



14 July 2022

PRINCIPAL'S REPORT

Welcome back to all students, parents and community members following the school holidays.

I hope that the students enjoyed a good break, resting and also finding time to do somethings that they cannot regularly do.

In this coming Sunday's Gospel reading (Luke 10:38 – 42) we hear the story of the conflict between Martha and Mary. Martha expresses her concern to Jesus that her sister isn't helping her with the many tasks of hospitality and asks Jesus to address the situation. We understand that Jesus invites Martha to see the situation differently and to centre herself more on Jesus' teaching.

Perhaps there may be something in this message for us.

We may find ourselves being pulled in many different directions by many different influences.

We pray that we may be able to centre ourselves on the message of Jesus and be guided to be who God calls us to be and by what God asks us to do.

Loving God

*We give thanks for the freedom that we have in our lives.
Help us to be centred on your teaching to assist us with our purpose.*

*Guide us as we consider who we are called to be.
Direct us as we seek help with what we are asked to do.
May we hear your voice always.
We make this prayer in Your name.
Amen*

Staffing update

We welcome back from leave the following staff to the College to begin Term 3.

- Chanel Rametta: teaching primary Health and Physical Education

We also offer a warm welcome to the following staff new to the College to begin Term 3.

- Lydia Soh (beginning 8 August): psychologist replacing Jackie Freeman who is on leave
- Kerry Barrett: teaching class Year 1D two days a week to cover Maria Caputo who is taking on a different role at the College this semester
- Nicholas Perera: teaching primary Health and Physical Education
- Angela McIlroy: teaching secondary science and maths to replace Xavier Lane who finished his appointment at the College at the end of Term 2
- Shehani Therese: piano teacher to replace Geoffrey Scarlett
- John Chapman: Product Design Technology Assistant replacing Andrew Bannister who concluded at the College at the end of Term 2

College Directions

Thank you again to parents who attend the School Directions Discussion Evening on 14 June. I will be emailing parents further opportunities to contribute to the College's Directions Project including:

- Online discussion sessions
- Online survey

Marymede Day

We look forward to celebrating Marymede Day on Friday 12 August.

Staff are organising the details of Marymede Day at the moment and so more details will be shared in the coming weeks.

I can confirm what we have established as the purpose and success criteria for the day:

1. Purpose
- To celebrate Marymede Catholic College, recognising Mary as our patron

2. What would make the day successful?
 - We participate meaningfully in the celebration of the Eucharist
 - The College comes together and fosters our sense of belonging and community
 - Students and staff are engaged in celebratory activities and have fun
 - Each House raises money for their charity

Community Engagement Team

We have established a new team in the College: the Community Engagement Team.

This team will enhance relationships with current and prospective parents and students, promote the successes of the College and manage the enrolment process. This will in time include the development of a new College website.

I am really excited to announce that we have appointed three team members who will join existing staff to form the College's Community Engagement Team.

The following people have recently been appointed:

- Fleur Bedford: Director of Marketing and Communication
- Daniel Pergolini: Digital Communication Coordinator
- Yvonne Smith: Student Enrolment Coordinator

Fleur, Daniel and Yvonne will begin at the College at different times in August. I welcome them to the College and have confidence that their skills, experience and dispositions will see them have a very positive impact on the College.

College Leadership Team 2023

Changes are being made to the structure of the College Leadership Team for 2023. These changes address the following aims:

- provide appropriate and timely support for students, parents and staff
- ensure the College functions effectively from a strategic and operational point of view
- support the expansion of the College to a multi-campus school
- ensure that different parts of the College are provided with appropriate nuanced support

The College Leadership Team for 2023 will include the following positions:

- Principal
- Deputy Principal – Catholic Identity and Mission
- Deputy Principal – Educational Practice
- Deputy Principal – Professional Standards
- Deputy Principal – Student Wellbeing
- Deputy Principal – Head of Primary Campus
- Deputy Principal – Head of Doreen Secondary Campus
- Deputy Principal – Head of South Morang Secondary Campus

- Business Manager

We have advertised a number of Deputy Principal positions as a consequence of this restructure with applications closing on 18 July.

