

College

Newsletter



MacKillop
St Mary MacKillop College Canberra



Volume 4 2020

9 APRIL

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Coming

Up

THU 09 APR

• Last day of Term 1

FRI 10 APR

• Good Friday Public Holiday

MON 27 APR

• ANZAC Day Public Holiday

TUE 28 APR

• Term 2 begins

FRI 22 MAY

• Enrolment Period for
Year 7 2021 concludes

MON 01 JUN

• Reconciliation Day Public Holiday

MON 08 JUN

• Queen's Birthday Public Holiday

Contact Us

Contact Details



02 6209 0100



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Absentee Phone Lines

Years 7-9: 02 6209 5240
Years 10-12: 02 6209 0110

Socials



www.facebook.com/
mackillop.act



www.twitter.com/
mackillop_act



www.instagram.com/
mackillop_act



www.youtube.com/
stmarymackillop

Principal's Letter



Dear Parents, Teachers and Students,

JASMINE RYAN: 2002-2020

Thank you for the warm support from so many members of the school community after the news of the loss of Jasmine Ryan only yesterday. I will pass on the regrets of so many of you to her family. In the meantime, my letter to the community has been reproduced on the following page for those of you who have missed it. The messages of support from you to Year 12 will be communicated to the year group later today. They will be comforted by the kindness of all of you.

LETTER FOR FAMILIES

A letter will be sent today that will cover a variety of topics, including arrangements for Term 2, school fees/remissions, and some other items as we move forward with Remote Learning. Please take the time to read this important information.

TERM 2 BEGINS TUESDAY 28 APRIL

A number of schools are having a pupil-free day on Tuesday 28 April at the beginning of Term 2. Their reasons are entirely understandable and are largely as a result of the move to Microsoft Teams in preparation for high-quality Remote Learning. MacKillop has been in the advantageous position of developing Remote Learning via Canvas for some time. Our trial over the past two weeks has incorporated excellent feedback from all of you. It is therefore our decision that we are ready to go from Day 1 (which will be Tuesday 28 April).

ANZAC DAY

Thank you to Sandra Darley, Jonathan Moyle, Jacob Creech, and some members of the SRC from both campuses who have created a digital ANZAC Day Ceremony for our community. This will be available on Canvas in the second week of the holidays for students, parents, and staff to access in order to remember the sacrifice of servicemen and women for our country.

HAPPY EASTER

Term 1, 2020 has easily been the most challenging in my career and of the careers of all of the staff at MacKillop. Every endeavour has been made to meet our two priorities of the safety and wellbeing of staff and students and the provision of high-quality learning experience for our students. Almost all of the feedback that you and your children have provided suggests that we have done this well. We will do better by incorporating your constructive advice into our Remote Learning regime from Day 1, Term 2.

In the meantime, I would like to wish every member of our community and the broader Canberra community all the blessings of Easter and best wishes with the trials of social distancing, hand sanitising, elbow rubbing, etc. I will be retreating to my living room in Gungahlin to a stack of fiction, which hopefully will sustain me during my period of (lifelong) social distancing.

Yours in St Mary of the Cross MacKillop,

MICHAEL LEE
COLLEGE PRINCIPAL

*"Thank you
for the warm
support from so
many members
of the school
community after
the news of the
loss of Jasmine
Ryan only
yesterday."*

PRINCIPAL'S PRAYER

Lord,

*We ask for Your grace
and blessings for
Easter. This Easter,
we particularly ask
that you help us to
be safe and well and
that Your grace visits
the family of Jasmine
Ryan, who was taken
from her family and this
community this week.*

Amen.



**Jasmine Ryan
2002 - 2020
Rest in Peace**

Dear St Mary MacKillop College community,

It is with deep regret that I write to advise that Jasmine Ryan, a member of Year 12, entered into her eternal reward on Tuesday night.

I spoke with her family on Wednesday, who were grateful that I would write to you to pass on this sad news rather than leaving it to social media and talk that can be well-meaning but not always welcome or dignified.

Jasmine Ryan joined the MacKillop community in Year 11 at the beginning of last year, travelling to school each day on the Cooma bus. Jasmine was a very good student who quickly made friends with her year group, developed respectful and productive relationships with her teachers, and embraced the MacKillop community as her own. She was widely liked and had close relationships with a number of fine women and men in the year group.

The school was advised early on Wednesday morning that Jasmine was believed to have sustained a seizure from which she was unable to recover. Jasmine had been receiving medical attention for this condition for some time. She died in the warmth and comfort of her own home.

