



T2 WK2 2018

FROM THE COLLEGE PRINCIPAL

Welcome to Term Two

Welcome back to a new term of great learning and personal development within our Catholic community. This term is another industrious term as the work continues so that all students are mindful of achieving a personal best in “doing more and going beyond”.

This **Sunday 13 May** marks both **Mother’s Day** and the **Feast of the Ascension of Jesus Christ**. We remember our mothers with much thanksgiving and great gratitude. Not only are we thankful for them in bringing us into this world but also for the patience, goodwill and integrity they instill in us. The feast of the Ascension reminds us that we are God’s disciples and that we are responsible for the spread of the Kingdom of God. In exercising of our baptismal vows, we are called to evangelise our world through making known the saving grace of Jesus Christ. We are called to the margins of society to be with the alienated, the powerless, the voiceless, the unloved. These are God’s chosen people whom God loves very much.

On Monday 14 May. we are having a **jersey day** to raise funds for Bishop Vincent’s appeal for Catholic Care to support their work for families across Western Sydney. Students are to wear their uniform, but in place of the college blazer they may wear a sport’s jersey of their choice. While we may think the marginalised live in overseas countries with economic challenges, we also have

many living on the margins within our own community. I invite us to be generous in our giving.

We are called to be **Kingdom people**. One tangible way of showing how we are **people for others** is to make ourselves truly aware of the immense social issues some of our sisters and brothers encounter. As the cold months begin to set in let us be proactive in our support.

Blessings for the month of May, which is traditionally the month the Catholic Church remembers Mary, Mother of God.

**God Bless you,
Nicholas Vidot
Principal**



Faith in Christ is the College’s motto.

Faith in Christ gives us our sense of meaning and purpose.

Coming Events

15th -17th May NAPLAN	23rd May Mufti Day
17th May Economics and Business Studies Competitions	24th May “The Flipside” Year 7
18th May CSDA Debating Round 3	25th May CSDA Debating Round 4
NAPLAN Catch-up	29th May “Stolen” Year 12 Drama Excursion
21st May Year 12 Group Photo	30th May Year 12 All Day Retreat
PDSSSC Football Gala Day — Penrith	31st May Year 10 Literacy and Numeracy Test 1
Staff Professional Learning Afternoon	29th May CSDA Debating Round 5
Students dismissed at 12.30pm	*****
Japanese Study Tour Information Night 6.30pm	

FROM THE ASSISTANT PRINCIPAL STUDENTS

Welcome to the start of our second term. Students have returned in winter uniform and its great to see that the majority of the students have started the term with the correct uniform. It is important to start the day on a positive note. If you are organised for the day and are in the right uniform it means your have started the day well and it is easy to continue the positive streak. If you are unorganised, out of uniform or late it means you have started the day behind and it is more difficult to catch up and move in a positive direction.

Mental Illness

The stigma around mental illness has disappeared and people are more willing to say they have a concern and reach out for help. One complaint that I hear on a regular basis is that mum and dad don't understand what I'm going through. Sometimes parents don't have a lot of knowledge about mental illness and this prevents them from fully understanding the needs of the child. There are many websites, e.g. beyond blue, headspace, black dog, that have information on mental illness. The College has a counsellor, Mrs Castle, who is available to the students and their families if there are any concerns about mental illness. Starting a conversation about what is going on is the first step in helping the young person through their difficult time.

All students have access to information on DrewsLearning pastoral page. Leaders of Learning are also available to assist students to get any assistance they require. I have put a picture in this section, which identifies how a parent can assist with mental illness. I hope this is helpful. Please don't hesitate to contact the College if you have any questions.

Student Learning Conference

Year 12 will have their mid course Student Learning Conference on Tuesday the 22nd of May. Bookings can be made by clicking the announcement link on the College website. A letter with other instructions has been placed on Skoolbag. The evening will be from 3pm to 8pm. Each interview is five minutes. If you would like to speak to your teachers for a longer period of time please contact the teacher to make alternative arrangements.

Year 11 will be having their mid course Student Learning Conference on Monday the 4th of June. Bookings can be made by clicking the announcement link on the College website. A letter with other instructions has been placed on Skoolbag. The evening will be from 3pm to 8pm. Each interview is five minutes. If you would like to speak to your teachers for a longer period of time please contact the teacher to make alternative arrangements.

If you have any questions about these nights please contact the office during school hours.

Student Planner

Every student at the College was issued with a Student planner at the beginning of the year. It is an expectation of the College that every student has that Planner with them every day and that it is used to record homework and assessments and to communicate with parents.

The College expects that students show their parents the Planner on a regular basis. Parents need to check for messages and check for homework etc. If you have any concern regarding the planner and it being used, please contact your Child's Learning Advisor to discuss the concern.

