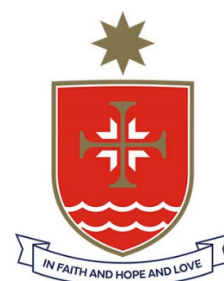


MACKILLOP CATHOLIC COLLEGE



ANNUAL REPORT 2018



Published 30 June, 2019

Year in Review – 2018

This annual report for 2018 provides a comprehensive overview of MacKillop Catholic College for parents, students and wider community. Hard copies of this report are available upon request at the College Office.

Introduction

MacKillop Catholic College is located in Mornington, Tasmania. It is bounded by Currajong Street and Goondi Street. It is a Catholic co-educational college governed by Catholic Education Commission Tasmania catering for students from Year 7 to Year 10. Although discussions about the possibility of establishing a Catholic secondary college on the eastern shore of Hobart had taken place as early as 1962, it was not until the planned restructuring of Catholic secondary education in the Hobart region commenced in the early 1990s that the opportunity arose to establish MacKillop Catholic College. MacKillop Catholic College opened in the refurbished site on 9 February 1994. The College opened its doors to 59 students in 1994. By 1997 student numbers had risen to 340, in 1998 there were over 400 students. By 2006 there were 560 students.

2018 membership of the Advisory Board includes: Mr Timothy Petrusma (Chair), Mrs Sabina Lane (Deputy Chair), Mr Christopher Smith (Treasurer and Edmund Rice Education Australia Representative – EREA), Father Richard Ross (Parish Priest), Mrs Penny White (Parent), Ms Shelley Spong (Parent), Mrs Anita Smith (Parent) and Mr Eamonn Pollard (Principal).

MACKILLOP CATHOLIC COLLEGE – ENROLMENT TOTALS – AS AT: 4/12/2018

YEAR 7, 8, 9, 10, 2018

	MALE	FEMALE	TOTAL
Year 7	83	55	138
Year 8	86	57	143
Year 9	78	66	144
Year 10	71	57	128
	318	235	553

- Average attendance rate (%)

School attendance rates disaggregated by year group are shown in the table below.

Attendance rates by year group	Year 7	Year 8	Year 9	Year 10
	92.74%	90.76%	91.34%	86.37%



PRINCIPAL'S REPORT

Uniform

The start of 2018 saw the introduction of our new uniform. Girls now have the option of shorts and pants to go with the dress or skirt. There is no longer a winter or summer uniform for the girls. Boys have new ties and new 'jack' shirts that do not need to be tucked in. The spray jackets are being phased out in favour of soft shell jackets which are warmer and more versatile. The new uniforms look smart, are more comfortable for the students and reduce the amount of rules that students have to follow.

Retreats and camps

Every year at MacKillop each student undertakes a retreat. These retreats are run by our own staff and are designed to meet the students where they are at. We also have Year 7 and 8 camps. These retreat and camp experiences help with the spiritual formation of students and allow students to shine who may not shine in the classroom.

Youth Minister

We are investing more into the religious life of our College with the decision to employ a Youth Minister, in partnership with St Mary's College. We have employed Mr Daniel de la Motte for this purpose. Daniel will commence at the start of 2019.

Parents and Friends

After a gap of 9 years, our Parents and Friends Committee was resurrected this year. We have had a good turn-out of parents and some very worthwhile conversations.

Signage

Signage has been erected around the College so that visitors know where to find the gym, library, front office, drama room and so forth. While regular visitors know where most things are, first time or occasional visitors now know where to find key buildings.

Website

Our new website was launched in 2018. It is a little more user friendly and 'easy on the eye' as well as being easy to navigate. Our website is the first point of contact for many and needs to be professional and user friendly.

Marketing

The school has had quite a number of Open Days and Information Evenings this year. This has paid off in helping inform future families about the College. Our enrolments for 2019 are the highest they have been in the history of the College.

Mobile phones

Mobile phones have been banned from classrooms this year. This has been a successful initiative, with one more distraction from learning now removed.

Gifted, Talented and Extension

Ms Phillipa Coward and Ms Jakki Hardman were appointed this year to support staff extending students. They have done a great job in offering a broad range of extension programs and opportunities and helping teachers cater for the different abilities in our classes.

Registration, Validation and The Archbishop's Charter

These are compliance requirements for all Catholic schools to ensure that we are meeting the required standards in all aspects of school life. Preparation of these documents took months of work. I am very pleased to say that we received very high praise from the panels who assessed our submissions.



