



T2WK6 2018

Faith in Christ is the College's motto.
Faith in Christ gives us our sense of meaning and purpose.

Coming Events

| | |
|--|--|
| 11th June Queens Birthday Public Holiday | 15th June CSDA Debating Round 6 |
| 12th June Year 11 2019 Subject Selection Market Afternoon 3.30pm to 5pm Subject Market 5pm to 6pm Compulsory Information Session | 18th June Year 11 2019 Subject Selection Interviews 22nd June CSDA Debating Eliminations Chess Competition |
| 13th June Year 11 Photography Excursion Sydney CBD and Cockatoo Island | 26th June Mufti Day CAN 29th June Western Sydney Careers Expo Homebush Years 12 & 10 |
| 15th June Vinnies Winter Sleepout Year 10, 11 and 12 Chess Competition | CSDA Debating Quarter Finals Chess Competition |

FROM THE COLLEGE PRINCIPAL

In Communion with the Creation

Last Sunday the Church celebrated the great feast of Corpus Christi, The Body and Blood of Christ. What does it mean?

Very often we see only the true presence of Jesus in the Eucharist, but the feast points to more than this great mystery. It directs us towards those people who are "absent". These people are those who are hungry, isolated, voiceless, powerless, stateless, homeless, indeed all people who are alienated from inclusive community. This feast reminds us that in Jesus Christ everyone has a harbour of security and support. In other words, Eucharist is about total communion within our vast cosmos, within the environment – in the very essence of humanity. We are challenged to go beyond and see and feel the lives of people and then to act for justice, driven by a **Faith doing Justice!**

On Friday, we pause to remember the Sacred Heart of Jesus. In my mind, this is the feast of "inclusion". Throughout my life as I pondered the statue of the Sacred Heart of Jesus I see out stretched arms in welcome – to come and see and be comforted, fed, clothed, sheltered and to be given a voice, a power, a shelter and citizenship. Is this the very essence of inclusion and communion?

Each of these feasts reminds us that Jesus and subsequently the Church are both immersed in the

quagmire of real life and challenges us to respond in hope to do and to be!

Both Pope Francis and Bishop Vincent invite us to look into the Church and to transform it into a beacon of life and energy for justice and peace.

This week presents us with the question, "Am I truly in communion with Jesus?" The answer must lie in the actions I take to bring people into the fold, to give them respite – to give them hope and a home to be.

God Bless you,

**Nicholas Vidot
Principal**



FROM THE ASSISTANT PRINCIPAL STUDENTS

Walkathon

On Friday the 6th of July the 2018 St Andrews College Walkathon will be held. This is an important College event where the students walk 7km to raise money for the College. Last year the students raised money for seating and shade cloth to be installed on each campus.

Each student is asked to collect \$30 or \$45 for a family. Some students are getting sponsorship while others are doing other activities to raise money.

This year the prizes will include an Apple watch and JB HiFi vouchers to name a few.

On the day the students dress up in their House Themes and walk the 7km with their House Groups. The day starts with a fashion parade then off on a great walk. When the students get back they will be given lunch and then some fun activities in the afternoon. The day will conclude at 3pm.

It will be a great day and the students will have a lot of fun. Keep an eye on the next Newsletter for some more information.

Staff Formation Day

On Friday the 8th of June the staff will be having their annual Formation Day. This is an important day for the staff to investigate different aspects of their faith formation. The College will be closed on that day and the students will stay at home.

This day will lead into the long weekend, which will be a good break from a very busy term. Enjoy the rest.

Attendance

I have been reviewing the College attendance and can see some students' absence creeping up. We are aiming at a 94% attendance rate for all students. If your child falls under 90% we will be sending a letter home for you to contact your child's Leader of Learning - Pastoral to develop a plan to assist your child in attending more school. This is not a punishment or judgment, it is an effort to help families get their children to school more often.

