Important Dates

Academy Uniforms is now at CRC Sydenham
Mon 2:30pm - 4:30pm
Thu 8:00am - 10:00am
Sat 9:00am - 12:00pm

Academy Uniforms is now at CRC Sydenham
Mon 2:30pm - 4:30pm
Thu 8:00am - 10:00am
Sat 9:00am - 12:00pm

Tues 7 June
Yr 9 Science Inquiry Excursion

Wed 8 June
Yr 7 Premier League Finals
Engaging Parents in Career Conversations Night (7pm)

Mon 13 June
Queen’s Birthday
College closed

Tues 14 June
Staff Professional Development Day
College closed

Wed 15 June
Yr 7 Premier League—Grand Finals
Yr 9 & 10 LOTE Excursion

Mon 20—Thurs 23 June
Year 9 & 10 Examinations

Tues 21 June
SACCSS Junior Futsal

Thurs 23 June
Last day of Term 2

Fri 24 June
Report Writing Day
College closed

Mon 11 July
Term 3 Commences

Staff Professional Development Day
College closed

Tues 12 July
Students return

Issue No. 8 - Friday 3 June 2016

Prayer for the Journey of Healing

Almighty and loving God, You who created all people in Your image,
lead us to seek Your compassion as we listen to the stories of our past.
You gave Your only Son, Jesus, who died and rose again so that sins will be forgiven.
We place before You the pain and anguish of dispossession of land, language, lore, culture and family kinship that Aboriginal and Torres Strait Islander peoples have experienced.
We live in faith that all people will rise from the depths of despair and hopelessness.
Aboriginal and Torres Strait Islander families have endured the pain and loss of loved ones, through the separation of children from their families.
We are sorry and in this Year of Mercy, we ask God’s forgiveness.
Toughen the hearts of the broken, homeless and afflicted and heal their spirits.
In Your mercy and compassion, walk with us as we continue our journey of healing to create a future that is just and equitable.
Lord, You are our hope.
Amen.

A MESSAGE FROM THE PRINCIPAL

Dear Parents and Students

“Open our Hearts to Jesus”

On Tuesday 31 May, I attended the Year 8 Mass at St Catherine of Siena Church. Father O’Reilly was the celebrant and in his homily he spoke of the need for all of us to be “shepherds to each other” and to “not only open our eyes and ears to Jesus” but to most importantly “open our hearts to Jesus”. Father O’Reilly suggested that the sign of peace response for the students be “Let your heart show you the way”. Father O’Reilly also asked students to stop and listen to the silence in their hearts and allow that silence to resonate with them on a spiritual level.

This Eucharistic celebration was a wonderful opportunity for the Year 8 students to gather together as a cohort of 195 students and remember that the Eucharist is at the heart of all we do in Catholic schools. I would like to thank Father O’Reilly for leading us in this wonderful celebration and for inspiring the students “to be the best they are called to be”. We pray that the Holy Spirit empowers us to truly live and enact our College motto of ‘Live Fully Act Justly’.

In this issue of the College Newsletter you will again read about the many wonderful faith, learning, student wellbeing, student leadership and co-curricular opportunities, activities and programs that have currently been running within the College this year.
Recently the following activities have taken place:

- Reconciliation Week Activities
- Year 7, 8 and 10 Assemblies
- Year 10 students Pathways afternoon with Catholic Regional College Sydenham staff
- Year 9 Reflection Day on ‘Courageous Discipleship’
- Year 9 VET Day at Catholic Regional College Sydenham
- Year 9 Excursion to Narana, an Aboriginal Cultural Centre
- Year 8 Mass
- Year 7 SACCSS Premier League
- Girls SACCSS Football

I ask that you take the time to read through the various reports and encourage your son/daughter to actively participate in these opportunities. I also encourage you as parents to also involve yourself within our College and accept our invitation to the various parent programs offered.

Family School Partnership Action Team:

On Wednesday 15 June at 7.00pm at the College the Catholic Regional College Caroline Springs ‘Family School Partnerships Action Team’ will be holding their next meeting. The discussion will continue around setting some priorities and strategies in regards to:

- What do you think this school does really well?
- What do you think the school can get better at?
- How could this school support you (parent) as a partner in your child’s learning?

Feedback will also be sought from the ‘Family School Partnerships Action Team’ by the College Leadership Team on proposed changes to the ‘Assessment and Reporting’ structures and the use of electronic textbooks for Mathematics and a number of proposed curriculum changes.

At Catholic Regional College Caroline Springs parent partnership in their child’s education is valued and their feedback and input is highly regarded. The ‘Family School Partnerships Action Team’ meets on a regular basis both formally and informally. Plans have now been put in place to conduct a ‘Student Leadership Community Conversation’ to gain important feedback from a student perspective on key aspects of the College community.

If you are currently not a member of the ‘Family School Partnerships Action Team’, but would like to join and attend the upcoming meeting, please contact me at the College or e-mail principal@crccs.catholic.edu.au. Once again, thank-you for the valuable contribution from these team members, and I eagerly look forward to working with all parents and the Catholic Regional College Caroline Springs ‘Family School Partnership Action Team’.

Proposed Uniform Changes:

Recently parents received an e-mail with information about possible changes to the school blazer and girl’s kilt. The proposed items were on display in the College Reception throughout May. I would like to thank the numerous students and parents who provided valuable feedback. The Catholic Regional College Federation Board will now be using this feedback to inform our decisions.
Term 3 Student Free Day Monday 11 July:

Please note that the first day of Term 3 will now be a staff ‘Professional Learning Day’ and hence a student free day. Students will return to school for Term 3 on Tuesday 12 July. Please place this return to school date in your calendars.

Staffing News

We would like to farewell the following staff who will be taking leave effective this week:

- Hayley Iannazzo (Maternity Leave)
- Karyn Haig (Maternity Leave)

We thank them for their outstanding contribution to the College throughout this year and wish them all the best for their period of leave, and look forward to them returning to the College in the future.

We also congratulate Ms Abby Smolenaers who will undertake the position of ‘Science Leading Teacher’ in an acting capacity throughout 2016.

