

# MACKILLOP CATHOLIC COLLEGE



## ANNUAL REPORT 2019





## Year in Review – 2019

This annual report for 2019 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.

2019 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 Gwen Pinnington (Parent), Mr Craig Green (Parent) and Mr Eamonn Pollard (Principal).

### MACKILLOP CATHOLIC COLLEGE – ENROLMENT TOTALS – AS AT: 7/11/2019

YEAR 7, 8, 9, 10, 2019			
	MALE	FEMALE	TOTAL
Year 7	75	68	143
Year 8	83	53	136
Year 9	82	58	140
Year 10	77	67	144
	<b>317</b>	<b>246</b>	<b>563</b>

- 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
	89.95%	89.30%	88.36%	86.01%





# PRINCIPAL'S REPORT

## Greater Hobart Region Review of Southern Catholic Education

In 2017, the Archbishop of Hobart, Most Reverend Julian Porteous commissioned the Greater Hobart Region Catholic Education Review. One of the outcomes of this Review was to plan for the possible provision of Years 11 and 12 education at MacKillop Catholic College. MacKillop has since provided a detailed Education Plan which includes a Business Case and Impact Statement. I have been involved in ongoing meetings and planning with colleague Principals and Dr Terry McCarthy, Assistant Director, Catholic Education Tasmania, Government, Policy and Strategy.

## Professional Learning Community (PLC)

A very important initiative for 2019 was becoming a PLC. In short, this involves staff meeting in faculty teams and planning together, gathering data on student performance and reviewing pedagogy in light of what the data is saying, to best support student learning.

## Moving to laptops as primary device

In 2019 we started the process of moving from iPads to laptops as our primary device for students. After an extensive review in 2019, it was decided that laptops are better educational devices, with less opportunity for students to be distracted by games. Another outcome of the review was that the devices would be owned by the College to make it easier to monitor the devices and provide support with use of the devices and repairs. It was just Year 7s who were given these devices in 2019, to ensure the pace of change was not too fast. The transition was very successful, with all other students moving to laptops in 2020.



## Regular Online Feedback

Another big-ticket item for 2019 was to move to Regular Online Feedback. Rather than feedback coming with an interim report, midyear and end of year report, Regular

Online Feedback provides regular and timely feedback on student work to parents. The expectation is that teachers will provide online feedback to families twice a term for Core subjects and once a term for enrichment subjects.

## SEQTA Engage

SEQTA Engage was rolled out to families this year. This is our means of providing information of what students are learning and feedback to parents. Thanks to the very good work of our learning leaders and ICT staff, which included information sessions, this transition was very smooth in 2019.

## Staff spirituality formation

All of our Support Staff took part in a spirituality day led by Edmund Rice Education Australia at the start of the year. MacKillop hosted a spirituality day for our teachers and the teachers of our four Eastern Shore Cluster Primary Schools during the year. The topic was Mission and pedagogy. The presenter was Dr Dan White, Executive Director of Catholic Education, Sydney Diocese.

## New classes on offer

In 2019, for the first time, the College offered Dance, Maths Intervention and Small Business.

## Enrolments

Enrolments continue to be very healthy, reaching the highest they have been in the history of the College. MacKillop has been granted an additional stream for Year 7, 2020, reflecting the growth in enrolments.

## Behaviour Management

Behaviour management at the College was reviewed at the end of the year to see what we could be doing better. We now require students to line up outside at the start of lessons. We also have a two minute warning bell at the end of classes so that students have the opportunity to pack up and get the room ready for the next class.

## New Vision Statement

The College reviewed its Vision Statement in 2019 and came up with the following new Vision Statement: *We are a Christ-centred learning community that fosters excellence, compassion and service.* We are very happy with this Vision Statement as an expression of who we are and what we stand for.

## Property purchase

The property directly behind the College (behind the oval – 43 Currajong Street, Mornington) was purchased during the year. Part of the property was fitted out over the Christmas break to become a Dance studio.

