Important Dates

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

Thurs 3 Mar
Year 10 Premier League

Fri 4 Mar
College Swimming Carnival

Wed 9—Fri 11 Mar
Year 7 Camp
Kulin
Lingiari
Marin-Kurrang
Wonga

Thurs 10 Mar
Yr 10 Premier League

Fri 11 Mar
Phoenix Excursion

Mon 14 Mar
Labour Day—College Closed

Tues 15 Mar
Staff PD—Student Free Day

Thurs 17 Mar
Year 10 Premier League
St Patrick’s Day Mass

Mon 21 Mar
College Cross Country

Tues 22 Mar
Early Finish 2.50pm

Thurs 24 Mar
Year 10 Premier League

Fri 25 Mar
Good Friday—College Closed
End Term 1—3.15pm finish

Mon 11 April
Term 2 Commences

Issue No.2 - Friday 26 February 2016

Prayer

Lord, our God, in You, justice, compassion and mercy meet.
With unparalleled love You have saved us from death and drawn us into the circle of Your life.
Open our eyes to the wonders this life sets before us, that we may serve You free from fear and know You as the God of love.
‘Love your neighbour as yourself.’
May we owe no one anything, except to love one another; for the one who loves another has fulfilled the law.’
Love does no wrong to a neighbour; therefore, love is the fulfilling of the law.
As we follow our call to compassion, by our lives, may we show that we, and all whom we meet, deserve dignity and respect, for they are Your dwelling place and Your home.
Amen.

A MESSAGE FROM OUR PRINCIPAL

Dear Parents and Students

On Friday 12 February at the Opening College Mass it was my honour and privilege to have been formally commissioned as Principal at Catholic Regional College Caroline Springs. I would like to sincerely thank Fr Noel Brady, Fr John O’Reilly and Fr John Tollan who celebrated the Mass and commissioning ceremony. I would also like to thank the many parents who attended the Mass and then joined us for light refreshments in the Hall after the Mass. I would also like to thank all the students who participated in the Mass so respectfully and reverently. Thank you also to all the staff and students involved in the Mass. It was certainly a wonderful way to gather together as a school community and celebrate the Eucharist. The Eucharist is at the heart of the CRC Federation of Schools. It is in the Eucharist that we find ourselves, called, invited and challenged and the Eucharist makes visible the Christ we seek to know.
In this issue of the College Newsletter you will read about the many wonderful faith, learning, student wellbeing, student leadership and co-curricula opportunities, activities and programs that have currently been running within the College this year. There has been the **Year 10 Immersion Day**, **Year 7 Macbook Rollout**, **Student Leadership Day** and **Year 10 Premier League** sports amongst other activities. 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.

In my previous roles in schools and as an educational consultant, I visited over 30 schools throughout the USA, Finland, England and Scotland to observe and experience best practice in all aspects of 21st century contemporary education. What resonated with me most deeply from these **International Study Tours** was the vital importance of building strong and positive ‘**Family School Partnerships**’.

I would like to thank all of the parents who attended the recent **Year 7 Parent Information Night**. These evenings are extremely important in breaking down any barriers that may impede parents and schools building positive relationships based on mutual trust, respect and support.

On **Tuesday 22 March at 7.00pm** Catholic Regional College Caroline Springs will be holding a ‘**Family School Partnerships -Community Conversation**’ evening. This evening is specifically designed to strengthen school capacity for establishing and maintaining family school partnerships to support improved student learning and wellbeing outcomes in our College.

**What Are Community Conversations?**

A conversation between people is the starting point for improved understanding. Within the community of a school, such conversations occur between all members of that community, about any areas of common interest: the family; the child; learning; growing; the ways in which the school operates; the community, its priorities and hopes.

**Community Conversations** provide a process that extends and develops those informal moments, and builds and changes relationships within the community. The process involves having intentional and inclusive conversations between members of the community, in which participants listen to each other, in order to understand and explore what is important to and valued by that community.

