

# St Mary MacKillop

Compassion ~ "Be of good heart" (St Mary MacKillop 1876)

## NEWS

### INSIDE

#### Vision

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

#### Mission

At St Mary MacKillop College we are people who affirm the dignity of every person, who act with respect and compassion, who reverence relationships, who have hearts for generosity and forgiveness.

*We celebrate our Catholic identity.*

*We respect the unique dignity, faith and gifts of each person.*

*We value learning, aspiration and connectedness and we work together to create a positive future.*

#### FROM THE PRINCIPAL

Dear Parents, Guardians and Friends,

Young people amaze me every day. At the moment it can be hard for many of us to do the things that we enjoy, so we need to motivate ourselves to try new things.

Recently I have watched: Justine Laron (Year 8) star in our new Transition video for Grade 6 students; Kelly Mulligan (Year 8) and Trinity Sutton (Year 8) put together an amazing video, written and directed by Kelly, which has reached the finals of the SF3 Film Fest (if you haven't seen it, go to our Facebook Page and check it out), and then of course the fantastic acting of the Solomon House Captains (and Mr Joyce) in last week's assembly.

It is wonderful to have these moments of joy. Each Newsletter Mr Lane also includes many pictures of the great work of our students. We could become apathetic and not care, however our lives will go on beyond COVID 19 restrictions and we need to ensure that we are well set up for that.

*"And the people stayed home" ~ Kitty O'Meara~*

*And the people stayed home.*

*And read books, and listened, and rested, and exercised, and made art, and played games, and learned new ways of being, and were still.*

*And listened more deeply.*

*Some meditated, some prayed, some danced.*

*Some met their shadows.*

*And the people began to think differently.*

Friday, 4 September 2020

- Faith Matters
- From the Deputy Principal
- Teaching & Learning
- Pathways/Careers

**ABSENCE NOTIFICATION**  
**PH: 5032 9771**  
**Press 2**

### FUTURE EVENTS

#### SEPTEMBER

Mon 7<sup>th</sup> – Fri 11<sup>th</sup> MADD Week

Wed 9<sup>th</sup> Welcome to Wednesday  
in Self Directed Time

Thurs 17<sup>th</sup> Last Day of Term 3

Fri 18<sup>th</sup> Student Free Day  
School Wellbeing  
Closure Day

#### OCTOBER

Mon 5<sup>th</sup> First Day of Term 4

Wed 7<sup>th</sup> General Achievement  
Test (GAT)



# FROM THE PRINCIPAL

*And the people healed.*

*And, in the absence of people living in ignorant, dangerous, mindless, and heartless ways, the earth began to heal.*

*And when the danger passed, and the people joined together again, they grieved their losses, and made new choices, and dreamed new images, and created new ways to live and heal the earth fully, as they had been healed.*

This year we have had a number of staff on parental leave. Four of these staff will be returning to work in Term 4: Mrs Kursty Bookham, Mrs Gemma Harrower, Mrs Nicole Miceli and Mrs Shaye Strugnell. In my Principal's letter at the end of term I will provide information as to which classes Mrs Bookham, Mrs Harrower and Mrs Miceli will be taking. Mrs Shaye Strugnell will return to her position as Senior Library Assistant in the LRC. Sadly, this means that Ms Courtney Rovere will conclude her time with us on the 18<sup>th</sup> of September. Courtney has been a welcome addition to our LRC for just over 12 months. We will miss her creativity and love of books, and wish her well as she continues her university study.

The end of term can be tiring for everyone, so I encourage you to eat well, exercise and get enough sleep. The last day of term for our school community is Thursday 17<sup>th</sup> September.

**Michelle Haeusler**  
Principal

## FAITH MATTERS

### The Season of Creation

Over the next few weeks, Catholic communities will be praying and reflecting on how we can better care for creation. The Season of Creation begins on 1 September and concludes on the feast of St Francis of Assisi on 4 October.

This is a special season that gives us the chance to see how we are caring for creation. What footprint are we leaving for future generations? It might be as simple as taking a closer look at how you recycle at home, or what taps or lights are left on.



**SEASON OF  
CREATION**

The theme for this is **Jubilee for the Earth: New Rhythms, New Hope**. More information can be found at: <https://seasonofcreation.org/>

### Father's Day

This Sunday is Father's Day! It will be quite a different celebration for many families this year in light of the current restrictions.

We remember those men who, through their open-heartedness, are people of compassionate mercy, who wisely take the message of the Risen Christ into their hearts, who humbly use their strength of purpose to be co-creators with God and who are courageous peacemakers in our troubled and complex world. Fill their hearts with love, humility and openness.

We ask this in Jesus' name.  
Amen.

**Alison Wright**  
Director of Mission



# FROM THE DEPUTY PRINCIPAL

## **Attendance Online**

Thank you to our students who have done their best to attend all their classes online this term. It certainly has had its challenges - we have all experienced Wi-Fi dropping out, MacBooks running flat and simply losing track of time in an environment that has no bells or different class rooms to go to. A reminder to students and parents that if students cannot attend class due to interruptions to Wi-Fi or technology issues, email contact with their teacher is a really good way to communicate the unexpected absence, even if this is after the event. If students are going to be absent for the day, parents should make contact on 5032 9771 and press option 2.

## **Teachers and Learning Support Officers online**

Our Teachers and our Learning Support Officers have done, and continue to do a wonderful job of maintaining continuity in teaching and learning throughout this term. From time to time our staff do have leave for Professional Development, Scheduled Release or Personal Leave. When this occurs they have provided work on the Google Classroom and advised their students. Things are not the same in Remote Learning but we are all doing our best to ensure that everyone has access to the learning they need. We are all hoping that we can be back together on-site but while we remain apart, we will do our best to provide students with great teaching and learning, support and encouragement.

## **Welcome to Wednesday**

Our Student Forum has been looking at ways to bring back a bit of social engagement and fun for students while we are not on-site. It has been a long term and we are all feeling like we need a bit of an energy infusion! That was the idea behind their fantastic initiative called Welcome to Wednesday.

Welcome to Wednesday (workshops for wellbeing and wonder) is a chance for students of all year levels to get together and do things that are fun, join with others who have similar interests, to socialise and reach out to others.

Everyone is doing a great job and Welcome to Wednesday is a chance to kick back and relax a little. The workshops will be run for students, by students and include the following:

- Lego Challenge
- Escape Rooms
- Meditation
- Motivation in the first year of Uni
- Study tips
- Guitar Riffs
- Music Kahoot
- Brownie making
- Taking a Gap Year
- Special Effects Makeup
- Minecraft
- Learn a Dance Routine
- Singing
- Origami
- Spicks and Specks
- Avengers Kahoot
- Harry Potter Fan Club
- Training at home
- Scavenger Hunt
- Jeopardy

It would be great to see students sign up for a workshop on Wednesday afternoon. There are now two weeks to go until the end of term and activities like this, where we get to spend time with each other in a relaxed atmosphere have great benefits for our overall wellbeing.

I hope that the final two weeks of school are a time of engagement and connection for the members of our community.

