

MACKILLOP CATHOLIC COLLEGE



ANNUAL REPORT 2020



Published April, 2021

Year in Review – 2020

This annual report for 2020 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.

2020 membership of the Advisory Board includes: Mr Timothy Petrusma (Chair), Mrs Sabina Lane (Deputy Chair), Mr Christopher Smith (Treasurer), Father Richard Ross (Parish Priest), Mrs Penny White (Parent), Ms Shelley Spong (Parent), Mrs Gwen Pinnington (Parent), Mr Craig Green, Mr Craig French (Business Manager) and Mr Eamonn Pollard (Principal).

MACKILLOP CATHOLIC COLLEGE – ENROLMENT TOTALS – AS AT: 1/12/2020

YEAR 7, 8, 9, 10, 2019

	MALE	FEMALE	TOTAL
Year 7	75	95	170
Year 8	74	69	143
Year 9	80	47	127
Year 10	79	54	133
	308	265	573

· Average attendance rate (%) School attendance rates disaggregated by year group are shown in the table below.

MACKILLOP CATHOLIC COLLEGE

Attendance rates by year group	Year 7	Year 8	Year 9	Year 10
	89.95%	89.30%	88.36%	86.01%



PRINCIPAL'S REPORT

COVID-19

As well all know, 2020 has been dominated by the unexpected worldwide pandemic. Like the rest of the world, we have been significantly influenced and affected by this virus. In Term 2, we moved to a Learning@Home Program. Learning was delivered remotely through SEQTA Learn for students (SEQTA Engage for parents). Most courses were presented in two-week blocks of work. The only exception was Japanese, Theology and Spirituality and Maths which were presented on a weekly basis due to the nature of these courses.

The Learning@Home units of work included videos and resources to download, and information about assessments. Assessments, student submissions, feedback and marks continued to be found within SEQTA/Assessments.

The Learning Support department was in contact on an individual basis for families and students requiring specific support with this kind of learning. Printed material was provided for families who had technology impediments.

Tutors provided regular support and encouragement to all students within their Tutor group. Each morning by 8.30 a.m. there was a video from a Tutor, Year Level Coordinator or Student Leader which followed our regular Tutor time (prayer, notices, a daily challenge etc). Tutors and Year Level Coordinators followed up on a regular basis with emails, videos sent to students and parents or a phone call to parents before mid-term to "check in".

We have spent time reviewing Learning@Home, receiving data from students, staff and parents. We also had a dedicated P&F Meeting to hear feedback from parents. We have taken on board this feedback and are incorporating it into our planning if we find ourselves Learning@Home again.

Greater Hobart Region Review of Southern Catholic Education - Project 23

In late Term 2, the Deputy Premier and Archbishop Porteous announced the decision that three Catholic Colleges in Southern Tasmania intend to extend to Years 11 and 12 for 2023, with MacKillop being one of the three schools. This is very exciting news, long awaited by many in the MacKillop community.

Like the two other extension Colleges, we will need to receive relevant approvals. Mrs Alison Stone was appointed as a second Deputy Principal and a large part of her work was to take carriage of the planning for senior secondary classes at MacKillop. We have a Steering committee appointed and four other committees who will have responsibility for Masterplan (building), Communication and Marketing, Curriculum, Pastoral Care and Culture. Mr Seb Milford is our TASC (Tasmanian Assessments, Standards Certification) Coordinator and Mrs Toni Pritchard is our Communications Officer.

Building and Facilities

We have two demountables in action this year, which were necessary due to the increase in enrolments. The demountables are of a standard equal to any other classrooms in the College. There is also a dance studio operational at our property behind the oval. We have a specialist Japanese room now in the library. The hope is that we will have as many specialist classrooms as possible at various places within the school. We have six classrooms experimenting with more up to date furniture, with more to come.

Uniform Shop

This year the Uniform Shop has been outsourced to Perm-A-Pleat. We have joined forces with the four Catholic Primary Schools on the Eastern Shore. Uniform stock for all five schools is now available at the store, which is based at the property owned by the College on 46 Currajong St. This has resulted in much longer opening hours for customers.