**Facilitated Process**

The process outlined here for holding a **Community Conversation** is a formal, facilitated one. It aims to develop and build respectful relationships within the school community through interactions in which listening is as important as talking. These **Community Conversations** can involve and be initiated by any members of the school community.

**Key Characteristics**

**Community Conversations** have five key characteristics:

- members of the community are invited to sit down together and talk;
- the occasion provides a safe place to share views;
- the occasion of coming together and talking is enjoyable;
- participants share what is valuable and positive about the community; and
- the talk is facilitated to explore viewpoints and ideas.
Enabling

In themselves, Community Conversations do not plan action or reach agreement. However, successful Community Conversations enable school communities to build their next steps. They create opportunities for on-going conversations and for successfully adopting other tools and processes to meet their needs.

Changed Relationships

Community Conversations require schools to change the nature of the relationship between the school and its community. They place all participants as equals within those conversations, with important views and ideas to be contributed and heard.

It is important to respect the principles involved and what distinguishes a Community Conversation from other approaches, and to initiate and develop conversations within our Catholic Regional College Caroline Springs community that are appropriate to our needs.

Why Community Conversations?

The Catholic Education Melbourne Family School Partnerships initiative has highlighted the importance of family engagement in learning in improving a broad range of student outcomes. Such engagement relies on strong and trusting relationships between key players in schools. Where schools have successfully changed and built those relationships, research has shown that school outcomes improve.

Research shows that parents and teachers build partnerships that help children succeed when they:

1. Engage together in meaningful dialogue
2. Show mutual respect
3. Actively listen to one another
4. Collaborate on issues that affect student learning
5. Empathise with one another
6. Open themselves to learning from each other
7. Involve students as responsible collaborators in their own learning.
   (Price-Mitchell, 2010)

When parents and school staff work together to support learning, students:

- Earn higher grades and test scores
- Enrol in higher level programs
- Are promoted and earn credits
- Adapt well to school and attend regularly
- Have better social skills and behaviour
- Graduate and go on to higher education
   (Mapp 2004)
**Intentions of Community Conversations**

**Community Conversations** aim to build strong, safe and trusting relationships within school communities, through changing the ways in which dialogue occurs between the school and its community. They do this by aiming to:

- provide forums for parents, carers and school staff to participate in structured opportunities to listen to each other’s thoughts and opinions and share ideas about the community, education and the school

- build positive shared experiences between parents, carers and school staff that reflect – and reflect on – the importance of schools and families working together to support children and young peoples’ learning

- build the confidence and capacity of school staff and families to engage in productive two-way communication with each other

Community Conversations place community members, family members, students and staff as equal contributors to the dialogue.

All parents are warmly invited to attend the ‘Family School Partnerships-Community Conversation’ evening on **Tuesday 22 March at 7.00pm**.

Please RSVP to principal@crccs.catholic.edu.au or ring Melissa Sterritt on 9217 8000.

**Mr. Jamie Madigan**
**Principal**
FROM THE DEPUTY PRINCIPAL

The Importance of School Attendance
An important procedural matter for schools is the recording of student absences including late arrivals and early leavers. It is important not only because it is a legal requirement for both parents and the College but regular monitoring of attendance, patterns of absences and a review of the excuses given may identify a student who is at risk of poor attendance or becoming disengaged.

The following is reproduced from the Victorian Department of Education and Training document “School Attendance Guidelines – Guide for Schools and School Attendance Officers” for your information.

Schooling is compulsory for students aged from 6 – 17 years unless an exemption from attendance or enrolment has been granted.

Daily school attendance is important for all students to succeed in education and to ensure they don’t fall behind both socially and developmentally. Students who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives.

Reporting and Recording Attendance

Parent Responsibilities
Parents are required to ensure their child attends school and to provide an explanation for their child’s absence from school, and the principal (or his/her representative) must record in writing the reason (if any) given by the parent. The principal must be able to determine from the records if the excuse given was reasonable in terms of the parent meeting their legal obligations.