Communication between school and home is vital to enable all students to maximise their learning experience at school. The more time off, the more negative impact it will have on their learning.

If your child is suffering from illness or injury it is essential that you contact the College to ensure that your child is provided all work missed in that time.

If you have any questions, please contact the Leaders of Learning - Pastoral or myself during the school day

What's in the Planner?

Negative thinkers have a fixed mindset; they always look for what is wrong and what they cannot do. People with a fixed mindset believe that they cannot get better at a task or make any improvement. The classic example is a person saying that they are no good at mathematics so they don't try.

You need to have a growth mindset and believe that with hard work and help you can be good at whatever you do. If you work hard you can turn any situation around. Instead of saying, "I cannot do algebra" you say "I cannot do algebra –YET".

Using assertive language when dealing with situations is a great skill for the future. Say what concerns you, how you feel about it and what you would like to happen. Try not to be aggressive or too timid and never use SMS texts or emails to avoid personal contact.

Being organised is essential in life and in work. Planning is an important part of being organised. At school, planning your work such as assessments will enable you to perform better. Everyone organises themselves in different ways. It is important to try different ways of organising to see which one works best for you.

Have you done the strengths survey yet. Go to <http://www.viacharacter.org> and fill in the survey to identify your strengths. To get bonus House points come and tell me your top three strengths.

God bless

Nick Thrum

Assistant Principal - Students

FROM THE ASSISTANT PRINCIPAL LEARNING AND TEACHING

HSC MINIMUM STANDARD TESTS were conducted on Thursday the 31st of May. Students who sat the tests received their results for the Reading and Numeracy via the students online account with NESA. The writing examination results take approximately 20 days to be processed. Students will be notified when these results have been sent.

The minimum standard is set at Level 3 and students who have attained Level 3 and above will not be required to sit the test again. The students who attained Level 2 or below will have another opportunity to do the test in late November or early December.

HSC Trial Examinations are in Week 3 of next term. Timetables have been made available to students, if a clash on the timetable has occurred, students should see or email Mrs Osterlund.

Gabriela Osterlund
Assistant Principal - Learning and Teaching



ASSISTANT PRINCIPAL STAFF

Throughout Terms One and Two staff have engaged in a number of professional learning opportunities to enhance their teaching practice, this is to ensure they are meeting the needs of the students they teach. Reflective practice is an integral part of the work teachers do every day at St Andrews College and this practice enables them to tailor the learning experiences for students so as to improve engagement.

Staff work collaboratively to share good practice during the professional learning time and model excellence. As a college we have a Learning Goal which is focussed on improving the writing skills of all students across the college through the use of PALS. Across all Key Learning Areas there are always opportunities for writing and the work that staff are engaged in, is finding ways to provide quality feedback through the use of PALS as a guide. PALS is an acronym for Purpose, Audience, Language and Structure and for any piece of writing to be quality, students need to pay attention to each of these areas. The staff are working to achieve consensus and a shared language around these areas so that when feedback is given in this shared language it is to improve the students' writing skills. Students are then able to see these skills as transferrable from one Key Learning Area.

Parents I encourage you to look the various writing tasks your children are given and see if the purpose for the writing is clear, are you able to identify the audience for whom it was written, does it contain subject specific terminology and have they chosen the best words to express their ideas. Finally does the writing have the correct paragraphing or structure for the text type, is the punctuation and spelling accurate and if all of these things are evident does it flow well and make sense.

Working together in partnership I believe that we will see improvement for all children in their writing and this will set them up for success in the future.

Shauna Nash
Assistant Principal Staff



ASSISTANT PRINCIPAL STAFF

YEAR 12 RETREAT



Last week on the 30th of May, Year 12 had the pleasure of attending a retreat at Vision Valley, Arcadia. The retreat was delivered by the Sydney Youth Mission Team who were exceptional in delivering the retreat in a way that was highly reflective but still engaging to all students. The day gave us an opportunity to reflect upon our self-worth and our personal relationships with God, where the surrounding natural environment of Arcadia gave us an opportunity to find solace amidst the pressure from our HSC studies.

