Mary MacKillop Memorial School

2014 Annual Report
Dear Parents and Care Givers

It is with great pride and pleasure that I present to you our school’s annual report for 2014.

In addition to an overview of a range of exciting activities, initiatives and events in the religious, educational and community domains of our school, this report also contains, as required under the Schools Assistance Act, performance information in relation to staff professional engagement, student learning outcomes and satisfaction.

I hope you enjoy reflecting on the wonderful life of our school and community over 2014. I also take this opportunity to remind you that this report is also available on our school website www.mmms.catholic.edu.au

1. School Features

At Mary MacKillop Memorial School, the parents, students and staff are committed to continuing the vision of our founders, St Mary of the Cross MacKillop and Julian Tenison Woods. We value and endeavour to provide an education of excellence and care in an environment of shared partnership with families. We are a community accessible to all while upholding Catholic identity. Our philosophy, grounded in the Josephite charism is, “In Omnibus Caritas” ... In all things love.

<table>
<thead>
<tr>
<th>School SES</th>
<th>97.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>Catholic</td>
</tr>
<tr>
<td>Year Range</td>
<td>Reception - Year 7</td>
</tr>
<tr>
<td>Student Enrolments</td>
<td>71 students</td>
</tr>
<tr>
<td>Student Numbers by Year Level</td>
<td>(August 2013)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers</td>
<td>11</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>6</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

Percentage of Indigenous enrolments 0%
Percentage of students with disabilities 1.0%
2. **Student Attendance**

The average student attendance rate for our school in 2014 was 91.5%

<table>
<thead>
<tr>
<th></th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88.81%</td>
<td>94.78%</td>
<td>90.7%</td>
<td>91.4%</td>
<td>94.17%</td>
<td>90%</td>
<td>91.45%</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

As a school, we monitor the attendance of children daily. It is discussed with families at enrolment and also families are reminded regularly throughout the year via the newsletter. Where students are away regularly or for lengthy periods, teachers contact parents and carers to discuss the issue. Where significant absences are observed families are asked to meet with the Principal. Occasionally we have some children who require significant monitoring and with these children we always call the families if they do not arrive at school.

3. **Student Learning Outcomes**

In May Year 3, 5 and 7 students participated in the National Assessment Program Literacy and Numeracy Tests. (NAPLAN) The aim of these tests is to provide information that adds to the comprehensive picture of student achievement that is developed by teachers using a broad range of assessment tools throughout the year. It also helps to track trends in learning so that we can identify areas where children are being successful and where teachers need to focus on more closely in the future. Our students and teachers are to be congratulated on the results of the 2014 NAPLAN tests. The following benchmarks were achieved:

**Numeracy** (mean score and number of students who achieved National Minimum Standard)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>369</td>
<td>370</td>
<td>356</td>
<td>454.1</td>
</tr>
<tr>
<td></td>
<td>(81%)</td>
<td></td>
<td>(100%)</td>
<td>(89%)</td>
</tr>
<tr>
<td>Year 5</td>
<td>457</td>
<td>465.5</td>
<td>469.2</td>
<td>576.5</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td>(100%)</td>
<td>(87%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Year 7</td>
<td>572</td>
<td>517.8</td>
<td>508.9</td>
<td>509.1</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td>(100%)</td>
<td>(100%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>
Literacy (mean score and number of students who achieved National Minimum Standard)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>400 (81%)</td>
<td>437.8 (100%)</td>
<td>424 (99%)</td>
<td>369.2 (78%)</td>
</tr>
<tr>
<td>Writing</td>
<td>425 (94%)</td>
<td>427.4 (100%)</td>
<td>405.4 (100%)</td>
<td>362.7 (100%)</td>
</tr>
<tr>
<td>Spelling</td>
<td>423 (94%)</td>
<td>402.7 (100%)</td>
<td>388.9 (91%)</td>
<td>367 (100%)</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>439 (94%)</td>
<td>429.6 (100%)</td>
<td>449.8 (99%)</td>
<td>388 (100%)</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>492 (88%)</td>
<td>487.3 (88%)</td>
<td>525.2 (93%)</td>
<td>507.6 (100%)</td>
</tr>
<tr>
<td>Writing</td>
<td>473 (88%)</td>
<td>470.2 (100%)</td>
<td>491.9 (93%)</td>
<td>474.8 (100%)</td>
</tr>
<tr>
<td>Spelling</td>
<td>465 (100%)</td>
<td>474.5 (100%)</td>
<td>495.2 (87%)</td>
<td>471.9 (100%)</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>468 (100%)</td>
<td>496 (86%)</td>
<td>521.1 (93%)</td>
<td>506.4 (100%)</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>526 (86%)</td>
<td>569 (100%)</td>
<td>520.9 (100%)</td>
<td>531.7 (100%)</td>
</tr>
<tr>
<td>Writing</td>
<td>507 (100%)</td>
<td>543.5 (100%)</td>
<td>502.5 (88%)</td>
<td>476.2 (88%)</td>
</tr>
<tr>
<td>Spelling</td>
<td>508 (100%)</td>
<td>556.1 (100%)</td>
<td>540.2 (100%)</td>
<td>503.6 (88%)</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>499 (100%)</td>
<td>578.3 (100%)</td>
<td>535.8 (100%)</td>
<td>523.3 (100%)</td>
</tr>
</tbody>
</table>

