From the Co-Principals

**CHANGE2 – CHANGE FOR THE FUTURE**

Schools are dynamic organisations in many ways. With so many innovations and ideas, schools are always looking to improve and develop. Consequently, every educational institution must look at how change is implemented and supported. Over the years, Marian College has been at the forefront of developing educational initiatives and providing authentic learning experiences for our students and our community has coped with change very effectively. However, we are always keen to investigate new approaches. The challenge is to find new ways of working which engage all stakeholders – student, parents and teachers – distribute leadership and build capacity and sustainability. Therefore, over the next few weeks, the College will be trialling a process called Change2.

Change2 is a robust and proven model for leading and managing change. Backed by a wide body of research and extensive experience, Change2 is a consultative process for implementing sustainable change in schools. The model uses the resources already available in schools to deliver the changes identified by school personnel and required for improved teacher performance and student outcomes. The College Leadership Team has identified a particular initiative that will be examined using the Change2 process.

Many of you would be aware that the College has introduced a new Learning Management System called SEQTA. Both staff and students have taken advantage of the many features afforded by this system. At this point in time parents are able to access SEQTA through the student login. It is planned that in due course the Parent Portal will be made available for access by parents. This portal will provide a great deal of information in relation to student learning, wellbeing, attendance and achievement. We are conscious that we need to implement this initiative in a well thought out manner and hence we will use the Change2 process.

Change2 involves a series of workshops that will take our school through the complete change cycle: from identifying areas for improvement and determining our strategy, to implementing the change and realising the benefits. The key roles involved in the process include the:

- **Facilitator** – A person outside the school community who leads the Change2 process.
- **Co-Principals** - Acts as sponsors. Chairs the Steering Committee. Provides the resources and personnel to enable the Change2 process.
- **Steering Committee** - Provides direction and guidance and ownership of the need for change. This committee comprises the Co-Principals, members of staff, parents and students.
- **Change Team** - Presents the opportunities they have identified to the Steering Committee.

The initial stages of the process have already taken place and the first meeting of the Change Team will take place next week. The overall objective of this initiative is the effective implementations of the SEQTA Parent Portal and to improve parent engagement in student learning. The Change team will be given three themes to explore and identify appropriate outcome measures. 1) Parent engagement in their daughter’s learning. 2) Student engagement. 3) The College professional learning culture. The Change will feedback their findings to the Steering Committee later this term. We will keep you informed of the progress of the Change2 process in future editions of the Marian News.

**STAFF LEADERSHIP FORMATION DAYS**

Over the past two weeks there have been three Formation Days involving three key College Leadership Teams: the Year Level Leaders, the Learning Leaders and the School Leadership Team. Each of the formation days involved high level discussion about each of the main areas of School Improvement. Whilst aspects of the sessions included self-reflection and evaluation of current practice, the majority of the time was taken on future planning and the continued development of our school as a quality environment for learning and wellbeing. We thank Jane Goddard, Paul Familari, Kerrie Williams, and Margaret Stewart for the facilitation of the days and we also thank all our staff in Positions of Leadership for their commitment and creativity in providing for the education of all our students.

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

In the Gospels we read of God’s love for humanity demonstrated in the life, teachings and actions of Jesus Christ. The prayer above reflects on the Easter message focussing on the risen Lord, with the associated message of hope, a hope that is given to us all.

Hope, a word that conveys immense longing for something better. There is a hope that the two men executed this week experience peace, as do their family and friends.

Lord of the living,
Lord of the dead,
Be patient with your people.
Forgive us when we lose faith,
Strengthen us when we lose hope,
Give us a glimpse of your face,
That we may comfort your people.
We pray for the dying,
And for those who weep*.
Amen

*Sheila Cassidy, Good Friday People

For Nepal, there is hope that the devastation in the outlying areas is not as extreme as initially thought. We hope that each one of us feels compelled to help the Nepalese people through donations to the agencies that are providing assistance. St Paul said in the Letter to the Romans, “through whom we have gained access by faith into this grace in which we now stand. And we rejoice in the hope of the glory of God… And hope does not disappoint us, because God has poured out his love into our hearts by the Holy Spirit, whom he has given us. You see, at just the right time, when we were still powerless, Christ died for the ungodly. Very rarely will anyone die for a righteous man, though for a good man someone might possibly dare to die.”

The Year 7 students had their Reflection Day this week (pictured below). I had the privilege of working with the student leaders to prepare the liturgy for the year level. It was fantastic to experience their leadership skills and their ability to discern the important components of the liturgical celebration. They were reflecting on the need to be positive about people in their class. They decided that they would make positive comments about themselves to use in the auditorium liturgical environment. Their symbol was a growing tree which represents where they are at the College. Messages written on the leaves spread out in much the same way as positive attitudes to others spread to encompass the entire year level.