**Catherine Howison**  
Deputy Principal





**STUDENT FORUM PRESENTS**

# Welcome to Wednesday

Get rid of that Groundhog Day feeling

**try this**

Music Kahoot

Harry Potter Fan  
Club

Scavenger  
Hunts

Jeopardy

Guitar Riffs

Singing

Lego Challenge

Taking a Gap  
Year

First Year Uni  
Experience

Learn a Dance

**or this**

**Wednesday  
9th  
September  
during  
Self  
Directed  
Time**

**Sign up for  
one of the  
Workshops on  
offer, run by  
students for  
students.  
(plus a few  
staff helpers  
and past  
students)**

**or this**

Origami

Virtual Escape  
Room

Meditation

Study Tips



**Sign ups will start on Thursday 3rd**

# STAY INFORMED



[www.facebook.com/SMMCSwanhill](http://www.facebook.com/SMMCSwanhill)

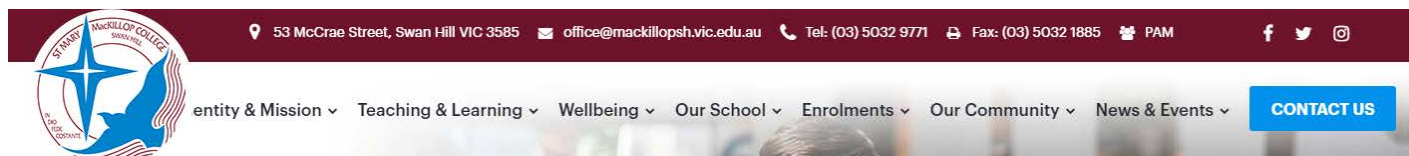


<https://twitter.com/SMMCSwanHill>



Parent Access Module

<https://pam.mackillopsh.vic.edu.au/Login/Default.aspx>



<https://smmc.vic.edu.au/>

	<b>Solomon House Leader:</b> Mr Chris Joyce cjoyce@mackillopsh.vic.edu.au		<b>Woods House Leader:</b> Mr Joel Murphy jmurphy@mackillopsh.vic.edu.au
<b>Solomon 1</b>	Ms Rianne Quaife / Mr Nathan Lane rquaife@mackillopsh.vic.edu.au nlane@mackillopsh.vic.edu.au	<b>Woods 1</b>	Mr Rob Waterson / Ms Lyndal Robinson rwaterson@mackillopsh.vic.edu.au lrobinson@mackillopsh.vic.edu.au
<b>Solomon 2</b>	Ms Sheelagh Leary / Ms Mandy McCallum sleary@mackillopsh.vic.edu.au mmccallum@mackillopsh.vic.edu.au	<b>Woods 2</b>	Ms Jessica Curtis jcurtis@mackillopsh.vic.edu.au
<b>Solomon 3</b>	Ms Sally Op't Hoog sopthoog@mackillopsh.vic.edu.au	<b>Woods 3</b>	Ms Emma Doherty edoherty@mackillopsh.vic.edu.au
<b>Solomon 4</b>	Mr Mark Leary mleary@mackillopsh.vic.edu.au	<b>Woods 4</b>	Mr Jeremy Wood jwood@mackillopsh.vic.edu.au
<b>Solomon 5</b>	Dr Gibson Jim / Ms Sally Looney gjim@mackillopsh.vic.edu.au slooney@mackillopsh.vic.edu.au	<b>Woods 5</b>	Mr Damian Howison dhowison@mackillopsh.vic.edu.au
	<b>Tenison House Leader:</b> Ms Jen Salvo jsalvo@mackillopsh.vic.edu.au		<b>Xavier House Leader:</b> Ms Ebonee Gurnett egurnett@mackillopsh.vic.edu.au
<b>Tenison 1</b>	Mr Luke Crow lucrow@mackillopsh.vic.edu.au	<b>Xavier 1</b>	Mr Damien Hirst dhirst@mackillopsh.vic.edu.au
<b>Tenison 2</b>	Mr Geoff Hickmott ghickmott@mackillopsh.vic.edu.au	<b>Xavier 2</b>	Ms Francesca Gomez fgomez@mackillopsh.vic.edu.au
<b>Tenison 3</b>	Ms Catherine Smith csmith@mackillopsh.vic.edu.au	<b>Xavier 3</b>	Mr Tony Haley thaley@mackillopsh.vic.edu.au
<b>Tenison 4</b>	Ms Laura Crow lcrow@mackillopsh.vic.edu.au	<b>Xavier 4</b>	Ms Jane Alderuccio jalderuccio@mackillopsh.vic.edu.au
<b>Tenison 5</b>	Mr Eddie Scholtens escholtens@mackillopsh.vic.edu.au	<b>Xavier 5</b>	Ms Suzy Haley shaley@mackillopsh.vic.edu.au

# TEACHING AND LEARNING

## **Acknowledging our amazing students**

A recent opinion article on the Education Review website started with the heading 'This will be the generation to watch – they will redefine what we mean by resilience and grit'. The author, Linda Brown, challenges us to think about what has been gained from this experience of remote learning, rather than focus on what has been lost. During this time our students have learnt invaluable life skills. They have shown they can be flexible, adaptable and resilient in the face of change. They are amazing! They are sharing this experience with their peers at schools all over the world. They (and we) are a part of history. This time in our lives will no doubt feature in the textbooks of the future.

In education, we often talk about developing '21st Century Skills'; skills that are flagged as critical for the future. When I think of these skills, so many of them our students have developed through this period of remote learning. They have certainly developed their skills in technology and being able to communicate and collaborate online, and also their creativity, critical thinking and problem solving skills. Two examples come to mind from our last newsletter, where the Year 10 Psychology class had to come up with a creative way to show their understanding of the brain, and the Year 8 Humanities students had to use materials from home to design a map of Japan. Brown (2020) says 'The adversity young students face today will serve them well in the opportunities they seek out in the future'. The unique experiences our learners have had this year will undoubtedly serve them well as they continue their learning journey. The article can be found [here](#).

## **Supporting our learners**

At times in our learning journey we find ourselves challenged or stressed out by something. This may be heightened during our remote learning experience.

These strategies may help when you are challenged by your school work:

**Ask for support** – Our amazing teachers will always support you. You may even talk to a friend or a parent to better understand the task.

**Make a connection** – Can you connect what you are learning to something else you have been learning or something you already know?

**Read the instructions carefully** – Take the time to read all the instructions, more than once if you need to.

## **What to do when you feel stressed**

**Take a break** – Stand up, stretch and walk away from your work. Perhaps go outside for a walk and some fresh air, or enjoy a snack and a drink.

**Connect with other people** – Use your support networks to your advantage. Have a conversation with a friend, family member, your subject teacher, homeroom teacher or House Leader, and let them know how you are feeling and what is going on in your learning.

Remember you are not alone in your learning journey. We are here to support you!

