



28 July 2022

PRINCIPAL'S REPORT

Year 11 students are participating in their retreat today and tomorrow. The Year 11 Retreat is designed to provide opportunities for our students to reflect on their potential for leadership, coming from the strong foundation of their formation in a Catholic school. The aim of the Retreat is to further strengthen their formation to be active contributors to a more just society in a globalised work and develop their potential as leaders of the College community. The Retreat includes sessions on Right Relationship and Consent. The objectives of the Retreat are to develop student understanding of:

- the essentials of a servant leader demonstrated in key moral behaviours of love and listening
- leadership qualities revealed through Marian values of presence, community spirit, love of work and justice
- qualities of leadership within a Catholic school
- empathy, stewardship and community building
- the obstacles to good and right relationships

During the Retreat each House will offer a prayer relating to their House Patron. I share with you the prayer that will be prayed by MacKillop House, our newest House.

God of the prophets you gifted Mary MacKillop with vision and courage.

In her we see one who was not afraid to speak fearlessly your gospel of love.

We pray for the sensitivity and imagination to read the signs of our times,

and to articulate new possibilities for our own day.

Like, Mary, may we learn to confront all that is oppressive and unjust,

and empower others towards true freedom and integrity.

Spirit of wisdom, be with us as we face new horizons.

Amen

COVID Safety

Thank you to community members for your support of our COVID Safe Plan. As has been communicated I strongly encourage the wearing of masks by students and staff to help reduce the risk of COVID transmission at school. This helps to reduce illness in our community, reduce the spread of illness to those most vulnerable, support the work of those working in healthcare, assist with limiting disruption to the learning program of the College and limit the risk of the College needing to enter remote learning.

College Directions Forums

Parents are invited to attend a Parent Forum relating to the College Directions Project. These forums are being conducted online and will provide the opportunity for parents to contribute to the establishment of the future directions of the College. One such Forum was held in June and I am now offering additional online Forums.

The Forums are being held online at the following times:

- Monday 1 August, 7.00pm
- Wednesday 3 August, 7.00pm
- Friday 5 August, 9.00am
- Tuesday 9 August, 9.00am

Those interested in attending a College Directions Forum can book via the following link (and the link to the Forum will be emailed to you):

<https://forms.office.com/Pages/ResponsePage.aspx?id=b7xc83Y1cEqb7mZdHE0nl60SwMQ-qK9EppgHQ3oGBgtUQ1BVMExZNDU4M1E5UINRMjRjRjVTVKV0pFWi4u>

Marymede Day

As you are aware we look forward to celebrating Marymede Day on Friday 12 August.

Parents will receive a letter via email by Monday 1 August which will outline many of the details for the day.

College Tours

I will be conducting tours of the College for prospective parents at the following times during August:

- Tuesday 2 August, 9.30am
- Friday 5 August, 4.15pm
- Monday 8 August, 9.30am
- Thursday 11 August, 4.15pm

Those interested in attending a tour can book via the following link:

https://www.marymede.vic.edu.au/book_a_tour

Year 7 2024 - Doreen Campus Information Session

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

Please submit applications as soon as is possible.

I am going to be hosting information sessions regarding the Doreen Campus for Year 7 2024 at the following times:

- Thursday 4 August, 9.30am – 10.00am
- Thursday 4 August, 5.00pm – 5.30pm
- Thursday 4 August, 7.00pm – 8.00pm
- Thursday 11 August, 7.00pm – 8.00pm

Those interested in attending an Information Session can book via the following link (and the link to the Session will be emailed to you):

<https://forms.office.com/Pages/ResponsePage.aspx?id=b7xc83YlcEqb7mZdHE0nl60SwMQ-qK9EppgHQ3oGBgtURFJTVDFWUIZXQVQXRlhCQlhWMjZaR1A4TC4u>

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 3 & 4: Respect

As part of our Positive Behaviour for Learning 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 this week and the focus of daily interactions for weeks 3 & 4 in Term 3 is:

- Secondary: RESPECT – **Actively enable everyone's right to learn**
- Primary: RESPECT – **I treat others how I like to be treated**