Where possible, parents should inform the school in advance of upcoming absences. To ensure a child’s education and wellbeing are supported, parents are encouraged to communicate openly with the school where a child has an ongoing medical condition that may result in ongoing absences or medical appointments during school hours.

School responsibilities
The school must record student attendance in every class in secondary schools and record, in writing, the reason given for each absence. This is necessary to:

- Meet legislative requirements
- Discharge school’s duty of care for all students
- Assist calculation of the school’s funding
- Enable the school governing body to report on student attendance annually
- Meet Victorian Curriculum and Assessment Authority (VCAA) requirements (for VCE students)

In general, it is expected that principals would excuse absences for:

- Medical and dental appointments, where out of hours appointments are not possible or not appropriate
- Bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- School refusal, if a plan is in place with the parent to address causes
- Cultural observance, if the parent notifies the school in advance
- Family holidays, where the parent notifies the school in advance and the student completes any student absence learning plan agreed by the school, student and parent.
Most absences will be excused and require no further follow up. Where absences are of concern due to their nature or frequency, the school will involve the parents and student as appropriate in developing strategies to improve attendance.

Parents should be informed that if a student has repeated absences without a reasonable excuse or explanation, the parent may be issued with a School Attendance Notice from a School Attendance Officer.

Unexplained Absences
If a parent does not contact the school to provide an explanation on the day of the student absence, the school must attempt to contact the parent (for example by telephone) of the student within three days of the absence. If an explanation is received, the accurate cause of the absence must be recorded.

In our case you will receive an SMS message from the College on the day of the absence if we have not received a message from you explaining the absence. It is important that you contact the College upon receiving the SMS so that the absence can be recorded accurately. A signed written note of explanation is also required when the student returns to school.

Your cooperation in this matter is greatly appreciated.
Thanking you for your continued support.

Sheena Wright
Deputy Principal

FROM THE STUDENT WELLBEING TEAM LEADER

One of the commitments we make to our students here at Catholic Regional College Caroline Springs is to support them in their social and emotional growth and development. Alongside that we are also committed to walking with our students on their faith journey and encouraging their spiritual growth. As all good schools do, we address these elements of learning in the classroom every day but we also dedicate some time every fortnight to explicitly address the wellbeing and faith journey of our students. We do this in our Pastoral Care sessions, a time to address some of the many parts of a student’s educational pathway.

At Year 7 we focus on transition, change and belonging. Our students are welcomed into our community and begin to explore the gifts they have to offer us. They are given skills to support them when things become difficult - how to resolve conflicts; how to make friends; how to ease anxiety; how to respond to bullying; how to be our best. We utilise a range of resources such as the “Sense of Belonging” module from SenseAbility, a strengths-based resilience program created by beyondblue developed to enhance and maintain emotional and psychological resilience. We also introduce the Smiling Mind App that teaches and supports mindfulness, a powerful tool students can use to enhance their learning and to strengthen their capacity to interact with the rest of the College community. With these resources and a range of fun, interactive activities we help our students become stronger people and stronger learners.
In Year 8 we embrace the notion of **Positive Psychology** and a **Growth Mindset**, and explore emotional intelligence. Again we take a strengths-based approach to Pastoral Care and ensure our students are equipped with positive self-talk, a strong self-awareness and a commitment to ensure the betterment of others. Our Year 8 team works with students in deepening their mindfulness skills and adding a new dimension to this. Students are guided on a journey of self-knowledge and of acute awareness of the other. Our students also spend time exploring the notion of social justice and familiarising themselves with the work of our Church in this area. Students are active in their personal response to the needs of others and are taught how to make a difference. All this helps our students to grow and to move towards being the adults they wish to be.

Our Year 9 **Pastoral Care Program** pushes students outside of their comfort zone and encourages them to develop a “Sense of Purpose”. Students continue to look within themselves to realise what it is they can do to make a difference in our world. They focus on their mental, physical, spiritual and emotional selves by addressing the four pillars: Stewardship; Learning; Prayer; and, this year’s pillar, Compassion. Our Year 9 students also connect strongly with our community and our world with their **Outreach Program** in Term 3. The social emotional and faith elements of their education is also tightly integrated into the **DEAL Program**, which is one of the unique opportunities for 21st Century Learning we offer our students.

