From the Co-Principals

This past week our Year 10 students were away on work experience which involved a placement in a business, community group or other organisation. A work placement can be a daunting experience, especially for those who have had little experience of the world of work or of what they perceive as an adult environment. However, it was a unique opportunity for them to gain a better understanding and knowledge of what goes on in a business and what individual employees do in their jobs. The students interact with adults in a professional capacity and are given the opportunity to operate independently in a grown-up environment.

This experience provides valuable insights into work practices and cultures and helps our students develop some of the knowledge, skills, behaviours and capabilities that will help them progress into further learning, training and employment. Importantly, it’s also an opportunity for them to find out more about themselves. They discover how they react in different situations, how they apply themselves to set tasks, how they respond to working as part of a team and also on their own, and how effectively they communicate with work colleagues. It can play an important part in helping young people think about their own career goals and aspirations. There’s nothing quite like a work placement for bringing learning to life.

Students from Years 8 to 12 will have opportunities over the next few weeks to be involved in subject and course selection processes. Please consult the College Website for all the subject selection handbooks and take note of the important dates on the School Calendar as parents/guardians play an important role in supporting their daughters in this period of decision making. One prime task is to support your daughter to choose subjects they are good at, interested in, can see themselves using in the future and are likely to achieve good results in during their final years of schooling. No matter what their individual pathway may be, it is important that they give themselves as many options as possible.

It is important that students choose subjects that:
• enable them to work from their strengths
• challenge them to make the most of their capabilities
• provide them with the qualification they need to pursue their ambitions after school
• are enjoyable while they study
• offer a range of study that is manageable, with a balance between theoretical and practical subjects
• provide life skills
• are their choice and not the choice of others.

There are many people that students can use as resources to assist them make informed decisions. They could include:
• subject teachers
• parents
• friends
• TAFE’s and universities
• community agencies (eg job placement organisations, training providers)
• students who are currently studying subjects students are is interested in
• employers or people within an industry or organisation that interests your child
• role models or successful people in the career of their choice.

It will be important for your child to think about their achievements and analyse:
• the subjects they have done well in, or not so well in
• what their achievements tell them about their abilities (ie aptitude, ability, commitment, enthusiasm).

Encourage your daughter to build a profile to help in their decision-making process by:
• listing their strengths, abilities, skills, knowledge and interests
• looking at how their family and other people in their life are influencing their decisions
• knowing the career field/s they are suited to and interested in.

The subject selection process at the College is well organised to support students and parents in making well informed decisions. We look forward in working in partnership with you throughout this time.

Rita Grima and Raymond Pisani - Co- Principals

A PRAYER OF GRATITUDE FOR CREATION

God of the universe,
We thank You for Your many good gifts -
For the beauty of Creation and its rich and varied fruits.
For clean water and fresh air, for food and shelter, animals and plants.
Forgive us for the times we have taken the earth’s resources for granted
And wasted what You have given us.
Transform our hearts and minds
So that we would learn to care and share,
To touch the earth with gentleness and with love,
Respecting all living things.

We pray for all those who suffer as a result of our waste,
greed and indifference,
And we pray that the day would come when everyone has enough food and clean water.
Help us to respect the rights of all people and all species
And help us to willingly share your gifts
Today and always. Amen. 
- Fiona Murdoch, Eco-Congregation Ireland
PRIVACY NOTICE

Information required to determine the index of Community Socio-educational Advantage (ICSEA) for schools

This notice is from the Australian Curriculum, Assessment and Reporting Authority (ACARA), to advise you that ACARA has requested your child’s school to provide ACARA with information about you and your child. Your school may disclose to ACARA information such as your child’s gender, date of birth, country of birth, background language, residential address, parental occupation and parental education.

This information is disclosed to ACARA under the ACARA Act 2008 for one or both of the following purposes:

- formulating national reports consisting of aggregated data on school performance; and
- assisting government to formulate policies in relation to education matters.

ACARA will not disclose this personal information to any third party. If you do not want your school to provide this information to ACARA, please advise your school within seven (7) days of receiving this notice.

Further information about ACARA can be obtained from the ACARA website at www.acara.edu.au.

2 10 Feb 2013
Faith and Mission

This world that we live in is a beautiful place, although it won’t stay that way unless we make the effort to care and nurture it. Pope Francis’s encyclical on ecology and climate change may be the first of its kind, but the ideas expressed within it flow from the deep well of Catholic teaching about ecology.

Catholics put love at the center. Love for God’s people, and especially for the most vulnerable of our sisters and brothers, is at the core of Catholic teaching on the environment. We are called to live justly on God’s Earth. Pope Francis stated “Fighting poverty, both material and spiritual, building peace and constructing bridges: these, as it were, are the reference points for a journey that I want to invite each of the countries here represented to take up. But it is a difficult journey, if we do not learn to grow in love for this world of ours. Here too, it helps me to think of the name of Francis, who teaches us profound respect for the whole of creation and the protection of our environment, which all too often, instead of using for the good, we exploit greedily, to one another’s detriment.” (Catholic Climate Covenant).

