to the community to inform strategic planning. The quadrennial school review is one source of data available to the College community to monitor progress and set goals for the future.

The strategic planning process rightly sits with each local school community, which operates within the broader system of TCS. Local school strategic planning is complementary to the TCS Strategic Plan. This connection ensures that each school contributes to, and benefits from, the larger system.

This four-year cycle has been the catalyst for significant growth and improvement in staff knowledge and expertise and student learning and achievement in all schools. It is another indicator of the mature and focused professional learning culture which is a feature of TCS.

Dr Pat Coughlan
Executive Director: Catholic Schools
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Methodology

The quadrennial school review was conducted on 21-24 August 2023 by the review team comprising

- Madonna Sleba, Director: Education Services
- Chris Golightly, Senior Education Leader
- Libby Rosentreter, Principal Good Samaritan College, Toowoomba
- John Coman, Consultant.

The review consisted of structured interviews with the following college community members.

- principal
- seven leadership team members
- 11 middle leaders
- 48 teachers (many of whom are current parents)
- 32 school officers (several of whom are current parents)
- 37 students
- 11 parents who are not employed at the College
- parish priest

Purposes

The purposes of the TCS quadrennial school review are

- a. to engage the College community in a process of self-reflection and continual renewal
- b. to ensure the College review focuses on the quality of teaching and learning
- c. to provide the College community with an opportunity to participate in a thorough reflection on their school's effectiveness
- d. to provide an external team perspective including findings and improvement strategies to affirm and improve teaching and learning.

School Renewal and Improvement (SRI) domains and components

The reference document for the review is the TCS School Renewal and Improvement framework. The four SRI domains from the Framework provide the structure for the review and future planning.

Domain 1 Engaged students learning

The College is motivated by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents/legal guardians. There is a strong collegial culture of mutual trust and support among teachers and College leaders and parents/legal guardians are valued partners in the promotion of student learning and wellbeing. The College works to maintain a learning environment that is safe, respectful, tolerant, inclusive and intellectually rigorous with a focus on evidence-based practice.

Domain 2 Being distinctively Catholic

The College is explicitly Catholic in inspiration and nature. Staff, students, and parents/legal guardians come to learn about and from the richness of the Catholic story, heritage and charism. In collaboration and partnership with families and parishes, the college prepares young people to live as Christians in the world. There is an expectation and desire that Religious Education engages students in thinking critically about their spiritual journey and a distinctive Catholic culture permeates the college and helps prepare students for a hope-filled future. The Catholic traditions of valuing academic learning is clearly present in the college, including in Religious Education, which is taught and assessed with similar rigour to all other subjects.

Domain 3 Using resources wisely

The College applies its resources (staff, time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has college wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the college to respond appropriately to the needs of individual learners.

Domain 4 Valuing our people

All staff are valued as the single most influential factor on the success of students at the College. Staff are knowledgeable about college-wide approaches, programs and expectations and supported in practical ways to develop and strengthen capabilities to be the best at what they do. Staff are supported to integrate high impact teaching strategies and personalised learning approaches which enhance student voice, choice and agency in every lesson and classroom. There is a strong sense of confidence and purpose in the way people go about their work and a genuine commitment to the College's Strategic Plan and Annual Action Plan (AAP).

School context

Motto, vision, mission and crest

COLLEGE MOTTO

Celebrate God in all things

WHAT WE SEEK

We seek to form young people who are active in all areas of learning. We see a world with complexity that necessitates a focus on the wellbeing and emotional resilience of young people. We seek to consciously support our students to navigate this world through the development of the 21st Century skills of critical and creative thinking, collaboration, communication, and social skills. We want them to be empathetic and committed to a deep sense of service to the community, particularly the vulnerable, inspired by the Gospel and Josephite tradition.

OUR VISION

To be a Catholic school that cultivates a standard of excellence in holistic education through the development of people who take ownership of their learning and contribute to the wellbeing of the College community.