Mary-Lou Towns - Assistant to the Co-Principals - Faith and Mission
LEARNING FOR THE FUTURE
Recently the Learning Leaders Team were engaged in a wonderful day of professional learning. In response to globalisation, environmental distress, demographic change, economic uncertainty and new technologies, adopted at an unprecedented rate, the team recognised the need for transformation in learning and teaching. It was exciting to visualise what our ‘classrooms’ could look like and sound like in the future, as we begin the process of developing our new School Improvement Plan for 2016 – 2019.

Many ideas were generated and we will share these with you as we bring our plan to fruition during the year.

One of the ideas that the Learning Leaders Team have all embraced for a future focus at Marian College is developing our ‘growth mindset.’ ‘Growth mindset’ is an approach to understanding the capabilities of our brains which is based on the work of Professor Carol Dweck, from Stanford University. Dweck proposes that with a ‘growth mindset’ we see our intelligence and talents as always open to improvement. On the other hand, those with a ‘fixed mindset’ believe that their intelligence and talent are pre-determined and that no amount of effort can change that.

At Marian College, we believe that, regardless of our initial talents and aptitudes, everyone can change and grow through application and experience. This view creates a love of learning and resilience; so important for the future success of our students.

NAPLAN TESTING
As mentioned last time, students in Year 7 and Year 9 will participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). The NAPLAN tests will take place from 12 – 14 May. Students complete tests in Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy (with and without calculator). Letters outlining details relating to these tests have been mailed to families.

It is important to consider individual NAPLAN data as only one indicator of your child’s performance in the context of extensive and continual assessment throughout the year.

Sample tests can be accessed on through your daughter’s Coneqt-S on the NAPLAN portal page. An information brochure is also available at http://www.nap.edu.au/verve/_resources/NAPLAN_2015_Parent_information_brochure_web.pdf

Student Wellbeing

REMEMBERS ABOUT UNIFORM FOR TERM 2:
As the winter months approach we remind all students about a couple of key aspects of our winter uniform:

1. Blazers need to be worn to and from school as the most outer garment.
2. Tights need to be blue in colour and NOT black.
3. Long White socks can also be worn as an option with the winter uniform
4. Scarves worn need to be BLUE in colour and not red - which is being phased out
5. PE uniform should not be worn unless the student has a Health or PE class.

SCHOOL COMMUNITY EXPECTATIONS
Can we remind all students that when they are travelling to and from school that they represent all of the Marian Community by their actions. When we interact with members of the general public those interactions need to be positive in every way. This is particularly relevant when travelling on public transport.

PEER SUPPORT TRAINING
Peer Support Training is underway with over 40 Year 10 students willing to participate and continue to build positive relationships with our Year 7’s.

This training involves team work and developing lessons for the Year 7 classes around friendship, conflict and relationships, and allows the Year 10’s to demonstrate both their team and leadership skills when working with the youngest members of our community.

I look forward to give you updates on their work in future editions of the Marian News.

PARENT INTERACTION WITH THE OFFICE
Can we remind all parents and students of the importance of informing the Homeroom Teacher and the front office if students are required to go home early. Advance notice is essential. If a student is required to go home early unexpectedly during the course of the day (e.g. due to sickness or family emergency) then parents are to sign out their daughters at the front office. Parents who require their daughters to leave school early without prior notice will need to wait until their daughters class is located.

Locating students that move around the school is not always easy and sometimes takes time. If Parents do not inform the office makes the process even longer.

We thank you for your understanding of this matter.

Kerrie Williams - Assistant to the Co-Principals – Student Wellbeing
Christine Daicos (BSW. BA. DTP)
Education and Training Consultant

According to adolescent psychologist Andrew Fuller, resiliency is the happy knack of being able to bungy jump through the pitfalls of life.

The resilient adolescent has:
- Social competence
- Problem-solving skills
- Autonomy
- A sense of purpose and future

Chris’ presentation provides practical strategies to assist parents to help their children/adolescents develop these characteristics.

This highly interactive and engaging workshop will provide an overview of the recent research in the area of resilience. It will provide an opportunity to identify and learn about the positive factors that build resilience. It will enable parents to consider ways of increasing and maximizing the protective factors for children and adolescents.

Chris is a highly sought after, dynamic and engaging presenter. She is a Training & Development Consultant with a background in teaching and social work. She is currently actively involved in the tertiary sector, teaching students in the Bachelor of Social Work and the Graduate Diploma of Student Welfare at Melbourne University.

**Wednesday 17th June 7:00pm – 8:30pm**

**Marian College**

We are very fortunate to have Chris Daicos present this session at Marian College and request at least one parent be in attendance.

(Presentation is for adults only)

Bookings essential:
Reception 9363 1711 or jheaney@mariansw.catholic.edu.au
YEAR 8 LYGON STREET EXCURSION

On our Italian excursion, we went to Lygon Street Carlton, where we visited the Italian Museum as well as many stores along the street. In the Italian Museum, we formed groups/partners so we could go around the rooms to fill in our booklets of questions and activities. There was a lot of information on the history of Italy and Italians who migrated to Australia, in particular Melbourne. On the wall, there was a map of Italy showing how many people migrated to Australia. There were many different Italian items and work that were made a long time ago, it was interesting to see the cultural artefacts that we had not seen before. The Museum had all kinds of antique objects for us to learn about and helped us understand better how Italians came to settle in Melbourne.

