

Annual School Effectiveness Plan 2026

School Name	MacKillop Catholic College
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Spiritual Growth Goal	Through Jesus Christ, we seek to nurture a Catholic community guided by faith, hope, and love, where Faith in Action experiences empower students to live out service, compassion, and social justice in meaningful ways.	
	Annual Targets <i>(consider whole school and year level or stage targets)</i>	Improvement Evidence
	Ensure every Year 9 student participates in the Duke Service Program by the end of the year.	
	Establish a College Mission Team that meets at least twice per term to review service programs, participation levels, and improvement strategies.	
	Increase the number and quality of meaningful partnerships with local community organisations to support student service and engagement.	
Agreed Behaviours	<i>How will staff work together to achieve this goal? How have they developed these agreed behaviours?</i>	
	<p>Annual Target 1 :</p> <ul style="list-style-type: none"> ● Duke teachers and the Head of Learning: Physical Education proactively track student participation and follow up with non-participants. ● Staff clearly communicate expectations, timelines, and opportunities for participation to students and families. ● Students complete and reflect on their service activities in a timely manner. ● Staff provide structured guidance and support to help students overcome barriers to participation. <p>Annual Target 2:</p> <ul style="list-style-type: none"> ● The Director of Catholic Identity and Ministry chairs the College Mission Team. ● Team members attend meetings on time and come prepared with data, observations, or proposals. ● Decisions and actions are documented and communicated to relevant staff. ● Team members collaborate constructively. <p>Feedback from meetings is used to inform program adjustments and share best practices.</p>	

	<p>Annual Target 3:</p> <ul style="list-style-type: none"> • Staff identify and approach potential partner organisations in line with College values and safety requirements. • Staff maintain regular communication with existing partners to ensure relationships are active and mutually beneficial. • Service activities are designed with clear learning objectives and student engagement in mind. • Students demonstrate professionalism, respect, and responsibility when engaging with external organisations.
<p>School Effectiveness Key Improvement Strategies</p>	<ul style="list-style-type: none"> • Key Improvement Strategy 1 (a): Establish a Mission Team to lead, coordinate and sustain student-led service and formation. The Mission Team will ensure all initiatives are grounded in faith, hope and love, aligned with Catholic Social Teaching, and embedded within the life and culture of the College. • Key Improvement Strategy 1 (b): Establish and embed high-quality, student-led service programs grounded in faith and Gospel values. • Key Improvement Strategy 1 (c): Deepen compassion and social justice understanding by connecting students with the local community through authentic service and structured reflection
<p>Actions</p>	<p><i>List each specific action that will be undertaken to drive progress against this KIS?</i></p> <p>Annual Target 1:</p> <ul style="list-style-type: none"> • Regular Duke meetings will occur during the year. • Create and share the Year 9 service schedule with students and families at the start of the year. • Duke teachers are the responsible staff mentor to track each student's progress and provide guidance where needed. • Service hours and activities will be logged centrally to monitor participation. • Alternative opportunities will be offered for students who fall behind. <p>Annual Target 2:</p> <ul style="list-style-type: none"> • Appoint Mission team members, including staff leaders, teachers, and student representatives where appropriate. • Schedule meetings at the start of each term and circulate agendas in advance. • Gather data on student participation, reflections, and staff or partner feedback. Review programs, identify areas for improvement, and propose actionable steps. • Share meeting outcomes and recommendations with the wider College community. <p>Annual Target 3:</p> <ul style="list-style-type: none"> • Compile a list of current and potential community partners that fit with College values and student interests. • Reach out to new organisations to establish opportunities for student engagement. Clearly define who the College contact people are to avoid unnecessary duplication. • Maintain ongoing contact with existing partners and provide feedback on student involvement. • Schedule and coordinate service activities with partner organisations. • Conduct debriefs or reflection sessions with students after activities to assess engagement and outcomes.
<p>Desired Educator Outcomes</p>	<p><i>What are the expected staff changes?</i></p> <ol style="list-style-type: none"> 1. All staff actively support and monitor Year 9 students' participation in the Duke Service Program.

