



eCollege News



FROM THE COLLEGE PRINCIPAL

Doing more Going beyond

Doing more and going beyond is a phrase we use often in the college. This phrase challenges us to seek the greater good in all we do at all times.

I congratulate students who continually **do more and go beyond**; many of them go unnoticed and unrewarded. Their achievements are recorded in their hearts with great humility.

Another phrase we use is, **soaring with your strengths** which invites students to take their strengths to greater heights by refining their strategies and activities.

In both of these phrases students are asked to do more not in a quantitative way but a **qualitative** way. In other words, rather than being more one **deepens** one's actions, understandings and advocacy.

This Sunday's Gospel invites us to reflect on this "deep thing" when we hear of the widow who gives her all from her need not her surplus. Do we? Her action is the ultimate example of humility and generosity.

Each of our students challenge each one of us to do more and go beyond. All the Saints and Souls are our measure. Let us take heart and imitate them.

**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

12th November Staff Professional Learning Day <i>Pupil Free Day</i>	26th November Year 10 RYDA
NSW CCC Basketball Championship	26th November - 14th December Year 10 Transition Program
13th November NSW CCC Basketball Championship	30th November St Andrews Day
14th November Mufti Day Vinnies Xmas Appeal	4th December Year 7 2019 Orientation Day
Step-Up Day Year 7 2019	5th December - 7th December Year 10 Camp
15th November Year 12 Geography Minnamurra Rainforest	14th December Year 10 Last Day
3rd November House Cup Day	17th December Prize Night *****

FROM THE ASSISTANT PRINCIPAL STUDENTS

“A person’s character is determined by the way we behave when no one is looking.”

Over the last few years I have used this quote when talking about behaviour. The students at St Andrews College are a great group but sometimes they make decisions that are not reflective of what they have been taught at school or home.

As young people are exposed to more time away from family and school they have to be able to make decisions about many different issues and situations. It is very easy to follow the group but a lot harder to make decisions based on what they have been taught.

It is essential that all students remember that the consequences of their decision-making, either positive or negative will have an effect on them. When they go against what they have been taught there is usually a high possibility of trouble or reputations being ruined.

Young people will make mistakes, and that is ok. Using what they learnt from the situation will help them make wiser decisions as they get older.

If any parents or career need to discuss how they can assist their child please don’t hesitate to contact the College. We are here to support any family to ensure the safety and happiness of their child.

Examinations

Over the last few week students have completed their final examinations for the year. The students have been very good in preparing for their examinations and have behaved well during this time.

The examinations do not indicate the end of classes or a time to cease working diligently in class. All teachers will be completing courses until the end of the school year. Every child is expected to be completing all set work and behaving in a manner that is reflective of a learner at St Andrews College.

Every lesson is an opportunity for learning and every student is expected to take advantage of this learning.

If your child needs help with their learning, please don’t hesitate to contact the class teacher, the Leader of Learning KLA or the Leader of Learning – Pastoral to get your child the assistance they need.

Year 10 transition program

The Transition Program for Year 10 starts in Week 6. Next week all Year 10 students will be issued with a timetable and notes for the activities in their Transition Program. There are many organised events and time on the Senior Campus in preparation of the Preliminary HSC course.

Students continuing to Year 11 next year are expected to attend all activities in relation to the Transition Program. This time is also an opportunity for students leaving the College to get prepared for their next step in their journey on the Senior Campus.

What is in the Planner?

I attended the Victor Chang Award night during the week and one of the key speakers was a Professor from the Victor Chang Institute. He said one of the most important attributes we can have is curiosity. While his focus was on science, curiosity is a skill that can help us grow in our learning and our future careers. Once we have the curiosity for something then the next step is the bravery to do something with the curiosity.

Growth mindsets are about believing, understanding and accepting that you can grow your brain’s abilities by lifting your efforts to learn and try new approaches. We must learn to look at everything in a positive way. Adding the word yet to statements about learning or growing help develop this growth mindset. “I’m not good at Math-YET”. This ensures us that if we work on the task we have the possibility of mastering it. If we see learning as an opportunity from growth we will develop a love of learning.

God bless

Nick Thrum

Assistant Principal Students

FROM THE ASSISTANT PRINCIPAL LEARNING AND TEACHING

HSC Minimum Standard of Literacy and Numeracy

Students in Year 10 have had an opportunity at the beginning of the year to sit the HSC Minimum Standard Test. Another opportunity will be provided to those students yet to reach the standard on November 21.

