

TENISON CENTRE



Mary MacKillop College Annual Performance Report 2024



Mary MacKillop College
Kensington

Annual Performance Report 2024

Introduction

Mary MacKillop College is a Catholic secondary school for girls, providing an education in the Josephite tradition that nurtures courage, compassion, faith, justice and humility. Located in Kensington, the College continues the mission of the Sisters of Saint Joseph, who first began educating girls in this area in the late 19th century.

The College as it is known today was officially established in 1970, evolving from St Joseph's High School and, earlier, St Joseph's Higher Primary. The educational legacy of Saint Mary MacKillop—who lived and worked on this site and opened the first school here in 1872—remains central to College life.

Education at Mary MacKillop College is about the development of the whole person. We nurture a love of learning in each individual. Students are encouraged to commit to excellence and are supported in developing their unique gifts and talents for the love and service of others. They are inspired and supported to develop the skills they will need for lifelong learning and achieving their potential.

Students come from across the metropolitan area and, in particular, the north-eastern suburbs of Adelaide. Mary MacKillop College is a school that welcomes girls from other faith traditions and cultural backgrounds.

The College theme for this year was *Leading with Compassion*, which aligned with the new College mantra *Courage to Lead* that was introduced at the start of 2023. This theme drew inspiration from the example of St Mary MacKillop, who led with deep compassion and unwavering courage throughout her life. In choosing this theme, the College invited staff and students alike to follow in her footsteps—leading with empathy, service and resilience.

This coincides with the College mantra – *Courage to Lead*, which inspires our girls to be the best versions of themselves as leaders now and into their futures.

With the support of the Board of Directors, the College Strategic Plan 2024–2026 was launched to the community at the beginning of the 2024 school year. The plan outlines key goals across four pillars: Josephite Charism and Mission, Learning for Life, Wellbeing and Community Connections, and Sustainability and Resources.

We are proud of our holistic achievements in 2024 and the corresponding performance aspects outlined in this report. Feel free to explore more about the College by visiting our website, joining our social media platform or coming in person to see us in action. You are always most welcome at Mary MacKillop College, Kensington.



Mary MacKillop College Kensington

Mary MacKillop College Staff - Strengthening Practice and Purpose

Mary MacKillop College staff are passionate and committed to enabling the best outcomes for our students.

The workforce composition in 2024 is detailed below, based on 33 Teaching Staff (FTE 29.86) and 20 Educational Support Officers (ESOs) (FTE 15.58). No staff members identified as Aboriginal or Torres Strait Islander in 2024.

Qualifications	Teachers	ESOs
Bachelor	88%	60%
Masters	12%	10%
Doctorate	3%	-
Graduate Diploma/ Graduate Certificate	27%	10%
Advanced Diploma/ Diploma	21%	40%
Certificate	-	40%

College staff are appropriately trained to meet state, national and sector requirements, including First Aid, Child Safeguarding, RRHAN-EC, and various Work Health and Safety modules.

All staff undergo comprehensive safeguarding checks, including CESA electronic screening prior to interview, followed by Working With Children Check and Archdiocesan SAVA clearance.

Staff Professional Learning

In 2024, College staff engaged in a wide range of professional learning opportunities, both internally and externally. These included curriculum updates, wellbeing programs, inclusive education, leadership development, and formation in Catholic identity and Josephite tradition. Ongoing professional learning ensures that our educators and support staff remain current, reflective and responsive to the evolving needs of our students and school community.

Staff Wellbeing

At Mary MacKillop College, staff wellbeing is recognised as essential to a thriving school community. In 2024, we continued to foster a strong sense of collegiality, care and shared purpose among staff. Open conversations, mutual support and a willingness to look out for one another remained defining features of our workplace culture.

Staff were actively involved in shaping wellbeing initiatives, offering feedback and helping to refine practices that support balance, clarity and professional satisfaction. Through both informal care and structured strategies, we worked together to reduce workplace stressors, strengthen resilience and promote a sense of purpose and confidence in each person's role.



Mary MacKillop College Kensington

Key Student Outcomes – Understanding Progress and Potential

College Enrolments by Year level (as at August 2024 census) and Student Attendance

Year Level	No. of Students	Attendance
7	31	91%
8	46	87%
9	62	90%
10	51	84%
11	61	87%
12	72	87%
Total	321	Av 88%

The College has clear processes in place to monitor student attendance and respond to concerns. Attendance is recorded electronically in every lesson using SEQTA, our Learning Management System. An automated SMS is sent to parents if a student is absent without prior explanation. Patterns of frequent absence are flagged and followed up by key staff.