### Parent-student-teacher nights

There are now two parent-student teacher nights after reports have been issued. This gives families greater opportunity to meet with teachers.

### Hands on Learning Program

This program was developed during the year to cater for students who need an alternative education, at least some of the time. Less than 10 students take part in this program which involves students having a day a week out of mainstream classes working on outdoor, hands on projects.

### 25<sup>th</sup> Anniversary

This year we acknowledged the 25<sup>th</sup> Anniversary of the College with an Assembly and Mass. It was wonderful to have members of the original staff present for these occasions. Mrs Kathy Norton and Mrs Jill Smith, former long-term staff members were commissioned to write a social history of the College, which they completed in Term 4. This document has captured the early history of the College for future generations.



### Bellerive-Lindisfarne Parish initiative

The Bellerive-Lindisfarne Parish had a drive to support teenagers who are couch surfing. There has been a very large amount of donations to the College. We have passed on some of the donations to other schools around Tasmania.

### Canteen

After a review of the Canteen operations, we decided to outsource the canteen to Custom Catering. The new arrangement will allow for a greater variety of menu options, healthier options, EFTPOS and more environmentally friendly packaging.

### Youth Ministry

This year Mr Daniel de la Motte joined us as Youth Minister. Daniel has quietly been doing very good work, offering various programs and opportunities to students.

This role has significantly enhanced the Catholic identity of the College.



### College Sport

2019 was another action-packed year of sport at MacKillop Catholic College. Lots of enthusiastic Year 7 boys and girls arrived, 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 school sports program caters for the elite performer to the novice participant. The most positive aspects 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 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 2019:

#### Term 1

- College Swimming Carnival.
- Southern SATIS Swim Carnival – 2nd place in Co-Ed Shield to The Friends School.
- State SATIS Swim Carnival – 5th place in Co-Ed Shield behind Friends and the three northern powerhouses.

- Three Surf Lessons for students at Clifton Beach with Coastrider Surf Academy – up to 50 students.
- Attended the Schools Surfing Titles at Clifton - Toby Lawrence and George Vanderkelen won the u16 Division 1 Team Event. Lily Mereszka was in the winning u16 girls Division 1 Team on the day. Ronan Jacobs won the Division 2 u19 event and Fergus Kenny placed 2<sup>nd</sup>, Zane Bennis finished 2<sup>nd</sup> in the Division 2 u16 event.
- Junior and Senior Girls' and Junior Boys' Touch Football Teams all qualified for the State Tournament.
- Year 7 Boys' Basketball Team was Runner-Up in the SSATIS Roster.
- College Surf Life-Saving Team won the Boys' and Girls' Team Titles at the School Titles at Kingston Beach.

### Term 2

- College Cross Country Carnival.
- Southern SATIS Cross Country Event – 2nd place in Co-Ed Shield to The Friends School.
- *Ellie Foster – Year 10 Girls (5th); Joshua Barnes – Year 9 Boys (4th); Anthony Mamic – Year 9 Boys (9th); Avril Reeve – Year 8 Girls (8th); Zyhe Ackroyd – Year 8 Boys (7th); Bailey Merrett – Year 7 Boys (7th), Matilda Cranfield – Year 7 Girls (10th).*
- Several students attended the All Schools Cross Country Event at Symmons Plains Raceway.
- Year 7 Division A Netball Team was Runner-Up in the SSATIS Roster.
- A very competitive Team was sent to the Schools Mountain Biking Challenge in Hobart.
- Girls' Year 7/8 Volleyball Team won the Schools Roster.

### Term 3

- College Athletics Carnival.
- Southern SATIS Athletics Carnival – 2nd place in Co-Ed Shield to The Friends School.
- State SATIS Athletics Carnival in Launceston.
- Year 7/8 Boys' Badminton Team won the Year 8 Division B School Title. Girls' Year 8 Team were Runner-Up for the Year 8 Division A Title.
- Year 9 Girls' Basketball Team qualified for the SSATIS Final in their Roster.
- Year 9 Boys' Soccer Team was Runners-Up for the SSATIS Trophy.