Timor-Leste Immersion

Once again this year we had a group of 14 students and two staff go to Timor-Leste for an immersion. There is a substantial program of formation before and after the

time in Timor-Leste. Once again, the student participants have stated that the experience was life changing.

ICT Review

The delivery of ICT at the College was reviewed this year and has had significant implications for the College. We have had concerns for some time that iPads, despite their strengths, are not the optimum learning devices for our students. The decision has been made to phase out iPads as our primary device in favour of laptops (Lenovo Yogas). The phase in of these devices will take place in 2019. As well as changing our primary device we are also taking over the ownership of the devices from parents. This allows us to make sure as far as possible that the devices are free from games and other apps that are not educational or helpful to the students. The ICT Review has resulted in an increase in the staffing and resourcing in the area of ICT support. We have also upgraded the network to cater for the increased traffic and to improve speed.

SEQTA Engage

SEQTA Engage was rolled out to our Year 10 families this year. We will continue the roll out to all families in 2019. SEQTA Engage significantly increases the communication to families.



Regular Online Feedback

Another big decision we have made this year is to transition to regular online feedback for 2019. This is because regular online feedback provides better information for parents on how their son or daughter is progressing. Rather than receiving one fairly generic comment in a year per subject, there will be as many as eight comments over the course of a year, per subject.



Greater Hobart Region Review of Southern Catholic Education

His Grace Archbishop Porteous announced the outcomes of this review in late 2018. This review is particularly significant to MacKillop as it includes the Eastern Shore becoming a sub-region and the potential provision of Year 11 and 12 education.

Leadership Development

All of our senior leaders have received feedback and coaching this year, through the Leadership Circle Model. This has included input from a presenter, interviews and surveys. Our leaders have reported that the whole process has been particularly beneficial.

Professional Learning Community (PLC)

The College has committed to becoming a PLC moving forward. This will mean an increased focus on learning, collaboration and being driven by data. This is a very significant initiative designed to lift our standards of learning and teaching.

College Sport

2018 was another action-packed year of sport at MacKillop. Lots of enthusiastic Year 7 boys and girls arrived in 2018, which strengthened our representative teams, and resulted in numbers for SSATIS Sports in the junior bracket being at full capacity throughout the year.

We strive extremely hard to offer a wide range of sports opportunities for our students, not just mainstream sports, and we work hard to ensure our College sports program caters for the elite performer to the novice

participant. The most positive thing about sport in this College is that the sports on offer give students an opportunity in their high school years to give things a go and build friendships.

We are proud of the way our students represented the College in a positive light both on and off the field of play in sports, and we are thankful for the support staff and parents give to our sports program as required.

It was certainly an amazing year in sport. Here are some highlights to reflect on for 2018:

Term 1

- College, Southern SATIS and State SATIS Swim Carnivals.
- We ran three surf lessons for students at Clifton Beach with Coastrider Surf Academy – up to 50 students attended.
- Our Junior and Senior Boys' Touch Football Teams WON the State Schools Tournament.
- Our Year 7 and 8 Boys' Basketball Teams were Runner's Up in the SSATIS Roster.
- Our Year 10 Boys' Basketball Team WON the SSATIS Roster.
- Our Girls' Year 7/8 Cricket Team qualified for the Milo T-20 State Cup.
- Our Boys' and Girls' AFL9s Football Teams were dominant at the Schools Challenge.
- Our College Surf Life-Saving Team WON the School Titles at Kington Beach.
- Several students attended the School Surf Titles and many finished Top 3 in their age group.

Term 2

- College and Southern SATIS Cross Country Events – Jamie Laurence a stand out in the u16 Male Event finishing first.
- Our Year 7/8 Boys' WON the SSATIS AFL Football Roster.
- Our Year 7-10 Girls' Field Hockey Team finished Runners-Up in the Girls' Division 2 Schools Final.
- Our Year 7 Division A Netball Team made the SSATIS Final.
- We sent a Boys' Team to the Schools Mountain Biking Challenge in Hobart.
- Our Girls' Volleyball Team WON the Schools Roster.

Term 3

- College, Southern SATIS and State SATIS Athletics Carnival.
- Our Girls' Football Team were in fine form making the Final but going down to a very skilful Collegiate team.

- Our Year 8 Boys' Soccer Team WON the SSATIS Trophy.
- Our Junior Girls WON the All Schools Volleyball Tournament.

