



PRINCIPAL'S LETTER

The Royal Commission into institutional abuse of young people

This space is not a good one to explore the many aspects of the Royal Commission currently sitting in our city. I do offer these thoughts, however:

1. If the Royal Commission, by allowing victims to tell their story, leads to justice then that is a good outcome.
2. All schools are far safer for children now than they have ever been. If the Royal Commission provides recommendations that help institutions look after young and vulnerable people, this will be a good thing.
3. I have been saddened to learn that students who attend other Catholic schools in Canberra have been called names, vilified, and ridiculed because of their school's association with the work of the Royal Commission; this has apparently been done by adults as well as young people. This is not a good thing to be happening and were MacKillop students to be on the receiving end of this kind of behaviour, I would wish to be notified immediately.

I read in a *Eureka Street* article 12 months ago that an initial response to the plight of victims of abuse should be prayerful and dignified regret and compassion. This seems an appropriate first step.

End of Semester exams and assessment

It has been pleasing for all of the staff to see our senior students in particular working collaboratively and with purpose in preparation for this examination period. As this exciting semester for the school draws to a close, I wish all of the students across the school success in their final assessment and examinations.

Staff Conference - Tuesday 10 June

This day was a day of great purpose for the staff as they were led through a program that focused on new privacy laws, workplace health and safety, and religious education accreditation. A highlight of the day was a visit from our Archbishop Christopher Prowse, who outlined his vision for Catholic education in our Diocese. His generosity of time and strength of vision was appreciated by everybody.

Yours in St Mary MacKillop,

MICHAEL LEE, PRINCIPAL



PRINCIPAL'S PRAYER

Lord, We pray for all people who've been hurt and damaged by all kinds of institutions that were established to care for and protect people. Amen.

UPCOMING EVENTS

JUN MONDAY 16	• Senior Exams begin
JUN MONDAY 23	• Year 7 Camp: Group 1 departs
JUN WEDNESDAY 25	• Year 7 Camp: Group 2 • Year 9 Transition Day
JUL FRIDAY 04	• Last day of Term 2

COLLEGE NEWS

Art Competition Winners

On Friday, 6 June, the Tuggeranong Rotary Youth Art Awards exhibition opened at the Tuggeranong Arts Centre. Two of our students, Bree Sturgess in Year 12 and Sarah Webber in Year 10, had entered two photographic works each. A total of 45 works were entered in the competition and four awards were up for grabs.

We are very proud to announce that both of our students were recipients of awards on the night! Sarah Webber won the PhotoAccess Young Photographer's Award and Bree Sturgess was the overall winner, taking out the \$2000 Rotary Club of Tuggeranong Acquisitive Award! The centre's CEO, Rauny Worm, said the winning mixed-media work, Haunted by Humans (pictured), was a beautiful and contemporary take on a traditional portrait.

The TRYA Award exhibition runs until 30 June at the Tuggeranong Arts Centre so get along and have a look.

Tamara Murdoch, Visual Art Coordinator



Image courtesy of Dominic Lavers, Tuggeranong Arts Centre

Business Directory

As part of our new website, which will launch this term, we are including a directory for MacKillop families to register their businesses. If you have a business you'd like to register, please email media@mackillop.act.edu.au with your business name, all relevant contact details, and a brief blurb.

Mindygari Fundraising

On Friday 6 June, the Mindygari Wanniasa SRC organised a charity event which consisted of allowing students to wear a beanie or scarf for a gold coin donation and a charity auction at recess. All proceeds raised were for their House charity Snowy Hydro South Care.

The day was a huge success and the student body are to be congratulated for their generosity and House spirit demonstrated on the day. It was great to see that not only Mindygari students participated in the event but students from every House donated to the collection buckets or placed a bid at the auction. The amount raised from the auction alone was over \$500 dollars and

the highest bid and most contested item was the lunch for four friends with College Principal Mr Lee. This was bought by a group of Year 7 students.

Congratulations must go to the Wanniasa Mindygari SRC leaders Lachlan, Adelaide and Maddy for hosting such a great event and also big thank you to Mr Lehmensich and Mrs Anderson for running the Auction.

The next fundraising day at Wanniasa will be held next term in Week 3 and will be raising funds for the Meup Meup House charity, New Hope For Cambodia.

Kate Durham, Wanniasa SRC Facilitator

Future Stars!

