

ANNUAL REPORT — **2017**

*“May your journey always be filled with blessings,
and may the life of Saint Mary MacKillop ignite in
you the flames of faith and service”*

Welcome from the Principal

Dear members
of the
**MacKillop Catholic
College Community,**

The future is not some place we are going to, but one we are creating. The paths are not to be found but made, and the activity of making them changes both the maker and the destination.

John Schaar



May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service

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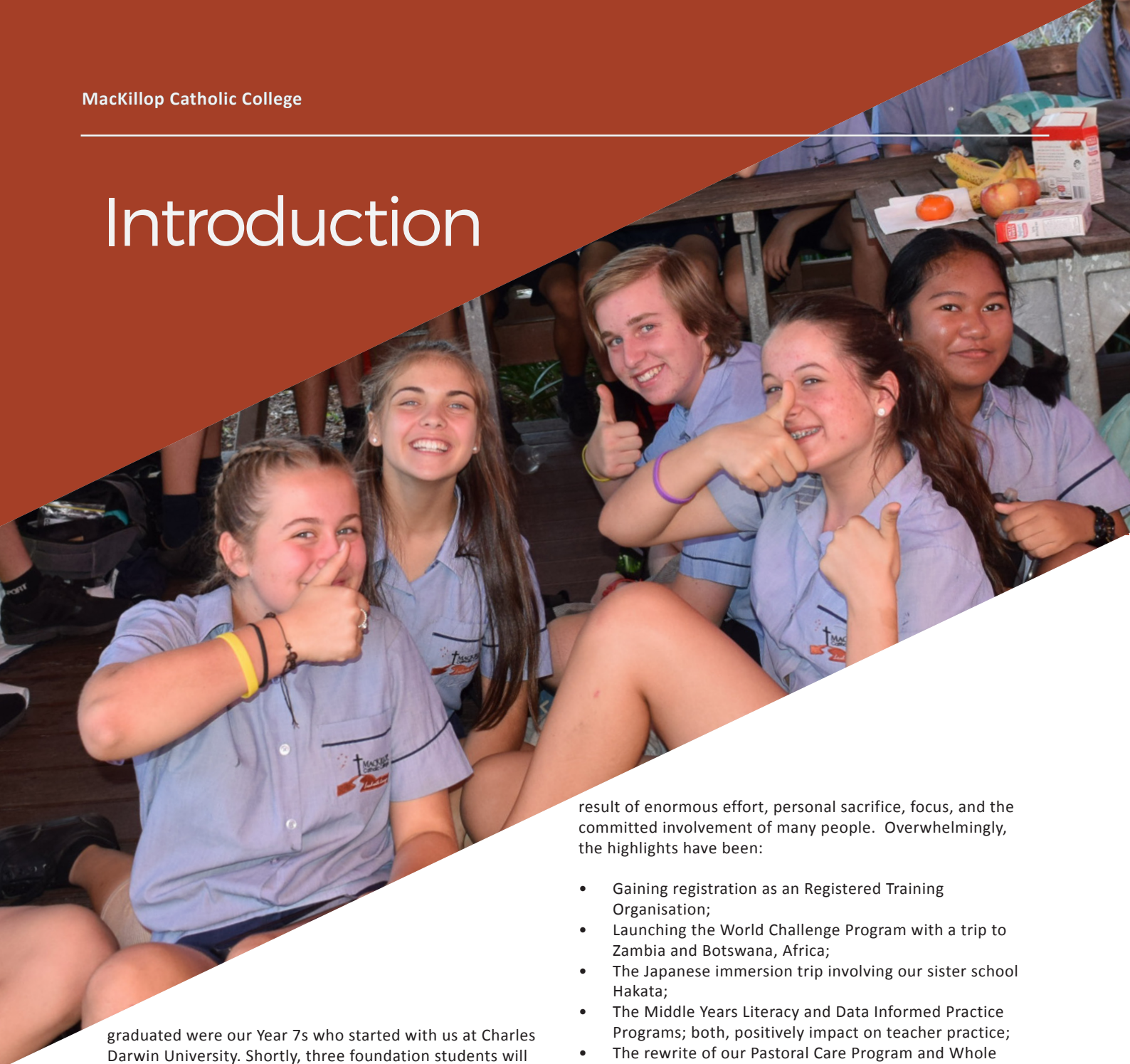
I take this opportunity to acknowledge the Larrakia People, the traditional indigenous custodians of this land, and pay tribute to the unique role they play in the life, and education of young people, who stand in their stead.

Dear Members of MacKillop Catholic College Community,

It gives me great pleasure to present this report, a celebration of life at MacKillop, during 2017. 2017 honored our first graduates who travelled the full journey from Year 7 to 12, at MacKillop. *The journey has certainly been the reward!* When you start a school from scratch, you are conscious on that very first day, no such school existed on *the day before*. We opened MacKillop on a warm Wet Season day, 1st February 2012. It was a clean slate just begging to be filled. We were a school with: no buildings, no resources, no timetables, no playground, no desks, and no place to call our own. *Without a doubt*, in 2012, we did have the most important elements of a school – our wonderful foundation students. The Year 12s who recently

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Introduction



graduated were our Year 7s who started with us at Charles Darwin University. Shortly, three foundation students will address you.

MacKillop as it stands today, is living proof of what is possible when: faith filled, enthusiastic, well informed educators who share a common vision for what a rich teaching and learning environment can be, come together under one roof, and are thoroughly supported by a district leadership that supports and shares a vision.

In the fifth century, St Leo the Great described our Catholic Education as emerging from two foundational pillars Faith and Reasoning. He said: “such is the power of great minds, such is the light of truly believing souls, that they put unhesitating faith in what is not seen with the bodily eye; they fix their desires on what is beyond sight.” This describes the spirit of our foundational board, parents, community, staff and students.

Reflecting back over the past 12 months, I marvel at what has been accomplished. These achievements have been the

result of enormous effort, personal sacrifice, focus, and the committed involvement of many people. Overwhelmingly, the highlights have been:

- Gaining registration as an Registered Training Organisation;
- Launching the World Challenge Program with a trip to Zambia and Botswana, Africa;
- The Japanese immersion trip involving our sister school Hakata;
- The Middle Years Literacy and Data Informed Practice Programs; both, positively impact on teacher practice;
- The rewrite of our Pastoral Care Program and Whole School Approach to Behaviour Management;
- The Inclusion Support Breakfast Club;
- The intensive dance, drama and music days and concerts, and the preparations for our 2018 Musical, 42nd Street;
- The development of our Gifted & Talented, STEM and Digital Technologies programs, for 2018;
- Our work towards a Learning Management System;
- Further development of MacKillop as a teaching school for Charles Darwin University; and,
- The Development of *MacKillop Saints Football Club*, to mention a few.

The College Board driven initiatives included: the Reconciliation Action Plan, the Chapel Development and the College Alumni. Above all, life here has been a journey in which we attempted to capture a sense of the sacred in everything we did, every day, this year. As Pope Francis said: *Educating is an act of love. It is like giving life.*

During our 2017 Presentation Night we celebrated students

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and their outstanding achievements. We presented awards to many outstanding students. Sadly not all students who consistently displayed effort and personal best will receive awards. I respectfully honour their innate goodness as people of positive influence in our College community. All MacKillop students continue to be central to all that we do.

During 2017, our students responded well to their call to leadership positions. Our wonderful Senior Years Captains who have now graduated have made us proud: Kayla Mullins, Rory Paarman, Liam Mulvahil, Jessica O'Garey, Zac Russ and Joesph Chin.

I would like to congratulate and thank the Catholic Education Office for their support during 2017. In particular, we thank our Director Michael Avery as he prepares for retirement.

We honour our 2017 staff. Throughout this year I have witnessed: staff who have opened their student's eyes to the world; given curiosity and confidence; people who above all else, have an interest in student success; people who have impacted learning.

The achievements as demonstrated throughout the year are also testament to the commitment and enthusiasm of our College Board lead by Mr Ray Simpson; the Parents & Friends Association lead by Mrs Elizabeth Laughton. We are

grateful for their untiring efforts.

It is true the life story of every school is so unique, so dependent on: the particular people involved, the history of the world at the time, each community's needs, and even the physical space allotted. Just as teachers can't plan all of the next year's teaching during the Christmas holidays, but instead have to weave the year's fabric together with the needs, interests, and passions of their new students, so too, we could not dream up a perfect school and then pour it into an empty vessel. It takes time.

Every school year is uniquely different and each evolves as the members of the community live, dream, laugh, work and sometimes cry together alongside one another. Of this we are sure, from day one, Saint Mary MacKillop's spirit and her way of living the Gospel gave us the courage to trust that nothing is impossible for those who believe in the goodness of God.

We continue to build this new College together. During 2017, we stepped into new horizons; addressing the educational, social, emotional, spiritual and physical needs of our students of this time.

IN 2017, energy and time has been given to walking with those who most need us, offering service and bringing hope. As our college grows the service learning program will become more of an... uncompromising part of our culture. *It is our vision to build life giving partnerships with the wider community of Palmerston. During this past year, we will be willing to: risk, be open, to dialogue, and to pilgrimage, to bring the best to our students and the community. I thank you for your loyalty. I invite you to continue this magical and unique journey into the next chapter of MacKillop in 2018. And of course to LEAD WITH COURAGE.*

Thank you and God bless,

Lauretta Graham
Foundation Principal



Vision and Mission

VISION STATEMENT

As a faith community with Christ as our focus we, like Mary MacKillop, follow Him and inspire:

- Strong, clear minds which value learning;
- Compassionate hearts; and,
- Courageous spirits to serve others with confidence.



*“If we love one another,
Christ lives in us”*

1 John 4:12

MISSION STATEMENT

At MacKillop Catholic College, we aspire to become what God intended us to be. Members of our College Community will:

- Give daily witness and be open to the presence of Christ amongst us;
- Engage in quality teaching and learning, enabling individuals to reach their full potential;
- Exhibit a strong sense of compassion and justice, and respect the dignity and worth of each person within a caring and supportive environment;
- Be optimistic in the face of challenges;
- Seek the truth fearlessly;
- Develop an open and inclusive community that values and sustains all positive relationships between its members including the home and the parishes; and,
- Build partnerships with the wider Palmerston and rural communities.

Lead with Courage



COLLEGE LEADERSHIP TEAM 2017

EXECUTIVE LEADERSHIP



Mrs Laurretta
Graham
Principal



Mr Rod Plummer
Acting Assistant
Principal -
Academic Studies



Mr Michael Graham
Deputy Principal
Pastoral Care



Mrs Marie Butt
Assistant Principal
Religious Education

CURRICULUM LEADERSHIP



Mrs Vanaja Arakkal
Director of ICT
Teaching and Learning



Mrs Rhonda Scullen
Head of Flexible
Learning Pathways



Mrs Lorna Parker
Middle Years
Coordinator



Mr Rodney Cremona
Senior Years
Coordinator

ADMINISTRATIVE LEADERSHIP



Mrs Kate Middleton
Office
Manager



Mr Amos Wachira
Business
Manager

About Our College

LAURETTA GRAHAM

MACKILLOP CATHOLIC COLLEGE IS A NEW CATHOLIC COLLEGE, OPENED IN 2012. IT IS SITUATED ON A PICTURESQUE 8ha SITE IN JOHNSTON, IN THE CITY OF PALMERSTON.

The metaphor of “Journey” runs through all that is at MacKillop.

It is the hope of all people concerned with the development of this College that it is seen as a shared resource for the local community, with a welcome for all people interested in continuing to seek faith development, spirituality, knowledge and recreation. This concept is at the heart of the grand vision for MacKillop Catholic College. MacKillop is a co-educational college with a student-centred focus, in genuine partnership with families. We believe in giving girls and boys both a purpose and an identity through challenging them to become active, innovative, responsible citizens.