When our students reach Year 10 we are presented with different challenges. Year 10 students are young adults and are on the precipice of that adulthood. They are challenged with the big and deep questions - “Who am I? Why am I here? What is my purpose in life? What does my future hold?”. Our **Pastoral Care Program** at Year 10 challenges our students to be good people - to be the change they want in the world (to quote Gandhi). We begin the year challenging our young men to “Be the Hero”, teaching them to be good mates, to respect women, to find alternatives to violence, to be a hero. We also challenge our young women to not buy into what the media and society would have us believe is the norm. We encourage them to be their best, to find their inner beauty and to find beauty in each other. We do this through the “Butterfly Effect” where we encourage them to emerge as the beautiful young women they are. We teach our students to look to the future with joy and optimism. We prepare them for the transition to **VCE** and to adulthood. We support their learning journey by skilling them up to have a “Sense of Future” and a “Sense of Self-Worth”. And we look back at their time here at Catholic Regional College Caroline Springs and reflect on how they have and will continue to Live Fully Act Justly.

I encourage you all to spend some time, particularly on a Day 7, discussing your child’s Pastoral Care session. Ask your child what they have done and what they have learnt. The Pastoral Care sessions are available to you on SEQTA-Engage and you can view the **SenseAbility Modules** here at: [http://www.beyondblue.org.au/resources/schools-and-universities/secondary-schools-and-tertiary/senseability](http://www.beyondblue.org.au/resources/schools-and-universities/secondary-schools-and-tertiary/senseability). Also, please feel free to call your child’s Pastoral Care teacher or me here at the College. The more informed you are about what we are doing the more we can work together to ensure your child, our students, have the best possible outcomes.

Ivanka Spiteri  
**Student Wellbeing Team Leader**
FROM THE LEARNING AND TEACHING TEAM LEADER

Year 7 Macbook Rollout

On Thursday 18 February one of the most eagerly anticipated Term 1 events for Year 7 occurred: The MacBook Rollout Program. Students waited patiently whilst they were individually given their MacBook device, carry bag and MacBook clear case.

This day involved four periods of a round robin style activity where students moved through sessions to introduce them to their new digital devices. Thank you to all the staff involved, particularly our IT department, Year 7 Homeroom Teachers and Ms Belinda Corbo our Year 7 Learning and Teaching Leader, in the running of the day and the background work that was done to ensure the successful device rollout for each student.

As a College we believe that devices such as MacBooks can transform learning for students if used correctly and appropriately. MacBooks are not used 100% of the class time but when they are used it is to further engage the student in the learning experience and offer them a richer learning opportunity. Students are to ensure that their MacBooks are fully charged the night before school so they are ready to be used in the classroom for the upcoming school day.

Parents are encouraged to talk to their child about their MacBook use in relation to the College’s Laptop Hire Agreement and ICT Acceptable Use Agreements which have been signed. We thank you for your support.

Lisa Barnard
Learning and Teaching Team Leader

CSEF FINANCIAL ASSISTANCE AVAILABLE

Information for Parents
If you hold a valid Health Care Card you may be eligible for Camp, Sport and Excursion Funding (CSEF). Please complete the attached form and return it to the College with a copy of your Health Care Card.

Please note applications should be submitted by Monday 29 February 2016.

2016 TUITION FEE DIRECT DEBITS

2016 Tuition Fee Direct Debits have commenced. If you still want to pay via this method and have not yet completed a Direct Debit Authorisation Form, please collect one from the College Front Office or download it from the website www.crcs.catholic.edu.au.