## **Sleep, Learning and Memory!**

Dr Jared Cooney Horvath is an educational neuroscientist in the Melbourne Graduate School of Education at the University of Melbourne. Last year I had the great pleasure to attend a seminar presented by Jared. Jared is a highly engaging and knowledgeable presenter who has his own channel on YouTube, with a range of videos to support teachers, students and parents. I know some students, and adults for that matter, struggle to get enough sleep each night. Jared says 'sleep is the key to memory', and in his video (link [here](#)) he talks about the importance of sleep. It is a fascinating insight into sleep and we can all learn something from this.

# TEACHING AND LEARNING

## **Learning Recognition Program**

In our last newsletter we launched the Learning Recognition Program initiative. This week we recognise and congratulate the following students:

### **Year 9**

#### **Academic Excellence:**

Chloe O'Reilly, Amy Simpson, Ava Cummins, Ava Sarre, Paul Scalora, Anellie Sabado, Angelica Watson, Thanh Pham

#### **Effort and Endeavour:**

Angelica Watson, Paul Mason, Ella Williams, Jesse Schulz, James Tilbrook, Brydi Lewis, Milla Scott, Adam Lauer, Joshua Rogers, Brehana Hodgson

### **Year 8**

#### **Academic Excellence:**

Grace Doherty, Tess Meney, Parker Condely, Jai Robinson, Justine Larona, Eliza Everett, Evita Caruso

#### **Effort and Endeavour:**

Tess Meney, Emily Hall, Sophie Sutton, Christian Anderson, Eliza Everett, Trae Jennings, Lauren Cordingley, Grace Doherty, Lucy McCann, Rory Vial, Samirah Khalil, Otto Conlan

## **Spotlight on learning: Technology**

I still remember the final gathering of my Year 12 cohort in the chapel on our last day of secondary school. The Principal addressed us and said the in future we will move into jobs that don't exist yet. This is still said to this day, and a quick Google search will reveal a lot of articles on the topic of preparing students for jobs that don't exist. The International Society for Technology in Education (ISTE) has an interesting article on the topic ([here](#)). We are all lifelong learners, adding new skills to our existing skillset all the time. A lot of these new jobs have been created and continue to be created because of the rapid developments in technology. 'Technology is ubiquitous, touching almost every part of our lives, our communities and our homes' (Host 2019). Over the past decade we have observed significant developments in technology. The first iPhone was launched in 2007, but it seems we have been using smart phones forever! If we think about it, technology is all around us, and a part of our daily lives, and people are learning how to use technology from a young age.

At the beginning of the term I asked my Year 10 Geography class to come up with a list of questions to ask someone who grew up without the internet. For our students, it would be hard to imagine a life without the internet, but there certainly was a time!

Advances in technology have changed the way teachers teach. Who would have thought this time last year we would be teaching our students online, and adapting so well and quickly to this new environment.

Technology is a powerful way to engage and support students in their learning. At St Mary MacKillop College we have the seamless integration of learning technologies across our curriculum. Our students are fortunate to have access to a range of technology. There are interactive whiteboards in classrooms and each student has a MacBook. Learning comes alive through the use of Virtual Reality (VR) headsets. The head-mounted device provides virtual reality for the wearer. Imagine being transported to a location across the other side of the world without leaving the classroom!

The study of technology in schools has certainly evolved from the days of learning how to word process! Nowadays, students engage in coding, website and game design, 3D printing and so much more. Many experts tell us that skills in technology are required for modern workers, and we see technology in the acronym STEM (Science, Technology, Engineering and Mathematics). The 'Careers with STEM' website ([here](#)) has an interesting infographic which explains where all the jobs in STEM are.



## Where are the jobs in STEM?

STEM graduates work across the economy in a wide variety of industries and occupations.

### TOP FIVE STEM JOBS

OCCUPATION	JOBS	GROWTH
SOFTWARE PROGRAMMERS	121,300	21%
GENERAL PRACTITIONER & RMO	60,400	12%
CIVIL ENGINEERS	53,300	13.5%
ENVIRONMENTAL SCIENTISTS	25,300	11.3%
MEDICAL LABORATORY SCIENTISTS	24,200	6.3%

**55%** work as professionals  
**18%** as managers

### INDUSTRY SECTORS

TWO THIRDS OF STEM UNIVERSITY GRADUATES HAVE JOBS IN THESE INDUSTRIES



THERE ARE ABOUT **13 MILLION** PEOPLE IN THE AUSTRALIAN WORKFORCE

APPROXIMATELY **2.3 MILLION** ARE STEM EMPLOYEES

WORKING IN **108** DESIGNATED STEM OCCUPATIONS

**32%** ARE UNIVERSITY EDUCATED

**68%** HAVE VOCATIONAL EDUCATION + TRAINING (VET) QUALIFICATIONS

ONLY **30,000** ARE EMPLOYED AS LABORATORY RESEARCH SCIENTISTS

THE LAST 5 YEARS HAS SEEN **16.5% GROWTH** IN STEM EMPLOYMENT

GROWTH IN STEM EMPLOYMENT IS **160% HIGHER** THAN NON-STEM EMPLOYMENT

**77%** OF ALL STEM GRADUATES ARE EMPLOYED IN THE PRIVATE SECTOR

**12%** OF STEM GRADUATES ARE BUSINESS OWNERS



### JOBS IN AGRICULTURE

GrainCorp  
Employees: 6,500 employees  
Annual Revenue: \$2.2 billion  
Popular Degrees: B.Eng. | B.Sc.  
Location: WA, QLD, NSW, VIC

### JOBS IN HYDROGEN

2,800 new jobs in hydrogen export by 2030  
National Hydrogen Strategy  
election promise: \$100 million  
Solar plants producing clean hydrogen for export

### JOBS IN MARINE SCIENCE

The Australian Institute of Marine Science (AIMS)  
Annual Budget: \$47 million  
Staff: 344  
53 Research Scientists  
58 Research Support  
12 Postdoctoral Fellows

### JOBS IN DEFENCE

Defence Science & Technology (DST)  
Budget: \$408 million  
Employees: 2,300  
Jobs throughout Australia  
Predominantly scientists, engineers, IT specialists & technicians.

### JOBS IN NUCLEAR SCIENCE

Australian Nuclear Science & Technology Organisation (ANSTO)  
Annual Budget: \$365 million  
Total staff: 1,261 - Predominantly scientists, engineers & nuclear experts, 3,600 researchers used ANSTO facilities in 2018

### JOBS IN SPACE

New Jobs: 30,000 by 2030  
Australian Space Agency:  
\$47.7 million  
Space Infrastructure Fund:  
\$19.5 million  
Space Discovery Centre:  
\$6 million

### JOBS IN SNOW

Australian Antarctic Division  
Annual Budget: \$252.9 million (2018-19)  
Total staff: 200  
78 Research scientists  
60 Other research staff

### JOBS IN RESEARCH

Commonwealth Scientific & Industrial Research Organisation (CSIRO)  
Annual Budget: \$1,292 million  
Total staff: 5,190  
1,533 Research scientists  
2,115 Research staff



Having skills in technology is more than learning how to use a computer, but having 'digital literacy'. According to Associate Professor Jo Coldwell-Neilson, Deakin's Associate Dean, Teaching and Learning, in the Faculty of Science, Engineering and Built Environment, digital literacy can be defined as 'the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of living, learning and working in a digital society'. There are lots of interesting infographics on digital literacy, and here is one outlining the 5 top digital literacy skills.

