

College

Newsletter



MacKillop
St Mary MacKillop College Canberra



Volume 11 2020

4 SEPTEMBER

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Coming

Up

FRI 1 1 S E P

• MacKillop Day

FRI 1 8 S E P

• Spring Zing (Postponed)

MON 2 1 S E P

• Performing Arts Camp (TBC)

WED 2 3 S E P

• Senior Leadership Elections

FRI 2 5 S E P

• Last day of Term 3

MON 1 2 O C T

• Term 4 begins

TUE 1 3 O C T

• Parent/Teacher Interviews (TBC)

THU 1 5 O C T

• Parent/Teacher Interviews (TBC)

Contact Us

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Ellerston Avenue, **Isabella Plains** (Years 10-12)



Absentee Phone Lines

Years 7-9: 02 6209 5240
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Socials



www.facebook.com/
mackillop.act



www.twitter.com/
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www.instagram.com/
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www.youtube.com/
stmarymackillop

Principal's Letter



Dear Parents, Teachers and Students,

MOIRA NAJDECKI THEATRE NOW OPEN

The refurbished theatre has now been blessed and opened by Fr James Antony and Mr Ross Fox in the presence of Mrs Moira Najdecki, the College's second principal.

Feedback from students and staff has been glowing and, given that this is the home of drama, music, dance as well as meetings and briefings, it's possibly one of the busiest rooms in the school! I look forward to being able to host a Variety Night or school musical where many of you will be able to enjoy vastly more comfortable seats, improved sound systems, commercial sight lines, and expert lighting. The high quality of our performers will continue to be unrivalled.

YEAR 12 SIT THE AST

Congratulations to Year 12 on now having completed the AST (ACT Scaling Test). Thank you to the many staff, led by Mr Cruwys, for their expert preparation of the cohort. I'd like to acknowledge the maturity of the students in their preparation and conduct of this significant academic challenge.

STAFF, STUDENT AND PARENT SATISFACTION SURVEYS

Thank you to everybody who participated in this satisfaction survey. Students had a 91.5% participation rate, staff had a 76% completion rate, and parents 38%. According to the survey company, this is considered to be an excellence response rate. Generally speaking, the summary of the responses to the questions is extremely positive, particularly in the areas of safety of children, teacher engagement, and the College's response to and conduct of COVID-19 issues.

I have asked the company to provide greater detail around year group responses and the College Executive will digest the data and feedback over the next several days. I will publish in the next newsletter a more detailed and complete analysis of the data. In the meantime, thank you for your confidence in the College and for the critical feedback provided.

Yours in St Mary of the Cross MacKillop,

MICHAEL LEE
COLLEGE PRINCIPAL

"Congratulations to Year 12 on now having completed the AST. I'd like to acknowledge the maturity of the students in their preparation and conduct of this academic challenge."

PRINCIPAL'S PRAYER

Lord,

Help us to remember that the example of Mary MacKillop leads us closer to you.

Amen.



The Blessing and Opening of the Moira Najdecki Theatre

St Mary MacKillop College held the blessing and opening of its newly-refurbished and newly-named Moira Najdecki Theatre at the Padua Campus in Week 5.

Past Principal Moira Najdecki was present as the guest of honour to witness the College recognise her contribution as leader of the school between 2004 and 2006.

The blessing of the facility was conducted by College Chaplain Fr James Antony, while the official opening was performed by Ross Fox, the Director of Catholic Education. Together with Principal Michael Lee, they spoke about the opportunities the upgraded facility would provide as well as the legacy and impact of Moira's leadership.

Other guests included past staff of the school, visitors from Catholic Education, Thursday Architecture, members of Projex, performing arts staff, the College Executive, members of the SRC, and past Director of CE, Geoff Joy.

The event provided students with a rare opportunity to perform, and the socially-distanced audience were treated to singing, music, and dance routines from the A Cappella Choir, Vocal Ensemble, String Ensemble, and Senior Dance students.

