

CET Strategic School Effectiveness Plan: 2026 - 2028

School Name	Mackillop Catholic College
School Vision	<p>Mackillop Catholic College is a dynamic, Christ-centred learning community dedicated to fostering excellence, compassion, and service.</p> <p>As a 7-12 College, MacKillop Catholic College provides a comprehensive education for students from Year 7 through to Year 12. Since our founding in 1994, we have proudly grown into a thriving community of over 900 students and 150 staff (2025), offering a modern and diverse learning environment where every student is encouraged to reach their full potential.</p> <p>At MacKillop, we are committed to educating the whole person—spiritually, intellectually, physically, socially, emotionally, and morally. Our broad curriculum is tailored to the unique needs, interests, and abilities of our students, ensuring that they are equipped with the skills and knowledge to succeed both academically and in life.</p> <p>Our focus is not only on academic excellence but also on personal growth, with opportunities in a wide range of specialist areas, including Food Technology, Drama, Music, Dance, Fine Arts, Information Technology, and more. As we continue to evolve, our facilities provide the modern learning spaces that allow students to engage with these subjects to the highest standards.</p>
Context	<p>Mackillop Catholic College is a co-educational Year 7–12 school on Hobart’s eastern shore. After approximately three decades as a Year 7–10 college, it expanded into senior secondary education in 2023. The College now has around 130 students in Years 11 and 12, with strong growth in retention as families recognise the quality of its pathways and outcomes. Rapid enrolment growth has created both opportunity and pressure, and continued investment in facilities and systems is needed to meet demand. By 2026, MacKillop will have approximately 1,000 students, making it the largest school on the eastern shore of Hobart. Many existing structures were designed for a smaller school and must evolve through strategic leadership and planning. In the coming years, the College will need to work closely with the Catholic Education Office to shape the future of MacKillop and Catholic education across the eastern shore.</p>
Desired Future State: Rationale for School Priorities	<p>Infrastructure and Environment</p> <p>There is a focus on upgrades and maintenance to accommodate a growing school population, with plans for improved teaching and staff spaces, parking, and traffic flow and improved external areas.</p>

	<p>Student Wellbeing and Engagement Student wellbeing is prioritised, resulting in fewer bullying incidents, higher attendance rates, and active engagement in innovative learning opportunities. High expectations and strong student leadership contribute to a respectful, organised community where students strive for excellence and holistic needs are met.</p> <p>School Culture and Community MacKillop promotes pride and respect among staff and students through strong relationships and open communication, ensuring a consistent understanding of expectations.</p> <p>Academic and Extracurricular Achievement High-quality academic programs are delivered to cater for various pathways, emphasising flexibility in learning support, enhanced self-regulation facilities, and high engagement levels to foster aspiration and resilience in students.</p> <p>Catholic Identity Our community is respected for our kindness and compassion as exemplified through our charisms of Mary MacKillop and Edmund Rice.</p>
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Spiritual Growth Goal	<p>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.</p>		
<p>Achievement Framework:</p> <p>Make Disciples of all:</p> <ul style="list-style-type: none"> • Formation in Catholic Faith & Life • Mission Focused People: Engagement & Wellbeing • Forming and Supporting Deeply Committed Catholic Educators 	<p>Target 1.1</p> <p>Program Establishment</p> <p>Establish and sustain three student-led service and kindness programs, including the Duke Service Program, grounded in faith, hope, and love.</p>	<p>Target 1.2</p> <p>Participation Growth</p> <p>Increase student participation by 50% over four years across both new and existing service programs, fostering outreach, peer mentoring, and community partnerships in alignment with God's mission of service and compassion.</p>	<p>Target 1.3</p> <p>Compassion & Social Justice</p> <p>Achieve student compassion and social justice scores in the Annual School Effectiveness Survey at an average of 4.0</p> <p>2025 Scores Compassion: 3.35 Social Justice: 3.25</p>

<p>Key Improvement Strategy 1 (a): <i>Establish a Mission Team</i> 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.</p>			
<p>Key Improvement Strategy 1 (b): <i>Establish and embed high-quality, student-led service programs</i> grounded in faith and Gospel values.</p>			
<p>Key Improvement Strategy 1 (c): Deepen compassion and social justice understanding by <i>connecting students with the local community</i> through authentic service and structured reflection</p>			