I look forward to informing you once appointments have been made and explaining more about how these roles will support students, parents and staff next year.

Year 7 2024 Enrolments

Please be reminded that enrolment applications for Year 7 2024 close on Friday 19 August.

Please submit applications as soon as is possible.

I will be advertising further information evenings for Year 7 2024 very shortly.

Best wishes to all students for their learning across the next fortnight.

Timothy Newcomb
Principal

DEPUTY PRINCIPAL WELLBEING AND OPERATIONS PREP – YEAR 12

PB4L skill for Weeks 1 & 2: Respect

As part of our Positive Behaviour for Learning (PB4L) rollout, students and staff will be explicitly learning and practising specific positive behaviour skills within the expectation RESPECT across Term 3. The specific behaviour skill taught on Tuesday this week and the focus of daily interactions for weeks 1 & 2 in Term 3 is:

- Secondary: RESPECT – Follow staff instructions
- Primary: RESPECT – I listen and follow teacher instructions the first time

Secondary School Positive Behaviour Expectations

	Resilience <i>Being resilient means I will...</i>	Respect <i>Being respectful means I will...</i>	Responsibility <i>Being responsible means I will...</i>	Safety <i>Being safe means I will...</i>
At all times in all Spaces	<ul style="list-style-type: none"> • Be kind to myself • Strive to complete all tasks • Develop a growth mindset • Be proactive in communication • Practise forgiveness 	<ul style="list-style-type: none"> • Actively listen and respond with kind words and empathy • Follow staff instructions • Take personal care for personal and property • Actively enable everyone's right to learn 	<ul style="list-style-type: none"> • Speak clearly and loudly • Be present • Take ownership of my learning • Abide by school uniform requirements • Care for the environment • Support the right of others to learn 	<ul style="list-style-type: none"> • Move in an appropriate way • Be an upstander • Operate equipment according to guidelines • Stay within designated areas • Be mindful of people around me • Be smart
When I am online		<ul style="list-style-type: none"> • Communicate politely and considerately 	<ul style="list-style-type: none"> • Present and protect the reputation of the college • Actively contribute to online learning 	<ul style="list-style-type: none"> • Protect my personal information and digital footprint • Report cyber bullying
In public spaces (places where the majority of people are visible)		<ul style="list-style-type: none"> • Be considerate of the public, all members of the school community, and visitors 	<ul style="list-style-type: none"> • Represent the College with pride • Prioritise the welfare of self and others 	<ul style="list-style-type: none"> • Use public school transport with care

Primary School Positive Behaviour Expectations

	Resilience	Respect	Responsibility	Safety
At All Times in all Spaces	<ul style="list-style-type: none"> • I give everything a go and I make an effort • I use a variety of strategies to clearly solve problems • I can ask for help 	<ul style="list-style-type: none"> • I listen and follow teacher instructions the first time • I use appropriate language • I am kind to myself and others 	<ul style="list-style-type: none"> • I take ownership of my actions and words • I make positive choices • I take care of my possessions • I will wear my uniform appropriately 	<ul style="list-style-type: none"> • I keep my hands, feet and objects to myself • I am in the right place at the right time • I move in a safe and appropriate way • I am an upstander
Inside spaces	<ul style="list-style-type: none"> • I have a growth mindset 	<ul style="list-style-type: none"> • I allow people to speak and learn without interruption 	<ul style="list-style-type: none"> • I am prepared and take ownership of my own learning • I learn cooperatively with others as part of a team 	<ul style="list-style-type: none"> • I use classroom resources appropriately
Outside spaces	<ul style="list-style-type: none"> • I am a good sport 	<ul style="list-style-type: none"> • I care for the environment • I take turns and play cooperatively in games • I treat others how I like to be treated 	<ul style="list-style-type: none"> • I use the toilets appropriately • I am on time for class 	<ul style="list-style-type: none"> • I am SmartSmart • I am careful when moving through carparks and near roads
When I am online	<ul style="list-style-type: none"> • I can cope if technology is unavailable 	<ul style="list-style-type: none"> • I only post appropriate images and comments 	<ul style="list-style-type: none"> • I only use school approved sites and apps when learning 	<ul style="list-style-type: none"> • I report things that make me uncomfortable • I keep passwords private