Social media

On a daily basis we are dealing with issues caused on Social Media. Many of these problems occur out of school hours but end up causing problems with students at school.

Are you aware of what your child is doing on Social Media? Many parents are not aware but they need to be as they are the ones who are responsible for the Child's online behaviour. As the person who pays for the device and the connection, the parent becomes responsible for the activity online.

It is very easy for young people to post whatever they like online and unfortunately there is a lack of maturity with many young people and this can be seen in their interaction online. Many social media sites are designed for adults and the content is adult in nature. Parents should check the regulations of each site their child is on. *(Continued over page)*

FROM THE ASSISTANT PRINCIPAL STUDENTS

All parents should be checking the online activity of their child to ensure that they are safe online and that the content they send and receive is appropriate for their age.

Please contact the College if you have any concerns with online activity and your child.

What's in the Planner?

A big part of wellbeing is our physical health. Poor physical health will affect all other aspects of our health. Exercise is an essential part of our daily routine. It is recommended that as a minimum we do 3 X 10 minute blocks of physical activity that raises our heart rate. There are many benefits of exercise and an important one is a more efficient delivery of oxygen and nutrients to your brain, which is going to help your learning.

Developing resilience is important for our future health. Resilience helps you through the tough times. Some skills to improve resilience include: developing optimism, regulating your emotions, practicing impulse control, having flexible thinking, having empathy, believing in yourself, and developing social connections. Using these with a growth mindset will help you move forward in the most difficult situations and will assist in setting positive goals for learning and life.

The key character strengths to focus on are “Hope” and a “Love of Learning”. Sometimes we have to work harder on some of these strengths to grow as a person. How are you going to use these strengths this week?

Do you want some bonus House points? Come and tell me about how you have used exercise in the week to improve your health and I will give you some bonus points.

God bless
Nick Thrum
Assistant Principal - Students



FROM THE LEADER OF LEARNING RELIGIOUS EDUCATION

International Family Day

The United Nations has designated 15 May 2018 to be International Family Day. In this Year of the Youth our children are encouraged to become cornerstones, that is the ones who bring unity and peace to the family home through self-giving love.

The Cornerstones recognise that they play a vital role in ensuring that the dignity of their family is protected and nurtured.

Cornerstones are called to be a source of unity and joy in the family through acts of service. They are receptive to love and keen to offer forgiveness and understanding in challenging times.

In the midst of challenges that families face, Cornerstones prayerfully live as responsible members of their family. They work to make their homes places of joy.

In the Year of Youth, we encourage our youth to be cornerstones by:

- Striving to go deeper with other family members by being curious about their passions and activities.
- Going above and beyond when doing chores around the house and taking initiative in serving their family.
- Limiting distractions (e.g. use of devices, social media and entertainment) in order to spend quality times with family, whether over meals or board games or in prayer.
- Learning more about why the family unit is considered the domestic Church and why the Church strives to protect the family.

You can learn more about the gift of family at <http://bit.ly/2EYk0gA>

Kellie Robinson
Leader of Learning Religious Education

St Vincent de Paul Winter Appeal

This has now been launched and the following items are asked to be donated:

- Year 7 Long Life Milk and Socks
- Year 8 Pasta and Gloves
- Year 9 Cereal (Weetbix) and Blankets
- Year 10 Noodles and Jumpers
- Year 11 Rice and Beanies
- Year 12 Pasta Sauce and Scarves

Students are asked to hand these items to their Learning Group Advisor before June 15th.

Sacramental Program Dates for 2018 ...

SACRAMENT OF CONFIRMATION

This Program will commence in Term 2 for children in Years 5 & above who have made their First Holy Communion.

Registration Forms may be collected from the Parish Office
from Monday 30th April 2018

[These forms may also be collected from the Parish Office
on Sunday 6th May and Sunday 13th May between 9.30 and 11.30am]



Registration Evening:
Tuesday 15th May 2018 at 7.00pm in the Church.

Classes: Sundays 27th May & 3rd June 2018
[Classes begin with 8.45am Mass and conclude at approximately 11.30am]

Sacrament of Confirmation Ceremony:
19th and/or 20th June 2018 at 7 pm

LEADERS OF LEARNING PASTORAL CARE

Peer Support 2018

In Term 1 our Year 10 Peer Support Leaders and their Assistants ran a Peer Support Program with our Year 7 students. The module they ran this year was “Rethinking Challenges” which focuses on resilience. Peer Support was a huge success – and a big thank you and congratulations must go to our Year 10 Peer Support Leaders and their Assistants. They have done a tremendous job helping our new Year 7 students settle in – going out of their way to take them to classrooms, answer all their questions and just giving them a few tips on how to cope with homework and high school in general. Although Peer Support only runs during Term 1, I’m sure the friendships and bonds that were formed during Peer Support will continue throughout the year. As you can see from the photos of the Peer Support Party in the last week of school last Term, Peer Support was a positive and uplifting experience. Well done Year 7 and your Peer Support Leaders!