### Term 4

- 8 Touch Football Teams competed in rosters at Wentworth Park with several teams winning the title.

- 6 Basketball Teams were sent to the Southern Regional Tournament in October where our Senior Boys' Division 1 Teams qualified for the State Tournament. Junior Girls' won the Division 2 Southern Tournament and Senior Girls were Runners-Up in a very tight Grand Final.
- Schools Triathlon – close to 70 Year 7/8 students registered for this year's event in December at Bellerive Beach.
- Year 7/8 Girls' Cricket Team qualified for the Woolworth's Cricket Blast State Cup Final.
- Mr Blackburn organised a trip for 20 of our Junior Volleyball Girls to Queensland for the National School Titles.



## 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 in Year 7 will be introduced in 2020
- Personal Development.

Students in Years 9 and 10 continue with their compulsory subjects and also choose from a range of 32 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 Training (Hospitality and Construction) and pre-apprenticeship subjects, Physical Education and Extension Subjects.

### Elective 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 2019 included: Future Problem Solving and Literature and Film Studies.

### Head of Department Staffing Changes

Head of Science, Mr Tim Duffy, resigned in Term 3 and was replaced by Mr Chris Whitfort as Acting Head of Department for the rest of 2019. He was subsequently appointed for 2020.

Ms Megan Hardy was appointed to Head of Performing Arts and Design when Ms Phillipa Coward went on parental leave in May 2019.

Ms Alice Smith resigned as Head of English at the end of Term 4, 2019.

### Administration of learning management system, SEQTA

In Semester 2 all teachers were trialling the use of SEQTA Learn to upload teaching scope and sequences, lesson plans, assignments and regular online feedback. Murray Herbert continued to provide one-to-one and group professional development in this area to support staff. In Semester 2, the final summative report was sent out via SEQTA Engage to parents and guardians. Minimal errors or annoyances were reported back to the College.

### Purchase of EDVAL timetable program

In Term 4, EDVAL was purchased as our ongoing timetable program. Our previous program, First Class, had not been updated in 15 years and was not smoothly

compatible with other systems in the school (Synergetic and SEQTA). This new program allows more than one timetable to run at a time which is something required if we have a 11/12 cohort. Introducing a new system also allowed upskilling of Toni Pritchard, Murray Herbert, Tricia Scott, and Maree Hluchaniuk to use various features of timetabling, and will ensure the information does not stand with one person on staff.

### Timetable Changes

There were no formal timetable changes from 2018 to 2019 in respect to period times, subject allocation times.

Professional Learning Community teams were established and meetings for each department once a week were organised and timetabled.

The Hands on Learning Team was timetabled once a week as a full day for both students and teachers involved.



### Student Outcomes 2019

This was the first year NAPLAN was taken as online-tests. Many schools experienced disruptions but this was not the case at MacKillop Catholic College. Comparison is made on student gain across the two year span (Year 7 and 9) while at secondary school. Overall, our average scores in all areas (reading, writing, spelling, grammar and numeracy) are within 90 percentile confidence of the average of all Australian schools and of schools with similar backgrounds.

### Year 7 results

Results from Year 7 show we have comparable percentages of students at or above the average of schools with a similar background in Reading, Writing, and Numeracy and that our results are close to the Australian average.



## Year 9 results

Results from Year 9 show comparable average scores in all areas when compared to schools with similar backgrounds and with all Australian schools.

There is an underlying expectation that every student should demonstrate a one band lift between Year 7 and Year 9. Goals from 2018 were:

- 1) to work with students at the higher bands for Reading in Year 7 and extend them through Reading and Extension activities.
- 2) to continue to address the learning needs of students at the lower bands of numeracy by providing a targeted, personalised program within the Maths class, Essential Maths Program.

Reading 54% all students made a gain between Year 7 to Year 9. Only 30% of students at National Minimum Standard (NMS) in Year 7 (excluding exempt and absent students) remain at the NMS for Year 9. 24 (21%) students were assessed at Band 9 and 10. Of these 23% students gained two-bands growth.