OUR MISSION

St Mary of the Cross MacKillop was a courageous pioneer and visionary leader. She established a new religious order of sisters and led a radical new approach to education in Australia. While embracing the poorest and most marginalised, she also displayed extraordinary courage and strength of character.

Following her example and continuing her legacy,

We are a community that welcomes all in the name of Jesus Christ, strives to develop the potential of each individual, responds to the needs of others, has a simplicity of lifestyle and has a special concern for and response to those most in need.



School context, history and Catholic identity

Mary MacKillop Catholic College (MMCC) provides Catholic witness in the Josephite tradition via a P-12 education to the community of Highfields and its hinterland. The College takes inspiration and example from the founders of the Sisters of St Joseph of the Sacred Heart, St Mary of the Cross MacKillop and Father Julian Tenison Woods.

The specific spirituality of the Josephite sisters is animated at a P-12 level by the six Ps of the Sisters of St Joseph. These are Prayer, Passion, Possibilities, Practical Action, Partnership and Perseverance. Meditation on these as calls to service, engagement with the vulnerable and marginalised and reflection on the self provides a space for the Holy Spirit to dwell amongst the 891 students from Prep to Year 12.



The College was established as a single-form primary school in 2003. It grew to be the largest primary school in the Toowoomba Diocese, and it was decided to expand provision to Year 12 in 2015. This expansion experienced challenges, particularly in the initial stages, and the growth of the College stalled. The years 2019-2023, however, have seen rapid and sustained College improvement. Targeted work enabled greater fiscal controls, the establishment of a strong and diverse Senior college curriculum and the recruitment of outstanding staff at all levels of the College. An explicit focus on outstanding teaching and learning, the wellbeing of the whole child and an unapologetic pursuit of dignity and fullness of life within the Catholic tradition have supported a recent significant increase in enrolments.

The leaders of the College are very aware that they have just begun the journey of improvement, and one of their goals is to consistently have progress in external assessments above the average of similar colleges. Work now will also focus on embedding strategic approaches to vulnerable learners, and to consolidate P-12 approaches to leadership and management of what is a large and disparate campus.

The College is proud of its standing in the Highfields community and celebrates its aspiration to be recognised nationally as a beacon for a lived, recontextualised and vibrant Catholic identity, based firmly in the Josephite charism. It looks forward to sustaining close links with its parish in developing a centre of faith-filled aspiration, education, witness and mission.

The first SRI review took place in 2018. Subsequently the College published the report and developed a new Strategic Plan and subsequent Annual Action Plans (AAP). A new Strategic Plan was developed for 2021-2024. The report from the current review will inform the development of the next Strategic Plan.

Prologue

Over the three days of the review, the review team discerned some major themes emerging that are related to all four of the domains in which the findings and improvement strategies are discussed in the report below. The review team believes that it is beneficial to state these here before the full report is read.

In the five ensuing years since the last SRI review, there is much to celebrate in what has been achieved at the College.

A continuing theme is the appreciation of the informed and committed strategic planning of the Principal and Executive Leadership Team (ELT) in implementing the improvement strategies of the 2018 SRI Report, developing, and implementing the subsequent 2018-2020 and 2021-2024 School Strategic Plans and the ensuing AAP. All stakeholders acknowledge and appreciate the commitment and hard work of the College leadership and staff to build the College community and enhance its reputation in the community to the high levels of esteem it enjoys today.

As a result of the excellent work done in developing and implementing both the Wellbeing and School Learning Frameworks, there is a commonly used language that is understood by staff, students, and parents alike. This is a significant foundation in further building the emerging P-12 conceptual and operational framework of the College. Furthermore, the deepening understanding and embedding of the Josephite charism are woven throughout this narrative.

There is a very significant positive staff culture that is described as accepting, respectful, generous, and professional. Their overarching approach is to invite students to work and participate rather than coerce them. This has resulted in the students choosing to be engaged in all that is on offer at the College. The students very much appreciate this and as a result are generally compliant and well-behaved. The students also describe the student culture as open and accepting.