Term 4

- We won the Year 8 Boys' and Girls', and Year 10 Boys' and Girls' Touch Football Rosters.
- Our Regional Basketball Teams attended the Southern Regional Tournament in October where our Junior and Senior Boys' Division 1 Teams qualified for the State Tournament. Our Junior Girls' won the Division 2 Southern Tournament.
- Schools Triathlon – we had close to 100 students registered for this year's event in December at Bellerive Beach – Joshua Barnes and Ruby Pacey WON their respective Year 8 races.
- Our Junior Girls' WON the Schools Beach Volleyball Cup.

Curriculum

MacKillop Catholic College, as a faith-based College, has the dual responsibility of ensuring the curriculum and pedagogy follow the directions laid down by the Archbishop's Charter as well as by state and federal government instructions. Our Religious Education program is closely underpinned by the guiding documents provided by the Archbishop and The Tasmanian Catholic Education Office.

Compulsory subjects, and where possible, elective subjects are underpinned by the Australian Curriculum (V8.3) and include references to the general capabilities and the cross-curricular priorities. We present a curriculum that educates for change and promotes lifelong learning.

Students in Years 7 and 8 build on knowledge and skills gained from the primary school environment and this ensures a seamless transition between primary and secondary school. Their subjects include:

- Religious Education
- English
- Reading Enrichment
- Health and Physical Education
- Languages Other than English (LOTE)
- Mathematics
- Science
- Studies of Society and the Environment (SoSE)
- Design and Digital Technologies (Material, Design and Technology, Food Technology, Digital Technology)
- Performing and Visual Arts (Art, Drama, Music, Dance)
- Personal Development

Students in Years 9 and 10 continue with their compulsory subjects and also choose from a range of optional subjects which are designed to cater for the broad range of interests, skills and talents. Students may choose from a selection of Performing and Visual Arts, Sciences, Humanities, Languages, Technologies, Business and Vocational Education (Hospitality and Construction) and Physical Education.

Elective Subjects

The Year 9 and 10 electives program continues to provide a range of subjects for all students, including Vocational Educational Training and pre-apprenticeship subjects. Efforts to promote some subjects as academically challenging or extension subjects started well but due the large numbers of student changes during Term 1, this may have been lost. New subjects offered in 2018 included: Animal Studies, Psychology and Sociology, Creative Writing.

Learning Equity Staffing

In 2018, the role of Head of Learning Support was re-advertised as Director of Learning Support to reflect the executive functions of the role, especially in the NCCD. Mrs Andrea Brumby was appointed to this position.

Gifted and Talented

This year MacKillop established a new position for a Gifted and Talented Key Teacher. Miss Phillipa Coward and Ms Jakki Hardman were appointed as shared Learning Extension teachers in 2018. These teachers worked with the Director of Learning Support to create and develop processes and programmes to identify, support and cater for gifted students in the College. A key aspect of the role is to identify students, particularly underachievers, and to raise awareness of the particular challenges gifted students may face with their learning. There have been several new opportunities created including The Readers' Cup, extension activities within the Reading Enrichment Program (REP), external guest speakers working with targeted groups, Science excursions and various competitions across a range of subjects.



Head of Department Staffing

Mrs Sharon Lawler resigned as Religious Education Co-ordinator at the end of 2018.

Mr Phil Stanley resigned his interim responsibility as Head of Department, Humanities.

Mrs Toni Pritchard resigned as Head of Performing Arts and Design.

Mrs Tricia Scott was appointed as Reading Enrichment Program Co-ordinator.

Mr Justin O'Brien was appointed at Head of Health and Physical Education.

Administration of learning management system, SEQTA

The administration for SEQTA learning management systems was shared between Mrs Sue Howard, Deputy Principal, Mrs Deborah Arnett, Director of Learning and Teaching, Mrs Tricia Scott, Teacher Librarian and Mr Murray Herbert, eLearning Co-ordinator, with Mrs Scott also taking on some administration duties for leadership and Mr Murray Herbert taking responsibility for staff training.

By the end of 2018, all staff were familiar with SEQTA Engage and Heads of Departments had Term 1 units of work, lesson plans and assessment tasks on the system. A timeline for the rollout of SEQTA Engage was created for 2019.

Timetable Changes

More time was allocated to the Arts and other enrichment subjects in Years 7 and 8. Time was taken from the REP to accommodate this. More time was given to Year 9 and 10 electives and this was taken from English, SoSE and Maths.