- Students may need to sit only one, two or all three tests.
- Students will be required to be out of class for the test duration and then return to class.
- Students are encouraged to apply themselves with diligence in each test in order to satisfy the minimum standards.
- Any student who does not satisfy the minimum standard for each test on November 21, will have another opportunity early in 2019.

The Power of Feedback for Learning

In our classrooms there are three types of feedback used to ensure students have every opportunity to achieve learning outcomes of any task or assessment.



The three types of feedback are:

Assessment For Learning: enables teachers to use information regarding their students about their knowledge, understanding and skills to inform their teaching. Teachers provide feedback to students about their learning and how they can improve. This can be in a variety of forms such as verbal or written and occurs every lesson.

Assessment As Learning: this involves students monitoring their work against outcomes, as well as practising and asking questions. Students use self assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.

Assessment Of Learning: Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.

The most important aspect of this feedback model is about ensuring students have every opportunity to improve their learning in every lesson.

Feedback at the conclusion of a unit of work such as an assessment task, contains valuable information to ensure each student has the ability to improve in future tasks. A top tip for parents, is to ask about the feedback that has been provided to your child so they are able to set new learning goals for future tasks.

Years 7-10 the Countdown to Christmas

I had the pleasure last week to talk to a number of students about their exams, final assessments and school weeks before the end of the year. Some of the conversations related to the learning that takes place after their final assessments and examinations. One student asked me: "What is the point?"



I smiled and said: The final weeks of school in Term 4 are a vital time for students to consolidate their learning before they commence their next year in a higher grade. It is a time for preparation and being determined to make the final weeks a personal success, so that every student commences their new school year with a solid work ethic, and the ability to build on the essential prior knowledge from their previous year level.

Year 11 Reports

The Year 11 Final Report is a great tool for commencing Year 12 study. Students and their parents should discuss the feedback by each teacher in order for the student to improve. The feedback should be included in your goals for the commencement of Year 12 as it is a vital tool to inform your progress from day 1 of Year 12. Remember to value every type of feedback as an informative strategy to achieve your best at all times.

Michelle Deschamps

Assistant Principal Learning and Teaching

FROM THE LEADER OF LEARNING RELIGIOUS EDUCATION

Social justice statement 2018-2019

“A place to call home” making a home for everyone in our land.

A prayer for people who are homeless

Lord our God,
You who so mysteriously call upon us to share in the sufferings of Christ, fill our hearts with compassion for those who lack the warmth of a home.

We commend to you in prayer this day all men, women and children who suffer because they have no shelter; those who sleep in our streets and public spaces, who have nowhere safe to lay their head, and who wander from place to place as a way of life.

We pray for broken families who cannot pay the rent, for those who are lost and abandoned, for those on the streets whose minds have been touched by illness or whose bodies are sorely affected by disabilities.

We ask that your merciful Grace be poured out upon those with addictions, those who have given up in the face of enormous tribulation, and those driven into a homeless life by crushing poverty.

God of Compassion, your love for us is revealed in your beloved son Jesus, who was born into homelessness, lived with nowhere to lay his head, and dies for us in agony on the cross.

Inspire us to act in justice, by all means at our disposal, to right the wrongs of peoples who are suffering the deprivations of homelessness, and to see in them the dignity of a brother and sister redeemed by Jesus Christ.

Let us have the commitment, as people of the Gospel, to be ever mindful of our obligation we have to the poor and marginalised, to work in your name, O God, to turn sorrow into joy and to bring all those who live in darkness into your own wonderful light.

Amen

All Saints Day Mass



FROM THE LEADER OF LEARNING RELIGIOUS EDUCATION

ST ANDREWS DAY



St Andrews Day Friday 30th November 2018

St Andrews Day is a time to celebrate the Feast of St Andrew and our great College.

To celebrate this wonderful day staff and students will have the opportunity to have some fun!!!

Unlimited ride tickets will be available for both students and staff to purchase from the rides booth on the day.

For every unlimited wristband purchased the College will subsidise \$10 for each student.

Therefore, student wristbands for unlimited rides will be \$20 only.

~~Cost \$30.00~~

Student Price \$20 per band for unlimited rides



Students are to wear their sports uniform on the day.

Sausage sizzle or Hotdog, ice-block and drink will be provided for lunch.

The canteen will be open for drinks and snacks only



Fairy Floss and Snow Cones

\$4.00

GOULD WINS THE 2018 HOUSE CUP!



The final Merits have been processed and the count is in - Gould has won the 2018 House Cup!