Peer Support Leaders and Assistants 2018

Bennelong:

Madeleine Alforque, Mikayla Garland, Tiffany Ibarra (Assistant)

Danielle El-Khoury Nehme, Brandon Lowe, Muskan Kumar (Assistant)

Mariah Radovu, Samantha Wilson, Loucio Go (Assistant)

Tolu Ajayi, Kimberly Parala, Jania Dizon (Assistant)

Anok Angok, Paige Henry, Alisha Chandra (Assistant)

Achiek Chol, Immanuel Medina

Chang:

Chloe Riley, Mary Akinba, Hushiti Raikar (Assistant)

Chloe Gebulan, Arop Leek, Giorgia Hurlstone (Assistant)

Liam Gwyther, Shanay Yeo, Jasleen Kaur (Assistant)

Shreya Bhaskar, Royce Padua, Nathan Townsend (Assistant)

Lance Despi, Kristelle Sangalang, Kirsten Henderson (Assistant)

Zodiac Prasad, Ethan Gumaka, Nikhil Sharma (Assistant)

Frances:

Rob Quisquino, Shagan Kaur-Ghuman, Ananya Prasad (Assistant)

Maheka Karunaratne, Anmol Singh, Nathan Capulong (Assistant)

Parachi Goyal, Lara Abouchaaya, Rachel Khalil (Assistant)

Raden Adviento, Melissa Aung, Maddison McNulty (Assistant)

Cinthia Thind, Karnika Singh, Kyrolos Ghannami (Assistant)

Lilly-Marie Pasnin, Daniella Goncalves, Oscar Housego (Assistant)

Gould:

Chloe Leibeck, Dhruv Patel, Kiranjot Kaur (Assistant)

Katelyn Charles, Kiara Naik, Peter Dragojevic (Assistant)

Tatyana Gonzales, Moura Mikaheal, Anna Mateja (Assistant)

Diana Caicedo, Andrew Azzi, Juliyannah Guerrero (Assistant)

Natasha Ciappara, Fransisco Leitaatimu, Bella Ahmed (Assistant)

Jasmine Swift, Larysa Trotnar, Thomas Dimataga (Assistant)

Sue Cooper

Leader of Learning Pastoral Care



(More photos over page)

LEADERS OF LEARNING PASTORAL CARE



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Year 8

TED is a media organisation founded thirty-four years ago. They post talks online for free distribution, under the slogan '*Ideas Worth Spreading*'. Over the years I must say that I have viewed some fantastic videos on TED that have really got me thinking.

One I showed the Year 8's this week titled, '*Why our screens make us less happy*' by American academic Adam Alter, is one of those videos. It only goes for about nine minutes, but it has some very interesting facts about screen usage and the concerning lack of what he termed 'stopping cues' in many media sources such as Facebook, Twitter and Instagram.

The video can be found on YouTube with a simple search. I urge you to have a look; it will get you and your family thinking!

David van Gestel
Acting Leader of Learning Pastoral - Year 8

COMMEMORATION OF ANZAC

On Friday the 13th of April St Andrews College assembled as a community to mourn with pride all those Australians who paid the supreme sacrifice in all theatres of war. Students and staff remembered those who served and returned, having fully discharged their responsibilities in the service of Australia.

The commemoration closely followed the format of a military service. It included the lighting of three candles for honour, empathy and hope. The first candle was lit for the soldiers, the second candle for those who lost their loved ones and the third candle for all those whose lives have been and continue to be shattered by the evil that is war.

As with tradition in our society, College Captains laid a wreath as a symbol of gratitude to all Australian men and women who have died in the wartime service of their country.

This was followed by The Last Post and The Ode to the Fallen

“They went with songs to the battle, they were young
Straight of limb, true of eye, steady and aglow
They were staunch to the end against odds uncounted,
They fell with their faces to the foe.

They shall not grow old as we that are left grow old
Age shall not weary them, nor the years condemn
At the going down of the sun and in the morning
We will remember them.”

Lest We Forget those who paid the supreme sacrifice in defence of their country's honour and independence.



NSW COMBINED CATHOLIC COLLEGE SWIMMING CARNIVAL

On the 6th of April St Andrews College had two representatives compete at the NSWCCC Swimming Carnival at Homebush. Georgia Green competed in five events, even swimming up age groups. She did the college proud swimming in the under 14 50 and 100 freestyle, 50 butterfly, under 15 50 metre butterfly and under 16 50 metre freestyle.

Stephanie Out was our second swimmer and she competed in under 13 50 metre butterfly and the junior girls 200 metre freestyle.

A fantastic achievement by both girls, well done.