*Data trends are informative and must also be aware of individual comparative differences due to small number of cohort.

Our teachers have used the data from the NAPLAN testing in conjunction with other data on student performance to support the learning programmes for this year. The SACCS Literacy Strategy continues to inform the role of the Key Literacy Teacher supporting Early Years Assessment, regional, state and national literacy and numeracy initiatives.

4. Staff Profile

Workforce Composition

| Number of staff who identify as Aboriginal or Torres Staff Islander | 0 |

Teaching staff

| Number of staff | 8 |
| Full time Equivalent | 5.4 |

Non-teaching staff

| Number of staff | 6 |
| Full time Equivalent | 1.8 |
Below is a list of the formal qualifications and the percentage held by teaching staff at Mary MacKillop Memorial School. In addition to these formal qualifications all staff are required to undertake regular training in Responding to Abuse and Neglect, Child Protection Curriculum Training and hold a current First Aid certificate.

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Masters</th>
<th>Bachelor Degree</th>
<th>Graduate Certificate</th>
<th>Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>43%</td>
<td>86%</td>
<td>57%</td>
</tr>
</tbody>
</table>

### 5. Student, Parent and Teacher Satisfaction

What the children are saying:
Children form Years 3-7 were surveyed and they are generally happy with Mary MacKillop Memorial School. The overwhelming majority feel they are making good progress and enjoy their learning programs. Some students expressed a desire to have more say in decisions.

What the parents are saying:

**Part I – Your Child’s Education**

<table>
<thead>
<tr>
<th>Learning Focus</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The academic standards at this school provide adequate challenge for my child.</td>
<td>45%</td>
<td>33%</td>
</tr>
<tr>
<td>2. The education programs at this school are suitable for my child.</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>3. The subjects taught at this school meet the needs of my child.</td>
<td>33%</td>
<td>22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extra-Curricula</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My child’s school has good extracurricular activities.</td>
<td>22%</td>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My child is taught organizational skills to help them with homework.</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>2. My child’s homework helps them with their learning.</td>
<td>11%</td>
<td>22%</td>
</tr>
</tbody>
</table>
### General Satisfaction
1. Overall, I am satisfied with the education my child receives.
   - Strongly Disagree: 33%
   - Somewhat Disagree: 45%
   - Somewhat Agree: 22%
   - Strongly Agree: 11%

### Student Safety
1. My child has been bullied recently at school.
   - Strongly Disagree: 33%
   - Somewhat Disagree: 22%
   - Somewhat Agree: 22%
   - Strongly Agree: 11%

2. Other students are mean to my child.
   - Strongly Disagree: 22%
   - Somewhat Disagree: 33%
   - Somewhat Agree: 11%
   - Strongly Agree: 11%

### Approachability
1. There is good two-way communication between the staff and parents at my child's school.
   - Strongly Disagree: 22%
   - Somewhat Disagree: 11%
   - Somewhat Agree: 45%
   - Strongly Agree: 22%

2. I feel comfortable about approaching this school with any concerns I might have.
   - Strongly Disagree: 22%
   - Somewhat Disagree: 11%
   - Somewhat Agree: 33%
   - Strongly Agree: 34%

3. My child’s teacher/s understands my point of view.
   - Strongly Disagree: 22%
   - Somewhat Disagree: 11%
   - Somewhat Agree: 45%
   - Strongly Agree: 11%

4. This school takes parents’ concerns seriously.
   - Strongly Disagree: 11%
   - Somewhat Disagree: 11%
   - Somewhat Agree: 11%
   - Strongly Agree: 33%