At St Mary MacKillop College, technology is more than ICT. We are blessed to have amazing contemporary spaces for our students to engage in wood and metal production, and food technology. Throughout the year in the newsletters we have showcased the amazing work students have produced in these subjects.

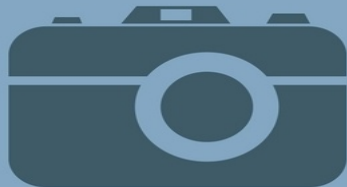
I still remember the first time I was taken on a tour around our amazing school and I was shown the Mary MacKillop Hospitality Trades and Skills Centre. What an amazing space for our students to develop their skills for success in the hospitality industry. The students undertaking food and hospitality studies are so fortunate to be able to work in a commercial kitchen, complete with TV monitors to follow demonstrations as they cook. The space next to the kitchen can be set up like a restaurant so our students can work on developing their customer service skills.

Equally as impressive is our wood and metalwork area across the road from our main campus. Our students have the latest equipment available to them to develop their wood and metalwork skills.

I would like to acknowledge our wonderful team of technology teachers who share their passion for technology with our students and help them to develop their skills and creativity.



## 5 TOP DIGITAL LITERACY SKILLS



**96%** of workers in U.S. use new communications technologies as part of their daily life. **62%** use the Internet as an integral part of their jobs.

### PHOTO-VISUAL LITERACY

Photo-Visual literacy helps the reader to understand messages visually. People with photo-visual literacy have good visual memory.

### SOCIO-EMOTIONAL LITERACY

Know how to avoid traps as well as benefit from digital communication.



### INFO-LITERACY

Having skepticism to know how to identify effectively information digitally. Avoid "fake news."

### REPRODUCTION LITERACY



Digital reproduction literacy is the ability to create meaningful, authentic, and creative work or interpretation, by integrating existing independent pieces of information.

### BRANCHING LITERACY

Scholars move from linear data searches in traditional digital libraries and databases to knowledge construction from information that was accessed in a non-linear manner.

Sources (Gilster; Labbo, Reinking, & McKenna)



# TEACHING AND LEARNING

## **Congratulations to Kelly Mulligan!**

Kelly is a top 15 finalist for SF3 Film Fest. There were over 300 entries worldwide.

SF3 Film Fest is an international smart phone film festival open to all ages. SF3 provides a platform for emerging and professional filmmakers to bring their ideas to life and have their films seen by a global audience without the need for fancy equipment or big budgets. The winners will be announced at Event Cinemas in George Street Sydney on Saturday 10 October. Kelly is unable to attend because of COVID-19, but he will be able to watch the event streamed online. We congratulate Kelly and wish him all the best in this competition.

## **Sir Ken Robinson**

Author Sir Ken Robinson was an internationally recognised authority on creativity and innovation. His TED Talk on the subject of creativity in education is the most watched video in the history of TED Talks. Sir Ken Robinson was regarded for his outstanding contributions to the field of education. Sadly, he passed away recently, however, his legacy will live on and teachers will continue to be inspired by his work. A blog post by TED Blog remembering the life of Sir Ken Robinson can be found [here](#).

## **Spotlight on our Amazing Staff**



**Name:** Lisa Cumming

**How long have you been at SMMC?** I started working here in 1993. Such a long time ago.

**What is your role at SMMC?** Science Laboratory Technician

**What makes SMMC special?** The school community, staff and students.

**Which is your House?** Solomon

**What do you enjoy doing outside of school?** I enjoy horse riding, taking the dogs for a walk, having all the family together or just relaxing in front of the TV.



**Name:** Jessica Curtis

**How long have you been at SMMC?** This is my fourth year.

**What is your role at SMMC?** I teach Japanese, Humanities and English.

**What makes SMMC special?** SMMC is so special because of the people in the school. There is a wonderful welcoming staff who support each other. The rapport and sense of community between staff and students are fantastic.

**Which is your House?** I am in Woods House. I get to start my morning with the wonderful students of Woods 2!

**What do you enjoy doing outside of school?** Outside of school I love travelling, reading and watching movies.



**Name:** Ebony Dalton

**How long have you been at SMMC?** Teaching? Just this year, although I went to high school here and it's nice to be back!

**What is your role at SMMC?** I'm a teacher of RE, English, Humanities and Psychology.

**What makes SMMC special?** We have a wonderful sense of community at this school and there's not that many people that we don't know. It's nice to be able to walk through the school and say hi to so many people!

**Which is your House?** I'm in Woods this time around, although I used to be a Solomon student.

**What do you enjoy doing outside of school?** Most things creative and musical: playing piano, cutting hair, singing and learning languages!

**Nathan Lane**

Deputy Principal Teaching and Learning

# TEACHING AND LEARNING

## What I learnt today at SMMC...

### YEAR 8 CANDY CARTONS

During remote learning, Year 8B have been designing and creating their own candy cartons. The brief was:

Our candy company wants you to design a carton that will contain 18 candies. Your design must take into account the following:

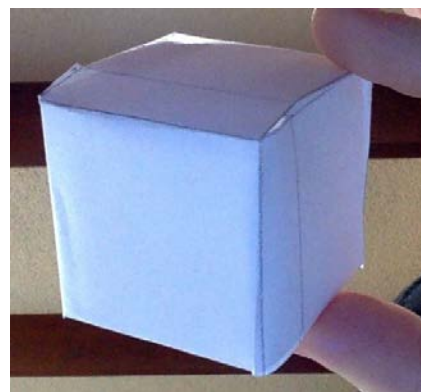
- The candies are each 1cm deep and 2cm in diameter.
- The carton must be made from a net that fits on a single sheet of letter-sized cardboard.
- The design should require as little cutting as possible.
- The sides of the carton will be fixed together using glue flaps. Show where these will be on your net.

Some of the student designs and explanations were as follows:

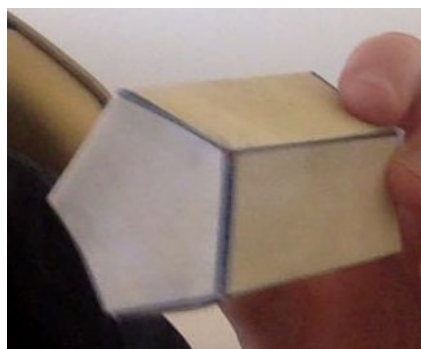


"This carton design is relatively compact and is very practical. The rectangular prism carton is small and accessible and can carry all 18 lollies within this  $72\text{cm}^3$  prism. This prism will save you your money using only  $120\text{cm}^2$  of paper or 19% of an A4 page. This design limits the amount of empty space to  $15\text{cm}^3$  making it even more practical to choose this carton design." - Will G

"The overall volume of all the candies would be about  $57\text{cm}^3$ . The volume of the carton I created was  $64\text{cm}^3$  ( $4 \times 4 \times 4$ ) so there would be space for the candies with space for packing to hold them in place." - Rebecca