Martin Gillogly
Leader of Learning Sport



NSW COMBINED CATHOLIC COLLEGES DIVING COMPETITION

This year we have had 30 divers complete our diving program at St Andrews College. They met each Thursday for sport using mainly dry land equipment and practiced basic take off techniques as well as somersaults and other aerial skills. Divers then had two sessions in the pool at Sydney Olympic Park Aquatic Centre where they were coached by former NSWIS divers and a current NSWIS coach.

On Friday the 6th of April, ten of our divers competed at the NSW Combined Catholic Colleges competition. This competition comprises students from all Catholic schools in NSW. Of all the divers, our younger students were the least experienced but managed to compose themselves to be competitive at this high level of competition. The following students competed on the day:

Ava Alley, Katelyn Calima, Chelsea Donato, Ethan France, Jemma France, Bianca Infante, Gunoor Kaur, Ashleigh Out, Mia Rovira, Tijana Sammut,

St Andrews College came away with four Gold medals and one Silver medal.

Jemma France 1st place 17+yrs Girls Springboard
2nd place Open Girls Platform

Ethan France 1st place 14yrs Boys Springboard

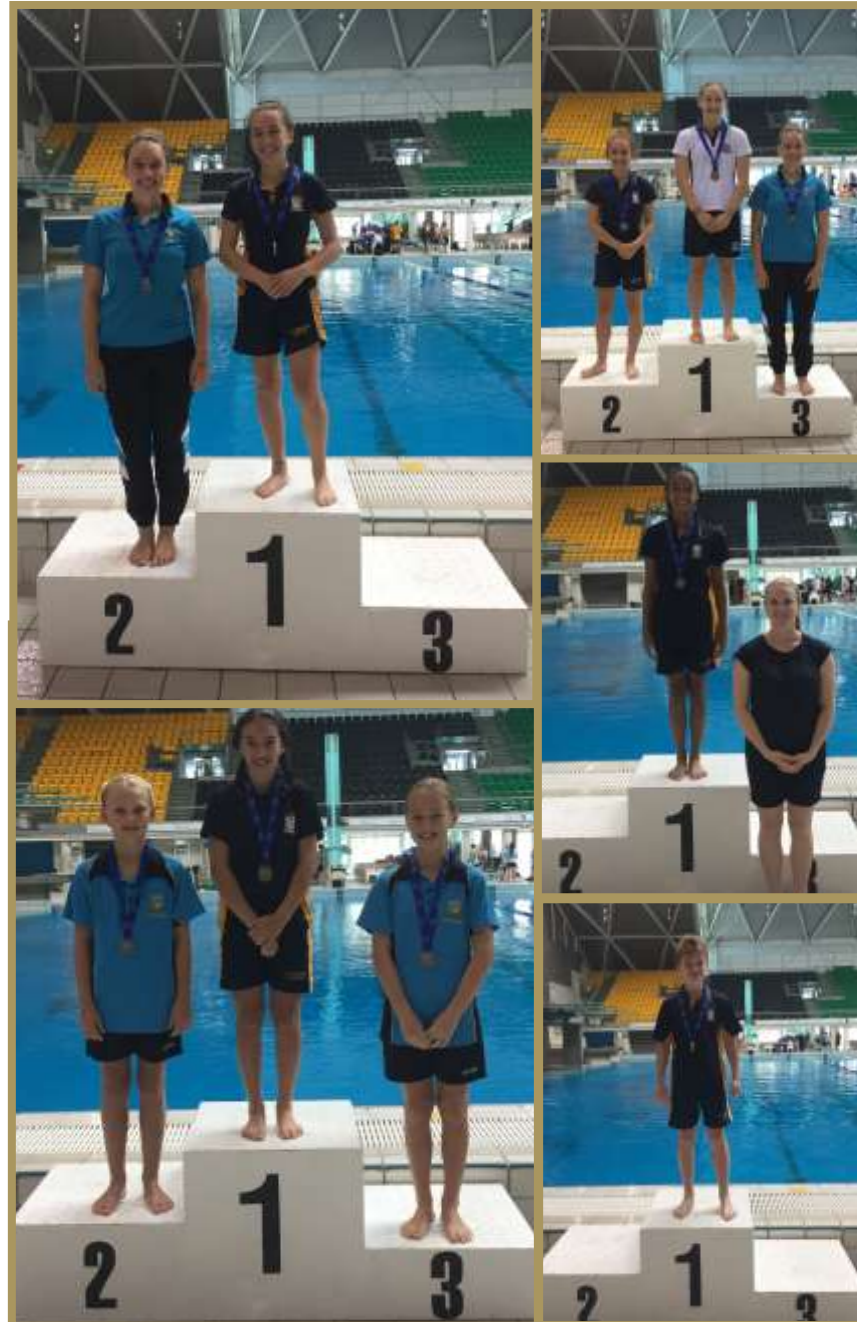
Mia Rovira 1st place 13yrs Girls Springboard

Bianca Infante 1st place 12yrs Girls Springboard

In addition, four of our students: Jemma France (Year 11), Ethan France (Year 8), Mia Rovira (Year 7) and Bianca Infante (Year 7) will go on to represent the College and NSWCCC at the NSW All Schools Competition on Friday the 11th of May. We wish them the best of luck.