Michael Eichner (Year 8) represented the ACT in the Australian Judo nationals. He competed in the senior boys under 45 kg division. He fought others from NSW, VIC, WA and QLD and won all of his fights, making him National Champion for 2014!

Melanie O'Mara (Year 10) was awarded a gold medal in the Level 9 Women's Artistic Gymnastics Uneven Bars and a bronze medal in the All-Around competition at the Australian Championships.

Thomas Seaman (Year 9) has been selected in the U17 ACT Indoor Cricket Team to compete at the Australian Junior Indoor Cricket Championships in Adelaide in July.

Joshua Henderson (Year 7) has been selected in the ACT U12 Rugby League team that will compete in the National Championships in Wollongong in August.

Jasmine Fraser (Year 8) and **Amber Brophy** (Year 8) will both represent the ACT at the Australian Netball Championships in Victoria next month.

Luke Adamson (Year 7) will compete in the School Sport Australia AFL Championships in Sydney next month, where he will represent the ACT.

Sophie Pieper (Year 11), **Taryn Leslie** (Year 9) and **Samantha Thomas** (Year 9) will represent the ACT at the National Calisthenics Competition in Melbourne this July.

Georja Dickie (Year 7) and **Emily Jensen** (Year 7) have been selected to represent the ACT at the U13 Girls National Youth Soccer Championships in July in Coffs Harbour.

The following students have been selected and have accepted a place on the School Sport ACT Swimming team to compete at the School Sport Australia Championships from 20 to 26 July, 2014: **Zoe Strzelczykowski** (Year 7), **Tiana Alchin** (Year 7), **Ben Stokes** (Year 8), **Rebecca Cross** (Year 9).

ACT Secondary Bursary Scheme

The ACT Government's Secondary Bursary Scheme provides assistance to low income earners in the ACT with dependent full-time students. Eligibility requirements and application forms are available online at <http://www.det.act.gov.au> and by following the links located at the top of the home page - School education/starting school/financial assistance for families. For further information please ring the Bursary Administrator on 6205 9300.

Michelle Predovan, Fees Manager

School Fees

Fees for Term 2 should now be finalised unless paying by Direct Debit or other approved arrangement. Any outstanding fees should be paid immediately.

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

COLLEGE NEWS

New Zealand Trip Meeting

Thank you to parents and students for confirming your place on the New Zealand tour. All deposits should have been paid by now. If you have not paid the deposit by now, can you please contact Mr Mike Brennan or Mr Michael Batten as soon as possible. We would now like to meet with you to discuss the next stage of planning for the tour.

We are holding an Information Sharing session on Thursday evening, 24 July at 6pm in F Block at the Isabella Campus. Items on the agenda for discussion include checking that all students have an updated passport, group and individual travel insurance, a payment plan and final date for payment of the full cost of the tour, and discussion about other questions you may have.

We look forward to meeting you on Thursday evening the 24 July. Please feel free to contact either of us if you have any queries or questions prior to this date. We can be contacted on 6209 0100 or on the attached emails below.

Thank you again for your applications, deposits and participation in our tour.

*Mike Brennan and Michael Batten
Science Coordinator and SOSE Coordinator, Isabella*

Mike Brennan (Science): mike.brennan@mackillop.act.edu.au
Michael Batten (SOSE): michael.batten@mackillop.act.edu.au

Unloved Mug Appeal

Under the capable and committed stewardship of Mr Gary Pickering, Mackillop has been offering our students a Breakfast Club. Addressing needs that may be financial, organisational or simply 'starvational', Breakfast Club involves up to 100 students arriving at school a bit early and having breakfast before the commencement of the school day. Run essentially on donations, Breakfast Club has become an important part of the day for many of our students.

One of the ongoing expenses of Breakfast Club has been the purchase of disposable polystyrene cups for warm drinks on cold mornings. To ensure the longevity of this valued service for our

students, we are looking for a more cost effective and environmentally sensitive drink-holding solution. So begins the Unloved Mug Appeal.

We are seeking donations of 90-100 under-utilised travel mugs and conference cups with or without lids. If you have one or more unloved mugs filling up your cupboards, please consider donating them to our Breakfast Club. Simply send them to school with your student(s), directed to either Mr Pickering or Mr Lehmensich. Thank you for sharing your unloved mugs with us.