This is devastating news for her family and her close friends. I have offered the family every prayerful and practical assistance for which they are grateful and will think about. Please know that everything that the school can do for this family will be done.

For those of you who knew Jasmine and her family, please accept my particular sympathy for what will be a challenging time for you and please know that your grief is widely shared by Jasmine's year group and her teachers.

I spoke to Year 12 this morning and offered them the affection and sympathy of myself and their teachers as well as practical support in the area of counselling. The young women and men who make up Year 12 are very fine and this has been a great blow to them as you can appreciate.

All of us will stand with them during this difficult time.

Please keep Jasmine and her family in your thoughts and prayers, as well as the Class of 2020, who have lost a good friend.

Yours sincerely in St Mary MacKillop,

Michael Lee
College Principal



Digital Athletics Carnival

Despite the disappointment of not being able to have our College Athletics Carnival last Thursday, over 250 students participated in the "Digital Athletics Carnival" by posting creative photos and videos in House colours. Many students collaborated to compile videos with individually filmed segments that flowed together.

Congratulations to all the students who took the opportunity to connect with the broader College community and display some House spirit.

Ngadyung ended up with the most contributions on the day, which means they will get a head start in the Spirit Cup if we are able to reschedule the Athletics Carnival.

A video is available for viewing on the College Sport page within Canvas or at:
<https://youtu.be/id8XrKBSNOo>

Lachlan McNicol • Assistant Principal Pastoral Care

Enrolling now for 2021

St Mary MacKillop College is now accepting enrolment applications for Year 7, 2021. Should you wish to enrol a student for next year, please ensure your applications are submitted by Friday 22 May.

If you know families who are looking for a high school for next year, tell them about MacKillop!

To enrol online, or for more information, please visit our website:

www.mackillop.act.edu.au





Easter Reflection

I can't recall any time that Church doors have been closed; during dark days such as the two world wars and though I could be wrong in this, even during the Spanish Influenza which took the lives of nearly 12,000 Australians. I think most if not all would agree this has been the strangest Holy Week we have ever had. It certainly gave me pause to consider how I should write an Easter reflection more than in previous years. We are called to communion with one another, our Catholic faith draws us together as a community. Perhaps more so than ever, our need to come together is during this crisis, but it is this very crisis that mandates we stay apart and can thus further our anxieties.

Yet we are a people of faith, hope and love, which is a stunning foundation for resilience. Further, there is a light that shines for us at Easter through the Passion narrative itself. Ever since I was a child, this central tenet of our faith captivated me, sometimes through the mystery and miracle of Christ's death and resurrection. But this captivation is also in the literary sense, as it is the story of humanity as much as it is of Christ's divinity.

There are many other elements of the Passion narrative to be sure, but for the sake of this reflection under our current circumstances, consider: being with those we love, to be then separated from those we love; suffering and isolation; bearing the journey of the Cross, yet another appearing to support that journey; unbearable affliction and a seemingly tragic end.

Yet at this moment our faith calls us to the Easter message giving us hope. Affliction is the last step before resurrection and salvation; entombment followed by liberation. This is the light we see as people of faith, hope and love. Ours is not a story that ends in tragedy and despair; ours is a story that overcomes affliction and brings us closer to the power of God's love: "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life." (Jn 3:16)

May we all share in this unconditional love, as this love overcomes any trial before us, just as Christ overcame death at Calvary. The face of Holy Week has changed, but the comfort given in the salvation of the Cross has not, just as this crisis has not shaken our faith. Have a holy and peaceful Easter and take of yourselves and one another.

St Mary of the Cross MacKillop, pray for us.

Jonathan Moyle • Assistant Principal Faith Leadership

Home - School Communication

During this period of transition to remote learning, open communication between parents/carers and teachers is more critical than ever to support the learning of students.

Parents and carers are encouraged to make contact with PC Teachers, or other relevant staff, such as subject teachers, to ensure that we can all work in the best interests of students. With many staff working from home, the best form of communication is via email. The format for staff email addresses is: `firstname.surname@mackillop.act.edu.au` - but please note that a comprehensive list of email addresses is now on Canvas in the Student Information section.

Pastoral Care Coordinators and the Directors of Student Wellbeing also continue to be available to assist with any issues or concerns. They remain contactable by phone or email.

Year 7	6209 5227	Mrs Kathleen Galvin and Mr Nathan Wood
Year 8	6209 5214	Mrs Colleen Kain and Mr Steve Lowe
Year 9	6209 5253	Mr Simon Kelly and Mrs Jane Cunneen
Year 10	6209 0157	Mrs Leonie Sullivan and Mr Peter Johnson
Year 11	6209 0131	Ms Lyndall De Ambrosis
Year 12	6209 0150	Mr Braden Longo

Directors of Student Wellbeing:

Padua Campus	6209 5238	Mr Paul Durham
St Peter's Campus	6209 0125	Mr Rohan Langford

Should contact of an urgent nature be required, it is recommended that a telephone call be made to the College switchboard on 6209 0100.

