

MACKILLOP CATHOLIC COLLEGE



ANNUAL REPORT 2021



Published April, 2022

Year in Review – 2021

This annual report for 2021 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.

Present membership includes Anne Foale (Chair), Mrs Sabina Lane, Mr Christopher Smith (Financial Advisor), Father Richard Ross (Parish Priest), Mrs Penny White (Parent), Mrs Gwen Pinnington (Parent), Mr Craig Green (Parent), Ms Patty Johnson (Parent) and Mr Stephen Hill (Principal), Ms Donna Brown (guest), Mrs Lorraine Wolffe (guest), Mr Craig French (guest).

MACKILLOP CATHOLIC COLLEGE – ENROLMENT TOTALS – AS AT: 3/12/2021

2021 YEARS 7, 8, 9 and 10

	MALE	FEMALE	TOTAL
Year 7	75	91	166
Year 8	72	92	164
Year 9	71	62	133
Year 10	78	45	123
	296	290	586

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
	90.64%	89.55%	86.87%	87.07%



PRINCIPAL'S REPORT

History tells us that MacKillop Catholic College opened its doors on February 9, 1994, to 59 Year 7 students in response to the re-structuring of Catholic secondary education that took place in the Hobart region around that time.

Just three years later, in 1997, student numbers had risen to 340 across Years 7 to 10. In 2019, MacKillop Catholic College celebrated its 25th anniversary. In 2021, we started this year with 608 students enrolled at the College. Based on current enrolments, we will start the 2022 school year with an estimated 200 students in Year 7 and a total student population of 670 students. My how we have grown!

History has a way of repeating itself and the College's commitment to join *The Greater Hobart Catholic College Extension Plan* in 2019, or Project 23 as it is now known, has seen MacKillop once again at the forefront of this latest re-structuring of Catholic secondary education in the Hobart region. And what an exciting re-imagining of the College this is turning out to be!

MacKillop Catholic College's commitment to extending into Years 11 and 12 from the commencement of 2023 has been the stimulus for both a very significant increase in enrolment demand and the commencement of a considerable building program.

The rapid growth in demand for places at the College has seen the Schools Resourcing Committee of the Catholic Education Commission Tasmania approve an increase in student enrolments for 2022 to 200 Year 7 students. Based on current nation-wide retention rates, this could see MacKillop Catholic College grow to become a Years 7-12 college of some 900+ students by 2025.

This rapid expansion of student numbers is both exciting and challenging. Exciting because of the new opportunities and programs that will come with being a secondary school of this size and the chance for each of us to be an active part of an aspect of the College's life that will only occur once in its history – to be present when the first class of Year 12 students graduate from the College. Challenging because of the buildings, infrastructure and staffing that will have to be built, developed and engaged in just a few short years.

Being given the opportunity to lead MacKillop Catholic College at this pivotal time in its brief but meteoric rise as the secondary school of choice for so many families on the Eastern shore is a great privilege. None of us must

forget that the success of the school today reflects the work of the many who have been a part of the school's remarkable journey that began that one day in 1994 when Br Tony Smith, the first Principal of the College, welcomed the College's Foundation class to Mornington.

I'm sure that through our ongoing commitment to work together to meet the learning needs of our young people that MacKillop Catholic College's journey will continue to be as faith-filled and hopeful as it has been for the past 26 years.

Stephen Hill
Principal



2021 ... MKC Sport is Back!!!

We started the year off with the MKC Swimming Carnival which was a success. It was fantastic to see so many Year 7 students excited to represent their house to the best of their ability for the first time. The Southern SATIS and State SATIS Swimming Carnival's started back up after last year's absence which was pleasing to see. After school sport took off with girls' soccer and boys' basketball starting strongly. Each team represented the school with pride which was fantastic to see.

Our Cross-Country event was held at Risdon Brook Dam. The day ran smoothly, and it was fantastic to see some excellent individual results and House spirit displayed. Southern SATIS Cross Country had a new home in the Domain Athletic Centre which was a very tough course. The students competed very well despite trying conditions. Boys AFL and girls' netball returned, and we were also strongly represented in water polo, badminton and hockey followed by boys' soccer and girls' basketball firing up in Term 3. The Athletics Carnival was back to normal, and we were blessed with some terrific weather and excellent participation.

