



6 October 2022

## PRINCIPAL'S REPORT

Let us pray for our Year 12 students as they conclude their studies at the College.

*Loving God,*

*We pray for Your blessing on our Year 12 students as they conclude their secondary studies.*

*We pray that they leave our community knowing that they are loved and inspired to offer Christ's love to others.*

*May they continue to live a life which says yes to God's call as Mary did.*

*We pray that our students complete their studies in a positive way and are blessed with good health, happiness and a sense of determination to share their gifts and talents for the benefit of others and Your creation.*

*We make this prayer in Your name.*

*Amen*

We pray for Matteo Curatore (Prep B) and his father Robert following the recent passing of Matteo's mother and Robert's wife Paola.

We also keep in our prayers the following staff members who have suffered the loss of family recently.

- David Brick, whose mother-in-law Bonnie died
- Leanne Easdon, whose sister Maree died
- Annemarie Gullaci, whose grandmother Domenica died
- Nicole Lawrenson, whose mother-in-law Jean died
- Isaac Ndanema, whose father-in-law Emmanuel died

### 2023 College Leaders

It with great pleasure that I congratulate the following students who have been appointed to the Year 12 Student Leadership Team for 2023.

- College Captains: Deanna Marychurch and Owen Onyango

- Faith and Mission Captains: Nerissa Diaz and Kaitlyn Moss
- House Captains
  - o Chanel: Atrin Moshtael and Tess Motley
  - o Chisholm: Stephanie Camacho and Newman Rukweza
  - o MacKillop: Madison Ackland and Indira D'Sylva
  - o Marcellin: Saavi Kang and Ritvik Sethi
  - o McAuley: Matthew Butler and Daniel Philip
  - o McCormack: Alessia Kyrididis and Madison Stojkovska
  - o Romero: Brianna Parisi and Jessica Ramsden
- Languages Captain: Julia Patricio
- Performing Arts Captain: James Champlin
- Sports Captains: Madison Scrimizzi and Abraham Smith
- Visual Arts Captain: Isabella Kamarinos

On Monday, Year 5 to Year 12 students attended the Leadership Investiture Assembly when the Year 12 2023 Student Leaders were presented with their badges and offered a leadership pledge in front of those present. We also thanked our outgoing Year 12 student leaders for their great leadership over the last year.

It was fantastic that the parents of the 2023 student leaders were able to attend a lunch with myself, the Deputy Principals and their child before the assembly. I thank all parents for their support of their child and the College: our partnership is very important.

Best wishes to all students – those with a formal leadership role and others who will contribute in others ways – for their service as Christian leaders to the College over the course of the next year.

### Year 7 Reflection Day

On Wednesday, Year 7 students participated in their Catholic Identity Reflection Day. The students participated in a range of workshops throughout the day and concluded with a student prepared liturgy which I was glad to attend.

## Year 4 Sleepover

I am looking forward to attending the Year 4 Sleepover which is taking place this Friday evening. The Year 4 students are very excited about this event. Some fun activities are planned for the students. The Year 4 Sleepover is part of the College's Camps Program.

Primary students have a dinner in Year 3, Sleepover in Year 4 and then advance to camps in Year 5 and Year 6. Each of these experiences are focussed on developing social and emotional skills.

## Year 12 students

I again wish our Year 12 students all of the best as they conclude their studies with the College

Year 12 VCAL classes have concluded and Year 12 VCE classes will conclude Thursday 13 October with House Time during Period 5.

Our Year 12 students will graduate from the College on Friday 14 October.

On Friday 14 October we will begin the day with a College assembly to farewell the Year 12 students with a sense of fun. Later in the day, Year 12 students and their parents will attend the College for the Year 12 Graduation Eucharist and Graduation Ceremony to be conducted in the Fitness Centre at 4.45pm.

The Year 12 Valedictory will be held on Friday 14 October from 7.00pm – 11.30pm at the Plenty Ranges Arts and Convention Centre (PRACC).

Thank you to everyone who has contributed to the journey of the Year 12 students over the course of their time at the College!