Throughout the day, we learnt the power of our own uniqueness within our everchanging world. This is particularly significant for us as Year 12 students, who will soon begin our journey away from the comfort of the schoolyard and into the unknown. It is our own uniqueness, our very own ability to grow and develop as individuals, that will allow us to adapt to these unfamiliar circumstances with optimistic mindsets. The Youth Mission Team prepared us for this by teaching us how to be confident in who we are as individuals, which allowed us to recognise and harness our full potential.

A rather prominent exercise the Youth Mission Team demonstrated involved the 'art' of shredding a foam cup. The Team invites two student volunteers to rip foam cups into hundreds of small pieces within a matter of seconds; a spectacle that was thoroughly enjoyed by the audience and the volunteers

alike. However, both volunteers were soon burdened with the arduous task of sticking the cup back together as it originally was by using tape, which was naturally an impossible task to perform. This exercise illustrated a very important message for all of us; that it is much easier to tear others down and even tear ourselves down than to build people up. The Youth Mission Team therefore emphasised the importance of building ourselves up and building each other up rather than tearing each other down, which was done quite beautifully through all students participating in writing personal affirmations for their peers. In writing affirmations, we instilled confidence within each other and in reading the affirmations others had written for us, we appreciated our own unique values that others had seen in us.

The Youth Mission Team also focussed on our relationship with God in terms of how we perceive God personally, and the impact God has upon our personal values and attitudes. One of the most important messages that Year 12 took away is that our relationship with God is like a partnership, where in order to receive God's help and blessing, we need to give. As such, we need to give our foremost attention to how we interact with God and whether we seek repentance, if we ask too much of God or if we have unrealistic expectations of what God should provide us with. The prayerful reflection at the Retreat's conclusion gave us a time to reflect on the person of God, and our relationship with Him.

Year 12's reflective journey continues on the 29th of August where we will participate in another thoughtful retreat at St Andrew's Parish Hall.

Larissa Isakov
College Captain

(More photos over page)



YEAR 12 RETREAT



YEAR 12 RETREAT

ANCIENT EGYPTIAN — PROJECT BASED LEARNING

Last Thursday, the 31st of May, Year 7.6 History presented our amazing Ancient Egyptian displays during the recent PBL (Project Based Learning) activity. Eight groups created an imaginative display to present to the audience (students and teachers) aiming to convince them to join the cult of their chosen Egyptian God/Goddess. These included Ra, Osiris, Taweret, Bastet, Seth and Asset to name a few. The audience was asked to vote for the group they thought was the most persuasive, engaging, alluring and convincing!

It was astonishing to see the amount of effort and teamwork put into each and everyone's displays and presentations. The PBL was a constructive and productive learning experience, which enforced a positive and inclusive learning environment. In the construction of the presentation we were confidently prepared with a manner of professionalism given that we entailed a strong team environment. We were put into groups with a collaborative attitude to the task. We assigned roles which better fit our personalities and positive advantages to foster our potential. We established a goal and we were determined to achieve it. We also assigned tasks in which we were to complete to ensure a fair group society. The task itself was a big workload and it was tricky



balancing it efficiently and effectively. We collaborated on the design of which we successfully established and assembled on the day of the presentation.

On the day of the presentation we were frantic, but when we were finally set up, we concentrated on performing professionally to convince our audience to join our cult! It was fun looking at all the displays – the classroom looked like a museum! In the end, everyone's displays were successful and almost everything, including brochures, charms, raffles, treats, etc. were taken by the audience – which was our intention! Our teacher, Mr Leahy, was very proud of the class, as we had been very productive with the quality work throughout the four weeks of preparation, which resulted in a very successful display on presentation day.