### Social Skills
1. My child is mastering a range of social skills.
   - Strongly Disagree: 22%
   - Somewhat Disagree: 45%
   - Somewhat Agree: 33%
### Teacher Morale

1. The teachers at my child’s school are extremely dedicated. 22% 11% 22% 45%

2. The teachers at my child’s school have a lot of pride in their work. 33% 11% 56%

3. The teachers at my child’s school are very energised. 33% 22% 45%

### Parent Input

1. This school encourages parents to have a say in planning for the future. 22% 11% 56% 11%

2. I have an opportunity to get involved in planning and deciding things at this school if I want to. 45% 33% 22%

### Stimulating Learning

1. The teachers at my child’s school are very good at making learning fun. 22% 11% 45% 22%

2. The teachers at my child’s school are very good at encouraging my child to learn. 33% 45% 22%

### Behaviour Management

1. The teachers at my child’s school manage student behaviour fairly. 22% 11% 33% 23%

2. The teachers at my child’s school manage student behaviour in a consistent way. 22% 11% 33% 23%

3. The teachers at my child’s school manage student behaviour sensibly. 11% 11% 11% 11% 33% 23%

### Reporting

1. My child’s school report is very helpful. 11% 33% 34% 22%

2. My child’s report gives me a good understanding of how my child is progressing at school. 11% 33% 34% 22%

3. My child’s reports cover all the areas of their progress that I need to know about. 11% 33% 11% 34% 11%

### Classroom Behaviour

1. Some students are disruptive in class making it hard for my child to learn. 34% 22% 22% 22%

2. The behaviour of other students interrupts my child’s learning. 45% 11% 22% 11% 11%
What staff are saying:
Staff are very satisfied with Mary MacKillop Memorial School as a work environment. The school is supportive and staff are collaborative. There are opportunities to express their views and pursue professional learning. Overall satisfaction levels are high to very high.

6. Finance

School Income by funding source

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent Income</td>
<td></td>
</tr>
<tr>
<td>Federal Government Grants</td>
<td>$76,378.53</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>$125,264.14</td>
</tr>
<tr>
<td>School Fees</td>
<td>$56,800.00</td>
</tr>
<tr>
<td>Other Income</td>
<td>$119,855.78</td>
</tr>
<tr>
<td>(Includes School Card, resource charges, interest income, donations for recurrent purposes, long service leave, paid parental leave, staff allowances and rebates and reimbursements for costs paid by the school)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,065,705.45</td>
</tr>
</tbody>
</table>

Recurrence Expenditure for 2014 was $1,150,305

Capital Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government Capital Grants</td>
<td></td>
</tr>
<tr>
<td>Capital Fees</td>
<td></td>
</tr>
<tr>
<td>Diocesan Capital Levy</td>
<td>$244.80</td>
</tr>
<tr>
<td>This fee is collected on behalf of the Archdiocese</td>
<td></td>
</tr>
<tr>
<td>Cash Donations</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$244.80</td>
</tr>
</tbody>
</table>
7. School Improvement

Self-assessment process

During 2014, the school engaged in a self-assessment process that lead to development of a School Improvement Plan, based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA). Following consultation with the School Board, parents, children and staff the following improvement plan for 2014 was developed.

2014 School Improvement Plan

**CIF Domain 1 – Catholic Identity**

(a) **To explore and connect with ecological conversion as an integral part of Catholic identity:** Develop School Master Plan with outdoor learning spaces, natural play spaces, refurbish R/1 learning space.

(b) **To continue to engage and deepen understandings and practices of Catholic identity based on Leuven school data and Leuven Project:** Provide opportunities for professional development, introduce Christian Meditation.

**CIF Domain 2 – Focused Vision and Goals**

To consolidate our presence in the community as a quality learning facility: Review Vision Statement, strengthen ties with McKay Children’s Centre, continue with Joeys
Playgroup and establish Joeys Jumpstart for 4 year olds transitioning to school, develop a marketing plan.