Thank you to those supporting Year 12 students over the course of the coming week and during the VCE exam period!

## 2023 Planning

We are currently engaged in lots of planning to prepare for 2023. This includes matters such as:

- Student subject allocations
- Prep Transition
- Year 7 Transition
- Staffing
- Timetabling
- Calendar development
- Budgeting
- Booklist development

I will keep you up to date with information as our planning continues to progress this term.

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

**Timothy Newcomb**  
Principal

# DEPUTY PRINCIPAL WELLBEING AND OPERATIONS PREP – YEAR 12

## PB4L skills for Weeks 1 & 2: Responsibility

Our Positive Behaviour for Learning rollout continues in Term 4. Based on student and staff consultation in Term 3 about their thoughts on which behaviour skills should be taught in Term 4, Secondary students will be focused on skills within RESPONSIBILITY in Term 4, while Primary skills to be taken from each of four positive behaviour expectations – Respect, Responsibility, Resilience and Safety.

The specific behaviour skills taught this week and the focus of daily interactions for weeks 1 & 2 of Term 4 are:

- Secondary – RESPONSIBILITY: **Take ownership of my learning**
- Primary – RESPONSIBILITY: **I take ownership of my words and actions**

Secondary School Positive Behaviour Expectations

|                             | Resilience<br><i>Being resilient means I will...</i>  | Respect<br><i>Being respectful means I will...</i>  | Responsibility<br><i>Being responsible means I will...</i>  | Safety<br><i>Being safe means I will...</i>  |
|-----------------------------|---|---|---|--|
| All all times in all spaces | <ul style="list-style-type: none"> <li>Be kind to myself</li> <li>Strive to complete all tasks</li> <li>Develop a growth mindset</li> </ul> | <ul style="list-style-type: none"> <li>Actively listen and words and respect</li> <li>Use good manners</li> <li>Follow staff instructions</li> <li>Take personal care for personal property</li> <li>Actively enable everyone's right to learn</li> </ul> | <ul style="list-style-type: none"> <li>Speak clearly and loudly</li> <li>Engage in learning</li> <li>Care for the well-being of others</li> <li>Support the right of others to learn</li> </ul> | <ul style="list-style-type: none"> <li>Move in an appropriate way</li> <li>Be an upstander</li> <li>Operate equipment according to guidelines</li> <li>Use designated areas</li> <li>Report cyberbullying</li> </ul> |
| When I am online            | <ul style="list-style-type: none"> <li>Be proactive in communication</li> <li>Practice forgiveness</li> </ul>                               | <ul style="list-style-type: none"> <li>Communicate politely and consistently</li> </ul>   | <ul style="list-style-type: none"> <li>Promote and protect the reputation of the College</li> <li>Actively contribute to online learning</li> </ul>   | <ul style="list-style-type: none"> <li>Protect personal information and digital footprint</li> <li>Report cyberbullying</li> </ul>   |
| In public spaces            |   | <ul style="list-style-type: none"> <li>Be considerate of the public, all members of the school community, and visitors</li> </ul>   | <ul style="list-style-type: none"> <li>Represent the College with pride</li> <li>Prioritise the welfare of self and others</li> </ul>   | <ul style="list-style-type: none"> <li>Use public &amp; school transport with care</li> </ul>  |