The four positive behaviour expectations – Respect, Responsibility, Resilience and Safety – are a core agreement

with each other about how we expect staff, students, and families to interact as part of the Marymede Community.

COVIDsafe setting for Term 3: changes and continuations

As you would be aware, following advice from the Acting Chief Health Officer, the Victorian Government announced a few changes to the pandemic orders both this week and a few weeks ago. The following COVIDsafe settings differ from Term 2:

- As of Wednesday 13 July, Household contacts who have recovered from COVID are now only exempt from mask-wearing and daily RAT testing for 28 days (4 weeks) after their isolation period ends.
- There will no longer be a mandated vaccination requirement for staff or volunteers working in mainstream schools. This change came in from 11.59pm Friday 24 June, so in effect from the start of Term 3 2022. With almost 100% of school staff now vaccinated across Victoria, this will cause little change to our school.
- Parents and carers who have COVID-19 are now permitted to transport their non-COVID-19 children via private vehicle to school when an alternative person is not available to assist.

This means that parents and carers will be able to leave COVID self-isolation to take their non-COVID-19 children to school via a private vehicle. The parent or carer must travel directly to and from the school only. They must remain in the vehicle at all times, unless it is reasonably necessary to leave the vehicle to walk the child to and from the entrance of the school safely. They must wear a face mask at all times.

As we continue to learn to live with COVID-19 and the recent increases of cases due to new variants, the following measures remain in place for Term 3 to ensure our College remains a safe environment for our students and staff:

Students identified as household contacts: Students who are identified as Household contacts may continue to attend school under the following conditions:

- A parent or guardian must register the student as a Household contact via the Marymede COVID Household Contacts notification form; and
- Year 3 – 12 students must wear a mask indoors at all times (also strongly advised for P-2); and
- the student must undertake negative rapid tests each school day over the seven days (from first exposure to the positive case); and
- they must remain asymptomatic.

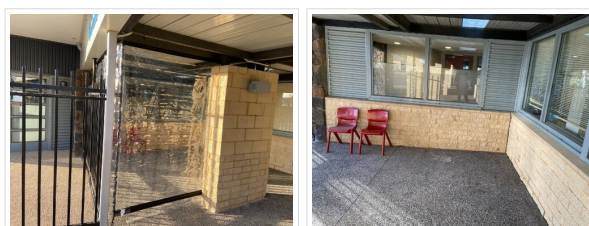
N.B. Students who have previously tested positive for COVID-19 will not be classified as a Household contact for 28 days after the end of their isolation period.

Reporting positive COVID results: Should any student receive a positive RAT or PCR result; a parent or guardian must report this result to the college via the Marymede COVID Notification Form.

The College will notify relevant families through a daily email when a student or staff member has returned a positive COVID-19 result and had attended the college. This email will identify any classes affected and advise students to undertake a RAT and only return to school if they receive a negative result and are asymptomatic.

Students who are unwell must stay home: The most important action school communities can take to reduce the risk of transmission of coronavirus (COVID-19) – and other winter ailments – is to ensure that any unwell staff and students remain at home and get tested, even with the mildest of symptoms (and even with a negative RAT or PCR result).

Any child who displays symptoms at school will be sent to First Aid to be assessed. The First Aid team will contact parents to take home any symptomatic students. While awaiting pick-up, for the safety of staff and other students, any student with COVID-like symptoms will be isolated in the new weather-proof outdoor isolation zone, supervised by First Aid staff:



Availability of Rapid Antigen Tests (RATs) for household contact and/or symptomatic testing: Families may collect a 5-pack of RAT home-tests (one pack per child) from Main Reception as needed. Secondary students may also collect a RAT kit from Main Reception after 3.15pm.

