On the afternoon of Friday, May 1, thirteen kids from Clarendon Vale and Roseby Primary Schools arrived at our school to partake in an Edmund Rice Camp. The Student Leaders met these kids and budged up together, ready and eager to participate in 23 hours of non-stop games, craziness and friendship. Throughout the 23 hours, each Student Leader bonded with their buddy, learning about them and their life. After this full on time, we waved goodbye to the young faces driving off in a mini bus, soon to return to their normal, not so great lives. This program is truly rewarding. Everybody knows what poverty is, but it’s not until after this camp that I’ve truly understood and felt it. I can’t stress enough how great this life-changing experience is and would recommend it to everybody. You must do one of these camps in your lifetime.

Yesterday, during Personal Development, students in Years 7-9 were given the opportunity to review the progress that they were making on the goals that they set for themselves at the beginning of the year, as discussed in the Student/Parent/Teacher Goal-Setting interviews held in February. The lesson aimed to assist students to measure the success of their progress through various self-assessment and reflection tasks. A couple of inspiring articles were also provided to students for them to read, featuring two successful young Tasmanians who set goals for themselves and navigated their way to achieving them. I encourage parents to begin a conversation with their son/daughter about the goal-setting program and the progress that has been made so far.

The Winter Appeal is well underway. Please donate warm socks, gloves, hats and personal hygiene items to our Self Care Hampers. Hampers will be distributed by Vinnies to the homeless over the winter months.

FROM THE PRINCIPAL

Mrs Linda Pollard
DIRECTOR OF MINISTRY

Mrs Nicholas Lahay
DIRECTOR OF STUDENT WELLBEING

PERSONAL DEVELOPMENT, MID-YEAR STUDENT GOALS REVIEW

Yesterday, during Personal Development, students in Years 7-9 were given the opportunity to review the progress that they were making on the goals that they set for themselves at the beginning of the year, as discussed in the Student/Parent/Teacher Goal-Setting interviews held in February. The lesson aimed to assist students to measure the success of their progress through various self-assessment and reflection tasks. A couple of inspiring articles were also provided to students for them to read, featuring two successful young Tasmanians who set goals for themselves and navigated their way to achieving them. I encourage parents to begin a conversation with their son/daughter about the goal-setting program and the progress that has been made so far.

RESPONSIBLE USE OF TECHNOLOGY – OUR DIGITAL FOOTPRINT

All students last week were presented with information during Personal Development that encouraged students to use technology more responsibly. Students watched and listened to anecdotes about real people and real situations which highlighted that every time we send or accept a message or image, we leave our digital footprint, which is often retrievable by various authorities or random members of the public. Students were encouraged to use the terrific technology that we have at our finger tips in positive and productive ways, constantly being mindful of their digital reputation. If students do find themselves in difficult situations due to their cyber activity, they were reminded to have the courage to communicate with a trusted adult, whether that is a teacher, a parent, school counsellor or family friend or relative.

LAUNCH OF VERTICAL LEADERSHIP

This Friday, All Year 7 & 8 students as well as the Year 10 students will meet formally in our Rice Resource Centre to launch Vertical Leadership. This system of leadership allows more senior, skilled leaders to share their leadership skills with younger student leaders. Our Year 10 leaders will demonstrate how to run effective meetings, plan and deliver events, and identify further whole school improvements from a student perspective. The first task for the Vertical Leadership Team is to plan and promote our school-wide celebration and activities around Mary Mackillop Feast Day (8 August), now commonly known as JJAMM Week (Joseph, Julian And Mary MacKillop). I’d like to wish the Student Leaders all the best for their preparations.

Mr Nicholas Lahay
DIRECTOR OF STUDENT WELLBEING

REFLECTION

Now here’s a rather difficult question for you: “Is your child overindulged?” How would you know? Well fortunately, Jean Illsley Clark, co-author of the book “How much is enough?”, has developed a paragraph or two to give you an idea:

Overindulgence is giving too much of what looks good, too soon, too fast, it is giving children things or experiences that are not appropriate for their age or their interests and talents. It is the process of giving things to children to meet the adult’s needs not the child’s.

Overindulgence is giving a disproportionate amount of family resources to one or more children in a way that appears to meet the children’s needs but does not, so children experience scarcity in the midst of plenty.

