

College

Newsletter



MacKillop
St Mary MacKillop College Canberra



Volume 7 2020

12 JUNE

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Coming

Up

FRI 1 2 J U N

- Last day of classes for Years 11 & 12

MON 1 5 J U N

- Senior Exams begin

WED 2 4 J U N

- Year 9 into Year 10 Transition Day (I)
- Year 7 Community Day
- Year 8 First Aid & Pastoral Events

THU 2 5 J U N

- Year 9 yLead Program (I)
- Year 7 Reflection Day
- Year 8 First Aid & Pastoral Events

MON 2 9 J U N

- Year 10 Course Preview Day
- Year 10 Parent Info Session

TUE 3 0 J U N

- Year 9 PE Pathways Preview Day

WED 0 1 J U L

- Year 10 Course Counselling
- Year 10 Reflection Day

THU 0 2 J U L

- Year 10 Course Counselling
- Year 10 Reflection Day

Contact Us

Contact Details



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Tuggeranong ACT 2901



Mackinnon Street, **Wanniassa** (Years 7-9)
Ellerston Avenue, **Isabella Plains** (Years 10-12)



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,

FOOTY'S BACK - ON ITS KNEES!

Last night, fans around Australia and the world tuned in to watch the Collingwood Magpies and The Richmond Tigers open Round 2 of the 2020 AFL Season – in June! Like many, I was moved profoundly by the players of both clubs kneeling in support of the Black Lives Matter movement and each player's opposition to racism.

The list of players for both teams, like the roll at this school, reflects one of the great strengths of this country – names of young people from all different faiths, backgrounds, and origins, including those who belong to a people who have been here since the Dreaming.

The death of George Floyd, and the protests (and the response to the protests) has given many of us cause to pause and reflect in anger, regret, and indignation at the blight of systemic racism.

Racism and what to do about it defeats all societies at times, but it never makes it right. All of us have felt the sting of injustice and none of us have liked it.

The call of the Gospel is a call to a life of faith, hope, and love. Racism has no place in such a life. Whatever its manifestation, indignation in the face of racism and the attendant desire and courage to fight it should be applauded. Eradicating it from our own life is a sure step towards eradicating it from the lives of others.

Yours in St Mary of the Cross MacKillop,

MICHAEL LEE
COLLEGE PRINCIPAL

"The call of the Gospel is a call to a life of faith, hope, and love. Racism has no place in such a life."

PRINCIPAL'S PRAYER

Lord,

We stand in indignation in the face of injustice, particularly injustice based on race. Help us to be courageous in our fight for a safer and fairer world for all.

Amen.



Ngadyung kicks off House Charity fundraising

Ngadyung commenced the College's House Charity fundraising this week, with a range of events at the Senior Campus to raise money and awareness for the Indigo Foundation. These events included a hoodie day, DJ set, and drink purchases. Students also donated money through the Qkr! App.

Ngadyung will hold its fundraising week at the Padua Campus next week.

NGADYUNG HOUSE CHARITY FUND RAISER - Week 8 at the Padua Campus

- Wednesday 17 June: Cans of soft drink on sale at lunch time for \$2
- Thursday 18 June: Hoodie Uniform Variation - Show your support for the Indigo Foundation by wearing a hoodie and contributing a gold coin donation.
- Friday 18 June: Goodberry's - Cookies and Cream, Rainbow Bright and Caramel Crunch just \$6

Keep an eye out for the events next term, through which you can show your support for the other House Charities. This year, donations can be made online via QKR so it is even easier to donate!

Mindygari Term 3 Week 3

Gurabang Term 3 Week 7

Meup Meup Term 3 Week 10

Sam McCombe & Jeremy Margosis • SRC Facilitators

Status Awards

Congratulations to the following students who have been presented with Status Awards at the Padua Campus online assembly this week.