Congratulations to Year 10 student James Dale who has won a Scholarship to attend the Apple Developers Conference in San Francisco USA.

Jamie Madigan
Principal

EPICC - ENGAGING PARENTS IN CAREERS CONVERSATIONS

Wednesday 8 June – 7.00pm in the Library

Each year, the Learning and Teaching Team, in conjunction with the Department of Education, presents to parents the importance of planning and creating goals for our students' futures! Engaging Parents in Careers Conversations, otherwise known as EPICC, allows parents to get a snap-shot at trending industries, job growth and employment opportunities for the future.

We discuss the options for students for senior studies, such as VCE and VCAL, and numerous study options at our senior campus, Catholic Regional College Sydenham, as well as taking people through the plethora of resources available for parents to begin the conversation with their children. By no means are we picking a career on the night; it's an opportunity to explore future pathways and begin the conversation early to ensure we can open as many doors as possible for our children.

You are invited to attend this important event on Wednesday 8 June starting at 7.00pm in the College Library. Please RSVP your attendance by Monday 6 June to jmcmillan@crccs.catholic.edu.au
FROM THE DEPUTY PRINCIPAL

Thank you to the parents who have contacted the College regarding their child/ren having an extended absence from their studies particularly due to holidays. The College has implemented a new process and it is outlined below for all our parents'/guardians’ information.

Once the College receives written confirmation of a students extended absence an email will be sent to the parents/guardians asking for the following to be completed prior to their child’s absence:

- **A Student Extended Absence Agreement** (attached to the email) will need to be completed and signed by all of the student’s teachers and returned to the relevant Learning and Teaching Leader before their absence:
  - Yr 7 – Ms Corbo; Yr 8 – Ms Stephanou; Yr 9 – Mr McAlindon; Yr 10 – Mr McMillan.

- If the extended absence is for a holiday, as it is College property, the MacBook, along with the charger and bag, must be returned to the College IT Office for safe-keeping. The MacBook will be returned to your child once they return to the College.

I have had a few phone calls regarding the requirement about the MacBook and this mainly comes from an insurance perspective and the cover for the device that is provided. I personally recommend using something like an iPad with Internet access (either on the device or available overseas) as it is smaller and lighter than the MacBook and therefore easier to travel with. Students can log on to SEQTA via the following address [http://student.crccs.catholic.edu.au](http://student.crccs.catholic.edu.au) using their College logon details.

Travelling, particularly overseas, can be a wonderful educational experience in itself. If students want or need to work on documents from school they can upload them before they leave to the ‘cloud’ via Dropbox or iCloud for example. If they use an App such as iAnnotate they are able to open PDFs and write all over them and once the documents are downloaded into the App they are then accessible offline.

I wish all the families that are travelling in the coming months an enjoyable and safe trip.

The College has a highly experienced nurse who runs our sickbay. She is able to make judgements regarding whether a student needs to go home or whether after a little rest they are able to return to class. Recently we have had a number of students who have rung one of their parents to come and get them because they are feeling sick without notifying their teacher. The first that Sickbay knows of it is when the parent turns up to collect their child.

The College policy in regard to this is for the student to tell their teacher, who will send them to Sickbay. The staff in Sickbay assess the student and, if necessary, will contact the parents/guardians.

Please support us by discouraging your child from just ringing you to come and pick them up. You may end up leaving work and/or making a trip to the College for no reason because your child has improved and gone back to class, or the reason for their unease has been resolved. Please be assured, that if there is concern or any doubt about the health of your child, the staff will contact you.

Thanking you for your continued support.

Sheena Wright
Deputy Principal
Exams and Anxiety – A Way Through

As you know, exams are around the corner. Some of us look forward to these. Some of us dread them. And the rest of us sit somewhere along the spectrum. The truth is - we all suffer from Exam Anxiety. So our question is:

What is exam anxiety?

Most people naturally feel some anxiety before an exam. Some anxiety before and during an exam actually helps to enhance your performance. The extra adrenalin that stress releases can assist you in responding to demanding situations. Sometimes, however, too much adrenalin is released and you may begin to feel distress. Then anxiety can get in the way of performing well.

It is most useful to keep your anxiety about exams at a level that allows your best performance - not so low that you lack motivation to study and not so high that it gets in the way of you performing well. The goal is to find ways of managing your anxiety so it promotes alertness and performance.

So let’s unpack this further. Here is a checklist to deal with the question:

“Do you have exam anxiety?”

When you have an exam, do you:

- feel like you “go blank”
- find yourself thinking “I can’t do this” or “I’m stupid”
- feel like the room is closing in on you
- feel your heart racing or find it difficult to breathe
- suddenly “know” the answers after turning in the exam
- score much lower than on homework or assessment tasks
- feel overwhelmed or become distracted
- miss important cues from your surroundings

If you have any of these then here are 4 easy tips to help alleviate Exam Anxiety.

1. **Be healthy**: If you are physically and emotionally exhausted, your body and mind are less able to tolerate stress and anxiety. Aim to:

   - get adequate rest
   - eat well and drink sufficient water
   - exercise
   - give yourself ‘guilt-free’ time for social, enjoyable and relaxing activities.

2. **Be prepared**: Over-prepare by studying earlier and more than is absolutely essential.
If you over-prepare, your responses become more automatic, and performance is less affected by anxiety. Prepare by:

- completing all practice and review tasks
- speaking to your teachers
- confirming the location of the exam and leaving sufficient travel time

3. **Regulate your stress level:** Aim to lower your level of stress. Effective ways involve altering your physical responses like breathing and muscle tension:

- practice mindfulness. Be aware of your immediate surroundings to help regulate your breathing, your heartbeat and your racing mind. Don’t buy into negative energies around you. Move away and note your immediate surroundings out loud in your mind.
- Breathe! In for the count of three, out for the count of three. Do this three times. This will lower your stress level quickly.
- Progressive Muscle Relaxation: Consciously relaxing your muscles will help your body and mind relax. Practice muscle relaxation during deep breathing. Focus on a particular muscle group (e.g. shoulders) and alternatively tensing and relaxing the muscle. Then, focus on releasing all of the tension in the muscle, repeating ‘relax’ in your mind.