Mobile Phones

From Term 3 this year, students are no longer able to use their mobile phones during recess and lunch breaks. They are able to look at them briefly at their lockers before moving out of buildings. The transition has been smooth.

Professional Learning Community (PLC)

MacKillop has now completed two years as a PLC. Collaborative planning is now well and truly part of the school culture and the enquiry cycle is being used. Data is increasingly being used to inform the collaborative planning and evaluation. The 2021 timetable has been adjusted to give a greater prominence to PLCs, as this is our primary mechanism to improve pedagogy and the quality of learning and teaching.

Moving to Laptops as Primary Device

It is hard to believe that it is only this year that all of our students are using laptops as their primary device. Given that COVID forced us to the provision of Learning@Home, it is fortunate that we did, as the laptops provided the capacity for learning to continue online. The transition from iPads to laptops has been very smooth.

Regular Online Feedback

In 2019 we moved to Regular Online Feedback. Again, due to COVID, we were well placed to provide appropriate feedback and parents knew how to use SEQTA Engage.

Staff Spirituality Formation

Parish Priest Fr Richard Ross led our Staff Spirituality Day on the first day back of Term 4. The theme was the Trinity. Fr Richard did an outstanding job with the right mix of input and reflection opportunities. Our staff were overwhelmingly positive about the day.

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 and 2021, reflecting the growth in enrolments.

New Vision Statement

Last year we introduced a new Vision Statement: *We are a Christ-centred learning community that fosters excellence, compassion and service.* This Vision has caught on very well amongst our staff and students, a large number are able to say what the key values of the College are.

New House System

From next year we will move from four to six Houses, acknowledging the current and future growth in student numbers. We had ceremonies for staff and students to be placed into their new Houses. The new Houses are:

Fitzroy House	Penola House
Rice House	Sion House
Tenison House	Waterford House



2020 ... What A Year of Ups and Downs in School Sport!!!

This year we saw the arrival of lots of very keen sporty students in Year 7, and we were off to a flyer with girls' soccer and boys' basketball starting strongly, but then COVID hit and put a stop to all the SSATIS Sports Rosters mid Term. Boys' football and girls' netball did not even get off the ground, and the surfing, surf-life saving, and touch football titles were all cancelled. We did manage to run our Swimming Carnival early in the Term and the Southern SSATIS Event also took place before students were learning off campus.

Some students began to return in Term 2, so we ran a Virtual Cross Country for students still learning at home which was a huge success; while those at school ran on campus to earn House Points and did a fantastic job also. SSATIS sports were still left on hold at this time, but they returned in force come Term 3 with boys' soccer and girls' basketball firing up. We also managed to run our College Athletics Carnival by splitting it over 2 days, one day for the Year 7/8 students and one day for the Year 9/10 students. Again, this worked extremely well, with all students and staff enjoying the busy carnival atmosphere. SATIS also ran a modified Southern Athletics Event so our top athletics performers did get to challenge themselves at the next level.

Term 4 felt normal. No Schools Triathlon which was disappointing, but we had badminton teams, touch football teams, and boys' cricket teams all participating in rosters and our junior girls took to the football field. We also had 7 representative basketball teams compete at the Southern Regional Titles.

Despite all the COVID challenges we still managed to give students a large number of sporting opportunities across the Terms. We still ran all 3 Carnivals (1 virtually), and we entered teams in all SSATIS rosters when they were offered. Well done to all the MKC students who remained motivated and engaged in our extra-curricular program despite COVID and the different year that was 2020. We as a College community are certainly very

proud of our student's efforts making this year as normal as possible in the sporting arena. We are also proud of the way our students represented the College in a positive light both on and off the field of play in sports and at Carnivals, and we are thankful for the support staff and parents give to our sports program as required.

It was certainly a different year in sport. Here are some highlights to reflect on for 2020:

Term 1

- College Swimming Carnival.
- Southern SATIS Swim Carnival – 2nd place in Co-Ed Shield to The Friends School.
- When COVID struck 4 of our Boys' Basketball Teams were well placed to make the SSATIS Final.

Term 2

- College Cross Country Carnival (Virtual and On-Site Events).