These RAT kits should be used when:

- **Your child is identified as a household contact:** administer a RAT before each school day during the household contact period; or
- **Your child is symptomatic:** a child who is symptomatic should have a RAT each day and may not attend school (even if the RAT is clear).

If your child receives a positive RAT test result at any time, a parent or guardian must register this result through the Department of Health system via COVID-19 Positive Rapid Antigen Test Self-Reporting Form or 1800 675 398 (please also see the previous point for informing the college).

There is no requirement to report a negative result.

N.B. Students who have previously tested positive for COVID-19 do not need to undertake RAT testing as a Household contact for 28 days after the end of their isolation period.

Parents & carers welcome on-campus for pick-up: parents & carers are welcome to enter the campus to meet your child for pickup. While parents / carers are also welcome to walk their child onto campus for morning drop-off, we ask that you please exit the campus once your child has deposited their bag at their safety line / locker. Please do not enter any buildings during either of these times.

No food-sharing: No food-sharing is permitted. This extends to a ban on home-made birthday treats: while we appreciate

the need to mark milestones (particularly in the Primary years), this may only be done using pre-packaged foods.

Face Masks & Physical distancing: Face masks provide excellent protection from both the spread of COVID-19, along with influenzas (the flu) and other winter viruses, helping protect you and those around you. Face masks stop droplets spreading when you talk, cough, sneeze and laugh, which lowers your chance of spreading or catching the virus. While face masks are strongly recommended whenever physical distancing is not possible, they are no longer mandatory in most situations.

- All students and staff are strongly encouraged to wear a face mask when indoors.
- **Face masks must be worn by individuals over the age of 8 when on public transport and school buses** – unless you have a lawful exemption.
- Parents and carers conducting drop-off and pick-up who are unable to maintain social distance are strongly recommended to wear a face covering
- Individuals over the age of 8 must carry a face mask at all times.



We thank all parents and carers and students for your continuing patience, understanding and cooperation in assisting to keep our community safe.

School Community Safety Order Scheme

As we continue to prioritise health and safety in schools, including strong recommendation for mask wearing, everyone has a part to play in creating a safe and respectful environment. Whilst the vast majority of Victorian schools have positive and constructive relationships with parents or carers, when parents or carers are violent or aggressive towards school staff, everyone suffers.

Everyone in the school community has a right to a safe and healthy learning environment and workplace. On 28 June, the new School Community Safety Order scheme became active, including online resources aimed at ensuring all schools are safe and positive places to work and learn.

The Respectful Behaviours within the School Community Policy available on the Department of Education and Training's website, promotes the importance of respectful and collaborative relationships between parents and carers and school staff. It sets out clear guidelines on the expected standards of behaviour for parents, carers and other adults who interact with the school community to reduce the risk and incidence of work-related violence towards school staff.

Respectful school communities start with respectful behaviour

Parents, carers, staff and students can help keep our school community safe, supportive and respectful.

Good relationships are based on:



These behaviours are not okay in our school community:

- Threats
- Violence
- Rudeness
- Harassment
- Discriminatory and derogatory comments
- Aggression
- Intimidation
- Threatening gestures

This includes in-person, over-the-phone, email, text message, social media and online.



A new Building Positive Relationships with Your Child's school web page has also been created for parents, linking to the new Respectful Behaviours within the School Community Policy and with additional information and resources to support parents to engage positively with school staff, including the appropriate pathways for raising concerns or complaints with schools and other useful resources for parents.

This work is linked to School Community Safety Order scheme introduced by the Victorian Government on 28 June, which strengthens protections for school staff against parent and career aggression by empowering authorised persons, such as principals, to issue School Community Safety Orders in response to harmful, threatening, abusive or disruptive behaviour at work.