The PBL task fosters full potential of an individual, and a group. By allowing us this opportunity we were able to engage in a constructive experience which has proven beneficial to our learning.

Student writers: Josiah Prasad, Bianca Infante, Niamh Healy, Ralph Ferrer, Eric Ngo and Loudonald Go

**Mark Leahy
Teacher 7.6 History**

ANCIENT EGYPTIAN — PROJECT BASED LEARNING



Year 7 HSIE Ancient History PBL

During Week 5 of Term 2, Mr Leahy's 7.6 History class participated in their Ancient History PBL. Groups of three to five students worked on the task which was to create a promotional presentation that would encourage students and teachers to join the holy cult of their chosen ancient Egyptian God or Goddess.

For the first four weeks of the term, teams planned and created unique ways that would attract visitors, captivate them and make an impact in their lives.

By the end of Week 5, each group had presented their magnificent creations to several classes in Year 8 through to Year 10. Teams showcased their information through iMovies, broad structures, brochures and even sweet treats all with the purpose of trying to allure and inform students and staff as to why they should join the holy cult of their Egyptian God or Goddess. While all were looking to get the grade they desired in the assessment, each team was also looking to get the most amount of votes in the class from the guests.

This PBL assessment task along side the riveting yet friendly competition was overall great fun as well as being informative the students have confirmed that they would most definitely do it again if they had the chance.

Bianca Infante
Year 7



BLACKTOWN CITY STREET PARADE



The Blacktown Parade is a festival inspired event held annually throughout the streets of the Blacktown CBD, with the aim of inviting every person to participate in the celebration of all the culturally diverse artistry the community encompasses. The day features representations of the groups and cultures that the Blacktown area is built upon, whether that be through the traditional performances, ethnic dishes or the awe inducing parade floats.

Our school's community is one centred around inclusion, the act of purely accepting another individual and all that they are. We're a community that cherishes another's differences and as we marched side by side, each of us with a flag in hand, the importance of sharing our community's atmosphere within the wider community became apparent through the amount of support we received. Hundreds of people lined the streets, greeting us with nothing but warm smiles and cheers of encouragement.

Yet more importantly than the support we received, was the support we hoped to return to every other member of the Blacktown community. Our presence at the parade always serves as a reflection of the value the greater community holds about our school. In order to truly do more and go beyond we must strive to not just be within the community but to aid each other as the community. To take part, to merely show up and put the effort in has such a lasting effect on everyone involved as we all make up the Blacktown population and it is essential we all take part in showing one another that we are present.

The gravity of the event however, resonates with me in the sense that so many people, living so many different lives are so tightly intertwined that it encapsulates the significance of a community, the irreplaceable hint of unity that resides with us all when we simply belong. Being a member of such a large and deeply diverse



BLACKTOWN CITY STREET PARADE

community, those who surround us tend to go unnoticed when our minds are consumed by the busy days ahead of us. We almost forget to recognise or value the ordinary, the friendly faces and the familiar places that amalgamate to represent the kaleidoscope of unique authenticity that serves as the basis of our community. Yet it is events like the Blacktown parade that bring us together, enabling us to have a moment to celebrate one another and appreciate all the heart that is put into everything that is done.

Finally, I would like to thank everyone involved throughout the day especially the staff who dedicated their Saturday to organising our involvement and providing us with this opportunity.

I look forward to next year, and to the many more to come!

Hashwita Maynoor
Year 10



BLACKTOWN CITY STREET PARADE

READING FOCUS OF THE WEEK

Finding the Main Idea

One of the key questions students are asked is – what is the main idea? Students then need to fumble through a convoluted conversation about what they think the main idea is, but fail to explain it fully. Some students will try to re-read the text quickly to see if it will yield further meaning on a second or third read. However, there are some simple steps to follow if you want to identify the Main Idea in a Non-fiction text.