It is important to not treat our resources in an exploitative manner, but rather in a way that helps to reduce the usage of the resources we have.

The challenge is for us at the College and at home is to find ways to reduce the amount of electricity, gas and water used. What are you doing?

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

Student Wellbeing

UNIFORM FOLLOW UP – SKIRT LENGTH

Last term we addressed the issue of the length of the school skirt with parents through our website. Last week we distributed letters to those students who needed to address the length of the skirt. We have asked a number of students to lower their skirt hems or pull skirts down that have been rolled up at the waist. We feel that the lengths of student dresses has improved significantly. We will continue to monitor and address this issue in the coming weeks.

Towards the end of this term we will remind parents to check the length of their daughter’s school summer dress as we aim for an adherence of school uniform expectations. We do understand that many girls grow over the course of the year and by giving advance notice this issue will be addressed before the change in uniform occurs.

We thank all of our families who have addressed the issue at home and supported us in this process.

We know that our school uniform is a reflection of us as a school and we will always endeavour to work with families to ensure that our students reflect to the community our values and standards.

VISIT FROM STUDENTS FROM OVERSEAS

Last Monday we welcomed to Marian 2 visiting students, Amber and Mary, from France who are here as part of the NACEL exchange program.

These ladies have given up some of their summer vacation to come and stay with Australian families and experience school life in Australia.

We thank the Tuddenham and Ciangura families for hosting these girls and we hope that they find their time at Marian a positive and rewarding one. In the next edition of the Marian we will run an article on each of the girls.

At the end of last week we also had a visit from 2 teachers, one being the Principal, and 6 students from Shaijing Junior High School in Taiwan. They have also travelled to Australia during their summer holidays to come and see how we operate in the Australian schooling system.

The Principal of the school was very impressed with our facilities and our teaching approach and we hope that this is the beginning of a long relation with our new friends.

Kerrie Williams - Assistant to the Co-Principals – Student Wellbeing
ACCELERATED LEARNING PROGRAM AT MARIAN COLLEGE 2016

In 2016, we will introduce our Alternative Learning Track Program (ALT) at Marian College. With our philosophy centred on personalised learning, we aim to provide learning opportunities that are diverse and flexible to respond to the differences among students. We aim to support each student to extend their knowledge, skills and understandings to higher levels. An essential aspect of this is providing appropriately differentiated curriculum for gifted and talented students and high achievers.

Whilst we already have provided many opportunities for acceleration and additional challenge at Marian, the Alternative Learning Track Program will be formally implemented in 2016. A team of leading teachers have been working on the development of this program in 2015.

Some of the initiatives planned include a new program of testing for students that will not only assess basic literacy and numeracy understanding and skills but will also assess reasoning, extended writing and discriminate at higher levels. This testing will enable us to identify candidates for our ALT Program at Years 7 and 8. A personalised program, designed to challenge and extend their already high levels of understanding and skill, will be developed for each of these students.

This will be supplemented by other program components including the option to apply for two accelerated Unit 1/2 VCE subjects in Year 10 and two Unit 3/4 subjects in Year 11. Year 12 students will also be offered opportunities to enrol in first-year university subjects.

Our Mathematics Extension Program will continue to be implemented, enabling students to apply their mathematical knowledge to more challenging tasks and problem-solving activities, working above the expected year level standards.

Year 10 Electives, such as Advanced Literature Appreciation, Philosophy and Extension Physics/Chemistry Investigation, challenge students with higher levels of complexity and encourage higher-order, creative thinking and problem solving.

Furthermore, we are planning new electives that will expose our students to the vital future-focused skills of coding and programming. In addition, we are planning ways to ensure that students are provided with opportunities to explore areas of interest deeply. This will be supplemented by additional academically-oriented co-curricular opportunities.

More details of the program will be made available in the coming months. We are excited to offer our gifted, talented and high achieving students the opportunity to be challenged to not only achieve their potential but to exceed it.

SUBJECT SELECTION AND PATHWAYS EXPO

We are now underway with the subject selection process for Years 10, 11 and 12 students, 2016. Our Marian College Pathways Expo and Subject Information Evening will be held on Monday 27 July, commencing at 5.00 pm. In addition to displays showcasing our VCE, VCAL, VET and Year 10 Programs, teachers will be available to provide information and answer questions. Universities will also be represented on the evening to assist students in planning pathways beyond school. There will be a formal presentation for students entering Year 10 in 2016 at 5.45 pm; and then one for students entering Year 11 at 6.30 pm. We look forward to seeing you at this important Marian College event.