Overindulgence is doing or having so much of something that it does active harm or at least prevents a person from developing and so deprives that person from achieving his or her potential.

Overindulgence is a form of child neglect. It hinders children from performing their needed developmental tasks and from learning necessary life lessons."

When meeting the "adult’s” needs becomes the process it could be because the parent wants their child to make them “look good”, or because a parent was poor or deprived as a child and doesn’t want their child to feel that way, or because it’s a quick way to pay them off for being so busy and not having time for their child.

Overindulgent behaviour on behalf of a parent leads to excessive self-centredness and immature behaviour in the child. Children need to learn the difference between what they want and what they need and the difference between asking and demanding. They will not learn such differences by being overindulged. In fact, they will develop limited tolerance for discomfort, for disappointment and will not develop the ability to delay gratification.

If parents fail to enforce age-appropriate limits to what their children can have or do, then, their child will not function well at that particular stage of their development and so won’t be able to move on properly to the next developmental stage. The problems will continue to mount well into adulthood, where adults, who consider themselves “overindulged” as children, make comments about themselves such as:

“I have extreme difficulty making decisions.”
“I don’t have to grow up because other people will take care of me.”
“I need praise and material reward to feel worthy.”

I feel like I need a lot of material things to feel good about myself.
“I’m unlovable.”
“I constantly need outside affirmation from my friends.”

From How Much is Enough.

There is no doubt that society places pressure on all of us to overindulge. Advertising places no emphasis on personal integrity and strength of character but rather on all things material like how you look, what you wear, what you have, and your “freedom” to do what you like. To survive this bombardment, children will need their parents to provide firm guidance, courage to confront inappropriate demands and an environment where sharing and caring are visible and felt. What they don’t need are parents who indulge them inappropriately or, worse still, overindulge them.

Lord, lead us from decisions that lack forethought and can lead to poor outcomes. May Your Spirit give us guidance and courage to lead our children to become the adults they have the potential to be. Amen

STUDENT REPORTS

The Purpose of Student Reports

Student reports do a lot more than simply inform parents of their child’s achievement rating. Student reports also help parents/careers identify weaknesses and target areas for improvement in their child’s academic performance, engagement, application, and behaviour. They are useful tools for fostering communication between parents/carers and teachers, and also between parents/carers and their child.

Reporting Achievement

In line with Federal Government legislation, Tasmanian Catholic schools report achievement using a five-point rating scale. From years 3-10 the 5-point scale is an A-E rating. Students from Prep to year 2 receive a written descriptor rather than the A-E rating.

It is important to understand that a “C” is not a disappointing result. A “C” on the report card indicates that a student’s learning is on track and they are achieving the standard that is expected of them at the time of reporting. In the past, a “C” might have not have been seen as an indication that a student’s learning is at a desired level. This is no longer the case.

For some students the A-E rating is not appropriate for reporting achievement and an alternative narrative report is provided. All students receiving narrative reports have an Individual Education Plan (IEP).

Achievement Standards

It is a federal requirement that student achievement is reported against recognised achievement standards. Achievement standards outline the knowledge, skills and understanding...
importance for students at each year of schooling, from Prep to Year 10.

In 2015 all Tasmanian Catholic schools and colleges are required to report student progress against the Australian Curriculum Achievement Standards in English, Mathematics, Science, History, Geography and Physical Education. Achievement in Religious Education is reported against the Tasmanian Catholic Standards for Religious Education.

Beyond the A-E Grading
While the A-E rating conveys important information about where a child is in their learning at a given moment in time, it does not tell the whole story when it comes to student achievement. The Tasmanian Catholic schools report includes an indication of areas of strength and weakness within each learning area using a continuum of developing, consolidating and extending. The report also includes an indication of student application and attitude to learning. The information included is seen as a critical lens for interpreting the A-E grading.

A student who receives a ‘D’ for their achievement rating and whose attitude and application is meeting or exceeding expectations may be achieving their full potential and this result is cause for celebration. Alternatively, a student with an ‘A’ for achievement, but whose attitude and application is not meeting expectations, may not be working to their full potential.

A Final Thought
Whether a student is working at, above or below the level of their peers is not the most important piece of information. What is important is that they are making progress towards the identified goals for their learning and that those goals allow them to reach their full learning potential. It is this that deserves celebration and investigation, not A-E’s.