Acknowledgement of Country

We acknowledge the Larrakia People, the traditional owners of this land, and pay respect to their elders, past, present and future, for they hold the memories, the traditions, the culture and the hopes of Aboriginal Australia, and who educated their children in this area. We show respect for their history, their culture and our shared future. We will always remember that under the concrete, steel and asphalt of this College, this land is, was, and always will be traditional Aboriginal land.

College Details

Location:	285 Farrar Blvd Johnston NT 0832
Postal Address:	PO Box 2608 Palmerston NT 0831
College Principal:	Mrs Laretta Graham
College Board Chairperson:	Mr Ray Simpson
College P&F Assoc. President:	Mrs Elizabeth Laughton
Year levels offered:	Year 7 – Year 12
Total Enrolments 2017:	617
Student Population:	Co-educational Catholic College
Newsletter link:	www.mackillopnt.catholic.edu.au/newsletter
Telephone:	(08) 89305757
Facsimile:	(08) 89305700
Email:	mackillop@nt.catholic.edu.au
Website:	www.mackillopnt.catholic.edu.au
Parish Priest:	Rev Fr Tom English
College Chaplain:	Ms Kathryn Pettersen
Office Manager:	Mrs Kate Middleton

Statement of College Values

At MacKillop Catholic College, the following Gospel Values are upheld:

RESPECT

To take notice of; to regard with special attention; and to regard as worthy of God's love and consideration. Acknowledging that every human being is made in the image and likeness of God and has an inalienable and transcendent human dignity which gives rise to human rights.

"Be vigilant, stay firm in the faith, be brave and strong." 1 Corinthians 16:13

INCLUSIVITY

To follow the example of Jesus; welcoming all and providing an environment in which God's grace can touch, heal and save.

"for you are all one in Christ Jesus." Galatians 3:28

COURAGE

Ability to rise above personal challenges and fears, as Jesus did.

"Have courage no matter what the crosses are" Mary MacKillop 1890

INTEGRITY

Act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds.

"Lord, teach me your way, lead me on the path of integrity" Psalms 27:11

COMPASSION

To be sensitive to the needs of self and others; acting with a will to serve, forgive and love.

"Do unto others as you would have others do unto you." Matthew 7:12

"Never see a need without trying to do something about it" Mary MacKillop

History and Location



The College is bounded to the east by the Sixteen Mile Camp – a site of military and cultural significance. On the western side of the College is situated a site which is of significance to local Indigenous people. MacKillop Catholic College is bound on its southern side by Lambrick Avenue and the College playing fields, and on the north by Northern Territory conservation land.

The first construction stage of MacKillop Catholic College was completed in 2012. Stage 2 development works commenced in 2014 and were completed in 2015. Stage 3 and 4 were completed in 2016.

CONNECTING THE COLLEGE – PLACE AND PEOPLE

In the years since, MacKillop Catholic College has progressively established itself within its environment; creating historical, cultural, geographic, social, and economic connections. Students appreciate that they are part of a bigger story, and that they are not the first people to visit this place. Through connecting with place and people MacKillop Catholic College students will learn what it is to have courage, endurance, teamwork, leadership, relationships, respect and many others.

Though it is early days for the College, students are already aware of the significance of the 16 Mile Camp. There are many lessons that can be drawn from the camp and its history. For example, the College motto 'Lead with Courage' echoes the sentiments of the soldiers who occupied the camp during World War II. After studying events connected to the camp, it is hoped that MacKillop students will have a deeper understanding of what it takes to overcome adversity, the need to stick together and (sometimes) make a stand regardless of the consequences. This links beautifully with "Never see a need without doing something about it" (Mary MacKillop, 1867). We hope that this understanding and appreciation will also lead to students actively working to protect the site for future generations.

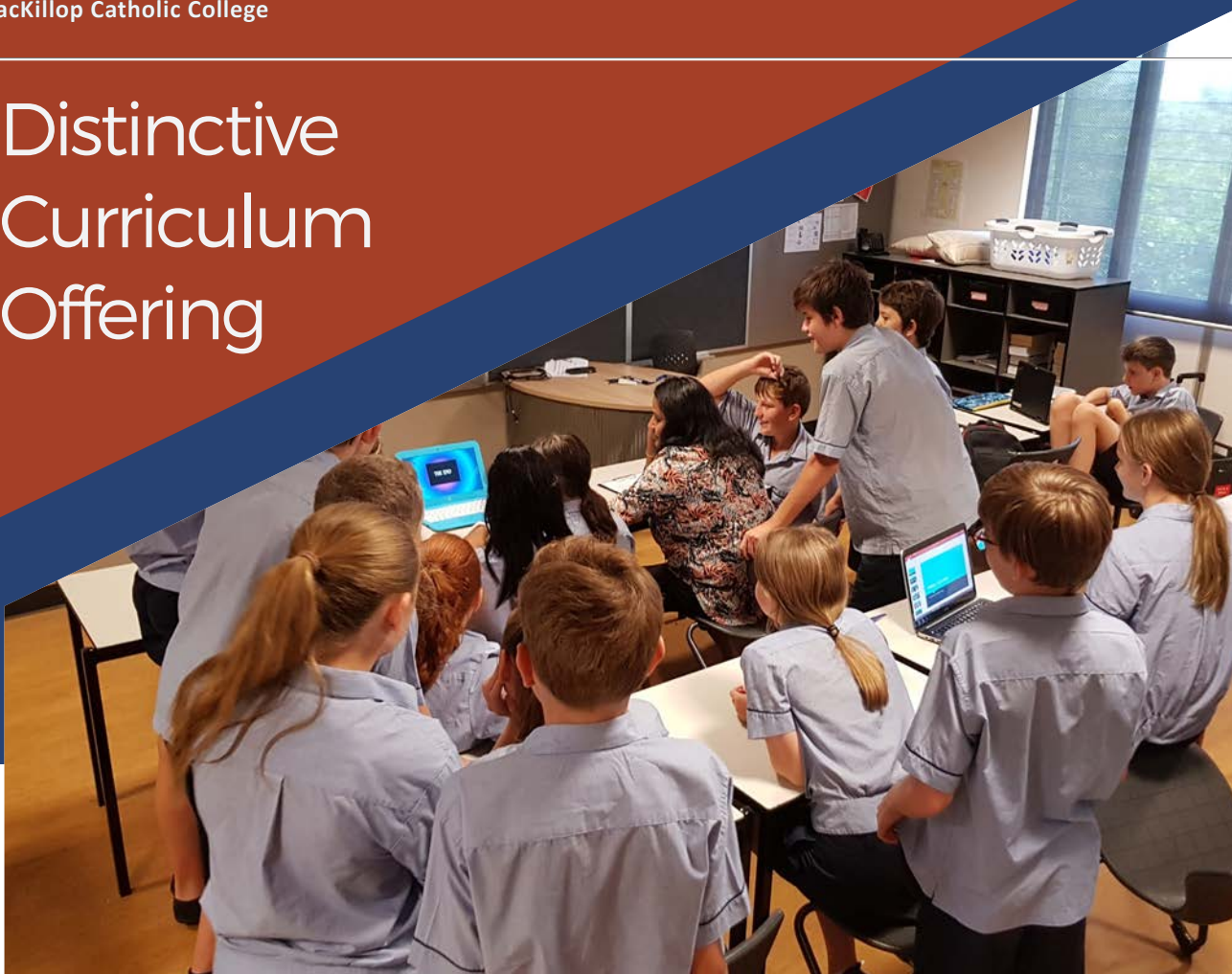


Bordered on three sides by a conservation site, a WWII heritage site and a sacred site of the Larrakia people, MacKillop Catholic College will always retain its bushland setting.



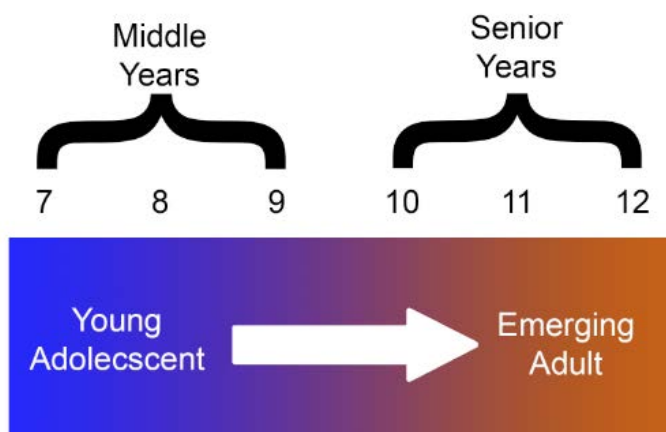
May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service

Distinctive Curriculum Offering



We Offer:

- ➔ A comprehensive academic and extra-curricular education in sport, performing arts, music and cultural activities;
- ➔ A co-educational environment providing the best start for life, where men and women work with both men and women;
- ➔ A College divided into two sectors for the purpose of curriculum delivery and pastoral care;



- ➔ A seamless Year 7-12 curriculum; and,
- ➔ An innovative and relevant elective programme for middle years with plans to offer electives specifically in line with the needs of senior years' students through a multi-pathway approach.

Charism

The College was founded by lay people, based on a Charism of discipleship where outreach and service to the disadvantaged and marginalised is a cornerstone.



Above all at MacKillop, we endeavour to give more time than we normally think we can afford to the mechanics of our spiritual life. It is about taking time out of our normal routine (or as we go about our busy work) to listen and attend with the ear of our hearts (St Benedict) and make a special effort to listen with care and compassion to each person we meet; a gift given in a moment of meeting where a person's true nature and worth is acknowledged. In the text *Bread of Tomorrow*, Janet Morley points out that the service that is asked of us, the active engagement of our hands, feet or voices, is not understood only as a one-way gift. We believe in her words when she says: *"one of the hardest assumptions for western society to relinquish is the view of ourselves as privileged and generous givers"*. There is much wisdom we desperately need to receive from those who are in a better position than we are to see the world accurately, if only we could acknowledge this as Mary MacKillop.

***Brother (or Sister), let me be your servant,
Let me be as Christ to you;
pray that I may have the grace
to let you be my servant too.***

Our aim is not to serve the weak or broken. At MacKillop what we set out to serve is the wholeness in each other and the wholeness in life.

"It is clear; the part in you that I serve is the same part that is strengthened in me when I serve. Unlike helping and fixing and rescuing, service is mutual."
(R.N. Remen, from *My Grandfather's Blessings*).

Through sharing in our College Vision and Mission, each person is connected with all others in our community. This gives rise to a willingness to be of service to others. At times, discovering what connects us to others and understanding our own authenticity can be a challenge. We acknowledge that to do this we need to create enough time in each day for beauty, creativity, prayer, imagination and learning. The late Morris West concluded that life was an enriching voyage of self-discovery.

School Motto

"Lead with Courage"



Philosophy of Courage

MacKillop Catholic College works to provide their students with an education, which will empower them to take their place in the world as spiritual, moral, well-integrated persons, contributing positively to the life of the Church and the wider society as emulated by our patron Saint Mary MacKillop.

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2017 Achievements

2017 Student Achievements:

- Development of our World Challenge program and Outdoor Education projects;
- Gifted and Talented program;
- Netball trip to the Gold Coast;
- Student Leadership programs;
- Development of the Rugby League Academy;
- Improved processes and procedures for enrolment of students requiring significant educational adjustments;
- Japan and Africa Trips; and,
- School registered as an RTO.



2017 Community Achievements:

- Parish Community Dinner hosted by MacKillop;
- Appointment of a new Deputy Principal, Academic Studies;
- Service Leadership Program for Years 11 and 12;
- Success with BGA Grant application to build a training centre;
- Success in National School Chaplaincy and Student Welfare Programme and the PACE Grant;
- Development of House names and mascots; and,
- Visit from Hakata High School in Japan.



2017 Learning Climate:

- An irresistible atmosphere where each person strives to be the person Jesus Christ created them to be;
- Pastoral Coordinators who ensure that Pastoral Care permeates every part of College life;
- Inclusion Support Specialists supporting all year levels;
- Continued development of *Mack Nights* Youth Group;
- Exceptional staff who look for the best in their students, and value and respect them for just who they are;
- A College focusing on developing partnerships between learners, teachers, community and other providers;
- Highly committed to community involvement and participation; and,
- An environment where parents are acknowledged and welcomed as genuine partners in the education process.



