

**College**

**Newsletter**



**MacKillop**  
St Mary MacKillop College Canberra



*Volume 8 2020*

3 JULY

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# Coming

# Up

FRI 03 JUL

- Term 2 ends

MON 20 JUL

- Term 3 begins

WED 22 JUL

- Electives Information Evening for Years 7, 8 and 9

FRI 31 JUL

- Staff Conference (Pupil-free day)

WED 05 AUG

- Year 12 Retreat departs
- Semester 1 Awards Assembly (Padua Campus)

SAT 08 AUG

- Feast of St Mary of the Cross

MON 10 AUG

- UAC Info Night

WED 12 AUG

- Semester 1 Awards Assembly (St Peter's Campus)

## Contact Us

### Contact Details



02 6209 0100



info@mackillop.act.edu.au



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PO Box 1211  
Tuggeranong ACT 2901



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



#### Absentee Phone Lines

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

### Socials



www.facebook.com/  
**mackillop.act**



www.twitter.com/  
**mackillop\_act**



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www.youtube.com/  
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# Principal's Letter



Dear Parents, Teachers and Students,

## CONGRATULATIONS TO YEAR 10

Year 10 students have successfully completed course counselling and their Reflection Days this week. All of the staff have been impressed with the reverence and cooperation that so many of them have brought to this important week in the Year 10 calendar. The Year 10 course counselling evidenced serious conversation with staff and parents around Year 11 and 12 courses and post-schooling pathways. Course counselling is a long tradition at MacKillop, being the first formal step towards successful senior study on the St Peter's Campus.

## CONGRATULATIONS TO MRS NICOLA MCLENNAN

Congratulations to Nicola McLennan (current Head of English on the St Peter's Campus) who, following a lengthy advertising and interview process, has been appointed Teaching and Learning Coordinator on the St Peter's Campus. This important role became vacant with the resignation of Mrs Jane Cronan and works primarily with teacher development and progression and emerging pedagogies and teaching initiatives. Nicola will bring significant experience and credibility to this role. She won this position from a field of applicants of significant strength. This is a distinguished appointment for the College.

## NEW AND REFURBISHED BUILDINGS FOR MACKILLOP

Students and staff will return next term to completed facilities on both campuses. The Senior Campus will boast the Penola Administration Centre, housing meeting rooms, staff and visitor facilities, a new sick bay, entrance and welcome facilities. On the Padua Campus, the whole community will enjoy a fully-refurbished theatrette, which will be named the Moira Najdecki Theatre, recognising the contribution of MacKillop's second Principal (2004-2006). The new theatre will have vastly more comfortable seating, respectful disability facilities, a fully-sprung dance floor, expert light and sound facilities, a retractable orchestra pit, and wider and deeper wings with enhanced storage. MacKillop has a deserved and growing reputation for performing arts that this new facility will further foster.

## END OF SEMESTER 1

I am aware that Semester 1 has offered significant challenges to many of our families and teachers – challenges we could all have done without! I am satisfied that MacKillop has worked successfully to realise our stated priorities of staff and student safety and quality teaching. To date, our community remains safe and well, and many of the student reports reflect academic achievement beyond the expectation of the student. The College will continue with its priorities and to find ways to enhance our reputation as a place of quality learning and a Catholic school for all. I hope all of you are safe and well over the winter break.

Yours in St Mary of the Cross MacKillop,

MICHAEL LEE  
COLLEGE PRINCIPAL

*"I am aware that Semester 1 has offered significant challenges to many of our families and teachers – challenges we could all have done without!"*