	<ol style="list-style-type: none"> 2. Responsibility for mission and service initiatives is shared across the staff team, not left to a few individuals. 3. Staff contribute consistently and constructively to the College Mission Team, bringing energy, ideas, and follow-through. 4. Service and mission programs are championed with enthusiasm, creating visible momentum and engagement for students. 			
Desired Student Outcomes	<i>What are the expected student changes. Add data to demonstrate improvement to the Improvement Evidence column (top of page) as it becomes available</i>			
	<ol style="list-style-type: none"> 1. Every Year 9 student participates meaningfully in the Duke Service Program by the end of the year. 2. Students engage with service opportunities responsibly, showing initiative, reliability, and reflection. 3. Students contribute positively to College mission and community initiatives, working collaboratively with peers and staff. 4. Students demonstrate respect, professionalism, and genuine engagement when interacting with community organisations. 			
Actions List the actions from above (one per row)	Who is accountable? <i>Name the role</i>	Expertise and Professional Learning Required	Timeframe	Resources
Regular Duke meetings will occur during the year.	Head of Learning: Physical Education	Duke Training Level 1	Annual	Scheduled meeting timetable
Create and share the Year 9 service schedule with students and families at the start of the year.	Head of Learning: Physical Education and Director of Catholic Identity and Mission	N/A	By Week 3	Duke Overview
Duke teachers are the responsible staff mentor to track each student's progress and provide guidance where needed.	Head of Learning: Physical Education	Duke Training Levels 1 & 2	Annual	Duke of Ed Online system
Service hours and activities will be logged centrally to monitor participation.	Individual Duke Teachers	Duke Training Levels 1 & 2	Annual	Duke of Ed Online system

<p>Appoint Mission team members, including staff leaders, teachers, and student representatives where appropriate.</p> <p>Schedule meetings at the start of each term and circulate agendas in advance.</p> <p>Gather data on student participation, reflections, and staff or partner feedback. Review programs, identify areas for improvement, and propose actionable steps.</p> <p>Share meeting outcomes and recommendations with the wider College community.</p>	<p>Director of Catholic Identity and Mission</p>	<p>N/A</p>	<p>Annual</p>	<p>Agendas and Minutes</p>
<p>Staff identify and approach potential partner organisations in line with College values and safety requirements.</p> <p>Staff maintain regular communication with existing partners to ensure relationships are active and mutually beneficial.</p> <p>Service activities are designed with clear learning objectives and student engagement in mind.</p> <p>Students demonstrate professionalism, respect, and responsibility when engaging with external organisations.</p>	<p>Director of Catholic Identity and Mission</p>	<p>N/A</p>	<p>Annual</p>	<p>Partner Organisations List</p>

<p>Learning Goal</p>	<p>Ensure all students experience high-quality teaching and achieve successful learning and post-school pathways.</p>	
	<p>Annual Targets (consider whole school and year level or stage targets)</p>	<p>Improvement Evidence</p>
	<p>Develop and implement a College-wide high-quality teaching checklist by the end of Term 1.</p>	
	<p>Commence regular classroom walkthroughs from Term 2 to monitor teaching practices and provide basic feedback.</p>	