Primary School Positive Behaviour Expectations

|                             | Resilience   | Respect   | Responsibility  | Safety   |
|-----------------------------|--|---|---|--|
| All all times in all spaces | <ul style="list-style-type: none"> <li>I give everything a go and I make an effort</li> <li>I use a variety of strategies to solve problems</li> <li>I can ask for help</li> </ul> | <ul style="list-style-type: none"> <li>Listen and follow teacher instructions the first time</li> <li>I use polite and appropriate language</li> <li>I am kind to</li> </ul>        | <ul style="list-style-type: none"> <li>I take ownership of my actions and words</li> <li>I am a</li> </ul>  | <ul style="list-style-type: none"> <li>I am an upstander</li> <li>I use classroom resources appropriately</li> </ul>           |
| Inside spaces               | <ul style="list-style-type: none"> <li>I have a growth mindset</li> </ul>  | <ul style="list-style-type: none"> <li>I follow people's rules without</li> </ul>   | <ul style="list-style-type: none"> <li>I care for the environment</li> <li>I take turns and play cooperatively in games</li> <li>I treat others how I like to be treated</li> </ul> | <ul style="list-style-type: none"> <li>I am an upstander</li> <li>I use classroom resources appropriately</li> </ul>           |
| Outside spaces              | <ul style="list-style-type: none"> <li>I am a good sport</li> </ul>  | <ul style="list-style-type: none"> <li>I care for the environment</li> <li>I take turns and play cooperatively in games</li> <li>I treat others how I like to be treated</li> </ul> | <ul style="list-style-type: none"> <li>I use the toilets appropriately</li> <li>I am on time for class</li> </ul>   | <ul style="list-style-type: none"> <li>I am an upstander</li> <li>I use classroom resources appropriately</li> </ul>           |
| When I am online            | <ul style="list-style-type: none"> <li>I can cope if technology is unavailable</li> </ul>  | <ul style="list-style-type: none"> <li>I only post appropriate images and comments</li> </ul>   | <ul style="list-style-type: none"> <li>I only use school approved sites and apps when learning</li> </ul>   | <ul style="list-style-type: none"> <li>I report things that make me uncomfortable</li> <li>I keep passwords private</li> </ul> |

## Hayfever season

The onset of Spring brings warmer weather and also the budding of flowers with their associated pollens. This means that spring is also 'hayfever season'. Families with students susceptible to hayfever are urged to speak with your GP regarding management of symptoms and to ensure College medical details (via PAM) have up-to-date details regarding hayfever and permission for use of antihistamines for treatment. As a number of the symptoms for hayfever are similar to COVID, if your child regularly suffers from hayfever, we urge you to seek a letter from your doctor to reduce the likelihood that your child will be sent home due displaying COVID-like symptoms.

## New parking line-marks on Williamson Rd

Whittlesea Council have recently made line marking changes on Williamsons Road, between Gates A and C. The change has added a yellow edge line along the existing parking bays on Williamsons Road to prevent illegal parking along this strip of road. The council has noted that vehicles will not be booked for being stopped in a queue or waiting to enter the school car park: cars will be booked if they are parked or a vehicle unattended.

Parking in these locations is already prohibited by the Road Rules and the yellow edge line has been installed to provide further clarity. Please see the following attachment for illustration of the affected areas:

## COVIDsafe settings for Term 4

COVID cases have thankfully continued to fall; however, they remain in excess of 1,200 new cases each day. While mandatory isolation rules will cease **from 14 October**, Chief Medical Officer Paul Kelly last week stated, "It does not in any way suggest that the pandemic is finished", hence the need to maintain certain safety measures.

The following measures are in place for Term 4 to ensure our College remains a safe environment for our students and staff:

- **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 .  
**Up to 14 October, students must remain at home for the 5-day isolation period** as determined by DHS and may only return when asymptomatic after the 5 days.
  - o As an additional risk mitigation, it is strongly recommended by the Department of Health that anyone leaving isolation on day 6 or 7 takes a RAT and wears a face mask indoors away from home, and outdoors where they cannot physically distance.
  - o For those leaving isolation on day 6, take a RAT and wear a mask for five days, but particularly the first two days.
  - o For those leaving isolation on day 7, take a RAT and wear a mask for four days, but particularly the first two 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.

- **Face Masks & Physical distancing:** Face masks are strongly recommended whenever indoors and whenever physical distancing is not possible.
  - o All students and staff are strongly recommended to wear a face mask when indoors.
  - 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.*

- **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. 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

### Primary Inquiry – Term 4

Our revised integrated inquiry units continue to be engaging for both students and teachers and we look forward to continuing to stretch students' thinking and encourage them to question, explore and investigate.