All of this has happened in the context of a rapidly growing College enrolment, especially in the last two years with continued enrolment growth into the near future. Staff, students, and parents alike voice caution that as the College continues to grow, it is imperative that while there is a need to plan for the human, physical and financial resource required to service this growth, it is also important that there is strategic planning to ensure that the existing positive College culture is maintained.

The review team suggests that these overarching themes be kept in mind while reading the findings and improvement strategies in the four domains that follows.

Findings and improvements strategies

Domain 1 Engaged students learning

- 1.1 Know the students and develop expert learners
- 1.2 Know the curriculum and lead effective teaching
- 1.3 Use high impact teaching strategies that personalise and connect learning
- 1.4 An explicit improvement agenda
- 1.5 Embedded practices
- 1.6 Analysis and discussion of data
- 1.7 Cohesive staff knowledge

Findings

MMCC is renowned for its commitment to fostering engaged students and promoting a dynamic learning environment. Staff report that at the core of their educational approach lies the belief that active participation and student engagement are fundamental to meaningful learning experiences. The investment of staff in knowing their students is evident in the high-quality teaching and learning programs.

One of the key findings contributing to engaged students at MMCC is the emphasis on student-centred learning. Across the secondary college years, Senior Education and Training (SET) planning meetings, regular check-ins and annual plans for students are highly valued by students and parents in recognising that every student is unique, with different learning styles and interests. As a result, students report that teachers employ a variety of instructional strategies and innovative techniques to actively involve students in the learning process. This includes project-based learning, group discussions, hands-on activities, and technology integration.

Furthermore, MMCC encourages a collaborative and inclusive culture, where students are encouraged to express their ideas, share perspectives, and engage in respectful dialogue. The College promotes a sense of belonging and provides a safe and supportive environment for students to take risks and explore their potential. The extra-curricular activities on offer, such as various sports, the arts and academic clubs generously provided by teaching staff, are valued by the students and enhance their interests and passions.

Many secondary staff affirm that effective recruitment and retention of knowledgeable and expert teachers have significantly contributed to collegiality and the collaborative culture of staff and students. The quality of teaching and the effective engagement of students are evidenced by the impressive Year 12 performance data.

The College also emphasises the importance of real-world connections and practical application of knowledge. Students are exposed to authentic learning experiences that bridge the gap between theory and practice. Excursions, year level camps and community service projects are integrated into the curriculum, enabling students to engage with the world beyond the classroom walls.

Overall, the focus on student engagement at the College cultivates a love for learning, critical thinking skills and a lifelong passion for knowledge.

You have to work. There is an attitude of doing work because you should. Teachers will help when you need it. They are approachable, not scary, and they encourage you to ask for help. At the same time, we know about the learning pit and what to do when we are struggling with learning. The teachers instil in us to take our own ownership of learning – this is good preparedness for Senior. (Year 9 student)

Learning support

The learning support team is held in high esteem and significant improvement in processes has seen an increase in regular and timely support for students. The teaching staff across Prep to Year 12 have invested time in recording Personalised Planning for Learning, ensuring student adjustments provide access to the curriculum. Staff are to be commended for their thorough moderation processes in place to capture the Nationally Consistent Collection of Data (NCCD). Staff are very well educated in the relevant processes and are provided with the opportunity to develop an understanding of NCCD processes.

Several staff express concern that at the point of enrolment, college leadership need to consult with the Learning Support Teachers to determine if the College can reasonably support and resource students additional learning requirements for the duration of their enrolment. Utilising the expertise of the TCSO Inclusive Education team component of Education Services team is intended to enhance the support of students with learning needs.

The College's approach to learning support is centred on the class teacher, who receives advice from the LST to support the learning of students with additional requirements. These students are catered for in classes, often working individually with the classroom teacher and school officers. School officers are seen as a valuable resource in support of the students' learning.

It is clear that there are learning support processes in the College that will benefit from initiatives toward greater effectiveness and efficiency. Communication of students' additional needs to relevant staff is seen to have the potential for improvement. The ELT are working with the learning support team to enhance the areas identified.