Term 3

- College Athletics Carnival.
- Southern SATIS Athletics Carnival – 2nd place in Co-Ed Shield narrowly behind The Friends School.
- Our Year 7 Futsal Boys' won the School Futsal Titles and our Year 8 Boys' lost their Final in a penalty shootout to finish runner's up.
- Our Year 7 Boys' Soccer Team won the SSATIS Title.
- Our Year 10 Boys' Soccer Team were runner's up for the SSATIS Title.
- Our Year 8 and 9 Boys' Teams finished 3rd narrowly missing the SSATIS Final.
- Our Year 7 Girls' Basketball Team missed the SSATIS Final by percentage only.

Term 4

- We had 9 Touch Football Teams compete in rosters at Wentworth Park with several teams winning the Title.
- We sent 7 Basketball Teams to the Southern Regional Tournament in October where our Senior Boys' Division 1 Team qualified for the State Tournament, and our Junior Girls' won the Division 2 Southern Tournament.
- Our 7/8 and 9/10 Boys' Cricket Teams both made the SSATIS Final and finished runner's up.
- Our Girls' 7/8 Football Team also put some great performances on the park finishing 3rd in the inaugural roster.



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 Theology and Spirituality 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:

- Theology and Spirituality
- English
- Reading Enrichment (Year 8)
- 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, Dance, Drama, Music)
- Personal Development.

Students in Years 9 and 10 continue with their compulsory subjects and 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, Physical Education, Vocational Education Training (Hospitality and Construction) and pre-apprenticeship subjects, and Extension Subjects.

Elective Subjects

Efforts to promote some subjects as academically challenging or extension subjects started well but due to the large numbers of student changes during Term 1, this may have been lost. New subjects offered in 2020 included: Dance, Biology and Environment, and Geography. There was increased interest in VET subjects and in expressions of interest for these subjects for 2021.

Head of Department Staffing Changes

Head of Studies of Society and Environment, Mrs Sarah Sturt commenced in this position in Term 1, 2020.

Head of English, Mrs Amanda Verrier commenced at the start of Term 2, taking over from Mrs Debbie Arnett, Acting Head of English. Amanda had a very difficult start, coming into Learning@Home in Term 2. She is commended on her ability to navigate leading this team through this time.

Ms Phillipa Coward returned from parental leave in Term 3. She resumed her position as Head of Performing Arts and Design.

Head of Science, Mr Chris Whitfort was appointed for 2020.

e-Learning Co-ordinator, Mr Murray Herbert resigned from the College in December, 2020.

Administration of the Learning Management System, SEQTA

By the end of Term 2, all teachers were using SEQTA Learn. This was helped by the Learning@Home program which involved planning, designing and uploading lessons and assessments suitable for students to access from home. The use of SEQTA Learn continues to be used by all departments for learning. Murray Herbert continued to provide one-to-one and group professional development in this area to support staff.

Reporting

The Term 1 interim report was not generated due to the disruption due to COVID-19. Semester 1 reports were sent out via SEQTA Engage at the end of Term 3 and Parent-Student-Teacher Conferences were held shortly

after. This had been postponed from the usual Term 2 reporting period.

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.

EDVAL Timetable Program

A timetable team was established in Term 1, 2020 and consisted of Murray Herbert, Deb Arnett, Seb Milford and Toni Pritchard. This was established to research and model possible timetable models for 2021 and beyond. The team visited other schools and collected examples of timetables. The disruption of COVID-19 meant this project did not progress as far as had hoped.

Timetable Changes

There were no formal timetable changes from 2019 to 2020 in respect to period times. Due to the increased number of Year 7 students for 2020, there were changes to the number of classes run at the College for Year 7. Tutor groups, English, SOSE, Theology and Spirituality, HPE, Japanese and Science classes increased to 6. Arts and Technologies classes increased to 8 and Maths classes increased to 7. Two demountable classrooms were purchased to offset the need for more general classrooms. Year 7 students did not have a Reading Enrichment Program but all students did participate in Civics and Business.

Professional Learning Community teams continued to meet in Terms 1, 3 and 4. Meetings for each department were organised and timetabled for once per week.