The move to 50-minute x 6 lessons has been well received although there has been some scheduling issues for Health and Physical Education and academic lessons being later in the day.

Student Outcomes 2018

NAPLAN results from 2018 reveal that the percentage of MacKillop Catholic College students at or above National Minimum Standard (NMS) is comparable, or higher than the percentage of students at or above NMS within Tasmania or Australia.

Year 7 results

Results from Year 7 show we have comparable percentages (within 1%) of students at or above NMS (Band 5) in Reading, Grammar and Punctuation, and Numeracy compared to Tasmania and Australia average percentages.

Year 9 results

Results from Year 9 show comparable (within 1%) percentages to Australian percentages of students at or above NMS (Band 6) in Grammar and Punctuation and Writing and to Tasmanian percentages in Reading. There is a positive difference in our results compared to Australian results in Reading, Spelling, and Numeracy.

There is an underlying expectation that every student would demonstrate a one band lift between Year 7 and Year 9. Our goals for 2018 were

- to decrease the percentage of students at Year 9 identified as at or below National Minimum Standard in Year 7.
- to increase the percentage of students moving a Band level or more between Year 7 and Year 9.
- to increase the number of students in Bands 9 and 10 in all areas by Year 9.

Reading 73% students made a gain between Year 7 to Year 9, 21% remained at the same level. Only 3 of our students now remain at National Minimum Standard (NMS) in Year 9. 23 students were assessed at Band 9 and 10.

Writing 49% made a gain, 27% remained at the same level. 19 students remain at or below National Minimum Standard (NMS) in Year 9. 9 students were assessed at Bands 9 and 10.

Spelling 53% made a gain, and 34% remained the same. 17 students remain at or below the National Minimum Standard (NMS) in Year 9. 27 students were assessed at Bands 9 and 10.

Grammar and Punctuation 51% made a gain and 30% remained the same. 4 students remain at National Minimum Standard (NMS) in Year 9. 21 students were assessed at Bands 9 and 10.

Numeracy 73% made a gain and 24% remained the same. 0 students remain at or below National Minimum Standard (NMS) in Year 9. 19 students were assessed at Bands 9 and 10.

Trends

In 2018, MacKillop Catholic College's mean score for Reading and Writing is higher than the mean score for Tasmania and Australia. Our mean score for spelling, grammar and numeracy are higher than Tasmanian means and slightly below those for Australia (within 1%).

Gender Outcomes 2018

In 2016 a higher percentage of Year 7 males than females were assessed at Band 8 (above expected Year 7 level) or above in Reading. This same cohort was assessed in Year 9, 2018, but this did not remain true for gender in Year 9 in Bands 9 or 10 in Reading. This is a similar pattern to previous years.

Band 8 + Year 7 2016 11 females
Band 9+ Year 9 2018 23 females
Band 8 + Year 7 2016 17 males
Band 9+ Year 9 2018 17 males

In 2016, similar numbers of Year 7 females and males were assessed at Band 8 or above in Numeracy. This same cohort was assessed in 2018 at Year 9, but there was a much lower number of females at Band 9 or 10 in Numeracy. This is a similar trend to previous years.

Band 8 + Year 7 2016 8 females
Band 9+ Year 9 2018 2 females
Band 8 + Year 7 2016 9 males
Band 9+ Year 9 2018 11 males

Australian General Ability Testing

In 2018 61 Year 7 students identified by NAPLAN and PAT as high achievers were assessed with the ACER test - AGAT which looks at abstract, verbal and numerical reasoning. These results helped to identify 37 students as high achievers within the College and the results were shared with teachers to aid extension activities in subject areas as well as in Reading Enrichment activities.

Post-Secondary Education

In 2017, 86% of our Year 10 2015 students completed Year 12. 74% of these students received a TCE and 74% received an ATAR and 30% received a VET certificate.

In a College survey, 89% of 2018 Year 10 students surveyed stated they were intending to go to a senior college. 53% students nominated Guilford Young College as the senior college of choice. However only 32% of the cohort completed this survey.

Reporting A – E

A comprehensive report of all students' achievements in all subjects (A -E) since 2016 was collated and given to the Tasmanian Catholic Education Office (TCEO) at the end of 2018. This data will be analysed to help student improvement in 2019.