In Term 4 the Schools Triathlon was back in business which is a MKC favourite sporting event. The touch football teams, and boys' cricket teams all participated to a very high level with some pleasing results. Overall, it was great to see many carnivals and sports resume back in 2021 to how they were run in previous years. The numbers of students participating remained high across the board and it was pleasing to see students represent the school to the best of their ability. We are also very thankful for the support staff and parents that helped without question. Thank you everyone for your support.



Outdoor Education

In 2021, 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, snorkelling, kayaking, rock-climbing, abseiling, bushwalking, 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 to Derby and St Helens. Both trips were very successful and highly rewarding for our Year 10 students. Our Year 9 students enjoyed everything that Maria Island has to offer in Term 4. Students hiked to the summit of Bishop and Clerk, explored the island on a mountain bike, swam in the crystal-clear waters and enjoyed a range of activities that were facilitated by the Discovery Rangers.

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

Learning and Teaching

At MacKillop Catholic College it is our aim to nurture a culture of vibrant learning environment that reflects the Josephite and Edmund Rice vision for an inclusive, liberating education for each person in the community.

We focus on a safe, transformative learning environment that opens hearts and minds, through rigorous teaching and invigorating learning experiences, so that through critical reflection and engagement each person is hope-filled, compassionate and free to serve the world for the betterment of all.

The College has an extensive range of 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
- Health and Physical Education
- Languages Other than English (LOTE) - Japanese
- Mathematics
- Science
- Humanities and Social Sciences
- Design and Digital Technologies (Material, Design and Technology, Food Technology, Digital Technology)
- Performing and Visual Arts (Art, Dance, Drama, Music)
- Personal Development Education.

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 and Social Sciences, Languages, Technologies - Design and Digital, Business, Physical Education, Vocational Education Training (Hospitality, Automotive and Construction) and pre-apprenticeship subjects, and Extension Subjects.

Reporting

The College follows the Catholic Education Tasmania *Policy for Assessment and Reporting*.

Reporting to students and parents is mandated by the Australian Government and provides essential feedback on student learning progress. 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.

Continuous Online Feedback

MacKillop Catholic College employs continuous feedback throughout the year to provide feedback to students and parents via SEQTA. Feedback is provided on all assessment tasks. Both students and parents have access to the feedback.

Student Outcomes 2021

Literacy and Numeracy

Below is a table indicating the Year 7 and 9 NAPLAN results % at or above National Minimum Standard.

	Year 7	Year 9
Reading	98.8	96.4
Writing	94.1	89.3
Spelling	95.4	91.8
Grammar and Punctuation	96.9	91.8
Numeracy	97.5	99.2

Staffing

TEACHER QUALIFICATION / STAFF PROFILE	NO. OF TEACHERS
Teachers having formal qualifications from a recognised higher education institution or equivalent	67
Teachers having graduate qualifications but not a formal teaching qualification	0

from a recognised higher education or equivalent	
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	63.21	67
Number of support staff	24.64	29
TOTAL	87.85	96

MacKillop Catholic College catered for some 604 students from Year 7 to Year 10 in 2021.

Facility Overview

The College's facilities include:

- 23 general learning areas
- reception area and administrative offices
- meeting rooms
- drama room
- music room with practice facilities
- digital media/computing room
- learning support area
- dance studio
- library
- language room
- ICT office and workroom
- staff offices
- three science laboratories and preparation area
- food technology, catering and theory room
- art and kiln/pottery room
- material design and technology and applied technology
- gymnasium
- careers office
- chapel
- counsellor's office
- staff room
- canteen
- uniform shop

- toilets and change rooms
- sports ground
- outdoor netball and basketball courts
- hot shots tennis courts; and
- cricket nets

Staff Development

The staff at MacKillop Catholic College participate in a wide range of Professional Development Programs that continue to enhance the commitment to excellence in Learning and Teaching, commitment to student wellbeing and pastoral care and the development of staff spirituality.