4. **Stand Up To Catastrophic Thinking:** Thoughts have a direct link to anxiety levels. Negative or catastrophic thinking regarding exams will increase anxiety. Practice positive self talk. Try some of the following:

- Become aware of your negative or catastrophic thinking
- Look for the evidence for the negative thought. Challenge it.
- Try turning the volume down on the negative thought.
- Visualise the negative thought leaving your mind.
- Imagine a trap-door at the top of your head with all negativity floating out….

Exam Anxiety is real and it can be either the push you need or the mountain too hard to climb. Try these suggestions. Ask teachers for help. Visit the Wellbeing Team. And always remember - you are not alone. Together we can get through the exams successfully.

From: *Overcoming Exam Anxiety*

Ivanka Spiteri  
Student Wellbeing Team Leader
FROM THE MISSION & FAITH LEADER

Our Mercy Doors around the school, that have been created by each class representing the Holy Door in Rome being opened for the Year of Mercy, have now been finished. Students have created some lovely doors that are serving as a constant reminder to us of God’s unwavering love and mercy.

This week, the Year 8s continued celebrating the Year of Mercy through their Year Level Mass celebrated by Fr. O’Reilly. Much like the Mercy Doors, the reading from John’s Gospel reminded us of how Jesus described himself as the gate through which we enter God’s presence. In doing so, Jesus tells us that He has come that we “may have life and have it to the full” (John 10:10) from which we draw the Live Fully element of our College Motto.

Over the past week, our school has recognised Reconciliation Week through morning prayers, Homeroom quizzes, YouTube clips being made available with morning notices, displays and lunchtime activities. Students were also immersed in related activities through the school curriculum including Indigenous health in Year 10 Health and Indigenous art in Year 7 Art. Our Year 9 students travelled to Geelong to visit Narana, an Aboriginal Cultural Centre, and will continue the theme of Indigenous Australia throughout DEAL and in Year 9 Religious Education when they look at the Catholic Church in Australia in Term 3.

Jenny Jones
Mission and Faith Leader
This year, Semester One Exams for Year 9 and 10 students will run from **Monday 20 June to Thursday 23 June**.

Examinations are both an important method of assessment here at the College and a learning experience in themselves. The purpose of exams are to:

- test students’ subject specific content knowledge and skills.
- provide students with opportunities to maximise future exam performances.
- develop subject specific exam skills.
- enhance confidence in exams.
- allow teachers the opportunity to give feedback to students after the exams.

A copy of examination procedures have been given to students, and parents and students are encouraged to carefully read through these and ensure they are followed at all times.

During Exam Week, all students are expected to attend each exam in **full winter uniform including blazer, and with the correct equipment**. If a student has a mobile phone with them in an exam room it is treated as misconduct, even if the phone is clearly switched off. In order to avoid the risk of accidentally taking a phone into an exam, I would ask all students to leave mobile phones and any other electrical devices such as iPods at home when s/he has an exam.

I wish every student the best of luck in preparing for the exams and during the exams themselves. Please do not hesitate to contact a member of the Learning and Teaching Team if you have any queries.

**Lisa Barnard**  
Teaching & Learning Team Leader

---

**MATHEMATICS SUPPORT SESSIONS**

Maths Support Sessions are again held in **Room 15** from **3:20pm to 4:15pm**. A timetable of sessions is attached to the Newsletter and in each Homeroom.

Year 9 and 10 students will have their **Semester 1 Exams** during the last week of term, hence I highly recommend that you start revising and studying now and seek assistance with skills or topics that you might need help with.

**Ms Cremona Millo**  
Mathematics Leading Teacher
**Girls Intermediate AFL Tournament. Monday 23 May 2016, Galvin Park Werribee**

**Results:**
- CRC Melton - Lost 0:0:0 vs 2:0:12
- Penola – Won 4:10:34 vs 0:0:0
- Emmanuel - Lost 0:0:0 vs 5:7:37
- CRC St. Albans - 1:4:10 vs 0:0:0

Monday 23 May was a very important day for the Girls Football Team. After making it through the trials and many training sessions, we united as one to compete in four football matches against other schools. The atmosphere from all the schools that competed on the day was amazing! This was a great experience because we all got the opportunity to improve our skills while having fun. We played four games throughout the day and won two. We played against Catholic Regional College St.Albans, Catholic Regional College Melton, Penola and Emmanuel. The hardest opponents were Emmanuel College because they had a very strong forward line and a really tough backline. We tried our absolute hardest throughout the day and managed wins against Catholic Regional College St.Albans and Penola College. I found playing in the school’s SACCSS Football Team a great experience because I have improved on my skills and connected with people from other Catholic colleges. I hope that other girls take up this wonderful opportunity next year and I hope that I have the opportunity to take part.

Maeve Pearce 9KO

---

**Girls Junior AFL Tournament. Monday 23 May 2016, Boardman Reserve Sunbury**

**Results:**
- St Monica’s - Won 2:1:13 vs 0:1:1
- Emmanuel – Won 1:2:8 vs 1:1:7
- Caroline Chisholm – Won 2:0:12 vs 1:1:7
- CRC Melton – Lost 0:1:1 vs 0:5:5

On 23 May, the Year 7 and 8 Girls Football Team travelled to Sunbury to compete in the SACCSS Girls AFL Competition.

With a mix of experienced and inexperienced players, the girls instantly bonded and it showed on the field. The girls started the day with a match against St Monica’s College coming home with their first win. This was closely followed by another two wins against Emmanuel College and Caroline Chisholm Catholic College. The girls, undefeated so far, got ready for their final match against Catholic Regional College Melton. The girls fought hard and put in their best efforts but unfortunately, it wasn’t enough to take home the win.

The team then travelled to the next ground to watch the Grand Final, a battle of the Catholic Regional Colleges! North Keilor played against Melton. Both teams left nothing behind and had our girls cheering them on the whole way. The final siren sounded and the win went to North Keilor.