I would personally like to thank all the divers who were part of this year's program and encourage them to continue with this sport in the future. I would also like to thank their parents for their involvement and the College for their ongoing support of diving.

Anita Weaver
NSWCCC Diving Convenor



YEAR 11 2019 SUBJECT SELECTIONS

During Term 2 students in Year 10 will be selecting their Year 11 subjects for their HSC. There is a lot to consider when deciding on which subject mix is best, as it can be a very complex and sometimes difficult task.

Students are encouraged to consider all their options and abilities. For some students this will be their Mathematics, Science and English abilities, for others it might be their strengths in the performing and visual arts, their interest in health or their interest in studying a language.

All students have strengths and for some they may lie in their practical abilities and choosing TAS and VET subjects will not only prepare them for the workplace but enhance their senior studies and their HSC.

What is important is that students choose subjects that they are good at and interested in. It is also important to consider which subjects will help lay a foundation for future tertiary studies plans. Some subjects, like those from HSIE develop strong research and writing skills which are needed for success in tertiary studies. Subjects with a practical and industry focus can prepare students for apprenticeships and traineeships.

Whatever pathway students wish to take making informed decisions is the key to success. Year 10 students are encouraged to speak with their teachers and students currently doing the HSC to gain knowledge about HSC subjects so that they can make informed choices.

Another way to become informed about options is to attend career excursions. Twenty-one students did just that when they attended the Big Day In – IT Careers at UTS during Term 1. At this excursion students learnt from employers about the opportunities in the IT space. Speakers from companies such as Microsoft, Animal Logic, WiseTech Global, Adobe, IBM and Westpac talked about the future of technology and how to get involved in shaping the IT world.

Students featured in the photo were particularly impressed with Jeffrey Atizado who was an early adopter of cloud technology and

integration and has been a trailblazer in the field ever since. His company has long been at the forefront of business evolution in Retail and Hospitality and was one of the original Cloud Integrators in the world. Jeffrey informed the students on how they too can become thought leaders and industry experts in the IT space.

There are many opportunities for students at St Andrews College to develop their knowledge about the workplace, tertiary studies and further education and training. So that students stay informed and don't miss opportunities they are encouraged to join the Year 10 Google Classroom – Code: ok04cs - Students are always welcome to make an appointment to meet with me to discuss their post Year 10 options. Students are encouraged to visit B1 or email me at tmay@parra.catholic.edu.au to begin a conversation about their pathway to success.

Therese May
Careers Counsellor and Publicity Officer



WRITING FOCUS OF THE WEEK

Persuasive Writing

Students are often asked to write persuasively. While most students are able to come up with an opinion, they sometimes fail to use techniques that are considered persuasive. When I teach persuasive writing I use AFOREST. It stands for: Alliteration, Facts, Opinions, Rhetorical Questions, Emotive Language, Superlatives and The Rule of Three.

Alliteration is something we are all familiar with; it is when we repeat the consonant sounds within words or phrases. Some of you may know alliteration from tongue twisters. Alliteration helps us to remember product names and phrases. Here are some examples of alliteration that are meant to persuade by getting you to remember products:

Coca-Cola; Maybe it's Maybelline; Don't Dream it, Drive it!; Big Beefy Bliss; Bugs Bunny; SpongeBob SquarePants; Daffy Duck; Mickey Mouse; Peter Parker.

Facts are things that can be proven to be true. Using a mixture of facts and opinion in writing can lend weight to an argument. Sometimes a little research goes a long way.

Opinions are what you think. Any persuasive writing has to contain an opinion.

Rhetorical Questions are questions that don't require an answer. ***They are designed to make you think.*** Parents and teachers use rhetorical questions all of the time with children. Why are you swinging on that chair? What are you doing up that tree? The question is really designed to make them think about their actions.

Emotive Language is when we use phrases that appeal to our emotions. Many emotional statements can be linked to rhetorical questions such as: Would you let a child suffer? By appealing to emotions you can make the reader think about your point of view.

Superlatives emphasise how good your argument is. Superlatives end in '-est' and nothing is better than this idea or product. For example: Best, cleanest, brightest, chunkiest, smoothest, and greatest. You can also add the word 'most' in front of some words to emphasise their power – eg most efficient, most colourful and most creative. This is because these words can't have -est added to the end of the words. Little children identify the power of superlatives early in their language development because many will use the phrase "best-est". They just don't equate that 'best' already has '-est'.