Collegiality

At MMCC teachers witness the extraordinary power of collegiality every day. Through their unwavering commitment and collaborative spirit, they create an educational environment that aims to foster growth and success for every student. United by a shared vision, they believe in the collective ability to make a difference. Their tireless efforts, coupled with a strong support system, empower students to reach their fullest potential. As a result, the College thrives on a culture of mutual trust, encouragement, and resilience. Teachers at the College exemplify the transformative impact of collective efficacy, shaping lives and nurturing a community of lifelong learners.

Collegiality among staff at the College is amazing. You can call on anyone for assistance. There is lots of collaboration and sharing. I hope we don't lose it as we grow.(Teacher)

Students are engaged and teachers provide a wide range of opportunities. Staff are approachable by all members of the community. The students can all find a home in the school. It has a good communal feel.(Teacher)

Teaching and learning

Staff plan comprehensively for the provision of constructing learning experiences that are accessible, engaging and challenging for all students. At the same time, teachers mention they would be most appreciative of an increase in collaborative planning time with their teaching teams. Many teachers report that they meet in their holidays to plan units of work as there is little time to collaboratively plan together in the busyness of the College term.

Secondary staff report that they use various systems to record their planning in the Senior years. Teaching staff suggest that there is a real need for clarity and consistency of planning expectations and an agreed centralised record keeping system to be used.

Teachers are committed and consistently work to ensure that all students are appropriately engaged in lessons to meet the students' learning needs.

Data

Over the last five years the College has taken on several College and system-wide projects, namely the Reading Improvement Strategy (RIS), Write that Essay (WTE), Inspire Maths Program and Illuminate Religious Education. The observations of the review team and feedback from stakeholders, as well as the obvious evidence in the data, show each priority has enhanced teacher practice across the primary and secondary sectors and has been extremely impactful on student learning over the past five years.

Teachers and the ELT are using data from a number of sources that inform their work. Key data sets are collated including quantitative point-in-time tests such as

- the Progressive Achievement Testing - Reading (PAT-R)
- the Progressive Achievement Testing - Maths (PAT-M)
- the National Assessment Program - Literacy and Numeracy (NAPLAN) Years three, five, seven, nine
- Reading Improvement Strategy (RIS) data
- Australian Tertiary Admission Rank (ATAR)
- Queensland Certificate of Education (QCE) scaling data.

Qualitative professional judgements and observations assist staff to know their students' capabilities and translate that knowledge into quality teaching practices. Members of the ELT share that they have developed confidence in their data literacy levels and in their capacity to utilise the data to support teachers in informing their planning and teaching. Teachers clearly use student data and their professional judgement in devising personalised lessons and differentiated assessment tasks for their students. Students affirm that they can see this happening in their classes as teachers adjust assessment to suit the students' learning needs.

The College also has data walls that are regularly updated showing NAPLAN performance, RIS data (achievement vs progress) and Student well-being tier support. These walls serve as points of collaboration and discussion to support the learning and engagement needs of students.

From Prep to Year 12 the Be You program data is collected twice yearly, triangulated with NCCD, learning support intervention, report card grades (literacy and numeracy) and the Planning for Personalised Learning information. This informs the development and implementation of Tier two groups. All Tier two intervention groups are provided with supporting information from parents and staff support.

The data is collected via the Toowoomba Catholic Schools Power Business Intelligence (BI) application. Many staff overwhelmingly comment that the added value in supporting students' engagement and well-being is due to the consistent and ongoing triangulation of inclusion, progress and attainment data to augment data sets and inform proactive intervention for students.

Teachers clearly use student data and their professional judgement in devising personalised lessons and differentiated assessment tasks for their students. Students affirm that they can see this happening in their classes as teachers adjust assessment to suit their learning needs.

Improvement strategies

- Review current enrolment procedures to ensure that students have equitable access to College resources and facilities during their course of enrolment.
- Continue to improve the effectiveness of the College's learning support processes.
- Investigate and implement future collaborative planning and professional learning for staff.
- Consult with Senior teachers to build an agreed consensus among Curriculum Leaders and teachers for a centralised planning and assessment repository in Years 7-12.

