WELCOME BACK
Welcome Back to Term 2. It’s been yet another very settled and enthusiastic start to the term. Each school term and year is always busy – there is so much opportunity for the students to take advantage of at Marian College. We encourage all students to venture out and try their hand at something new this term – learning about yourself happens when you move outside the familiar and comfortable, especially when you are in this wonderfully supportive environment.

EASTER LITURGY
On Thursday April 16 the whole community gathered for our Easter Liturgy, facilitated by Mrs Mary-Louise Towns and the Liturgy Group. We started off by listening to the Gospel story when Jesus accompanies two of his friends on the road to Emmaus. They, of course, do not recognise him, as they are fearful that their association with Jesus might also land them in trouble. We were then taken back to listen to various parts of the Easter story, from the Last Supper through to the Resurrection and back to Emmaus where Jesus breaks bread with this friends. They recognise who he is and this brings great hope as they realise what the empty tomb really means. We were assisted in our reflection by the beautiful voices of the Gospel choir raised in song, to mark various aspects of the Easter story. We are grateful to Mrs Town, the Liturgy Group and the Performing Arts team for the preparation of the beautiful reflection that encouraged all of us to look to our empty tombs and find the hope that rests within.

RESTORATIVE PRACTICES
We were very pleased to host Dr Paul Sharkey, Director of Catholic Identity and Education Services from the Catholic Education Office, Mr Rob Aron, Manager of the Western Region Catholic Education Office and Ms Bronwyn Egan, from the Office of Wellbeing and Partnership at the CEO at our Easter liturgy. They were here to officially present the plaque to recognise our accreditation as a Restorative Practices school. Over a 7 year journey Marian College has incorporated many of the policies and procedures that support restorative approaches to relationship building and conflict resolution. However accreditation doesn’t just come because of policies and procedures it comes through practise and action – and we experience restorative approaches on a daily basis in the school community. Senior students spent time in Pastoral Care watching and discussing a movie called “Bully”. Discussions centred on how the actions of individuals and groups can help prevent the situations and outcomes that were presented in the movie. Year 8 students recently participated in their reflection day with the theme “Friendship” – activities supported students to reflect on positive relationship, being a good friend and how students can prevent bullying. Achieving accreditation does not mark the end of the work in Restorative Practices. We continue to work with all members of the school community to ensure that we provide a safe, supportive and challenging environment for learning.

DRIVER AND STUDENT SAFETY
We are disappointed by the actions of some drivers who appear to be taking unnecessary risks at the end of the day when collecting their daughters from school. Illegal parking and dangerous u-turns are common occurrences and place at risk the safety of all people who share our small part of Glengala Rd, especially the primary school children from St Paul’s. We strongly suggest that students travelling by car are dropped off and collected at the Community Centre car park or in the car park behind the church off Evelyn Crescent. We implore all drivers, at all times, to be cautious on the road and to remember what is at stake when risky actions are taken.

Rita Grima and Raymond Pisani - Co-Principals
Faith and Mission

Easter is the major liturgical celebration in the Catholic Church. It is a time to stop and connect with Jesus who was both human and divine. He lived and experienced the world as we do. He strived to be true to his faith as a Jew, he challenged the approaches of some groups within the Jewish tradition. The Easter Event marks a time of celebration commencing with Palm Sunday and Jesus coming in triumph, with his followers exulting. However, by the following Thursday, after the supper he shared with friends, there is a complete turnaround, with Jesus arrested. What a change of circumstances! Friday brought Jesus’ death, fear strikes at the hearts of Jesus’ followers. But here is the amazing element of the story. Sunday! Jesus rises from the dead, he shows himself first to the women, to Mary Magdalene and then to the disciples. It seems unbelievable! Thomas, one of his disciples found it difficult to believe until Jesus was seen in the flesh. Today almost two thousand years later there are still people struggling with this reality of the resurrection.

When we see or experience suffering in the world, we question why? But in the person of Jesus who suffered and died for humanity, we can relate to a God who has been there and experienced the suffering and death. It gives us hope and courage to go on when we too experience hurt and suffering in our lives. We especially pray for the suffering for the family and friends of the people impact by the tragedy at Wyndhamvale.

It’s true that Jesus says “Come to me and bring me your burdens” but we usually can’t believe it. Maybe we don’t want to believe it. The Pope says in his Easter message “That is why we tell everyone: “Come and see!” In every human situation, marked by frailty, sin and death, the Good News is no mere matter of words, but a testimony to unconditional and faithful love: it is about leaving ourselves behind and encountering others, being close to those crushed by life’s troubles, sharing with the needy, standing at the side of the sick, elderly and the outcast… “Come and see!” Love is more powerful, love gives life, love makes hope blossom in the wilderness.