Learning Goal	Ensure all students experience high-quality teaching and achieve successful learning and post-school pathways.																														
<p>Achievement Framework: Excel in Learning For All</p> <ul style="list-style-type: none"> Supporting learning for every student Implementing the Science of Learning 	<p>Target 2.1</p> <p>Teaching Excellence</p> <p>Increase consistency in high-quality teaching experiences to an average score of 4.0 in the Annual School Effectiveness Survey</p> <p>2025 Scores High Quality Teaching: 3.375</p>	<p>Target 2.2</p> <p>Pathway Success</p> <p>Ensure 100% of senior school students achieve successful pathway transitions upon leaving the College</p> <p>Progress will be measured through a purpose-built instrument designed and implemented by the College.</p>	<p>Target 2.3</p> <p>Reading Achievement</p> <p>Reading comprehension growth for students in Years 7–9 will match or exceed the growth achieved by ‘Similar Schools’, supported by targeted literacy interventions, explicit reading instruction, and consistent progress monitoring.</p> <table border="1"> <caption>Relative Gain Data</caption> <thead> <tr> <th>Category</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>School (2025)</td> <td>38%</td> <td>44%</td> <td>19%</td> </tr> <tr> <td>School (2024)</td> <td>27%</td> <td>44%</td> <td>29%</td> </tr> <tr> <td>School (2023)</td> <td>24%</td> <td>45%</td> <td>31%</td> </tr> <tr> <td>Similar School (2025)</td> <td>24%</td> <td>51%</td> <td>25%</td> </tr> <tr> <td>TAS (2025)</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>AUS (2025)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Matched Students*: 170</p>	Category	Low	Medium	High	School (2025)	38%	44%	19%	School (2024)	27%	44%	29%	School (2023)	24%	45%	31%	Similar School (2025)	24%	51%	25%	TAS (2025)	25%	50%	25%	AUS (2025)			
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<p>Key Improvement Strategy 2 (a): <i>Lift the baseline quality of teaching across the College:</i> 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.</p>																															
<p>Key Improvement Strategy 2 (b): <i>Implement a whole-school pathways framework</i> that tracks, supports and intervenes early so every senior</p>																															

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.

Wellbeing Goal	Foster a positive, consistent, and supportive school environment that promotes student wellbeing, engagement, and participation in extracurricular opportunities.		
	Target 3.1 Staff Practice	Target 3.2 Student Behaviour	Target 3.3 Student Engagement
Achievement Framework: Excel in Learning for All <ul style="list-style-type: none"> Supporting Learning for Every Student 	Embed positive, consistent, and supportive staff practices across the College to strengthen students' sense of belonging, security, and wellbeing. Progress will be measured using a bespoke assessment tool developed by the College.	Increase positive outcomes in Student Behaviour, both School and Classroom Behaviour, to an average of 4 in the Annual School Effectiveness Survey. 2025 Scores School Behaviour: 3.13 Classroom Behaviour: 3.16	Increase student participation in extra-curricular learning and enrichment opportunities by 50% by the end of 2029, as measured through College records of enrolment and attendance in these programs, with incremental annual targets to track progress.
Key Improvement Strategy 3 (a): <i>Consistency</i> - 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.			
Key Improvement Strategy 3 (b): <i>Clarity</i> - 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): <i>Connection</i> - 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.			

Corporate Services Goal	To shape a thriving College through innovative services, sustainable capital development, and efficient systems that enable our people and programs to flourish.
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	<p>Target 4.1</p>	<p>Target 4.2</p>	<p>Target 4.3</p>
<p>Achievement Framework:</p> <ul style="list-style-type: none"> • Planning for Financial Sustainability • Strategic System Master Planning for Mission • Nurturing School, Family and Parish Relationships 	<p>Capital Development and Infrastructure</p> <p>Plan and deliver a sustainable capital works project over the four-year strategic plan that strengthens the College’s facilities, capacity, and long-term operational sustainability.</p>	<p>Systems and Operational Excellence</p> <p>Embed systems and processes suitable for the College’s size and complexity over the four-year plan, ensuring operational stability, efficiency, and capacity for continued growth.</p>	<p>Financial Stewardship and Sustainability</p> <p>Maintain and enhance the College’s financial stability over the four-year plan through effective budgeting, transparent reporting, and strategic allocation of resources to support growth and educational outcomes.</p>
<p>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.</p>			
<p>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.</p>			
<p>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.</p>			