It was an exciting Assembly on the Junior Campus, on Monday the 5th of November, with several Principal's Awards being presented - in particular quite a few Principal's Awards went to Year 8 and Year 9 students. A lot of Merits were handed in last term by the Year 12 students (especially in the Gould House) and this gave Gould an unbeatable lead.

Congratulations to all students for the outstanding effort and hard work that has gone into receiving Merits in this year's competition.

The House Cup Celebration Day is on Friday the 23rd of November, with the winning House going to Wet n Wild. It would be great if all the graduated Year 12 Gould students could attend as well. Please send me a message if you can join us!



The final points are:

Bennelong	25,636
Chang	20,663
Frances	26,184
Gould	30,071

Congratulations Gould!

Sue Cooper
Leader of Learning Pastoral Care



GOULD WINS THE 2018 HOUSE CUP!

NSW ALL SCHOOLS ATHLETICS

Huge congratulations to Annabelle Johnson, a Year 7 student, who competed in the recent NSW All Schools Athletics Carnival at Homebush Olympic Park over four days from Thursday the 27th of September to Sunday the 30th of September. Annabelle's great results are listed below.

Day 1

13th overall and the 3rd fastest 13 year old in 200m hurdles
PB of 33.05 (0.80 off the Australian Junior National Qualifier for u15 years girls)

Day 2

200m
28th overall
New PB of 27.81 (1.57 off Australian Junior National Qualifier for u15 years girls)

Day 3

400m
18th overall
Tough run into -4.0 head winds (68.72 – 2 seconds slower than her PB)

Day 4

80m Hurdles
4th in heat 14.82
8th in final 14.88
(0.59 faster than NSWCC but still 0.89 slower than her PB – and 1.04 off the Australian Junior National Qualifier for u14 years girls)

Annabelle loved the experience and she was really proud to represent St Andrews especially in the 80m hurdles final where her name and the school were publicly announced. She had a big four days and now even more keen to get herself to Nationals in Feb 2019 for 200m hurdles and 200m sprint.

Well done Annabelle!

Martin Gillogly



Leader of Learning Sport



FOCUS OF THE WEEK

FOCUS OF THE WEEK – Habits of Effective Teens Part 2.

Last time I looked at the first three ‘habits’ that we should strive to infuse into our teens based on the book by Sean Covey the **‘7 Habits of Highly Effective Teens’**. The habits are tied to life, and also to literacy and how students write. This time I shall focus on habits 4 to 6:

- Habit 4: Think Win-Win - Have an “everyone-can-win” attitude.
- Habit 5: Seek First to Understand, Then to Be Understood - Listen to people sincerely.
- Habit 6: Synergize - Work together to achieve more.

Thinking win-win can be difficult, especially if students really dislike a topic. In reading we look for the win-win solutions every day. Of course a win for me isn’t the same win for the students. My goal is for them to achieve something new for the day, while their goal might simply to be able to read without errors. In order for habit 4 to be applied there has to be a measure of respect for the aims of both parties, and we meet on mutual ground. As parents we always seek the best for our kids, but sometimes the ‘win’ scenario is the sum of the parts that lead to the whole picture: a student writing a good paragraph, rather than a whole page of ‘waffle’, or an attempt to structure the work in paragraphs when they’ve never used paragraphs before. In education it is assumed that once a child learns something in Year 2 or 3 that it is learnt for life. This is not necessarily the case, and we need to remember this if, as adults, we are to help our teens find that ‘win-win’.

Habit 4 is also about having the right attitude. Today, for example, I had three students who were required to write two paragraphs on the book they had just read. They were being guided about the topics in the paragraphs, but the content and the ideas had to come from them. One student began, asked a couple of questions about the topic, and proceeded to write it in a few short minutes. The other two were still trying to make the case that writing isn’t “fun” and they “shouldn’t have to suffer this way”. While all three eventually produced excellent work, the second two could have progressed far further if they accepted that the task can be done and that they are capable of doing it. They were proud of their

efforts, but the time it took to get there was exhausting. Some parents will undoubtedly have a similar experience with homework.

In reading, when we work through the reading strategies, we always begin with the easier ones: visualising, questioning and connecting. However, while these strategies help you to understand the material, there comes a point when you have to evaluate it and offer an opinion. Habit 5 is useful for remembering that some opinions are best left until we know we understand what is happening. Either visually or verbally, we should listen to various opinions, ask questions and come to conclusions on our own; not jump onto an idea because it sounds good coming from someone else. The phrase “what she/he said” is highly frustrating when trying to elicit opinions from students. There is no better example of this in life right now than the US elections. As I type this, the candidates will debate without truly ‘understanding’; forming opinions and then assuming that they have been ‘understood’ because of brevity and bravado.