Reporting Student Progress

The plan to have NAPLAN and PAT data available in each student record via SEQTA is still in progress but has been on hold due to staffing changes in the IT Department. Teachers are now using SEQTA to record assessments and feedback to students. This kind of student information is available to Year 8 - 10 parents/guardians from Term 1 2019 through SEQTA Engage.

NAPLAN

NAPLAN results are sent out to parents/guardians in September/October of each year on receipt of individual reports for each student. A brief summary of NAPLAN results for the College is presented to Leadership but not made available to parents/guardians other than via My School. Staff have access to individual student results via the NAPLAN documentation kept in a staff shared drive. Results of students identified as high or low achiever students are shared with teachers. However, any teacher can request to see the results for a student at any time.

Progressive Achievement Tests

The PAT Reading Comprehension and Numeracy results are collated by ACER and are available to the TCEO. All staff have access to these results through the staff shared drive. Results are available to parents/guardians on request. These results are used to create Maths and Reading Program groups and will help to identify high achieving students and students requiring reading and numeracy intervention in 2019 following further assessment with the staff of Learning Support.

Academic and Personal Management Reporting

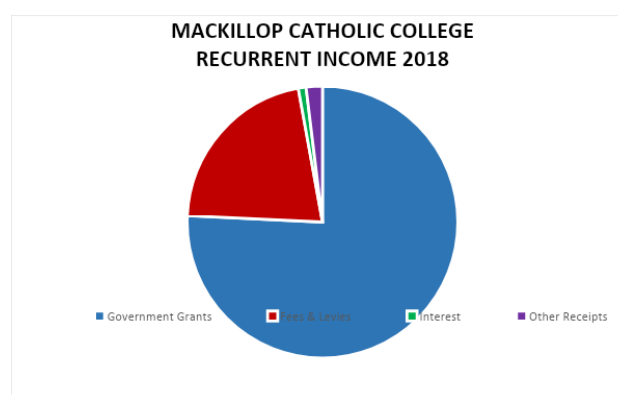
Teachers and Tutors provided two interim and two summative reports in 2018. At the end of Term 1 and 3, an interim report provided feedback on personal management and how a student is meeting academic expectations. Requests for interviews were included.

At the end of each semester, teachers reported on personal management and academic achievement using strand assessment and TCEO A – E ratings. In Term 4, reports were generated through SEQTA and were emailed to parents/guardians.

Examinations

Year 10 mid-year examinations in Maths, RE, English and SoSE were held in June. In November, Year 10 students undertook examinations in English, Maths, SoSE, RE and Science. Physical Science students also had an examination to prepare them for Year 11 exams in this subject. Year 9 students undertook exams in Maths, SoSE, and RE in November. Exam results were made available to students in the week after the exams but were not sent out to parents, unless requested. This assessment formed part of the portfolio of assessment for each student in each subject and was not weighted differently.

Staffing



TEACHER QUALIFICATION / STAFF PROFILE	NO. OF TEACHERS
Teachers having formal qualifications from a recognised higher education institution or equivalent	45
Teachers having graduate qualifications but not a formal teaching qualification from a recognised higher education or equivalent	0
Teachers not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge	0
Staff identifying as indigenous	0

	Full Time Equivalent (FTE)	Headcount
Number of teaching staff	40.98	45
Number of support staff	17.41	29
TOTAL	58.40	74

MacKillop Catholic College caters for approximately 550 students from Year 7 to Year 10. The college is located in Mornington Tasmania and is located on the corner of Goondi Street and Currajong Street.



Facility Overview

The College has the below general facilities:

- 20 general learning areas
- reception area and administrative offices
- meeting rooms
- drama room
- music room with practice facilities
- audio-visual media room
- learning support learning area
- library
- 2 computer laboratories
- ICT office and workroom
- staff offices
- 3 science laboratories and preparation area
- food technology, catering and theory room
- art and kiln/pottery room
- material design and technology, applied technology and building construction facilities
- gymnasium
- chapel
- counsellor's office
- staff room
- canteen
- uniform shop
- toilets and change rooms
- sports ground
- outdoor netball and basketball courts
- 8 hot shots tennis courts; and
- cricket nets.

Changes to MacKillop Catholic College Facilities Since the Previous Registration Renewal

Since the last registration, the following developments and upgrades have taken place:

- 2 additional general learning areas;
- 18 refurbished general learning areas;
- new drama room;
- new music room with practice facilities;
- new learning support room;
- two new computer laboratories;
- redeveloped library resource centre;
- new staff offices;
- refurbished board room and additional meeting rooms; and
- removal of demountable classrooms.