"Volume of a Lolly is  $3.14\text{ cm}^3$ . All lollies together is  $56.52\text{cm}^3$ . The container holds up to 18 lollies. Approximately  $58.15\text{cm}^3$ " - Wentworth

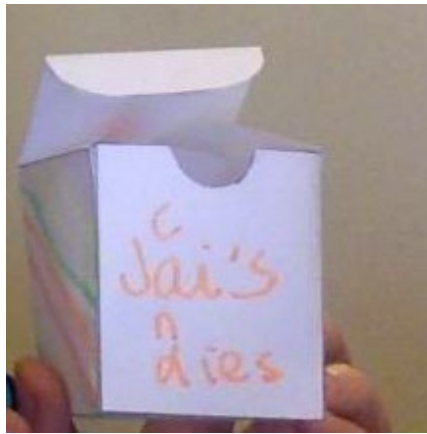


"My design is small and compact, with the net only reaching an area of  $108\text{cm}$  squared which means you will use less paper to make it. I have provided the least amount of cutting possible and I have provided the glue flaps in my design. Most of these features result in having less expenses because this design uses less paper and cutting involved than other designs. The volume of the carton is  $72\text{cm}$  cubed while the volume of each candy is  $4\text{cm}$  cubed." - Emily





## TEACHING AND LEARNING



“You should choose my design as it is innovative, cost effective, able to fit all the lollies and is very sturdy. It has a thumb hole for easy opening and can be easily customised with business/canteen logos. It’s made from recycled card, cheaper and better for the environment than regular card.” - Jai



"The carton is square shaped and is very colourful so people will notice it. The candies volume is  $56\text{cm}^3$  and my box is  $108\text{cm}^3$ ." - Abbey



"It's a nice simple design, it's easy to make and it doesn't require many tools and supplies. That's how it saves money." - Keely

“It will save you money since it is an easy carton to make, so you won’t need many supplies. It is compact even though there is an extra 3 cm in length to what is needed.

Features are:

- Dividers with candy
- Fun Design on the front
- Room for candy
- Kids will think they're getting more candy than what they are getting

The volume for the candies are  $56.5\text{cm}^3$ , the volume for the carton is  $84.78\text{cm}^3$ , the area of card is  $99.84\text{cm}^2$ ." – Lauren

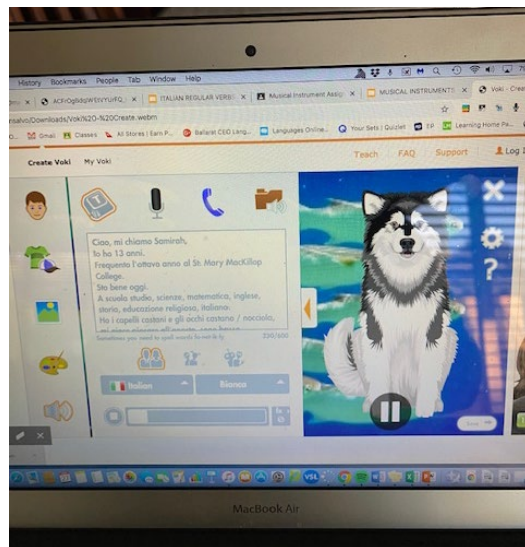
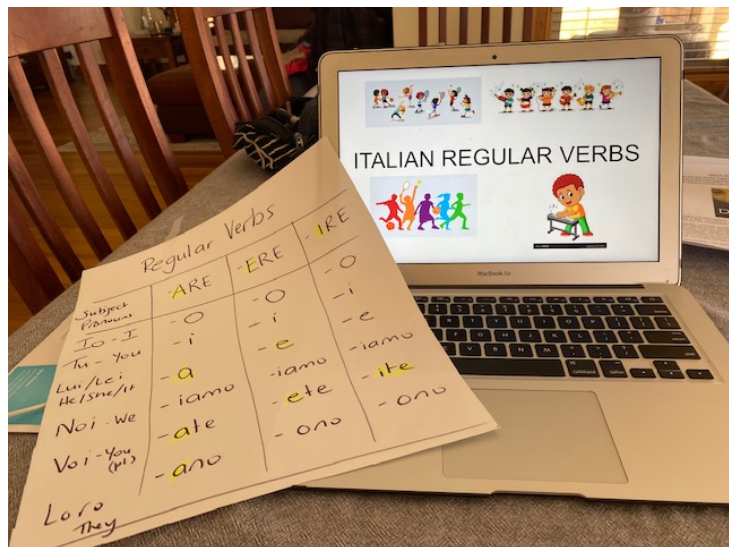


Here is a screenshot of Mrs Henderson's Year 7 Drama students showing their costume designs for the character they are playing in our class play, 'Little Red'.

Students were asked to create costumes for a small inanimate object using things they could find around the home.

# TEACHING AND LEARNING

Here is a selection of work completed by students in Mrs Salvo's Italian classes. The students created VOKI characters so they can talk about themselves. The Year 7s have been working on Postcards from Italy.



Buongiorno Alicia,  
Come stai?, Molto bene  
Io sono a Milano,  
in questo momento sono nel negozio Balenciaga,  
vorrei che tu fossi qui con  
Me. Qui ci sono italiani, cinese e' australia.