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 • Practice forgiveness 	<ul style="list-style-type: none"> • Actively listen and respond with kind words and empathy • Use good manners • Follow staff instructions • Take personal care for personnel and property • Actively enable everyone's right to learn 	<ul style="list-style-type: none"> • Speak clearly and kindly • Be punctual • Take ownership of my learning • Abide by school uniform regulations • Care for the environment • Support the rights 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 SunSmart
When I am online		<ul style="list-style-type: none"> • Communicate politely and considerately 	<ul style="list-style-type: none"> • Promote 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 (outside school or in the school when we are not in class)		<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 calmly solve problems • I can ask for help 	<ul style="list-style-type: none"> • I listen and follow teacher instructions the first time • I use polite and 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 interruptions 	<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 • 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 SunSmart • 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 settings for Term 3

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

- **Face Masks & Physical distancing:** Face masks are strongly recommended whenever indoors and whenever physical distancing is not possible. 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.
 - o Large meetings of students will be avoided to minimise potential spread. Any effect on the learning program will be minimised: incursions, excursions and camps will all proceed with specific COVIDsafe measures in place.
 - o Meetings of staff, along with parent / carer meetings will be held online via Teams wherever possible
 - o All students and staff are strongly recommended to wear a face mask when indoors.
 - o **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.
 - o Parents and carers conducting drop-off and pick-up who are unable to maintain social distance are strongly recommended to wear a face covering
 - o Individuals over the age of 8 must carry a face mask at all times.



• **Students identified as household contacts:**

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

- o A parent or guardian must register the student as a Household contact via the Marymede COVID Household Contacts notification form ; and
- o Year 3 – 12 students must wear a mask indoors at all times (also strongly advised for P-2); and
- o the student must undertake negative rapid tests each school day over the seven days (from first exposure to the positive case); and
- o 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 . Students must remain at home for the 7-day isolation period as determined by DHS and may only return when asymptomatic after the 7 days. 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 with COVID may transport students to/from school:** As part of the changes this term, parents and carers who have COVID-19 may 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 child 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.
- **Parents & carers welcome on-campus for pick-up:** parents & carers are welcome to enter the campus to meet your child for pickup. Whenever socially distancing is not possible, we strongly recommend that parents and carers wear a face mask. 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.

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

David Broadbent
Deputy Principal Wellbeing & Operations P-12

DEPUTY PRINCIPAL LEARNING AND TEACHING PREP – YEAR 12

SIMON everywhere – Parent Access Module

The College has implemented a new easy to navigate app to allow easier communication between yourself and the College. The SIMON Everywhere app delivers PAM accessibility with easy login using existing PAM credentials, plus the ability for parents to communicate directly with teachers and notify student absences. This app will deliver instant notification to your mobile phone and make signing into PAM and monitoring your child's progress even easier. The video [HERE](#) guides you further through navigating SIMON everywhere. You can download the app from Google Play or the App Store .

We will be transitioning across to using PAM instead of Operoo for all consent forms and medical information over the coming month, so we ask that you please respond to the request for medical information on PAM if you are yet to. Further information on how to access consent forms and respond will be distributed in the coming weeks.

Subject Selection 2023

Thank you to parents who were able to attend our virtual subject selection parent information evening on Tuesday. A reminder to please access the subject handbook available on PAM and continue the conversation with your son or daughter so they are making informed choices. As always, we endeavour to accommodate as many selections as possible, but this is dependent upon student numbers and timetable blocking. We ask that you please ensure you sign and submit the digital receipt that you will be sent following your child's submission of their selections.

Jessica Hall
Deputy Principal Learning & Teaching P-12

RESPECTFUL RELATIONSHIPS

Marymede Catholic College is a proud environment and staff are often met with compliments from members of the public whilst on camps and excursions around the positive conduct of our students. Our students are proud to wear our uniform and represent the school with distinction when opportunities arise.

Unfortunately, the College was recently contacted by Public Transport Victoria (PTV) staff at Mernda Station to outline some disappointing behaviour from Marymede students at the station. The following behaviours were observed by PTV staff:

- Swearing
- Fare evasion, both by climbing over the payment barrier and by 'tailgating' behind paying commuters.
- Pushing/shoving

- Not yielding to other commuters
- Dissent towards PTV staff on duty when challenged on fare evasion.

Please know that some members of the College Leadership Team attended Mernda Station after this advice and unfortunately, witnessed some of these behaviours first-hand.