BRONZE STATUS

Archie Aldred 7W1, Michael Ambrosino 7E4, Zoe Brennan 7F1, Eleanore Burg 7A2, Mariana Calligaro 7F4, Emily Couper 7W2, Bryce Dunn 7F3, Maddoc Egan 8A3, Kate Gildea 7F3, Tyler Holdway 7F3, Penelope Kemp 7A2, Amy McLachlan 8E3, Cohan Riley 8W2, Matu Robinson 7E4, Jack Stanford 7A3, Mia Willis 7A3

Lachlan McNicol • Assistant Principal Pastoral Care



Virtual Cross Country

Government restrictions in response to COVID-19 provided the opportunity for many of us to be creative, including those of us who like to be physically active. During Weeks 12 to 16, MacKillop had over 20 students participate in the School Sport ACT Virtual Cross Country.

To participate in this event students had to run a designated length depending on their age, each week for the four weeks. Students were allowed to choose their running location and complete them at a time suitable for them. Students completed their runs across locations around the ACT, including their family's farms, Stromlo running track and in some cases on a treadmill in their garage with their cat keeping a close eye.

School Sport ACT collated the results from Schools across the ACT and MacKillop was strongly represented across each age group on the virtual podium. The School Sport ACT Virtual Cross Country results can be found on their facebook page.

Congratulations to all students who completed the event!

Matthew Crowe • Sports Facilitator

PARTY Program for Year 10



At the end of May, Year 10 took part in the PARTY Program (Prevent Alcohol and Risk-Related Trauma in Youth). The program was an effective way to show young adults the consequences of unhealthy behaviour. Due to the issues of COVID-19, the information was conveyed to us through use of a video call, family stories, and videos.

During the program, we learnt about the effects of drugs, alcohol and poor behaviour and how this can affect us in the short and long term. The program was engaging, enabling us to ask questions and speak to the presenters of the program. It was a great way to teach about risk-related behaviour, drugs/alcohol, consequences, and how we can make the right decisions to prevent these issues in future.

Emma Owens & Eleanor Gibbons
Year 10



Inspire Art Competition

It's Inspire Art Competition time again! This is MacKillop's annual art competition and entries are due Friday 28 August. Students in Years 7-12 can enter an artwork in any medium with any theme - just inspire us!

One prize will be awarded for each category:

- Drawing
- Painting
- Digital & media arts
- Photography
- Sculpture
- Mixed media

Prizes will also be awarded to an overall winner and people's choice!

All entries will be exhibited at school in September. A selection of the best entries will be exhibited at the Tuggeranong Arts Centre at the end of Term 3.

Further information and entry forms are available on Canvas.

Tamara Murdoch • Visual Arts Coordinator

Year 7 Band: Join up for Semester 2!

The Year 7s have made fabulous progress this semester playing their instruments. They are coming to the end of the course, however it's not all over! Next semester a Year 7 Band will rehearse on Wednesday mornings. This is an opportunity for the keen musicians to continue playing and refining their skills.

For more information contact Veronica Boulton:
veronica.boulton@mackillop.act.edu.au

Veronica Boulton • Director of Performance and Music



PE Pathways Preview Day

Year 9 students are invited to a Preview Day for the Year 10 PE Pathways Program on Tuesday 30 June 2020. The Preview Day will be held at the St Peter's Campus, Isabella Plains.

Registrations for the day are due by Wednesday 24 June and can be made through the College Sport page on Canvas.

The PE Pathways Program is for students who aim to reach an elite level in sport/dance. The program has been specifically designed to provide additional support to students in their academic and sporting pursuits.

Jen Fahey • Physical Education and Health Coordinator (St Peter's Campus)

Pick up & drop off



Thank you to parents for their patience and perseverance with the increased traffic flow around the College before and after school which has impacted on the time taken for pick up and drop off of students.

A reminder that the car park at the **front of the Padua Campus** is closed between 8.30 and 9.05am each morning and between 2.55 and 3.40pm each afternoon. The only exception to this is for the pick-up and drop off of students who need to access the disabled car park.

The car park is closed to car traffic at these times as there are a large volume of students walking through the area to access the various bus stops around the school.

Your cooperation in not attempting to access this car park during these times is greatly appreciated.

A document from Transport Canberra has been supplied at the end of the newsletter to provide parents with tips for the dropping off and picking up students.