Ministry, Faith and Mission

Our deep belief that we are each made in the image of our God who lovingly calls us to fullness of life and draws us closer to the heart of God, is central to our Christian identity.

As we journeyed through 2018, we experienced many sacred moments in our formal and informal celebrations important to the Christian story. Everything from Home Room Prayer, regular Community Prayer, to a formal Feast Day Mass, always invite staff and students alike to come to know the great, forgiving love of God.

Catholic Identity

Liturgy

Feast Day Mass Mary MacKillop

The Mass was a beautiful occasion filled with music and ritual commemorating the sesquicentenary of the Sisters of St Joseph in Australia. Fr Peter O'Loughlin celebrated the Mass, and spoke of our responsibility to recognise injustice in our own lives

and be an agent for justice, as Saint Mary MacKillop was in her own time.

JJAMM Week Highlights : 8th – 12th August

- Feast Day Mass at Corpus Christi, Bellerive: a moving celebration and tribute to the work of the Sisters of Saint Joseph in Australia. Saint Mary MacKillop's work is both astonishing and powerful. This was the last Feast Day Mass celebrated by Fr Peter O'Loughlin, our long-time Parish Priest.
- Festival of Foods: Joyful Jam Donuts, Magnificent Milkshakes, a Jumbo Sausage Sizzle, Awesome Cream Buns and all-time favourite, the Mr Whippy Ice Cream Van!
- Staff vs Student Games: Staff defeat Students in Netball play-off
Tough narrow victory of Staff in the Touch Football match!
- The Timor Leste Immersion Report: An amazing travelogue of the powerful Timor Immersion from students witnessing first-hand the possibility of liberation through education.
- FUNDRAISING TOTAL: JJAMM Week and the Timor Leste fundraisers together raised upwards of \$2000. This will go toward Mary MacKillop Today's Teacher Training Programs in Timor Leste, and will give disadvantaged communities the power of education.

Faith Development

Retreats

"The unexamined life is not worth living."

The Retreat programmes at the College strives to help students appreciate the need for time out and reflection if they are to grow spiritually and personally. Research confirms the value to social and mental health of a person's ability to "be present", have "self-awareness" and to "be mindful", as well as the popular practice of meditation to achieve these ends. These are not new claims or practices – many of them are tenants of major world religions, and they have particularly strong roots in the Christian tradition.

Year 8 Retreat

Girls and Boys in Year 8 have separate Retreats on becoming young women and men. Our male and female staff mentor students through a series of challenges around how femininity and masculinity are perceived, and how we experience these in reality. Our students are always open and willing to unpack some stereotypes, and hear from our facilitators their stories.

Year 10 Retreat

The Year Ten Retreats explore the theme of Journey, challenging students to reflect upon where they have come from, who in their lives have nurtured them, and how life-giving their relationships are and can be. Inspired by the Gospel, students begin to reflect upon the direction they are heading in as young men and women. Students are invited to write a letter of thanks to an important mentor in their lives. This letter is kept until their Leaving Ceremony, and then handed or mailed to their mentor. Concluding with a Mass, students are presented with their Leavers' jackets and a moving blessing is said over the group.

Social Justice and Mission

St Vincent de Paul Conference - Milo Mornings

Milo mornings have started as the weather cools down, and students welcome a warm before-school milo provided by the MacKillop Vinnies Team. All money raised will go to Vinnies Winter Appeal.

The St Vincent de Paul Winter and Christmas Appeals

The College reached out generously this year to those in our local community who are homeless and on restricted budgets. Students generously give to the Family Christmas Hampers, and assist in the packing of them in late November. These two Appeals have a great impact on our local community.

Timor-Leste Immersion

(report by Meg Francis plus quotes)

Teacher Training Funding in Timor-Leste.

Recently, MacKillop College donated the funds which have been fundraised over the last three years to Mary MacKillop Today, Dili. MMT runs Teacher Training courses, several Health Care

Training courses, Music Education Teacher Training for Timorese who are already working in these areas, but have had little training due to civil unrest. Following is an excerpt from the letter we have received from MMI, Sydney:

On behalf of the College, may I warmly extend a heartfelt thank you to all past Timor-Leste Immersion students and their families and friends who worked so hard in so many different ways to raise these funds. Your generosity and contribution will shape the education training that the next generation receives in Timor-Leste.