2017 Social Climate:

- Regular Parents & Friends Association and College Board meetings;
- Parents invited to weekly assemblies, liturgies, celebrations and new parent welcoming functions, and working bees;
- Regular Parent / Teacher / Student meetings and conferences and social & fundraising events;
- Year 7 Integrated Learning Projects;
- Strong partnerships with parents, and other community members; involving them in the planning and implementation of learning programmes;
- Parent Information & Subject Selection Evenings, Mini nights and Parent/Teacher/Student conferencing opportunities;
- Further development of partnerships with the wider community; and,
- Development of Sister School Partnership with Hakata High School.



From the APRE

MARIE BUTT

RELIGIOUS EDUCATION, SPIRITUALITY AND FAITH IN 2017



Education in the Catholic tradition continues to grow at MacKillop Catholic College. The presence of Catholic Education in Palmerston has now been cemented with our first graduates having completed their entire secondary education at the College. The College has established itself as a leader providing a point of difference for families desiring an education which nurtures the spiritual growth and social conscience of youth.

Our College Patron, Saint Mary MacKillop, is an example for us all of how to be part of a caring community. Mary's service to the education of young people and her tireless work with the needy is an enduring example to both staff and students. Like Mary MacKillop we give witness to the teachings of Jesus in our daily encounters with students, with particular attention to inclusivity and respect for the individual. The task of preparing young people for their life beyond school is very challenging in what is a complex world. As a Catholic school faith development is an essential and integral part of this human growth.

The Religious Education Curriculum is central to all we do at MacKillop Catholic College. Through the teaching and learning of our Catholic faith, values and traditions all students, staff and parents can participate fully in the life of the College. In the Middle Years the Darwin Diocese Curriculum, "Journey in Faith" (JIF), provides a comprehensive framework which not only reveals to students the traditions of the Catholic Church but offers opportunities to engage in their faith through Retreat / Reflection days, Sacramental Programmes and involvement in the parish and community. In the Senior Years students undertake either the Certificate III Christian Ministry and Theology course or Stage 1 and 2 Religion Studies. Both pathways build on the strong foundations of the Middle Years JIF curriculum.

During 2017, the Years 7, 10 and 12 students attended retreats at various locations around our region. Retreats provide opportunities for students to explore their personal spiritual journey and to build relationships with other members of the College community. These retreats incorporate both faith development and pastoral care.

In 2017 our students once again supported a number of key Catholic charities. In Lent CARITAS-Project Compassion was the focus for all classes to take on a fundraising project and the work of Catholic Missions was supported by fundraising during Mission month. In December students assisted St Vincent de Paul through our Christmas fundraising.

Students and staff celebrated the significant events in the Liturgical Calendar. The Feast of Mary MacKillop is a full day devoted to the celebration of our inspirational Patron Saint. These celebrations are central to the spiritual life of our College. It is through the commitment of our staff that we are able to develop the religious life of the College. Our shared story and the diverse backgrounds and the life experience which each member of staff brings to the College enriched our school. Our shared journey and purpose leads staff to discover God in our lives and the lives of others. Our Catholic values permeate all we do at the College.

May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service

Professional development opportunities, engagement in the liturgical life of the school, time given to prayer and reflection in staff meetings have all enriched the lives of staff and connected them to others in our Diocesan community. Staff benefited from the Catholic Identity Day run by CEO which examined Catholic Social Justice Teaching. Spiritual development of staff is important to the continued success of not only the Religious Education program but also the broader life of our Catholic College. Staff also accessed professional development sessions at CEO in order to satisfy the Accreditation requirements.

The College remains committed to ensuring that Catholic staff deliver curriculum in all Religious Education (RE) classes, wherever possible these are staff with a background in religious study or who are currently undertaking study. This commitment to quality teaching in Religious Education has been challenging at times as the rapid growth in enrolments has presented challenges in attracting suitably qualified and committed RE teachers.

Building on our strong foundation to make our Catholic faith visible in our College remains a key focus. This will be achieved through the delivery of our Journey in Faith Curriculum in Years 7 to 10, Stage 1 and 2 Religion Studies, and the Certificate III in Christian Ministry and Theology which is being delivered through a partnership with the Institute of Faith Education in Brisbane. This Year 11/12 course allows students to complete a senior secondary Religious Education unit which is engaging and also equips them with skills transferable to other career pathways. In 2017 all of the Year 12 cohort successfully completed this course and graduated with a VET Certificate 111 in Christian Ministry and Theology.

The College community has built a strong relationship with Fr Tom English and Our Lady Help of Christians Catholic Parish, Palmerston. Father Tom gives generously of his time and his continued presence at all our College events and Liturgical Celebrations as well as Weekly Class Masses, and Retreats is testament to this valued relationship.

The College continues to build a strong Catholic community in Palmerston. In 2017 a group of students continued the RCIA program under the guidance of Mrs Graham and were welcomed into the Parish community. Our College staff have also partnered with Father Tom to deliver the Sacramental program for Confirmation in the local parish. The College maintains strong links with the two Catholic feeder schools, Sacred Heart and St Francis of Assisi. An exciting new relationship has developed with Mother Teresa Catholic Primary school. MacKillop Catholic College has provided support during the establishment and enrolment phase for the foundation year of this new school.

Our College Chaplain, Kathryn Pettersen, has continued to build social justice principals into the activities she hosts in the College. Kathryn hosts a youth group at the College, "MacK-Night", to offer students opportunities to build a social network in a safe and supportive environment and to find ways to serve the wider community. The number of students involved in this program has grown steadily.

Our College community continues to work with care, compassion, tolerance and courage towards our goal of providing quality education in a nurturing Catholic context. This opportunity for education is extended to all in need in the same way our Patron Saint Mary MacKillop responded to the need she saw in her community.

Marie Butt

Assistant Principal Religious Education



From the Acting Assistant Principal - Academic Studies



ROD PLUMMER

TEACHING AND LEARNING 2017

2017 saw a new curriculum team for MacKillop Catholic College. This was an exciting opportunity to build on the excellent work done by Chris Trevillion, Daniel Yore and Pauline Watson and to start working on some fresh and new ideas.

Ms Lorna Parker (Head of Middle School Curriculum) continued the great work started by Dan Yore and kicked off the year with the annual Year 7 community dinner - a great event that was supported well by students and families alike. A massive "thank you" must be given to the staff and students that contributed to the evening. I encourage you read the report from Lorna over the coming pages for more wonderful events in the Middle School.

Our senior school continues to grow in numbers as do the subjects we can offer as a result. This will only benefit our students moving forward. Our Flexible Learning program saw numbers of students involved in Vocational Education and Training and School Based Apprenticeships grow throughout the year. Rhonda Scullen was the driving force behind this success and we wish her all the best in her new role in the Diocese of Brisbane.

In 2017, MacKillop Catholic College became a Registered Training Organisation (RTO). Again Rhonda and Vanaja Arakkal were instrumental in compiling the mountain of work that enabled this dream to become a reality. We will commence in 2018 by offering two certificate courses in ICT and Creative Industries with the hope of adding more courses to our scope over the next few years. 2017 also saw MCC enter into auspicing agreements which allows the college to offer certificate courses in Fitness, Sport & Recreation, Business and Art.

I would like to acknowledge the amazing work of our wonderful teaching staff and thank them for the hard work they have done throughout the year. I am consistently in awe of the time and effort they are willing to put into ensuring that teaching and learning for your children is of the highest quality.

I would also like to thank all of our wonderful students and their families for their support in making MacKillop Catholic College the best school in Darwin.

Rod Plummer

Acting Assistant Principal - Academic Studies

From the Deputy Principal - Pastoral Care

MIKE GRAHAM



PASTORAL CARE IN 2017



Pastoral Care at MacKillop Catholic College promotes the social, emotional and spiritual growth of our students. There are three major components; a Pastoral Care Team providing daily care for students in the school setting, a Pastoral Care Program intended to equip students with useful information and skills for their social and emotional development, and a Retreats and Camps program focused on promoting the spiritual and social growth of students in out of normal school environments. Relationship issues that arise within the College are resolved on the basis of Restorative Justice, a relational approach focusing on repairing harm and strengthening relationships. Reconciliation requires contrition and a positive and sincere commitment by the parties involved to identify and address the harms, needs and responsibilities involved so that situations and relationships can be healed as much as possible.

The College day commences with Homeform and this daily interaction between students and their Homeform Teacher is the first element of the care provided by the Pastoral Care Team. This daily contact develops the relationship between the Homeform Teacher and their students. Homeform Teachers are also notified by other staff of relevant issues affecting their students and seek to make regular contact with parents

to keep them informed of their child's progress. Homeform Teachers work with their year level Pastoral Care Coordinator to ensure that issues affecting students that arise within the year level are dealt with in a timely and age appropriate manner. Pastoral Care Coordinators also seek regular contact with families to ensure all parties are working with the common goal of providing for the social and emotional development of the student. In a similar way Pastoral Care Coordinators work with the Deputy Principal – Pastoral Care.

Our team of Pastoral Care Coordinators in 2017 were:



Ms Candice Slingerland for Year 7 (Mr Alistair Duncanson Term 1);



Mr Gavin Nolan for Year 8;



Mrs Marie Butt (APRE) Sem 1 and Mrs Sara Rowley Sem 2 for Year 9;



Ms Bonnie Morton for Year 10;



Ms Roxy Claire for Year 11 (Mr Damien Charleston Term 1); and



Mr Michael Graham (DP-PC) for Year 12.

Homeform Teachers team with their year level Pastoral Care Coordinator to develop and deliver a Pastoral Care Program specific to the needs of their students. This program is delivered across two dedicated lessons each week, a Pastoral Care Lesson and a Year Level Assembly. Pastoral Care Coordinators with the Deputy Principal – Pastoral Care seek to ensure there is a uniform approach to Pastoral Care issues that arise across the College.



In 2017 the group of Pastoral Care Coordinators and Deputy Principal - Pastoral Care worked to coordinate the Pastoral Care Program across the College. Each Term of the school year has a theme so that for each year level; Pastoral Care lessons, Year Level Assemblies and Retreats and Camps align with the overall College theme in an endeavour over time to develop a common language and approach to this important aspect of College life. The following diagram gives an idea of the Plan.

	Term 1	Term 2	Term 3	Term 4
Theme	Community	Justice & Peace	Into the Future	Our Place in the World
College Values	Respect; inclusivity; integrity; courage; compassion			
Term Focus	Respect/ Inclusivity	Integrity	Courage	Compassion



MacKillop values the contribution activities such as Year Level Retreats and Camps can make to the social, emotional and spiritual development of our students. To this end our APRE Mrs Butt organises a program of Retreats focusing on the spiritual development of our students for Years 7, 10 and 12 which involve the relevant Pastoral Care Teams for those year levels. Years 8, 9 and 11 attend Camps organised by their relevant Coordinator. In 2017 these involved Year 8s attending Adventure Bound NT at Base Camp Wallaroo which focused on the social development of students through team building. Year 9 travelled to Katherine, Nitmiluk (Katherine Gorge) and Mataranka, again with a focus on social development through team building. Year 11s travelled to Kakadu National Park for an immersive experience working with Indigenous people on Country.



Pastoral Care at MacKillop seeks to develop confident, mature young men and women with good social skills and a strong faith in God. One indication of the success of our approach are the results of the Program for International Student Assessment (PISA) Tests. Test results sent to the College in January 2017 show the following relevant results:

Sense of Belonging to School

Thinking about your school: to what extent do you agree with the following statements?

	'Agree' or 'Strongly agree'	
	Your students	Australian students
I feel like an outsider (or left out of things) at school.	9%	24%
I make friends easily at school.	82%	79%
I feel like I belong at school.	73%	70%
I feel awkward and out of place in my school.	9%	22%
Other students seem to like me.	91%	87%
I feel lonely at school.	18%	17%

School Climate

During the past 12 months, how often did you have the following experiences at school?