Paul O'Callaghan & Sandra Darley • Campus Heads

School fees

Fees for Term 2 are due today, Friday 12 June 2020. It is most important that you notify the College regarding any changes to your email address as this is our primary form of communication.

If you require more information regarding Direct Debit arrangements or other approved payment methods or are experiencing difficulty paying the fees, please contact the Fees Office.

Michelle Predovan • Fees Manager

Year 12 University Session for Parents

As scheduled on the College's calendar, on Monday 10 August at 5:30 to 6:30 pm, we will be hosting an information session for parents and carers of Year 12 students who are applying to university. This session is designed for parent and carers to provide information on university entry procedures along with special admission programs including Early Entry Programs and the Educational Access Scheme.

The sessions will be held in the Academic Resource Centre (ARC) theatrette on the St Peter's Campus. Due to restriction of COVID-19 and to comply with social distance requirements, we are only able to have 50 people attend the session. To book your place, please email Ros Hollands at ros.hollands@mackillop.act.edu.au before the 3 August. We will also record this event and will provide a link for parents and carers who are unable to attend.

Please note that this session is for parents and carers. Over the last couple of weeks we have held information sessions for Year 12 students at lunchtimes as a result of the changes to the University of Canberra COVID-19 early entry round.

Karen Hundy • Careers & VET Coordinator

End of Semester Pastoral Events

The end of Semester 1 usually brings a range of camp experiences and excursions for students in Years 7 to 10. This year changes to the events listed on the calendar have been required. Some specific events will also operate differently in order to comply with current guidelines and restrictions.

An overview of the activities taking place for students in Years 7 to 10 is below.

| Years 7-9 | Wednesday 24 June | Thursday 25 June |
|----------------------------------|---|---|
| Year 7 | Year 7 Community Day | Year 7 Reflection Day |
| Year 8 Mindygari Meup Meup | Coastlife Program (half day) First Aid workshop (half day) | Rock and Water Program Motivational Media |
| Year 8 Gurabang Ngadyung | Rock and Water Program Motivational Media | Coastlife Program (half day) First Aid workshop (half day) |
| Year 9 | Year 10 2021 Transition Day at the St Peter's Campus | yLead - Leadership Seminar at the St Peter's Campus |

| Year 10 | Monday 29 June | Wednesday 1 July | Thursday 2 July |
|------------------------|--|--------------------|--------------------|
| Mindygari Meup Meup | Course Preview Day | Course Counselling | Reflection Day |
| Gurabang Ngadyung | Year 11 2021 Parent Information Session (6pm) | Reflection Day | Course Counselling |

Canteen Operations

The canteen provider has advised that there will be no canteen service on Friday 3 July.

Restricted canteen service will continue for the remainder of Term 2. All orders must be made and paid for via Flexischools (<https://flexischools.com.au>) with students on the Padua Campus able to order lunch only.

From the start of Term 3, the College Canteen will be serviced by a new provider on both campuses offering new menu options. Menu, ordering and service details will be made available in the near future.



Counselling support for parents

Parentline ACT supports parents and carers offering free telephone and face-to-face (including options for Skype/Zoom) confidential counselling services. Regular courses are available along with access to resources to assist in developing strategies, better relationships and understanding teenage behaviours.

Free telephone counselling sessions are available, Monday to Friday, 9.00am to 5.00pm. Contact Parentline ACT: 6287 3833.

Lachlan McNicol • Assistant Principal Pastoral Care



The first semester of Year 7

The first semester of Year 7 Integrated Humanities (IHum) has certainly been a bit different from other years. Our Year 7 students have done a wonderful job adapting to the changing nature of learning from being inside a classroom on campus, and moving from online learning to remote learning. Now, we are back to where we started!

In the first week back from the remote learning period, IHum teachers focused on providing an environment for students to catch up on any missed work, assessment pieces and learning content. By now, just about all students should feel confident that they have completed all existing work for Semester 1, 2020.