A special thanks to Stephanie Asciak as our Captain, leading the girls the whole day and definitely leading by example! Thank you to Mr Matkovic for training and preparing the girls, and to Mr Wilkinson for giving the girls the opportunity to attend the day and try something different.

Well done to all the girls who played. They fought their hardest and never gave up!

Alicia Azzopardi 8WO
On 23 May Zachary Pace, Liam Foley and I joined the Year 7 and 8 Girls Football Team for the SACCSS Competition. The team, lead by Steph Asciak and coached by Mr. Matkovic, were competitive throughout all games and played with great courage, determination and commitment. The message delivered from Coach Matkovic was very simple: he wanted everyone to have fun but also give 110% in all parts of the day. Along with demonstrating great leadership, Steph Asciak dominated and had great influence on all games. Our tackling pressure was definitely a stand out area of dominance and kept us in the contest throughout the series. The girls fought hard and didn't stop believing; getting off to a good start in Game One-CRCCS defeated Saint Monica's 2.1 13 - 0.1 1. In our second game we defeated Emmanuel College in a thriller with the final scores having us come out on top by 1 point - CRCCS 1.2 8 - Emmanuel College 1.1 7. We were halfway through our series and the girls were sitting on 2 wins 0 losses. Going into our third game there was great spirit throughout the group. Coming up against a very tall Caroline Chisholm team the girls played within their strengths and ended up winning the game - 2.0 12 - 1.1 7. Heading into our last game undefeated the girls knew that Game Four was going to be a challenge. Facing a very strong CRC Melton outfit, the girls performed extremely well. In the end the scoreboard didn't reflect our efforts and desire to win. The final scores showed CRCCS going down 0.1 1 - 0.5 5. We were all very proud of the efforts that the girls gave during the game. Although we didn't make the finals we all had fun and enjoyed playing for each other.

Jake Moretti 10MK

YEAR 7 PREMIER LEAGUE RESULTS

Premier League 25/05/2016 Away game Vs Emmanuel College

Boys AFL: Lost 52 - 16
Boys Basketball: Lost 45 - 43
Girls Basketball: Lost 49 - 12
Girls Netball: Won 23 - 27
Boys Soccer: Won 2 - 11
Girls Soccer: Won 3 - 5
Boys Volleyball: Lost 3 - 1
Girls Volleyball: Lost 3 - 0
This year’s soccer season for Year 7 has been really good for us girls! We have done really well so far and are currently undefeated!

Our most recent game was against Emmanuel College, who were at the top of the leaderboard. It was a tough game but we won 5-3, and are now First Place! Although we were absolutely freezing, and it was so cold and raining during our game, we didn’t give up! We didn’t think we were going to win but our coach, Ms Azzopardi, told us to stay positive and that we could win, and that’s exactly what we did!

In our first game we played against Caroline Chisholm Catholic College. This was the first game that we played together as a team, but we still put up a big fight and beat them 2-1! It was at that moment we realised that we could be a really good team if we were determined and strong.

One of our goals from the very start was to talk to our teammates during each game and to communicate with one another, which we are slowly getting much better at each week. We have grown stronger as a team and as individuals and each week we get better and better.

For our second game we played against Catholic Regional College St. Albans. We pulled out strong and we beat them 4-0! We always put up a good fight in all of our games and are close to each other as a team! During this game we realised how important it was to show sportsmanship and we also felt that this should be another one of our goals. We believed that this is what helped to make some really good football.

In our next game we played against Mackillop Catholic College, which was possibly one of our hardest games, not including Emmanuel College. We beat Mackillop 4-2. It was really close and they were by far the hardest team we have competed against. This was mainly because they had really good sportsmanship and communicated well with each other.

Throughout our Premier League journey this term we have overcome many things, made new friends, learnt new things and have just had an amazing time overall! As we are now in the semifinals, we are nervous to compete but we look forward to playing our upcoming opponent. We wish to live out our school motto throughout these games, win or lose, and represent our school with pride.

Year 7 Premiere League Girls Soccer Team & Ms Azzopardi
FROM ONE OF OUR LEARNING AND TEACHING LEADERS

Once again, it has been a busy few weeks in the Year 9 DEAL Program. Our students have participated in a range of learning experiences that have aimed to deepen the connection between various curriculum subjects along with opportunities to enrich and develop understandings of various cultural and personal identities. One large component of this has been the student participation in the REACH “Heroes Day”.

Jim Stynes, an Irish born footballer who played 264 AFL games for the Melbourne Demons and won the Brownlow Medal in 1991, was the founder of REACH Foundation. Jim died in 2012 at the age of 45 after battling cancer. Jim was well known for being proudly Catholic. His wife described him as someone who was a strongly committed Catholic who drew on his Catholicism in difficult times. Jim’s concern for, and work with young people, was strongly driven by his faith background. This program aimed to challenge students to think broadly about their identity and the interactions they have with others. Below you will find a student reflection by Cait Cefai on her interpretation of the day and associated outcomes.

Andrew McAlindon
Learning & Teaching Leader

HEROES DAY 2016

On Wednesday 4 May the Year 9’s went to Heroes Day - which is a program run by The Reach Foundation. The Reach Foundation is a not-for-profit organisation founded by the late Jim Stynes, who was extremely passionate about young people and giving them a chance to be themselves; in a world where society and judgement can affect us a lot. The aim of their programs and workshops is to ‘encourage young people no matter what their circumstances, to believe they can achieve’. Heroes Day is a specially designed day specifically for Year 9 students from all over Melbourne. It consists of really high-impact workshops and presentations where we get to learn about each other, the struggles we have faced, and the goals we are setting for the future.

The day began with mystery. The teachers decided not to tell us about what would be happening on the day - which I suppose made the majority of us a bit excited and even edgy. When we arrived at The Reach Foundation the first impressions varied amongst the students; some of us were astounded, others anxious, but all of us confused. We had expected to be thrown into some kind of motivational seminar with us sitting in an old gym and a single person lecturing us from behind an old wooden podium - but what we got was a million times crazier.