The Rule of Three is where three words are used to stick in our memory, or where words are repeated over and over in order for us to remember them. We see The Rule of Three every day in company slogans. What is the slogan for McDonalds? I bet you know it. What about Nike? Maybe KFC is more your style? Do you remember President Obama's election slogan? All of these use three words to stick in our brains and make their product memorable. Of course, repetition with The Rule of Three is exemplified through Martin Luther King's famous speech. Throughout the speech he repeats in triplets and emphasises his point of view.

Using these techniques in persuasive writing helps you to make a strong case and make your writing memorable.

Duncan Dewar
Literacy Mentor

READING FOCUS OF THE WEEK

Inferring

Reading can be a challenge; especially if you are reading about a topic that you are not familiar with. One way in which we can help make sense of what we read is *inferring*.

Inferring means that we try to guess what will happen as we read. Inference is the toughest challenge for students. The first step in inferring is to identify an inference question. Look at the examples below:

"Based on the passage, it could be suggested that..."

"Which of the following statements is best supported by the passage?"

Unfortunately some questions won't come out and say that you need to infer. Believe it or not you need to infer the inference question. Here are some examples:

"With which of the following statements would the author most likely agree?"

"Which of the following sentences would the author most likely use to add additional support to paragraph three?"

Once you identify the question you have to find the answer. Inferring requires you to read between the lines and guess what is being suggested, or what is happening. Always start by noting down **what you do know**. Identify specific vocabulary choices; plot events, or character clues in order to figure out what is happening.

Once you identify these things look for words or descriptions in the answers that might match what you have already noticed. For example:

John's helmet shook as he dived into the foxhole. Dirt splattered around him as screams rang out through the darkness. He fumbled

with his equipment, hands shaking uncontrollably; if he could just get his rifle; if he could just reach out.

Which of the following statements is best supported by the passage?

- A) John is a policeman.
- B) John is a fireman.
- C) John is a soldier.
- D) John is a paramedic.

We have vocabulary clues such as 'helmet', 'foxhole' and 'rifle'. We also have character clues. We can infer that he's frightened because of the shaking hands and fumbling. Lastly, we have plot clues; screams can be heard and dirt is splattering.

Based upon these clues which answer do you think is more likely?

Duncan Dewar
Literacy Mentor

CAREERS

UMAT Preparation Workshop

The National Institute of Education will be holding a Preparation Workshop for the Undergraduate Medicine and Health Sciences Admissions Test (UMAT) on Sunday the 20th of May commencing at 9.00am and concluding at 6.00pm. The workshop will be held at the University of New South Wales, Kensington Campus.

Parents are invited to attend the final session commencing at 4.30pm.

Workshop Cost: \$289.00

Interested students need to register online at: <https://www.nie.edu.au/simulated-umat-day-form/>

Important UMAT 2018 Dates:

Registrations Close: 1 June 2018

Late Registrations Close: 15 June 2018 (Late Fee Applies)

UMAT: 25 July 2018

Results Released: Mid-September 2018

Work Integrated Learning

Work Integrated Learning provides opportunities for students to apply the theory and skills they learn at university in a workplace. For students, the experience is invaluable and plays an important role in their preparation for the workforce. For employers, the experience goes beyond altruistic outcomes; students can, and often do, add value to the workplace in small, medium and large businesses.

Employers are increasingly wanting graduates with workplace-ready skills. They want employees with workplace skills such as communication, teamwork and problem-solving. They need their new employees to be ready to learn and to be ready to work. Employers are recognising that they can play a vital role in developing the workforce of the future by being a part of the education experience. In partnership with universities, employers can have a real impact on graduate employability and workplace-readiness.

Employers participate in Work Integrated Learning programs for different reasons. For some employers, it is a recruitment pathway; an

opportunity to closely examine the skills and suitability of students before they graduate. For others, it may provide a short term placement for a student to undertake projects or tasks which might not otherwise get done while providing existing employees opportunities to learn valuable mentoring and management skills. Some employers report that students bring fresh ideas and approaches to the workplace, sharing the latest research and thinking in the field they study. Other employers look at Work Integrated Learning as an opportunity to contribute to their industry, and the communities they serve. While the motivation for contributing to the development of students' skills and experience may differ between employers, the results are clear; students who have experienced workplace learning graduate from university with workplace-ready skills. The workplace readiness benefits students, universities, government, employers and industry.