Edmund Rice Service Camps

As a Student and Peer Support Leader, part of the learning about types of leadership that your son or daughter is undertaking this year includes leadership through service. As a Catholic school, we endeavour to model servant leadership, inspired by the life of Jesus with service to others being a core practice of Christianity. It is the fundamental work of a school in the tradition of Catholic Christianity to facilitate opportunities where our own students are moved with compassion, recognise and turn toward those less fortunate, and experience the value of giving themselves in service to others. It is startling to realize the extent of poverty around us, and to give one's time to making a brighter horizon in the life of a child is the work of Eddie Rice Camps in a nutshell.

St Joseph Certificate

This year, many students have been awarded with the St Joseph Certificate. The Certificate is intended acknowledge the often unrecognized work of the many students who do voluntary work with various community groups. Within College life, many students give up their time to be part of groups and projects, and all of these little commitments form the rich fabric of the spirit of school life.

Learning Support

- 100 students were entered into NCCD including; 1 extensive, 8 substantial, 40 supplementary and 51 QDTP.
- An NCCD moderation team of 4 teachers was established and moderated the whole school data for submission.
- All students in the NCCD had Learning Plans developed.

- 8 to 10 students participated in the StEP programme (there was some movement throughout the year).
- 4 students participated in the SaLS programme.
- Several students accessed support from an allied health professional, for NDIS therapy and/or support at school.
- 36 students were discussed at SIT meetings in 2018.
- Several students were referred to via SIT process and assessed by the school psychologist. Nearly all received a diagnosis of dyslexia, a SLD or a cognitive difficulty.
- Several students were recommended by Learning Support to see paediatricians or other external medical providers to progress diagnosis and/or support. Three now have a diagnosis of autism.
- LSO timetables were uploaded to SEQTA.
- Learning Plans were set up within Google Drive so that all teachers can access and add to the development of the plans.
- Staff attended several PL sessions lead by Learning Support.
- ATSI – LVE.

Review of Aboriginal and Torres Strait Islander (ATSI) Education Annual Plan and Program for 2018

In the focus area of Culture and Identity

A Cultural program for staff included professional learning opportunities from community providers and our Aboriginal Student Success Teacher (ASST) both at the College and off campus.

All students at MacKillop Catholic College took part in some cultural activities – from having Aboriginal guides attend excursions with them, through visiting performers and community members, classroom activities and special events for Reconciliation Week and NAIDOC week. Learning about Indigenous peoples' histories, beliefs and culture happens for all students across curriculum areas when teachers include topics and resources from the cross-curriculum priority in their learning and teaching program.

Our ATSI students attended the annual TMAG Aboriginal program, cultural events and excursions relating to human rights, visual arts and building a traditional bark canoe with Nita Education facilitators.

To support the Literacy and Numeracy and to encourage attendance and engagement of students

Learning plans and overarching SMART Goals for students were developed in consultation with families and teachers.

Data was collected through PAT testing, AGAT testing and using NAPLAN results in conjunction with subject reports and teacher feedback to identify how students were progressing.

Identified students were supported through targeted intervention, tutoring and in-class learning support.

Some students were recommended for and attended the StEP Program and extension activities.

Our MacKillop Mob group had informal gatherings throughout the year.

We made connections with community members and families through excursions, activities and networking. Our ASST worked closely with the Pathways and VET Program Co-ordinators to familiarise students with possible pathways and aid transitions to college and university – through visits to feeder colleges, introductions to the Aboriginal support teachers and assistance with enrolment and subject choices. Information on school-based traineeships was shared with Year 10 students by a visiting representative and a visit to the Riawunna Centre at the University of Tasmania organised.



Extension programs

Since the Learning Extension role commenced identification of gifted students has occurred through teacher and parent recommendation, use of PAT and NAPLAN data. In 2018 the focus has been on assessing all Year 7s and 8s using the AGAT to better identify top 10% of students in cognitive domain. Teachers have also been

upskilled through professional development to identify and provide for students in their learning areas.

Through the Learning Extension role students across the college have been offered opportunities in Debating, Readers' Cup, Tournament of Minds, Rostrum Voice of Youth, Science Extension and N5 Japanese Proficiency.

Students in Year 7 and 8 have been extended through the Reading Enrichment extension programme in areas of public speaking, problem based learning, media and communication.