**CIF Domain 5 – High Quality Teaching and Learning**

- To build expertise in teachers and involvement with parents in order to bring about increased learning outcomes for children
  1. Professional Learning: Provide opportunities for staff to engage in professional learning locally and regionally.
  2. Curriculum: Provide PL on curriculum at start of year for multi-age classes and Word Study.
  3. Quality teaching: Use of data to inform teaching, Learning Plan for each child.
  4. Student engagement in learning: Implement three way learning conversations with child, parent and teacher

**CIF Domain 8 – Strong Home, School, Community Goals**

- Family Engagement: To work in partnership with parents as partners in the school, School Board, Finance Committee, Building Grounds and Maintenance Committee, Parent Club sub committees to promote a sense of security and belonging for new families to the school
  1. Hold a community night / AGM at the beginning of the year
  2. Explore ways to build Parent Club

Progress towards achievement of 2013 goals

**CIF Domain 1 – Catholic Identity**

- **Curriculum - Scope and Sequence for Crossways over a 2 year cycle.** Explore and develop Catholic Social Teaching and ecological conversion. Scope and Sequence was developed for a 2 year cycle. Catholic Social Teaching continues to be explored. Ecological conversion has been an important part of
our focus with the introduction of the Stephanie Alexander Kitchen Garden Program along with the chicken coop.

**CIF Domain 5 – High quality teaching and learning**

- **Pedagogy** - *Visible Learning and Learning Intentions, explicit teaching, differentiation*. These practices are now embedded in teachers’ practice.
- **Assessment and Reporting** – *data collection, analysis and tracking of children, new Report for parents*. Use of NAPLAN, PAT M and PAT R data is now being used to inform teaching programs. System of tracking children’s progress is still being refined. A new Report for parents has been developed.

**CIF Domain 7 – Orderly and safe learning environments**

- **WHS** - *Revise all school policies and procedures over next two years*. Several policies have been reviewed in consultation with parents, staff, students and School Board. This will continue into next year.

**CIF Domain 8 – Strong home, school, community engagement**

- **Communication** – *Fortnightly electronic Newsletter, Class Blogs*. These have both been implemented
- **Parent Involvement** – *Strengthen links with parents through Parent Club and Footsteps of Mary Group*. The Parent Club and School Board in consultation with the Principal have clarified their roles. The Parent Club will explore new ways to involve parents in their activities and committee.

**Our Catholic Identity**

Mary MaKillop Memorial School promotes a relational approach to learning and working together and uses restorative justice practices to reconnect students. Our school places relationships at the heart of good teaching and learning. This supports a strong partnership between staff and families in working towards successful learning outcomes for all students. In January, Michael Lincoln from the CEO, continued his work with staff to explicitly connect Restorative Practices to Catholic identity through scripture and to create the foundation for revising Personal Responsibility policy and practices.
Whole School Masses were held throughout the year along with individual class Masses and Liturgies. Fr Peter and Fr Paul made it a priority to enable these Masses throughout the year for which we are thankful. In April, we farewelled Sr Chris and Sr Mary and in April welcomed Sr Loreto and Sr Sue. We are grateful for the continued support and guidance from the Sisters of St Joseph and thank them for their involvement in our school and community.

The call to ecological conversion has progressed with the introduction of the Stephanie Alexander Kitchen Garden Program. This will be fully implemented in 2015 following the training of a staff member. This program cuts across several curriculum areas and will involve members of the community. The chook house and the butterfly garden which will be completed next year also provide pathways for outdoor learning and engagement with the environment.
The Parish Sacrament Program is currently being run by the school with teachers preparing the children as part of Crossways our Religious Education program and in conjunction with workshops for parents and children. The Religious Literacy Assessment Tool (ReLAT) for Year 4 children was introduced by Catholic Education SA (CESA). Our children are to be congratulated on their results which confirms their knowledge of our Catholic tradition.

Links with St Vincent de Paul in Mount Gambier are strong with a can collection held for their Winter appeal as well as items for a Christmas appeal.

The Act of Kindness Award has been well received within our community. Kerry and Shane McPherson from IGA generously sponsored this project. Community members and children nominated eighteen children for the ward which complements our school motto so well.

Curriculum Development 2014

A welcoming environment is provided at Mary MacKillop Memorial School, where the staff is committed to preparing children for lifelong learning. Children are engaged in learning activities that are relevant and purposeful. The school features large playing areas, play equipment and a wide range of extracurricular activities including gardening, choir and sporting activities.

Teachers are focused on children as learners, where curriculum, pedagogy, assessment and reporting are aligned to facilitate good learning outcomes for all. Teachers and support staff are devoted professionals who work to ensure children are engaged in learning activities that will enable them to develop the skills and dispositions to be future active citizens of the world.