The refurbishment of the theatre was long overdue but the finished product was well worth the wait. With 316 new seats, a sprung dance floor, wider wings and storage, an overhaul of light and sound, hearing augmentation, new disability access, fire safety, and acoustic refinement, the new facility provides students with a modern space to showcase their talents in the area of performing arts. Mr Lee joked that the highlights of the facility were the red and black carpet (the colours of his beloved Bombers), and what he described as 'the most expensive signage in education'.

The College looks forward to the opportunity to show off its new facility when live performances resume – hopefully sooner rather than later!



Book Week

Students participated in a range of activities for MacKillop's celebration of Book Week. Across the two campuses, students participated in a range of quizzes, competitions, games, reading and film sessions, and creative projects.

The highlight of Book Week was last Friday, where staff and students dressed up as characters from various books, movies, and games. Year 12 decided to embrace the theme as one big group, with the majority of them dressing in prison gear (which was not a reflection of how they feel about school, we promise!) and their Coordinator, Mr Longo, donning a prison guard's outfit.

Status Awards

The following students received Status Awards at this week's Padua Campus Digital Assembly:
Bronze Status: Elizabeth Blair 7E2, Rory Carroll 7E3, Bruno Filipovic 7W3, Kyle Flauta 7F4, Sophie Gagetti 7W3, Mak Hukic 7A4, Austin Jaswinsky 7W3, Matthew Kent 7W1, Anna McGinty 7F4, Ashton Miners 7W3, Hima Pynadath 7W1, Angelina Rakic 7E2, Hannah Rose 8W2, Ashleigh Sullivan 7E2, Grace Taylor 7W1, Bailey Wood 7E4

Silver Status: Freia Huber 8EW, Danica Mathias 9W3

Athlete's Foot Donation



The Athlete's Foot Canberra, Woden and Tuggeranong recently handed over a donation to our school as part of our involvement in their School Rewards Program. That is, for every pair of school shoes purchased by one of our students from their store, we receive \$5 back from them. Over the years, they have donated over \$10,550 and this year (our efforts from 2019-2020) we received \$1,250. To continue this relationship and ongoing donation, make sure you mention you are from St Mary MacKillop College if you and your family purchase your school shoes from The Athlete's Foot!

Sustainability Group launches Mobile Muster

Got an old
phone lying
around the
home?



St Mary MacKillop College will be running a Mobile Muster at the St. Peter's Campus for the remainder of the year.

Students are invited to bring in old mobile phones that are no longer being used so they can be collected and recycled. The state of the phone does not matter, simply ensure any data has been backed up, and drop the phone in the collection box located at student reception

COVID-19 safety procedures will be followed; any handling of the phones after they are placed in the collection box will be done with the necessary safety equipment.

Keep an eye out for updates via the school's Instagram page and future school newsletters.

Sabina Morgan • Sustainability Captain

St Peter's Campus Library Hours

The Learning Commons Library at the St Peter's Campus will have the following open times for the remainder of Term 3:

- Monday: 8.30am - 4.30pm
- Tuesday - Thursday: 8.00am - 6.00pm
- Friday: 8.30am - 4.00pm

Cathryn Thomas • Teacher Librarian

School fees

Fees for Term 3 should now be finalised unless paying by Direct Debit or other approved arrangement. Any outstanding fees should be paid immediately.

Please note:

- A credit for Year 12 Retreat has been placed on Year 12 accounts.
- Any family affected by COVID-19 may apply for a Fee Remission for Term 3. Please contact the Fees Office on 6209 0100.
- 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

The AST

What is the AST and how does it factor into an ATAR?

With the Year 12 ATAR-seekers sitting their AST examinations this week and Year 11 about to embark on their AST Workshops, now is probably a good time to discuss this whole process in a little more depth.

On the first Tuesday and Wednesday of September each year, our graduating Year 12 cohort who wish to receive an ATAR sit their AST examinations. Unlike the HSC or similar systems around the country, these particular exams are a little different. A good way to visualise the ACT system is to view it through two lenses:

1. School-Based Assessment

Every College in the ACT is responsible for assessing and ranking the students who complete the units they offer. The actual marks allocated to students are only placeholders until the students sit the AST examinations. What is more important at this step is the z-score or "rank and gap" that the students achieve in each unit.