The Principal ensures that students and families are regularly informed about attendance expectations and the impact of absence on learning. Any issues, including part-day or full-day absences, are investigated promptly. Where needed, tailored intervention strategies and documented plans are developed to support improved attendance.

NAPLAN and Progressive Achievement (PAT) Assessments

In 2024, NAPLAN testing was conducted in March, offering an early snapshot of student achievement across reading, writing, language conventions, and numeracy. In addition, all students in Years 7 and 9 completed PAT-Reading and PAT-Mathematics assessments during Term 1. Together, these tools enabled staff to identify individual and cohort strengths, inform differentiated teaching, and implement targeted strategies to support progress across the curriculum.

Numeracy remains a key area for future development across all year levels, while grammar, spelling and punctuation is currently a focus across curriculum planning and classroom practice.

Outlined below are some statistics and comments regarding the 2024 NAPLAN results.

National Average – For Year 7, the College was above the national average in Reading, Writing and Spelling.

For Year 9, the College was above the national average in Reading, Writing and Grammar & Punctuation.



Mary MacKillop College Kensington

Year Level		Reading	Writing	Spelling	Grammar	Numeracy
7	MMC	550	564	560	551	524
	National	535	540	540	537	539
9	MMC	583	606	565	582	565
	National	565	573	567	556	566

Senior Secondary Outcomes

The 2024 SACE results were truly outstanding, reflecting both individual achievement, strong support and a culture of high expectations.

Our College Dux for 2024 achieved an ATAR of 99.30, placing her in the top 1% of the state and was also one of only 3 students in the state to receive 4 merits. Our Proxime Accessit achieved an ATAR of 97.35, placing her in the top 3% of the state.

2024 Results summary:

2023 Comparison

- 100% SACE Achievement
- 63% of all results were in the A band (+5.5%)
- 95% of all results were in the A or B bands (+4.0%)
- 100% of all grades were in the A, B or C bands (+0.0%)
- Mean ATAR was 82.9 (+2.8)
- Median ATAR was 84.1 (+1.0)
- 13% of students with ATAR of 95+ (+2.0%)
- 33% of students with ATAR of 90+ (+9.7%)
- 66% of students with ATAR of 80+ (+11.7%)
- 21 Merits in 11 subjects (Biology, Chemistry, Child Studies, English, Essential English, Food & Hospitality, Information Processing & Publishing, Physical Education, Research Project B, Spiritualities Religion & Meaning (SRM), Visual Arts Design)
- 21% used VET qualifications in their ATAR Score
- 43% used both their Spiritualities, Religion and Meaning AND Research Project in their ATAR Score
- 26% used only SRM and 24% used only RP in their ATAR Score
- 96% of Year 12s applied to attend university in SA
- 79% of students received a university offer for their first preference in the initial offer round.
- Offers included the following areas: Health and Medical Sciences, Engineering, Education and Teaching as well as Arts/Creative Degrees.

In recognition of outstanding work in Visual Arts two students were chosen to have their Stage 2 pieces displayed at the 2025 SACE Art Show.



Mary MacKillop College Kensington

Vocational Education and Training (VET), Growth Academy and Micro-credentials

In 2024, Mary MacKillop College significantly expanded opportunities for Vocational Education and Training (VET) as part of its commitment to diverse and personalised learning pathways. Supported by the MMC Growth Academy's focus on real-world learning and transition readiness, student participation in VET rose from just 2 students in 2023 to 86 in 2024.

VET Engagement Overview:

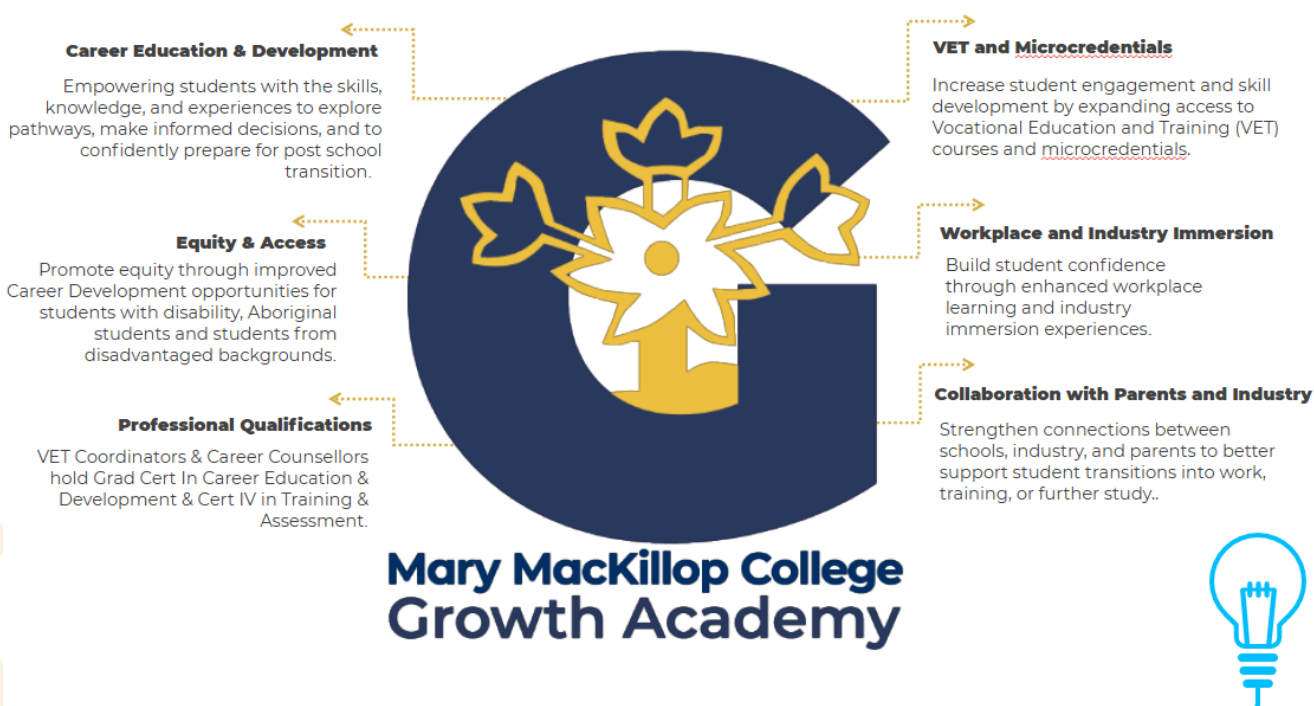
- Structured Workplace Learning – 8 students
- Flexible Industry Pathways – 12 students
- Accredited VET Courses – 66 students

Courses undertaken included Animal Studies, Business, Fitness, Individual Support, Retail, Visual Arts, Make-up, Screen Media, Retail Cosmetics, Early Education & Care, First Aid and Hospitality.

There has been a positive shift in how students and families view VET pathways, with growing recognition of their value in complementing the SACE and, in many cases, contributing towards the ATAR. The availability and uptake of industry-focused learning options increased in 2024 and is expected to grow further in the years ahead.

A key initiative this year was the formal launch of the **MMC Growth Academy**—an overarching framework that supports student development in career education, industry engagement, and personal growth. Aligned with the *Learning for Life* pillar of the Strategic Plan, the Growth Academy is centred on building confidence, aligning identity with aspirations, and preparing students to navigate life beyond school with purpose and agency.

To further support this vision, the College also began offering **micro-credential** opportunities. These short form learning experiences enable students to develop and gain recognition for specific skills and capabilities. Micro-credentials provide tangible evidence of transferable competencies that may assist with future employment or tertiary pathways.





Mary MacKillop College Kensington

Post School Pathways

The vast majority of Mary MacKillop College graduates continue their learning through tertiary study, with strong levels of preparation and support guiding them through every step of the transition.

In 2024:

- 97% of Year 12 students applied for university and all received offers, with 76% gaining their first preference in the initial SATAC round.
- A small number (3%) pursued alternative pathways including vocational training or direct entry to the workforce, aligned with their career aspirations.

Our Future Pathways Coordinator worked closely with students to explore post-school options through 1:1 career counselling, subject selection support, and guidance with SATAC and scholarship applications. Students also engaged in a range of future-focused opportunities including *Futures Week*, career expos, visits from university and TAFE representatives, and events featuring alumnae sharing their own pathways.

The College's commitment to individualised and purpose-driven pathway planning is supported by programs such as EIF (Exploring Identities & Futures) and AIF (Activating Identities & Futures), along with targeted career education delivered by qualified specialists both on and off campus.

Our graduates pursued a diverse range of tertiary courses, reflecting their individual strengths, passions and aspirations for the future.