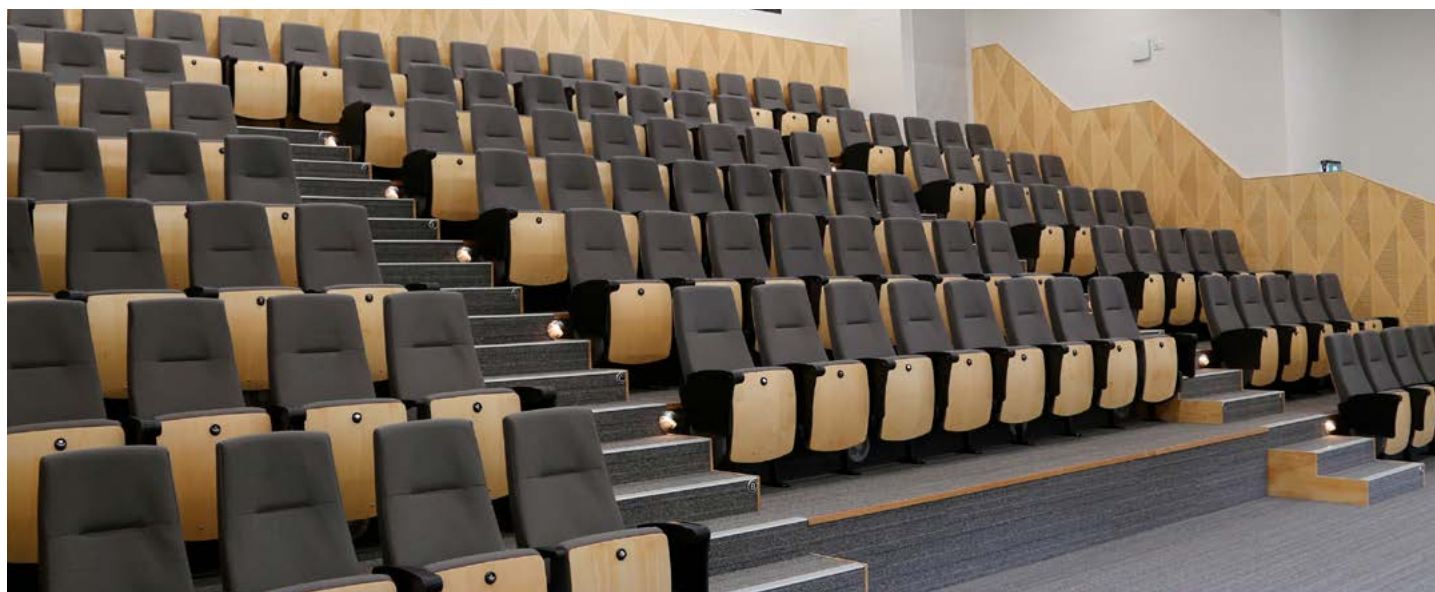
## PRINCIPAL'S PRAYER

Lord,

*We pray for the safety and wellbeing of the MacKillop community*

*Amen.*





## MacKillop buildings receive Commendations

MacKillop and its architects have received two Commendations at the 2020 ACT Architecture Awards, which were held over live broadcast by the Australian Institute of Architects on Friday 5 June.

The STEM Centre, designed by Thursday Architecture, and the Academic Resource Centre, designed by CCJ Architects, received Commendations in the Educational Architecture category.

The Padua Campus STEM Centre, which was developed over two stages in 2018 and 2019, features two large flexible learning spaces that connect the Science Laboratories, Technology Workshops, Art Rooms, and external courtyards. The construction of the STEM Centre also included refurbishments to the Food and Textiles kitchens and workroom.

The Academic Resource Centre at the St Peter's Campus was completed in 2019 to provide senior students with additional classrooms, a lecture theatre, private study spaces, meeting rooms, and easy access to key curriculum staff. The College also moved its canteen into the new facility, providing students with a cafeteria space that has indoor and outdoor seating.



## Student Achievements

Olivia Boddington (Year 12) and Callum Doherty (Year 11) have been cast in the upcoming Budding Entertainment production of *The Importance of Being Earnest*. This will show at the Belconnen Theatre over 14-19 September.

Tara Wyllie (Year 11) and Ariadne Stergiou (Year 10) have both been selected in the ACT Athletics Target Talent program, which consists of only 40 athletes. Throughout the program, they will engage in online coaching and training with Olympic athletes and specialised coaches.

## Electives Information Evening

Parents and Carers of students currently in Years 7,8 and 9 are invited to an Information Evening about Elective choices for students in Years 8, 9 and 10 in 2021.

Information will be presented about:

1. The role of the electives in the educational offerings at St Mary MacKillop College.
2. The structure of electives for Years 8, 9 and 10.
3. The process for students to make their elective selections.

The opportunity to ask questions will be provided at the end of the presentation. The Faculty Coordinators of the elective subjects will be online to answer specific questions about their faculty elective subjects.

### Details

When: Wednesday 22 July 2020, 5.30pm-6.30pm.

Where: The Information Evening will take place online via a Canvas Conference. The link will be found on the Student Information Canvas page. Parents can use their own login or their student can direct them to the site. This presentation will be recorded.