With this joyful certainty in our hearts, today we turn to you, risen Lord!”

Mary-Lou Towns - Assistant to the Co-Principals - Faith and Mission

Learning and Teaching

Parent Teacher Interviews

By this stage you should have been able to access your daughter’s Semester 1 Interim Report on the Marian Parent Portal, accessed via the College Website. This report provides a snapshot of your daughter’s learning in Term 1, however, these reports form only one component of our formal process of reporting to parents. The interim report will complement the Parent-Teacher-Student Interviews.

Parent Teacher Interviews will be held on 22 April from 2.00 pm until 8.00 pm.

- The venues will be the Agnes Lyng Building and the Language Centre.
- Students will finish classes at 1.00 pm on this day.

We are pleased to invite you, and your daughter, to these subject-based Parent-Teacher-Student Interviews. All parents should attend these interviews so that you are able to discuss your daughter’s learning in more detail, focusing on progress to date and strategies for ongoing improvement.

Marian College has an online booking system for teacher appointments. The system can also be accessed through the Parent Portal on the College Website and requires your username and password.

Once the booking system is accessed, you will be able to make the appropriate appointment times with your daughter’s teachers. Appointment times are now available and bookings will close at 11.00 am on Wednesday 22 April.

If you are unable to access the internet, your daughter is able to use the College’s computer network during recess and lunchtimes to make appointments on your behalf. Please contact your daughter’s homeroom teacher if you have any concerns. We look forward to discussing your daughter’s learning with you.

Paul Familari & Jane Goddard - Assistant to the Co-Principals - Learning and Teaching
Student Wellbeing

UNIFORM EXPECTATIONS

With the beginning of Term 2 we remind all students of the uniform expectations in relation to the wearing of the winter uniform.

Winter Uniform expectations include the wearing of:

• The School Blazer as the most outer garment when coming to and from school. The winter uniform can be worn with the white shirt and tie and blazer or with the white shirt, tie, school jumper and blazer. The school jumper cannot be the most outer garment when coming to and from school.
• The school winter skirt or pants.
• Blue tights (only) or white socks with the skirt.
• The College white collared shirt. (the polo top is not to be worn with the school winter uniform).
• The School tie at all times

Please note that the only scarf that is to be worn is the blue school scarf.

All other uniform expectations such as hair, grooming and piercing expectations are as per usual.

The uniform shop is open at school on Wednesday and Friday mornings from recess to the end of lunch for all school items.

RESTORATIVE PRACTICE ACCREDITATION

At the Easter Liturgy held this week, representatives from the Catholic Education Office came to present the school with an Accreditation Plaque for satisfying the criteria to be recognised as a Restorative Practice school. This means that, as a school community, we build relationships and resolve our issues using a restorative approach. At this time it would be appropriate to thank all of the staff and students who have worked towards this accreditation.

JAPANESE CULTURAL EXCHANGE AT THE END OF TERM 1

At the end of Term 1, we had 20 students from our sister school in Yokahama, Chuo University Yokohama, arrive for a weeklong visit to our school.

This visit also included 6 boys that participated in the program at Simonds Catholic College, Melbourne.

While here they learned English, had a portable Australian zoo visit and went for a trip to the Narana Cultural Centre in Geelong. This program would not be possible without the continual support of many of our families who open their homes and their hearts to these visitors from another country.

A big thank you to the staff many of whom who go above and beyond what is expected of them.

A special thank you to Kathy Justice for her commitment to the English part of this program, Mary Cutajar, Robyne Agius and Dorothy Guiney for their assistance with the organisation of important aspects of the program and especially to Andrea Michail whose passion and ongoing commitment to this program is one of the main reasons that the visit is so successful.

Finally a big thank-you to both Mr. Pisani and Ms. Grima for their ongoing commitment to the vision and ideals that this program promotes.

ARCHBISHOP’S CONVERSATION WITH STUDENT LEADERS

On Friday 13th March I had the absolute pleasure of spending the day with our two Lamp Bearers and SRC representatives at the Archbishop’s conversation with Student Leaders at Genazzano Catholic College in Kew

Student Leaders from many in schools in the Melbourne Archdiocese gather on this day to discuss issues with the Archbishop that concern the youth of today.