	'Never or 'Almost never'	
	Your students	Australian students
Teachers called on me less often than they called on other students.	27%	34%
Teachers graded me harder than they graded other students.	36%	56%
Teachers gave me the impression that they think I am less smart than I really am.	64%	50%
Teachers disciplined me more harshly than other students.	36%	62%
Teachers ridiculed me in front of others.	45%	63%
Teachers said something insulting to me in front of others.	73%	66%

Student Motivation to Achieve

To what extent do you disagree or agree with the following statements about yourself?

	'Agree' or 'Strongly agree'	
	Your students	Australian students
I want top grades in most or all of my courses.	90%	89%
I want to be able to select from the best opportunities available when I graduate.	100%	95%
I want to be the best, whatever I do.	100%	86%
I see myself as an ambitious person.	100%	80%
I want to be one of the best students in my class.	90%	73%

(Information obtained from: School Profile for PISA 2015 – MacKillop Catholic College produced by Australian Council for Educational Research Limited, Camberwell VIC)

These results seem to indicate that;

- students at MacKillop Catholic College feel a stronger sense of belonging to the College than do most Australian students to their schools;
- the school climate is comparable to other Australian schools; and

May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service

- MacKillop students are more motivated to achieve than the average Australian student.

This indicates that MacKillop Catholic College is achieving success in developing confident, young men and women with good social skills and these are some of the intended aims of the Pastoral Care Program.

Michael Graham

Deputy Principal - Pastoral Care



From the Head of Middle Years

LORNA PARKER



MIDDLE YEARS REPORT 2017 - TRANSFORMATIVE PATHWAYS

In 2017 the middle years teachers and students consolidated the achievements of previous years and began a number of new initiatives.

In Year 7 term 1 teachers and students worked on an integrated project which was a Welcome Dinner or shared meal. Parents, teachers and students all came together and celebrated the start of high school at MacKillop. The dinner was a culmination of work across most subjects in the curriculum. Students chose a recipe in negotiation with parents, typed it up in science and analysed the similarities and differences between recipes and instructions for an experiment. In Maths they worked out proportions of ingredients and they wrote a persuasive letter in English explaining to parents why they should come. SOSE, Drama, Music, Pastoral Care and RE also integrated the concept of coming together for a shared meal into their subjects. The evening culminated in a number of fun games including a planking competition, a quiz on the history of the school and three legged races with parents and their children.

We will continue this approach to making learning more engaging and relevant with integrated thematic approaches in 2018. We have planned an exciting year 7 integrated unit on Water Sustainability in Darwin. Power and Water corporation will work with Science, SOSE and Art faculties in term 2 next year. We are looking at a terms work with an overarching theme of Emerging Problems, Emerging Solutions based on the fundamental issue of the lack of sustainability of Darwin's water supply. We are aiming to teach the students the AC curriculum by working with scientists and experts whose whole job is to solve our future problems. These scientists and experts will come from Charles Darwin University, The Department of Natural Resources, The Bureau of Meteorology, The Department of Agriculture and the CSIRO to name a few. The unit will include a trip to Darwin River Dam and a culminating expo where students will present their learning.

The school has also decided to place an even stronger emphasis on middle years pedagogy next year. Research has shown that the learning outcomes for year 7 to 9 students improve when they are placed in an environment with a smaller number of teachers than in the senior school and they do not have to constantly change classrooms every lesson. We will refine the timetabling for next year to allow this to happen wherever possible and will work more closely in these middle years classrooms to resource them better for more specialised purposes. Teachers will also be timetabled as much as possible to teach a number of different subjects with the same class. This year we were able to place the year 7, 8 and 10 Year Level Coordinators' offices into the break out spaces outside the students

classrooms to allow greater pastoral care of the students.

In 2017 STEM was formally introduced into the year 9 curriculum as an elective. STEM is a hands on, problem solving approach to learning based on the use of Science, Maths Engineering and Technology principles. It is also a way of thinking and working in teams that helps prepare students better for jobs in the future. It was a great success and now will see the introduction of extra classes in year 9 and year 8 next year. Photos of some of the activities and challenges are shown below including our trip to Charles Darwin University to compete against other schools in the Science Engineering Challenge. 2017 saw discussions and planning begin on the formation of a Gifted and Talented Home Form class for 2018. The class will be vertically grouped from 7-12 with teachers who will focus on organising intellectual activities, speakers, games and educational assistance for identified gifted and talented students. It is intended to provide enrichment classes on elective lines in Mathematics, English and Science for these students.

NAPLAN and PAT testing ran smoothly for year 7 and 9 students in 2017. Testing showed good growth for a few students in NAPLAN and average growth in PAT testing. Overall student growth continued at the same levels as previous years. These assessments are being used to improve future programs in 2018 to help students achieve their personal best.

Lorna Parker
Head of Middle Years

From the Head of Senior Years

RODNEY CREMONA
WITH CONTRIBUTION FROM JOZEF FRYCKOWSKI



SENIOR YEARS CURRICULUM REPORT 2017

Student Performance Data

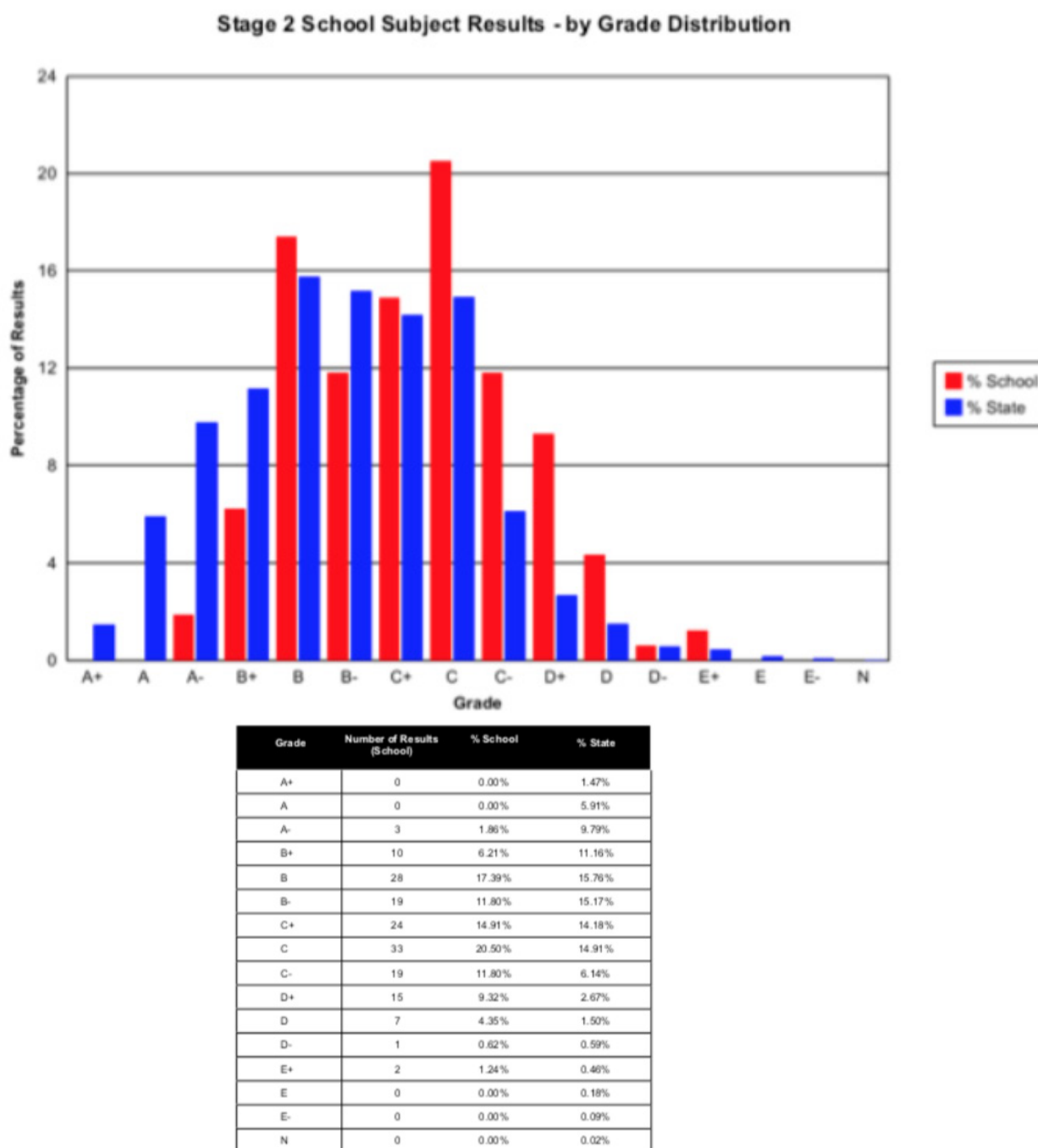
The senior school at MacKillop Catholic College is continuing to grow in numbers and in the variety of courses offered and completed successfully. The college was congratulated by the Minister for Education for the excellent NTCET results achieved. All students completed the NTCET (44 versus 28 in 2016) and may also have gained a SACE (ATAR) qualification for university entrance. The college has students interested in a variety of post school tertiary education opportunities or other vocational pathways. In 2017 all students that applied, were accepted into their preferred university. Other students successfully transitioned into other further education opportunities or into their choice of paid employment. Aboriginal completers increased from five in 2016 to ten students in 2017. We are continuing to ensure all students are equipped to successfully transition into adult life and given every opportunity to pursue their aspirations.

Key Student Outcomes

Apparent Retention Rate – Senior Years	2015	2016	2017	2018
Year 10	13	37	86	101
Year 11	15	39	63	87
Year 12	10	28	47	50

Outcomes for Year 12s	2015	2016	2017
Percentage of students receiving an NTCET	100%	96.43%	97.78%
Percentage of students who completed VET	-	100%	100%
Percentage of students who completed a Cert III qualification	100%	100%	100%
Percentage of indigenous students who received an NTCET	100%	100%	100%
Percentage of applicants who were made an offer for university	100%	100%	100%