Time: 5.30pm-6.30pm (presentation followed by question/answer session)

If you have any questions please contact me on 62090140 or via email at [maria.odonnell@mackillop.act.edu.au](mailto:maria.odonnell@mackillop.act.edu.au).

**Maria O'Donnell • Assistant Principal Academic Care**

## Music Program

It has been a great semester for Music. Despite missing a lot of rehearsals, the co-curricular ensembles have made significant progress and have given a small recorded performance for family and friends to enjoy.

If you are keen on joining an ensemble next semester, please don't hesitate to come along to the Music Room at Padua on these mornings:

Tuesday 8.15am - Vocal Ensemble

Wednesday 8.30am - the NEW Year 7 Band

Thursday 8.15am - String Ensemble

Friday 8.15am - Concert Band

**Veronica Boulton • Director of Performance and Music**



## End of Semester Reports

End of Semester Reports have been emailed to families on Thursday 2 July 2020. If you have any concerns regarding your reports please notify me via email. If you did not receive your report, please email [janine.hickson@mackillop.act.edu.au](mailto:janine.hickson@mackillop.act.edu.au).

**Maria O'Donnell • Assistant Principal Academic Care**

## Pick up & drop off - Padua Campus

Fr Tony has asked that parents not collect or drop off of students in the car park at the front of the St Anthony's Church and Presbytery. Fr Tony is concerned at the increased volume of traffic in the church car park and the possibility of students being injured. Your assistance in complying with his wishes is greatly appreciated.

Paul O'Callaghan • Campus Head (Padua)

## School fees

Term 3 2020 fee statements will be sent electronically in the upcoming holidays. It is most important that you notify the College regarding any changes to your email address as this is our primary form of communication.

Thank you to the families who have paid Term 2 fees. Any outstanding fees should be paid immediately unless paying by Direct Debit or other approved arrangement.

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

## UC Information for Years 11 & 12

### EARLY OFFER ROUND (COVID-19)

The Early Offer Round (COVID-19) exclusive to the University of Canberra will close for student applications on 5 July 2020 and will require a recommendation from their school by 26 July 2020. This provides students with the opportunity to receive an offer as early as 13 August 2020. [LEARN MORE](#)

### FAST FORWARD PROGRAM

UC is seeking current Year 11 students who have demonstrated extra-curricular engagement in the last 18 months with a sound academic record (>70%). The Fast Forward program has a range of benefits and will support students from the end of Year 11 through to their first year of university. Benefits include an early unconditional offer in Year 12 and a \$2000 study grant in their first year of university. [LEARN MORE](#)

### VIRTUAL OPEN DAY

UC's Virtual Open Day will take place on Saturday 22 August. You will also be able to engage with pre-recorded information sessions and live chat from Sunday 23 August through to Friday 28 August. Save the date! Keep an eye out for further details.

Karen Hundy • Careers & VET Coordinator

## School Census Privacy Notice

The Non-Government School Census takes place in Term 3. Please see the collection notice at the end of this newsletter for information.

## Year 7 SRC

The Year 7 Community Day last week commenced the election process for the Student Representative Council. Students had a presentation about leadership and had the opportunity to demonstrate their leadership qualities in each of the activities they engaged with on the day. 30 students nominated to stand as candidates for the four leadership positions, one representing each House.

The election results were announced this morning and the successful candidates will be inducted into the SRC and presented with their Leadership Badges at the next Padua Campus Assembly.

Congratulations to the elected student leaders in Year 7 for each House:

David Reyes (Mingygari), Isobelle Subritzky (Gurabang), Andrew MacKenzie (Meup Meup), Millie Terracini (Ngadyung).

**Lachlan McNicol • Assistant Principal Pastoral Care**

## Year 7 Community Day

The Year 7 Community Day was held on Wednesday 24 June for Year 7 to participate in a range of activities whilst learning the skills of communication and leadership. The day allowed students to interact outside of the usual classes and provided an opportunity to meet other students from our grade and participate in the given tasks. From the day's activities I learnt that when being in a leadership role it is important to realise that you are serving others and it not necessarily about the leader. An important quality is to be selfless and not selfish. The various activities that we participated in tested our communication skills and the importance of working as a team to achieve a common goal. The day was enjoyable and we learnt many skills for the future. Thank you to Mrs Galvin, Mr Wood and the Year 7 PC Teachers for arranging the activities for the day.