	Implement the Next Step pathway program, or a comparable alternative, for all senior students by the end of the year.	
	Develop and implement a College-wide literacy achievement plan by the end of Term 2, outlining targets, interventions, and monitoring processes.	
Agreed Behaviours	<p><i>How will staff work together to achieve this goal? How have staff developed these agreed behaviours?</i></p> <p>Annual Target 1:</p> <ol style="list-style-type: none"> 1. Staff contribute to the creation of the checklist, providing practical input and examples from their classrooms. 2. The checklist is consistently applied across all classrooms once implemented. 3. Staff use the checklist constructively to reflect on and improve their own teaching practices. <p>Annual Target 2:</p> <ol style="list-style-type: none"> 1. Leaders conduct walkthroughs respectfully and consistently, focusing on observation and support rather than judgement. 2. Staff are open to feedback and use it to refine teaching strategies. 3. Observations and feedback are documented accurately to identify patterns and support ongoing professional growth. <p>Annual Target 3:</p> <ol style="list-style-type: none"> 1. Staff communicate pathway options clearly to senior students and provide guidance as required. 2. Students' pathway choices and progress are tracked systematically to ensure engagement and follow-through. 3. Staff collaborate to provide tailored support, interventions, and information for students where needed. <p>Annual Target 4:</p> <ol style="list-style-type: none"> 1. Staff contribute to the development of the literacy plan with evidence-based strategies and classroom insights. 2. Literacy interventions are applied consistently across relevant classrooms and student groups. 3. Progress is monitored regularly, and data is used to adjust teaching approaches and interventions. 	
School Effectiveness Key Improvement Strategies	<ul style="list-style-type: none"> ● Key Improvement Strategy 2 (a): Lift the baseline quality of teaching across the College: Establish clear, shared expectations for high-quality teaching and use coaching, observation, feedback and targeted professional learning to improve consistency of classroom practice and student experience. ● Key Improvement Strategy 2 (b): Implement a whole-school pathways framework that tracks, supports and intervenes early so every senior student transitions to a positive post-school destination. ● Key Improvement Strategy 2 (c): Make reading improvement in Years 7–9 a whole-school priority. Implement a consistent, evidence-based approach to reading comprehension across Years 7–9, with explicit instruction, targeted intervention and regular progress monitoring to ensure growth meets or exceeds Similar Schools. 	
Actions	<i>List each specific action that will be undertaken to drive progress against this KIS?</i>	

	<p>Annual Target 1:</p> <ol style="list-style-type: none"> 1. Form a working group of teachers and leaders to draft the checklist using best practice and classroom experience. 2. Circulate the draft checklist for feedback and revise based on input from staff. 3. Launch the final checklist and provide guidance sessions for staff on how to use it in daily practice. <p>Annual Target 2:</p> <ol style="list-style-type: none"> 1. Schedule regular walkthroughs across all subjects and year levels to ensure coverage. 2. Record observations and provide brief, constructive feedback to teachers immediately or shortly after visits. 3. Use collected data to identify trends, share effective practices, and inform professional learning opportunities. <p>Annual Target 3:</p> <ol style="list-style-type: none"> 1. Gather information on pathway options and resources available to senior students. 2. Meet with students individually or in small groups to discuss choices, requirements, and goals. 3. Track student decisions, progress, and engagement to ensure all students complete the pathway process. <p>Annual Target 4:</p> <ol style="list-style-type: none"> 1. Collect and analyse current literacy achievement data to identify key areas for improvement. 2. Design and document interventions, targets, and monitoring processes in the literacy plan. 3. Implement the plan in classrooms and track progress, making adjustments based on student outcomes and feedback.
<p>Desired Educator Outcomes</p>	<p><i>What are the expected staff changes?</i></p> <ol style="list-style-type: none"> 1. Staff consistently apply the College-wide high-quality teaching checklist to reflect on and improve their classroom practice. 2. Leaders conduct classroom walkthroughs respectfully and constructively, providing timely feedback that supports teacher growth. 3. Staff actively guide and support senior students in exploring and committing to appropriate pathways, ensuring all students are engaged. 4. Literacy interventions and monitoring processes are applied consistently, with staff using data to inform teaching and adapt strategies to student needs.
<p>Desired Student Outcomes</p>	<p><i>What are the expected student changes.</i> <i>Add data to demonstrate improvement to the Improvement Evidence column (top of page) as it becomes available</i></p> <ol style="list-style-type: none"> 1. Students experience high-quality, consistent teaching across subjects and year levels, enhancing engagement and learning outcomes.