The other bonus was that our students get to meet and work with other student leaders in other schools and get an idea of what their leadership role in their school entails.

The leaders - Gemma, Delia, Natalie and Alana represented both themselves and our school in a manner that we should all be proud of.

Kerrie Williams - Assistant to the Co-Principals – Student Wellbeing
PREMIER’S READING CHALLENGE 2015

The Marian girls have once again risen to the challenge and have joined the Premier’s Reading Challenge 2015. The Challenge is a great way to get students reading and talking about books.

Over 170 girls from Years 7 to 10 have signed up, our highest number ever, and all are enthusiastically reading books, recording their books online and sharing their reading experiences. Many are well on their way to reading the required 15 books by September and some have already surpassed this number hoping to win the prize for the highest number of books read at their year level. Successful challengers will receive a Certificate from the Victorian government, have their names printed in an Online Honour Roll and can join in the Marian celebrations in September.

It is great to see so many girls in the Resource Centre borrowing stacks of books and talking about reading with such enjoyment and passion. Some of the girls’ favourite books include Revived by Cat Patrick, Girl Online by Zoe Sugg and Black Ice by the popular author, Becca Fitzpatrick.

Thank you to the parents for supporting their girls with the Challenge and good luck girls.

Sofie Norello - Teacher Librarian

SENIOR READING CLUB 2015

We have had quite a few VCE girls, who are now too old for the Premier’s Reading Challenge, approach us about their disappointment. So, this year we have set up a Challenge just for them. 27 VCE girls and several staff members have now joined the Senior Reading Club, created their own online Reading Group and are now working on completing their Reading Bingo Card.

It is wonderful that these girls, despite a heavy study load, find the time to read for pleasure. Reading fiction can be beneficial, particularly in reducing stress.

We are looking forward to sharing your reading experiences with us.

Sharon Hayes and Sofie Norello

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr. Seuss

Cultural Diversity

CELEBRATION OF CULTURAL DIVERSITY

The evening of the 24th March was alive with cultural music and dance. Ten cultural performances entertained a packed auditorium at the College. Cultural Diversity week is important as it gives the opportunity to celebrate the contribution of many different cultures to our Australian society and to learn a little about customs and beliefs of these cultures. This also applies to Marian College with a diversity of cultures within the community. The night was joyful and delighted all who participated as well as those who attended. I wish to thank the girls who danced or played instruments, the staff who gave time to prepare the girls, the Performing Arts team and the Justice and Democracy Group who helped with the running of the event.

Dianne Reynolds - Justice and Democracy Forum Co-Ordinator
Bike Club

BIKE CLUB HOLIDAY RIDE

Bike club has started off with a BANG this year with of 70 members (a record number) from Year 7 – 12. The girls have started off with real enthusiasm with an average of 18 – 20 students riding each Friday after school. Of course the milkshakes have continued to be a real hit back at school after the rides as well.

On the first Tuesday of the school holidays we had 12 riders attend the holiday ride. We rode along the Federation Trail to Hoppers Crossing North, where we had a short rest and a bite to eat and then returned back to school. A total of 35 km's. There were a few tired legs amongst the group but everyone made it back safe and sound and with a smile on their face – which is always a good sign that the day was enjoyed. The girls rode really well and represented the school very well.

The next holiday ride will be in term 3 and we hope to explore the bike paths down to Williamstown. As we say in Bike Club – “Keep the wheels in motion!!!!”

Chris Fenech - Bike Club Facilitator

The Arts

PERFORMING ARTS

We are delighted to welcome everyone back from their holidays and Easter break. Gospel Choir, Concert Band and the String Ensemble rehearsed passionately for the whole school Easter liturgy this week. Meanwhile, other ensembles are meeting to choose their pieces for the term and start rehearsing for a series of concerts coming up toward the end of semester.

We also welcome Paul Keelan (replacing Jenny Tawa, who is on Maternity leave) and Julian Scheffer (Guitars and Drums) to our teaching team.

All in all we know we’re in for an exciting term ahead. We hope to see you at one or more of our concerts!

Mari Eleanor - Co-ordinator, Music and Drama Co-Curricular Programs

DESIGN EDUCATION

NATIONAL GALLERY OF VICTORIA YEAR 7 & 8 EXCURSION

During March, the year 7 and 8 students were excited to visit the National Gallery of Victoria in St Kilda. The aim of the excursion was to provide students with an introduction to the Gallery and view Australian artworks first hand. The gallery tour guides spoke to the students about the stories behind each Australian artwork, giving the students the opportunity to discuss meanings and messages within the artworks. It was a fascinating insight into history, stories and art appreciation. The students experienced real life connections and developed an appreciation of how and why artists create art work.