Cordiali Saluti  
Mia xxx

Via Pitt street 16/ 167.  
Melbourne  
Victoria 3095 Australia

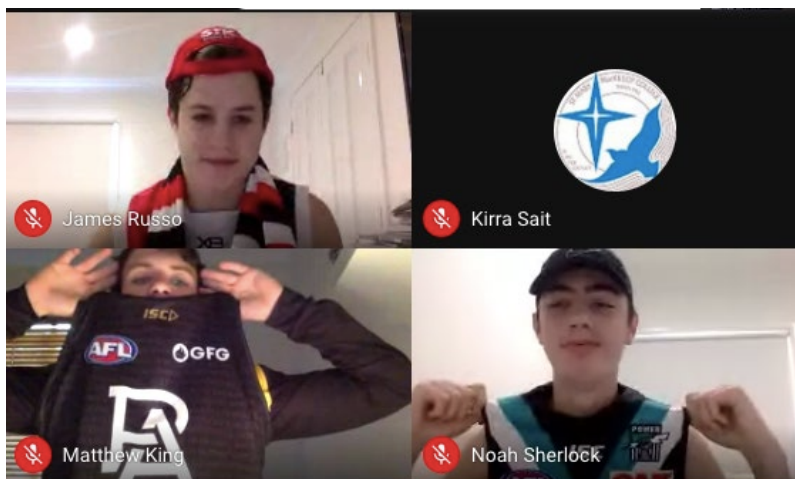
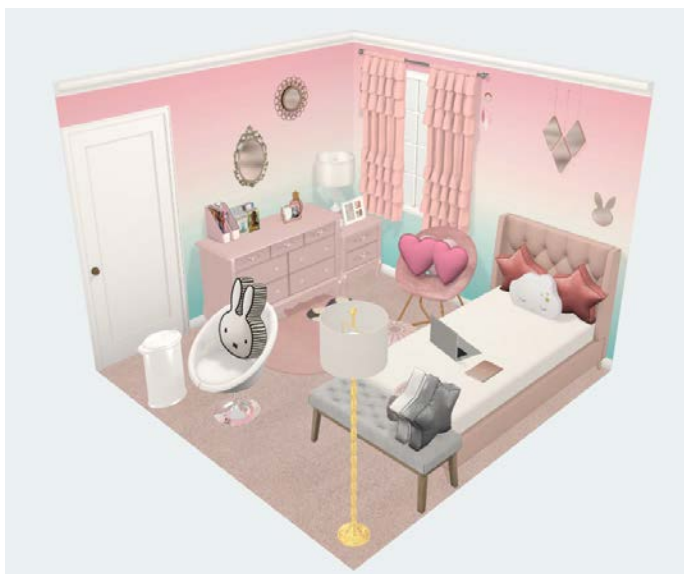
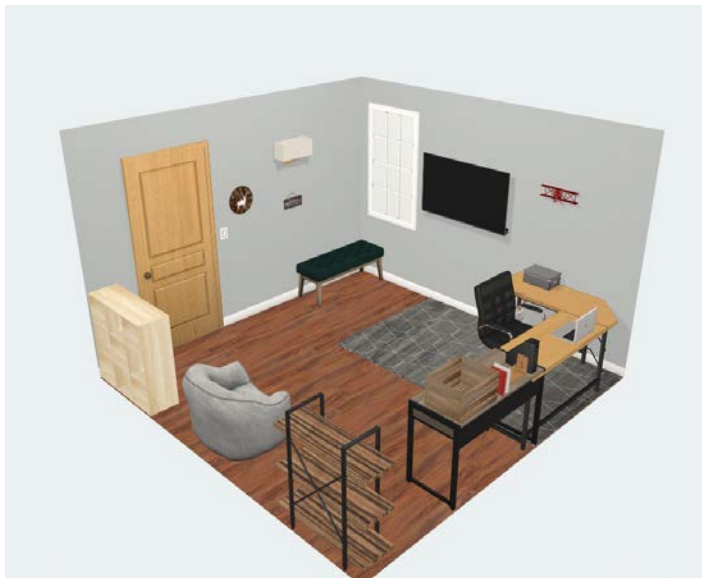




# TEACHING AND LEARNING

Mrs Crow's Year 12 VCAL Work Related Skills class have been working on the following task:

As we fight the spread of COVID-19 we have been asked by the Victorian Government to work from home. This has resulted in our workplaces being shifted to our home. As a result, employers have requested safety audits be conducted of the home workplace. Students completed a home workplace audit then had a bit of fun redesigning their ideal workspace on [www.designwithfriends.com](http://www.designwithfriends.com). It is such a cool site and the students are loving it.



Mr Curtis is making sure our school looks amazing for the return of our students. Thank you very much!

Mrs Haley's Year 11 English class on Footy Colours Day



## **Kwong Lee Dow Young Scholars (KLDYS) Program**

The **KLDYS Program** is an academic enrichment program for high-achieving current Year 10 students in the senior years of secondary school. Designed to offer a first-hand insight into university life, this program helps students to foster study and career aspirations and helps them develop supportive peer networks that carry over to enrolment.

All Year 10 students have been emailed the flyer, and all interested students are encouraged to apply. Applications close Friday, September 18th.

## **Virtual Open Days**

Most Virtual Days have been held. The only ones left are:

### **Australian Catholic University**

<https://bit.ly/31MOX4h>

Saturday 5<sup>th</sup> and Saturday 12<sup>th</sup> September

### **Longerenong College**

<https://bit.ly/2MspqVv>

Sunday 13<sup>th</sup> September

### **The University of Melbourne**

<https://bit.ly/3lwONWN>

Saturday 5<sup>th</sup> and Sunday 6<sup>th</sup> September,

### **Charles Sturt University**

<http://bit.ly/2vvvTdO>

Tuesday 15<sup>th</sup>, Wednesday 16<sup>th</sup> and Thursday 17<sup>th</sup> September

## **Missed an open day?**

Don't worry! Most Universities have recorded their Open Day sessions. Go their websites to find out more.

## **Year 12 Revision Webinars**

Australian Catholic University are holding revision webinars in preparation for end of year exams. These free 90 minute virtual sessions will be led by experienced Year 12 teachers and exam markers which will ensure students can get personal help in a wide range of subjects.

Interested students should check the variety of subjects covered in these webinars and book their place at

<https://www.acu.edu.au/about-acu/events/year-12-revision-webinars>



## **CASPer Test**

Any Year 12 student applying for entry into an initial teacher education course must complete an additional selection tool for non-academic attributes. CASPer is an online, video scenario-based situational judgement test that allows students to demonstrate their suitability for a teaching career. This online test is a type of psychological test which presents realistic, hypothetical scenarios and may ask the individual what they would do in the dilemma and why they would do it. The test will take between 60 – 90 minutes to complete.

To register, please go to <https://takecasper.com>

Upcoming test dates are:-

- Friday September 11<sup>th</sup> 7:00pm
- Thursday October 8<sup>th</sup> 11:00am
- Sunday November 15<sup>th</sup> 1:00pm
- Tuesday December 8<sup>th</sup> 8:00pm

**Sally Looney and Brenda Brady**

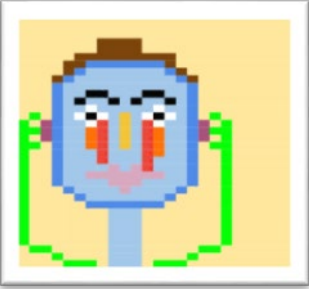
Pathways Team

# YEAR 8 ART & DESIGN

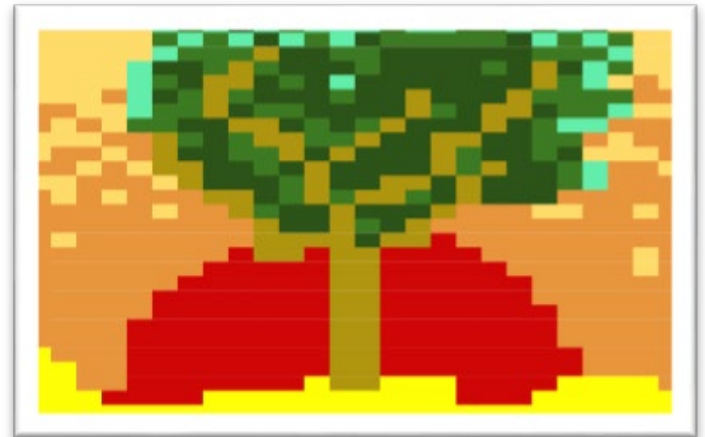
The Year 8 students continue to impress me this term with their understanding of design elements and principles. I couldn't be more pleased with their enthusiasm to learn new styles and confidently select and apply a range of digital skills for any task. The following is a snap shot of some of their amazing artworks.