**Faye Grant • Year 7**



## Year 8 First Aid

The Year 8 experience of First Aid training taught us valuable skills of basic first aid that can help detect different dangers, what precautions to take and how to save lives. We learned the importance of resuscitation to increase a victim's chance of survival in an emergency. We also learned about anaphylaxis and how epi-pens work to save someone having an allergic reaction. We also learned how to stop bleeding and what to do if someone is having an asthma attack. The presentation was clearly delivered and we were able to put into practice many of the things that we learned including practising resuscitation on mannequins.

**Juan Gonzalez Guerrero • Year 8 SRC**



## Year 8 Coastlife

The Coastlife program that the Year 8 participated in on Wednesday and Thursday of Week 19 was both a learning experience and a super fun day for the Year 8's. The program consisted of many activities that helped us develop leadership and teamwork skills and expand our problem-solving skills and creative thinking. Coastlife also helped students develop relationships and interact with people we wouldn't usually, which was great. Our Coastlife experience included many games and activities: one of my favourites was the wooden plank team walking where we had to be tactical and use teamwork and leadership skills to ensure our team was able to walk. Overall, Coastlife was a great experience; the skills we developed and created will help us in the future.

**Maggie Robinson • Year 8 SRC**

## Year 8 Rock and Water

The Rock and Water Program was a great learning experience full of interesting activities. During the program Year 8 learned about multiple topics, including resilience, dealing with bullying and adversity, and the bystander effect. We also learned how we can stop it, and how we can stand up for our friends and peers who may be facing adversity. We participated in activities that showed how when we work together we can achieve what we set out to do, to the best of our ability. These activities also showed how much one person's actions can affect others.

**Connor McDonough • Year 8 SRC**



## Year 8 Motivational Videos

Year 8 have watched some short videos on people who have accomplished something big and the challenges they faced. They were great to watch because they showed us that if you want to accomplish something you have to work hard and that it's not always easy. An example was the story of Dylan Alcott. Dylan, who has always been in a wheelchair, thought that his life would just be ordinary and that he wouldn't do anything spectacular. However, in 2008 he won a gold medal in wheelchair basketball at the Paralympic games. Dylan explained that having a positive mindset and attitude towards things can have a massive impact on the way things will turn out. As students in Year 8 hearing that message can help us remember that when we put our minds to something we can accomplish anything. We have been learning about "Rock and Water" body language. By being "Rock" you are being determined, strong and grounded and by being "Water" you are relaxed, flexible and confident. Dylan showed the "Rock and water" attitude by being determined to achieve his goal, and keeping a positive and confident attitude and always believing that he can accomplish anything.

**Jasmine Dube • Year 8 SRC**



## Year 9 Transition Day

The Year 9 Transition Day gave the opportunity to explore the variety of elective options offered at the St Peter's Campus, as well as the many tools and programs put in place to aid us in our senior studies and prepare us for the workforce. We were taken through each of the electives and the teachers made sure we had a complete understanding of them. Many of my peers agree, that we are excited about taking control over our own learning and take comfort in the many resources put in place to help support us through our last years of high school. The experience of the day reassured us that MacKillop will provide many opportunities to make us ready for the path each of us chooses in the future.

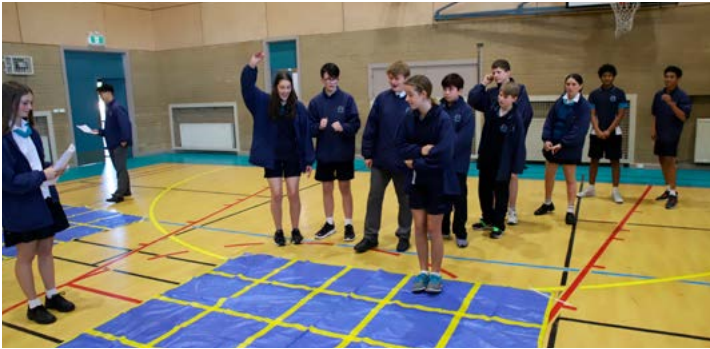
**Hayley Kelly • Padua Campus Captain**



## Year 9 yLead

yLead was an enjoyable, eye-opening experience for the whole Year 9 cohort. As the four House groups, we participated in many activities that involved problem solving and team bonding, and through these activities we were taught how to improve these skills that we will use for the rest of our lives. Three amazing yLead representatives came to help us with these activities and also tell us some stories about leadership, from their own personal experiences. Overall, this program was a delightful experience that taught us how to be leaders in an everyday environment. Leaders are those who show initiative, be it in front of everybody, or from behind the scenes. As future leaders of this world, this experience will stay in our minds, and encourage us to make a difference.