GUILLFORD YOUNG COLLEGE
Guillford Young College applications for 2016 are due on Friday, July 3, 2015. Please contact GYC or MacKillop if you have any questions about enrolment for next year.

STUDENT ACHIEVEMENT
Congratulations to Jacob Richards (8 White) on his selection in the Tasmanian Under 16 Men’s Basketball team. He will be competing in the Australian Junior Championships to be held in Ulverstone in July. All the best, Jacob.

Congratulations to Cameron McKean (10 Gold) on his selection to represent the Tasmanian Under 16 Boys Basketball team. He will be competing in the Australian Junior Championships to be held in Ulverstone in July. All the best, Cameron.

GUILLFORD YOUNG COLLEGE TRANSITION
This week I had the pleasure of accompanying our Year 10s to GYC for their first transition meeting to Senior Secondary Education. Our students were a credit to us; they listened politely, their uniforms were excellent and they were engaged in the conversations of the possibilities available in Years 11 and 12. Guillford Young College are running their Parent Evenings this Thursday, May 28, Tuesday, June 2 and Thursday, June 4 from 7.30 pm at the Hobart Campus. If you have any questions about Senior Secondary Education this might be of interest to you.

All Year 10 families should now have received their Guillford Young College enrolment pack for 2016. If you have not received one as yet please write a note to your son/s daughter’s Home Room teacher and we will ensure that one is sent to you.

CYBERSAFETY TIPS FOR PARENTS - APP ALLOWS PARENTS TO SEE WHAT THEIR CHILD IS POSTING ON SOCIAL MEDIA
This is an App that allows parents to see what their child is posting on social media. It is especially appropriate for parents when their children first begin using social media to allow parents to keep an eye on what is being posted.

The designer William Stark worked with Kirk Smallley from the Stand of the Silent Foundation to produce the anti-cyber-bullying application. Smallley is the father in the 2011 documentary “Bully,” whose 11-year-old son committed suicide after being cyber-bullied.

The App shows the parents what their child has posted, what they like, what their statuses have been, and what they are tagged in. It allows parents to have much needed conversations with their child about what is and isn’t appropriate.

SEXTING TIPS FOR TEENS AND PARENTS
If you regret sending an image to someone, ask them to delete it and not forward it to others. If the image has already been exposed to other people, speak to a trusted adult to assist you in taking action

If a sexting photo is sent to your phone, delete it immediately; never forward a sext. It makes the problem worse and impacts negatively on the relationships and reputations of you and your peers. Ask the sender to send them to someone who can get in trouble legally even if you did not want to receive the image.

You may have to block the sender’s number or seek advice from police if the sending of sexting continues. You can also visit the ACMA (Australian Communication and Media Authority) website, http://www.cybersmart.gov.au/parents.aspx for articles relating to this. Parents should talk with their children and discuss sexting articles to help them understand the impact of sexting.

TAKING ACTION AGAINST CYBER-BULLYING
Recent research indicates that there are two peak periods in a child’s life when they are most at risk of cyber-bullying: as they transition from primary to secondary school and again in Year 9. Serious cyber-bullying is a criminal offence and it carries a maximum of 10 year’s imprisonment in some Australian states. In Tasmania, legislation in the form of “Chloe’s Law” will be presented to the Tasmanian Parliament in the coming month. Dr Michael Carr-Gregg suggests the following tips for parents:

✓ Remind young people that it’s not their fault they are being cyber-bullied and they can do something about it.
✓ Tell them to ignore the bully and never respond to messages or taunts.
✓ Make sure young people know how to block contacts, filter email messages and block posts or contact on social media.
✓ Suggest a record of all harassing messages is kept.
✓ Any threats of physical harm are very serious and should be reported.

Encourage your child to talk about what is happening and how it makes them feel so they can come up with ways to address cyber-bullying.
✓ Makes sure your child has options of people to talk to, for example the College Counsellor or your Home Room teacher.

SCHOOL-WIDE POSITIVE BEHAVIOUR AT MACKILLOP
If a child does not know how to read… We teach.
If a child does not know how to count… We teach.
If a child does not know how to behave… We do.

Term 2 is a good time for us to highlight the SWPBS framework that we use at Mackillop Catholic College. SWPBS stands for School Wide Positive Behaviour Support, and is a framework that supports schools in understanding and acknowledging expected behaviours, rather than focusing attention on negative or anti-social behaviours.