Habit 6 seems a bit ‘catchphrasy’, but the point it makes is valid. Students must work collaboratively to achieve in a modern classroom. In literacy this means that collaborative writing and discussions about reading are key to understanding. Students need the time to process and ‘synthesise’ information. In reading classes we discuss the books in groups, using prompts and directing conversations in order to clarify understanding. Students should be able to discuss and dissect what they are studying. Parents can ask questions of students about homework in order to generate that discussion and hopefully strengthen understanding. Teachers can allow more Think/Pair/Share or Collaborative Talk in classrooms so that students recognise the quality of collaboration and working together. When beginning writing students should be able to discuss the topics and a course of action. The difficulty with this is that the HSC isn’t designed this way, and at some point the students need to write on their own. However, by practising these skills in the early years they will improve their writing and their ability to defend a position.

Duncan Dewar
Literacy Mentor

CAREERS

Pharmacy Nutrition Warehouse

is a group of five pharmacies in Sydney and is now offering school students and recent school leavers



the opportunity to join a dynamic work environment in a people and health focused culture where strong performance and caring employees are rewarded. Pharmacy Nutrition Warehouse is offering full time and casual positions in our stores at Toongabbie and Quakers Hill.

The ideal candidates will to be bright, energetic, hardworking, dynamic and able to provide exceptional care and customer service in a retail pharmacy store.

If you:

- are a school student looking for casual work after school or during the weekends?
- are a recent school leaver looking for an opportunity to start a career in the health industry?
- live close to Toongabbie or Quakers Hill?
- have a passion for customer service?
- enjoy helping people and being able to assist in improving their health?
- are looking for an opportunity to have a career as a pharmacy retail assistant, pharmacy dispensary assistant or stock controller?

then this might be the opportunity for you.

The role includes:

- Meet and greet customers
- Operating retail cash registers
- Assist the pharmacist with prescription preparation
- Replenishment stock on shelves
- Ensure retail spaces and general front of shop are clean and tidy

What's on offer:

- A great opportunity for school students and school leavers who are interested in getting a job within the health sector;
- Ongoing training and opportunities to grow within the role;
- Opportunity to attend training and seminars provided by the biggest pharmacy suppliers in vitamins, infant health, skincare and beauty;
- A great salary and a number of benefits for the right candidate.

Interested students are to email their resume and a brief covering letter explaining why they wish to work in a pharmacy, their availability and their preferred shop — Toongabbie or Quakers Hill to georgia@pnw.com.au

Students wishing assistance with their resume and covering letter are encouraged to see Ms May or email tmay@parra.catholic.edu.au

Pool Lifeguard Traineeships

The Australian Training Company is seeking school leavers interested in working as a Pool Lifeguard and gaining a Certificate III in Sport and Recreation.

Duties may include:

- Supervising swimmers
- Pool administration
- Pool maintenance
- Hospitality
- Teach "Learn to Swim"

Interested students are encouraged to see Ms May or email tmay@parra.catholic.edu.au

Continued over page

CAREERS



A FREE PROGRAM FOR 17-24 YEAR OLDS

THE CITI NEW RECRUITS PROGRAM

The Citi New Recruits program will accelerate your career in the automotive industry

Program details
 Dates: November 26 - December 7 | Duration: 3 weeks
 (2 weeks class based, 1 week work experience)
 Location: Granville TAFE, Sydney

- Find out about employer expectations
- Learn job interview techniques and how to prepare your CV
- Develop job-ready skills required for the 21st century workforce
- Gain exposure to an automotive environment through one week of work experience
- Learn technical automotive skills and gain insights into the latest automotive industry trends

The aim of this program is for participants to develop the skills and knowledge required to succeed in an automotive apprenticeship.

Contact Ainslee at Skilling Australia Foundation to get involved
 Call or text 0499 909 538 | Email nsu@saf.org.au






saf.org.au
 SkillingAus
  SkillingAus
  Skilling Australia Foundation

Safer Drivers Course for young learner drivers

Preparing you for your **P's**

Become a safer driver and earn 20 hours of bonus log book credit by enrolling in a Safer Drivers Course.

The Safer Drivers Course is available to learner drivers under the age of 25 who have completed at least 50 log book driving hours.

To book a Safer Drivers Course contact:
National Driver Education Pty Ltd
02 9853 3243
www.ndeaustralia.com.au programs@ndeaustralia.com.au



National Driver Education is accredited by Roads & Maritime Services as a provider of Safer Driver Courses for Learner Drivers.

Module 1 and 2 are conducted on the same day.