	<ol style="list-style-type: none"> 2. Students receive constructive feedback from staff and respond positively to support for improving their learning. 3. Senior students understand pathway options, make informed choices, and engage fully with their selected programs. 4. Students demonstrate measurable progress in literacy through targeted interventions, engagement with literacy tasks, and self-reflection. 			
Action List the actions from above (one per row)	Who is accountable? <i>Name the role</i>	Expertise and Professional Learning Required	Timeframe	Resources
Annual Target 1: <ol style="list-style-type: none"> 1. Form a working group of teachers and leaders to draft the checklist using best practice and classroom experience. 2. Circulate the draft checklist for feedback and revise based on input from staff. 3. Launch the final checklist and provide guidance sessions for staff on how to use it in daily practice. 	Deputy Principal: Teaching and Learning Deputy Principal: Pastoral Care Director: Curriculum Director: Pastoral Care	Yes	Launch date Start of Term 2	Checklist
Annual Target 2: <ol style="list-style-type: none"> 1. Schedule regular walkthroughs across all subjects and year levels to ensure coverage. 2. Record observations and provide brief, constructive feedback to teachers immediately or shortly after visits. 3. Use collected data to identify trends, share effective practices, and inform professional learning opportunities. 	Deputy Principal: Teaching and Learning Director: Curriculum	Yes	Launch date Start of Term 2	Checklist
Annual Target 3: <ol style="list-style-type: none"> 1. Gather information on pathway options and resources available to senior students. 2. Meet with students individually or in small groups to discuss choices, requirements, and goals. 3. Track student decisions, progress, and 	Career and Pathway Planning Adviser	Yes	Annual	Guilford Young College

engagement to ensure all students complete the pathway process.				
<p>Annual Target 4:</p> <ol style="list-style-type: none"> 1. Collect and analyse current literacy achievement data to identify key areas for improvement. 2. Design and document interventions, targets, and monitoring processes in the literacy plan. 3. Implement the plan in classrooms and track progress, making adjustments based on student outcomes and feedback. 	<p>Deputy Principal: Teaching and Learning</p> <p>Director: Curriculum</p> <p>Director of Learning Enhancement</p> <p>Head of Learning: English</p>	Yes	N/A	N/A

Wellbeing Goal	Add Goal here	
	Annual Targets <i>(consider whole school and year level or stage targets)</i>	Improvement Evidence
	Develop and implement a College-wide high-quality teaching checklist by the end of Term 1.	
	Establish a Behaviour Systems Working Party to review current practices and recommend streamlined, evidence-informed improvements by the end of the year.	
	Establish a College Engagement Team at the start of the year and, over 2026, meet at least twice per term to agree on priorities, implement a data collection approach, and develop initial strategies to expand and track co-curricular participation.	
Agreed Behaviours	<i>How will staff work together to achieve this goal? How have they developed these agreed behaviours?</i>	
	<p>Annual Target 1:</p> <ol style="list-style-type: none"> 1. Staff contribute to the creation of the checklist, providing practical input and examples from their classrooms. 2. The checklist is consistently applied across all classrooms once implemented. 3. Staff use the checklist constructively to reflect on and improve their own teaching practices. <p>Annual Target 2:</p> <ol style="list-style-type: none"> 1. Working Party members attend meetings punctually and come prepared with data, observations, or proposals. 2. Members collaborate respectfully, offering evidence-informed suggestions and constructive critique. 3. Agreed recommendations are clearly documented and shared with relevant staff for transparency and implementation. <p>Annual Target 3:</p> <ol style="list-style-type: none"> 1. Team members actively participate in meetings, contributing ideas, data, and solutions to improve engagement. 2. Actions and decisions from meetings are followed through promptly and communicated to relevant staff. 3. Team members monitor co-curricular participation data consistently and use it to guide planning and strategy development 	
School Effectiveness Key Improvement Strategies	<ul style="list-style-type: none"> ● Key Improvement Strategy 3 (a): Consistency - Make positive, consistent staff practice the standard across the College ● All staff will model and reinforce supportive, predictable, and respectful behaviours so students feel safe, valued, and connected every day. 	