Please be mindful not all direct debits continue from the previous year. If you have any questions or concerns please contact the College.
FROM THE MISSION & FAITH LEADER

Thank you to the parents and carers who joined us for the Opening College Mass on Friday 12 February in the College Hall. It was a lovely way to begin our tenth year with the Mass being celebrated by our three College Priests, Fr Noel Brady, Fr John O'Reilly and Fr John Tollan. The Mass was an opportunity to commission our new Principal, Mr Jamie Madigan, and our 2016 Student Leaders. In the Mass we brought forward our Pillar of Compassion, which was paralleled with the Church’s Jubilee Year of Mercy through the story of the Prodigal Son. Thank you to all those who contributed to this lovely celebration of our community.

The Year 7 Mass will be celebrated on Tuesday 8 March at St Catherine of Siena Parish Church at 1:40pm. This will be an opportunity for our Year 7 students to gather together in celebration of the Eucharist and almost a whole term of secondary school! Parents, carers and friends are warmly invited to attend.

Our efforts to support the 50th Year of Project Compassion began with pancakes being sold on Shrove Tuesday and each Homeroom has been diligently giving and collecting donations through the money boxes. Caritas, who hosts the Project Compassion fundraiser, has a strong presence in Fiji and money raised, among other projects, will go to supporting the victims of Cyclone Winston. At least 29 deaths have been identified and 14,000 people have been forced into evacuation centres as homes have been devastated. Our prayers go out to our sisters and brothers of Fiji during an incredibly difficult time.

Jenny Jones
Mission and Faith Leader

PREMIER LEAGUE RESULTS

<table>
<thead>
<tr>
<th>Team</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Soccer:</td>
<td>Won 3 - 2</td>
</tr>
<tr>
<td>Girls Soccer:</td>
<td>Lost 0 - 1</td>
</tr>
<tr>
<td>Boys Volleyball:</td>
<td>Lost 0 - 3</td>
</tr>
<tr>
<td>Girls Volleyball:</td>
<td>Drew 2 all</td>
</tr>
<tr>
<td>Boys Basketball:</td>
<td>Won 40 - 34</td>
</tr>
<tr>
<td>Girls Basketball:</td>
<td>Won 36 - 23</td>
</tr>
<tr>
<td>Girls Netball:</td>
<td>Won 26 - 5</td>
</tr>
<tr>
<td>Boys Cricket:</td>
<td>Bye</td>
</tr>
</tbody>
</table>

Thursday 18th February
Against Caroline Chisholm Catholic College

<table>
<thead>
<tr>
<th>Team</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Soccer:</td>
<td>Lost 0 - 2</td>
</tr>
<tr>
<td>Girls Soccer:</td>
<td>Lost 1 - 12</td>
</tr>
<tr>
<td>Boys Volleyball:</td>
<td>Lost 0 - 3</td>
</tr>
<tr>
<td>Girls Volleyball:</td>
<td>Lost 3 - 0</td>
</tr>
<tr>
<td>Boys Basketball:</td>
<td>Lost 36 - 44</td>
</tr>
<tr>
<td>Girls Basketball:</td>
<td>Won on forfeit</td>
</tr>
<tr>
<td>Girls Netball:</td>
<td>Lost 10 - 24</td>
</tr>
<tr>
<td>Boys Cricket:</td>
<td>Lost 8/87 - 3/90 in 16 overs</td>
</tr>
</tbody>
</table>

Thursday 25th February
Against Catholic Regional College North Keilor

<table>
<thead>
<tr>
<th>Team</th>
<th>Results</th>
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</thead>
<tbody>
<tr>
<td>Boys Soccer:</td>
<td>Lost 0 - 2</td>
</tr>
<tr>
<td>Girls Soccer:</td>
<td>Lost 1 - 12</td>
</tr>
<tr>
<td>Boys Volleyball:</td>
<td>Lost 0 - 3</td>
</tr>
<tr>
<td>Girls Volleyball:</td>
<td>Lost 3 - 0</td>
</tr>
<tr>
<td>Boys Basketball:</td>
<td>Lost 36 - 44</td>
</tr>
<tr>
<td>Girls Basketball:</td>
<td>Won on forfeit</td>
</tr>
<tr>
<td>Girls Netball:</td>
<td>Lost 10 - 24</td>
</tr>
<tr>
<td>Boys Cricket:</td>
<td>Lost 8/87 - 3/90 in 16 overs</td>
</tr>
</tbody>
</table>
At Catholic Regional College Caroline Springs there are three different leadership positions open to students: **College Captain; Year Level Leader; and House Captain.** I would like to congratulate, and introduce, the following students for obtaining leadership positions at Catholic Regional College Caroline Springs for 2016, after completing a written application and undertaking an interview for their respective positions.