The Hands-on-Learning Program continued in 2020 and was timetabled once a week as a full day.

Student Outcomes 2020

NAPLAN

NAPLAN was cancelled for 2020 due to COVID-19 disruptions.

Progressive Ability Testing (PAT)

In 2020, the following number of students were identified as high achievers (+80%) in Maths

44/154 (28%) Year 7s

27/132 (20%) Year 8s

19/119 (16%) Year 9s

Testing in Reading did not take place in 2020.

Australian General Ability Testing

In December 2020, 154 Year 7 and 8 students were assessed with the ACER test, AGAT, which looks at abstract, verbal and numerical reasoning. These results helped to identify 26 Year 7 and 19 Year 8 students as high achievers (+80%) within the College and the results will be shared with teachers to aid extension activities in subject areas and enhancement activities in 2021.

Post-Secondary Education

In a College survey to collect transition data at the end of 2020, 56% stated their intention to go to Rosny, 22% to Guilford Young College, 4% to an apprenticeship and 7% to other colleges, and 10% 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. A Data Co-ordinator position was proposed in Term 4, 2020.

Examinations

The mid-year examinations were cancelled in Term 2, 2020. In November, Year 10 students undertook examinations in English, Maths, SoSE, Theology and Spirituality 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	52
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	1
Staff identifying as indigenous	0

	Full Time Equivalent (FTE)	Headcount
Number of teaching staff	50.7	53
Number of support staff	19.21	37
TOTAL	69.91	90

MacKillop Catholic College caters for approximately 604 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.

The COVID-19 pandemic in 2020 provided many challenges for the celebration of our faith at MacKillop Catholic College. It required us to think differently and move into the digital space to reach out to our community.

Catholic Identity

Prayer from St Joseph's Chapel

For most of 2020, the prayer life of the College was focused on weekly prayer broadcast on YouTube to our College and Parish community. Many staff and students had the opportunity to participate by proclaiming the scripture, singing and offering reflections, prayers and intercessions. Special editions of Prayer from St Joseph's Chapel were prepared for important days for the Charism of MacKillop College such as the Feast of St Joseph and the Feast of Edmund Rice

Feast of St Mary of the Cross (MacKillop)

COVID restrictions meant that we were unable to celebrate a mass for the Feast of St Mary of the Cross in 2020. Instead, we held a Liturgy of the Word celebrated by our Parish Priest, Fr Richard Ross in the Br Tony Smith Centre on campus. We were able to showcase the musical talents of our students in celebration of our patron saint.

JJAMM Week Highlights: 3rd - 7th August

COVID-19 restrictions severely limited our celebrations during JAMM week particularly with the serving and sharing of food. We were still able to celebrate the tremendous talents of our students at MKC's Got Talent.

Faith Development

Youth Minister

Our 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 led 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 2020.

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.

Due to COVID-19 restrictions, only the Year 7 and Year 10 Retreats were held in 2020.

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 hear from college staff on the choices they have made in their own lives. The Year 7 Retreat was held in September rather than May. The Ministry Team felt that the Year 7s should be given priority for a retreat given that it was their first time.

Year 8 Retreat

Cancelled in 2020.

Year 9 Retreat

Cancelled in 2020.

Year 10 Retreat

The Year 10 Retreat was held on October 13 as a whole cohort at Blundstone Arena. The day was facilitated by adventurer and public speaker, Sam Clear. Sam talked about his journey across the globe promoting Christian Unity.

Social Justice and Mission

MacKillop College Vinnies Conference

The MacKillop College Vinnies Conference participated in the following fundraising and awareness raising events in 2020.

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

Year 8 Caritas Leaders

Project Compassion fundraising cancelled in 2020. Funds raised were held over for 2021.

St Joseph Certificate

In recess for 2020.

Learning Support

- 94 students were entered into NCCD including: 1 extensive, 8 substantials, 33 supplementary and 52 QDTP.
- 2020 concluded with 1 EAL/D student who graduated from Year 10.
- An NCCD moderation team of 4 teachers was established and moderated the whole school data for submission.
- This was finalised with an internal audit day where EO Maree O'Byrne was also in attendance for the day.
- All students in the NCCD had Learning Plans developed.
- 2020 saw the continuation of the HoL programme although it was suspended for Term 2 and some of Term 3. There were 8-10 students in this programme over the course of 2020, with 10 students being maximum capacity.