Domain 2 Being distinctively Catholic

2.1 Religious education and pedagogical practices

2.2 Religious life of the school

2.3 The integration of faith, life, teaching and culture

Findings

More than most Catholic schools (and I have worked in a number of them), the College feels like a Catholic school. It's much more than iconography such as the Crosses. The Mary MacKillop charism is present in the College with a strong implementation of Catholic Social Justice Teaching. It is always part of the lesson – justice; doing the right thing - and the students get it. It is common to hear students say when they are asked to consider such issues, 'Oh right; we are in a Catholic school'; and not just in my classes. (Teacher)

Josephite charism

This strong and distinctive Catholic identity expresses itself in a multitude of different ways. The Josephite charism is becoming more widely understood and more deeply embedded within the daily life, thinking and conversation within the College community by staff, students, and parents alike. Iconography symbolising or depicting aspects of the charism are very visible throughout the College. This image is of a significant artwork in the foyer of the Mary MacKillop Centre. The painting depicts the mission of Mary MacKillop in providing education in rural communities.

Strong connections have been made with the Josephite sisters at MacKillop Place in North Sydney, who provide formation in professional learning days at the College. Importantly they provide guidance in developing the underlying documents for formation in the Josephite charism at the College which is used in formation of staff, students, and parents. This is known as the 6 Ps and is represented in the image over the page. It is also the foundation of the College Teaching and Learning Framework which is linked to the TCS Teaching and Learning Framework.

The focus is on the 6 Ps, and it is starting to come through more. It provides a common language that we all use in working together as a team. (Teacher)





PASSION

We strive for excellence, to secure the life and dignity of those we teach.



POSSIBILITIES

We seek to make a positive difference to the lives of our students, particularly the poor and the vulnerable.



PRACTICAL ACTION

We encourage hard work and personal responsibility to participate fully in society.



PARTNERSHIP

We do nothing alone; we work in solidarity with our community.



PERSEVERANCE

We seek to develop strong character and resilience, balanced moral conscience and solid values.



PRAYER

We consciously bring a Josephite dimension to prayer, imitating St Mary MacKillop's tenderness, strength and constancy of faith.

It is evident that this conceptualisation is being engaged with by the community and becoming more deeply and widely understood. Two of this year's student leaders attended the Julian, Joseph and Mary MacKillop (JJAMM) workshop which is a Josephite student leaders' workshop in Sydney with other student leaders from Josephite schools across Australia. This framework is embedded in the senior student retreat experiences and has informed their formation in the charism and its expression in all aspects of College life.

We use the 6 Ps in all our planning. Perseverance is written into all the work set and completing tasks. Being passionate about learning lessons from the past is a key element of our units. Lots of spirituality work is done around how human actions are still reflected in the world today and what we can do to make a difference today.

(Teacher)

More widely, the College hosts spirituality and formation days with other colleges within the Diocese from the Josephite tradition which are very well received.

In 2024 the College will organise and facilitate a Toowoomba-based Josephite Social Justice Day, alongside other Josephite schools from the Brisbane Archdiocese.

The College is a member of the Association of Josephite Affiliated Secondary Schools (AJASS). The Principal has attended meetings for AJASS and will be a member of the inaugural Queensland chapter of AJASS. There is a planned staff visit to Brisbane to walk in the footsteps of Mary Mackillop and visit sites of importance to her story.

This intentional focus on the Josephite charism springs from the 2018 SRI review report findings and suggested improvement strategies, and finds its expression in the 2023 AAP in this priority.

Strengthen our relationships with fellow Josephite schools to best energise our mission in a way that is self-sustaining.