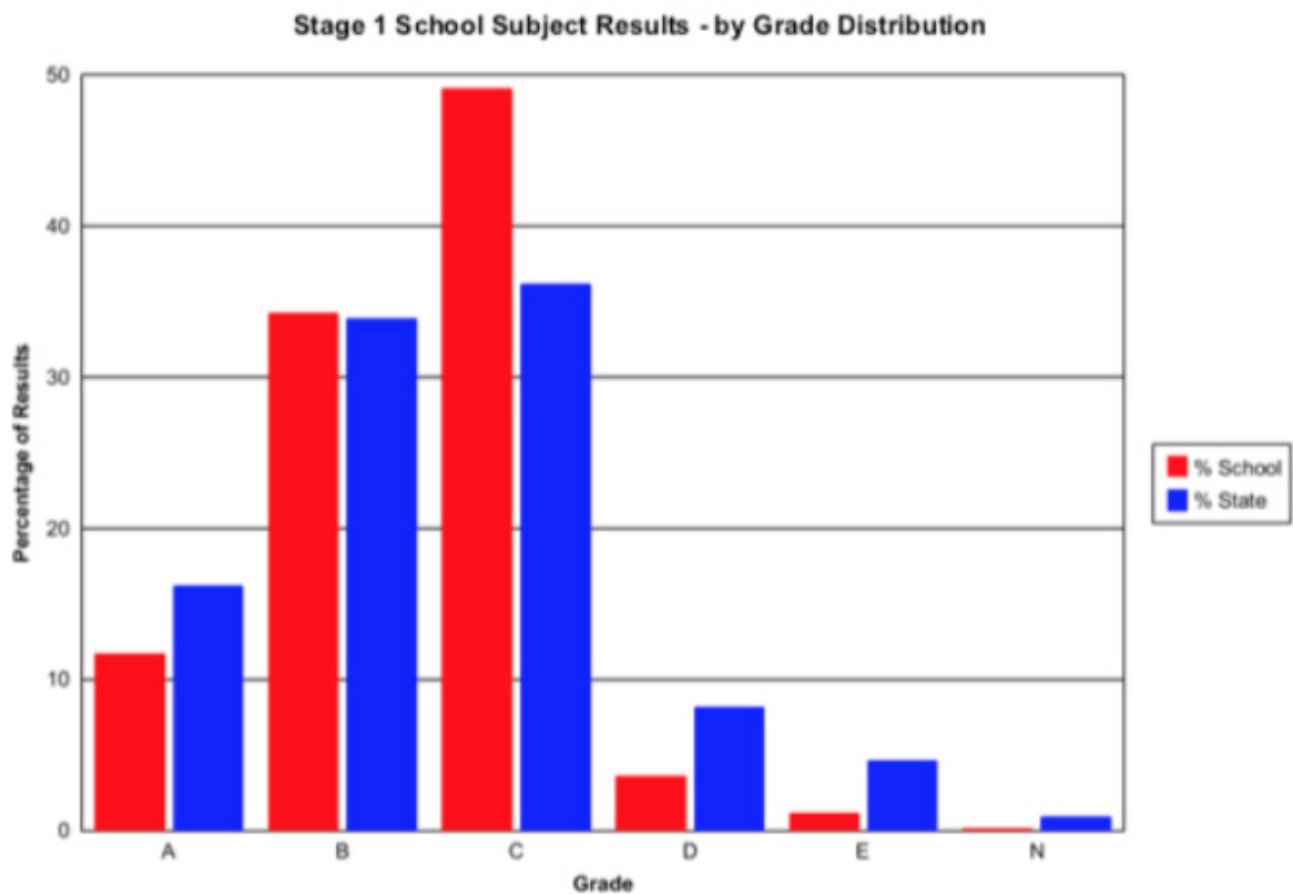
Stage 2 Data



Data Interpretation

- Based on the data collected since 2016 it can be seen that the majority of students (85% in 2017) undertaking Stage 2 courses, are performing at a C or above. This is an improvement upon 2016 (78%).
- The number of A's has improved to nearly 2%. However, this is below the Territory average and may reflect the loss of a number of high achieving students who leave the college at the end of year 11.
- The numbers of B's and C's awarded has remained mostly consistent across 2016-2017.
- The number of D's has fallen to about 14% from 22% in 2016.
- MCC retains a number of (D and E) students that may have left full-time education which allows them to gain a meaningful school leaving qualification.

Stage 1 Data

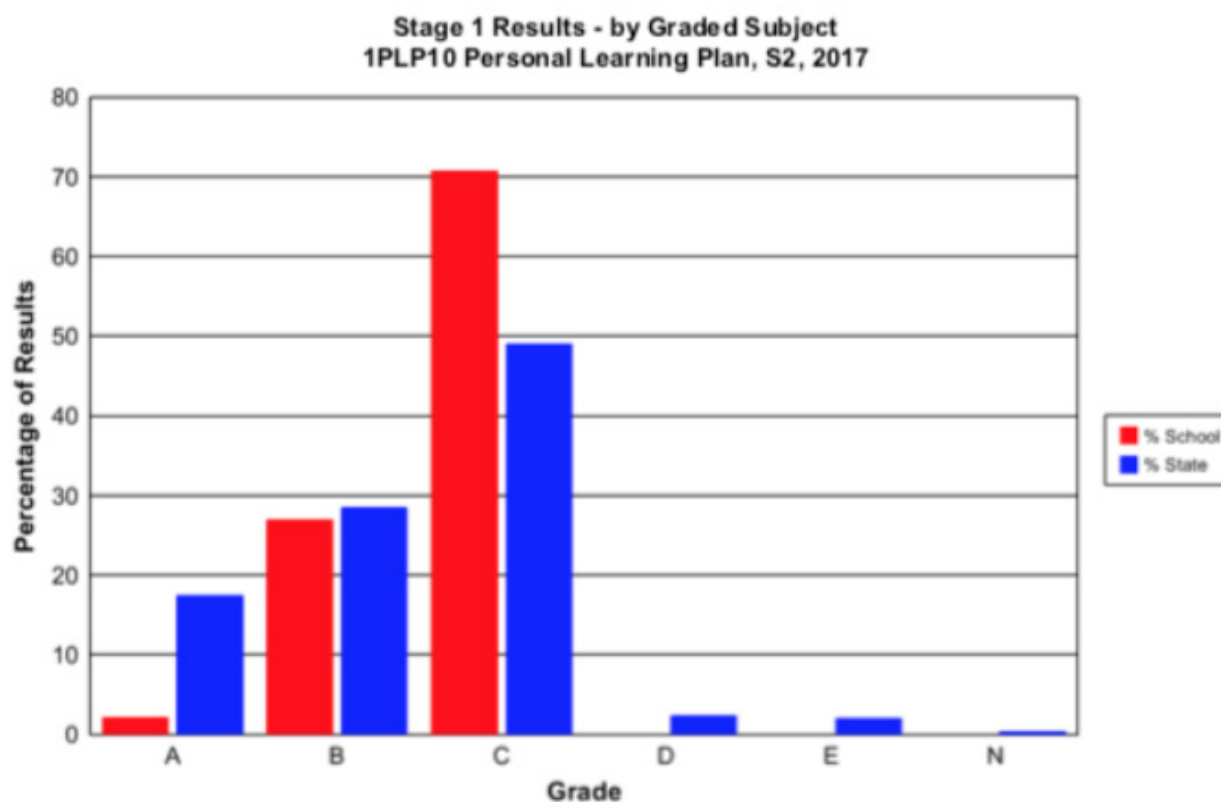


Grade	Number of Results (School)	% School	% State
A	91	11.73 %	16.19 %
B	266	34.28 %	33.90 %
C	381	49.10 %	36.18 %
D	28	3.61 %	8.17 %
E	9	1.16 %	4.64 %
N	1	0.13 %	0.92 %

Data Interpretation

- Based on the data collected since 2014 it can be seen that the majority of students (95% in 2017) undertaking Stage 1 courses are performing at a C or above.
- The number of A's has remained stable at 11.73% versus 11.76% in 2016. This may reflect a number of high achieving students who have left.
- The numbers of B's awarded has remained mostly consistent across 2014-2017.
- The number of D's has fallen since a high in 2014; however, this has remained relatively consistent across 2015 to 2017 at about 3-4%.
- A significant larger proportion of MCC students achieve a "C" grade or better, than the territory average.

Stage 1 Personal Learning Plan Data



Grade	Number of Results (School)	% School	% State
A	2	2.25%	17.49 %
B	24	26.97%	28.56 %
C	63	70.79%	48.99 %
D	0	0.00%	2.40 %
E	0	0.00%	2.09 %
N	0	0.00%	0.46 %

Data Interpretation

- All students completed the personal learning plan.
- Proportionally less students gained "A" grade than in 2016.
- The proportion of "B" grades was about the same as in 2016.
- More students were in the "C" grade than in 2016.

The challenges ahead include:

- Retaining more high achieving students (G&T programme).
- Improving the proportion of "A" and "B" grades, by focussed support.
- Continuing the efforts to ensure all students capable can achieve a passing grade.
- Guiding students to undertake appropriate pathways commensurate with their aspirations and abilities.

Rodney Cremona - 2017 Head of Senior Years

Jozef Fryckowski - 2018 Head of Senior Years

Flexible Learning

RHONDA SCULLEN, DONNA SMITH & TONIA FOLINO-CIRELLI



At MacKillop Catholic College we have a mix of students interested in post schooling tertiary education and others keen on vocational pathways. The local economy in the short and medium term is seeking to fill significant gaps in the employment market. The list of these is varied and extensive and changes from year to year. The task at hand for the Flexible Learning faculty is to ensure all students are equipped to successfully transition into adult life and given every opportunity to pursue their dreams.

2017 VET Delivered to Secondary Students (VSS)

Number of students applying for VET places at CDU	45
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Number of Students Enrolled at CDU	Completed
17	100%

Students undertook VETiS courses at CDU in 2017. The courses studied ranged from Automotive Pathways, Construction, Food Processing (Retail Baking), Hospitality (Kitchen Operations), Business, Nail Technology, Media, and Information Digital Media & Technology.

Number of Students Enrolled in 10432NAT Cert III Christian Ministry & Theology with Institute of Faith Education	Completed
48 Year 12's	100%
55 Year 11's	Continuing

All Year 11 & 12 students undertook the 10432NAT Certificate III in Christian Ministry & Theology with Institute of Faith Education

RTO Courses Accessed	Number of Students
RIIWHS204D Work Safely At Heights	8
CPC20211 Certificate II in Construction Pathways	1
CPCCOHS1001A Work Safely in the Construction Industry	13
MEM20413 Certificate II in Engineering Pathways	3
ICT30115 Certificate III in Information, Digital Media and Technology	1
AUR20516 Certificate II in Automotive Servicing Technology Unit	4
AUR20712 Certificate II in Automotive Vocational Preparation	2
AUR30616 Certificate III in Light Vehicle Mechanical Technology	3
UEE30811 Certificate III in Electrotechnology Electrician	1
SIR20216 Certificate II in Retail Services	1
BSB20115 Certificate I in Business (Training Plus GTNT)	30

May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service

2017 School Based Apprenticeships – Traineeships

School Based Apprenticeship – Traineeship Industry	Number of students
Automotive Pathways	2
Air-conditioning and Refrigeration	1
Business	2
ICT	1

2017 Students Transitioning to Full Time Apprenticeships – Traineeships

School Based Apprenticeship – Traineeship Industry	Number of students
Automotive Pathways	1
Electrical	2

2017 Value Adding

Event	Number of students
Structured Work Placements (DET)	17
Year 10 Mock Interviews	86
Year 10 Work Experience Program	86
Careers Expo	86

We have implemented a Community Service program for all senior students that will entail each student completing 50 hours of free community service throughout their senior years, along with running Community Studies for students who need extra points towards their NTCET.

We look forward to the challenges ahead.

Rhonda Scullen

2017 VET & Careers Coordinator

Donna Smith

2017 Head of Flexible Learning

Tonia Folino-Cirelli

2018 Head of Flexible Learning

From the Inclusion Support Coordinator



GORDON MIDDLETON

INCLUSION SUPPORT IN 2017

A great deal of change has happened in Inclusion Support during the last twelve months. Specialist programs have been developed for students requiring additional educational needs in Visual Arts, Cooking, Assignment Support, Horticulture, Music, Textiles, Social Skills, Intensive Literacy and Numeracy, Tomatis and Occupational Therapy techniques. Our staff of dedicated and professional ISA's have worked tirelessly to ensure that all students are able to access the entire range of the Australian Curriculum.

As these specialist programs will continue to develop throughout the coming months with Aquaponics and animal husbandry being introduced, Inclusion Support will be strengthening our community ties with a specialist cooking focus on our Darwin Local and Rural community. Local businesses with a focus on producing quality primary products have been invited to participate in the program, to share their knowledge and showcase fine products, while providing our students with a detailed understanding of the food production process, from paddock and sea, to plate.

One of our numerous specialist student programs, in the Visual Arts, produced Aboriginal inspired artworks of exceptional quality and significance this last term. The art program had a focus on the work of our Artist in Residence, Mr. Dale Austin. Studying his techniques, our students engaged in a program designed to explore their own stories, culminating in a spectacular gallery of work, displayed in an Exhibition of Works.

The Inclusion Support Department is also implementing policy and procedure documents for the modification to school work and running professional development sessions for teachers to support them in creating differentiated class work and assessment tasks which provides for a more 'inclusive' approach in the mainstream classroom so that all students have the ability to achieve and experience success.