- Several students accessed support from an allied health professional, for NDIS therapy and/or support at school.
- 7 consultations were held by various Speech Pathologists both via video link or in person regarding developments and strategies for students at substantial or above in the NCCD.
- 56 students were discussed at SIT meetings in 2020.
- 27 students were screened by DLS with referral onto Educational Psychologist, or Speech Pathologists etc
- 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 a higher number for receptive language disorder or processing disorder.
- LSO timetables were deemed too flexible and requiring reactivity to daily demand and situations to be published to staff.
- Learning Plans were both set up through SEQTA and all teachers can access the student plans. Staff were encouraged to collaborate with LSTs to add to the development of the plans.
- Staff attended several PL sessions led by Learning Support.
- Late 2020 the decision was made to change the title of Learning Support to Learning Enhancement to increase inclusivity and decrease social perceptions of labels
- Co-ordinator of Indigenous Student Success – Mrs Linda Versteegen.
- Learning Extension – Ms Jakki Hardman.
- Director of Learning Support – Mrs Jessica Agius.

Review of Aboriginal and Torres Strait Islander (ATSI) Education Annual Plan and Program for 2020.

In the focus Area of Culture and Identity

Due to the limitations around the COVID-19 pandemic there were many cancellations to our planned program of cultural activities outside the College and with having community members and visiting performers come to us at MacKillop Catholic College.

Our 'MacKillop Mob' group of First Nations students were able to take part in: the TMAG Aboriginal Program early in the year; our student Wellbeing Project which involved building connection to country and wellbeing through visits to nearby bushland over 10 weeks in Terms three and four; and also an aspirational day at Guilford Young College with other students from colleges across

southern Tasmania in early December. Our MacKillop Mob group had other informal gatherings throughout the year.

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. This year learning was supplemented with quality written and online resources rather than Aboriginal facilitators visiting classes and sharing their cultural knowledge. A particular focus this year was in the Science area - in connection with ACARA's Science elaborations relating to the Aboriginal and Torres Strait Islander Histories and Cultures cross-curricular priority. Activities were incorporated into Science lessons and also played part in College celebrations during NAIDOC Week. Professional development was undertaken and resources added to.

The MacKillop Catholic College community celebrated NAIDOC Week in June-July with school-wide activities and competitions. It was a successful and fun week that helped to lift spirits and increase cultural awareness. Many different groups across the College were actively involved. Events also took place during Reconciliation Week and a second, quieter, NAIDOC Week in November.

Supporting Literacy and Numeracy and encouraging 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 and AGAT testing 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 extension activities.

Professional Learning and Quality Teaching and Learning

At MacKillop Catholic College we are committed to offering ongoing professional learning opportunities to build our cultural capability in service delivery and in our teaching and learning program.

A very encouraging response came from staff at MacKillop Catholic College this year with twenty teachers and support staff signing up for Module A of online Aboriginal and Torres Strait Islander Cultural Competence course with the Centre for Cultural Competence Australia (CCCA). Five staff also enrolled for an additional module,

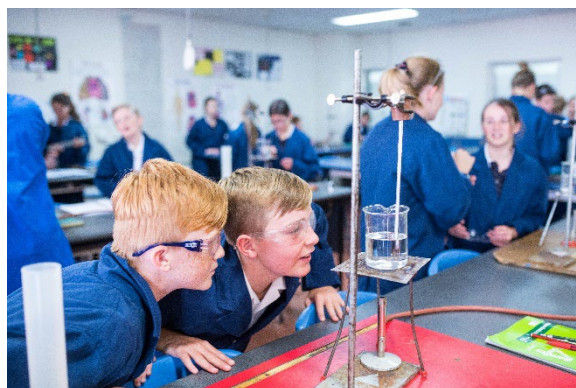
extending their Cultural Competence training further. Undertaking such training, particularly through a mostly Indigenous-owned training organisation, is a conscious move toward closing the cultural knowledge gap between Aboriginal and Torres Strait Islander peoples and non-indigenous members of our College community with teachers and support staff building their cultural knowledge, sensitivity and competence both personally and professionally. We hope to offer further online courses, face-to-face cultural competence training with local community organisations and with our Aboriginal Student Success Teacher (ASST) in 2021.