The Principal's commitment to develop alignment of the Catholic identity of the College to an authentic P-12 expression of the Josephite charism, which recognises the dignity of the human person as the essence of Catholic education, is widely recognised in the College community. The Principal passionately articulates and leads the engagement of the College community in this developmental activity. This is underpinned by the quote from Mary MacKillop that sits above the entrance to the Mary MacKillop Centre:

Never see a need without doing something about it

It is evident that the College is working towards finding a balance between prayer, liturgy, and action as a means to express Catholic identity and belonging. The future intent is to continue the work of Middle Leaders and Curriculum Leaders in P-12 in engaging staff to apply Catholic Social Teachings across all Key Learning Areas (KLAs) and subject areas.

Parish connections

The Parish Priest, Fr Brian Noonan, reports that the staff and parish connection is strong, and that the Parish and College identity is a partnership that needs to be nurtured and enhanced. The College is seen to have a good relationship with the Parish and community. Fr Brian feels welcomed at the College and is seen to have a strong pastoral presence at the College. The Parent Engagement Network (PEN) has a Parish member who is seen as an important link to the parish.

Since the shutdown of gatherings with Covid and the restrictions of space as the College enrolment has grown, there have been fewer whole College liturgies and Masses. There is support for investigating further opportunities in the liturgical and prayer life of the College especially in connection with the parish.

Religious Education (RE)

The College's RE program is drawn from the TCS Religion Curriculum. In Years P-6 RE curriculum planning is recorded in the TCS Diocesan Learning Profile (DLP). The School Learning Framework (SLF) recorded in the DLP shows that 2.5 hours per week are allocated to the teaching of RE for Years P-10. The College's Learning Area Program (LAP) recorded in the DLP demonstrates the required coverage of the achievement standards and content descriptors from the curriculum. Unit planning for Years P-6 is recorded in the DLP and for Years 7-10 in the Microsoft application OneNote.

The Assistant Principal Religious Education (APRE) and the Director of Formation meet with RE teachers to discuss RE units targeting alignment between the achievement standards and assessment.

This year the College has participated in the TCS project Illuminate, which is focused on developing the capacity of RE teachers to effectively engage students in the RE curriculum in today's context.

An initial training day was delivered by the TCS Education Officer: Mission and Identity (EO:M&I), aimed at supporting teachers in the planning and delivery of RE units. This project has a focus on developing expertise in the High Impact Teaching (HIT) strategies of the pedagogy of encounter and dialogue in the RE curriculum. The APRE is visiting classrooms to provide feedback to staff on their utilisation of these strategies. The implementation of this project is in its early stages and the benefits of the project are yet to be fully realised by RE teachers and all teachers in the College.

The College encourages and supports teachers to obtain their formal academic qualifications to teach RE. This year (2023) four teachers have completed the Religious Education Accreditation Program (REAP), and another staff member is working towards completing the Graduate Certificate in RE. The review team commends the College on this support.

Service learning

There has been significant activity in embedding service learning in the life of the College including the following

- Development of the student service group Actioning Mary MacKillop Advocacy (AMMA) led by senior students who were in Year 9 when the idea was conceived; these students are now in Year 12. The number of students in this group continues to grow.
- Student formation in social justice and service (via Praxis-Living Water program for Senior RE, AMMA group, connections with social justice organisations and student outreach (Rosie's, Tony's Kitchen and Op Shop, Vinnies Youth); Year 11-12 students attending Josephite Risk and Dare (RAD) conference on advocacy).
- P-6 and senior house service/social justice projects (term by term)
- Students in Year 11 in Ozanam Leadership program (Vinnies Youth) for the past three years.
- Staff formation in-service learning: professional development at the Service Learning Masterclass held by Br Damien Price.

Project Preach the Gospel P-12 Service Learning is a collaborative project of a number of schools in the Diocese with a distinct missiology and approach. This informs the current service learning practice and will be the blueprint for future working.

The intention is that every student from Years P-12 participates in at least one activity of service learning every year.

Improvement strategies

- Continue to develop the College community's understanding of the Josephite charism, embedding it further in all aspects of the life of the College.
- Strengthen the College's links to other Josephite schools.
- Continue to incorporate Catholic Social Justice Teachings in all Key Learning Areas (KLAs) and subjects.
- Continue to foster and strengthen connection with the Parish.
- Further explore the opportunities the TCS project Illuminate presents to enhance learning across the College in all teaching disciplines through its high impact teaching strategies.
- Develop an embedded service learning program that reflects the College values, charism, and RE curriculum in an age-appropriate way.