Lachlan McNicol • Assistant Principal Pastoral Care

Winter Uniform

From the beginning of Term 2 the Winter Uniform will be required to be worn by students who are attending school. Detailed information about the Winter Uniform is available in the Student Diary, on the College website and on Canvas.

Savvy stores remain open with a change to opening hours. The current opening hours are:

Monday to Friday	11.00am to 4.00pm
Saturday	10.00am to 1.00pm
Sunday	Closed

Uniform items are also available online from
<https://www.savvyschoolwear.com.au/schoolwear/school>



Pastoral Care Classes

PC Classes continue to be held remotely each morning. Regular Canvas Conferencing is taking place during this time between PC Teachers and students and students are encouraged to access the PC Class page on Canvas each school day.

Pastoral Care Coordinators are also conducting weekly "Year Assemblies" as is the usual practice. These will next take place for each Year group at 9.00am on Tuesday 28 April, the first day of Term 2 (due to the public holiday on Monday 27 April).



Supporting the learning of children

What the Research says about parental engagement

While students working from home can have some positives, barriers to remote learning can include a lack of social activity, and a lack in student readiness to be a self-regulated learner (Acquaro, 2020). However, there are still a range of measures that can be undertaken to support effective learning.

There is a wealth of evidence relating to the role of parents in their children's education and how to build positive engagement.

Research suggests that parental engagement (broader learning support outside school) has a bigger impact on academic outcomes than parental involvement (participation in formal and informal activities at the school; ARACY, 2015a). Parental engagement in a child's learning consists of attitudes, behaviours and actions that provide learning opportunities outside the school and link what children learn at school with what happens in their community and society more broadly (Emerson et al., 2012). Evidence indicates that parents/carers who are engaged in learning outcomes at home can facilitate positive change in children's academic achievement, as well as their development and wellbeing (Emerson et al., 2012).

Findings from the Australian Research Alliance for Children and Youth's (ARACY) investigation between 2013 - 2015 into parental engagement in ACT high schools identified some key principles, many of which relate to remote learning (ARACY, 2015b, p4-5):

- Being sensitive to increasing autonomy and independence of adolescents, while retaining a supportive structure
- Affirming the value of education
- Demonstrating aspirations and expectations for learning
- Aiming to provide a stimulating and supportive home learning environment
- Maintaining child-parent interaction relevant to learning
- Keeping connections and communication open with school
- Providing support for homework appropriate to adolescence.

The [ARACY parent fact sheet](#) provides examples of what parents can do based on the above principles.

A 2016 study on the views of Year 3 to Year 12 students enrolled in government, Catholic and independent schools across Western Australia showed that, across all year levels, students valued family members who showed an active interest in their learning, such as spending quality time talking and listening, encouraging learning progress, and communicating with the school regarding their learning (Commissioner for Children and Young People, 2018).

A list of references for the above information can be found [here](#)

Lachlan McNicol • Assistant Principal Pastoral Care



Teaching & Learning in uncertain times

Our move to remote learning has been positive in many ways. We are aware that it has not been without some issues and we will continue to work to address these issues as they arise. Thank you to those of you who have provided the College with feedback. Further feedback can continue to be provided via Leisa Bryson at leisa.bryson@mackillop.act.edu.au.

Remote learning seeks to integrate live conferencing, chats and other exchanges using Canvas and GroupWise, with a variety of regular teacher instruction. These are exciting and new to many and re offering the opportunity to develop new skills and styles of thinking. A reminder of some of the core practices that are recommended by the College:

1. Routine is important and needs to suit the individual student and their family dynamics.
2. Study spaces should be conducive to studying and learning.
3. Students should look at their unit outlines to prepare them for the learning that will happen in the upcoming week.
4. Contact with teachers is essential – students and parents are encouraged to make regular contact, as required.
5. Parents are encouraged to contact teachers if their son or daughter is struggling with the work in a class, or is having other issues that the College can help with. We can offer a range of strategies to address issues.
6. Students can work in a manner that suits them. For some students this might mean completing the whole week's work for a subject as a block, for others they will do this lesson by lesson.

Whilst some variations will be required, it is our intention to maintain teaching, learning, assessment and reporting as close as possible to our regular practices. We believe this will help our students to know what is expected of them and to be able to do their best to achieve this.