Below are the areas of focus for each year level:

| Year Level | Throughline                     | Question or Focus  |
|------------|---------------------------------|--|
| Prep       | Our Natural World               | What animals share our planet?                               |
| Year 1     | Our Natural World               | Who do we share our environment with?                        |
| Year 2     | Our Natural World               | What other environments are around the world?                |
| Year 3     | My Story, Your Story, Our Story | Melbourne Dreaming   |
| Year 4     | Our Innovative World            | What makes a successful carnival?                            |
| Year 5     | Our Diverse World               | How is Australia developing as a fair and democratic nation? |
| Year 6     | Our Innovative World            | How can we design and create an event?                       |

### Progressive Achievement Testing

Progressive Achievement Tests (PAT) are series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. Over the coming weeks students in Year 2 – Year 10 will undertake PAT in the areas of Reading and Maths. This data will enable us to assess student learning growth over the last 3 terms and be used to assist teachers in targeting their teaching for the remainder of the year. Students are familiar with this annual testing and will be guided by their teacher throughout the session.

### Year 10 and Units 1 and 2 Examinations

The Year 10 and Units 1 & 2 examination revision guides will be distributed to parents and students this week and should

be used to assist in the preparation for the upcoming examinations. Teachers will be working closely with students to provide structured, guided revision and continue to build their study strategies and revision techniques. The examination timetable can be found within the revision guide. Year 10 and 11 students are only required to attend the College when they have an examination scheduled.

### Unit 3 and 4 Trial Examinations

All students undertaking Unit 3 and 4 examinations completed their trial papers last week. Students are to be commended for the way in which they engaged in the examinations, arriving promptly and using their time to complete as much of each paper as they could. This additional practice serves as an important preparation for our students and really informs them where they are currently at and what they need to do between now and the official VCAA examination period to ensure they achieve to the very best of their ability. My thanks to the teachers for their work in marking the examinations and providing feedback to students on the areas they should be focussing their revision on. There is still time for students to show vast improvement so I would ask that parents continue to push and challenge their child to work as hard as they can in preparing for their exams.

**Jessica Hall**  
**Deputy Principal Learning & Teaching P-12**

## RESPECTFUL RELATIONSHIPS IN TERM 4

### Communication with Marymede Catholic College Staff

It is fantastic that we are now entering our fourth term of onsite learning after the challenging experiences of the last few years. Our students are benefiting from the face-to-face experience of learning and socialising at school with their peers. We understand that this can also provide challenges for our students, and at times they may require extra information or support from staff members. We encourage families to reach out to staff if this is the case so we can work together in a proactive manner to support students during their time at Marymede.

Communication with staff members at Marymede Catholic College can be initiated via email or telephone call. The College requests that Parents/Guardians are mindful that staff members may not be able to take a call or respond to an email in a timely manner due to teaching, professional learning, and prior commitments. Acknowledgement of the email or phone message should occur within two school days.

At all times we would encourage families to abide by our Parent/Guardian/Carer Code of Conduct in communicating with staff members.

### Communication with Marymede Secondary Staff

#### Subject Teacher:

If you have a question about a subject (homework, assignments, progress in a respective subject etc)

- Feedback involves aspects of homework, Personalised Learning Plans (PLP), assignments, progress in a particular subject area.

### Pastoral Teacher:

If you have concerns about day-to-day or wellbeing matters (uniform notes, foreseeable extended absences, lateness etc)

- Feedback involves aspects of organisation.

### House Leader:

If you have a concern about serious welfare or behavioural matters

- Feedback will be from the outcome of further discussion and follow-up.
- Changes made to learning & teaching and social environments to further support learning and connectedness to the College.

### Learning Diversity Leaders:

If you have a question about Learning Progress Support Meetings (PSG), Personalised Learning Plans (PLP), diagnosis for any disabilities, medical referrals, or appointments with allied health services

- Feedback involves appointment and services provided by this area

### Counselling Team:

If you have a question about counselling, medical referrals, or appointments with allied health services

- Feedback involves appointment and services provided by this area.

### Communication with Marymede Primary staff

**Core Teacher:** If you have a questions or concerns about your child's day-to-day matters (uniform notes, foreseeable extended absences, lateness etc) learning or social interactions at school.