**College Captains**
Stephanie Ananidis
Emily Hartley
Juanita Ravanal
Matthew Waring

**Year Level Leaders**

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louise Salindong</td>
<td>Janine Aragano</td>
<td>Ellise Angel</td>
<td>Sarah Green</td>
</tr>
<tr>
<td>Dijana Razumic</td>
<td>Alicia Azzopardi</td>
<td>Cait Cefai</td>
<td>Steven Mosca</td>
</tr>
<tr>
<td>Phoebe Kay</td>
<td>Danica Macababbed</td>
<td>Alana Zerafa</td>
<td>Elyssa Gaetano</td>
</tr>
<tr>
<td>Sarah Wood</td>
<td>Chloe Jensen</td>
<td>Katherine Buzzese</td>
<td>Lachlan Ross</td>
</tr>
</tbody>
</table>

**House Captains**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 9</th>
<th>Year 8</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin</td>
<td>Jackson</td>
<td>O'Reilly</td>
<td>Norman</td>
</tr>
<tr>
<td>Liam Foley</td>
<td>Patrick Morrow</td>
<td>Monique Babic</td>
<td>Sarah Costa</td>
</tr>
<tr>
<td>Brandon Tedesco</td>
<td>Ashlyn Giordimana</td>
<td>Jack Wylie</td>
<td>Celine Zerafa</td>
</tr>
<tr>
<td>Ebony Borg</td>
<td>Kara Dikes</td>
<td>Alicia Maddock</td>
<td>Cameron Johns</td>
</tr>
<tr>
<td>Riley Vojtek</td>
<td>Joshua Cutajar</td>
<td>Stephanie Asciack</td>
<td>Victoria Harbogliou</td>
</tr>
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</table>

On **Monday 15 February**, the 2016 Student Leaders came together to participate in their first **ASPIRE Leadership Day** for 2016. Students participated in several communication and team building activities, before being addressed by Mr Madigan about the importance of student leadership and the role they can play as student leaders within the College Community. Students then examined different styles of leadership, qualities of great leaders and set themselves some goals for 2016 before working in small group teams to begin planning events and activities for 2016. Thank you to Mr Madigan and Mr Wilkinson for giving up their time to assist the student leaders on the day.

On **Tuesday 16 February**, the College Captains and Year 10 Year Level Leaders attended the **GRIP Student Leadership Conference at the Melbourne Exhibition and Convention Centre**. During the morning session students listened to speakers presenting topics such as ‘Being a Team that Contributes’, ‘Making Student Leadership Meetings Effective’ and ‘Contributing to Your Student Leadership Team’. In the afternoon sessions students participated in workshops focussing on concepts including: ‘How to Make Your Speeches Dynamic’; ‘How to Make Your Events Dynamic’; and ‘How to Motivate Others’.

Brendan Jackson
College & Community Engagement Leader
HOMEWORK CLUB TERM 1 2016

Homework Club is held in the School Library every Monday, Tuesday, Wednesday and Thursday from 3.15pm—4.15pm, (2:50pm -3.50pm on Day 7).

If a student needs to leave early a note must be provided by a parent.

Homework Club provides individual support with homework, resources, access to internet and printing facilities.

Ms. Gray

PARENTS & FRIENDS

Our annual Easter Raffle is currently underway with each student to be provided with a small book of raffle tickets during this week. This is our main fundraising event for the year.

All families and students are asked to support this event by purchasing a small book of raffle tickets valued at $5. Individual tickets are $0.50 each. Each student is also requested to donate an Easter item/egg.