The focus of professional development in 2021 was:

- Spiritual formation for staff;
- Information and Communication Technologies (ICT);
- Curriculum development – engagement with developing a student-centred, pathways model of curriculum; engagement with TASC and TASC courses
- Principles of Vertical Pastoral Care;
- Teaching students with additional needs;
- Staff Wellbeing;
- Leadership Formation;
- Workplace Health & Safety.

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 2021 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

We began the year commemorating the beginning of the Season of Lent with our Ash Wednesday Liturgy. Our Year 10 Student Leaders did a wonderful job ministering to the younger students by distributing the ashes.

In 2021, our students had several opportunities to gather as a faith community to celebrate Mass with our Parish Priest, Fr Richard Ross. Each of the celebrations had a connection with the charism story of our College.

In March, Our Year 7 students celebrated the Feast of St Joseph. St Joseph was a great inspiration to Mary

MacKillop and Julian Tenison-Woods as they established the Sisters of St Joseph of the Sacred Heart.

In April, our Music, Drama and Dance departments combined efforts to produce a beautiful and prayerful liturgy for Holy Week to commemorate the sacrifice made by Jesus which sits at the heart of our faith.

In May, the Year 8 students celebrated Mass for the Feast of Blessed Edmund Rice, Founder of the Christian Brothers. During the Mass we remembered Br Tony Smith, the foundation principal of MacKillop Catholic College.

In June, the Year 9 Cohort celebrated the Feast of the Sacred Heart of Jesus with a focus on giving thanks for the work of the Sisters of St Joseph in our community.

Due to COVID gather restrictions we again celebrated the Feast of St Mary of the Cross (MacKillop) at the College in the Br Tony Smith Centre. As part of JJAMM Week this was a wonderful way to conclude our celebrations by giving thanks for the life and works of our patron.

In October, The Year 10 students gathered for a Mass of Thanksgiving to give thanks for their four-year journey as students at MacKillop Catholic College.

St Joseph's Chapel

In 2021, the Ministry Team began an initiative aiming to give Tutor groups a deeper prayer experience by starting their morning in St Joseph's Chapel. The Tutor teacher led their group in a prayer experience devised by our Youth Minister, Daniel de la Motte. Tutor teachers reported good participation from the students and upskilled teachers in leading a prayer experience.

Members of the College community continued to gather on Friday mornings for prayer and reflection. Our aim for 2022 is to welcome more students to this experience.

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 provides our community with spiritual nourishment by providing reflections to the students at key liturgical events where a priest is not available. 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 2021.

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 had 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.

Year 8 Retreat

Year 8 students are split into gender groups for this retreat. The retreat focuses on celebrating the fact that our students are developing into good men and women. During the retreat the students have an opportunity to reflect on the challenges they face as they mature and how they should treat all people with dignity and respect.

Year 9 Retreat

In 2021, it was decided that the Year 9 Rite Journey Programme would be the Spirituality experience for Year 9 Students. Further details on this programme can be found in the Pastoral Care section of this report.

Year 10 Retreat

The Year 10 Retreat was held in October 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 Catholic College supports Catholic and other charitable organisations through outreach, advocacy, and fundraising. These endeavours are student led with support from the College Ministry Team.

In 2021, Eleanor White (Year 8) continued a long tradition at MacKillop of supporting The Leukemia Foundation's World's Greatest Shave. Eleanor spent the holidays growing out her hair to donate so wigs could be made for people undergoing cancer treatment. She was supported by many more MacKillop students who chose to shave their heads for the event. Over \$8000 was raised.

There were several events held at the College that supported the work of St Vincent de Paul Society. Vinnies works to support local families who are in need. For the Vinnies Winter Appeal, around \$1500 was raised at the Ember Festival and the Hands-on Learning (HoLs) stall.

MacKillop continued to support the work of the Sisters of St Joseph in East Timor by donating to Mary MacKillop Today which helps to train teachers for rural communities. An Easter Egg Raffle was held as part of this fundraising effort. Our College community was also able to make a donation, through Caritas, to support communities devastated by flooding.