We found ourselves in a small room filled with teenagers, hundreds of teenagers, all dressed differently in casual clothes; laughing, yelling and snap-chatting. Two young people in their twenties stood on a podium and were handing out money to us - literally cold, hard cash!! They were also encouraging us to get out our phones and text, Snap-chat, Facebook and Instagram to our hearts’ content.

Then all of a sudden, we were swept into a hallway that was pitch black. When we emerged from this hallway we found ourselves in a room with blaring techno music being spun by a D.J., blinding night-club style lights, a stage, and a live camera filming us and projecting the film onto two massive screens for everyone to see. Obviously our expectations were smashed out of the park - and all 200 of us settled into seats as we watched the other 300 students from different schools being astounded by what they saw as they walked in.
The day commenced with us being introduced to the presenters, they were all young people and they all dressed and acted differently to each other - which was pretty cool. They first talked to us about what Heroes Day was - and what is the Heroes’ Journey. We were introduced to each step of the Heroes’ Journey. These steps would be the navigation for the day - each presentation focused on one of the steps.

Some highlight presentations were:

- The 2nd Step of “Call to Adventure”. This was when a phone was placed in the centre of the room and it rang until somebody answered it - I did and had to complete a task that was in an envelope placed next to the phone. I completed the task, which was ‘Move to Music for 30 seconds’ and was then asked a few questions on how it felt to be in front of everyone and be completing the task.

- The 4th Step of “Tests, Enemies and Allies”. This required all of us to nominate the person from our school who gives everyone the ‘worst time’. Then each of these students were voted for and the student who won had to talk about why they believe they were nominated - and then do a daring thing. They had to fall backwards off a ladder into the arms of the other nominated kids. It was really interesting seeing their face when they were feeling as vulnerable as the kids they target. Once it was over, the Reach volunteers spoke to the nominee again, and how they were going to change from this experience.

- The 5th Step of “Slaying the Dragon” was by far the funniest! Two students were asked to volunteer to be daring and complete something of their choice in front of the entire assembly. A boy and a girl were chosen, and nothing was off limits! The two students who were chosen did exceptionally well. The girl demonstrated some of her soccer skills which were really cool and fun to watch. But the boy brought the house down. He decided that he would impersonate his family. It was absolutely hilarious and had everyone in stitches.

- The final aspect of the day was 2 guest speakers, Majak Daw and Dylan Alcott, who came and spoke to us about their personal experiences. They were both exceptionally inspiring - as Majak came to Australia at a young age without being able to speak English, and Dylan grew up with a disability that saw him being paralyzed from the waist down. They spoke to us really well, and gave us insight into the lives of others.

We returned back to school all very talkative as the day provoked all kinds of discussions amongst us. It inspired us to do our best. It showed us that we are not the only people that matter, we are not the only people that have struggles but we are the only people who can live our lives for us - and we have to embrace that. I can only speak for myself, but I had an amazing day - it has inspired me to try harder in everything I do, especially school work, but it also taught me the value of the people around me, like friends and family who see us through everything. Speaking to my friends I found that we all shared the same opinion and therefore I believe that Heroes Day 2016 was a success!

By
Cait Cefai 9BA
# Math Support Classes - TERM 2 2016
3:20pm-4:15pm RM 15

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday</td>
<td>11th Apr</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>Wednesday</td>
<td>13th Apr</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Monday</td>
<td>18th Apr</td>
<td>Ms H. Beynon &amp; Mr A. McAlindon</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday</td>
<td>20th Apr</td>
<td>Ms M. Desira &amp; Ms C. Cremona Millo</td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>25th Apr</td>
<td>HOLIDAY</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday</td>
<td>27th Apr</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>2nd May</td>
<td><strong>Maths Meeting</strong></td>
</tr>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>4th</td>
<td>Mr D. Conversano &amp; Ms J. Jones</td>
</tr>
<tr>
<td>5</td>
<td>Monday</td>
<td>9th May</td>
<td>Ms N. Desira &amp; Ms E. Lenson</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday</td>
<td>11th May</td>
<td>Mr A. McAlindon &amp; Ms J. Jones</td>
</tr>
<tr>
<td>6</td>
<td>Monday</td>
<td>16th May</td>
<td>Ms N. Desira &amp; Mr B. Jackson</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>18th May</td>
<td>Ms C. Cremona Millo &amp; Mr D. Conversano</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>23rd May</td>
<td><strong>Maths Meeting</strong></td>
</tr>
<tr>
<td>7</td>
<td>Wednesday</td>
<td>25th May</td>
<td>Ms M. Desira &amp; Ms E. Lenson</td>
</tr>
<tr>
<td>8</td>
<td>Monday</td>
<td>30th May</td>
<td>Ms T. Binks &amp; Ms E. Commadeur</td>
</tr>
<tr>
<td>8</td>
<td>Wednesday</td>
<td>1st June</td>
<td>Mr D. Conversano &amp; Ms M. Desira</td>
</tr>
<tr>
<td>9</td>
<td>Monday</td>
<td>6th June</td>
<td><strong>Maths Meeting</strong></td>
</tr>
<tr>
<td>9</td>
<td>Wednesday</td>
<td>8th June</td>
<td>Ms H. Beynon &amp; Ms E. Commadeur</td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
<td>13th June</td>
<td>HOLIDAY</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday</td>
<td>15th June</td>
<td>Mr D. Conversano &amp; Ms T. Binks</td>
</tr>
<tr>
<td>11</td>
<td>Monday</td>
<td>20th June</td>
<td>Mr B. Jackson &amp; Ms C. Cremona Millo</td>
</tr>
<tr>
<td>11</td>
<td>Wednesday</td>
<td>22nd June</td>
<td>Ms M. Desira &amp; Ms C. Cremona Millo</td>
</tr>
</tbody>
</table>
### 2016 SEMESTER 1 EXAM TIMETABLE YEAR 9
(Location: Hall)