Moving forward, the College aims to have a staff presence at Mernda Station and alert families of children displaying the above behaviours that are not congruent with our expected behaviours or our commitment to respectful relationships in our community.

We encourage families to be proactive in having conversations with their children about the importance of paying their way rather than avoiding paying fares. If your child is using public transport to and from school, we ask that you please have a conversation with them about appropriate behaviours in the community.

We thank parents and guardians for your support on this matter.

Directors of Students:
Years P-3, Narelle Collins
Years 4-6, Lisa Murray
Years 7-9, Jack Mather
Years 10-12, David Brick

STUDENT WELLBEING

START up Week Term 3

During START up week this term, students were introduced to the College's new positive behaviour expectations (PB4L) of:

- RESPONSIBILITY
- SAFETY
- RESILIENCE
- RESPECT

Students participated in various activities throughout the week to explore our four PB4L expectations and learn more about them.



Helping Kids Identify and Express Big Feelings

Learning to identify and express feelings in a positive way helps kids develop the skills they need to manage them effectively. Here are some tips on how to encourage your child to express their feelings.

Understanding feelings in kids

Kids deal with many of the same feelings as adults. Kids experience complex feelings just like adults. They get frustrated, excited, nervous, sad, jealous, frightened, worried, angry and embarrassed.

However, young kids usually don't have the vocabulary to talk about how they are feeling. Instead, they communicate their feelings in other ways.

Kids can express their feelings through facial expressions, through their body, their behaviour and play. Sometimes they may act out their feelings in physical, inappropriate, or problematic ways.

From the moment kids are born, they start learning the emotional skills they need to identify, express, and manage their feelings. They learn how to do this through their social interactions and relationships with important people in their lives such as parents, grandparents, and carers.

Being a parent means you've got a really important role to play in helping kids understand their feelings and behaviours. Kids need to be shown how to manage their feelings in positive and constructive ways.

When kids learn to manage their emotions in childhood it leads to positive attitudes and behaviours later in life.

Kids who learn healthy ways to express and cope with their feelings are more likely to:

- Be empathic and supportive of others
- Perform better in school and their career
- Have more positive and stable relationships
- Have good mental health and wellbeing
- Display less behavioural problems
- Develop resilience and coping skills
- Feel more competent, capable and confident
- Have a positive sense of self

What you can do to help your child develop their emotional skills

Here are some of the ways you can help your child learn about and express their feelings:

- **Tune into cues** - Sometimes feelings can be hard to identify. Tune into your child's feelings by looking at their body language, listening to what they're saying and observing their behaviour. Figuring out what they feel and why means you can help them identify, express and manage those feelings better.
- **Behind every behaviour is a feeling** - Try to understand the meaning and feeling behind your child's behaviour. You can help your child find other ways to express that feeling once you know what is driving the behaviour.
- **Name the feeling** - Help your child name their feelings by giving them a label. Naming feelings is the first step in helping kids learn to identify them. It

allows your child to develop an emotional vocabulary so they can talk about their feelings.

- **Identify feelings in others** – Provide lots of opportunities to identify feelings in others. You might ask your child to reflect on what someone else may be feeling. Cartoons or picture books are a great way to discuss feelings and helps kids learn how to recognise other people's feelings through facial expressions.
- **Be a role model** - Kids learn about feelings and how to express them appropriately by watching others. Show your child how you're feeling about different situations and how you deal with those feelings.
- **Encourage with praise** - Praise your child when they talk about their feelings or express them in an appropriate way. Not only does this show that feelings are normal and it's ok to talk about them, it reinforces the behaviour so children are likely to repeat this positive behaviour in the future.
- **Listen to your child's feelings** - Stay present and resist the urge to make your child's bad feelings go away. Support your child to identify and express their feelings so they are heard. When feelings are minimised or dismissed, they will often be expressed in unhealthy ways.

Source: Kids Helpline <https://kidshelpline.com.au/parents/issues/helping-kids-identify-and-express-feelings>

Carly O'Neal-Shiple
Student Wellbeing Co- Ordinator

CAREERS

University Open Days- Sunday 7 August

On Sunday 7 August, our closest university institutions are holding open days. See below for more details:

Institution	Campus	Address	Open Times	More Information
Australian Catholic University	Melbourne Campus	115 Victoria Parade Fitzroy	10am-2pm	https://openday.acu.edu.au/2022/melbourne
Latrobe University	Bundoora	Corner Plenty Rd & Kingsbury Drive Bundoora	10am-4pm	https://www.latrobe.edu.au/openday
RMIT	Bundoora	289 McKimmies Rd Bundoora	10am-4pm	https://www.rmit.edu.au/openday

Given that 73% of our 2021 Year 12 students received an offer from one of these institutions, it is imperative that you and your child know what courses are on offer and what each institution best meets your needs.