Nine Types of Adaptations

<p><u>Input</u></p> <p>Adapt the way instruction is delivered:</p> <ul style="list-style-type: none"> • Sitting on the ground with nothing in their hands • Concrete examples • Visual supports • Being placed in groups 	<p><u>Output</u></p> <p>Adapt how the listener can respond to instruction:</p> <ul style="list-style-type: none"> • Assess verbally rather than requiring a written piece • Speech to text (Siri on the iPads) • Communication book 	<p><u>Time</u></p> <p>Adapt the time allotted:</p> <ul style="list-style-type: none"> • Individualise a timeline for completing a task
<p><u>Difficulty</u></p> <p>Adapt the skill level, problem type or rules on how the learner can approach the work:</p> <ul style="list-style-type: none"> • Allow a calculator for Maths • Simplify task instructions • Change spelling lists and maths problems to include the basics 	<p><u>Level of Support</u></p> <p>ISA assistance or peer assistance:</p> <ul style="list-style-type: none"> • Use the Inclusion Support Classroom • Assign peer buddies • Inclusion Support Assistants 	<p><u>Size</u></p> <p>Adapt the number of items that the learner is expected to complete:</p> <ul style="list-style-type: none"> • 10 questions instead of 20 • 1 part of an assignment instead of 2
<p><u>Degree of Participation</u></p> <p>Adapt the extent to which the learner is actively involved</p> <ul style="list-style-type: none"> • Handing out bibs and colour bands in PE or scoring but not involved in the game • Have a student control a PowerPoint but they don't have to copy notes they are provided with a handout 	<p><u>Alternate Goals</u></p> <p>Adapt the goals or outcome of a task</p> <ul style="list-style-type: none"> • In SSE expect one student to locate just the states while others have to locate the capital cities 	<p><u>Substitute Curriculum</u></p> <p>Provide different instruction and materials to meet learners' goals</p> <ul style="list-style-type: none"> • Pace learning differently • Real life learning, measure the size of a basketball court instead of doing measurement out of the text book

Gordon Middleton

Inclusion Support Coordinator

From the Sports Coordinator



NAKITA DENDLE

2017 SPORTING ACHIEVEMENTS

2017 has been another busy and successful year in the MacKillop Catholic College Sports Department. Being my first year in charge, I knew that I was going to have big shoes to fill and a lot of new things to learn along the way. I was lucky that many staff members, students, parents and officials were willing and able to help me learn the ropes and complete my first year as Sport Coordinator with so many successes.

The students have been as busy as ever participating in the many Palmerston and Rural Region Schools (PARRS) sporting days. We were able to come away with several championship flags, but more importantly, the students strengthened relationships with their teammates and the teachers who assisted on the day, making them positive and beneficial days for all. Students who participated on the days were involved in several aspects of competition; including, umpiring, coaching, team management and playing. Only positive reports came back about our students, who went above and beyond to demonstrate the College values of respect, courage, inclusivity, integrity and compassion. We have a number of students who have excelled in their chosen sport outside of school in 2017, with many of these achievements being recognised during the Sporting Hero Awards assembly held in week 5, and our two Sportspeople of the Year, Joshua Croydon and Erin Lidbetter, being formally recognised for their success at the MacKillop Catholic College Presentation Night.

Our College Athletics, Swimming and Cross Country carnivals were well attended, with many students participating in events which they had not competed in before. This made for a fun and inclusive atmosphere, which promoted physical activity and team mateship across the MacKillop cohorts. McCormack became the Overall Champion House for the first time in the school's history, led to victory in 2017 by House Leader Campbell Smith, and House Vice Leaders Riley Stone and Jade Molina. Well done to everyone on a fantastic year in the sports department and thank you to students, staff and parents for helping it to be such a success.

Nakita Dendle

Sports and P.E. Coordinator

Duke of Edinburgh Scheme 2017

JADE COLE



The Duke of Edinburgh Scheme is an enriching programme that invites young people between the ages of 14 and 25 to participate in a number of activities over a set length of time. Participation is entirely voluntary and is structured so participants can design their own unique programme centred on their interests and passions.

The Duke of Edinburgh Scheme was introduced to MacKillop Catholic College in 2013 and is becoming very popular. The award is made up of three levels; the Bronze, Silver and Gold award levels, each being more difficult as students' progress through the levels. Students are required to participate in four main areas including learning new skills, physical recreation, volunteering in the community and participating in adventurous journeys as a group. Students must demonstrate a keen commitment in doing the award and are required to complete at least an hour a week of each component. Students will participate in practice and qualifying journeys and will learn skills of survival including navigation, camp cooking, hiking, team work and planning. Students also have the opportunity to get their First Aid training as part of their preparation for their adventurous journeys.

Volunteering - Connecting with the community by giving service; any area of interest in the community, such as youth work, the environment or charity work. **Physical Recreation** - Improving physical fitness and wellbeing. This could be through a team sport, individual pursuit or simply getting out there and working up a sweat.

Skill - Unleashing your talents and broadening your abilities; anything from refereeing, singing, learning a musical instrument, or jewellery making.

Adventurous Journey - This is the only section that requires the activity to be undertaken in a team, discovering your sense of adventure and bonding with your peers.

Benefits of the Programme:

- Life changing experiences;
- Forging and strengthening friendships;
- Travel and adventure;
- Connection with people all over the world;
- Making a difference; and,
- Developing as an individual.

Participating in The Duke of Edinburgh Scheme fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community, transforming them into responsible young adults.

Jade Cole

Duke of Edinburgh Programme Coordinator

From the Head of Department - InTaD and Home Economics



PAUL DIMMICK

The Middle School electives program continued to attract a large number of students across the scope of courses offered. Areas in the Middle School Elective Program which students studied included:

Industrial Technology and Design- Timber, Metal, Electronics, Technical Drawing, Graphic Design, Sticker Making and Plastics.

Home Economics- Textiles: Fab Fashion, Textile Craft, Beautiful Bags, Recycled Fashion, Quilting, Felting, weaving and Christmas Craft.

Home Economics- Food Technology: Coffee Shop Operations, Paddock to Plate, Main Meals, Pasta, International Cuisine and Food on a Budget.

Staff and students have continued to develop their skill sin the area of Computer Aided Drawing (CAD) with a particular focus on producing usable design drawings to be cut out of steel with the CNC Plasma Cutting Table. As expected, the students have discovered a range of tricks, tips and shortcuts which have streamlined and enhanced the fusion of ICT and Industrial style production. Currently, students in Years 8-12 are using the CNC Plasma Cutter in some form as part of their Design and Technology courses.

The Senior Years Programs are starting to reap the benefits of the strong Middle Years elective Program with a focussed scope and sequence enabling students to achieve to their highest ability at Year 12 (Stage 2) regardless of their future path. Year 10 is presented in Semester long units focusing on developing skills and techniques. Year 11 (Stage 1) is also in semester long units that aim to develop the students' critical thinking, designing and planning skills. Year 12 is a culmination of learning, with Major Independent Projects being the focus.

2017 saw 9 students complete Stage 2 (Year 12) Design and Technology: Material Products . 1 student in the area of Textiles and 8 students focussing on Timber and/or Metal as their main construction method. Examples of products designed and constructed by students ranged from a custom roof-rack, furniture and formal wear.

Looking towards 2018, Industrial Technology and Design, and Home Economics staff will continue to look for and embrace new Technology, Skills and learning opportunities to enhance the capabilities of the department.

Paul Dimmick

Head of Department - InTaD and Home Economics



World Challenge 2017

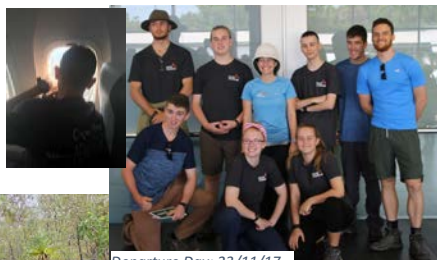


ROXY CLAIRE

ADVENTURES IN ZAMBIA & BOTSWANA

World Challenge Africa 2017 Timeline

Feb 2017
Planning began:
students created
their Botswana /
Zambia itinerary
for their student-
led expedition!



Village Trek:
Ranaka > Cattle
Post > Manyana
> Barhurstse.
We were even
invited to a
local wedding!



Okavango Delta -
steering mokoros and
wild camping amongst
hippo territory!



Mwandi Project
building a mud
house for two
elderly women

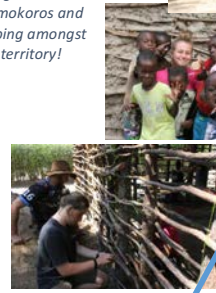


Training Expedition 1 of 2.
Sweetwater rock hole trek and camp

Departure Day: 23/11/17,
via Perth and Johannesburg,
touchdown in Gaborone,
Botswana 24/11/17



Kalahari Trek:
hunting, gathering
and hut making



21/12/17
Heading home



Fundraising
throughout the
year to gain nearly
half the cost of the
trip raised!
Bunnings BBQ,
Fred's Pass Show
& Darwin Cup
cleanups, Trivia
Night, food stalls
and much more..



Chobe National Park - river cruise and safari

Victoria Falls - a natural wonder of the world!



Kuminda Farm - African song, dance and food galore!



Roxy Claire
World Challenge Coordinator



May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service

From the Languages Department

ZOE SALIBA



LOVING LANGUAGES IN 2017

In 2017 our Languages team consisted of Zoe Saliba (Japanese; Head of Languages), Candice Slingerland (Indonesian), Mika Yahara (Japanese), Grace Skehan (Japanese), Maria-Pia Gagliardo (Italian) and our International Coordinator Mrs. Tomiko Popp.

We celebrated the first Year 12 Languages classes in both Japanese and Italian and were excited to introduce SACE Indonesian for the first time. Following the Australian Curriculum and SACE programs, our students expanded their language capability through a range of activities both in the class, during cultural activities, excursion and incursions.

We had Indonesian Idol finalist Michael J perform at MacKillop and a visit from guest speaker Michael Bradbury. Year 8 Japanese students feasted on obento lunches and the Year 12s took part in the Japan Foundation Speech Contest. Anime Club continued to flourish, attracting those outside the Languages courses and saw senior students take leadership roles in creating activities.

In writing this article I asked my Languages team about their 2017 highlights.

Candice Slingerland – Indonesian

Year 8 Indonesian this year consisted of classroom dressups, learning the Kecak Dance from Bali and singing Christmas Carols in Indonesian. In Year 7, students made puppets, learned how to play Angklung and Congklak and learned how to navigate directions in the city. Stage 1 students delved into food toward the end of semester and enjoyed eating various meals.

Maria-Pia Gagliardo – Italian Year 11&12

The highlight of the year was making connections with the students and real-life language learning through singing and cooking. The students enjoyed making pasta and pizza and learning cultural practices related to eating. The Year 12 class also participated in preparing an Italian dinner and making Italian conversation.

Mika Yahara – Japanese

I was impressed by the patience of students to prepare shodo (calligraphy) ink for up to 20 minutes to make sure it was thick and black. They took time and sat up straight when writing beautiful Kanji characters. My Year 10s showed similar determination and attention to detail when they cooked dorayaki (sweet Japanese pancakes with red bean).

May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service

Grace Skehan - Japanese

One of my most memorable moments was my year 7 class making onigiri (rice balls). They tried so hard to remember how to say 'onigiri o hitosu kudasai' (one onigiri, please) and practised it many times. They were required to say this before they could receive and eat the onigiri they made. It was amazing that when it came to it, every single student in the class could remember how to say that phrase!

Zoe Saliba – Japanese

The Year 9 Japanese shopping role-plays were a highlight for me. The students put a lot of effort into creation of scripts and incorporated culturally appropriate aidzuchi (interjections), while being entertaining and sometimes comedic. I loved how they experimented with language and phrases and tried their hand at making bilingual puns. Another highlight was watching how careful students were mixing green tea and following simple tea ceremony protocols.

It has been a privilege to watch students' language acquisition and cultural understanding grow over the past five years. As I go on leave for 2018 I am confident the Languages team will continue to foster the love of languages in our school into the future.