**William Perrott • Padua Campus Captain**



## Year 10 Reflection & Recreation Day

After learning about the Year 10 Urban Challenge, Year 10 students had been excitedly looking forward to the experience. We were all disappointed when we found out that it would be unable to go ahead as planned. Instead of continuing with our classes, our Year 10 Coordinators prepared for us a Year 10 Reflection and Recreation Day. The day was full of activities that allowed us to be in small teams with our friends. After a challenging semester, it allowed us to unwind and enjoy finishing the term on a positive note. The activities were fun and engaging with a variety that kept us positively involved throughout the day.

**Charlie Pettersen • Year 10 SRC**





## Back to normal for Visual Arts

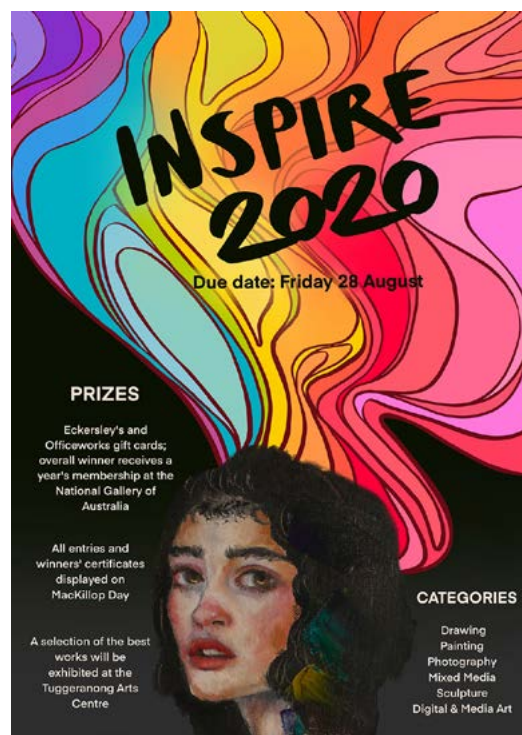
Remote Learning provided its challenges for Visual Arts students but it certainly did not dampen their creativity and enthusiasm!

Year 7s created crazy 3D monsters out of whatever they could find at home and Year 8 2D Art students created amazing animal drawings to prepare them for producing mixed media artworks about Endangered Species. Year 12 Sculpture students took home bags of clay to commence creating a sculpture designed to fit in a specific location with their home (inside or out). Year 10 Photography students produced portraits with focus on composition and Year 11 Drawing students completed online drawing tutorials.

The launch of Inspire 2020 has been met with great enthusiasm and, as I write, 15 artworks have already been entered. Year 7 are leading the way with seven entries, closely followed Year 8 with five. Year 9, 10 and 11 have one entry each at this stage. Photography is again the most popular category so far, followed by Digital & Media Arts. I know many students are planning to use their holidays to create artworks to enter and I look forward to seeing them when we return in Term 3. The due date for entries is Friday 28 August. Usually all entries are exhibited at MacKillop Day celebrations at the St Peter's Campus in September. If this cannot go ahead, we will produce a digital exhibition in its place. We also hold an exhibition at the Tuggeranong Arts Centre each year that features the very best Inspire entries. At this stage our exhibition will be held a little later but for a longer time than usual, from 21 November to 19 December.

Life Drawing will go ahead in Term 3 for interested senior Visual Arts students. This takes place at the Tuggeranong Arts Centre and a letter will go home about this at the commencement of Term 3.

**Tamara Murdoch • Visual Arts Coordinator**







## The Art of Hermanssburg Pottery

Our unit in Visual Arts this term was Hermanssburg Pottery. In this unit we learned about the Hermanssburg community and potters and we have created our own version of Hermanssburg Pots.

Hermanssburg (Nataria) is located in the central desert, west of Alice Springs and has been home to popular Indigenous artists such as Albert Namatjira. The Hermanssburg community are Western Arrernte people. Hermanssburg is a small community which was established by Lutheran Missionaries in the Nineteenth century. Clay was a common resource available in Hermanssburg according to the moisture of the ground during different seasons. Initially, they didn't make pots but painted watercolour paintings. When pottery was introduced, the artists designed them to be influenced by their surroundings; specifically, wildlife and locations such as the MacDonnell ranges.