- Feedback involves aspects of homework, Personalised Learning Plans (PLP), assignments, progress in a particular subject area.

### Student Wellbeing Leader:

If you have a concern about serious welfare or behavioural matters

- Feedback will be from the outcome of further discussion and follow-up.
- Changes made to learning & teaching and social environments to further support learning and connectedness to the College.

### Learning Diversity Leaders:

If you have a question about Progress Support Meetings (PSG), Personalised Learning Plans (PLP), diagnosis for any disabilities, medical referrals, or appointments with allied health services

- Feedback involves appointment and services provided by this area

### Counselling Team:

If you have a question about counselling, - Feedback involves appointment and services provided by this area.

- Feedback involves aspects of organisation.

### Unwell Students at School

A reminder to parents that if your child is unwell, they are referred to the nurses at Sick Bay to be assessed. If students are required to go home after this assessment, the nurse will contact home and make arrangements. Students are not permitted to contact parents directly and make their own arrangements to go home without consulting with nurses first.

### Sun Smart in Term 4

As the weather starts to warm it is time for our students to locate their College hat or House cap to wear during break times and outdoor classes. This is an important habit for our students to develop to ensure that they are protected from over-exposure to UV radiation. Primary students who are not wearing a hat during break times will be directed to designated covered areas of the playground: No hat – no play!

Secondary students are strongly encouraged to wear the College hat or cap when travelling to and from school, and at recess and lunchtime. The College sport caps are compulsory for all outdoor PE activities, in Term 1 and 4.

Please ensure that you child's name is clearly labelled on their hat so it can be returned to them if misplaced while out and about in the school yard.

We look forward to an exciting Term Four with the entire Marymede Community!



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

## FAITH & MISSION - SACRAMENTAL PROGRAM

### Sacrament of Confirmation Celebrations

*"Be who you were created to be, and you will set the world on fire."* – St. Catherine of Sienna

This powerful quote from Saint Catherine of Sienna is the essence of the message we have been communicating to the

confirmands at Marymede Catholic College throughout their catechism.

Over the weekend of 10 - 11 September, our candidates completed their initiation into the Catholic Church through the Sacrament of Confirmation, in the presence of their families, teachers and friends. By proclaiming their beliefs in responses linked to the Creed, the candidates affirmed their commitment as members of the Church, a process that was begun on their behalf at baptism. Throughout their preparation, the confirmands have been exploring how to actively use the Gifts of the Holy Spirit that are re-ignited in them through this Sacrament. It is a Sacrament about discipleship and mission and is meant to draw the newly confirmed into the life, work and mission of the Church. Through this milestone, they are encouraged to be an inspiration to others and continue to grow in their own faith journeys.

Following the weekend when our students received this sacrament, we were able to offer a thanksgiving Mass on Wednesday 14 September, in acknowledging the gifts we have received from God.

This significant event could not have been made possible without the support of many whom we acknowledge:

- The Year 6 teachers and LSOs
- our College Chaplain - Fr John Murphy
- the Faith and Ministry team
- Bishop Terrence Curtin, Fr Anthony Girolami and Fr Hien Vu, who presided over the celebrations
- All teachers who supported us on the two days in ensuring everything went smoothly.

We also thank families involved for their dedication, support, and participation.



Though absent in the photos, Rhys D'Rozario also took part in the celebration and received the Sacrament.

Congratulations to all our candidates. May the memory of this special day always stay with you all and be your guideline along with the faith you have in your heart.

## Sacrament of Reconciliation – Term 4

This term, we look forward to marking another major milestone with students who have already begun preparation in order to receive the Sacrament of Reconciliation. The details of the Sacrament are as follows:

**Date:** Wednesday 9 November

**Venue:** Chapel of the Annunciation, Marymede Catholic College

**Time:** 9.00am to 3.00pm

In our new tradition that has worked well over the last three years, we will continue to mark this Sacrament in an individualised experience where the candidates will receive the Sacrament at the College in their core groups. Details outlining the arrangements and important dates such as the Family Workshop Night will be available in the PAM notification that will be sent out to families on Friday.