Violent and aggressive behaviour has no place in Victorian school communities. Staff should not feel that being subjected to violence and aggression is part of the job and are encouraged to report any risks or incidents of abuse, violence and/or aggression (whether verbal, written or physical) to College leadership.

David Broadbent
Deputy Principal Wellbeing & Operations P-12

DEPUTY PRINCIPAL LEARNING AND TEACHING PREP – YEAR 12

Excursions – Parent Helpers

It has been wonderful that we have been able to provide students across the college the opportunity to strengthen their learning through experiences outside of the classroom via a variety of excursions. I'd like to thank the many parents that have already volunteered their time to support us on the excursions: you play a crucial role in supporting student safety and making the many excursions possible.

We're continuing to explore further opportunities to engage with parent helpers and look forward to welcoming parents more frequently back on to campus to share in your child's learning. Please note that parent helpers must provide the College with their valid Working With Children Check card.

Parent Teacher conversations

Bookings are now open via PAM for our P-6 and VCE/VET/VCAL Parent Teacher progress interviews. Please note that bookings placed for P-6 interviews on Tuesday will be taking place on campus. All bookings for P-6 and VCE/VCAL/VET for Thursday will occur via Microsoft Teams. We have elected to trial this hybrid approach following the very positive feedback on the convenience of the online option for families. We will seek further parent feedback following these interviews to gauge whether having both an on-campus and off-campus option for our Primary families is beneficial.

Year 7-12 Reporting

The reports outline the progress of students across the range of learning areas and reflect on the knowledge and skills acquired throughout the semester. This semester in 7-12 we have moved to a continuous reporting model, that is that there is feedback provided and published with the assessment result in real time and visible to parents via PAM and to students via SIMON. As such, a statement of results for students in 7-12 will be published on Thursday 21 July so that it can include the mid semester examination marks. In the meantime, parents are encouraged to check PAM regularly for assessment results and upcoming assessment deadlines.

Jessica Hall

Deputy Principal Learning & Teaching P-12

RESPECTFUL RELATIONSHIPS

Child Safety: How Parents and Families can Help

In 2013, the Victorian Parliament held an inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, resulting in the Betrayal of Trust Report. As a result, the Victorian Government introduced Child Safe Standards for organisations that work with children, including schools.

The Child Safe standards have recently been reviewed and additions and changes came into effect on 1 July (and were published in the 23 June newsletter). These changes will further strengthen child safety across organisations including schools.

In response to these changes, Marymede's entire staff (teaching and non-teaching) engaged in training about the new Child Safe Standards during the school closure day at the end of term 2. The school is committed to regularly training and educating our staff and volunteers on child abuse risks.

As a staff, we support and respect all children and teenagers in our care, as well as our staff and volunteers. We are deeply committed to the cultural safety of children from diverse backgrounds, including Aboriginal and Torres Strait Islander

backgrounds, and to providing a safe and inclusive environment for children with a disability.

The Marymede Catholic College community is committed to the safety, wellbeing, protection and inclusion of all children in our care. All disclosures and safety concerns are treated very seriously and consistently. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

We would like to share some of the ways that the College upholds its obligations to Child Safety and how parents can become involved in doing so as well.

Mandatory Reporting

It is important for families to know and understand the mandatory reporting obligations by which the College must abide.

Mandatory reporting is when the law requires an individual to report known or suspected cases of abuse or neglect.

All school staff, including teachers, are mandatory reporters and must follow specific guidelines and rules regarding when to make a report. If observations are made, or children disclose information that raises concern for teachers, and these concerns fit the guidelines for mandatory reporting, there is no room for personal discretion on the part of the teacher: a report must be made.

It is important for parents to note that it is not the staff member's responsibility to investigate the suspicions or concerns. They must simply make the report. It is the role of the Department of Families, Fairness and Housing (DFFH) to determine whether the details of the report meet the threshold for referral to Child Protection for investigation.