MacKillop Catholic College Vinnies Conference

The MacKillop College Vinnies Conference participated in the following fundraising and awareness raising events in 2021.

- Vinnies Breakfast for students who arrive early to school and may not have had time for breakfast.
- Preparing food for Dining with Friends
- Vinnies Winter Appeal
- Vinnies Guest Speakers
- Vinnies Christmas Appeal

Year 8 Caritas Leaders

In 2020, a group of Year 7 students participated in the Just Leadership training programme facilitated by Caritas Australia. In 2021, they ran a series of fundraising and awareness campaigns for Project Compassion. These included:

- Shrove Tuesday Pancake Stall
- St Patrick's Day Free Dress Day
- Creating Posters for the College bathrooms raising awareness of Caritas work to improve sanitation in developing countries.
- Bake Sale

St Joseph Certificate

This Certificate recognises and encourages students who have not only met the basic expectations of MacKillop Catholic College but who have participated in extracurricular activities and volunteer work particularly in the area of Ministry, Outreach and the liturgical life of the College.

The Certificate is named after St Joseph, Husband of the Blessed Virgin Mary, whose humble yet courageous life inspired Mary MacKillop and Julian Tenison-Woods to work for the good of the poor in Australia.

The recipients of the St Joseph's Certificate were:

- Faith Jones
- Eleanor White
- Reuben Lang
- Layla Jones

Learning Support

- 136 students were entered into NCCD including: 4 extensive, 10 substantial, 56 supplementary and 66 QDTP.
- 2021 concluded with 0 EAL/D students enrolled.
- 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.
- 2021 saw the conclusion of the HoL programme due to student retention.
- There were 10 students initially, the numbers dropped due to student withdrawal from the school, or unable to engage with the program.
- Several students accessed support from an allied health professional, for NDIS therapy and/or support at school. Weekly visits from OTs were utilised for staff upskilling and to assist extensive and substantial student access to transition and engagement across the school.
- Over 14 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.
- 39 students were discussed at SIT meetings in 2021, noting that SIT meetings were suspended for nearly a whole semester due to DLE absence.
- 9 students were screened by DLS with referral onto Educational Psychologist, or Speech Pathologists etc
- A further 7 students were screened by the psychologists during the DLE absence.
- Several students were referred to via the SIT process and assessed by the school psychologist. Many were diagnosed with SLD, or SLD dependant on intervention. 4 were recommended to families to explore a language assessment from a speech pathologist.
- Several students were recommended by Learning Enhancement 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 of students were diagnosed

with a generalised anxiety disorder and 3 students presented with an eating disorder.

- LEO timetables were experimented with the intention of classes (teacher and students) feeling confident and ready for LEO presence in the classroom. All extensive students were given regular support
- Learning Plans were both set up through SEQTA and all teachers can access the student plans. Staff were encouraged to collaborate with LETs to add to the development of the plans via Google forms.
- Staff attended several PL sessions led by Learning Support.
- Mid-2021 the decision was made to introduce a Life Skills class based on the needs of the students in the high substantial or extensive NCCD categories.
- Periods 5 & 6 each afternoon 5 students engaged in literacy, numeracy and social/emotional learnings, which were reported against the Australian Curriculum and the classes executed by LETs
- Year 9 had 32 students eligible for some degree of formalised testing (NCCD) or exam considerations and a further 19 in Year 10 for similar considerations such as readers, scribes, assistive technology, extra time or a separate quiet space being the most common factors.
- Co-ordinator of Indigenous Student Success – Mrs Linda Versteegen stepped down from the role at the conclusion of 2021.
- The Learning Extension brief co-ordinated by Ms Jakki Hardman changed line management to the Deputy Principal of Teaching and Learning.

Aboriginal and Torres Strait Islander (ATSI) Education

Culture and Identity

Due to the limitations around the COVID-19 pandemic again this year, there were some 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 programs across the curriculum include aspects of Aboriginal and Torres Strait Islander Histories and Cultures. This provides all students with opportunities to study and appreciate aspects of the world's oldest continuous living cultures and to understand that today's communities are strong, resilient, rich and diverse.