Writing 59% students made a gain in writing. 15% were assessed at Bands 9 and 10. 16% were assessed at or below National Minimum Standard (NMS).



Spelling 49% made a gain in spelling. 6% students remain at or below the National Minimum Standard (NMS) in Year 9. 15% were assessed at Bands 9 and 10.

Grammar and Punctuation 45% made a gain in grammar and punctuation. 7% remain at National Minimum Standard (NMS) in Year 9. 9% were assessed at Bands 9 and 10.

Numeracy 65% made a gain in numeracy. 3% students remain at or below National Minimum Standard (NMS) in Year 9. 13% students were assessed at Bands 9 and 10.

## Trends

In 2019, MacKillop Catholic College's mean score for all areas is slightly lower than the mean score for Australia.

## Gender Outcomes 2019

In 2017, 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, 2019, and remained true for gender in Year 9 in Bands 9 or 10 in Reading. This is not a similar pattern to previous years where the number of males showing a band growth did not happen (as with the females in this group) and it may be worth further investigation to see if access to the Extension program helped males to show one or more band growth.

Band 8 + Year 7 2017 13 females

Band 9+ Year 9 2019 9 females

Band 8 + Year 7 2017 17 males

Band 9+ Year 9 2018 13 males

In 2017, there were more Year 7 males than females assessed at Band 8 or above in Numeracy. This same cohort was assessed in 2019 at Year 9, there was a much lower number of males and females at Band 9 or 10 in Numeracy. This is not a similar trend to previous years where the number of boys making a one or more band growth remains similar. This year the number of males being assessed at the expected one or more band growth is lower.

Band 8 + Year 7 2017 11 females

Band 9+ Year 9 2019 7 females

Band 8 + Year 7 2017 17 males

Band 9+ Year 9 2019 9 males

## Australian General Ability Testing

In 2019, 135 Year 7 and 130 Year 8 students were assessed with the ACER test - AGAT which looks at abstract, verbal and numerical reasoning. These results helped to identify 30 Year 7 and 19 Year 8 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 a College survey to collect transition data, 72% stated their intention to go to Rosny, 19% to Guilford Young College, 6% to an apprenticeship and 3% to other colleges or no answer.

## Collating Student Data

The plan to have NAPLAN and PAT data available in each student record via SEQTA is still in progress and is currently being updated by the IT team.

### NAPLAN Civics

In 2019, MacKillop Catholic College was selected to participate in the NAPLAN Civics assessment. Students in Year 9 and 10 were randomly selected. 10 males and 6 females were selected. Most of the questions about the content in the Year 7 Civics program (system of government, referendum, law and justice) were only answered by 40% of this group. Our expectation would be this improves over time since we implemented the Australian Curriculum course Civics and Citizenship in 2018 (after these students left Year 7). The highest percentage of correct answers were in regard to equity, diversity and volunteering.

### PISA Testing

In 2019, 20 MacKillop Catholic College was selected to participate in PISA testing. Students in Year 9 and 10 were randomly selected. Results from this testing will be available in 2021.

### Academic and Personal Management Reporting

Teachers and Tutors provided a Term 1 interim report and two semester-based summative reports in 2019. The interim report provided feedback on personal management skills. 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. Tutors are required to provide a written comment with each of these summative reports. 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 via SEQTA Engage. 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	46
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	42.9	46
Number of support staff	21.3	29
TOTAL	64.2	75

MacKillop Catholic College caters for approximately 565 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:

- 21 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.