In addition to this Pathways Expo, students have had information sessions at school and further information will be provided as we progress through the subject selection process.

Applications for VCE and VET Accelerated Studies close on Monday 3 August. As one component of our Marian Accelerated Learning Track Program, students who have demonstrated excellence in achievement and application may apply for two VCE and VCE VET Programs for 2016.

All subject selections will be collected online via Web Preferences. Dates were outlined in a letter mailed home recently. Girls will receive an email with their username and password for Web Preferences. Students will only be able to enter their preferences online and this may be done at school or at home. Homeroom/Mentor Teachers and other selected staff will provide mentoring for students through this process and students will be able to complete their selections in Pastoral Care periods.

VCAL 2016

At Marian College, we offer our Year 11 and 12 students both the VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning). The VCAL is a hands-on option for students in Years 11 and 12. It gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for work and life. Like the VCE, VCAL is an accredited secondary certificate. Students who do the VCAL are likely to be interested in going on to a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school. VCAL students could also proceed to university courses via a TAFE or alternative pathway.

For some students, the VCAL pathway is the most suitable choice. Students interested in VCAL should collect an expression of interest form from the VCAL Room or the Teaching and Learning Office. Year 10 teachers will also recommend students who they feel would be best suited to a VCAL pathway. These students and their parents will then be sent a letter about the VCAL Program and the procedure for entry into the VCAL for 2016. Students and their parents are expected to attend an interview with our VCAL Coordinators to discuss their personalised program.

MARIAN YEAR 10 APPLIED LEARNING PROGRAM 2016

Recognising that the standard Year 10 Program did not meet the personalised needs of all of our students, we successfully introduced our Marian Year 10 Applied Learning Program this year. This program has provided opportunities for greater engagement and success for these girls. The Applied Learning Program would suit hands-on learners, considering a VCAL Pathway. Please speak with one of the Applied Learning or VCAL staff at the Pathways Expo, for more information about this innovative program.

Jane Goddard & Paul Familari - Assistant to the Co- Principals - Learning and Teaching
LOTE Week was once again a successful event. The aim was to provide exposure to the culture and the spoken languages of Italy and Indonesia. The real benefit came when students were able to be totally immerse in both these elements, allowing them to indulge in the food, dance and frivolity, while still learning.

Anna Ciccone - Language Teacher/Learning Leader

LOTE WEEK EXPERIENCES

During LOTE week, there were a range of activities including; the spaghetti eating competition, the prawn cracker eating competition, the waitress race, the sarong race, tombola, an Italian play and an Indonesian dance. During this week, there were also a range of multi-cultural foods such as: Vietnamese fried rice, spaghetti, lasagne, pizza and many more. Through watching and participating in these activities, we were able to learn more about the culture of these countries. Playing tombola, an Italian version of bingo, we were able to practice our numbers, spoken both in Italian and Indonesian. Noi ci siamo divertite!

By: Danica Tamsi & Teresa Phan Year 9 Italian

On the 13th till the 19th of July, a variety of events were held in celebration of LOTE week. The many students studying either Italian or Indonesian were involved in many competitions, such as bingo. "It was interesting to hear both languages being spoken and I had really enjoyed playing the game", says Amy Brincat, 2015 LOTE Week bingo winner. Many students were also very amused with both performances. ‘The Italian performance was very funny and enjoyable to watch’, says Felicity and Vivian. Overall, the experience throughout the whole week was entertaining, filled with the atmosphere of both cultures.

Amy Brincat, Faye Miravalles, Felicity Fernando & Vivian Fleifel – Year 9 Italian

Ciao/Selamat pagi,

Last week was LOTE week, where there were many fun and exciting things to watch and participate in throughout the five days. During the week many different events and performances were held in both Italian and Indonesian. As students crowded in to watch the fun challenges and activities that were taking place, the nerves built up. People were nervous to begin with. Were they going to win or were they going to lose? Laughter and cheers were heard from the Year 9 courtyard and other parts of the school bringing joy to the students.

One of the challenges was the spaghetti eating competition. There were brave contestants who were willing to get their faces covered with sauce as they tried to devour their plates of spaghetti before everyone else. As well as this, Italian and Indonesian performances took place in the auditorium, portraying their magnificent culture through dance, food and comedy.

We hope everyone enjoyed the week and learnt something new about both culture.

By Felicity Mifsud, Kristy Karanfilovski and Breaze Cremona – Year 9

Lote week gave students the opportunity to further explore the culture they are learning about, (either Italian or Indonesian). They had interesting activities that students could do with their friends.

By Francisca Munoz Rodriguez – year 8

We liked it because when we had nothing to do at lunch we participated in the activities. We also learned more about the Indonesian and Italian culture because of the performances and activities.