Step 1: Look at the heading and subheadings

Believe it or not, many students ignore headings and sub-headings. If you ask students what the first word of a text is, they'll skip any headings and go right for the body of the subject. Headings and sub-headings are the first place to look for the Main Idea. Sometimes they will explicitly tell you the answer; other times you might have to think a little more, but if you ignore headings and sub-headings then you are making work for yourself.

Step 2: Look at the topic sentence

The topic sentence is normally the first sentence of a text and normally tells you what is going to follow in the paragraph. Sometimes the topic sentence uses key words that you can rephrase to give you the Main Idea.

Step 3: Look at the last sentence

The last sentence will sometimes summarise what has been said and summarises the main point of the text. If the last sentence doesn't do this in your text, it's nothing to worry about. There are other steps you can use.

Step 4:

What words or phrases are repeated throughout the text?

Finding words or phrases that are repeated

through the text might give you a clue as to how to explain the Main Idea; you can use the words or phrases in your retelling of the Main Idea.

By following these steps students should be able to come to a better conclusion about what the Main Idea is in a non-fiction text. Easier texts might reveal their Main Idea with only one or two of these steps, but more complex texts may require all the steps to come to a conclusion.

Duncan Dewar
Literacy Mentor



CAREERS

Western Sydney University HSC Study Sessions

Western Sydney University will be holding free HSC Study Sessions during the July School Holidays between the 9th and the 13th of July. The lectures will be held on the Kingswood and Campbelltown campuses. The sessions will be run by experienced HSC teachers to help students excel in their HSC exams and assessments.

Each session will run from 9am to 3:30pm and will be structured around the subject syllabus.

Students can register now by visiting:

https://www.eventbrite.com.au/e/hsc-study-sessions-tickets-45540697452?utm_source=vision6&utm_medium=email&utm_campaign=hscstudysessions18-other_schools&utm_term=UG&utm_content=Button

Timetable:

Kingswood Campus:

Monday 9 July

English Standard or Physics

Tuesday 10 July

English Advanced or Community and Family Studies

Wednesday 11 July

Legal Studies or Chemistry or Modern History

Thursday 12 July

PDHPE or Business Studies or Mathematics General

Friday 13 July

Biology or Mathematics

Campbelltown Campus:

Monday 9 July

English Advanced or Community and Family Studies

Tuesday 10 July

English Standard or Biology or Modern History

Wednesday 11 July

PDHPE or Mathematics General

Thursday 12 July

Legal Studies or Chemistry or Mathematics

Friday 13 July

Business Studies or Physics

Discover Nursing at UTS

The University of Technology Sydney - Bachelor of Nursing prepares students for the healthcare careers of the future.

UTS invites students and their parents to an information night to:

- learn about course details from expert academics;
- find out what it is really like to study at UTS from our current students and graduates;
- take a tour of the state-of-the-art clinical facilities.

Information Nights are held on:

- Thursday 21 June 2018, 5.30pm – to register visit: <https://confirmsubscription.com/h/t/85D13F36F7E75FF2>
- Wednesday 18 July 2018, 5.30pm – to register visit: <https://confirmsubscription.com/h/t/5DB5055DB72DB56C>

HSC Chemistry Enrichment Day

Macquarie University will be holding a Chemistry HSC Enrichment Program during the July School Holidays. This exciting one-day program will assist Year 12 students in preparing for their HSC examinations.

The Chemistry HSC Enrichment Day will be presented by Macquarie University academics on core and elective subject areas of the HSC Chemistry syllabus. Students will be provided with a booklet which will be a valuable study resource.

HSC Chemistry Enrichment Day — Program

The Production of Materials (Core)

Ethene, Polymers and Ethanol

Electrochemistry

The Acidic Environment

Chemical Monitoring and Management (Core)

Monitoring and Management in the Chemical Industry

Chemistry and the Atmosphere

Monitoring Water Quality

(Continued over page)

CAREERS

When: Friday 13 July
Time: 8:30am - 4:10pm
Where: Macquarie University
Cost: \$70 (incl. morning and afternoon tea)

To register visit: <https://www.eventbrite.com.au/e/macquarie-university-chemistry-hsc-enrichment-day-2018-tickets-44781179714>

Thinking of a career in Nursing?