Having completed the Classwork Portfolio task, now is the time for students to look over their work by:

- considering the feedback from their IHum teachers
- reviewing their own learning goals
- applying the feedback from their teachers in their Classwork Portfolios.

Students are able to resubmit their Portfolio work to teachers in IHum until the end of Week 18. Teachers will work with students to adjust their final rubric results in class time to reflect these changes.

Now that IHum students understand how the Classwork Portfolio works, during Semester 2, they are encouraged to check the progress of their results weekly and use the feedback from their teachers to target areas that can be improved or where they can be challenged further. All IHum teachers are happy to readjust the Classwork Portfolio rubric to show student progress and growth.

While Remote Learning created challenges for everyone, IHum teachers tried to find a creative way to present the Semester novel, *Dragonkeeper*. We had a lot of fun dressing up in costumes or creating interesting digital renditions of the *Dragonkeeper* chapters for students to listen to while learning from home and when back at school. Feedback from Year 7 is that it is fun to watch or listen to teachers reading the story. There is a special appearance from Mr Lee reading Chapter 11 if you missed that one. Enjoy!

Bronwyn Griffin • Integrated Humanities Coordinator

Latest news from PE

The final weeks of assessment are here and there has been some excellent class work from students studying PE this semester. With the return from remote learning, many students have been eager to participate in PE, as these practical classes provide a sense of normality. Many PE staff members have commented on how fantastic it was to see students returning to school and participating in fun and safe activities. During remote learning, the PE staff worked hard to create online material for practical subjects, with students uploading videos of their home workouts and skill development or participating in new activities to maintain overall health and wellbeing. This provided a great opportunity for students to engage in physical literacy and still feel connected to the class and curriculum.

The recent remote learning period posed a number of challenges for staff, students and their parents; however, it also provided a number of opportunities to develop new teaching initiatives. Initial discussion between the PE and Health staff at the College focused on how best to deliver meaningful PE lessons and at the same time do so without having face-to-face contact with students.

A great deal of work was completed by all staff in a relatively short period of time to ensure that students were given some resources to support physical activity during the remote learning period. The focus was maintaining student safety and ensuring that the resources were varied and accessible by all students. Coupled with a host of practical activity options was a weekly reflection quiz that the students in Years 7-9 were required to complete. This reflection required students to not only reflect on the activity that they had completed for the week, but to reflect about the interactions that they had with members of their family.

Students were asked to reflect on the following five areas:

- Keep active (completion of a physical activity session at least three times per week)
- Take Notice (take the time to acknowledge the positive aspects of your life and show gratitude for what you have)
- Connect (connect with others in your family or with friends online)
- Keep Learning (continue to develop a new skill or refine a current skill)
- Give (consider how individual actions can support others in your family)

Many students provided excellent responses and their answers were insightful and considerate. It was also pleasing to see that the remote learning period provided many students the opportunity to try new types of activity such as yoga, meditation and other workouts that many noted they would not have attempted otherwise.

Currently, all Year 10 students have been busy studying the ACT Road Ready course, which focuses on the impact of road trauma, hazards awareness, skills of driving and the consequences of speeding. Throughout the Road Ready course, students have been able to engage in practical lessons using Radar Guns and Driver awareness activities. Students who successfully complete the course and reside in the ACT will be able to sit the Road Ready Knowledge Test, and if successful will obtain their ACT Learners Licence.

There have also been some recent changes to Senior Physical Education classes. The Board of Senior Secondary Studies (BSSS) has introduced new curriculum for all Physical Education and Health courses. This semester students have engaged in new units of work in Senior PE, Health and Wellbeing and Sports Development. This has allowed teachers to design new units of work with a focus on developing the student as an independent learner and providing them with skills that will benefit them in future studies or the workplace.

Jen Fahey & Ben Antoniak • PE & Health Coordinators



PE Pathways Student Profile

We're looking inside the fitness centre at MacKillop through our series of profiles on some of the College's elite athletes.