Zoe Saliba

Head of Languages



2017 Data Reflecting Our Success

Our data compiled through school-based assessment and NAPLAN Testing provides us with strong evidence of the success of our support programmes and academic approach, with a significant majority of those tested being at or above the National Benchmark.

2017 School Leavers Report

Year 11 School Leavers 2017:

1

Year 12 School Leavers 2017:

48

2017 Average Student Attendance

Enrolled

617

Average Attendance

531

% Average Attendance

86.1%

Improvement of 1.2% on 2016

2017 Student Retention

Year	Year 11s	Year 12s	Apparent Retention Rate
2015	37	13	81.20%
2016	50	35	94.59%
2017	64	48	96.00%

Ongoing school-based student assessment and the Year 7 and 9 NAPLAN Test results are used to inform classroom teaching and the College Learning Support programmes. In this way, extra support or extension work can be provided, serving individual needs of the most gifted as well as the students most in need of support at MacKillop.



May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service



READING	Year 7 129 Students	Year 9 118 Students
Average Score for MacKillop Catholic College	521	562
Average Score for the Northern Territory	470	512
Average Score for Australia	545	575
% of students at or above the National Minimum Standard	73.0%	69.0%

WRITING	Year 7 126 Students	Year 9 117 students
Average Score for MacKillop Catholic College	473	516
Average Score for the Northern Territory	418	456
Average Score for Australia	513	552
% of students at or above the National Minimum Standard	65.0%	66.0%

SPELLING	Year 7 127 Students	Year 9 118 Students
Average Score for MacKillop Catholic College	514	558
Average Score for the Northern Territory	468	505
Average Score for Australia	550	582
% of students at or above the National Minimum Standard	66.0%	73.0%

GRAMMER AND PUNCTUATION	Year 7 127 Students	Year 9 118 Students
Average Score for MacKillop Catholic College	515	545
Average Score for the Northern Territory	457	492
Average Score for Australia	542	574
% of students at or above the National Minimum Standard	75.0%	68.0%

NUMERACY	Year 7 128 Students	Year 9 117 Students
Average Score for MacKillop Catholic College	526	567
Average Score for the Northern Territory	488	541
Average Score for Australia	554	592
% of students at or above the National Minimum Standard	71.0%	65.0%



Enrolment and Attendance

Full-time Students for Last Year and This Year (2017)

Full Time Students		2016			2017		
Education Level	Year	Male	Female	Total	Male	Female	Total
Secondary	Year 7	72	77	149	64	71	135
	Year 8	74	68	142	67	84	151
	Year 9	50	50	100	76	56	132
	Year 10	39	44	83	49	38	87
	Year 11	34	17	51	30	34	64
	Year 12	21	7	28	29	19	48
Secondary Total		290	263	553	315	302	617

Full-time Students by Year and Age (2017)

Secondary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F
11	1	3	0	0	0	0	0	0	0	0	0	0	1	3
12	56	59	0	0	0	0	0	0	0	0	0	0	56	59
13	7	9	56	77	1	3	0	0	0	0	0	0	64	89
14	0	0	11	7	65	45	2	1	0	0	0	0	78	53
15	0	0	0	0	9	8	36	33	1	1	0	0	46	42
16	0	0	0	0	1	0	11	4	26	31	0	0	38	35
17	0	0	0	0	0	0	0	0	3	2	23	17	26	19
18	0	0	0	0	0	0	0	0	0	0	6	2	6	2
Total	64	71	67	84	76	56	49	38	30	34	29	19	315	302

Secondary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F
SWD	10	5	10	4	12	1	9	1	4	2	6	1	51	14
Students on Visas	0	1	0	1	0	1	0	0	1	0	0	0	1	3

Full-time Indigenous Students by Year and Age (2017)

Secondary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F
12	2	2	0	0	0	0	0	0	0	0	0	0	2	2
13	1	7	3	6	0	0	0	0	0	0	0	0	4	13
14	0	0	7	7	4	3	0	0	0	0	0	0	11	10
15	0	0	0	0	6	5	4	3	0	0	0	0	10	8
16	0	0	0	0	0	0	7	4	2	4	0	0	9	8
17	0	0	0	0	0	0	0	0	3	2	2	3	5	5
18	0	0	0	0	0	0	0	0	0	0	4	0	4	0
Total	3	9	10	13	10	8	11	7	5	6	6	3	45	46

Student Leadership 2017

College Captains 2017

Senior Years

Kayla Mullins
Liam Mulvahil
Rory Paarman

Middle Years

Jackson Chisholm
Clare Forsyth
Autumn Sengpho

Prefects 2017

Senior Years

Joseph Chin
Jessica O'Garey
Zac Russ

Middle Years

Darcy Simpson

Student Representative Council 2017

Connor Mitchell
Zoe Grant
Kaitlyn Straube
Haylee Ranger
Idelle Bolwell
Xander Hall
Ella Mitchell
Shanoah Leedie
Montarna Thompson
Mitchell Brauer
Kelsie Pietsch
Tayla Mauer
Chloe Riedel
Georgina Korljan
Harrison Port
Caitlin Burt
Joe Hedger
Aimy Scott
Jordana Jack

House Leaders 2017

McCormack House

Boys:

House Leader - Campbell Smith (Yr 10)
Vice House Leader - Riley Stone (Yr 8)

Girls:

House Leader - Louise Jones (Yr 10)
Vice House Leader - Jade Molina (Yr 8)

Confalonieri House

Boys:

House Leader - Dylan Collins (Yr 11)
Vice House Leader - Bayden Collins (Yr 8)

Girls:

House Leader - Ella Mulvahil (Yr 10)
Vice House Leader - Grace Mulvahil (Yr 8)

Hurley House

Boys:

House Leader - Phillip Vo (Yr 10)
Vice House Leader - Marc Carter (Yr 9)

Girls:

House Leader - Cindy Coleman (Yr 11)
Vice House Leader - Erin Lasker (Yr 9)

McGrath House

Boys:

House Leader - Shae Egan (Yr 10)
Vice House Leader - Darcy Nalder (Yr 9)

Girls:

House Leader - Alysha Healy (Yr 11)
Vice House Leader - Sarah Blackman (Yr 9)

Special Needs Census Report

Analysis using all students

Census date: 04 August 2017

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18+	Total
Year: Y07																		
Females									3	2								5
Males									8	2								10
Total									11	4								15
Year: Y08																		
Females										3	1							4
Males										10								10
Total										13	1							14
Year: Y09																		
Females											4	1						5
Males											4	5						9
Total											8	6						14
Year: Y10																		
Females																		
Males												5	3	1				9
Total												5	3	1				9
Year: Y11																		
Females													1					1
Males													7	2				9
Total													8	2				10
Year Y12																		
Females														1				1
Males														3				3
Total														4				4
Total									11	17	9	11	11	7				66

2017 Extracurricular Activities

Whatever a student's interests are, they are sure to find something they enjoy to participate in within the extracurricular opportunities at MacKillop. Whether it be sport, the arts, academia, adventure, community involvement or leadership, we have ample options to satisfy their interests.



MACKILLOP SAINTS RUGBY LEAGUE

We are a nationally recognised rugby league school, offering many opportunities to all students wishing to play or coach Rugby League. MacKillop Rugby League has risen to great heights in all competitions in which we have participated.



COMMUNITY AND ACADEMIC COMPETITIONS

These include national competitions in Mathematics, Science and English. Competitions such as these provide fantastic opportunities to not only get valuable evidence of competency to add to your résumé, but practice at test conditions which will be faced in senior school and university.



EXTRACURRICULAR DANCE

Our extracurricular dance programme, coordinated by Miss Natalie Hafsteins, offers both junior and senior after school dance, with performance opportunities, and a lunch time boys-only hip hop dance crew.



STUDY IN THE LIBRARY

Our after school study in the library sessions run until six o'clock Monday to Thursday, and provide a quiet and comfortable space for students to study and get their homework done.



MASH NETBALL CLUB

MASH, the MacKillop and Sacred Heart Netball Club, is growing fast, and is achieving success after success in its competitions.



CAMPS AND RETREATS

Each year level has an annual camp, and there are various other camps through the year for subjects such as Outdoor Education and Rugby League. The year level camps are usually based around character building, personal development, and strengthening our sense of community.

WHY DO EXTRACURRICULAR ACTIVITIES?

Besides being fun and a great way to socialise with peers, extracurricular activities can enhance students' time management and stress management skills, improving overall productivity. Extracurricular activities are also valuable additions to a student's résumé.

Students who participate in extracurricular activities also do better academically. They learn to manage their time,

relieve stress and learn to strive for excellence in more than one thing. Students who are involved in team sports learn to work in groups. Their written and oral communication skills improve. These things cross over into real life. (*Kenny Smith, www.ihaveaplaniowa.gov*)

Academic studies are important, but there is much more to be gained from College life at MacKillop for students willing to join in and have a go at trying something new.



MUSIC, BANDS AND ENSEMBLES

MacKillop has become renowned for its music department, with our state of the art facilities, bands, ensembles, choirs and private lessons. We host our own annual eisteddfod event, "Young Musician of the Year".



TRIPS AND EXCURSIONS

The educational experience of our students is enhanced by regular subject-specific trips and excursions. 2017 saw trips to Japan, Africa, Gold Coast, Brisbane and many other places.



STUDENT LEADERSHIP OPPORTUNITIES

Students in all year levels have the opportunity to stand for various leadership positions, including Student Council, College Captaincy, Prefects, and Sports House Leaders.



COMMUNITY PARTNERSHIPS

Our College serves as a venue for several local community groups, many of which are open for student involvement. These include the Palmerston First Scouts, Mash Netball, and various sporting clubs and recreational groups.



DUKE OF EDINBURGH AWARD

The DOE Award is a structured youth development program, empowering young Australians to explore their full potential regardless of their location or circumstance.



COMMUNITY INVOLVEMENT

We place a high priority on being an active part of our community, as is particularly evident on occasions such as Anzac Day and Remembrance Day, and our participation in Charity Walks, Aged Care Visits, Primary School Visits, and fundraising efforts for a wide range of important causes.

2017 Staff Profile

MACKILLOP CATHOLIC COLLEGE

STAFF NUMBERS AT A GLANCE:

Position Type	Head Count	Full Time Equivalent (FTE)
Administrative and Clerical, including officers and assistants:	34	27.5
Principal:	1	1
Teaching Staff, including Librarians:	59	53.7
Grand Total:	94	82.2



2017 TEACHER QUALIFICATIONS

QUALIFICATION:	NUMBER OF TEACHERS QUALIFIED TO THIS LEVEL IN 2017 (TOTAL 60):
Graduate / Associate / Advanced Diplomas	4
Bachelor's Degree	42
Master's Degree	20
Doctorate	1

2017 Staff Attendance

Leave is all inclusive including Sick, Parental, Family, Maternity, Leave without Pay and Long Service Leave.
Worked hours/days refers to normal full time or part time work.