	<ul style="list-style-type: none"> • Key Improvement Strategy 3 (b): Clarity - Enforce clear behavioural expectations using streamlined, evidence-based systems and restorative practices. Implement consistent, streamlined, research-informed behaviour systems across the College, including clear rules, taught routines, predictable consequences, positive reinforcement, data tracking, and restorative practices, to ensure school and classroom behaviour meets high expectations. • Key Improvement Strategy 3 (c): Connection - Establish a College Engagement Team to expand, promote, and monitor co-curricular learning and enrichment opportunities. The team will remove barriers, track participation, and ensure more students are actively involved and invested in the life of the College.
Actions	<p><i>List each specific action that will be undertaken to drive progress against this KIS?</i></p> <p>Annual Target 1:</p> <ol style="list-style-type: none"> 1. Form a working group of teachers and leaders to draft the checklist using best practice and classroom experience. 2. Circulate the draft checklist for feedback and revise based on input from staff. 3. Launch the final checklist and provide guidance sessions for staff on how to use it in daily practice. <p>Annual Target 2:</p> <ol style="list-style-type: none"> 1. Identify and appoint staff representatives with relevant expertise and experience to join the Working Party. 2. Collect and analyse data on current behaviour systems, including referrals, trends, and feedback from staff and students. 3. Develop evidence-informed recommendations that align with the CET suite of pastoral care policies, document them clearly, and present to College leadership for approval and implementation. <p>Annual Target 3:</p> <ol style="list-style-type: none"> 1. Appoint team members and schedule regular meetings in advance to maintain momentum. 2. Develop and implement a system to collect and track student participation in co-curricular activities. 3. Review participation data regularly, identify gaps or opportunities, and develop targeted strategies to increase engagement.
Desired Educator Outcomes	<p><i>What are the expected staff changes?</i></p> <ol style="list-style-type: none"> 1. Staff actively engage in College-wide initiatives, contributing ideas, feedback, and expertise to develop the teaching checklist, behaviour systems improvements, and engagement strategies. 2. Staff take shared responsibility for implementing and maintaining high-quality teaching, effective behaviour systems, and co-curricular engagement initiatives, rather than leaving these tasks to a few individuals. 3. Staff collaborate constructively within teams, demonstrating energy, initiative, and follow-through in developing and reviewing College-wide practices. 4. Staff use data and evidence effectively to monitor outcomes, reflect on impact, and make informed adjustments to improve teaching quality, student behaviour, and participation in College programs.

Desired Student Outcomes	<p><i>What are the expected student changes. Add data to demonstrate improvement to the Improvement Evidence column (top of page) as it becomes available</i></p> <ol style="list-style-type: none"> 1. Students experience consistent, high-quality teaching that supports learning and engagement across subjects and year levels. 2. Students benefit from clear, consistent, and evidence-informed behaviour systems that support positive choices and wellbeing. 3. Students are actively engaged in co-curricular and College programs, demonstrating initiative, responsibility, and collaboration. 4. Students develop self-awareness, reflective skills, and accountability when participating in learning, behaviour, and engagement programs. 			
Actions List the actions from above (one per row)	Who is accountable? <i>Name the role</i>	Expertise and Professional Learning Required	Timeframe	Resources
Annual Target 1: <ol style="list-style-type: none"> 1. Form a working group of teachers and leaders to draft the checklist using best practice and classroom experience. 2. Circulate the draft checklist for feedback and revise based on input from staff. 3. Launch the final checklist and provide guidance sessions for staff on how to use it in daily practice. 	Deputy Principal: Teaching and Learning Deputy Principal: Pastoral Care Director: Curriculum Director: Pastoral Care	Yes	Launch date Start of Term 2	Checklist
Annual Target 2: <ol style="list-style-type: none"> 1. Identify and appoint staff representatives with relevant expertise and experience to join the Working Party. 2. Collect and analyse data on current behaviour systems, including referrals, trends, and feedback from staff and students. 3. Develop evidence-informed recommendations that align with the CET suite of pastoral care policies, document them clearly, and present to College leadership for approval and implementation. 	Deputy Principal: Pastoral Care	Policy Expertise required	Annual	New CET Suite of Pastoral Care Policies