### Ministry, Faith and Mission

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

As we journeyed through 2019, we experienced many sacred moments in our formal and informal celebrations important to the Christian story. Everything from Tutor 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 celebrating the life of St Mary of the Cross (MacKillop). Fr Richard Ross and Fr Fidelis Udousoro 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 : 5th - 9th August

Monday: Recess: Kiss Biscuits / Lunch: Jelly Eating Competition (basketball courts)

Tuesday: 25th Anniversary Assembly (see below)

Lunch: Mega Dodgeball game (Gym)

Wednesday: Recess: Jam Donuts / Lunch: Just Dance (Drama Room)

Thursday: Feast Day Mass (see above)

Extended Lunch: Sausage Sizzle (basketball courts)

Timor Presentation

MKC's Got Talent (Gym): An eclectic group of students gave performances including dance, rap, drama, singing instrumentals. Judges: Mr Marsh, Mr Briers, Ms Allen

Friday: Recess: Milk Shakes Lunch: Staff V Students Futsal (Gym)

FUNDRAISING TOTAL: JJAMM Week and the Timor Leste fundraisers together raised upwards of \$4000. This will go toward Mary MacKillop Today's Teacher Training Programs in Timor Leste, and will give disadvantaged communities the power of education.

#### 25th Anniversary Celebrations

*(text courtesy Tasmanian Catholic Standard with additional information from Lachlan Marsh, DoM)*

On Tuesday 6th August, MacKillop Catholic College celebrated the 25th Anniversary of its founding in 1994. A special assembly was held during the week leading up to the celebration of the Feast of Mary of the Cross.

Guest speakers at the College's celebrations included one of the first students, Lachlan Marsh, who now serves as the College's Director of Ministry, along with former staff member Kathy Norton and the second principal of the College, Craig Deayton.

To commemorate the milestone, a social history of the college was developed.

"One of the important things in my perspective is that the community spirit from those early days is remembered – not lost – and celebrated," said College Principal Eamonn Pollard.

One original staff member is still associated with the school – Sr Anne Turner, a Sister of Charity, who now volunteers at the College.

With the oldest ex-students still younger than 40, an alumni association is yet to be developed, but there is a MacKillop Old Scholar cricket team.

The link to St Mary of the Cross has seen the college adopt down to earth Australian and gospel values, says Mr Pollard.

Each year, students take part in an immersion trip to Timor Leste, while recent scholarships have also been given to students from refugee backgrounds.

This year, in partnership with St Mary's College, they have employed a Youth Minister which has given the College – in the words of Mr Pollard – “a burst of energy”.

“We're very keen to provide every opportunity for every student, but all of it begins and ends with the gospel,” he said.



## Faith Development

### Youth Minister

In 2019, MacKillop Catholic College employed its first Youth Minister. Mr Daniel de la Motte has responsibility for providing prayer and ministry opportunities to the staff and students. He works with the Director of Ministry to plan and present student retreats and the liturgical celebrations at the College. Daniel leads the Alpha faith formation programme with the senior students. He works with our outreach groups including Vinnies and Caritas. Daniel has made an outstanding contribution to the faith life of MacKillop Catholic College in 2019.

### Retreats

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 7 Retreat

Year 7 students are given an introduction to the purpose and benefits of spiritual retreats. Students participate in activities that promote new friendships and settling into secondary school life. The group have an opportunity to participate in prayer, reflection and journaling. Students reflect on choices in life and here from college staff on the choices they have made in their own lives.

### 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 9 Retreat

The Year 9 Retreat continues on the theme from the Year 8 Retreats with the two gender groups now participating together. Students reflect on their personal relationships and develop new healthy and safe relationships. The group participates in tasks such as partner dances.

### Year 10 Retreat

The Year 10 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

### MacKillop College Vinnies Conference

The MacKillop College Vinnies Conference participated in the following fundraising and awareness raising events in 2019.

- Preparing food for Dining with Friends
- Vinnies Winter Appeal
- Vinnies Guest Speakers
- Vinnies Christmas Appeal
- 

### Year 8 Caritas Leaders

In 2019, the Year 8 Caritas Leaders ran the College's fundraising and awareness programme for Project Compassion. The main event was a Water Relay where all



tutor classes participated. These students had participated in a Just Leadership Training Day in 2018.