By: Caroline Dweh and Ayor Makur – Year 8

At Marian College we had a special week for our school languages called Lote week. It was a great week to include our passion of learning for Italian and Indonesian. We had 2 great performances with audience participation which was good. We also had lunchtime activities some including food contests and running contests.

By: Pualine, Destiny, Cecilia, Queenie and Cheryl (year 8)
Genrefication in the Marian College Resource Centre

“Where are the scary books?”
“I want a book that makes me laugh”
“I feel like crying”
“I need another book just like Twilight”
“I really feel like an adventure story with some mystery in it”

After many years of questions like these and after a wonderful conference and ideas that we as a staff had talked about, we have decided to put our entire fiction collection into genres. Many students come into the Resource Centre not with a specific author or title in mind but what type of book (genre) they want.

We decided to do this a couple of weeks before the school holidays thinking it won’t take long. “It will be fun” we said, “the kids will love it” we said, and attacked this task with energy and enthusiasm. Well it was a big job, involved many steps, picking up every fiction book in our collection and we were very tired at the end. But we think it’s all been worth it.

Why we did it:
• Students can find the books they want more easily.
• Books are organised the way students look for them.
• It is consistent with many public libraries and book stores.
• We can instantly identify holes in our collection.
• It makes shelving easier, especially for our hard working monitors.
• It is the way we search digitally for books on sites like Good Reads.

What we found out:
• Our largest collection is fantasy.
• Dystopian, Paranormal and Horror books all have very dark covers.
• Romance, Humour and Animal books all have bright covers.
• We need more funny books and authors certainly need to write more.
• Cassandra Clare is a prolific paranormal author.
• We can quickly see where we need to buy more.
• You cannot judge a book by it’s cover or maybe you can.
• We have a great collection.
• When we are now asked “Where are your scary books?” we smile and say “right here”!

We have some new signage to complete and we have not pleased everyone. We do have some very well read senior students keen to debate the issue. Most reactions however have been positive with excited students rushing to their favourite genre. We will be keeping an eye on our borrowing statistics for feedback. Meanwhile come in, find your favourite genre and borrow. Our Genres are:

Fantasy
Science Fiction
Dystopian
Paranormal
Horror
Australian
Animal Stories
Humour (Laugh Out Loud)
Historical
Diary Fiction
Romance
Mystery / Adventure
Short Stories
Graphic novels
Sports Stories
Young Adult

Sharon Hayes - Resource Centre
PERFORMING ARTS

Welcome to term 3. All ensembles are up and running as we start rehearsing new music for forthcoming concerts, school celebrations, and the Brigidine Day Mass. Thanks to all the staff and student leaders for getting the term off to such a vibrant start!

In the Creative Music in Schools music lessons program we welcome two new members of staff. Annie Bui is teaching string students and piano students, as well as working with our String and Keyboard Ensembles. We also welcome Manuel Vasquez, who is teaching piano and voice, as well as working with our Vocal Ensemble. We’re hearing great sounds coming out of their teaching rooms.

Gospel Choirs, solo singers, a dance and a flute player are all auditioning for key roles in the Catholic Education Office’s Performing Arts Gala ‘Shine’ for 2016. We congratulate them on reaching this round of auditions, and wish them all the best in the coming weeks.

There’s plenty going on and lots of opportunities for students to be involved in co-curricular groups for Drama and Music, as well as space for music lessons in voice, classical and contemporary piano, string instruments, and guitar/bass/ukulele as well as drums. Please contact Mari Eleanor at the College on 9363-1711 or email on meleanor@mariansw.catholic.edu.au for more information.

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

DESIGN EDUCATION

LUNCHTIME SESSIONS IN THE DESIGN WAREHOUSE

With the growing interest in the arts and the luxury of having our new open plan area, requests of many students eager to finish their final projects arose quickly. The Art Design and Technology teachers then decided last term to open the classrooms during lunchtimes.

Taking a quick walk around the design warehouse at lunch today students rushed inside, most possibly to warm from the cold. However they instead busily prepared their workspaces to complete their art products. It is always very enjoyable to see the students come to the end of their projects and seeing their design work come to life and achievements made.

At year 7 and 8, students get the opportunity to move through a range of Design and Technology subjects including, Ceramics, Textiles, Woodwork and Food Technology. Most courses run for 6-7 weeks. During this time students can really find success in many areas of the arts as they trial many materials and create so many products. As the year 7 and 8 subject rotations are coming to an end many students who look to push their works further have taken up this opportunity to come in and work through lunch.

The Design Warehouse is open every, Tuesday, Wednesday and Thursday for all students across all year levels to continue their classroom projects and folios. This is an excellent chance for students to expand on their work outside the classroom setting and to be recognised for their hard work and dedication.

There are also many workshops available to students during this time in specific art areas, such as photography, textiles and many more.

Natalie Turra - DE Teacher