You may like to consider attending ***A Day in the Life of a Nursing Student***, at Notre Dame, to find out about a career in the Nursing profession.

Students attending the day will have the opportunity to find out about the Notre Dame Nursing program, meet academic staff, engage in clinical activities, experience a Nursing lecture and tour the state-of-the-art campus.

Lunch is provided. Interested students should visit:
<https://www.notredame.edu.au/events-items/postgraduate-info-evening-sydney>

When: Wednesday 11 July
Time: 10.00am - 2.00pm
Where: Darlinghurst Campus — 160 Oxford St, Darlinghurst

ACU – Bachelor of High Performance Sport

What does the high performance sport industry look like?

The high performance sport industry is a global, multi-billion-dollar entity employing sport scientists, coaches, strength and conditioning professionals and high-performance managers and analysts. At the heart of this industry is the conditioning of the athlete.

If you are looking for a career working with elite athletes, in professional sporting organisations or sub-elite - junior programs, this degree maybe for you. In the Bachelor of High Performance Sport students learn about athlete preparation, coaching, training and performance; they gain industry relevant knowledge and skills as well as participating in work-integrated learning opportunities. Students also gain industry accreditation with the Australian Strength and

Conditioning Association (ASCA) and with Exercise and Sport Science Australia (ESSA). Accreditation with these organisations currently exists for ACU's Bachelor of Exercise and Sports Science.

In the ACU Bachelor of High Performance Sport students are taught by industry experts have the opportunity to participate in international internships and take a fast-tracked option allowing full-time students to complete the degree in 2.5 years to enter the workforce faster or progress directly into postgraduate study.

ACU Passion for Business Early Entry Program

ACU's Passion for Business (P4B) program offers students an early competitive edge. ACU knows that there is more to a student than their exam results and that their passion and commitment counts. Passion for Business is a guaranteed early entry program designed to nurture your learning potential and give you a step up in your future business career.

The ACU Passion for Business Early Entry Program offers students:

- Access to Academic Skills Workshops, the ACU CareerHub and Networking Events
- Study abroad opportunities
- Participation in the ACU Leading with Impact Program
- \$500 textbook voucher awarded to the top three P4B students at the end of semester 1
- Invitation to the ACU Passion for Business welcome event

Interested students are encouraged to see Ms May and visit:
http://www.acu.edu.au/about_acu/faculties,_institutes_and_centres/law_and_business/school_of_business/passion_for_business/what_is_passion_for_business

Therese May
Careers Counsellor

COMMUNITY NOTICEBOARD

Important facts

- To enrol your child in primary or secondary school, please provide an Immunisation Certificate, either an **AIIR Immunisation History Statement** for a child that is up to date, not up to date or can't be immunised for medical reasons, or has natural immunity (AIIR) or **AIIR Immunisation History Form** for a child on an approved catch-up schedule.
- If an approved immunisation certificate is **not** provided at enrolment, students can still be enrolled at school but they will be considered as unimmunised in the school's immunisation register.
- Students without an approved immunisation certificate and those who are unimmunised may be excluded from school if there is evidence of a vaccine preventable disease at the school OR if they come into contact with a person with a vaccine preventable disease, even if there is no outbreak at the school.
- NSW Health works closely with schools to offer the vaccines recommended for adolescents in a school based vaccination program. In 2018, human papillomavirus (HPV) and meningococcal conjugate vaccines (MCV) will be offered in Year 7 while Meningococcal ACWY vaccine is being offered in Years 10 and 11.