### St Joseph Certificate

This year, many students have been awarded with the St Joseph Certificate. The certificate is intended to acknowledge the often unrecognised 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**

- 123 students were entered into NCCD including; 7 substantial, 54 supplementary and 54 QDTP.
- 2 students commenced at the school under EAL, refugee status.
- 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.
- 5 to 8 students participated in the StEP programme (there was some movement throughout the year).
- 2019 saw the commencement of the HoL programme. There were 3-6 students in this programme over the course of 2019.
- Several students accessed support from an allied health professional, for NDIS therapy and/or support at school.
- 59 students were discussed at SIT meetings in 2019.
- Several students were referred to via the 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. A number now have a diagnosis of autism, and similar numbers for receptive language disorder.
- LSO timetables were uploaded to SEQTA.
- Learning Plans were both set up within Google Drive and through SEQTA so that all teachers can access and add to the development of the plans.
- Staff attended several PL sessions lead by Learning Support.
- ATSI – Mrs Linda Versteegen.
- LE – Ms Jakki Hardman.
- DLS – Mrs Andrea Brumby and later in 2019 Mrs Jessica Agius.

### **Review of Aboriginal and Torres Strait Islander (ATSI) Education Annual Plan and Program for 2019.**

#### 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 at the Tasmanian Museum and Art Gallery and at piyura kitina (Risdon Cove).

All students at MacKillop Catholic College took part in cultural activities – including having Aboriginal guides attend an excursion with the Science Extended class, visiting performer Ryka Ali and community members sharing their knowledge of stone tools with Year 9 students as part of an Ancient History unit. All Year 9 students took part in the 'From Gumnuts to Buttons' program with facilitators from Nita Education. Special events took place 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 Aboriginal and Torres Strait Islander students attended the annual TMAG Aboriginal program and an excursion to Bonorong Wildlife Sanctuary where they heard traditional stories about Tasmanian animals, learnt about animal totems and how animals are rescued and looked after at the sanctuary. A group of students also took part in a cultural camp near Dover with Nita Education and Dooloomai Youth Project facilitators. Our MacKillop Mob group had informal gatherings throughout the year.



### 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 Hands-on Learning Program and extension activities.

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 and some of our Aboriginal students undertook work experience placements. A group of Year 10 students visited the Riawunna Centre at the University of Tasmania where they learnt about various pathways to enter university, support and cultural activities offered to Aboriginal students and toured the UTAS facilities.

MacKillop Catholic College's programs and education plan were praised by visiting Education Officer, Sarah Lackey, when she met with our Principal, Eamonn Pollard, and ASST, Linda Versteegen in November 2019.



### Learning Extension

The Key Teacher Learning Extension role commenced in 2018 with the aim to extend students with high academic ability, initially staffed by Ms Phillipa Coward and Ms Jacqueline Hardman. Identification of high ability and gifted students was initiated through teacher and parent recommendation, and use of PAT, NAPLAN and AGAT data. In 2018, the AGAT was introduced to ascertain the top 10-15% of Year 7s and 8s in cognitive domain and cater to them in a withdrawal program. High ability students in other year levels were targeted with enrichment activities. Key teachers attended professional development in order to upskill in identification. Classroom teachers began working on extension in their learning areas.

In 2019, Ms Jacqueline Hardman was joined by Mr Chad Cullen, who was appointed as a shared Learning Extension teacher. Working with the Director of Learning Support, Mrs Debbie Arnett, they continued to develop the processes and programmes to identify, support and cater for high achieving and gifted students in the College. The opportunities offered in 2019 included The Readers' Cup, debating, ethics, 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. Key teachers also continued to run professional development sessions for the staff at MacKillop Catholic College on how to provide suitable extension work for identified students.

### Wellbeing Team Staffing

- Mr Cam Briers was appointed to the Acting Director of Student Wellbeing role on December 3rd 2019 until the completion of Term 1 2020.
- Mrs Susan Foster was appointed to an Acting Year Level Co-ordinator position for 2020.
- Mrs Alanna Wighton was appointed to an Acting Year Level Co-ordinator position 2020.
- Ms Diane Pitman's role was extended from 0.8 to 0.85 FTE.
- Mr Ben Slade resigned from the College at the end of 2019 to take up an Acting Deputy Principals role at St James College, Cygnet.