Learner Drivers earn **20 bonus hours** at the completion of the course.

Quakers Hill last 2018 available course dates:
 Saturday – 24th November 2018
 Saturday – 15th December 2018

Please visit www.ndeaustralia.com.au to book a course or phone 02 9853 3243.

Therese May
Careers Counsellor

COMMUNITY NOTICEBOARD



2018 Student Residential Address and Other Information collection notice

This notice is from the Australian Government Department of Education and Training (the department), to advise you that the department has requested that your child's school provide a *statement of addresses*, in accordance with the *Australian Education Regulation 2013* (Cth) (the Regulation).

A *statement of addresses* contains the following information about each student at the school:

- Student residential address (not student names)
- Student level of education (i.e. whether the student is a primary or secondary student)
- Student boarding school status (i.e. whether the student is boarding or a day student)
- Names and residential addresses of the student's parent(s) and/or guardian(s)

Schools generate a record number for each student for the purposes of this collection, which is also provided to the department.

Purpose of the collection

This collection is routinely used to inform Commonwealth school education policy, and to help ensure that Commonwealth funding arrangements for non-government schools are based on need, and are fair and transparent.

The National School Resourcing Board recently completed a review of the socio-economic status (SES) score methodology used in the calculation of the Commonwealth's needs-based funding arrangements for non-government schools. The information collected in the *statement of addresses* will be used to progress the Board's recommendations, which have been accepted by the Government.

Further information on this review and the Government's response can be found here:
<https://www.education.gov.au/review-socio-economic-status-ses-score-methodology>.

Use and disclosure of personal information

Your personal information is protected by law, including the *Privacy Act 1988* (Cth). Any use and disclosure of your personal information relating to the *statement of addresses* will occur in accordance with the Regulation.

Your personal information may be used by the department, or disclosed to the Australian Bureau of Statistics (the ABS), for the purposes of SES score policy development, reviewing SES score methodology, calculating SES scores, Commonwealth school education policy development (including school funding), or where it is otherwise required or authorised by law.

For example, your personal information may be provided to the ABS for statistical and research purposes, which includes data integration projects such as the Multi-Agency Data Integration Project (MADIP). Further information on the MADIP can be found here:
<http://www.abs.gov.au/websitedbs/D3310114.nsf/home/Statistical+Data+Integration+-+MADIP>.

The department may, from time to time, carry out audits of school submissions. In the event of an audit, contracted auditors may seek to compare a school's *statement of addresses* with student enrolment information held by the school. These contractors will not use the information for any other purpose.

The department may also be required to disclose your personal information to contracted providers for the purposes of the provision of ICT support services to the department.

The department does not intend to disclose personal information to overseas recipients.

What do you need to do?

You are not required to do anything. Your school is responsible for providing the requested details to the department, however, please ensure that your school has the most up-to-date and correct details for your family.



Contacts for further information

Your school can provide additional information about the process for the *statement of addresses* collection.

If you have any further questions regarding the collection, you can contact the department by:

- Email: seshelpdesk@education.gov.au
- Phone (free call): SES helpdesk on 1800 677 027 (Option 4)

The department's privacy policy is available on the department's website at www.education.gov.au. The privacy policy contains information about:

- how individuals can access and seek correction of the personal information held by the department;
- how complaints about breaches of the *Privacy Act 1988* (Cth) can be made; and
- how the department will deal with these complaints.

If you wish to contact the department about privacy-related matters, please email the department at EducationPrivacy@education.gov.au or write to:

Privacy Contact Officer
Schools, Childcare and Corporate Legal Branch
Department of Education and Training
GPO Box 9880
Canberra ACT 2601



LEADERSHIP TEAMS 2018

College Leadership Team

Principal	Mr Nicholas Vidot
Assistant Principal Staff and Innovation	Mrs Gabriela Osterlund
Assistant Principal Learning & Teaching	Ms Michelle Deschamps
Assistant Principal Students	Mr Nick Thrum
Leader of Learning Religious Education	Mrs Kellie Robinson
Leader of Learning Religious Education (Acting)	Mrs Theresa Ciantar
Business Manager	Mrs Melissa Welch
Executive Secretary and College 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)	Ms Mariko Mizukami
Leader of Learning - PDHPE (including Junior Campus—Acting)	Ms Dominique Goldie
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 - 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 Promotions Officer	Ms Therese May
School Counsellor	Ms Kerrie Castle
Administration Coordinator	Ms Simone McKechnie



“Faith doing Justice”

“Doing More Going Beyond”

LEADERSHIP TEAMS 2018