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| • Architectural Studies & Master of Architecture | • Human Movement/Master of Teaching |
| • Arts | • Human Nutrition |
| • Arts (Advanced) | • Interior Architecture |
| • Arts (Criminology & Criminal Justice) | • Journalism & Arts (Creative) |
| • Arts (Languages) | • Journalism & Professional Writing |
| • Business (Design & Marketing) | • Laws (Honours) |
| • Business (Economics, Finance & Trade) | • Marketing & Communications |
| • Business (Financial Planning) | • Medical Radiation Science (Nuclear Medicine) |
| • Business (Marketing) | • Midwifery |
| • Business (Real Estate) | • Nursing |
| • Business (Tourism) | • Nutrition & Dietetics |
| • Clinical Exercise Physiology | • Occupational Therapy |
| • Creative Arts (Costume) | • Oral Health |
| • Creative Industries (Music) | • Physiotherapy |
| • Design (Graphic & Communication) | • Primary Education (Honours) |
| • Engineering (Honours) Civil & Construction | • Psychology (Counselling) |
| • Engineering (Honours) General | • Psychology (Honours) |
| • Engineering (Honours) Mechanical | • Science |
| • Foundation Studies | • Secondary Education (Honours) |
| • Health Science (Public) | • Social Work |
| • Human Movement & Business (Sports Management) | • Visual Effects |



Mary MacKillop College Kensington

Major 2024 Facilities Improvements - Creating Spaces to Thrive

A major milestone in 2024 was the official opening of the **Tenison Centre**, a contemporary facility designed to advance the College's commitment to STEAM and cross-curricular learning. With its modern, adaptable spaces, the Centre has supported inquiry-based learning and helped equip students with the confidence and capabilities to engage deeply and creatively with their learning. In addition to the Tenison Centre, several refurbishment and improvement works were completed across the College grounds, enhancing both learning and community spaces:

- External painting of the main building's western and northern facades to better complement the Tenison Centre and surrounding areas
- Completion of a new Food Technology Room in mid-Term 2, repurposing the former Physics Laboratory
- Refurbishment of the playing field, with additional greenery and seating to enhance outdoor environments
- Year 7 classrooms updated with new furniture and soft furnishings to create flexible, welcoming learning spaces
- Upgraded hallway lighting to improve aesthetics and functionality in key indoor areas





Mary MacKillop College Kensington

ICT Infrastructure and Digital Access – Technology Supporting Every Learner

Reliable and future-focused digital infrastructure remained a key priority in 2024. Upgrades to the College's Wi-Fi network significantly improved connectivity across all learning and communal areas. Temporary access points were trialled in Term 1, with a full-scale network upgrade completed over the Term 2 break—enhancing coverage in the Main Building and other key locations.

The newly established ICT Strategy Committee played a pivotal role in shaping the College's digital direction. This included the development of a new ICT Strategic Plan to guide future hardware upgrades, digital learning initiatives and long-term planning.

Additional enhancements included:

- Installation of a large LED screen and audio-visual system in the Gymnasium to support College events
- Replacement of selected classroom data projectors with large display screens to improve visibility and interactivity in teaching and learning

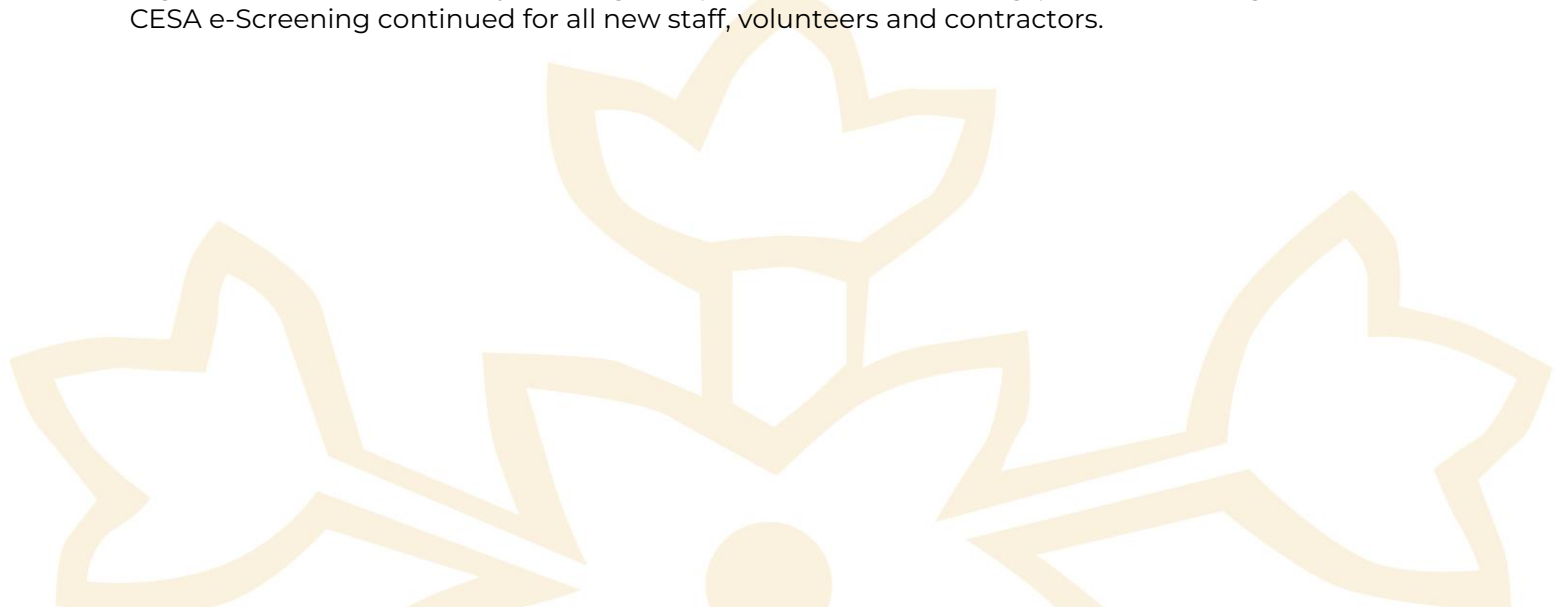
Child Protection and Safeguarding – Embedding a Culture of Safety