To ensure the integrity of our approach to mandatory reporting, at the beginning of each year, staff are required to complete training about mandatory reporting. At certain times throughout each year, further training opportunities are also provided.

Child Protection

Many families express fear that their children might be removed if a report is made to Child Protection about them. Our experience at Marymede Catholic College is that this is rarely the case.

On many occasions, following a mandatory report, the DFFH intake officer will explain that the report did not meet the threshold for Child Protection Intervention. Very often instead, the outcome is described as a case of 'inappropriate discipline'.

While inappropriate discipline may not meet the threshold for child abuse, it is still of concern to us as a College in relation to our students and families as we are focussed on the wellbeing of everyone in our community. We are keen for parents in our community to have the skills to be able to engage in appropriate behaviour management practices.

As a result of this, Marymede Catholic College would like to offer the following resources from the Raising Children parenting website to the Marymede community to support parents and families to develop skills in appropriate behaviour

management strategies with their children – from a young age, through to adolescence.

- 0-3 year olds resources
- Preschoolers resources
- School age resources
- Pre-teens resources
- Teens resources

Parents who have trouble managing their emotions when disciplining their child(ren) are encouraged to speak to their GP or allied health professional. The following helpline may also provide some assistance: 1800 RESPECT.

Orange Door

At this time, as we continue to recover from the impact the pandemic has had on our community, on our families and ourselves, some families may need a little more support to handle some of the challenges the current environment is posing.

The Orange Door (<https://orangedoor.vic.gov.au/>) is a free service for families who may need additional support. Families don't need a referral for Orange Door; however, it is worth noting that occasionally a mandatory report may result in Child Protection making a referral to Orange Door if they believe that the family might benefit from connecting with additional services and support.

The Orange Door service can provide advice and guidance around parenting, discipline and behaviour management.

It also provides practical support including connecting families with much needed services that they may not otherwise be able to afford such as counselling.

The Orange Door can also provide additional support for families or individuals experiencing family violence.

Feedback and Information

The new Child Safety standards recognise the critical importance of families and the broader school community in maintaining and promoting child safety and wellbeing.

We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures, and practices.

If you have any suggestions, comments, or questions in relation to Child Safety or the new Child Safe Standards please contact the relevant Director.

Directors of Students:

Years P-3, Narelle Collins

Years 4-6, Lisa Murray

Years 7-9, Jack Mather

Years 10-12, David Brick

CAREERS

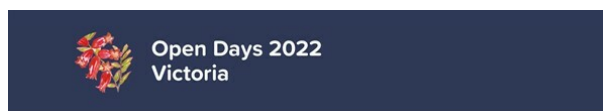
University Open Days

University open days are a great way for you and your child to establish a clear career direction or to gather information about future study options.

Open days run throughout August, and they provide an opportunity for you to compare universities, explore courses, see facilities, and speak directly to university staff who can answer any questions you may have.

Students in Years 10, 11 and 12 should consider attending open days so they can be provided with up-to-date study options and course information.

Please see the list of open days in Victoria below:



Institution	Open Day Date	Website	Virtual Tour
Monash University	Saturday August 6 - Peninsula Sunday August 7 - Caulfield Sunday August 7 - Clayton Sunday August 21 - Parkville		
University of Melbourne	Sunday August 21		
Swinburne University of Technology	Sunday July 31		
RMIT University	August 1-31 (Virtual Open Day) Sunday August 7 - Bundoora Sunday August 14 - Melbourne City Sunday August 14 - Brunswick		
Victoria University	Sunday August 21		
Deakin University	Sunday 7 August - Geelong Sunday 14 August - Warrnambool Sunday 28 August - Burwood		
Federation University	Sunday August 14		
La Trobe University	Sunday August 7 - Melbourne Sunday August 7 - Online/Virtual Wednesday August 10 - Mildura Saturday August 13 - Shepparton Sunday August 21 - Albury Wodonga Sunday August 28 - Bendigo		
Australian Catholic University	Sunday August 7 - Melbourne Sunday August 14 - Ballarat		
CQ University	Saturday August 27 - Virtual Open Day TBC - Melbourne Information Session		
Charles Sturt University	Sunday August 21 - Albury Wodonga		
Torrens University	Saturday August 6 (Virtual)		