In 2020 departments were encouraged to consider ways of incorporating the Aboriginal and Torres Strait Islander cross-curricular priority and AITSL standards relating to First Nations students into their curriculum areas and also resources they might need to achieve this. Additional resources have been purchased to support learning and teaching. Also, information was shared and joint planning undertaken around move from provisional to full teacher registration with some teachers.

Transition and Pathways

Our ASST has worked closely with the Pathways Coordinator to familiarise students with possible pathways and aid transitions to college through visits by representatives from feeder colleges, introductions to the Aboriginal support teachers and assistance with enrolment and subject choices. Information on school-based traineeships and the Riawunna Centre at the University of Tasmania was shared with Year 10 students.

MacKillop Catholic College's programs and education plan were praised by visiting Education Officer, Sarah Lackey, when she met with our Director of Learning Enrichment, Jessica Agius, and ASST, Linda Versteegen in November 2020.



Learning Extension

The Key Teacher Learning Extension role commencing in 2018 was extended in 2020 for a further 3 years and Ms Jacqueline Hardman was successful in securing this role. Identification of high ability and gifted students continues to be initiated through teacher and parent recommendation, and use of PAT, NAPLAN and AGAT data. Jacqueline will complete her Master of Education specialising in Gifted Education in August, 2021.

The name of this role was updated at the end of 2020 to be Coordinator of Learning Enhancement to more adequately describe the extensive duties carried out. These include delivering professional development to staff, identifying high potential students, submitting proposals for new initiatives to leadership, designing information for the school website and running extra-curricular activities.

The learning extension extra-curricular opportunities being offered in 2021 were approved in 2020. These are Debating, Ethics Olympiad, Guest Speaker Program, Media Team, N5, Rostrum and Tournament of Minds.

Wellbeing Team Staffing

- Mr Cam Briers was appointed to the Director of Student Wellbeing role on May 14th, 2020 for the remainder of 2020.
- Mrs Alanna Wighton was appointed to an Acting Year Level Co-ordinator position 2020.
- Mr Aaron Davey was appointed to an Acting Year Level Position Co-ordinator on July 30th for 2020.
- Andrew Pritchard was appointed to a Year Level Co-ordinator position 2021.
- Mr Jamie Di Lenno was appointed to a Year Level Co-ordinator position 2021.
- Miss Jennifer Rider was appointed to the Student Co-ordinator position 2021.
- Mrs Susan Foster resigned from the College at the end of 2020 to take up a permanent teaching role at Mt. Carmel College.
- Mr Adam Blackburn resigned from the College at the end of 2020 to take up a permanent teaching role at The Friends School.
- Mr Aaron Davey was appointed Year 10 Director of Pastoral Care for 2021.

Student Leadership

A new model for electing our Year 10 Leaders began in December 2020. After establishing a new House system 6 houses were decided on and the Wellbeing Team were given the task of redistributing all of the current Year 7-9 students across the 6 houses with a purpose of making the houses as balanced as possible. The Wellbeing Team took into account the students abilities with regard to academia, behaviour, sport, PAD and Mental Health when balancing these houses. The Student Leadership selection process began by asking for nominees for the College Captain and Deputy Captains and they were elected by staff and students after delivering speeches to the entire college. Following the election of 2 College Captains and 2 Deputy Captains we then held a House Captain nomination process within the houses and after delivering speeches within their houses 2 House captains were then elected by the staff and students within that house.

The Student Representative Council (SRC) was varied from previous years. The 2020 Year 7 and 8's were asked to nominate for SRC and speeches were delivered to the Year group in December. In Year 8 an SRC Team of 10 (5 pairs) was chosen to represent the 5 classes that were to be formed for 2021 and in Year 12 students were chosen for the 6 year 8 classes for 2021. The Year 7 SRC were formed via the more traditional form in March 2021.