Our expectations are:
Be Respectful
Be Engaged
Be Your Best

We recognise that many members of our community have not yet learnt the behaviours that are essential for them to fulfil our expectations and, as such, our goal is to ensure that we provide the required supports in order for all to be successful.

These supports come in a range of formats including the physical environment, routines, targeted lessons and acknowledgements, along with small group and individual intervention programs where necessary. It is important to instil a genuine understanding of these expectations during a student’s time here and hope that they leave being respectful to all, active and engaged in their studies and community, and striving to be their best at everything they do.

Mrs Sue Howard, DEPUTY PRINCIPAL

DIR ECTOR OF LEARNING AND TEACHING

YEAR 10 EXAMINATION BLOCK

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<th>Thurs 11/6</th>
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This period, up and down the block, can be particularly stressful for our Year 10 students and we strongly encourage them to talk to their subject teachers to find out what topics will be examined and then draw up a revision/study schedule in preparation for their examinations to help mitigate some of that stress. Parent/Carer involvement in the organisation of these studies is particularly beneficial. Any student that is struggling with drawing up a revision schedule should seek guidance from their Home Room teacher, especially during Personal Development lessons.

We wish all our Year 10 students well in their forthcoming endeavours and are sure that with the right respect and engagement with study they will achieve their best.

Dr John Snell
DIRECTOR OF LEARNING AND TEACHING

MACKILLOP FAMILY MASS: SUNDAY 31ST MAY

Please find attached your invitation to the MacKillop Family Mass at Bellivere this coming Sunday at 10.30 am. It is an opportunity to celebrate Mass as a College and Parish community. Fr Peter will say Mass for the MacKillop pilgrims who recently walked in the footsteps of Saint Mary of the Cross MacKillop from Melbourne to Adelaide will retell their highlights at the Mass. I encourage all families of staff and students to come along on Sunday morning to celebrate Mass together.

EDMUND RICE CAMP: FROM THE STUDENT LEADERS

Paul Arcena
10 Green

My experience of the Eddie Rice Camps: The Eddie Rice Camp that the Year 10 Student Leaders were required to attend spanned a period of 24 hours (4:00pm on Friday to 4:00pm Saturday). My first reaction was not a good one on hearing that it was a compulsory event. I thought that it was a waste of time and wouldn’t benefit me in any way. But I reluctantly turned up to the event and was given away. When the children first arrived at the school, I believed that my thoughts were confirmed as the kids were over-rowdy and quite rude. The first hour or so rolled on as we played what seemed like pointless group games and my mind drifted to things I wished I was doing instead.

But then came a time when it was time to sit down and talk to our buddy who we were paired up with from when they first arrived. We had to reflect on the times we were given away. These were the Eddie Rice Camp. One of the questions was, “If you could invite anyone to a party who would you invite and why?” First, I answered then my buddy answered. I said I’d invite just my mates and his Air-ness Michael Jordan. Like the games, I wasn’t really taking this seriously. It was then my buddy’s turn to reply. He said, “I would invite you to my party because you’re awesome!” I laughed and said. No one else? He said, “Nope, just you.” Then I thought to myself, this kid isn’t so bad.

Fast forward hours and hours of more games and suddenly it was Saturday. Again, it was question time. The question this time was, “If you could apologise and thank anyone who would it be?” I went first and I said “thank my parents for all their hardships and sacrifices of raising and continuing to take care of me, and the person/people I would apologise to is them for at times taking them for granted and being un-filial. Then it was my buddy’s turn to reply. He said that he would thank me for being “one of the best friends ever and for being with him for the last day.” He then went on to say that he wanted to apologise to me for “swearing a lot and being a downright d***head.” I was so touched but further so because the next thing he said moved me close to tears. He said that one day he would come and see me when I’m older so I realised something about children after that moment, that all children are the same. On the cover they may be different due to upbringing, but all children possess a heart that is so pure and full of love. This boy’s name was Max and I, without knowing it, had the chance to experience things that he lacked in life like a role model that he could look up to.

Now, I think I gained more in the experience than Max did. I realised that I could be someone who helps someone, and that I had a lot of little things for granted. I wish that everyone could experience what I did and see that in comparison to our problems, these disadvantaged children were far worse off. I hope that everyone could just take a second and appreciate everything in their life. And that compared to those born children, most of our problems don’t even matter. Thanks Max.