Miss Nella Zagarella - Design Ed teacher
CATHOLIC SCHOOLS VISUAL ARTS EXHIBITION

Congratulations to the following students from 2014 who had their work selected for the Catholic Education Week Visual Arts Exhibition.

Their work is a testament to their commitment to Art and Design.
Red Riding Hood – Omjuma Deng – Year 9
Masquerade – Gizel Ruiz – Year 9
Freedom – Sarah De Fazio – Year 10
Fragile – Fuifuilupe Alone – Year 10
Vertical Waterfall – Michaela Thompson – Year 11

Jane Strickland, CECV Placed Teacher (Catholic Education) NGV, opened the Visual Arts Exhibition on Sunday 22nd March with an inspiring speech praising the efforts of participating students and supporting teachers. The scope and quality of work exhibited was an inspiration.

Miss Nella Zagarella, Design Ed Teacher

Here is an excerpt from Jane’s speech.
"I think the work in this exhibition is spectacular. Congratulations to all involved. This exhibition encourages us to consider a big idea “Why do we make Art at School ?” I’ve gathered 10 ideas.
Let’s think about it, parents, teachers, students and friends. Why do you think our students make art in our Catholic Schools?
I have consulted a few folk and come up with 10 good reasons why we make art at school.

1. Art is a basic human instinct. We all want to leave our mark!
2. We all want to communicate our ideas and our stories
3. In making art we express our feelings, like some may sing others make sculptures, or draw. In Catholic Education we value the whole person. We know our students’ emotional lives are important!
4. We all think we understand what we find beautiful and want to show our ideal- We learn that alternatives are good to consider.
5. We like to feel capable, and when we gain skills we like to show our capacity.
6. Making art allows us to explore who we really are and we can affirm our identity.
7. Our screen based world is increasingly visual. Making our own images helps us to understand how Ad Agencies Designers, Filmmakers, Web Designers control our attention and influence and persuade us.
8. Making and appreciating Art is a great holistic way to grow as a human, and to have a creative outlet that is personally satisfying. Making art can give us purpose and having a purpose makes us happy.
9. Learning about the Art of others gives us an insight into the cultures and worlds of others. Art builds understanding.
10. Making Art builds more confident, assertive, creative and alive people are able to contribute in creative workplaces of the 21st century in all fields of endeavour.

The second part to this question is about Catholic Identity. Why do you think we do this in our Catholic Schools? I believe Art is life enhancing- as Pope Francis recently reminded us that:

‘In every age the Church has called upon the arts to give expression to the beauty of her faith and to proclaim the gospel message of the grandeur of God’s creation, the dignity of human beings made in his image and likeness, and the power of Christ’s death and resurrection …’

Ms Zagarella - Design Education teacher
HELPING YOUR TEENAGERS DO WELL

When children reach adolescence, just when it may feel like your children are beginning to pull away, your involvement and support matter profoundly. Parenting practices in early adolescence predict educational achievement, especially parents helping teens set goals and explore interests. Helping young teens develop aspirations is essential to helping them engage with, and succeed in, school.

Three parenting practices become more important during adolescence, as young people assume greater control over their own development:
1. **Autonomy support** - providing opportunities for young people to make choices, make decisions, and develop solutions to problems independently.
2. **Monitoring** - providing clear and consistent guidelines and knowing where young people are, what they’re doing, and who their friends are.
3. **Warmth** - a supportive relationship between parent and child.

These parenting practices have both short-term positive associations with aspiration, exam results and school engagement and long-term effects on further education. **Aspirations are the key to engagement; when connected to aspirations, engagement in school becomes self-motivating.** This connection is also important for students who are already high achievers.

Parents remain a significant influence through adolescence and early adulthood by promoting aspirations, helping their children find meaning and purpose in their schoolwork and showing them how their current endeavours fit into their longer-term goals and identities.

Parental warmth, including trust and connectedness, provides the emotional security and foundation young people need to explore their ideas and interests. It enables parents to both affirm and shape who adolescents will become.

Acknowledgement: Professor Nancy E. Hill whose Harvard research is re-conceptualising parenting for academic success and identifying strategies for families and schools to work together to support adolescents’ emerging aspirations, achievement, and future success.