2. AST Examinations

The AST examinations are a moderating tool and allow the Board of Senior Secondary Studies (BSSS) to know how each College as a group compares to each other College.

After the AST has been marked, the BSSS have a pool of marks available to each College that accurately reflects how they compare to each other. All scores are then recalculated and a permanent score is put in place for each unit result. This permanent score maintains the ranking and gaps set up by the College but uses the students' results from the AST to "rescale" them in a fair and just way.

In essence, the ACT system boils down to two things needing a students attention; make sure you are as highly ranked in your individual classes as you can and make sure your cohort gives the AST their best effort.

Our students are very good at engaging with those two elements and with the structures put in place for targeted AST practice and exposure. We look forward to continued success in the AST and ensuring students achieve the best ATAR possible.

Colby Cruwys • Senior Studies Coordinator

ANU Extension

The ANU runs Extension programs for Year 11 and 12 students who are concurrently enrolled as full time students in their senior years of their secondary education.

Currently, over 400 Year 11 and 12 students are studying in ANU Extension programs in 2020, over 70% of whom have already received a conditional early offer through the ANU's new Admissions, Scholarships and Accommodations application process into ANU undergraduate studies in 2021. ANU Extension may also count toward a student's ATAR aggregate. In 2021 it is anticipated that ANU will offer courses in Chemistry, Biodiversity, Physics, Specialist Mathematics, Discovering Engineering, Astrophysics, Creative Computing, Japanese (Advanced and Continuing), Chinese (Continuing Mandarin), Indonesian, Korean and Computing.

Year 10 students have been invited to two information evenings:

- Monday 7 September (6-7pm) - STEM Subjects
- Tuesday 8 September (6-7pm) - Asian Languages & Commerce

Please register your interest in these information evenings at <http://extension.anu.edu.au/>

Visit the Year 10 Canvas page or contact anu.extension@anu.edu.au for more information.

Colby Cruwys • Senior Studies Coordinator



Science Week

Week 5 was Science Week! It was a great celebration of all things Science and a big thank you needs to go out to the Science staff who worked so hard on the events, the Maintenance team and Year 12s who helped make the Satellite Selfie banners, to the students who came along and participated in the recess and lunchtime activities, and to all the PCs and teachers who had a go at the daily Science challenge and Scavenger Hunts.

Science Week Prize Winners on the St Peter's Campus:

- Deep Blue Kahoot – Oliver Duncombe in Year 12
- Deep Diver STEM challenge – Jake McCormack in Year 10
- The Online Taskmaster Scavenger hunt – Alex Amon in Year 12
- Science Week Participant Prize Draw – Gemma Barclay in Year 12
- Science PC Challenge
 - o Year 12 – 12A2
 - o Year 11 – a tie between 11A2 and 11W1
 - o Year 10 – a tie between 10F3 and 10W1

Science Week Prize Winners on the Padua Campus

- Paper plane challenge
 - o 1st place: Adrian Georgiadis (Year 9, 16 metres)
 - o 2nd place: Aaron Nobby Rajan (Year 8)
- Science Week Kahoot – Eleanor Hayes in Year 8
- Parachute challenge – Aran Moody in Year 8
- Guess the scientist competition – Ryan Conroy in Year 9



STAR Week

As well as being Book Week, Week 6 was also STAR Week "Science Technician Appreciation & Recognition Week". The Science Faculty would like to acknowledge the amazing work that Mrs Yuka O'Connor does for the St Peter's Campus and Mrs Janis McGettrick does for the Padua Campus. They are both so helpful, so thoughtful, so proactive and so skilful. We wouldn't be able to achieve half of what we do without their incredible input. Thank you!

ICAS Results

The ICAS Science Assessment is a nationally benchmarked competition for students in Years 7-10. It is an online, multiple choice competition with questions that draw on real-life examples and contemporary issues. Students are assessed on their ability to apply classroom learning to new contexts using higher-order thinking and problem-solving skills.