<table>
<thead>
<tr>
<th></th>
<th>Period 1 &amp; 2</th>
<th>Period 3 &amp; 4</th>
<th>Period 5 &amp; 6</th>
<th>LUNCH</th>
<th>Period 5 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 20 June</td>
<td>08.00-10.40</td>
<td>ENGLISH (1.5 hours)</td>
<td>Normal classes</td>
<td>Normal classes</td>
<td></td>
</tr>
<tr>
<td>Tue 21 June</td>
<td>HEALTH &amp; PHYS. ED. (50 mins)</td>
<td>RELIGIOUS EDUCATION (1.5 hours)</td>
<td>Normal classes (DEAL)</td>
<td>Normal classes</td>
<td></td>
</tr>
<tr>
<td>Wed 22 June</td>
<td>MATHEMATICS (1.5 hours)</td>
<td>HUMANITIES (1.5 hours)</td>
<td>Normal classes</td>
<td>Assembly (2.50pm Finish)</td>
<td></td>
</tr>
<tr>
<td>Thu 23 June</td>
<td>Take roll and move to hall</td>
<td>Take roll and move to hall</td>
<td>Take roll and move to hall</td>
<td>Take roll and move to hall</td>
<td></td>
</tr>
</tbody>
</table>

NB: In addition to the 1.5 hours writing time, each exam will have 10 minutes reading time prior to commencement of writing.

### 2016 SEMESTER 1 EXAM TIMETABLE YEAR 10
(Location: Year 8 Building)

<table>
<thead>
<tr>
<th></th>
<th>Period 1 &amp; 2</th>
<th>Period 3 &amp; 4</th>
<th>Period 5 &amp; 6</th>
<th>LUNCH</th>
<th>Period 5 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 20 June</td>
<td>08.40</td>
<td>08.55-10.40</td>
<td>10.45am-11.00am</td>
<td>11.05am-1.05pm</td>
<td>1.35-3.15</td>
</tr>
<tr>
<td>Students to be at school. Gather under shade cloth outside hall.</td>
<td>Humanities (1.5 hours)</td>
<td>BREAK</td>
<td>Mathematics (2 hours)</td>
<td>Students Not Required at school</td>
<td></td>
</tr>
<tr>
<td>Tue 21 June</td>
<td>Students to be at school. Gather under shade cloth outside hall.</td>
<td>Religious Education (1.5 hours)</td>
<td>BREAK</td>
<td>English (2 hours)</td>
<td>Students Not Required at school</td>
</tr>
<tr>
<td>Wed 22 June</td>
<td>Students to be at school. Gather under shade cloth outside hall.</td>
<td>Advanced Health &amp; PE (ARA)</td>
<td>BREAK</td>
<td>All students to attend normal elective classes</td>
<td>BREAK</td>
</tr>
<tr>
<td></td>
<td>Drama (KET)</td>
<td>Behavioural Science (LBA)</td>
<td>Art (CST) (Exam 1.5 hours, locations will vary)</td>
<td>Break</td>
<td>Behavioural Science (EMI)</td>
</tr>
<tr>
<td></td>
<td>Visual Comm. &amp; Design AA (DRO)</td>
<td>Food Technology (DTG)</td>
<td></td>
<td></td>
<td>LOTE (BCI): Room 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media (MCN): Room 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics (AEP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Comm. &amp; Design BS (DRO)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Exam 1.5 hours, locations will vary)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu 23 June</td>
<td>Students to be at school. Gather under shade cloth outside hall.</td>
<td>Science (1.5 hours)</td>
<td>BREAK</td>
<td>Health and Physical Education (1.5 hours)</td>
<td>BREAK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End of Term Assembly Whole School</td>
</tr>
</tbody>
</table>

NB: In addition to the writing time stated, each exam will have 10 minutes reading time prior to commencement of writing.
On Monday 16 May a group of Year 8 students participated in 2016 da Vinci Decathlon at Overnewton Anglican College.

The da Vinci Decathlon is an academic competition designed to challenge and stimulate the minds of school students. Students compete in teams of eight across 10 disciplines: Engineering, Mathematics and Chess, Code Breaking, Art and Poetry, Science, English, Philosophy, Creative Producers, Cartography and General Knowledge.

The tasks were exciting and challenging with a particular emphasis placed on higher order thinking skills. Catholic Regional College Caroline Springs was ranked third in the Code Breaking Challenge.

Why da Vinci?
Leonardo da Vinci (1452-1519) was one of the world’s greatest thinkers and scholars. His career spanned an enormous range of disciplines: art, architecture, poetry, academics, anatomy, optics, hydrodynamics, mechanical and military engineering, mathematics and astronomy. He demonstrated a superior ability to perceive the interconnected nature of knowledge and embraced learning with a lifelong passion and determination to uncover what was hitherto unknown by his society. His bold and imaginative intellectual legacy is a permanent challenge for the leaders and thinkers of the twenty-first century.

Here are the reflections from the students who participated in the Decathlon:

To start off, most of us worked together well and were helpful for each other. Each challenge was difficult. At it’s highest difficulty it caused us to be confused and frustrated, wanting to just finish the question and try to get the most accurate answer. I enjoyed the Engineering the most just because we got to make something which could revolutionise the world (I know I’m exaggerating) though I was disappointed we never got the chance to actually see it fly and work. Some challenges that we faced were the task sheets. They would have to be the most difficult sheets I have ever seen. I have a feeling that last year’s was probably easier. We overcame them by teamwork and concentration. I learned what eutrophication is, which is the oxygen dying out and algae rising to the surface. I would compete in more competitions but working with people that I feel more comfortable with and people that would know most of this stuff. It would actually depend on the competition and what it’s about. If it’s about Maths I would advise that person/student to learn all the theories of Maths and new things that they have never learnt. If it was Science, I would advise them to remember the Periodic Table and figure out how to make formulas etc.

John Joson 7BA

During the Decathlon I really enjoyed Engineering as it was interesting to make our own designs but sadly they didn’t base the design on how it operated but how it looked. The most challenging thing was Science as we have not learnt a lot about it and it was hard to understand as we have mostly never learnt about Science. I learnt a lot on how oxygen is so important to the water. I would like to do it again as it was the most fun I had at school and one thing to advise other students is to learn more about Science and Maths.