Some examples in our HASS program in 2021 were Year 7s examining primary and secondary sources in a unit on ancient cultures; Year 8 students hearing about Aboriginal perspectives on a Geography excursion to the Tasman Peninsula; Year 9 students taking part in the Gumnuts to Buttons activity; and Year 10 studying a unit

on civil rights. NAIDOC Week with the theme of 'Heal Country' was a whole school focus.

During NAIDOC Week we joined other communities around Australia in reflection, prayer and celebration of the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Our College celebrations included a hotly contested tutor quiz; art and craft activities; technology, dance and language activities; mindfulness; and a NAIDOC Week trivia challenge. The hospitality group cooked up some wallaby ragu, sausage and damper for everyone to enjoy.

We were very fortunate to have Hank Horton, an Aboriginal elder from northern Tasmania, as a regular visitor to MacKillop College during the year. Uncle Hank ran the interactive 'Gumnuts to Buttons' program with our Year 9 students. This activity shares Tasmanian history since colonisation from a Tasmanian Aboriginal perspective. Based on historical documents and stories passed down through Aboriginal families, students listen and read parts as they watch the European buttons spread across Tasmania and the gumnuts gradually disappear or become isolated on the Tasmanian map. Uncle Hank's stories that he shared of his family's and his own experiences at various stages of our history helped to bring history to life and make the experience more powerful and relatable for students. Our students showed great respect and empathy as they participated fully in the experience.

Our own Aboriginal and Torres Strait Islander students have been given opportunities to explore the culture and custom of their ancestors and contemporary communities through workshops and events. Our MacKillop Mob spent two afternoons yarning and working with Uncle Hank Horton. It was a privilege to have Uncle Hank share his extensive knowledge of history and culture, and stories of his personal experiences with us as we explored story telling through art. The annual TMAG Aboriginal Program went virtual this year because of Covid restrictions. Students could not travel to the museum. Nicole, a TMAG staff member, linked up with the group to live-stream a tour through the ningina tunapri gallery at the museum. This was complemented by a selection of Tasmanian Aboriginal cultural objects from the "Black Box" resource. Students were able to view, handle and learn these as we talked with Nicole. It was a great multi-sensory experience – from the soft wallaby skins, stories, baskets, grinding ochre to the potent smell of mutton-bird oil.

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 reasonable adjustments in classes, tutoring and some 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.

Building on staff interest in 2020, another 10 licences were purchased 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 B and 5 also for a new Module C; 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. Our Aboriginal Student Success Teacher (ASST) attended two professional learning activities relating specifically to the Tasmanian Aboriginal peoples, one through the Tasmanian Aboriginal Centre and another through the University of Tasmania.

All learning faculties 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.

Transition and Pathways

Our ASST has worked closely with the Pathways Co-ordinator 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.

Students attended presentations from the Riawunna Centre at UTAS and the Australian Defence Force Indigenous Recruitment Team.



Learning Extension

Identification of high ability and gifted students continues to be initiated through teacher and parent recommendation, and use of PAT, NAPLAN and AGAT data.

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

Pastoral Care

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.

In 2021, all Year 9 students were trained in Peer Support. This assisted our transition to Vertical Pastoral Care.

College Captain process involved 16 students making speeches, all having interviews with the College Principal, receiving written feedback and 2 College Captains and 2 Deputies appointed.

12 House Captains (2 per house) also gave speeches and were elected.

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?

In 2021, Mental Health Week was huge, with Will Smith from JCP Youth running student and parent sessions, with the parent session sponsored by a grant the college won through Catholic Education. All Year 8 students were trained in Mental Health First Aid, the Year 9s continued

with Speak Up Stay ChatTy and Year 10 spent time with JCP Youth. Year 7s were involved in an online Project Rokit program and did a Body Image workshop.

Personal Development Program

In 2021, the college implemented The Rite Journey for Year 9 and Making Jesus Real for Year 7. In 2022, these programs will be supported by a Positive Education Program (PEEC) which will be implemented 7-10. PD has been moved from Tutor Teachers and is now its own department, with passionate teachers working to implement this great program.



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