Wellbeing Team Staffing

- Miss Phillipa Coward was appointed to the Acting Director of Student Wellbeing role for two weeks in June/July 2018.
- Mr Cameron Briers was appointed to an ongoing Year Level Co-ordinator position.
- Ms Dianne Pitman's role was extended from 0.8 to 0.85 FTE.
- Mr Ben Slade took a year of leave from the College at the end of 2018; Ms Jakki Hardman was appointed to an acting Year Level Co-ordinator position for 2019.

Student Leadership

The Student Leadership model, whilst under review, remained unchanged. Ten Year 10 Student Leaders were elected by their peers and staff members in late 2017 for the incoming academic year. These leaders were joined in late Term 1, 2018 by two students from each Tutor group within the College (from Years 7, 8 and 9) to form the College Vertical Leadership Team.

The pre-existing model for Peer Support Leaders was also retained. Miss Phillipa Coward and Mr Adam Blackburn trained Peer Support nominees over two intensive sessions in December 2017. From this training emerged 35 Peer Support Leaders, who were allocated to each of the 5 Tutor groups for Year 7, 2018.

The pre-existing model for House Captains also remained. Two Year 9 students from each of the 4 Houses nominated themselves for these roles in late 2017. Mrs Fi Geappen, Mrs Sue Howard and Ms Donna Brown determined the most suitable candidates for 2018 from these nominations.

Student Initiatives

The Student Leaders and Student Representative Council (SRC) Team were responsible for a number of initiatives

during 2018, all aimed at creating a more loving and compassionate school climate. In March, the National Day of Action against Bullying and Violence was commemorated with “Snazzy Socks” Day. During Term 2, the attention turned to the environment in “Eco-Week”. JJAMM Week dominated Term 3 and our MKC Talent Quest was a particular highlight. In Term 4, “Sunny Side Up: A Week of Happy Minds” was rolled out, designed to create opportunities for staff and student alike to invest in their own wellbeing.

Personal Development Program

The 2018 Personal Development program focussed on critical areas such as mental health, drug education, and respectful relationships. We were fortunate to secure renowned author, commentator and advocate Melinda Tankard Reist, who presented to our students (and our community, at a special information evening) about sexual objectification through the media and the harmfulness of pornography. Her visit provided the context through which subsequent sessions around respectful relationships could be had.



House Charism Restructure

Throughout 2018 Mrs Linda Pollard, Mrs Nina Dobie and Ms Donna Brown developed a strategy designed to support a more visible House Charism system. The driving force behind this push was to more explicitly embed the College’s commitment to service of others in a context that could be more widely embraced by students. This system was linked strategically to different year levels and community goals, based on Catholic social teachings. For example, Year 7 became linked to Julian Tenison Woods and therefore the Catholic Social Teaching of Stewardship. Year 8 became linked to

Edmund Rice and the Catholic Social Teaching of Preferential Option for the Poor.

The structure was given a ‘soft launch’ during the Year 8 Camp, held in late 2018. Year 8 students were introduced to the House Charisms in detail and were involved in creating four new House Flags, each depicting the vision, spirit and values of the House.

Outdoor Education

In 2018, our Outdoor Education students participated in a range of activities that were designed to help students to develop a love for the outdoors. These included; surfing, snorkeling, kayaking, rock-climbing, abseiling, bush-walking, orienteering and mountain bike riding. Highlights for the year include the mountain biking trip to Derby where students rode the world class Blue Derby Trails, and the Freycinet trip where students climbed Mt Amos, abseiled White Water Wall and kayaked around Freycinet National Park.

Staff Development

Throughout 2018, we continued to offer a variety of need-based development opportunities for staff. Our effective employment of SEQTA as our online learning platform was a significant focus for the year. We ran sessions to upskill staff in entering data demonstrating environmental or instructional adjustments for students; sessions on how to use the Marksbooks feature of SEQTA; and, sessions on how to move curriculum content into the SEQTA unit planner. Developing leadership capacity was another key item for 2018. Carey McIver, from Growth Coaching International, was invited to run four workshops for our middle managers (Year Level Co-ordinators, Heads of Departments). These workshops allowed participants to role-model scenarios based around conducting difficult conversations in the most effective manner. There were two standout items for the development of the College Leadership Team: working on our leadership profiles and skills with Gwen Pinnington from Gwen Pinnington Consulting & Coaching and attending professional learning in preparation for our adoption of the Professional Learning Communities model in 2019.



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