### 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 2018 for the incoming academic year. These leaders were joined in late Term 1, 2019 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. Mr Cam Briers trained Peer Support nominees over two intensive sessions in December 2018. From this training emerged 36 Peer Support Leaders, who were allocated to each of the 5 Tutor groups for Year 7, 2019.

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 2018. 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 2019, all aimed at creating a more loving and compassionate school climate. Their first was International Women's Day where the plight of women was explored and advocated for over a week. The next was Hip to be Square which sought to educate the student body about the environmental consequences of being considerate about what we buy and what we wear. JJAMM was a great success with all of bonding activities bringing people together across the grade. Sunny Side Up Week was our pinnacle for wellbeing encouraging all of us to think more about what brings us alive and helps us to thrive. Our student leaders led this week of awareness of healthy practices to be happy holistic humans. The week finished with a Q&A session featuring guest panelists Mitch McPherson (StaychatTY), Matt Rowell

(Relationships Australia, Tom Windsor (Hobart MoBros's Movember) and John X (Media Personality and Actor)).



### Personal Development Program

The 2019 Personal Development program focussed on six Wellbeing Pillars: We are Kind, We know our Character Strengths, We have a Growth Mindset, We are Resilient, We are Grateful, We Celebrate our Community.

### Outdoor Education

In 2019, Outdoor Education continued to provide exciting opportunities for students to develop positive relationships with themselves, each other, and the natural environment. Students embraced personal and group challenges that enhanced their resilience, problem-solving skills and social skills. Each term featured a different environment, with classes focussing on the activities undertaken in that environment and the flora, fauna, natural and cultural history of that area. The outdoor activities that our students engaged in included: surfing, snorkeling, kayaking, rock-climbing, abseiling, bush-walking, orienteering and mountain bike riding. The Year 10 students had two options for their camp; a 5 day hike around the Tasman Peninsula, and a 3 day hike at Freycinet National Park. Both of these trips were very successful. Students developed their resilience, teamwork, and their self-sufficiency. Our Year 9 students participated in an activity-based camp at Freycinet National Park where they; mountain biked to Friendly Beaches, hiked to the summit of Mt Amos, abseiled White Water Wall, and sea kayaked around Honeymoon Bay.

It was a fantastic and rewarding year for the Outdoor Education at MacKillop Catholic College and I thank all of the staff, students and parents for their support.



### Staff Development

Beginning our journey towards becoming a fully-fledged Professional Learning Community (PLC) was our major focus area for staff development in 2019. We achieved the following goals in relation to this process:

All teachers and staff were allocated to PLC Teams:

- PLC Teams were provided with regular meeting time embedded into the school day;
- Team norms were developed by all PLC Teams;
- The 4 key PLC questions were put front and centre of our PLC work;
- PLC professional learning sessions were co-ordinated and delivered for staff;
- An enhanced culture of collaboration was generated amongst staff;
- Rich, learning and results-focused conversations took place in PLC Team meetings;
- An enhanced model for the Guiding Team for 2020 was established, with expressions of interest for the positions sought and interviews conducted.

Plenty of other staff development took place too, across all areas of College life. Examples of the myriad professional learning opportunities taken up by staff

include the following: the Josephite Identity Colloquium, critical incident training, behaviour management strategy workshops, intra and inter-school moderation, keeping kids safe workshops, training for implementation of our new Edval timetabling package and so on. Our weekly Wednesday - afternoon Staff Meetings also provided a forum for developing staff knowledge and skills. For example, the Migrant Resource Centre and Phoenix Trauma presented to us on how to best cater for students with a trauma or EAL background, our Aboriginal Student Support Teacher introduced us to The Orb (the Tasmanian Aboriginal Culture online platform), workshops took place around the use of learning intentions and success criteria, and we worked as a staff on our new College Vision Statement.





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