The pre-existing model for Peer Support Leaders was retained. Mr Cam Briers, Mr Aaron Davey and Mr Daniel de la Motte trained Peer Support nominees over two intensive sessions in December 2019. From this training emerged 42 Peer Support Leaders, who were allocated to each of the 6 Tutor groups for Year 7, 2020.

Student Initiatives

The Student Leaders and Student Representative Council (SRC) Team were responsible for a number of initiatives during 2020 despite the unfortunate year that they were presented with. Although COVID-19 slowed down Term 1 and 2 and reduced many of the opportunities for gathering as a community and sharing in the way that we had previously, we still managed to adjust and get some things done.

We spent most of the COVID-19 break changing things up. We delivered Tutor each day via a video message from different staff and students to include the day prayer, some messages and a Dad joke or three. We suggested ways to check in with each other and ensure that our wellbeing was intact despite the lack of face to face contact. We always seemed to have between 30 and

100 students still at school ready to help raise their peers up and make everyone breathe and smile.

JJAMM was a great success with all the bonding activities bringing people together across the grade. The highlight was the visit from Her Excellency Professor the Honourable Kate Warner, AC, Governor of Tasmania and Mr Warner together with His Grace the Most Rev Julian Porteous the Archbishop of Hobart. The Governor spoke to the plight of Women in Tasmanian History and their long struggle with the male dominated society and rule conventions.

Mitch McPherson was amazing with his addition to the Years 9 and 10 PD program bringing in the StayChatTY team and a fresh look at wellbeing and living in the 2020's. Mitch also came back to us later in the year with an R U OK Day assembly bringing some amazing conversations around what to say after R U OK?

Personal Development Program

The 2020 Personal Development program focussed on the Ben Harper song "In My Own Two Hands". Many of the PD focusses over the year were directed towards these lyrics on how to change the world with my own two hands.

The areas that were included in the PD schedule from 7-10 for 2020 were; breathing, mindfulness, purpose, organisation, sleep, relationships, conflict resolution, connecting with nature, "how to eat an elephant", consent, appropriate use of social media, sexting, empathy, kindness, compassion, excellence, service, strengths and weaknesses, careers, resume writing, exam preparation skills, and many more.

Outdoor Education

In 2020, 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 5 day mountain bike trip along the southern section of the Tasmanian Trail starting at Ouse and finishing in Dover. 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, rock climbed Lassie's 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

Staff development was certainly not immune to the disruptions caused by COVID-19 in 2020, and many professional learning opportunities were cancelled or had to be reworked into online versions. However, amidst the tumult, we were able to push ahead with staff learning aligned to our major development targets. These included the following:

- Continuing to embed Professional Learning Community (PLC) culture at the College
- Engaging in TASC 11/12 Moderation as we build towards the implementation of Year 11 in 2023 (11 teachers took part in September's moderation)
- Staff training for our new Year 9 pastoral program - the Rite Journey
- Ongoing induction and support of new teachers via the Tasmanian Catholic Education Office Early Career Program
- Supporting Provisionally Registered Teachers to complete the requirements necessary for Full Registration
- Ongoing engagement with the 9-12 Project (curriculum leaders attended various information sessions, and 6 staff attended an online conference in December)

Other staff development took place too, across all areas of College life. Examples of the myriad professional learning opportunities taken up by staff included the following: our VET Co-ordinator completing the Cert IV Training and Assessment, our College Counsellor attending the 2020 School Counsellors and Psychologists Conference, three of our Year-Level Co-ordinators attending Trauma-Informed Positive Education Strategies, our Learning Extension Co-ordinator attending Demystifying Test Results and so on. Our weekly Wednesday afternoon Staff Meetings also provided a forum for developing staff knowledge and skills, even though for much of the year we were required to be more creative in how we ran these events under social distancing requirements.

Given the exciting expansion of MacKillop Catholic College, and the state-wide 9-12 initiative designed to increase student retention through to the end of Year 12, the staff development agenda has never looked so full. Let's hope that 2021 allows us to push ahead with these programs in a slightly more settled manner!



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