Name: Alyse Jensen

Sport: Soccer

Year Group: 11

Biggest accomplishment so far: Getting the opportunity to play and train with the first grade Canberra United Academy squad

Sporting Hero: Lieke Martens

Sporting aspirations: To make it into the Canberra United squad and work towards getting game time

Favorite inspirational quote: "Talent without working hard is nothing."
– Cristiano Ronaldo

Favorite song to listen to when training?
4ever, The Veronicas

What do you like most about the PE Pathways program?

The good environment and the support you receive



Senior Exam Guidelines

The upcoming senior exams form part of the assessment package for most students. They are an opportunity to demonstrate learning and achievement. The following guidelines are in place to provide the best opportunities for success for all students.

- Please see the Year 11 and 12 exam timetable in this newsletter.
- Students are responsible for ensuring they know when and where their exams are on.
- If a student believes they are entitled to special provisions they are responsible for completing the required form (see Canvas) and making supporting documentation available to Ms Winslade (Inclusive Education). This is to be done in a timely fashion.
- If a student is absent from an exam due to misadventure (eg illness or accident), they must provide documentation to substantiate their absence. This may be in the form of a doctor's certificate or a pharmacy certificate. Arrangements will be made for exam re-sits as required.
- If a student is absent without a valid reason they will be permitted a re-sit but will receive the Notional Zero for their attempt regardless of the result.
- Late students will not be allowed additional time to complete their exam unless they have appropriate documentation.
- Students will need to bring their student identification card to all exams.
- Students are required at school for their scheduled exams only.
- Mobile Phones
 - a. Students are NOT allowed to have their mobile phones out before, during or after entering an exam venue.
 - b. Students are to ensure that their mobile phone is switched off and remains in their pocket for the duration of any exam. Failure to do so is in breach of exam conditions.
 - c. Any student using the bathroom during the exam, must leave their phone at the front of the exam venue whilst out of the room. This can be collected at the end of the exam.
- Smartwatches are not permitted within the exam venues. Clocks will be used to display the time in all venues.
- Students must remain in the exam venue for the duration of the exam.
- Students are able to bring the following equipment to the exams:
 - o Water bottle
 - o Writing equipment (pens, pencils, etc)
 - o Ruler
 - o Calculator
- No other materials or notes are allowed into the exam venue. Any such equipment will be confiscated if brought into the exam venue.

Senior Exam Timetable

| Date/Session | Year 11 | Year 12 |
|----------------------|--|--|
| 15 June Session 1 | 11English T (On-Line - at home) | 12English (On-Line - at home) |
| | 11Essential English A (On-Line - at home) | |
| 15 June Session 2 | 11Computer Science (On-Line - at home) | 12Computer Science (On-Line - at home) |
| | 11English Literature T (On-Line - at home) | 12English Literature (On-Line - at home) |
| | | 12Essential English (On-Line - at home) |
| 16 June Session 1 | 11Mathematical Applications T | 12Mathematical Methods |
| | | 12Specialist Methods |
| 16 June Session 2 | 11Mathematical Methods T | 12Mathematical Applications |
| | 11Specialist Methods T | |
| 17 June Session 1 | 11Business Services A | 12Business Services A |
| | 11Health and Wellbeing A/T | 12 Ancient History A/T |
| | 11Hospitality T | 12Biology |
| | 11Physics T | 12Health and Wellbeing A/T |
| | 11Sociology A/T | 12Hospitality T |
| 17 June Session 2 | 11Geography A/T | 12Geography A/T |
| | 11Ancient History A/T | 12Modern History A/T |
| | 11Biology T | 12Psychology A/T |
| | 11Economics T | 12Specialist Mathematics |
| 18 June Session 1 | 11Oceanography T | 12Oceanography T |
| | 11Exercise Science A/T | 12Economics |
| | 11Legal Studies A/T | 12Human Biology |
| | | 12Sociology A/T |
| 18 June Session 2 | 11Human Biology T | 12Legal Studies A/T |
| | 11Modern History A/T | 12Physics |
| 19 June Session 1 | 11Earth and Environmental Science T | 12Earth and Environmental Science T |
| | 11Business Studies A/T | 12Chemistry |
| | 11Chemistry T | 12Exercise Science A/T |
| 19 June Session 2 | 11Global Studies A/T | 12Global Studies A/T |
| | 11Psychology A/T | 12Business Studies A/T |

INSIGHTS

Collaborative parenting style wins the day during COVID-19



The close quarter living that most of us have experienced during the COVID-19 pandemic has tested the patience and communications skills of even the most assured parent. The constancy of members living together is a test of family management skills, revealing any flaws or limitations that exist.