*Eugene Lehmensich
Sustainability Coordinator*



CURRICULUM CORNER: SCIENCE

JUNIOR SCIENCE

Starting in the final week of Term 1 the Wanniasa Science faculty has been involved in an initiative to improve the literacy skills of our students with a specific focus on writing laboratory reports. In conjunction with Anne Durham from the CEO, Clare Fletcher and Maria O'Donnell the literacy requirements in Science have been analysed and a program implemented to assist and improve scientific literacy and in particular written responses in lab reports.

All junior Science teachers will begin modelling how to write discussion answers with their classes in the coming weeks. Students will be given an insight into the teachers thinking behind how

they would answer questions and how to incorporate research, data and observations to strength their responses.

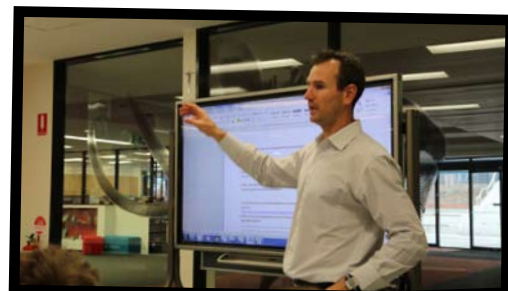
New posters on how to write hypotheses, discussions and conclusions have gone up in all science labs to assist students writing, providing them with a scaffold to complete the corresponding sections of reports more thoroughly. These posters have also been placed on Studywiz for students to access and they will be encouraged utilise these when completing lab questions for homework.

As part of this program some students have been involved in a filmed forum about their views towards writing and others will be involved in short written tests to measure the success of this program.

Thank you to all the students who have

been or will be involved in this program, Anne, Clare, Maria and the Science faculty for all of their hard work.

*Dale Argall
Science Coordinator (Wanniasa)*



ISABELLA NEWS

SENIOR STUDIES: THE AST

On Monday 23 June, our Year 12 ATAR-seeking students will be sitting final AST Trials before their actual AST examinations in September. On Tuesday 24 June our Year 11 ATAR-seeking students will be sitting their first official AST practice exams of their Senior Schooling. But what exactly do the AST examinations look like? I thought in my article this week I would include a sample set of AST questions. These were part of the 2005 Multiple Choice test and should give you some idea of what our ATAR-seeking students face during these trials and in their actual examinations.

EXAMPLE AST QUESTIONS

At a school, there is a race between three students at lunchtime. After lunch, one student in one class (Jeff) knows the result but no one else in that class knows. The students in the class try to guess the order of the runners at the end of the race.

As indicated in Table 1, one person makes a guess (First Guess, I) that the order was Ewing, Franco, Gustafson. However, Jeff correctly says that for this guess, no runner is in the right place.

Another person makes a guess (Second Guess, II). This time, one runner is in the right place but no runner immediately follows the person who was actually immediately in front of them at the end of the race (immediate predecessor).

The people in the class make four other guesses: III, IV, V, VI.

	First Guess (I)	Second Guess (II)	Other Guesses			
			III	IV	V	VI
First	Ewing	Ewing	Gustafson	Franco	Gustafson	Franco
Second	Franco	Gustafson	Franco	Ewing	Ewing	Gustafson
Third	Gustafson	Franco	Ewing	Gustafson	Franco	Ewing
Clue from Jeff	No one in right place	One runner in right place No one immediately follows immediate predecessor	?	?	?	?

1. Which of the other four guesses could be correct if just the clue given by Jeff in relation to the First Guess is considered (that no one is in the right place)?

- A III, IV, V and VI
- B IV, V and VI only
- C V and VI only
- D VI only

2. On the basis of all 3 of Jeff’s clues, which of the 4 other guesses could be correct?

- A V and VI only
- B IV and VI only
- C IV and V only
- D None of the above, or there is insufficient information to decide between A, B & C

3. If there were four runners, how many possible orders are there?

- A 8
- B 12
- C 16
- D 24

WANNIASSA NEWS

SEASONS FOR GROWTH

Change and loss are issues that affect all of us at some stage in our lives. At St Mary MacKillop College we recognise that when changes occur in families through death, separation, divorce or related circumstances, young people may benefit from learning how to manage these changes effectively. We are therefore offering a very successful education program called Seasons for Growth which will commence at the start of Term 3. This program is facilitated in small groups and is based on research which highlights the importance of social support and the need to practise new skills to cope effectively with change and loss. The program focuses on issues such as self-esteem, managing feelings, problem-solving, decision-making, effective communication and support networks.