**Ms Laetitia Malusu**

**Religious Education Leader, Prep to Year 6**

## STUDENT WELLBEING - PRIMARY

### Resilience, Rights and Respectful Relationships Curriculum

Respectful Relationships education is a core component of the Victorian Curriculum from Foundation to Year 12. The *Resilience, Rights and Respectful Relationships* learning materials have been designed for teachers in primary and secondary schools to develop students' social, emotional and positive relationship skills.

Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.

As communicated in our previous newsletters and during our Wellbeing Expo at the end of last term, students from P-6 will be participating in lessons from Topics 7: Gender and Identity.

These lessons are presented through a range of games in a fun and engaging way.

The implementation of Topic 7 Gender and Identity includes learning activities to assist students challenge gender stereotypes and critique the influence of gender norms on attitudes and behaviour in a developmentally appropriate and engaging manner. Students learn about key issues relating to human rights and gender identity and focus on the importance of respect within relationships. The activities promote respect for diversity and difference.

Below is a table that contains some of the Learning intentions that will be covered over the next two weeks in the students' activities.

**Years 3 & 4**  
**Topic 7: Gender and identity**

- Understand that boys and girls can share similar interests
- Students describe and compare the roles commonly given to male and female characters in traditional fairy tales
- Students describe and compare the roles given to male and female characters in modern children's literature
- Students identify gendered messages fairy tales give readers

**Prep**  
**Topic 7 - Gender and Identity**

- Students think about their likes and dislikes
- Students recognise that sometimes they will like the same things as their friends and that sometimes they will like different things, and this does not have to depend on whether they are a boy or a girl
- Students think about how girls and boys can be similar to and different from each other
- Students recognise that the games, clothes and colours that people prefer do not have to match with whether they are a boy or a girl

**Years 1 & 2**  
**Topic 7: Gender and identity**

- Students identify some of the different things that they enjoy doing and their preferences may be similar to or different from those of their peers
- Students identify that it is important to have a variety of skills and strengths to develop resilience, have fun and learn
- Students identify that knowing about our own and other people's interests and preferences can improve the way we work and play together
- Students describe what labels are used for
- Students compare the difference between labels used on containers and those applied to people
- Students identify that it is not helpful to apply labels to people
- Students practise using statements which challenge the limiting nature of gender labels

**Years 3 & 4**  
**Topic 7: Gender and identity**

- Students name and share some of the different interests that make up their identity or individuality
- Learn about some of the differences and similarities between students in the class
- Appreciate that it is important to respect differences between people

**Level 5 & 6**  
**Topic 7: Gender and identity**

- Students describe the way in which gender influences how people relate to young children
- Students understand the difference between the terms sex (biological characteristics determined by a person's genes) and gender (characteristics of girls and boys shaped by culture, traditions and history.)
- Students identify actions that children and adults can take to contribute to a respectful, friendly, and inclusive school

**Carly O'Neal-Shipley**  
**Student Wellbeing Coordinator P-6**

## Performing Arts

Term 3 was a massive term for the Performing Arts department. With everything returning to the new normal, instrumental and dance concerts are back, as well as a full term of learning for our classroom programs.