Maria O'Donnell • Assistant Principal Academic Care

Mathematics via Remote Learning

The Maths Department (along with all other faculties) has been working this fortnight to prepare resources for students to help them engage in their online learning. While the teachers have been increasing their skills to support this mode of delivery we have also been impressed with the commitment of students and their approach to their studies. Many teachers have been running conferences to deliver content and have also made several short videos for their classes as an additional support to complement the curriculum. In a subject such as Maths, we understand that it can be challenging to learn new concepts remotely however we urge all students to maintain regular contact with their teachers and check in with them if they are having difficulty with new topics. It is also important to try and stay up to date with your classwork and please keep practising to embed those skills. Have a well earned break and we look forward to working with you again next term.

Jon Chandra & Anna Keppel
Mathematics Coordinators



PE Pathways and Remote Learning

I never expected that school would have to resort to online learning, but it has. The transition from normal school to remote learning has been challenging but one benefit is that it promotes critical thinking.

I am a ballet dancer and usually train 5 days a week but now that we are unable to participate in our scheduled sports, we must resort to other ways of staying fit. It can be challenging at home trying to stay motivated and I have found the need to set myself a plan for the day, so I don't become distracted.

For our remote learning in PE Pathways, we have been given programs to complete three times a week instead of doing theory which I feel is a great opportunity to step away from the screen and get my body moving. The program is helping me to keep up my fitness and encouraging me to stay motivated and to continue to do my own practice and strength training so I can develop as a young athlete.

Neika Henson • Year 10

Learning Commons

The Learning Commons is still open to support students during the remote learning period.

To support Year 7-10 students:

The Year 7 – 10 Learning Commons will be staffed Monday – Friday during every period. To access a Learning Commons Teacher, students need to join the 'Yr 7-10 Learning Commons Teacher Support Conference' on the Learning Commons Canvas page. You can encourage your son/daughter to contact the Learning Commons for:

- Canvas and IT assistance
- Research and finding the right resource
- Referencing support
- Scaffolding of tasks
- Drafting
- Support explaining and unpacking activities when subject teachers are unavailable online

Additionally, Homework Club is still on. A Learning Commons teacher will be running a 'Homework Club Conference' on the Learning Commons Library Canvas Page from 3:15 – 4:30pm Monday to Thursday.

To support Year 11-12 students:

Learning Commons Specialist Teachers are available to support students online. Specialist Teachers are available in the learning areas of RE, English, Mathematics, Science, HASS/SOSE and PE. These teachers are available in periods 1-4 each school day. Specialist Teachers are available to support students in completing classwork and preparing for assessment in specific subject areas. To access a Specialist Teacher, students need to join the Canvas Conference held by the Specialist Teacher. These Conferences will be available on the Learning Commons Canvas page. Students can access the Specialist Teacher timetable by clicking Specialist Teachers for Senior Students on the Library Learning Commons Canvas page.

A Learning Commons teacher will be running a Canvas Conference for Year 11 and 12 students on the Learning Commons Library Canvas Page each day in Period 5. The Learning Commons teachers support students to access resources, with referencing and they provide support to unpack assignments etc. during these conferences.

All students

The Learning Commons is providing opportunities for students to connect in a time of social isolation through a series of programs. Each program will be run via the Canvas Library page and information will be provided to students through Student Messages. Programs may include:

- Online Book Club
- Online book readings
- Lego Masters Competition
- Chess Club

Jess Stokman & Dom Lenarduzzi
Learning Commons Coordinators

Canvas Tips

Understanding the Canvas Dashboard

As a parent/carer, you have access rights to Canvas as an Observer. This allows you to view Canvas from the perspective of your son or daughter without being able to contribute to any of the class work or assessment in each Canvas Course.

To reset your password or recover your username as an observer, go to

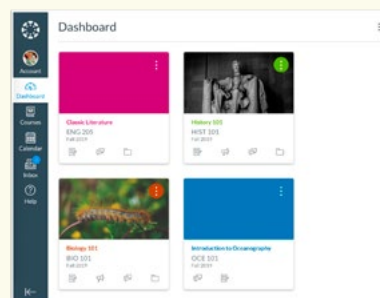
<https://password.mackillop.act.edu.au/sspr-family>

Click on "forgotten username" or "forgotten password", the username or password for your account will be emailed to your designated email address. If you do not receive the email within an hour please check your spam folder or contact our IT Helpdesk by emailing: helpdesk@mackillop.act.edu.au.

If you need to update contact details, contact enrolments@mackillop.act.edu.au to verify or make the necessary changes to your family email address.