Those that rely on a coercive (“do as I say”) approach probably discovered that dominance works well in small doses, but fails miserably over the long-term, with family harmony severely impacted.

Parents who use a laissez-faire (“she’ll be right”) approach may have found that one or more children struggled with a lack of structure. In the absence of positive leadership, a child more than likely stepped up to fill the void, rendering parents with limited influence.

Those who used a parallel (“you go your way, I’ll go mine”) approach may have experienced a relatively quiet parental existence, but this will more than likely come at the expense of group cohesion and children’s mental health.

Collaborative family leadership

Life in the family cocoon has suited parents that use a more inclusive, collaborative parenting style. This is a style that gives children a voice, commensurate with their developmental stages, in how the family conducts itself.

Features of a collaborative family

Parents who adopt a collaborative approach impact family culture in positive ways, so that their family becomes a collaborative unit. Here are some features shared by collaborative families:

Respect is a key value

This style of leadership treats kids with respect but importantly, expects respectful, considerate behaviour from children in return. When kids fail or forget to practise respectful treatment of others they are respectfully brought into line and reminded of their responsibility to others.

Kids contribute

Kids in collaborative families generally help out without being paid. A jobs’ roster is the preferred method for ensuring kids contribute as authority is diverted from parent and rests with the group instead.

Language is cooperative

Parents who adopt a collaborative approach generally use language that invites children to cooperate. They also use the word “We” a great deal. “We’re relying on you to set the table before dinner” reminds a child or teenager of their contribution to the family good.

Rituals are strong

Collaborative families also use rituals such as mealtimes, special days and the like to build strong family bonds. These structured get-togethers are balanced with plenty of informal, fun activities where members can enjoy each other’s company.

Decision-making is shared

Most parents who successfully adopt a collaborative leadership style have a process that engages kids in family decision-making and resolution of conflict between siblings. A regular family meeting or council is a common forum used by collaborative family leaders. These meetings may take time to get right and some effort to convince all family members of their benefits, however once they’re embedded they become an invaluable part of a family’s culture.

There are many ways and methods you can use to successfully raise a family, however not every method stands up to the scrutiny close of quarter living we’ve been encountering. With more time at our disposal, a wonderful opportunity exists to implement a collaborative leadership style, that will bring benefits well after the COVID-19 pandemic.



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.



Pick-up and set down

Tips for parents:

- Drive very slowly through the car park (max 10km/h) and be alert for children at all times
- Never park in the pick-up and set down zone, it defeats the purpose of the area as a quick drop-off/collection point
- If the area is managed by staff or parents, clearly display your surname in bold capitals on the passenger side of the vehicle (either under the sun visor or on the dashboard)
- Children should always depart and enter the vehicle directly onto the footpath, not the road
- Children should have their bags and other items readily available so they can quickly depart/enter the car
- Children can generally be dropped at school 30 minutes prior or picked up 10-15 minutes after school, which can help to reduce the concentrated peak
- Minimise the days you drive your children by encouraging them to walk or ride
- If you need to drive, utilise partway drop off or collection points around the school to reduce congestion in the school carpark and pick-up and set down zone
- Be patient and courteous when driving near the school.

Tips for students:

- Have your personal belongings like your school bag ready, so you can quickly enter or leave the car
- Always depart and enter the car onto the footpath, not the road
- Wait in a safe location back from the kerb until you are collected
- Keep your seat belt on until the vehicle has stopped and you are ready to exit the car
- Follow the instructions of the staff/volunteers managing the pick-up and set down zone.

Transport Canberra and City Services' [School Safety Program](#) can provide advice about how to develop a successful pick-up and set down zone, including examples from other ACT schools.