Victoria (continued)

Institution	Open Day Date	Website	Virtual Tour
Australian College of Applied Professionals	TBC		
Academy of Interactive Entertainment	Sunday August 14		
AIT	Saturday August 6		
JMC Academy	Saturday August 13		
Endeavour College of Natural Health	Saturday June 18 - on campus Wednesday June 29 - Virtual		
SAE QANTM	Saturday August 13		
COLLARTS	Saturday August 27		



Any student who is interested in studying interstate, please contact me either in person or via maria.esnouf@marymede.vic.edu.au and I will provide you with interstate open day details.

Early Offer Admission Program

The early offer admission program is an opportunity for current Year 12 students to apply early (directly) to universities for a place in a course next year. Early entry is based on criteria other than solely ATAR results and includes a student's participation in leadership and/or community service (dependent of each institution).

Students need to fill in an application form and address certain criteria to be considered for an early entry offer.

The benefit of the early offer program is that successful students will be offered a conditional place in their chosen course prior the commencement of final VCE exams.

The following institutions offer early entry opportunities:

Institution	Program Name	Applications Open	Applications Close	Website
Australian Catholic University	ACU Guarantee	18th July	23rd September	https://www.acu.edu.au/study-at-acu/admission-pathways/acu-guarantee
Latrobe	Aspire	Currently open	16th September	https://www.latrobe.edu.au/study/aspire
RMIT	Early Offer program	Currently open	18th September	https://www.rmit.edu.au/study-with-us/applying-to-rmit/local-student-applications/access-rmit/early-offer
Victoria University	VU Guarantee	Currently open	7th October	https://www.vu.edu.au/study-at-vu/how-to-apply/special-admission-programs/vu-guaranteed

Institution	Program Name	Applications Open	Applications Close	Website
Swinburne	2023 Early Entry Program	Currently Open	6th October	https://www.swinburne.edu.au/courses/planning-your-future/early-entry-program/

Year 12 VTAC Parent Information Evening

All year 12 students and parents are invited to attend an online information evening on Tuesday 2 August 2022, at 6.30pm. The evening will outline the process of applying for University and TAFE courses via the VTAC website and explain the special consideration (SEAS) component of the application.

An invitation and link to this information session will be provided closer to the date.

Maria Esnouf
Careers Coordinator

STUDENT PUBLIC SPEAKING SUCCESS

Marymede is delighted to announce that Pranav Khullar (Year 9) has won the Junior Rostrum 'Voice of Youth' State Finals, held on 19 June, with his speech 'Why Wasn't I Told?' The audience was most impressed with the exceptional research and presentation skills of his prepared speech, and the wit and confidence of his impromptu speech 'Chase Your Dreams'. Pranav will now represent Victoria at the Rostrum National Finals in Sydney on 30 July, where he will compete against the other State winners. Congratulations and best of luck to Pranav.

We also congratulate Ashna Sajeev (Year 10), who competed at senior State level with her speech 'Advance Australia Where?', discussing a new era in Australian government, and her thoughtful impromptu speech on 'Unanswered Questions' dealt sensitively with cultural issues facing Australia today.

Well done to both students on their extraordinary efforts!



Laura Wilcox
Secondary Teacher

CO-CURRICULUM

Please see attached co-curricular timetable for Term 3. To get involved, please contact the teacher listed on the timetable for more information.

We are looking forward to welcoming our Year 3 and 4 students to Dance Club next Tuesday at lunchtime!

If you have any questions about our co-curricular program, please contact melanie.wason@marymede.vic.edu.au.

Melanie Wason
Co-Curricular Assistant