Over 50 MacKillop students from Years 7-10 participated in the competition in 2020 and all are commended for their willingness to volunteer and their efforts in this extra-curricular activity. A number of these students were awarded certificates for their performance in the competition:

- Year 7: Credit – Sebastien Beath, Mak Hukic, Josh Ireland, Sophie Longmore, Riley Mill, Hima Pynadath, Nathan Salvage, Jesinda Sebastien
- Year 8: Distinction – Aran Moody; Credit – Robbie Crisp, Alexander May, Milly McCabe, Aaron Nobby-Rajan, Freya Stanford
- Year 9: High Distinction – Patrick Dunn; Distinction – Sam Lilley, Jacob Loughlin, Lucas Murray, Thomas Rodgers; Credit – Ty Petterson
- Year 10: Credit – Ryan Blundell, Riley Davies, Isaac Muscat, Patrick O'Connor, Kayla Walker

Kate Goolagong & Tristan Burg • Science Coordinators

Careers & VET Curriculum

The workplace has never experienced as many changes as it has this year with significant variations on how, where and when we participate in work and study. This has also influenced changes to the application process for our senior students including the introduction of early School Recommendation Schemes (SRS) and alternative entry programs for a number of universities. We have been working with Year 12 over the year to help them understand these changes as they prepare their application for various post school options. Options include the Public Service Career Start programs in Finance and Information, Communication and Technology, Early Entry, SRS and university applications both directly and through the University Admission Centres (UAC). It has been wonderful to see how excited the Year 12 students have been about receiving their direct offers from the Australian National University and offers through the early SRS round from the University of Canberra.

While ATAR seekers were sitting the AST, Year 12 undertook a targeted program on how to develop their resume, covering letters and how to submit applications for traineeships, apprenticeships and Canberra Institute of Technology (CIT). I invited representatives from CIT, the Australia Training Company, Master Builders Association, Sarina Russo Apprenticeship ACT, and National Electrical and Communication Association (NECA) to join us virtually.



Senior Pathways to Work & Learning

During the few weeks, students from the Senior Pathways to Work and Learning course have been examining the link between their own personal skills development and volunteering. The students were required to use their numeracy skills and digital technology to measure and calculate commodities within a hospitality environment to prepare, package and label biscuits for the residents of Isabella Gardens' community who are located across the road to our College. On Monday 24 August, the students had the opportunity to take the packaged biscuits to the gates of Isabella Gardens and, because of COVID protocols, to wave to the residents, who were very happy to see our students. In previous years, the College has established a strong bond with the residents as part of our Vocational Courses of Hospitality and Social and Community Work, so it was lovely to see our neighbours even though it was from a distance.

Karen Hundy • Careers & Vocational Education and Training Coordinator

How parents can help their child thrive at school

A [comprehensive review of parenting behaviour involving 37 studies](#) and 80,000 students and their families found that the best thing that parents can do to help their children improve their grades were:

HAVE HIGH ACADEMIC EXPECTATIONS

Out of all the things parents can do, having high aspirations and expectations of your son or daughter has the biggest impact on their grades. Parental expectations include how important school is, their attitude towards teachers, and the value of education.

REGULAR COMMUNICATION

This includes developing and maintaining communication with children about their school life. This helps parents nip any potential problems in the bud before they manifest into bigger issues. If the communication includes open ended questions, this has been found to be particularly effective in some situations.

GOOD READING HABITS (FOR YOUNGER CHILDREN)

This involved reading frequently and regularly with their child. This includes reading to them and encouraging them to read alongside them as well.

HOMEWORK RULES

Having clear rules to deal with how they divide their homework and leisure time. Explaining why these rules are in place can help them eventually make better decisions regarding their independent study time later in their school career.

PISA WELL-BEING RESULTS

Academic performance at school is directly linked with student well-being and life satisfaction. The PISA reports gather, analyse and compare data from student performance all around the world. [Recently, they found](#) that students were most likely to report high levels of satisfaction if their parents:

- Spent time talking to them;
- Ate dinner with them around the family table;
- Discussed with them how they were doing at school.