<p>Annual Target 3:</p> <ol style="list-style-type: none"> 1. Appoint team members and schedule regular meetings in advance to maintain momentum. 2. Develop and implement a system to collect and track student participation in co-curricular activities. 3. Review participation data regularly, identify gaps or opportunities, and develop targeted strategies to increase engagement. 	Director of Community and Events	N/A	Annual	Clipboard
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<p>Corporate Services Goal</p>	<p>To shape a thriving College through innovative services, sustainable capital development, and efficient systems that enable our people and programs to flourish.</p>	
	<p>Annual Targets <i>(consider whole school and year level or stage targets)</i></p>	<p>Improvement Evidence</p>
	<p>Complete the Penola site redevelopment by the start of 2027, delivering upgraded facilities, including improvements to amenities, to support College programs and capacity.</p>	
	<p>Implement the College's Expense and Purchase Management Procedures and associated application by the end of 2026, ensuring staff are trained and processes are embedded across all relevant areas.</p>	
	<p>Implement fit-for-purpose CET improvements to MKC Systems by the end of 2026 to streamline all staff management processes, support compliance, and meet the needs of the College's growing workforce.</p>	
	<p>Complete the transition from Google to Microsoft systems across the College by the end of 2026, ensuring staff are trained, data is migrated, and core processes are fully operational.</p>	
<p>Agreed Behaviours</p>	<p><i>How will staff work together to achieve this goal? How have they developed these agreed behaviours?</i></p> <ol style="list-style-type: none"> 1. Staff actively engage with processes, projects, and system changes, providing input, feedback, and ideas to support improvement. 2. Staff follow new procedures, systems, and processes accurately and consistently in daily practice. 3. Staff collaborate constructively with colleagues and leaders to ensure successful implementation and ongoing effectiveness. 4. Staff monitor, reflect on, and report outcomes to support continuous improvement and informed decision-making. 	

School Effectiveness Key Improvement Strategies	<ul style="list-style-type: none"> • Key Improvement Strategy 4 (a): Deliver sustainable capital projects to strengthen facilities and operational capacity. Plan, manage, and complete projects that improve the College’s facilities, capacity, and long-term sustainability. • Key Improvement Strategy 4 (b): Embed streamlined, fit-for-purpose systems to support growth. Implement practical, scalable systems and processes that ensure operational stability, efficiency, and readiness for continued expansion. • Key Improvement Strategy 4 (c): Maintain and grow financial sustainability through strategic management Budget effectively, report transparently, and allocate resources strategically to support growth, operational needs, and educational outcomes. 			
Actions	<p><i>List each specific action that will be undertaken to drive progress against this KIS?</i></p> <ol style="list-style-type: none"> 1. Provide input, feedback, and evidence during planning, consultation, and evaluation processes to support improvements across systems, facilities, and procedures. 2. Complete required training, implement new procedures or systems, and follow agreed processes consistently in daily practice. 3. Collaborate with colleagues, project teams, and leaders to ensure successful implementation, timely completion, and clear communication of changes. 4. Monitor and review outcomes, report on effectiveness, and suggest adjustments to improve processes, systems, or projects where needed. 			
Desired Staff Outcomes	<p><i>What are the expected staff changes?</i></p> <ol style="list-style-type: none"> 1. Staff actively contribute to a positive, collaborative, and solution-focused College culture when implementing new systems, procedures, or projects. 2. Staff consistently follow agreed processes and procedures, demonstrating reliability, accountability, and professional responsibility. 3. Staff collaborate constructively across teams and roles, sharing knowledge, supporting colleagues, and celebrating successes. 4. Staff engage with data, feedback, and outcomes reflectively, using insights to improve practices and contribute to continuous improvement across the College. 			
Desired Student Outcomes	<p><i>What are the expected student changes.</i> <i>Add data to demonstrate improvement to the Improvement Evidence column (top of page) as it becomes available</i></p> <p>Ultimate Student Outcome: Students benefit from a positive, collaborative, and well-supported College environment, leading to improved engagement, learning, and overall wellbeing.</p>			
Actions List the actions from above (one per row)	Who is accountable? <i>Name the role</i>	Expertise and Professional Learning Required	Timeframe	Resources
Complete the Penola site redevelopment by the start of 2027, delivering upgraded facilities, including improvements to amenities, to support College programs and capacity.	Principal Business Manager	Multiple external expertise required	By the start of 2027	N/A

Implement the College's Expense and Purchase Management Procedures and associated application by the end of 2026, ensuring staff are trained and processes are embedded across all relevant areas.	Business Manager Finance Manager	Professional learning for all staff required	By commencement of next financial year.	N/A
Implement fit-for-purpose CET improvements to MKC Systems by the end of 2026 to streamline all staff management processes, support compliance, and meet the needs of the College's growing workforce.	Business Manager Finance Manager	Professional learning for all staff required	2026	N/A
Complete the transition from Google to Microsoft systems across the College by the end of 2026, ensuring staff are trained, data is migrated, and core processes are fully operational.	Digital Learning Co-ordinator	Yes for all staff	By the start of 2027	N/A