Due to remote learning, we had some constraints on the creation process of the pots. Therefore, we created miniature versions of the traditional pots. Our designs consisted of a creative finial that displayed the subject theme and the pot itself. We used knowledge of our environmental surroundings to produce ideas such as koalas, kangaroos, eucalyptus and other Australian themes. After building the pot using a coiled technique, we painted the surface of the pot for our creative designs. We even learnt some Arrernte language to describe our pots. Overall, we enjoyed the educational experience and have extended our knowledge of pottery in Indigenous Australian art.

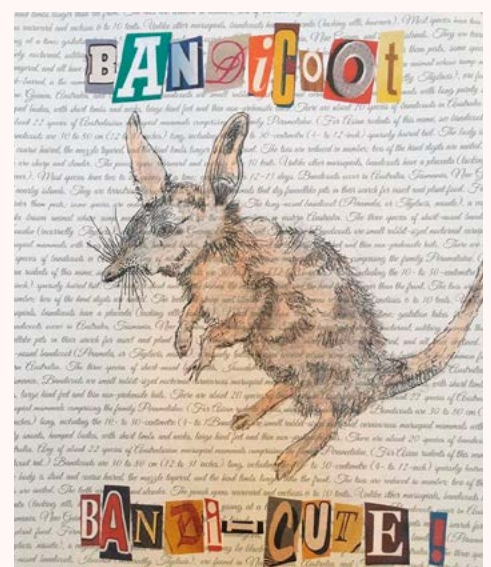
Jesinda Sebastian and Hima Pynadath • Year 7

## My Art Project

My recent project was very enjoyable to make. I incorporated mixed media by fading the drawing into text and giving it some quirky writing. I thought the bandicoot would make a good subject for my artwork because seven out of the 11 known species of bandicoot are either extremely endangered or extinct. I made this artwork by printing off a piece of paper that had scrawled writing. I made the writing a light grey so that I could draw over the top of it without the writing standing out too much. I then did a rough sketch of my bandicoot which I later went over with a fineliner and then coloured using pencils. I then printed off a font of torn newspaper letters and cut them up and glued them on the paper to have my slogan- like title: *Bandicoot, Bandi-cute!* I thought this was a good idea for an artwork as I wanted to convey a message about the large amounts of animal species that are going extinct in Australia.

There are currently over 86 species of animals in Australia that are considered critically endangered or even extinct. This artwork was a lot of fun to make and I found that using mixed media with my drawing was a lot better than having a plain drawing. This artwork has given me an interest in mixed media art and I will surely create more in the future!

Marius Gold • Year 8



## STEAM Events

### STEAMing ahead of the rest!

Just this week we had our third, biannual, Year 8 CO<sub>2</sub> Dragster meet which drew upon a record of 94 cars that were designed and constructed for aerodynamics and speed. This activity utilised the principles of Science, Technology, Engineering, Art and Mathematics to optimise each project for maximum speed and aesthetics. The winner for the best design went to Alexander Murray for his car, "Timothy". The fastest car this semester was "The Tomato", designed and created by Emily Nguyen and Leila Mitchell. The race time they achieved was 0.365 seconds at a speed of just under 60 metres per second. Great work!



### First successful traverse of the Moon's surface

In what was a first for SMMC and the STEAM department, Ms Head and her STEAM class were the first successful team to cross the Moon's surface! This competition started late Semester 2, 2019 and is a simulation of an authentic race between NASA, The Indian Space Agency (ISA), Japanese Space Agency (JAXA) and the European Space Agency (ESA) in 2016. The competition saw the relevant space agencies design, develop and test Moon rovers to run a specified distance on the Moon's surface. There are different layers to their competition, as there were in ours. These include; travelling from point A to B, avoiding obstacles and detecting water. Special congratulations to Dylan Peraic-Cullen and Jack Wilson who successfully traversed the Moon's surface.



Perry O'Connor • STEAM/PBL Project Coordinator



## Year 7 Tech

Here are some examples of the Year 7 remote learning project for Technology, in which students repurposed household items to create new products.