The Dashboard

The Dashboard is the first thing you will see when you log into Canvas. The Dashboard displays at-a-glance information about what is happening in all your current courses. You can return to your User Dashboard at any time by clicking the Dashboard link in Global Navigation.



The Dashboard is your landing page in Canvas. Depending on your institution, your Dashboard may default to one of two views: Card View, List View, or Recent Activity View.

- Card View: displays course cards for quick access to all your favorite courses (the same courses display in the Courses link from the Global Navigation Menu)
- Recent Activity View: displays all recent activity for all courses

View Global Announcement

The Dashboard may also include global announcements, which are announcements created by your institution. To remove the announcement from your dashboard, click the Remove (X) icon.

Change Dashboard View

To change your Dashboard view, click the Options menu (three dots) and select your preferred viewing option.

INSIGHTS

Helping siblings resolve their fights



With family members living in close proximity during the current COVID-19 pandemic, parents may find an increase in sibling squabbles. This is understandable as any relationship is tested to its limits by excess time and lack of space. Sibling squabbles usually arise over low level issues such as space (“He’s sitting in my seat.”), possessions (“That’s my book!”) and fairness (“It’s not fair. I was here first!”). It’s enough to send most parents around the twist.

While it seems that kids in families are programmed to fight with each other, the good news is that parents have the power to facilitate learning.

According to a recent study, sibling fights teach kids important conflict resolution skills. In fact, parents who stop their children from arguing may well be depriving them of important learning opportunities. Researcher Laurie Kramer from the University of Illinois in the US found that kids who learned how to argue with their siblings had more advanced emotional development.

Many parents also worry that their children who fight with each other will not get along as adults. The evidence doesn’t support this view. The test for strong families is more about the willingness for kids to pull together when the chips are down, rather than the frequency of the squabbling.

Healthy families know how to fight well. When parents take an active approach to helping their children resolve their fights, they are teaching them a valuable life skill as well as reducing the incidence of fighting over the long term. Here are some practical strategies to use:

Model good conflict resolution skills

Kids wear L plates when it comes to solving disputes. Some kids will yell, get abusive or even get physical when they are settling disputes. Show them better ways of sorting out problems by talking things through with your partner, compromising and apologising when you’ve said something upsetting to your partner or your children.

Help kids manage their emotions

“Yep, it would make me mad too if someone said that to me.” Usually someone’s feelings get hurt when siblings argue so make sure you recognise their emotions without taking sides. This focus on feelings helps kids develop emotional literacy and promotes empathy in siblings as well.

Monitor sibling relationships

Keep your antenna up for the signs of discord within sibling relationships. Some disputes kids can sort out themselves, but you need to be ready to intervene and assist kids in the peace-brokering, or at least to act as a safety net when one child continually appears on the wrong end of a power imbalance.

Mentor them to sort out disputes

Kids need the chance to sort their conflict out themselves, but sometimes they need a little coaching. They often invite their parents to take sides, which is usually counter-productive. Rather than trying to sort out who started an argument, focus on possible solutions, provide suggestions such as taking turns, giving way, bargaining, swapping or even walking away.

Encourage them to make up

Kids often get over disputes far quicker than adults. They can be squabbling one minute and cuddling up the next, so it gets tricky intervening sometimes. However there are times when you need to encourage a child to mend bridges with an aggrieved sibling. This can mean kids have to swallow their pride, admit that they may be wrong, make an apology or make some sort of restitution such as doing a special favour. This type of restoration means kids must take responsibility for their behaviours and is a sign of growing maturity.

Conflict and siblings tend to go together. While sibling squabbles can be annoying, they also offer parents great opportunities to help kids to handle conflict effectively, which is a great life skill.

Related webinar

Our school has a membership with Parenting Ideas. As part of this membership, you can access the below webinar recording 'Sibling Fighting' at no cost.

Spend an hour with renowned parenting educator Michael Grose as he explores the weird and wonderful world of sibling relationships. He'll help you develop an active approach to resolving sibling disputes so they learn valuable life skills.

To redeem:

1. Click this link: <https://www.parentingideas.com.au/parent-resources/parent-webinars/sibling-fighting-what-to-do>
2. Click 'Add to cart'
3. Click 'View cart'
4. Enter the voucher code HARMONY and click 'Apply.' The \$37 discount will then be applied
5. Click 'Proceed to checkout'
6. Fill in your account details including our school's name to verify your eligibility. These are the details you will use to login to your account and access your webinar and resources
7. Click 'Place Order'

This voucher is valid until 5 May 2020.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.