Seasons for Growth runs for eight weeks and each weekly session is 40-50 minutes. The program concludes with a 'Celebration' session. In



Term 4 each group will have the opportunity to meet for two further sessions to build on their earlier learning.

If you think your son or daughter would benefit from Seasons for Growth we would encourage you to talk to him/her about participating in the program.

MacKillop is pleased to be able to offer this important program and we are confident that it will be a valuable learning experience for those who request to be involved. If you wish for your son or daughter to be involved, or if you require further information, please contact Lachlan McNicol at lachlan.mcnicol@mackillop.act.edu.au.

'CHEAP THRILLS'

The Year 9 Pastoral Program lesson last week consisted of an educational theatre performance highlighting the difficulties adolescents encounter in the face of peer pressure to indulge in unsafe behaviour. "Cheap Thrills" told the story of events and characters through the eyes of a 15 year old boy. The boy and his mate took risks to challenge themselves, their parents and of course to have fun. This led to a dangerous path that included alcohol, drugs, depression and other risks that eventually resulted in their demise.

The play was a dramatic way of highlighting some of the issues that young people face today and the potential consequences. Students participated in a discussion at the end of the show to further enhance their understanding of how the influence of their peers and the decisions that they make can have long lasting implications on their lives.

STATUS

Congratulations to the following students who have this week been presented with Bronze Status at the Wanniasa Campus Assembly: Taylah Chancellor 7A2, Tamica Chifley 7A2, Adam Crowther 9W1, Ethan Hamill 7F1, Jesse Hewson 7F2, Kendall Oakman 7E2, Grace Spratt 7E1, Amber Thornton 7F1, Elina Ulrich 7W2.

PARENTING IDEAS

Praising children for the effort, rather than the outcome or result of what they do, or developing a "growth mindset", can lead to increases in self-confidence, resilience and motivation. The article for parents below "Why Praise can be a double-edged sword" discusses the benefits of a growth mindset and what parents can do to promote it in their children.

WEEK 19: YEARS 7-9

During Week 19, 23 to 27 June, all students on the Wanniasa Campus will at some point be involved in alternative program of activities.

Year 7 Camp is taking place with students in Mindygari (Air) and Meup Meup (Fire) attending from Monday 23 June until Wednesday 25 June, while Gurabang (Earth) and Ngadyung (Water) Houses will depart for camp on Wednesday 25 June and return on Friday 27 June.

Accompanied by the Year 7 Coordinators, Mrs Kate Durham and Mr Iain Robertson, the Year 7 PC Teachers and additional staff, students will participate in the camp program at Collaroy on Sydney's northern beaches. The camp provides an opportunity for students to be involved in a variety of activities and enjoy a diverse range of experiences, while developing and enhancing relationships with their peers outside of the normal school environment.

Year 8 students will be involved in a half day team initiative program enhancing cooperation, leadership and team work. Facilitated by Coastlife adventures Students will be involved in House groups for half a day over the course of either Wednesday 25 June or Thursday 26 June. The activities will be held on the Wanniasa Campus with the objective of developing trust, collaboration, peer leadership and

problem solving skills through fun group initiative activities.

Year 9 will on Tuesday 24 June, engage in a presentation facilitated by the College's Vocational Education Coordinator, Mrs Karen Hundy. This will be conducted on the Wanniasa Campus and will include information that students need to know to start preparing for the workforce and post Year 12 options that students can start to direct the attention to.

Wednesday 25 June Year 9 will commence their Transition Program to the Isabella Campus. Accompanied by their Year 9 PC Teachers, students will be presented with information about elective courses that will be offered to students in Year 10 and which will best prepare them for a variety of senior study options. The day will conclude with a liturgy and is a valuable opportunity for the students to become familiar with the Isabella Campus.

On Thursday 26 June, Year 9 will return to the Wanniasa Campus participate in a leadership seminar run by yLead. Through the facilitators, multimedia presentations and energetic games, students will identify specific actions they can take to strengthen their leadership influence at school and in the community, whilst focusing on building strong relationships within the cohort and exploring positive group behaviour.