Furthermore, the report also found that students who spent time talking with their parents were two-thirds of a school year ahead in subjects such as science.

HOW TO REACT TO FAILURE AND SUCCESS

[A recent study](#) found that how parents react to failure has a big influence on their child's mindset. They found that those who viewed failure as an opportunity to learn and improve were more likely to have children with a growth mindset, whereas those who reacted to failures as a source of shame and negativity were more likely to have children with a fixed mindset.

[Leading researchers](#) found that in order to nurture resilience, an environment must be both challenging (where setbacks may occur) and also supportive (where encouragement and advice is available). Striking the right balance between both will help students develop their resilience

SLEEP RIGHT, THINK RIGHT

Sleep plays a huge role in a child's success. Getting a good night's sleep has been found to help students improve their mood, ability to deal with stress, creativity, concentration and memory. However, many students continue to make many sleep mistakes. Having a clear understanding of the importance of sleep and fostering helpful consistent bedtime routines may be the biggest thing that parents can do to help their children thrive at school.

- 
- ▶ Have high academic expectations
 - ▶ Regular communication about how school is going
 - ▶ Praise their processes, not their natural ability
 - ▶ See their setbacks as learning opportunities
 - ▶ Eat dinner together round the table
 - ▶ Set clear homework rules
 - ▶ Ask open ended questions
 - ▶ Foster good reading habits
 - ▶ Spend time talking about about non-school stuff
 - ▶ Create both challenging and supportive environments
 - ▶ Have a consistent and calm bedtime routine for them

Free webinar: healthy relationships

Throughout Term 3, each cohort focuses on topics within the broader theme of "relationships" in their Pastoral Program lessons. As a Parenting Ideas member, MacKillop parents/carers can attend the below webinar at no cost.

In "Teaching young people about healthy relationships" Collett Smart gives parents the tools to build a strong relationship with their child where no topic is off-limits and they can come to them with any questions.

Key learning and discussion points include:

- The foundations of healthy relationships and relationship intelligence
- How to help a child develop flourishing relationships at each age and stage of their development
- Appropriate age guidelines for talking about body safety, sex and sexualised media
- How to respond when a child comes across pornography
- Conversation ideas on consent and respectful relationships

Presenter: Collett Smart (Psychologist, teacher, speaker and author)

When: 8.00pm, Wednesday, 9 September 2020.

To access the webinar, click this link:

www.parentingideas.com.au/parent-resources/parent-webinars/webinar-teaching-young-people-about-healthy-relationships

- Click 'Add to cart'
- Click 'View cart'
- Enter the coupon code HEALTHY and click 'Apply'
- Click 'Proceed to checkout'
- Fill in your account details. These are the details you will use to login to your account and access your webinar and resources
- Click 'Place Order'

The offer is valid until 9 December 2020. If you're unable to make the broadcast time you will get access to the recording.

Lachlan McNicol • Assistant Principal Pastoral Care

Year 10 Pastoral Activities

MIEACT

In Pastoral Program, Year 10 are focusing on managing stress and anxiety. In Week 7 educators from MIEACT visited the College and discussed with students how to 'stress better'.

Feedback from students

- The MIEACT presentation was great we got so much out of it
- We learnt that not all stresses are bad stresses
- We learnt that it is important to always have a break and do something you love
- Stress can be good because once you come out of it you feel as if you have achieved something.
- They provided us with extremely useful ways to cope with stress and overcome it
- They taught us that its normal to feel stressed and that everyone experiences it and encouraged us to be able to speak up about it
- We learnt that the best way to overcome stress is to talk to someone to aid in finding successful strategies

Josh Haynes & Toby Olsen • Year 10



BATYR - LOOK AFTER YOUR MATES

Year 10's pastoral program presentations on mental health in Week 7 were really helpful in providing us with strategies to not only help manage our own mental health but to also support the mental well-being of our friends. It was also really helpful to listen to the stories of other people who have had real experiences with mental illnesses so that we can know what to look out for if we ever begin to suspect that our own mental health is declining.