Most universities have Work Integrated Learning Programs some of which are listed below:

ACU provides a number of opportunities for students to engage in Work Integrated Learning, they are:

- Professional and Clinical placements
- Engagement and immersion projects
- Jobs on Campus
- Collaborate Plus
- Sydney School of Entrepreneurship (SSE)

Engagement and immersion experiences include:

On shore programs

- Lifestyle clinic (Strathfield)
- Strathfield South Soccer & Nutrition Program
- Homework support programs

Off shore programs

- Future in Youth Program (Timor Leste)
- Barefoot Nurses Program (Timor Leste) (Continued over page)

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- Literature and Drama (New York)
- Rome campus opportunities

Collaborate Plus

- Funded by NSW Government as part of the Boosting Business Innovation strategy
- Two co-working spaces established on North Sydney and Strathfield Campus
- Students and alumni use the spaces to establish businesses
- Pitch events
- Incubator programs, including mentoring and coaching
- Workshops
- Instructional Design & E-learning Meetup
- Busting Learning Myths
- Verge Collaborative - NDIS Incubator
- ANU - LEGO Serious Play Workshop
- North Sydney Innovation Network
- EdTech Series – Tim Power and the story of Mathletics

Sydney School of Entrepreneurship (SSE)

- Established in 2016 as a not-for-profit collaboration between 11 NSW universities and TAFE NSW.
- Brings together student entrepreneurs from diverse backgrounds and locations to foster collaboration across disciplines
- SSE connects students with industry experts, policymakers, academics, entrepreneurs and advisers in an experiential learning environment

Macquarie University offers a program called PACE - Participation and Community Engagement. This program engages students in real world learning activities with organisations across Australia and around the globe. Through PACE students gain the all-important practical experience employers really value.

How does PACE work?

- All Macquarie Bachelor degrees include at least one PACE unit
- Students complete a practical activity as part of the PACE unit
- The practical activity gives students an opportunity to explore key economic, social and ethical challenges
- Students get to contribute their knowledge, ideas and a fresh perspective to real-world projects which support the host organisation's mission and objectives

PACE offers students an opportunity to build their skills and ability to adapt in a rapidly changing world.

Most university degrees have internships or industry placements as part of their units of study. These internships and industry placements offer students an opportunity to build workplace skills and build career networks. Both of which are vital for career success.

Co-operative Scholarships

Co-operative Scholarships are structured programs where students gain excellent Work Integrated Learning.

UNSW offer Co-operative Scholarships in the following areas:

Accounting and Business Management

Actuarial Studies

Finance and Banking

Marketing

Business Information Systems

Commerce Information Systems

Computer Science

Software Engineering

Chemical Engineering

Civil Engineering

Electrical Engineering and Telecommunications (Cont. over page)

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Environmental Engineering
Industrial Chemistry
Mechanical Engineering
Mining Engineering
Petroleum Engineering
Photovoltaics and Renewable Energy
Advanced Mathematics
Data Science and Decisions
Materials Science and Engineering

UTS offer Co-operative Scholarships in the following areas:

Accounting
Information Technology
Engineering
Women in Engineering and IT

Macquarie University offers a Co-operative Scholarship in Actuarial Studies

Australian Defence Force Gap Year 2019

The ADF Gap Year is a unique opportunity for students to try out a career in the Navy, Army or Air Force and get a feel for a military life without committing for a longer period.

Through an ADF Gap Year you will:

- Gain valuable skills and work experience
- Enjoy a great salary package plus free healthcare
- Live a varied, active and healthy lifestyle
- Make friends with like-minded people
- Get the opportunity to see more of Australia

In 2019 there are 14 roles to choose from. These range from administration roles to supply, through to artillery.

Interested students are encouraged to apply immediately as places are filling fast.

For more information visit:

https://www.defencejobs.gov.au/students-and-education/gap-year/?utm_source=EDM&utm_medium=midcampaignCA&utm_campaign=gapyear2019

Students are also encouraged to view the video clip:

<https://www.youtube.com/watch?v=I4ftqnrPnpw&list=PLv0sCneygGhee5nNS03odp62fGvJLjKj8>

Real Estate Scholarship

Laing+Simmons Real Estate Agents are offering a specially developed scholarship programme for Year 12 students wishing to enter the real estate industry.

There are three scholarships which comprise of:

- Enrolment in the Real Estate Certificate of Registration Course with course fees paid for by Laing+Simmons;
- Continued mentoring by a senior Laing+Simmons representative; and
- One of the scholarship winners will be guaranteed a full time position within the Laing+Simmons Group.

Applicants for the scholarships are requested to write in 100 words why they would like to pursue a career in the real estate industry. One applicant per office is then selected to participate in one week's work experience in their local Laing+Simmons office. Fifteen applicants will be short listed and interviewed, with three successful candidates being selected for the scholarships.

Applications Close: 31st July

Interested students are encouraged to see Ms May for an application form or download the application form from the Year 12 Google Classroom. Students wishing assistance with their application are asked to see Ms May. *(Continued over page)*

CAREERS

Engineering and Technology Cadetships

Professional Cadetships Australia is offering Engineering and Technology Cadetships with Macquarie Group and Cubic Transportation Systems in their Technology Divisions.