Information technologies are important learning tools and all rooms have interactive whiteboards, iPads and computers. Six computers and two iPads were purchased through a donation by the Parent Club and an additional 4 computers and two iPads were purchased by the
school. The computer room is used for online testing and class work and a plan is being developed to upgrade computer access in classrooms.

Professional Learning for teachers was made available to develop efficient and effective planning for History and Geography. This learning is ongoing and ensures each child is able to meaningfully engage with the curriculum through an inquiry approach. This approach builds skills in accessing knowledge, learning and skills.

The Chinese language program continued through the cooperation of Tenison Woods College.

**Professional Learning**

Professional learning programs focused:

- Whole school curriculum learning focus – History and Geography: to implement the Australian Curriculum; ongoing attention to the Australian Curriculum: Cross Cultural Priorities – Sustainability
- Visible Learning based on the research of John Hattie and effective methods of improving student learning outcomes.
- Work, Health and Safety Training
- Nationally Consistent Collection of Data
- Child Protection training
- Catholic identity through Restorative Practices and eco-conversion
- Individual identified curriculum needs through discussions with the Principal
- Assessment of the Australian Curriculum – History and Geography

A regional approach to Professional Learning has enabled staff to grow their network and community of practice across contexts.
Professional learning attendance included:
- Key Literacy Training
- Visible Learning
- Word Study
- Catholic Identity

Inclusive Education/Adaptive Education
All children who present as ‘at risk’ in their learning are supported in the classroom either through 1:1 support, small groups and/or extension programs. This includes:

Multi-Lit – an intervention program for children with low progress in reading from Year 2 upwards

Special Education Program – funded support through the Catholic Education Office through a variety of ways including in class or group withdrawal by an ESO (Education Support Officer) or the provision of physical resources.

Adaptive Education Program – ESO’s provide in class support or withdrawal for individual children and small groups.

Rainbow Reading Program – support for students in Year 2 and above in regard to reading comprehension and fluency.

Beat Dyslexia – for children from Year 4 upwards.

2015 Literacy and Numeracy Goals
- Analyse National and school based data (NAPLAN, EYA, PATM and PATR) to identify areas of need
- Continue to use the school assessment database with a reading focus for on-going monitoring and tracking of students
- Introduce Word Study for spelling and grammar across the school
- Whole school focus on number facts and times tables
- Review the use and effectiveness of the Maths intervention program, Skoolbo
School Development
The submission for the 2015 Round of Federal Funding for Capital Works was successful with notification given in December. The building will be an undercover learning area/basketball and netball court. This will be a very exciting additional asset for our school. Work will begin in Term 1, 2015. This is an exciting addition to our facilities.

Little Joeys Playgroup
2014 saw the introduction of Little Joeys Playgroup under the coordination of Jenny Eckerman. We welcome our current families and other community members who join us each week on Mondays.
In 2015 this program will be extended to include Little Joeys Jumpstart which will invite preschoolers and their parents to join a literacy/numeracy lesson in the classroom.

Sporting Opportunities
The Sports Day and Swimming Carnival provided opportunities for all children to participate in sporting activities and to appreciate working as a team.
Many students participated in both SACPSSA (South Australian Catholic School Sports Association) and SAPSASA (South Australian Primary School Amateur Sports Association) and regional events which included swimming, athletics, football, soccer, netball, basketball, cross country and touch football.

Active After School Communities
Three programs were offered under this scheme in 2014 with a fourth offered in conjunction with Penola Primary school:
Term 1  Cricket
Term 2  Dance
Term 3  Basketball
Term 4  Tennis

Funding for this program by the Australian Sports Commission will no longer be offered in 2015 but we have registered our details with their new program Sporting Schools which will commence in July.

South East Catholic Schools Regional Collaboration
Collaboration between the three lower south-east Catholic Schools continued with students from each school attending Feast Day celebrations, combined professional learning for staff and
combined School Board meetings. Future plans include more focus on music in the region with a view to having a music teacher from Tenison visit our school periodically to work with staff and children.

The Future

Although enrolments fluctuate, the school is well placed to continue providing excellent educational outcomes for children as the staff are committed to providing quality education and to participate in ongoing professional development. Through the legacy of Mary MacKillop and the charism of the Josephite Sisters, the school will continue to be option of choice for families in our community. We want each child at Mary Mackillop Memorial School to love God and to love others. We want each child to learn to best of their ability and to enjoy it. We want each child to flourish in all aspects of their wellbeing.

Love........Learn........Flourish!