Later on, we walked along Lygon Street, walking by Italian stores filling in our booklets as we went. There were many Italian restaurant which sold many dishes. Additionally, we learnt about many significant Italian objects and constructions, such as the Ferrari.

After our long day of exploring Lygon Street learning about the Italian history, culture and language, we were treated to a delicious Italian meal at the Universal Restaurant. The restaurant served a delicious variety of food, including pasta and a lot of PIZZA!!! At the end of the day, we went to buy un gelato delizioso!!! The day was simply bellissimo.

LYN LE, NICOLE TRAN, HELEN DUONG, SARAH DINH, AYSHE, SALOME ALONE, KATHY HO

The excursion to Lygon Street Carlton was a blast. It was a great opportunity for the Year 8 students to learn about the Italian history, culture and language. The trip to Lygon Street allowed us to develop our use of vocabulary, as well as explore and connect more with the Italian lifestyle. At one point, we spoke to an Italian man regarding Italian cafes and the foods that are sold within the store. We enjoyed exploring the Italian filled street and discovering the different stores.

Nhí, Duyen, Ally, Jasmine Le and Steffani

The Italian Museum gave us knowledge about the Italian history and how the people developed into what they are today. The museum gave us an insight into the Italian traditions and customs, as well as a clear understanding of the various backgrounds. After completing the work tasks, we headed over to an Italian restaurant to have lunch. We devoured delicious and tasty pizza and pasta. After the pizza and pasta, we enjoyed some fresh cold gelato. We ended the day with a relaxing break at the Piazza Italia where we were able to reflect on our educational and delightful excursion.

Jasmine Phan
Selamat Ibu-Ibu, Bapak-Bapak, dan siswa-siswi.

Our year 7’s have been busy revising information about themselves and they have begun learning about specific terminology related to Family.

Students are also learning about the language within the culture. It is important students refer to older siblings as kakak, and parents and teachers are always addressed as ‘Ibu’ – Mum/Mrs and Bapak – Dad/Sir.

Students have studied some facts regarding Indonesia’s geography and culture in groups.

Students have demonstrated they are aware of important religious celebrations in Indonesia:

- **Waisak Day** - this is a Buddhist festival held in May that celebrates Buddha’s birth, death and gaining of wisdom.

- **Galungan** - this is an important festival on Bali.

- **Nyepi** - this day is the Balinese New Year.

Students have also identified the reasons it is important to study Indonesian:

- Indonesia is the closest country to Australia, much closer than New Zealand
- Indonesia and Australia have a strong trade relationship
- More job opportunities in the future
- If you go to Indonesia, you will be able to speak the language.

Congratulations to the following Year 7 Indonesian students who have achieved above 1000 points with Education Perfect:

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<th>Points</th>
<th>Name</th>
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<td>Kathryn Sepulveda</td>
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<td>Sarah Elander</td>
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<td>Casey Lai</td>
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*Veronika Petanic - Year 7 Indonesian Teacher*
PERFORMING ARTS
Term 2 is up and running in Performing Arts. Our focus this fortnight is preparing auditions for the 2016 CEO Performing Arts Gala ‘Shine’. Gerard Collins has kindly agreed to record the auditions, and we congratulate the Gospel Choir, and the various solo singers and instrumentalists for their efforts in preparing audition pieces. It’s a great experience in itself, and we thank the teachers that have assisted them in their preparations.

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

DESIGN EDUCATION
STILL LIFE
During Term 1 and Term 2 we have been learning about still life and gaining more art knowledge. All the year 7’s have been creating still life drawings and adding Henri Matisse style patterns to it. Personally, doing the still life was calming but hard to get the right shape and curve. We have enjoyed it though, with a great art teacher and with an awesome sense of humour.

Doing art has been great especially with the help of our teacher Ms Chau and the support and advice of our class peers. We learnt how to improve our still life drawings. We also experimented with water colours and applied it to our work. I’m sure that Ms Chau has taught the class a lot and hopefully all the facts we learnt stays in our head so we so that in the future we will be able to tell other people about the knowledge we gained.

Sabrina Kuchath 7 Doyle

YEAR 8 PORTRAITURE
Our unit this semester has focused on portraiture in all forms. Portraiture is the recording of an individual’s appearance and personality, whether in a photograph, painting, sculpture or other medium. We have gained an understanding of traditional and contemporary art forms through the exploration of portraiture. We applied this knowledge and understanding to the creation of a self-portrait. This self-portrait was all created using pencil. We had a photo of ourselves and used gridding to recreate the photograph by hand.

Valerie Luey Cheardchoo 8 Caroline