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:

Any student who is interested in studying interstate, please contact me 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 ATAR results solely and includes a student's participation in leadership 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	18 July	23 September	https://www.acu.edu.au/study-at-acu/admission-pathways/acu-guarantee
Latrobe	Aspire	Currently open	16 September	https://www.latrobe.edu.au/study/aspire
RMIT	Early Offer program	Currently open	18 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	7 October	https://www.vu.edu.au/study-at-vu/how-to-apply/special-admission-programs/vu-guaranteed
Swinburne	2023 Early Entry Program	Currently Open	6 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 to this information session including the online link will be provided closer to the date.

Subject Selections

All students in Years 8-11 are currently embarking on subject selection choices for next year. These decisions are important in shaping their future career and study pathways.

Information regarding this process has been sent out to both parents and students already.

All Year 10 students will have a subject selection interview with an allocated teacher throughout the course of this week. Parents can join their child's meetings virtually via teams.

Parents of, or students in Years 8, 9 and 11 can make an appointment with me if required, via the Marymede Careers Website from the link below.

<https://www.marymedecareers.com/>

Please see below a timeline for the Subject selection process:

Year	Date	Activity
Year 8, 2023	26 July	Subject selection information evening
	8 August	Web preferences portal opens
	16 August 9pm	Web preferences portal closes
	17 August 4pm	Web Preferences digital receipts due
Year 9, 10, 11, 12 2023	26 July	Subject selection information evening
	27 July	Web preferences portal opens
	4 August 9pm	Web preferences portal closes
	5 August 4pm	Web Preferences digital receipts due

Maria Esnouf
Careers Coordinator

BOOK WEEK AT MARYMEDE 2022

Book Week at Marymede P - 6 will be celebrated during the week beginning Monday 21 to Friday 26 August. Book Week is the longest running children's festival throughout Australia.

The theme this year is "Dreaming with Eyes Open". Stories stimulate our imagination and allow readers to dream themselves into the books they read. Book Week is about encouraging students to read, to learn about new books and to share favourite stories.

Our Book Week celebration will also include dress up day. This will take place on Friday 26 August. Children are encouraged to dress up as a book character of their choice on this day. Due to the changing nature of COVID, there will be no parents attending the parade. The Book Week Parade will be live-streamed. Details will be provided closer to the event.

We look forward to celebrating Book Week with you all.

Elizabeth Milani & Maria Caputo
Literacy Co-Ordinators

GIFTED AND TALENTED PUBLISHING PROJECT EXCURSION

On Friday 15 July, I and eleven other Year 10 and 11 students went on an excursion led by Ms Wilcox and Ms Quick for the Gifted and Talented Independent Publishing Project, which is a program where we will create our own zines to be published at school. On our excursion, we visited the State Library of Victoria and had the chance to make our own collage zines after we learned about the history of the library.

After we had worked on our images, we explored the rest of the library and looked at their historical artefacts, such as one of the world's oldest examples of writing on cuneiform tablet, medieval manuscripts, and botanical illustrations.

Later, we visited the Sticky Institute, a zine store in the CBD, where we could look at other zines for inspiration, and purchase them if we wanted.



Students L-R: Liam, Christian, Leo, John, Laura, Emily, Ciara, Ashna, Sienna, Kaitlyn, Julia

Leo Karakatsanis
Year 11

INDIGENOUS SPIRITUALITY

Year 10 RE Healesville Sanctuary

Students in Year 10 Religion Education braved the cold this week and attended an excursion to Healesville Sanctuary to learn more about the Animistic spirituality of Aboriginal people and the true history of our first nations people. “Humans are on an equal footing with nature; are part of nature and are morally obligated to treat animals, plants and landforms with respect.”

We were very humbled to receive positive feedback from the zoo staff exemplifying the behavior of our students as being the best cohort of students to come through the zoo.



Year 10
RE team

COMMUNITY NOTICES