## Big Science Competition

The ASI Big Science competition is a nationally benchmarked Science competition for students in Years 7-10. It is an online, multiple choice competition with questions that draw on real-life examples and contemporary issues. Students are assessed on their critical thinking, scientific literacy and problem solving skills. Over 50 MacKillop students from Years 7-10 participated in the competition in 2020 and all are to be commended for their willingness to volunteer and their efforts in this extra-curricular activity. A number of these students were awarded certificates for their performance in the competition:

- Year 7 Credit: Eleanore Burg, Zahra Crouch, Lara D'Ambrosio, Christina Giannis  
Year 8 High Distinction: Milly McCabe, Alexandra Phathanak, Cameron Rutten, Lucius Stefanuti  
Distinction: Amy McLachlan, Freya Stanford, Jasper Van Doorn  
Credit: Alexander May, Jessica Reardon  
Year 9 Distinction: Patrick Dunn  
Credit: Nila Ranjith, Justine Rasheed, Hamish Williamson  
Year 10 Distinction: Ryan Blundell, Patrick Couper, Chiara Hackney-Britt  
Credit: Jenny Atkinson, Sienna Molloy, Isaac Muscat, Dylan Neindorf, Kai Viljakainen

Kate Goolagong & Tristan Burg • Science Coordinators



## INSIGHTS

# Developing young people's emotional smarts



The last few months has certainly been a test of young person's emotional smarts. The ups and downs of the COVID-19 experience continues to play on the emotions of all us, but for adolescence who are going through a period of brain development, this can be a particularly tricky time. Fortunately, parents are in a wonderful position to assist and in doing so develop emotional smarts in their young people. The following strategies will help:

### Talk openly about feelings

Your young person will benefit from being around adults who talk about their own emotions and feelings rather than ignoring or bottling things up. A focus on emotions builds their vocabulary and also gives them permission to do the same.

- Talk about the emotional impact that daily events such have on you
- Ask them how they feel or react emotionally to things that happen to them
- Use specific terms for feelings such as 'irritated', 'nervous', 'tense', 'annoyed'

### Build awareness of the triggers

Your young person may experience mood swings due to the changes occurring in both their body and brain as well as the changes COVID-19 brings. They may feel confused and even fearful of their reactions. Help your young person recognise the situations and events that trigger different emotions. Your young person may be aware that returning to school, for example, may make them nervous but they may not realise that they become annoyed when they're told to do something rather than when they are asked.

- Discuss trigger events and moments with your young person
- Make a list of trigger moments to help him prepare for them
- Develop plans to better manage emotions before they spiral out of control

### Encourage journaling

Young people often have difficulty internally processing many of the events that happen during the course of day, leading to confusion and worry. Encourage them to keep a daily diary or journal so they can make better sense of events and situations that impact on them emotionally. Getting their thoughts and emotions down on paper helps them gain clarity, gain control of their emotions and build better mental health. Writing thoughts and worries down prevents constant rumination, which often leads to catastrophising.

- Give your young person the privacy needed for journaling
- Remind them that posting on social media is different to journaling
- Share with your young person how you process your thoughts and emotions in healthy ways

## Differentiate between feelings and mood

Adolescence can be a confusing time, particularly when they're changing from primary school to secondary school. Feelings of confusion and self-doubt can seem like constant companions. Help your young person understand the difference between mood and feelings. A mood can stay for a long time – days and weeks – and is impacted by the lifestyle factors such as sleep, diet and exercise. Feelings are fleeting. They come and they go. They are easily shifted with simple tools such as breathing, visualisation and distraction.

## Accepting discomfort

We naturally want to feel happy and content, however life is never that simple. Your young person is more than likely learning to come to terms with that. Help them feel comfortable with unpleasant feelings such as sadness, disappointment, jealousy and frustration. Let them know that there are behaviours that can't be tolerated such as aggression and hurting others, but there is nothing so bad that they can't talk about it. Introduce them to healthy coping skills they can use to make uncomfortable situations more tolerable. These include:

- Humour: having a laugh or finding a funny side is a great coping strategy
- Normalisation: understanding that you are not the only person experiencing something helps to rationalise thinking
- Distraction: taking a break from a situation if only for a short time is very therapeutic
- Compartmentalisation: stopping an event infecting all areas of life is a wonderful coping skill
- Goal-setting: finding solutions to problems and taking the first steps needed to reach them creates a sense of hope and momentum

Emotional intelligence is a skill that grows over time. It's like working out at the gym – those muscles will take time to build. Similarly, those emotional muscles will take some time to grow stronger. They may need time to talk about and explore their feelings, and become more accustomed to experiencing feelings, even those that make them feel uncomfortable.