Kenny Tran 7KO
During the Decathlon we did all sorts of challenges like Engineering, Code Breaking, Math and Philosophy. I learnt how to do Code Breaking and much more. Doing this makes me feel more confident in my work. I would encourage others to try the Decathlon for a challenge.

Benjamin Soeradinata 7KO

Looking back, I can say that I found that Code Breaking was the best activity. I found it really enjoyable and a good challenge. It included different types of code, such as binary, morse, rot 13 encryptions and shift ciphers. During this task you were also instructed to write your own code. I enjoyed this because I practiced Code Breaking before the Decathlon and now I've become quite fascinated with it. We came 3rd in Code Breaking out of 14 teams. Overall, if you're looking for something to challenge your skills in all areas, I'd recommend the Decathlon.

Katherine Bilic 7KU

I think that it is a privilege to be a part of the team. It was interesting and fascinating because some tasks were easier than others but all sort of challenging. I enjoyed the General Knowledge task the best as it was both fun and challenging at the same time and I also learned a lot. I would say to other students who want to be a part of the team to study the topic that you are really interested in because some of the questions were hard and we kind of had to take a guess.

Leah Waring 7KU

On Monday 16 May eight Year 7 students went to Overnewton College to compete in the da Vinci Decathlon. During the day we all worked together to complete the tasks to the best of our ability. Even though we didn't get the overall 1st, 2nd or 3rd we were successful in Code Breaking - 3rd place in the category. Overall I think we did great and we tried our best.

Edie Pearce 7BA

I had a lot of fun working together with everyone in the competition at Overnewton. It was very challenging but we all represented the school well. At the end of the competition I was very proud of the team because we had half the amount of people that other teams had and we still did very well. In Code Breaking overall we came third. I think we did great and that we all tried our best.

I would recommend this to a student because it is a chance to work with other people and against other schools that could help you with your later life.

Ivan Tunic 7BA

I had a lot of fun at Overnewton. I enjoyed working together as a team. I enjoyed every subject there was because I helped a little for each topic. To be honest, the challenges were not easy at all. They were a high level of difficulty. This caused frustration, stress and some people just gave up, but also it caused determination to complete the activities in time and try our hardest. The activity I enjoyed most were the topics I helped a bit in. Some of the topics were Code Breaking, Maths, English and General Knowledge. I think it is a privilege to be part of the team and participate in a competition like this. You gain more skills and knowledge. I would recommend many students to participate in a competition like this because you improve your team-working skills, knowledge and most of all, it is fun!!!

Melanie Paaris 7KU

Renuka Dhillon
Numeracy Advisor
My name is Dylan Favorito. I am 14 years old, in Year 9 at Catholic Regional College Caroline Springs, and my interests outside of school are DJ-ing and Producing ‘club genre’ type of music.

As a kid I was always private about who I was and never wanted to be the type of person to ‘stand out in the crowd’, so I would always be the one in the background observing.

When I was the age of 10, I was in an unfortunate accident, which resulted in being run over by a car. I was in a wheelchair for some time and spent 8 months recovering with rehabilitation. This experience scarred me not just physically, but mentally, and it was traumatising for my whole family. The accident caused so much confusion for me. It was emotionally crippling and sent me to a very dark place of sadness that made me feel alone and with no sense of belonging and a constant fear of living.

With the continuous support and guidance from my family and friends, I made the conscious decision not to allow this experience to define me, so I brought music into my life. This began to open doors to a journey I never knew existed.

At the age of 12, I began to explore the different genres of music, more specifically the genre Melbourne Bounce. From there, this led me to discover a whole new world of underground dance music. I then started educating myself on music production in that area specifically, looking at multiple programs and the basics of them. Once I gained the confidence I began to produce my own tracks and started to learn about DJ-ing. After uploading a couple of my self-produced tunes and mixes on social media, I realised I was creating a following for myself. From this I was fortunate enough to have the opportunity to meet with a management agency that also have their own record label, who have signed some of the most highly respected DJ/Producers in Australia, that are touring and recognised world wide (Lucky Ent). This was the turning point when I realised that this is the direction I wanted to take.

I met with one of the directors of the company, and walked away with the guidance and direction I needed. This was the beginning of finding and developing my own unique sound in order to take the next step. I maintained contact with them along the way.

I am currently DJ-ing for a company called SOUTH EAST SOUNDS as a resident DJ for underage club events. This has given me a huge platform to get my own sound the recognition, exposure and also the chance to play gigs with headliners such as Tyron Hapi, Shameless, Brynny and Teddy Cream. Some of these artists began as resident DJ’s or South East Sounds, and are now signed to big record labels such as Lucky Ent, That Sound and others. They are touring the world, playing to crowds of more than 20,000 people at the one time, and are highly respected in the music industry.

I was recently approached by an agency in Italy that heard my tracks. This Italian DJ/Producer followed me on social media and now wants me to play in some of the biggest clubs in the south of Italy in 2017. I have accepted this offer and look forward to an unforgettable experience and the opportunity to gain more exposure on another level.
The Wholehearted Parenting Manifesto

Above all else, I want you to know that you are loved and lovable. You will learn this from my words and actions – the lessons on love are in how I treat you and how I treat myself.

I want you to engage with the world from a place of worthiness. You will learn that you are worthy of love, belonging, and joy every time you see me practice self-compassion and embrace my own imperfections.

We will practice courage in our family by showing up, letting ourselves be seen, and honoring vulnerability. We will share our stories of struggle and strength. There will always be room in our home for both.

We will teach you compassion by practicing compassion with ourselves first; then with each other. We will set and respect boundaries. We will honor hard work, hope, and perseverance. Rest and play will be family values, as well as family practices.

You will learn accountability and respect by watching me make mistakes and make amends, and by watching how I ask for what I need and talk about how I feel.

I want you to know joy, so together we will practice gratitude.

I want you to feel joy, so together we will learn how to be vulnerable.

When uncertainty and scarcity visit, you will be able to draw from the spirit that is a part of our everyday life.

Together we will cry and face fear and grief. I will want to take away your pain, but instead I will sit with you and teach you how to feel it.

We will laugh and sing and dance and create. We will always have permission to be ourselves with each other. No matter what, you will always belong here.