All raffle books/tickets together with monies collected and Easter item/egg **must be returned to the College, via student’s Homeroom, no later than 16 March 2106.**

Trudy Milligan
President

FROM THE MATHEMATICS LEADING TEACHER

Math Support Sessions run on most Mondays and Wednesdays. The timetable for these sessions is below. These sessions are held between 3:20pm and 4:15pm and students are encouraged to attend, especially if they require additional help with their Maths homework, to prepare for a test/exam or simply to complete any additional work provided by their teacher.

Ms Cremona Millo
Mathematics Leading Teacher

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**Math Support Classes – TERM 1 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>5</td>
<td>Monday</td>
<td>29th February</td>
<td>Mr B. Jackson &amp; Ms N. Desira</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday</td>
<td>2nd March</td>
<td>Ms M. Desira &amp; Ms E. Commanoeur</td>
</tr>
<tr>
<td>6</td>
<td>Monday</td>
<td>7th March</td>
<td><strong>Maths Meeting</strong></td>
</tr>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>9th March</td>
<td>Ms H. Beynon &amp; Ms C. Cremona Millo</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>14th March</td>
<td><strong>HOLIDAY</strong></td>
</tr>
<tr>
<td>7</td>
<td>Wednesday</td>
<td>16th March</td>
<td>Ms M. Desira &amp; Mr A. McAlindon</td>
</tr>
<tr>
<td>8</td>
<td>Monday</td>
<td>21st March</td>
<td>Ms C. Cremona Millo &amp; Ms N. Desira</td>
</tr>
<tr>
<td>8</td>
<td>Wednesday</td>
<td>23rd March</td>
<td>Ms M. Desira &amp; Mr D. Conversano</td>
</tr>
</tbody>
</table>
HOURS OF OPENING
The Library is open to students all day, from 8.00am until 4.15pm, with the following limitations:
• Recess is for loans and photocopying or printing only.
• After school, (for one hour) as part of Homework Club. Homework Club does not run on Fridays and finishes at 3.50pm on Tuesday, Day 7.
• Alternatively, students may spend the first 15 minutes after school in the Library for loans or printing.

LOANS
Students may borrow up to 3 books at any time for a loan period of 2 weeks. Books may be renewed if so desired.

OVERDUE BOOKS
Students are asked to be considerate of others and return items as soon as they are finished with them. If students have overdue books, they should be returned or renewed before any new items are borrowed. Students will receive regular reminders when their books are overdue. At the end of each semester parents will be notified of outstanding books.

LOST/DAMAGED BOOKS
Students should speak to a Library staff member if they have damaged a book or if they think it is lost. Each incident will be assessed individually, but generally, payment will be requested for books that are lost or damaged, so that replacement copies may be purchased.

PHOTOCOPIER/ PRINTER
Students are credited with $5 at the start of every term towards their photocopying or printing requirements. Credit amounts may be topped up if necessary by paying at reception.

LUNCHTIMES
It has been heartening to see so many students in the library at lunchtimes. Students are asked to participate in productive activities which include:
• Reading books or magazines
• Homework
• Computer activities
• Board games
• Photocopying or printing
• Borrowing or returning books
During Term 1, Chess Club students can participate in Library at lunchtimes. Year 7 students can play on in other year levels on Mondays. During Term 2, a social games in the Tuesday and students Knockout Tournament.
CHESS CLUB
During Term 1, Chess Club students can participate in social games in the Library at lunchtimes. Year 7 students can play on Tuesday and students in other year levels on Mondays. During Term 2, a Knockout Tournament will be organised. Trophies and medals will be awarded to the winners and runners-up. During Term 3, students will be selected to participate in the SACCS chess tournament and will participate in coaching sessions. Students also accumulate house points by participating.

BOOK CLUB
Book club students meet three times a term in the Library. These students help with book selection, competitions and Library activities. It is an opportunity for students to develop friendships, share in discussions centered around books and have some fun. New members are welcome!
LIBRARY PORTAL
The Library Portal can be accessed from school or home via Seqta - Coneqt. The following items can be found on the portal:

CATALOGUE (school only)
Students can now quickly access the Library Catalogue to determine the Library collection and if the books are currently on loan or available.

