



# MARY MACKILLOP COLLEGE

NUNDAH - BRISBANE - AUSTRALIA

## THE REMARKABLES PROGRAM

Designed for a seamless, confident transition to high school  
through belonging and empowerment.

Rich in history & tradition



Empowering the woman of tomorrow



TRULY  
*Remarkable*  
WOMEN



## A Truly Remarkable College

- An innercity Catholic All Girls School in the Josephite tradition
- Situated in the heart of Nundah, Brisbane
- 620 students: grade levels 7 - 12
- Welcomes all cultural traditions, religious backgrounds, ethnicity & social capability
- Fee accessible College
- Brisbane Catholic Education - a system of 146 primary & high schools
- Over 60 years of educating young women

## Modern Facilities

- Advanced Science, Technology, Engineering & Mathematics (STEM) Laboratories
- State-of-the-Art Library
- Flexible Learning Spaces
- Large Undercroft
- Lift & Accessibility Features
- Modern Amenities





Our incoming Year 7 students face a major life transition. Their parents struggle with this change and families can be overwhelmed with anxiety, uncertainty and excitement. *The Remarkables Program* seeks to develop a positive sense of anticipation for students' next phase of schooling.

## Striving for a Successful Transition to High School

- Fosters independence
- Nurtures social connections for students and parents
- Opens communication to foster well being

**CURIOUS**

**CREATIVE**

**SELF-DIRECTED**

**RESILIENT**

## The MacKillop Way



# The Remarkables Program

## 6 Steps for a Successful Transition to High School

### The Issue

High school in Australia starts in Year 7, when students are 12 years old, after 7 years in a local primary school. Students and their families entering our College were becoming more and more anxious, not feeling as though they belonged, and were very unsettled in their first year of high school. At this time students can become socially and educationally lost. Transitional challenges are associated with adjusting to a new physical, educational and social environment with generally less personal support than they had at primary school. Negative transition experiences can have a profound effect on a young person's wellbeing through anonymity, alienation from peers, increased anxiety and decreased self-esteem.

### Our response:

- 1. Remarkables Program Year 5** - Introduction of *The Remarkables Program* for girls when they are in Year 5. Invite students when they are enrolled, accepted and in Year 5 to come along to learning programs in Art, Sport & Creative Writing in the school holidays. While girls are with the coordinator/teacher, Principal meets with the parents.
- 2. Remarkables Program Year 6** - Continue when they are in Year 6. Invite students when they are enrolled, accepted and in Year 6 to participate in sport programs in the school holidays.
- 3. Remarkable Readers Program** - Invite girls to 4 x Wednesday after-school sessions. Provide afternoon tea and social activities to build friendships, social capacity, confidence in the campus and begin to build relationships with teachers. Invite parents for a "Cuppa with the Principal".
- 4. Orientation Day** - Invite all Year 7 students on campus for a full-day immersion and experience program of life at the College.
- 5. Transition Afternoon** - Invite all Year 7 students on campus for an afternoon with their parents. They spend time with their "Big Sisters" while parents attend an information session.





- 6. Year 7 Innovation Program** – All Year 7 students are placed with a core teacher, who teaches an integrated unit covering 3 core subjects. The class stays in the same classroom, thus bridging primary school and high school. The integration uses Transforming Learning Strategies – learn by moving around with others.

## Year 7 INTEGRATION

### Implementation Strategy



Integrated English, Humanities & Religious Education



Embedded 4Cs pedagogical strategies plus Q-Matrix framework as a tool to deepen questioning capacity



Focus on curiosity as a learner disposition

- Smooth transition to high school
- Designed to ease anxiety with a supportive, structured environment
- Students have fewer subject teachers, helping them build stronger relationships & feel more secure
- English, Humanities & Religious Education are combined to deepen understanding & reduce assessment overload
- Engaging, student-centered Transformative Learning teaching methods foster creativity, curiosity & independence
- Building confident, self-directed learners
- Encouraging students to take ownership of their learning journey from the start



# Benefits

## Student

- Lower anxiety
- Core teacher for 3 subjects – usually 3 times a day (out of 5)
- Builds deeper relationships with the teacher & parents
- Lower incidence of misbehaviour
- Greater engagement in learning
- Deeper learning opportunities
- Flexibility
- Teacher consistency
- Interdisciplinary connections
- Group work & collaboration
- Deep thinking & discussion

## Staff

- Flexibility
- Agency
- Lower work intensification
- Builds teacher-student rapport

## Parent

- Ease into high school with 1 core teacher
- Begin to build partnerships with the College
- Become familiar with the surrounds
- Begin social connections



## The 4 P's



MacKillop Learners are:

- **Prepared** - Do I have all the equipment I need to be successful in class?
- **Punctual** - Am I on time for each lesson of the day? Do I line up and greet my teacher?
- **Polite** - Am I waiting for my teacher to give me instructions? Am I modelling the MacKillop Way?
- **Productive** - Do I use my class time wisely to achieve my potential?

## Big Sister Program

Each Year 7 student is allocated a Big Sister as she commences her journey at the College. Our Big Sister Program further supports our Year 7 students, providing them with an avenue to ask questions, learn, and come to understand what it means to be a MacKillop Women.







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**[mmc.qld.edu.au](http://mmc.qld.edu.au)**

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