Mary MacKillop College remained steadfast in its commitment to child safety and student wellbeing, upholding rigorous standards aligned with Catholic Education South Australia (CESA) and national requirements. Safeguarding practices are embedded in the College's culture, with leadership and staff working together to maintain a safe, respectful and nurturing environment.

In 2024, all staff completed updated training in Responding to Abuse and Neglect – Education and Care (RRHAN-EC) and undertook required compliance modules via the CESA SALT Training Platform. Staff also revisited key College policies related to child protection, professional boundaries and respectful relationships.

As an Incorporated Work of the Sisters of Saint Joseph, the College undertook a self-audit against the National Catholic Safeguarding Standards, assessing its procedures and practices against national benchmarks for safeguarding in Catholic schools.

Ongoing processes were maintained for verifying Working with Children Checks, teacher registration, and mandatory training compliance. Strict screening protocols through SAVA and CESA e-Screening continued for all new staff, volunteers and contractors.





Mary MacKillop College Kensington

College Finances – Aligning Resources with Purpose

Income received during 2024:

Source	Amount
Government & State Grants	\$5.477,520
Tuition Fees	\$2,597,304
Other	\$ 762,363

Government funding was received via the South Australian Commission for Catholic Schools (SACCS).

Student, Families and Staff Feedback – Listening, Reflecting and Responding

Mary MacKillop College provides students with rich and varied opportunities to grow in confidence and leadership, both within the College and the broader community. Formal leadership roles are available across all year levels and include College Captains and Prefects, House Captains, Social Justice Captains, Wellbeing Captains and Arts Captains. A strong Student Representative Council (SRC) also advocates for student voice and agency in shaping College life. Beyond these formal roles, students are encouraged to raise ideas, questions and concerns with student leaders or staff, and are supported to do so in a way that fosters personal growth and respectful dialogue.

Staff are similarly encouraged to engage in open communication through both formal and informal channels. Whole staff meetings, professional learning groups, surveys and Annual Review processes provide ongoing opportunities for input and feedback around College vision, culture and practice. This commitment to dialogue and shared ownership strengthens the sense of purpose and belonging among staff.

We also deeply value the insight and partnership of our families, who are invited to provide feedback across a range of areas. Whether through direct communication, survey responses or participation in College events, the voices of parents and caregivers are carefully considered in decision-making to ensure the best outcomes for the young people in our care.

Much of the feedback regarding stakeholder satisfaction was gathered during the extensive consultation process for the development of the **2024–2026 Strategic Plan**. Students, staff and families were invited to reflect on key areas such as Catholic Identity, holistic education, wellbeing, partnerships, and College operations. Their responses helped to affirm areas of strength while also identifying meaningful opportunities for growth.

Overall, the feedback indicated strong levels of satisfaction with the College's direction, culture and care for students, alongside a shared desire to keep building on this foundation with clarity and courage. These insights were instrumental in shaping the current Strategic Plan and continue to guide our work moving forward.

We remain deeply grateful for the thoughtful contributions made by students, staff and families, and for the ongoing support of our shared mission.