Domain 3 Using resources wisely

3.1 Human resources

3.2 Physical resources

3.3 Financial resources

Findings

Stewardship

MMCC is working towards catering for the needs of a rapidly growing College community. The review team commends the College for their successful improvement strategies over the past five years. The continual growth of the College and the reputation as a quality educational facility are fruits of a combined team effort during this time. Effective strategic leadership has been identified as a pivotal force behind the improvement agenda.

Many staff refer to their targeted professional learning which involves developing a P-12 approach to positive behaviour, wellbeing and a contemporary Josephite charism. Teachers appreciate the support received from middle and senior leadership and acknowledge the tremendous efforts of learning support personnel and the high level of collegiality which exists across the College.

Workforce planning

The stability of the teaching staff has added to the value of the learning.
(Teacher)

Staff and parents acknowledge the passion and dedication of the ELT members. Both staff and parents are empathetic to the complexities involved in leading a rapidly growing P-12 college and the challenges posed by the current layout of the campus. The view was expressed by several interviewees that increased presence of the Principal and ELT members around the College, particularly in the early years, would foster stronger relationships with students and families.

Key personnel are identified and allocated to ensure continuity and growth of service delivery. When ELT members and School Officers are absent, challenges are reported in the management of wellbeing and behaviour matters.

Staff acknowledge that the current teacher shortages and recent relocation of ELT members have created a disruption to normal operations. Some concerns are expressed regarding the perceived transparency of internal recruitment and appointment processes.

Equitable allocation of resources

Due recognition from staff and parents of the College's improvement agenda and continual effort to cater for the demands of a growing community is evident. Questions have been raised over the need for further expenditure on marketing initiatives given the continuing positive trend of student enrolment.

Strategic planning at the College includes continual monitoring of enrolment trends and patterns to ensure it can adequately cater for the student population and respond to the emerging needs of the community as student demographics change. It is noted that acute focus on financial planning and annual expenditure is a major focus to assist with building and plant upgrades necessary to meet the demands of enrolment growth and demographic changes.

Physical resources

The Principal and ELT are praised by staff and parents for their astute and collaborative efforts in their strategic approach. A well-developed Masterplan documents the provision of new and refurbished facilities and resources for future needs.

Staff and parents identify the need for the College to develop the site to accommodate current and future growth. Some express concern around the constraints on expenditure in the following areas.

- teaching resources
- support of inclusive initiatives and practices
- installation of air-conditioning
- improved cleaning
- the use of Sentral for purchasing resources

The majority of interviewees perceive the recent development of Fitzroy Oval as a worthwhile and desired resource for the College. The provision of this quality playing field has not only increased access to various physical pursuits but has enhanced the profile of the College in the wider community.

I really enjoy our grounds. It is a pleasing environment to work in and I love that there is a continuous improvement plan in place to support us as we grow. (Teacher)

Improvement strategies

- Continue to effectively communicate strategic intent, marketing strategy and master planning to reassure the College community that resourcing is well targeted and will cater for future needs.
- Review year level budget allocations and purchasing procedures to seek greater efficiency and expediency in the process.
- Review learning support provision in response to the increasing enrolments of students with additional needs.
- Develop a timeline for the current master planning process to support the gradual introduction of air-conditioning to learning spaces.

Domain 4 Valuing our people

4.1 Goal consensus

4.2 Empowerment

4.3 Supportive leadership

4.4 School and community partnerships

Findings

Community members overwhelmingly report on what they see as the impressive improvement agenda of the ELT in recent years.

The Leadership Team has shown great strength and fortitude in transforming the College over the past five years. (Teacher)

Parents and staff also consistently commend the ELT for the collaborative way in which the Strategic Vision for the College has been developed and enacted. This is viewed as being central to the growth and improvement of the College over the last few years.