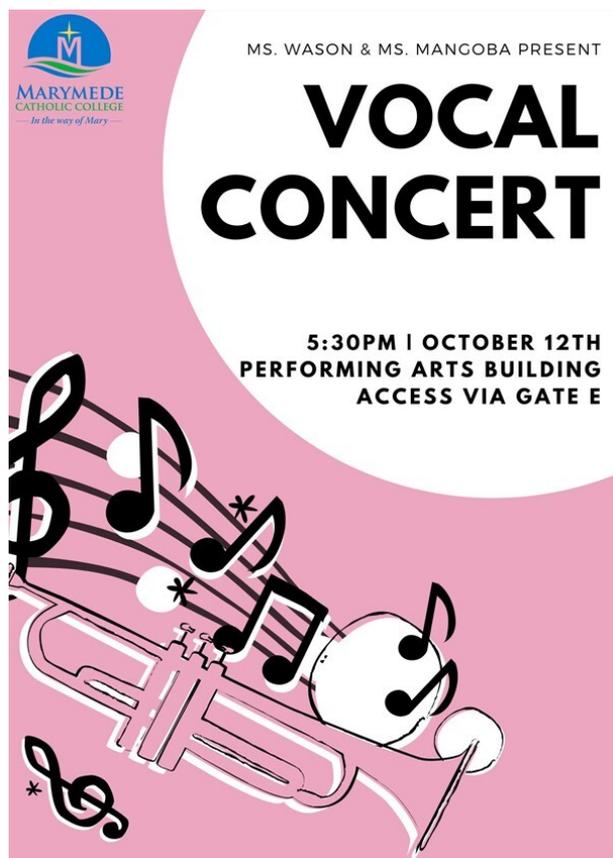
### Instrumental Concerts

Throughout term 3, our instrumental students performed for their parents and friends for the first time since 2019. Term 3 saw our drum, piano, primary guitar, sessional dance and VCE VET students perform for parents and friends in the new performing arts building. It has been so lovely to see students sharing their talents and what they have learned. A special thanks to Madison Carter, Shehani Therese, Melanie Wason, Nanette Mangoba, Lucas Goddard, Matthew Foudoulis, Elizabeth Carpenter and Dagogo Obogo for the time and dedication this year in taking sessional instrumental and dance classes and fostering the student talents at the College.



Term 4 has started with a bang with the Secondary Guitar concert on Thursday 6 October, and the Vocal concert will

take place on Wednesday 12 October in the Performing Arts Building. All parents and friends are welcome.



We have also continued to have our lunchtime concerts on the first Friday of every month. This was a great initiative by outgoing Arts Captain Savannah Shamon. Thank you, Savannah, for everything you have done this year for the domain.

## Exams and Assessments

VCE performance exams for VCE Drama and VCE VET Dance are occurring in the first 3 weeks of this term. We wish all students the best of luck and thank their teachers for the time put in to preparing these students. Other performance assessments will be occurring from Years 7-10 throughout the semester as well, so we wish students all the best with those.

## Sessional Dance – Term 4 trials

Our sessional dance program is a great way for students from Years 5-10 to engage in the Performing Arts program and develop dance skills. Lessons occur for 60 minutes a week. Students will learn a range of different styles in groups with similar aged students.

For Term 4, students in **Years 4 - 8** can trial sessional dance. The one-time price for Term 4 lessons in Sessional Dance is \$80 for 8 lessons. Enrolments will be open from **October 5 - October 14**, with class beginning the week beginning 17 October. For additional information and to sign up, please email [Ellen.Lane@marymede.vic.edu.au](mailto:Ellen.Lane@marymede.vic.edu.au).

## Instrumental Lesson Enrolments 2023

Enrolments for Instrumental Lessons for 2023 will commence in week 4. The College offers instrumental lessons in:

- Voice

- Piano
- Guitar
- Bass
- Brass
- Woodwind
- Strings
- Drums & percussion

Lessons are available for students in Years 1-12. More information will be sent out to families in the following weeks. All new enrolments will be considered. If you have any questions, please contact [Ellen.Lane@marymede.vic.edu.au](mailto:Ellen.Lane@marymede.vic.edu.au).

**Ms Morgana Jones**  
**Performing Arts Domain Leader**

## PARENTS AND FRIENDS ASSOCIATION

Welcome to Term Four, we hope all students and their families have had a relaxing holiday.

### Vision Portrait – Family Photo Fundraiser – Save the Date – Sunday 6th November 2022

We have booked in another Vision Portrait fundraiser on Sunday 6 November. Please watch your emails and the Marymede social media pages for more information about how to book and secure your spot. Please note there are limited places so you will need to get in quickly once bookings open.

Go to [www.visionportraits.com.au/fundraise](http://www.visionportraits.com.au/fundraise)  
Use the password **raisefunds** to book

**Photo Fundraising**

**\$30** Includes free digital image  
100% of booking fee goes to your centre

**Parents and Friends Association**