## Jeremy Wood

Art & Design Teacher



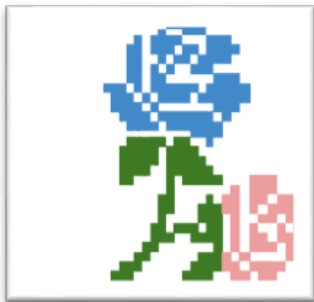
Lauren Cordingley – Frida Kahlo style artwork and Meme



Otto Conlan



Parker Condely – Frida Kahlo



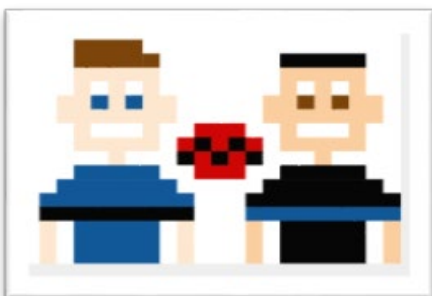
Remi Alderuccio – Pixel Art



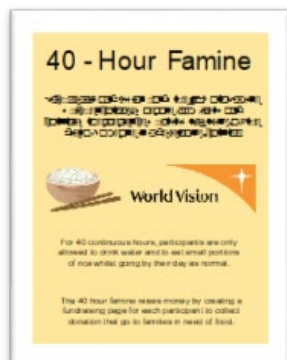
Christian Anderson – Frida Kahlo



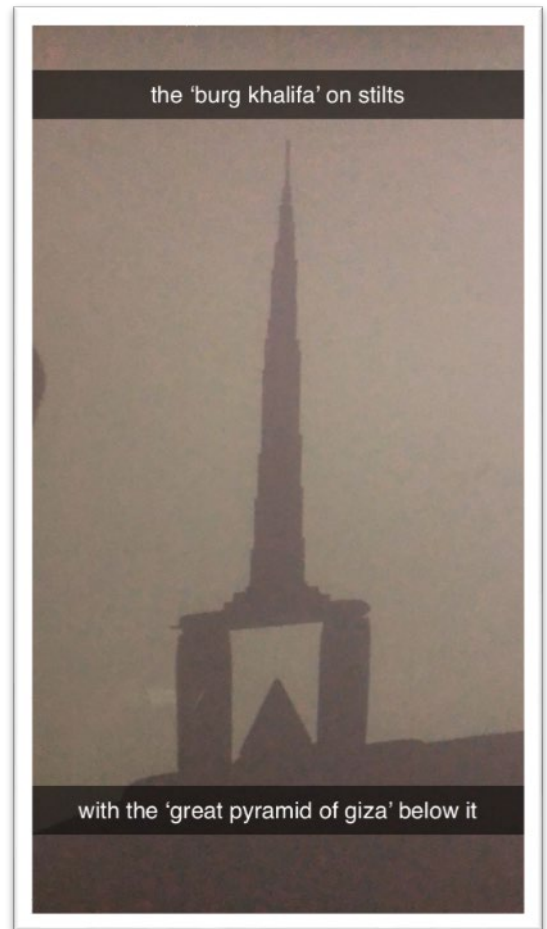
Emmanuel Lewamba – Pixel Art



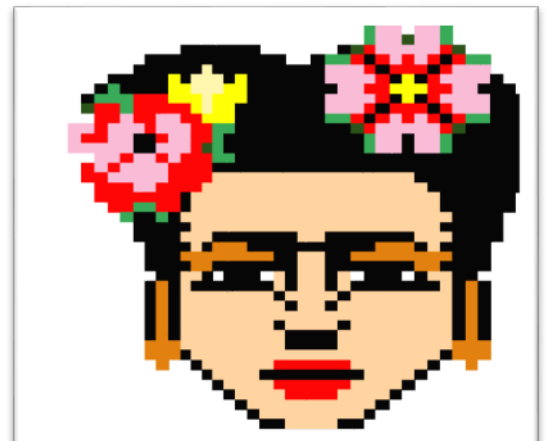
William Gilchrist – Pixel Art



Flyer



Parker Condely – Shadow Art



Brooke Thompson – Frida Kahlo

# VICTORIAN STUDENT REPRESENTATIVE COUNCIL

Congratulations to Grace Scott on being elected a student representative for Victoria. The Victorian Student Representative Council Ltd was created by students to be a voice for students at the highest levels of decision making in Victorian education. VicSRC is led by a team of 15 secondary school-aged students (Student Executive Advisory Committee) that make decisions collaboratively with a group of six adults (VicSRC Board of Trustees) about how VicSRC operates, what programs it offers and how it hears from students about what changes need to be made in education. A team of staff members put these decisions into action with consistent advice from the Student Executive Advisory Committee.

The Executive Committee play a key role in the governance of VicSRC by ensuring the organisation is always student-led. They advise the organisation on strategic direction, implement advocacy priorities and represent Victorian students to other stakeholders in education. All Executive Committee members are expected to attend monthly meetings as well as several training camps and key VicSRC events. They also need to spend on average 2 hours per week on Executive-related work outside of meetings and events.

Hi everyone! My name is Grace and I am a current year 11 student from Swan Hill in rural Victoria. I am so excited to represent the students of Victoria during my term on the Exec and cannot wait to start working with staff and the rest of the committee to create positive change within our education system.



Executive Committee members do the following:

- attend meetings with the Minister for Education;
- speak on panels to teachers and educators;
- advise the Department of Education on how to design
- programs or initiatives to best support students;
- advise the VicSRC staff on the strategic direction of the
- organisation and which priorities to focus on; or
- sit on committees made up of different stakeholders in
- the education system.
- represent Victorian students at a state level and advocate for positive change in education.

## SWAN HILL YOUTH ARTS FESTIVAL

Luca Devlin has been announced as the ambassador for Swan Hill's Youth Arts Festival 2020. The Youth Arts Festival is an annual one day event celebrating the talents of young people in our community.

We understand this year will look a little different to previous years but Luca is determined to shine a light on the amazing talent we have in our region.

If you would more information on the festival or joining Youth Arts Festival Committee, give Youth Inc a call on 0419 288 365 or you can send them a message via the Facebook page Swan Hill Youth Arts Festival.





# NATIONAL STROKE WEEK

National Stroke Week runs from the 31<sup>st</sup> of August to the 6<sup>th</sup> of September. This year's theme is celebrating the everyday Australians who know and can recognise the signs of stroke. They are F.A.S.T. Heroes!



You too can become a F.A.S.T hero by knowing and recognising the signs of stroke. A stroke is always a medical emergency, and requires a call to 000. Things to look for are:

- Has their face dropped?
- Can they lift both arms?
- Is their speech slurred or do they understand you?
- Call 000 time is critical

**Did you know?** 80% of strokes can be prevented. Adopting a healthy lifestyle can reduce your risk and help prevent stroke. Lifestyle changes to reduce your risk include:

Staying active. Aim for at least 30 minutes of moderate intensity physical activity each day. A low level of physical activity is the second highest risk factor for stroke.

Eating well. Include fresh food when possible and enjoy a balanced diet. Consuming low-nutrient, energy-dense food and drinks leads to overweight and obesity. Being overweight or obese are risk factors for stroke.