The profile of the College in the wider community is exceptional, with the arts, sport and careers education identified by many as significantly contributing to the positive profile of the College. Staff collectively speak of a positive, supportive and collegial working environment.

This school has quality, committed teachers who genuinely care about one another and who are invested in great outcomes for their students academically, socially and emotionally. (Teacher)

Relationships and wellbeing

Relationships are a clear priority at the College with staff, students and parents consistently sharing that they enjoy coming to the College each day to a community of people who support and nurture them. All community members describe the staff as being committed, high performing and uniformly invested in positive learning and achievement for their students.

- *The best thing about this school is the support received from teachers. (Parent)*
- *The support for my child is second to none. (Parent)*
- *Students have a larger voice in what happens here than at other schools. (Student)*
- *Children feel safe and welcome and are accepted for who they are. (Teacher)*

There is a genuine investment from all community members in creating and sustaining a safe and supported environment in which the students can flourish and grow. Students, parents, and staff consistently reference the exceptional ways that the College supports the wellbeing of staff and students. The THRIVE program, the College counselling program, and the Wellbeing Leaders are viewed as being proactive supports for the wellbeing of students.

Staff, parents, and students have stated that the students experience inclusion and connection through participation and engagement in the House system. The students from Years 6-12 speak highly about the vertical structure of the Pastoral Care groups. The Year 6 students comment that they value this opportunity to forge connections with their older peers and regard this as invaluable in preparing them for their successful transition to high school. Parents also speak of the value of the transition program for students with additional needs for whom change can often be problematic.

Parents report active participation in the life of the College through the PEN. They report that they and their opinions are valued and feel that their advice is taken seriously by the College in implementing the Strategic Plan and Masterplan.

Professional learning and development

The work of College leadership in providing coaching and feedback cycles for teachers is reported by staff as being integral in building confidence and capacity in planning for, and responding to, the diverse learning needs of their students.

Staff identify the development of a P-12 approach to learning support as an area for improvement. Staff have also raised concerns that the learning support team are struggling to keep pace due to rapidly increasing enrolments and the growing number of students presenting with additional needs. Staff report that information regarding the adjustments required for newly enrolled students' needs to be communicated in a timely way, which impacts the successful transition of these students into classrooms. Staff identify that resourcing should be a key consideration to ensure that learning support is adequately staffed and accommodated.

School Officers indicate that they would appreciate increased professional learning opportunities to improve their knowledge and practice. They also refer to the need for regular learning support meetings to ensure they are well-informed of updates to student needs and interventions.

Teachers acknowledge that the focus on the Strategic Vision has been a necessary and positive part of the significant improvement agenda of the College. The focus on progressing these agendas and time constraints due to the current Enterprise Bargaining Agreement has resulted in Professional Learning Teams being put on hold. As a result, staff report a lack of opportunity to plan collaboratively, and problem solve around daily operational issues. It is noted that the 2024 Annual Action Plan has identified the reintroduction of Professional Learning Team meetings as a key improvement strategy.

Improvement strategies

- Investigate opportunities for School Officers to access professional development to enhance their practice.
- Ensure fortnightly learning support meetings to ensure that School Officers receive timely communication around student needs and College operational matters.
- Investigate different staff meeting structures and methodologies to ensure that there are more opportunities to apply principles of subsidiarity to College management.

Conclusion

The review team members are very appreciative of the open and honest conversations that characterised the interviews with staff, students, and parents throughout the review process. The review team is confident that they have heard the story of the College and that this is reflected faithfully in the report.

The common language developed strategically across the life of the College provides an overarching umbrella, and at the same time, strong foundations for the future growth and development of the College.

There is no doubt that MMCC is a distinctively Catholic college which is expressed in many ways, not the least of which is its strong collegial and supportive culture. Combined with its very strong focus on successfully improving teaching and learning, the College enjoys an excellent reputation internally and in the wider community.

With continued supportive and strategic leadership, the community is well-equipped for continued growth of the College and successfully resolving the challenges that this brings.