More information

Australian Immunisation Register
www.immunisation.gov.au / www.immunisation.gov.au / www.immunisation.gov.au

NSW Health
www.health.nsw.gov.au

NSW Health 'Save the Date to Vaccinate'
www.health.nsw.gov.au

Australian Government Department of Health Immunise Australia Program
www.immunise.health.gov.au




Primary and secondary school entry & immunisation

Parent information

Save the Date app

Download the handy SAVE THE DATE phone app or print a personalised schedule at immunisation.health.nsw.gov.au



From 1 April 2018, all school principals are required to request an immunisation certificate at enrolment.

While students can still be enrolled in an approved immunisation certificate is not provided, those children will be considered unimmunised and may be excluded from school if there is evidence of a vaccine preventable disease at the school OR if they come into contact with a person with a vaccine preventable disease, even if there is no outbreak at the school.

Parents are encouraged to ensure that their children are up to date with their immunisations and to provide an immunisation certificate from the Australian Immunisation Register (AIR) at enrolment, either:

- an AIIR Immunisation History Statement OR
- an AIIR Immunisation History Form

Why these changes have been made

These changes have been made to ensure accurate information about children's immunisation status and to help manage disease outbreaks in schools and the community. Data show that there has been an increase in some vaccine preventable disease notifications in older children compared to younger children. Also, it is more easy for parents to access the online register records of their children on the Australian Immunisation Register (AIR) which holds immunisation records for the life of the child.

Fully immunised children

Currently immunised children in the School Immunisation Register will not need to fill in a Catch-up or update notification. The register records will begin to be sent to the AIR. Before vaccination records are not updated for vaccinees, however, if a vaccinee is not up to date, you will still need to fill in a Catch-up or update notification.

Why immunisation is important

Immunisation is the best way to protect your child from vaccine preventable diseases. By preventing your child from getting them and others in the community, especially those who are too young to be vaccinated or those that are not able to be vaccinated for medical reasons, the most basic and important thing children can do is get their immunisation status up to date.

Children with medical contraindications or natural immunity

Children who cannot be vaccinated for medical reasons, or who have natural immunity, will still be required to fill in a date of their AIIR Immunisation History Statement (AIIR History Statement) form that has been completed by a GP/health professional and sent to the AIR. The medical professional or natural immunity will be listed on the Statement of the Statement.

Children immunised overseas

If your children have been given overseas and are not recorded on the AIR, the MCHS overseas records should be provided to a GP/health professional and then transfer the information to the AIR. Parents should then provide an updated AIIR Immunisation History Statement to give to the school.

Children not fully immunised

For children who have not had all the recommended immunisations by a given age (see AIIR Catch-up or update notification schedule on the AIR website), the bottom of the page, these children should be entered on an approved catch-up schedule on the AIIR Immunisation Register. Parents can then provide a copy of the AIIR Immunisation History Form to the school at enrolment.

Please be aware that students who have not had all the recommended immunisations for their age, or where no immunisation certificate has been provided, may need to stay at home during a disease outbreak. This is to protect the child and stop the spread of disease.

2nd Kings Langley Scouts

TRIVIA NIGHT

**Great Prizes!
Silent Auction
Games & Raffle**

When? Saturday 23 June 2018
6.30pm – 10.30pm

Where? 2nd Kings Langley Scout Hall
20 Venn Avenue, Lalor Park

Cost? \$20 per person
(bookings essential as no ticket sold at the door)

BYO: Nibbles, Drinks and Snacks



Tables of 8 or we can place you on the night

**Call 0414 229 867
For all enquiries**

All funds raised on the night go towards sending our Scouts to AJ2019

**To purchase tickets deposit your \$20 to 2nd Kings Langley Account
BSB 062 121 Account 1006 8684**

**Email receipt to
treasurer@2ndkingslangley.com.au**

COMMUNITY NOTICEBOARD

LEADERSHIP TEAMS 2018

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 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) | Mrs 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 Office | Ms Simone McKechnie |



“Faith doing Justice”

“Doing More Going Beyond”