AVERAGE TEACHER ATTENDANCE RATE IN 2017:	98.65%
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2017 Staff Retention

Number of Permanent Teaching Staff at end of 2017:	60
Number of Staff Retained from 2017 to 2018:	53
% Retention Rate:	93%
% Turnover:	7%

2017 Expenditure and Teacher Participation in Professional Learning

Total no. of teachers including principal for 2017:	60
Total expenditure on teaching staff professional learning for 2017 paid by the College only:	\$153,125
Average expenditure on professional learning per teacher (includes teacher relief salaries):	\$2,552.00

Other Relevant Comments

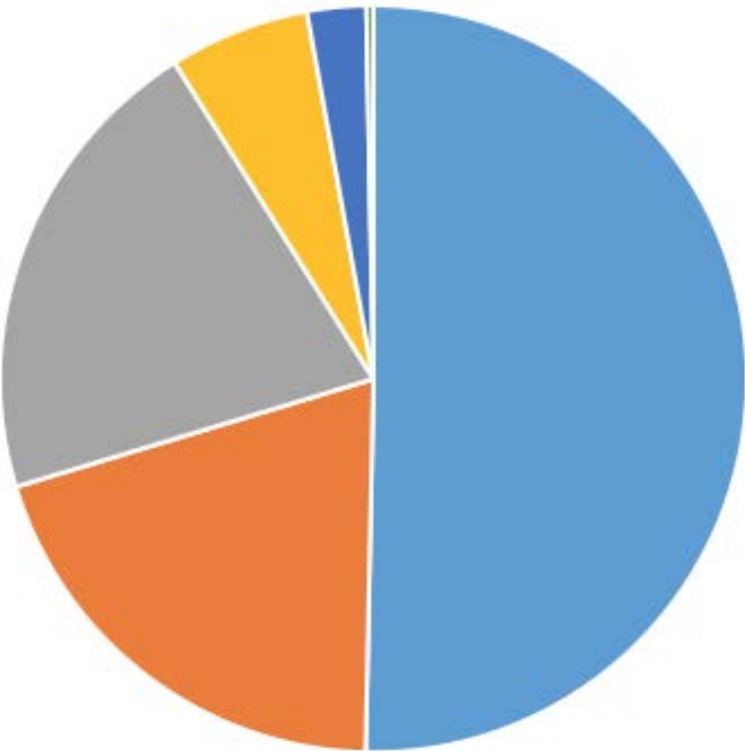
A Substantial amount more was funded through the Catholic Education Office

2017 PROFESSIONAL LEARNING

Priorities for Professional Learning in 2017 included:

- ➔ The development of Work Programmes for Australian Curriculum subject;
- ➔ Religious Education Programmes, including Certificate III in Christian Ministries;
- ➔ Senior Years Curriculum (Years 11 and 12): The development of Learning Area Plans;
- ➔ Assessment Policy and Procedures;
- ➔ Social and emotional learning programmes, mentoring programmes, cyber bullying awareness programmes, positive schooling and deep democracy programmes;
- ➔ Classroom management; ESCM (Essential Skills for Classroom Management);
- ➔ Staff Leadership and Theological Studies; and,
- ➔ NAPLAN Test marking and preparation.

From the Finance Department



■ CWG Recurrent Funding ■ NT Recurrent Funding ■ Contribution from Families
■ Other Income ■ Trading Income ■ Capital Grants

NET RECURRENT INCOME RECEIVED IN 2017:

➔ CWG Recurrent Funding	56.0%	\$5,324,795
➔ NT Recurrent Funding	16.9%	\$2,115,111
➔ Contribution from Families	23.0%	\$2,193,035
➔ Other Income	3.8%	\$642,680
➔ Trading Income	3.8%	\$269,658
SUBTOTAL	0.3%	\$10,545,279
➔ Capital Grants	0.3%	\$32,500 (BGA)
Total		\$10,577,779

We sincerely thank the Northern Territory Government and the Catholic Education Office for their generous financial & other support for our ongoing building projects.

May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service

MORE USEFUL FIGURES

ENROLMENT STATISTICS

2017 Student Enrolment 617

Current Enrolments (Mar 2018) 671

Indigenous Students % in 2017 15%

Students of Different Language
Backgrounds % in 2017 6%



SEVEN YEARS AT A GLANCE

2011



2012



2013



2014



2015



2016



2017

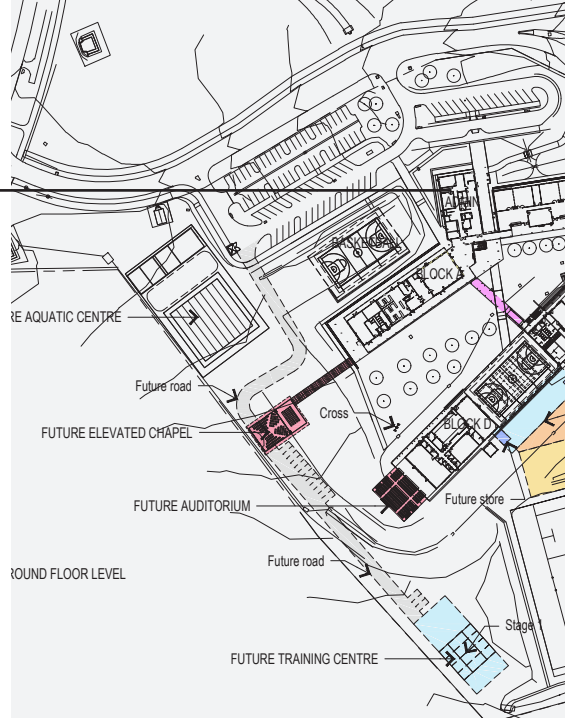


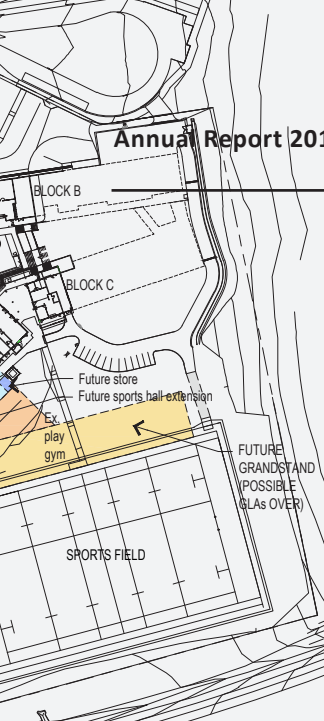
Change and Challenge Beyond 2017

“The Catholic School of the future will continually re-evaluate its own structures and processes and also its relationships with parents, the community and Catholic Education at large, so that there is a consonance between the Christian values it espouses and its actual practice” (Project Catholic School, 1978).

WE ARE CALLED TO: PLAN, EVALUATE AND REVIEW, ENCOMPASSING THE FOLLOWING PRIORITIES:

1. Promoting faith and Catholic identity;
2. Providing quality teaching and learning through curriculum development, resourcing, administration, financial management, implementation, practice and review;
3. Enhancing pastoral care and wellbeing for all in the community;
4. Enriching community and culture through collaboration and relationships – internal to the College;
5. Strengthening connections with, and service to, the wider community and beyond; and,
6. Developing leadership across the College community.





STAFF DEVELOPMENT PRIORITIES FOR 2017 WERE LINKED TO THE ESTABLISHMENT OF:

- The College as a Registered Training Organisation;
- A Mentoring Programme across the College for staff and students, including a Formation Review process for staff;
- Social Emotional Learning Programmes including Restorative, Positive Schooling and Deep Democracy strategies for change management and conflict resolution;
- Teacher awareness and capability building in the area of inclusion support;
- The senior years' work programmes - (Years 11 & 12);
- The Australian Curriculum from Years 7 to 10;
- Opportunities for study in Catholic Theology & Spirituality to all staff;
- Capacity in staff to better manage challenging student behaviour, ESCM Skills; and,
- Provision of additional vocational education and training courses.

Capital Developments and Future Initiatives

Capital Works: The 2011 – 2012 Stage One Capital Project attracted a total of \$25,152,200.39 for capital works seeing the College through to Year 10, 2013. Stage 2A & 2B Projects on completion included the provision of additional general classrooms, staff facilities, the Music and Performing Arts Centre, Visual Arts, Media, Dance & Drama facilities, the covered basketball court, and related infrastructure. The Stage 2A & 2B and Stage 3 Building Projects are now complete. The school has been successful in gaining funds from the 2013, 2014 and 2015 Block Grant Authority grants along with a number of small grants. The building of an open air basketball court and refurbishing four classrooms took place during 2014. The BGA grant attracted \$249,091 for the College towards this project. The 2014 Block Grant success has seen the fit out of an amenities block. The 2015 Block Grant has provided a covered walkway link between B and D Blocks. We are also focusing on planning for the construction of our College Chapel. The stage 4 building programme was completed in 2017. Block Grant Authority applications have provided us with a VET Training Centre, which will be built during 2018



Community Satisfaction

Through surveys conducted as part of the 2016 MCC External Validation and the 2016 Routine Registration Review, it was found that parents and community members have confidence in our College, staff and programmes.

A high level of collaboration and mutual support exists between the Community and the College.



Value Added

During 2016/17 the College enjoyed the benefits of an active Parents & Friends' Association and a College Board. Parents were welcomed in classrooms as helpers and in the Library and Canteen. Parents and teachers were encouraged to maintain honest and open communication with each other.

The School Strategic Plan was further developed through consultation with the community, and it aligns with the Catholic Education Office priorities and school specific requirements. Overall community satisfaction can be measured by the rapid growth of the College from 87 students in 2012, to 225 students in 2013, and 334 students in 2014, 462 in 2015, 556 in 2016, and now 630 in 2017.

In 2016, MacKillop Catholic College practised an inclusive enrolment policy and a commitment to meeting the educational and diverse needs of students from Palmerston and the surrounding rural areas. MacKillop offered a new standard of education where students were encouraged to become the best they can be through living the values of Respect, Compassion, Inclusivity, Integrity, and Courage. Each student valued their rightful place at our College, and they reminded us that diversity is a gift to be celebrated. As a new and innovative College we extended the boundaries of conventional learning and teaching, the most notable addition being our registration as a training organisation. Our College Vision Statement supported the involvement of the wider community and the teachings of Christ permeated all aspects of life at MacKillop.



A SAFE AND NURTURING ENVIRONMENT

The College structure is designed to stimulate, challenge, and build resilience, courage and confidence in a safe and nurturing environment.



The Homeform Teacher

Teachers in each year level work in a team with the Year Level Coordinator to monitor academic progress, provide pastoral care and foster well-being.



Extra Curriculum

An extensive extracurricular program provides students with opportunities for personal growth, leadership development and enjoyment in the area of their choice.



Community

MacKillop Catholic College is active within the parish and the local and extended community. The College has an active Parents and Friends' Community which participates in the many out-of-hours events hosted by MacKillop Catholic College.

FUTURE STATEMENT

As a Catholic College, we are committed to a value system, based on a Catholic Tradition underpinned by the Gospel of Jesus Christ. Our hope is to provide students with a clearly defined set of values and principles by which to lead their lives and a sense of service and giving. Through their involvement in this Catholic faith community, it is our desire that students will reach their full potential, through the enhancement of their educational, personal, socially, and spiritually. Our College calls each person to be the person that Jesus would want them to be. As a result of such a calling, our students will enrich the world when they enter it as adults. We ask them not to accept the world as it is, but to work for the world that could be.

...“If we love one another, Christ lives in us” (1 John 4:12).

May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service

Endorsement

College Principal

Name: Laretta Elizabeth Graham

Signature: _____

Date: _____

College Board Chairperson

Name: Ray Simpson

Signature: _____

Date: _____

Director of Catholic Education

Name: Greg O'Mullane

Signature: _____

Date: _____

Community Partnerships



**MacKillop
Catholic College
Parents & Friends
Association**



Sponsors

We thank the following businesses and organisations for their support of our sporting, cultural or academic endeavours at any point throughout 2017:

Catholic Education Office
KPMG
Rotary Club Darwin North
Darwin Diocesan Development Fund
Palmerston Ballet
Metro Mini Bus
Charles Darwin University
Shift Consulting Group
Area 9
Colley Family
MacKillop Catholic College Board
Lia Finocchiaro MLA, Member for Spillett
Winc Australia Pty. Ltd.
MEC Services
The Australian Defence Force – Army
Parents and Friends Association
Mr Tony Sievers, Member for Brennan
Rotary Club of Litchfield/Palmerston
CSG
Hon. Eva Lawler, Member for Drysdale
Killarney Homes
Mr Luke Gosling OAM MP Federal Member for Solomon
Mash Netball Club

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www.mackillopnt.catholic.edu.au

MacKillop Catholic College invites you to be part of the continuing journey of our College's development. Though still very short, our story is an exciting one, and we look forward to what Christ has in store for us in the future. We hope you find what you have been looking for.

You are not here by chance. God has a plan and purpose for your life.

"We are but travellers here" - Mary MacKillop 1866