As you begin your Wholehearted journey, the greatest gift that I can give to you is to love and love with my whole heart and to love greatly.

I will not teach or love or show you anything perfectly, but I will let you see me, and I will always hold sacred the gift of seeing you. Truly, deeply seeing you.

- from Daring Greatly by Brené Brown -
Ten privacy tips for parents and carers

Children are increasingly spending more time online to connect with friends, learn and be entertained. Online environments give children the chance to express themselves and build an online personal identity. Sharing personal information online can be risky and it's important to educate your children on how to make good decisions and limit those risks.

Your children need as much support online as they do offline. This fact sheet contains information and useful tips that will help you and your children protect their privacy when they interact online.

1. Start the privacy conversation

To help your children protect their personal information, and their privacy, it is essential that you talk to them about what privacy is and why it is important. Privacy is about protecting information about who they are, what they do, what they think and what they believe.

Make sure your children understand how privacy relates to their online behaviour, the steps they need to take to protect it and encourage them to report anything suspicious, like unknown people contacting them or unexpected notices. The key message your children need to understand is that they can protect their privacy by protecting their personal information. Personal information can include your child's name, address, telephone number, school and date of birth.
2. Get involved

The digital environment is constantly evolving. It is important you keep yourself up to date with the devices, apps and platforms that your children are using and how they use them. You can better support and advise your children if you are well informed on the technologies they use and can understand the digital environment from their perspective.

Join in with your youngest child and play their favourite game with them. Keep the lines of communication open with your older children and teens – it’s better to talk to them in person if you have concerns than to post comments publicly.

3. Read privacy policies and collection notices

It is really important that you read privacy policies and collection notices. These will help you understand what information is being collected about your children, and how it will be used and protected.

Involve your children in this process. Checking the privacy policies and collection notices of the websites, games and apps they use will help them think about what they’re swapping their personal information for and whether it is worth it.
4. Tailor privacy settings

Privacy settings are an important privacy tool for people of all ages, as personal information can often be collected in ways you don’t expect. Parental controls can also be a good option for younger children. You need to make sure you, and your children, control the personal information that webcams, microphones and cookies collect, as well as that collected by websites, apps, and internet based games and software.

You should also use this process to teach your children about the importance of tailoring their privacy settings according to their age, the platform they are on and the type of information they are sharing. For example, you and your children could together tailor the privacy settings on their social media accounts so that only their friends can view their photos, updates and information.

5. Develop good password practices

It is important that your children understand that good password practices are an essential security measure to keep their personal information safe. It is also important to stress that passwords should not be shared with anyone, especially at school or online.

Passwords should use a random combination of numbers, letters and punctuation over eight characters. Avoid using birthdates, your name or the name of a family member or pet. Passwords should also be changed regularly and should not be used across multiple accounts.

Working with your children to help them develop their own password controls will help them develop good password habits.
6. Discuss their digital footprint

Social media presents a number of benefits and opportunities for children, including increased connectivity to their friends and exposure to new ideas. However, children need to know that their digital footprint can last forever. They also need to understand that every piece of content they consume, share, upload and download leaves a digital trace.

Work with your children to develop some fundamental principles they can use when interacting online and using social media. These principles could include that they only interact with people they know and that they only share another person's personal information with that person's permission.

Children who understand the potential consequences of their online behaviour are more likely to make better decisions about how they share their personal information.

7. Teach your children to think before they share

Make sure your children know the difference between the kinds of information that may be appropriate to share online and what should be kept private — there are many online situations where your children should not need to give out any personal information.

It is also important that your children understand that the more personal information they share online, the greater the risk their privacy will be compromised. This is particularly important in regards to sharing their phone number, address, school and plans. Your children need to understand that sharing information about their location may allow people to follow them. They also need to understand that posting photos or including hashtags that can be subsequently shared by others means their personal information may be used without their knowledge.

Work with your children to adjust the privacy settings of their social media accounts to limit how much and who they share their personal information with online.
8. Encourage safe and smart mobile use

Mobile devices have become a common tool for children of all ages. As children store a lot of personal information on their phone, it is important they use security measures to protect this information.

Ensure your children’s mobile devices have a pin lock or passcode. Make sure they understand how easily someone could gain unauthorised access to everything from their social media accounts to their personal photos if they don’t have one. Disabling geo-location services when they are not needed is another key security measure.

You should also encourage your children to consider the personal information they share via mobile apps. Ensure they only download apps from reputable sources, especially if they are sharing location or financial information.

9. Be aware of online advertising

Online advertising can take a number of forms, including direct marketing and online behavioural advertising. Companies can build a detailed profile of your children just by compiling data of their online behaviour. It is therefore important to manage how much personal information is collected.

Controlling cookies and the use of add-ons and ad-blockers are good tools you can use to do this.

Also look to see if the company gives you a means for opting out of their direct marketing.
10. Emphasise help is always available

Make sure your children know that they can ask for help if they have a problem online, whether from you, from their school or from government services. Reassure your children that you're there to support them, you're there to listen to things that may have arisen, and that you're not going to automatically disconnect them from their online world if a problem arises.

If your children experience cyberbullying, the Office of the Children's eSafety Commissioner (OeSC) may be able to help. Most social media sites also have their own complaints systems. The OeSC also has information on a range of popular games, apps and social networking sites including instructional advice on how to activate privacy settings.

The Office of the Australian Information Commissioner (OAIC) can also help you if you have a complaint about how an entity covered by the Privacy Act 1988 has handled your children's personal information.

If you are concerned that your children's identity information may have been compromised, iDcare the national identity support service can provide advice and support.

Don't forget...

Your online behaviour affects your children's privacy too. The information you share about your children, especially on social media, contributes to their digital footprint. Remember that once you share information, it can be used in ways you did not expect and cannot control.

Before you share any information about your children, ask yourself: ‘Have I ensured my children's privacy is protected?’

For further information
Go to www.oaic.gov.au or call our Enquiries line on 1300 363 992
To contact the OeSC, go to www.esafety.gov.au
To contact iDcare, go to www.idcare.org