ONLINE RESOURCES
Library staff are excited to announce that new online resources have been purchased. These resources are all authoritative, up to date and free of bias or advertising interests. They are excellent for research projects or some homework tasks.

1. World Book Encyclopedia
This extensive online encyclopedia includes information on all topics and provides a choice of readability levels and depth. It is an excellent resource to use when starting assignments. This site also includes a “text to speech” option.

“Kids” level is mostly aimed at primary students or students with reading difficulties. It includes games and projects. easy creation of bibliographic entries.)
“Student” level is perfect for most secondary students and includes the headlines of the day and a section for biographies.

“Advanced” level is for upper secondary students. It offers world newspapers and includes “The Age” and “The Australian.” Additionally, there is a section for Primary Sources.

The “Timelines” category offers timelines for various themes within different subject areas. It also enables students to create their own timelines quickly and easily.

2. Gale Virtual Reference Library
This site includes over 4000 e-books on various subjects. Students can bookmark pages or save their work to “My Folder.”

3. Issues in Society
These books are in PDF format and include statistics, graphs and information on a variety of contemporary social issues. They are excellent for debates, oral presentations or research.

4. Classic Fiction
This link includes fast access to classic novels, including William Shakespeare.

5. Referencing
The Portal has information on referencing, including: Bibliographies, In-text citation, Footnotes and a link to the automated Harvard Generator (for fast and easy creation of bibliographic entries).
FINANCIAL ASSISTANCE
INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government’s commitment to breaking the link between a student’s background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:
- $125 for primary school students
- $225 for secondary school students.

HOW TO APPLY

Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

MORE INFORMATION

For the CSEF application closing dates and more information about the fund visit www.education.vic.gov.au/csef
Camps, Sports and Excursions Fund (CSEF) Application Form

School Name ___________________________ School REF ID ___________________________

Parent/legal guardian details

Surname ___________________________
First name ___________________________
Address ___________________________
Town/suburb ___________________________ State ______ Postcode ______
Contact number ___________________________

Centrelink pensioner concession OR Health care card number (CRN)
☐ ☐ ☐ - ☐ ☐ ☐ ☐ - ☐ ☐ ☐ ☐ OR
☐ Foster parent* OR ☐ Veterans affairs pensioner

*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

Student details

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<th>Child’s surname</th>
<th>Child’s first name</th>
<th>Student ID</th>
<th>Date of birth (dd/mm/yyyy)</th>
<th>Year level</th>
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I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (DHS) to provide the results of that enquiry to DET.

I understand that:

• DHS will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.

• This consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.

• I can obtain proof of my circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.

• If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.

• Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and for State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child’s school.

Signature of applicant ___________________________ Date __/__/________
Catholic Education Melbourne proudly presents

TIME to SHINE
CATHOLIC SCHOOLS PERFORMING ARTS GALA 2016

SATURDAY 30 APRIL 2016
2.00 pm and 7.00 pm
Regent Theatre
Collins Street, Melbourne

Tickets on sale now through Ticketmaster
www.ticketmaster.com.au
Training for Parents of Teenagers (TPOT) Research Study

Parents & Teens aged 12-15 years

FREE two-day course included for parents

Training for Parents of Teenagers (TPOT) is a research study being undertaken by the Centre for Mental Health at The University of Melbourne. This project aims to teach parents the skills to recognise and respond to mental health problems in teenagers as well as first aid injuries and to evaluate the training offered.

Our researchers are interested to see if the skills taught to parents are used on teenagers and whether this has a long-term health benefit over the adolescent period.

For more information and to register: www.tpot.net.au
Training for Parents of Teenagers (TPOT) Research Study

Volunteers needed!

The University of Melbourne invites parents with teenagers aged 12-15 years to take part in a research study aimed at helping the mental and physical health of teenagers.

Parents receive FREE training and a $50 Gift Card.

Register at: www.tpot.net.au