### Michael Grose

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



**Australian Government**

**Department of Education, Skills and Employment**

Dear parent / guardian / staff member

### **2020 Non-Government School Census collection notice**

The Australian Government provides funding to Australian schools under the *Australian Education Act 2013* (AE Act). The AE Act and the associated *Australian Education Regulation 2013* (the AE Regulation) require that a school authority provides the Australian Government with certain information about the school, its staff, and student body to ensure the school's funding is properly calculated and appropriately managed. This information is collected by the Department of Education, Skills and Employment (the department) on behalf of the Australian Government.

#### **What information does the department collect in the Non-Government Schools Census?**

Any personal information collected is protected by law, including the *Privacy Act 1988*, and will be handled in accordance with that Act, the AE Act and the AE Regulation.

The authorities that operate schools, such as a Catholic Education Office or an independent school authority, will provide basic information about the school to the Australian Government. This includes its name, address, contact details and years of schooling offered.

The school authority must provide information to the department about the makeup of the school's staff and student body during an annual school census. This is because Australian Government funding varies according to whether students are primary, secondary, receiving distance education, or are overseas students and is calculated to provide additional funding, called 'loadings', for students at educational disadvantage.

The school authority must provide the department with information about the number of staff and students at the school (no names are provided), including the number of:

- teaching and non-teaching staff
- primary and secondary students
- full-time and part-time students
- Aboriginal and Torres Strait Islander staff and students
- students with disability
- students receiving distance education
- boarding students
- overseas students.

The department will also collect the name, position and contact details of the staff member nominated as the primary contact for the annual census.

The authority is required to publish some of this information, and it is also published by the Australian Curriculum Assessment and Reporting Authority (ACARA) on the My School website at [www.myschool.edu.au](http://www.myschool.edu.au).

There may be circumstances in which a school authority will voluntarily provide personal information about individual students to the department. Where a student has not attended a school during the annual Census Reference Period, but the authority wishes to receive funding for them, the authority will provide the department with information about a student showing they meet funding criteria. The department does not require information that identifies an individual student and asks the authority to censor any documents before providing them. The department will destroy any documents it deems sensitive immediately upon receiving them.

### **Why is this information collected?**

The department collects the information outlined above for the purposes of the AE Act, which include:

- calculation of Australian Government funding
- publishing and providing information about schools to the public.

The department also uses the information for research, statistical analysis, and policy development on school education for the Australian Government.

Aggregated information from the annual school census about the school's student body may also be used to validate data from other collections undertaken by the department, such as the Student Residential Address And Other Information Collection.

### **Who receives this information?**

School authorities provide this information directly to the department. The department may in turn pass the information on to ACARA, state and territory education departments and authorities, the Australian Bureau of Statistics (ABS), and the Productivity Commission. Information passed to ACARA, state and territory education authorities, the ABS, and the Productivity Commission is used by those organisations for their public purposes. For example, the information collected from school authorities under the AE Act forms part of the national statistical collection maintained by the ABS.

From time to time, the department engages contractors to audit or verify school records to ensure that the information a school authority provides to the department on behalf of a school is accurate. The information previously collected by the department may also be passed onto these contractors for this purpose. When carrying out an audit, the contractors may need to access information about individual students from the school's records. This information may be 'personal information' within the meaning given in the *Privacy Act 1988*.



The contractors may pass this information onto officers within the department if there is a discrepancy in the data provided by the school and the school's records and further investigation is required.

The department will also provide the information to other organisations if required or authorised by law to do so. Other than in exceptional circumstances (for example, investigation of fraud relating to overseas students), the department does not disclose any of the personal information collected to overseas recipients.

### **Contacts for further information**

If you have questions about the collection of information about schools by the Australian Government under the *Australian Education Act 2013*, please contact:

The Recurrent Assistance for Schools team at: [schools@des.gov.au](mailto:schools@des.gov.au).

You can get more information about the way in which the department will manage any personal information collected, including information on accessing or correcting that personal information, and how to make a complaint, in our full privacy policy at [www.des.gov.au/privacy](http://www.des.gov.au/privacy) or by requesting a copy from the department at [privacy@des.gov.au](mailto:privacy@des.gov.au).