Engineering Cadets undertake university studies in electrical, mechanical, mechatronics, computer software or industrial engineering. Technology Cadets select from computer science, information technology or information systems. Alternatively, students may study commerce or arts and complete a major in information systems. A Technology Cadetship is an excellent way to launch a career in both technology and business.

Applications Close: 22nd June

Interested students are encouraged to visit www.etcad.com.au for more information. Students wishing assistance with their application are asked to see Ms May.

HSC Trial Lectures

Max Webber Library will be holding low cost HSC lectures in May and June. Tickets can be purchased from the Max Webber Library Reference Desk, Level 1.

Lectures:

Society and Culture:	Tuesday 22 May	6.00pm—7.00pm	\$7
Modern History - World War 1:	Wednesday 23 May	6.00pm—7.30pm	\$7
Business Studies:	Wednesday 30 May	5.30pm—7.30pm	\$7
Essay Writing Skills:	Monday 4 June	5.30pm—7.30pm	\$7
Ancient History— Cities of Vesuvius:	Tuesday 5 June	6.00pm—7.30pm	\$7
Legal Studies:	Wednesday 20 June	5.30pm—7.30pm	\$7
English “Discovery” Standard & Advanced:	Tuesday 26 June	5.30pm—7.30pm	\$7
Biology:	Wednesday 27 June	5.30pm—7.30pm	\$7
Mathematics General	Thursday 28 June	5.30pm—7.30pm	\$12

Macquarie University

Macquarie University invites Year 10, Year 11 and Year 12 students and their parents to the Student and Parent Information Evening.

This event is an opportunity for students to:

- Learn how Macquarie University’s innovative courses will prepare students for the future;
- Find out about early entry, adjustment factors (previously known as bonus points) and pathway programs;
- Discover how Macquarie University’s location within the Macquarie Park innovation District will help students connect with future employers
- Hear from current students about their Macquarie experience

The Information Evening is also an opportunity to hear from successful graduates who will discuss how Macquarie has helped them secure their dream career.

When: Wednesday 23 May

Time: 6pm to 8pm

Where: Macquarie University

RSVP: Register by Tuesday 22 May

For more information and to register visit: <http://events.mq.edu.au/events/student-and-parent-information-evening/event-summary-c683aa5b7cf3437f832e82bf1259af6d.aspx>

Therese May

Careers Counsellor and Publicity Officer

LEADERSHIP TEAMS 2017

College Leadership Team

Principal	Mr Nicolas Vidot
Assistant Principal Staff	Ms Shauna Nash
Assistant Principal Learning & Teaching	Mrs Gabriela Osterlund
Assistant Principal Students	Mr Nick Thrum
Leader of Learning Religious Education	Mrs Kellie Robinson
Leader of Learning Religious Education	Mr Anthony Culbert
Business Manager	Mrs Melissa Welch
Executive Secretary and Registrar	Mrs Julie Sabine

Leaders of Learning—KLA - Senior Campus

Leader of Learning - English (including Junior Campus)	Mrs Marsha Edwards
Leader of Learning - Creative Arts (including Junior Campus)	Mrs Pauline Ryan
Leader of Learning - HSIE	Mr Alan Johnson
Leader of Learning - LOTE (including Junior Campus)	Mrs Mariko Mizukami
Leader of Learning - PDHPE	Miss Claudine Desira
Leader of Learning - Mathematics	Ms Tracey Thomson
Leader of Learning - Science	Mrs Caroline O'Hare
Leader of Learning - TAS	Mr Bill Robson

Leaders of Learning—KLA - Junior Campus

Leader of Learning - HSIE	Mr Daniel Camilleri
Leader of Learning - PDHPE (Acting)	Ms Dominique Goldie
Leader of Learning - Mathematics	Mr David Carey
Leader of Learning - Science	Mrs Wendy Rudman
Leader of Learning - TAS	Mr Michael Said
Leader of Learning Diversity	Ms Karen Frederick
Leader of Learning Technologies	Mrs Sarah Anzellotti
Leader of Learning Sport	Mr Martin Gillogly

Leaders of Learning—Pastoral Care

Leader of Learning - Pastoral Care	Mrs Sue Cooper
Leader of Learning - Year 7	Mrs Nicole Lovern
Leader of Learning - Year 8 (Acting)	Mr David van Gestel
Leader of Learning - Year 9	Mr David Frankham
Leader of Learning - Year 10	Ms Lyndal Simmonds
Leader of Learning - Year 11 (Acting)	Miss Emily Pett
Leader of Learning - Year 12	Mr Peter Bowd
Careers Counsellor and Publicity Officer	Ms Therese May
School Counsellor	Ms Kerrie Castle
Administration Officer	Ms Simone McKechnie



“Faith doing Justice”

“Doing More Going Beyond”