Maddie Arnold & Erin Glover • Year 10

ACT Soccer Champions

Our College Girls Soccer Team were crowned ACT Champions at the school gala day on 28 August. After finishing second in the group, a 4-0 win against Dickson College in the semi final took MacKillop through to the grand final against Lake Ginninderra College. Lake Ginninderra had beaten us 2-1 in the group stage, but MacKillop controlled the final and led 1-0 until a late goal for Lake Ginninderra took the game to penalties. The girls held their nerve to win the shootout and to take out the championship.

Congratulations to: Katherine Boulton, Megan Bowles, Danita Brittain, Ellen Brown, Taylah Brussow, Anna Connolly, Abi Curry, Stevie D'Elboux, Josie Dubbert, Shayla Henderson, Anna Hoang, Alyse Jensen, Gaby Lukban, Sienna Molloy, Ella Thompson, Tara Wyllie.

Matthew Crowe & Aidan Brunskill • Coaches



Senior Campus After School Sport

Every Wednesday after school from 3:30-4:30, Mr Crowe and myself are holding after school sport for Years 11 and 12. This is an opportunity for us to have some fun while playing sport. We would love to see more people come along. Download the permission note on Canvas and come have some fun. Hope to see you all there!

George Arrouk • Mindygari House Captain



Southside Netball

On 25 August, the 9/10 girls team participated in the Southside Netball Competition, competing against other school teams from all across South Canberra. We were undefeated all day, playing nine great games and finishing the tournament as champions! We would like to extend our thanks to Ms Fahey and Kira, our umpire.

Overall, it was an amazing day and we can't wait for next year!

Sophie Vassallo • Year 9

MacKillop Judo Club

The MacKillop Judo Club is up and running again, but trainings are currently being held away from school every Tuesday and Friday. If you're interested in learning judo or joining the MacKillop Judo Club, contact Stephanos at: Stephanosjudo@hotmail.com

INSIGHTS

When young people challenge family traditions



Strong families develop their own traditions and rituals that define them and bind members together. They are the coat hooks upon which we hang our family memories. By definition, they are permanent and not set aside when life gets busy. They also link young people to their childhoods at a stage when everything around them is changing.

Develop traditions early

Family traditions are relatively easy to develop when children are pre-school or primary school aged. Parent approval is important to most children, so they will generally fit with family traditions and rituals that they enjoy and provide a relaxed, calm atmosphere.

Young people can challenge family traditions

Adolescents are likely to challenge many of their family's traditions and rituals, which is often difficult for parents to encounter. Questions about, or even defiance towards the way you act as a family can come suddenly and be a shock to parents. On one hand, you know that your young person's challenge is healthy and part of their search for identity separate from their parents. On the other hand, to discover that the child you brought up to respect family and even cultural traditions and rituals no longer wants to follow the family or cultural line can really sting.

Know the traditions that are negotiable

If part of the healthy development of young people means stepping away, albeit, temporarily, from their family it helps to establish those traditions that are negotiable and those that are non-negotiable. For example, if family birthdays are important then your young person may no longer need to attend their aunt's birthday but they need to attend the birthday celebration of their immediate family members. "This is non-negotiable!" should become part of your family's proprietary language.

Give young people some leeway

Giving your young person some leeway in family activities is recognition that they are growing up, but this shouldn't be confused with growing away. Recent studies reveal that young people value being part of supportive family, but they want their family life to accommodate their burgeoning independence.

Make family meals non-negotiable

This writer recommends that shared mealtimes should be non-negotiable in families. There is a correlation between good mental health in young people and those families that share a meal at least five times a week. A young person can too easily drop out of their family unless there is a tradition or ritual that keeps them connected.

Healthy families are built around traditions and rituals. It's useful to approach the concept of family traditions with a mix of flexibility to accommodate a young person wish for more independence and firmness to hold the line on those rituals that are essential to your family's identity and your young person's wellbeing.



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.