Lachlan McNicol, AP Pastoral Care

Building parent-school partnerships

WORDS Jenny Brockis

Why praise can be a double-edged sword

The way we praise our children, even from a very early age, can have a lasting impact. When done effectively, it can really promote resilience.

It seemed to come out of nowhere. One day we had a happy, confident, thriving daughter who was doing really well at school and the next she was alternating between a quiet sullenness and loud arguments, telling us, "I just don't care".

The problem appeared to lie with her maths. She had previously found maths quite easy, and had got good enough marks to be put up into the higher level with the 'smart' kids. The result: a very unhappy daughter and a significant slump (aka tailspin) in her performance.

Putting on our best parental hats, we tried to work out what was going on. Our daughter's response to our gentle probing was "I should never have been put into the smart kids' class because I'm dumb" and "My teacher just thinks I'm not 'trying'".

Kids (and adults!) learn best when feeling confident and motivated to do well, even when the work is hard. The trouble is that in many instances our education system is set up to reward cleverness or smartness before effort. Those who excel in learning and passing exams often enjoy an elevated status and are held up as the example for others to emulate. There is much less recognition for effort alone.

The problem with this is that it potentially damages the confidence and self-belief of some children around their abilities.

As parents it is natural to want to see our children do well. When we see our kids reaching those first milestones, we marvel and celebrate their brilliance. It turns out those words we use in praising our kids at the age of one to three years will determine the mindset and desire for challenge that shows itself five years later, when they start school. This can even affect the way we think about ourselves right into adulthood.

When we praise intelligence – "You are so smart", "Aren't you clever!" – we are using language that suggests that these are the traits that we value the most, and that make our children different from others.

In contrast, when we praise effort – "I can see you tried hard with that", "Well done for doing all that work" – we are rewarding progress and intrinsic motivation. That promotes a 'growth' or 'possibility' mindset.

Unfortunately for our daughter, somewhere along the line she had come to believe that she was only doing well if she consistently got 'A'. Being put in a class designed to stretch her capability resulted in the opposite occurring as she was no longer achieving those high scores. She now felt a failure and, not liking to be made to feel stupid, had decided it wasn't worth giving the harder work a try.

What she needed was more of a growth mindset. Helping our children to develop a 'growth' versus 'fixed' mindset is what makes the biggest difference in determining our their level of self-confidence, resilience and motivation. Professor Carol Dweck, in her book *Mindset*, describes how by choosing to develop a growth mindset we can start to learn from our mistakes, and feel we are succeeding when we master a new skill or piece of learning that has been challenging or difficult.

Our mindset is not something we are born with, it is formed and shaped through experience, and who we hang out with. We used to think that intelligence was innate, a 'fixed' quality, and we now know that is simply not true.

Tips for encouraging a growth mindset:

- 1 Look at learning as a way to stretch and grow the brain. Learning new things is great exercise for seeing new possibilities or ways of doing things. It encourages imagination and creative thinking.
- 2 When congratulating your child, use words that praise the outcome that has resulted from their putting in the work and effort.

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... why praise can be a
double-edged sword ...

2

Building parent-school partnerships

- 3 When things go wrong, ask, "What could you do differently next time to get a better result?" Failure and making mistakes is normal. Learning to deal with them effectively helps build resilience.
- 4 Use the power of "Yet". If your child tells you, "I'm no good at..." or "I can't do that", your response could be, "You're just not there ... yet". This implies that it is work in progress and success may come through perseverance. It's not about false hope, but encouragement.

Other research is now uncovering additional benefits from adopting a growth mindset. It can:

- encourage a student to want to stay at school longer
- facilitate transition to university
- diminish bullying or aggressive behaviour
- develop resilience in the face of adversity
- help see challenge as opportunity
- develop tenacity in persevering to overcome obstacles
- help see effort as the route to mastery
- build the ability to use criticism as something to learn from
- promote inspiration and new learning from sharing in the success of others.

We all want our children to do well and one of the best ways we can help is to promote a growth mindset so they become more positive in their outlook as to their own capabilities, broaden their perspective of the world and elevate their resourcefulness.

Dr. Jenny Brockis is a brain health specialist. Her focus is on promoting optimal health and function for all brains. She is also an author and speaker, and mum to two young adults. www.drjennybrockis.com

Jenny Brockis



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