Quitting smoking. Tobacco in every form is very harmful to your health. Smoking doubles your risk of stroke.

Drinking alcohol in moderation. The Australian Alcohol Guidelines recommended no more than two standard alcoholic drinks per day. Regular heavy drinking can increase blood pressure, the biggest risk factor for stroke.

Sourced from: [strokefoundation.org.au/](http://strokefoundation.org.au/)

**eat. move. smile.**  
fruit & veg      more often      together



**District Health**  
Connected Care. Best Experience.



# DO YOU LIVE IN A DROUGHT AFFECTED COMMUNITY?

IMMEDIATE **GOVERNMENT FUNDING**  
IS **AVAILABLE** FOR ELIGIBLE FARMERS,  
FARM WORKERS, SUPPLIERS AND  
CONTRACTORS **FACING HARDSHIP**  
DUE TO DROUGHT

[vinnies.org.au/drougthelp](http://vinnies.org.au/drougthelp)



# WE ARE WITH YOU

**Not all impacts of the drought are the same.**

Some drought affected communities have had rainfall, others haven't. Some areas have green paddocks with water in dams, while other paddocks are still dust. Whatever your situation, we know it takes time for farming communities to bounce back even after first rain, and it's not always easy battling the lingering effects of the drought

Financial support of up to \$3,000 is available to eligible drought affected households through the Drought Community Support Initiative Round 2.

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Contact the **Vinnies Drought Support Team** today to find out if you are eligible or for more information



**Apply online**  
[vinnies.org.au/drougthelp](http://vinnies.org.au/drougthelp)



**Call** our Drought Team  
1300 846 643

Please note that this is an Australian Government initiative. Round 2 funding of the DCSI has been open since 19 November 2019 and will continue until December 2020. You can only receive payment once during this round.



**Australian Government**



**St Vincent de Paul Society**  
*good works*



# Media Release

**The Hon James Merlino MP**

Deputy Premier

Minister for the Coordination of Education and Training – COVID-19

Minister for Education



Wednesday, 26 August 2020

## ONLINE WELLBEING SUPPORT FOR FAMILIES

The Victorian Government is helping parents and carers manage home learning and stay resilient during the coronavirus pandemic by providing a range of free online resources.

Minister for Education James Merlino introduced child psychologist Dr Michael Carr-Gregg for a webinar on Tuesday 25 August – and following high demand, a second will be held, Tuesday 15 September – aimed at providing parents and carers with practical skills, knowledge and strategies for managing the lockdown period and remote learning.

The webinars will focus on strategies and tools to help families manage their wellbeing, including establishing a supportive parental role and dealing with uncertainty and disappointment. Families will have an opportunity to ask Dr Carr-Gregg questions.

The Government has also partnered with *Raising Children Network* and funded a 10-episode podcast called 'Raising Learners' featuring parenting experts from organisations including the Murdoch Children's Research Institute, Career Education Association *Victoria* and eSafety Commissioner, Julie Inman-Grant.

Raising Learners will provide parents with practical advice, tips and ideas for supporting children's health, wellbeing and engagement at school. Topics will include connecting with your child's school community, how to best support your child's learning, what to expect for VCE and VCAL students and how to keep your child safe online.

These themes were drawn from common parent questions received by the Department's coronavirus hotline and Parentline. The first three episodes will be launched on 1 September, the remaining episodes will be available throughout Term 3 and 4. Raising Learners will be available via Raising Children Network and podcast apps.

Following an unprecedented response with more than 12,000 registrations, a second webinar will now be held on Tuesday 15 September at 7:30pm.

Places are still available for *Managing the Coronacoaster – Tips for building resilient families* webinar on Tuesday 15 September at 7:30pm. For more information and to register, visit: [eventbrite.com](https://www.eventbrite.com)

### Quote attributable to Minister for Education James Merlino

*"The health and wellbeing of students and families is particularly important during this uncertain time. That's why we're providing tailored resources to help parents and carers support their children – and themselves."*

### Quotes attributable to child psychologist Dr Michael Carr-Gregg

*"Coronavirus has turned the lives of many Victorian families upside down, asking them yet again to navigate a new reality of remote learning, working from home and for some, financial hardship."*

*"Never has it been more important to provide families with simple, practical and evidence-based strategies to help them maintain the family's wellbeing and build resilience."*

### Quote attributable to Raising Children Network, Executive Director, Professor Julie Green

*"All parents need support to help their children thrive, and podcasts are great ways to deliver engaging, reliable and credible information on topics that are on parents' minds. Raising Learners will focus on how parents can support their children's learning at school, and at home."*

**Media contact:** Harry Adam 0448 505 876 | [harry.adam@minstaff.vic.gov.au](mailto:harry.adam@minstaff.vic.gov.au)



# ACTION CALENDAR: SELF-CARE SEPTEMBER 2020



## MONDAY



**7** Remember it's ok not to be ok. We all have difficult days

**14** Talk kindly to yourself like you would to someone you love

**21** Remind yourself that you are loved and worthy of love

**28** Accept your mistakes as a way of helping you make progress

## TUESDAY

**1** Remember that self-care is not selfish. It's essential

**8** Notice the things you do well today, however small

**15** Find a caring, calming phrase to say to yourself when feeling low

**22** Look at photos from a time with happy memories

**29** Write down three things you appreciate about yourself today

## WEDNESDAY

**2** Be willing to share how you feel and ask for help when needed

**9** Avoid saying 'I ought to' or 'I should' to yourself

**16** Notice what you are feeling today, without any judgment

**23** Let go of other people's expectations of you today

**30** You matter. Remember that you are enough, just as you are

## THURSDAY

**3** Free up time in your diary by cancelling any unnecessary plans

**10** Give yourself permission to say No to requests from others

**17** Leave positive messages for yourself to see regularly

**24** Ask a trusted friend to tell you what they like about you

## FRIDAY

**4** Forgive yourself when things go wrong. We all make mistakes

**11** Aim to be good enough, rather than perfect

**18** Don't compare how you feel inside to how others appear outside

**25** Release yourself from inner demands and self-criticism

## SATURDAY

**5** Plan a fun or relaxing activity this weekend and make time for it

**12** Let go of being busy. Allow yourself to take some breaks today

**19** Get active outside and give your mind & body a natural boost

**26** Find a new way to use one of your strengths or talents today

## SUNDAY

**6** Focus on the basics: eat well, exercise and go to bed on time

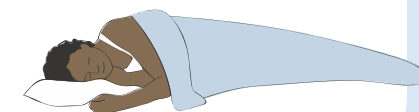
**13** Make time today to do something you really enjoy

**20** No plans day - make time to slow down and be kind to yourself

**27** Take your time. Make space to just breathe and be still



**Self-care is not selfish. You can't pour from an empty cup**



**ACTION FOR HAPPINESS**



[www.actionforhappiness.org](http://www.actionforhappiness.org)

Learn more about this month's theme at [www.actionforhappiness.org/self-care-september](http://www.actionforhappiness.org/self-care-september)

**Keep Calm · Stay Wise · Be Kind**