

NEWSLETTER

17 May 2019

From the Principal



Lila McInerney
Principal

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Dear Mercy Community,

My article this week focuses on a variety of ways to understand the concept family. So many opportunities are provided for our students on a daily and weekly basis that hopefully supports the growth of our girls and points to some of the reasons why parents/guardians choose Mercy College, Coburg, for schooling. The Mercy community is one that embraces the many hopes and dreams of our students and our staff in all the different areas our community embraces.

Family Week 2019-Building Connections in the Spirit of Hope

To mark Family Week we have all participated in activities focusing on the dynamic concept of hope and how it can be celebrated and strengthened within families and our school. We are at our best when we are connected to others and the world around us. We recognise the importance of our families and we have pledged our support for those families who struggle to achieve security and possibility.

Month of May

In the Catholic tradition, this month is associated with Mary, Mother of God. Sometimes it may be difficult to imagine ourselves with having too much in common with the life of Mary but when we think of her as Mary of Nazareth, wife of Joseph, mother and a person of faith, it can become easier to identify with her. She must have faced many of the challenges that we too face, including the need for patience with our family members and courage in the uncertainty about what God is asking of us.

Celebration of Significant Women-Mother's Day

The figure of Mary is the inspiration for our celebration of the lives of our mothers. What a lovely celebration we had as we welcomed those significant women in our girl's lives who have given them life and so much love. Celebrating with our mothers, we were delighted to welcome the Sisters of Mercy and members of our alumni. As part of our prayer of welcome, we lit three candles in recognition and remembering of the head, hands and heart of those women who love us so much.

Year 7-Our Newest members of our Mercy Family

Staring at a new school is always a challenge and it is important to recognise the milestones of our students. We have just marked the 100 days of learning for our Year 7 Mercy students and what a remarkable 100 days it has been. It has been affirming for me as Principal to be able to share lunch with them in their homeroom groups and discuss how they have found the transition to secondary school. Overwhelmingly they have said how welcomed they have felt. Many of them spoke of the delight they have experienced in the new friends they have made and the variety of learning opportunities that they have been presented with and embraced.



UPCOMING DATES

Monday 20 May
Library and Information Week

Year 10 Immunisation

Thursday 23 May
Mercy/Parade Musical

Years 4 - 6 Young Textile Designers Afterschool Program 4.00pm - 5.00pm

Friday 24 May
Mercy/Parade Musical

Saturday 25 May
Mercy/Parade Musical Closing Night

Sunday 26 May
National Sorry Day

Tuesday 28 May
Year 10 and VCE Drama Ensemble Evening

Wednesday 29 May
SCSA Basketball

Discover Mercy Day

Friday 31 May
Co-Curricular Photo Day

Saturday 1 June
Discover Mercy Open Morning 10.00am - 11.30am

Sunday 2 June
Feast of the Ascension of the Lord



From the Principal Lila McInerney

College Musical-The Addams Family

Mercy College is thrilled to once again partner with Parade College in our annual musical, this year the Broadway classic "The Addams Family". It is a funny, touching and thoroughly enjoyable take on the kooky, spooky, Addams Family.

Thank you to the staff who have made the musical possible. I know the students have benefited greatly from their knowledge and expertise, but even more so, they have had a fantastic and fun experience that they will remember long after the curtains have closed.

Mercy College Parents and Friends Association

We are keen to formalize a Parents and Friends Association which will provide a formal structure for parents and others interested in the welfare of the students to plan and organise activities for the benefit of the school, and the ongoing development of students. We plan to have our first meeting in June. Please contact the office if you are interested in promoting the development of collaboration between parents/carers and school staff.

Let us never lose trust in the patience and mercy of God.

Lila McInerney
Principal

God of wonder,
on the day we were born you began your work in us.
As you fill us with your Spirit, you invite us to join your mission of love in the world.
Your Spirit of Hope gives us the courage and guidance to reach out to all in our school community.
Whatever comes our way today, keep us positive and peaceful, always mindful of your presence and sustaining love amongst us.
Give us strength and courage to experience fully each moment of this day.
Heal all that is painful in us and give us your peace.
Watch over us, protect and guide us throughout this and every day.

Amen.

(Adapted from CatholicCare, Diocese of Wollongong 2017)

Mother's Day Reflections



Last Thursday I had the pleasure along with Theodoula, to co- host a Mother's Day Afternoon tea celebration. It was absolutely heart-warming to see all the girls who came along with their mum or significant woman sharing not only sweets and beverages but also love and laughter. My mum is very important to me and it is hard to express how enormously grateful I am for her help, guidance, love and inspiration. My mum means the world to me as she stands up for what is right and strives for excellence at every available opportunity. She is hardworking, compassionate, and does not shy away from a laugh that sometimes lasts for a while. She has taught me many life lessons such as "always try your best and that's all you can do." So I would like to say thank you mum for everything you do and I am extremely grateful, love you.

Lakeisha Fosbender- Kotsalis



Last

Thursday was our Mother's Day Afternoon Tea to celebrate our mothers and significant women, and all that they do for us. We gifted them with a candle as a sign of our appreciation and listened to a song about how strong and devoted mothers are. It was heart warming to see everyone showing their mother and significant woman how much they love them.

Danielle Cassarino Yr 10

My mum came along with me to the Mother's Day Afternoon Tea because she is a very significant woman in my life and I wanted to show my appreciation for all that she has done for me. The afternoon tea was delicious and a great way to lead up to the family celebration on Sunday.

Frida Westaway Yr 8

Mercy held a gathering on Thursday welcoming everyone to Afternoon Tea to celebrate all mothers, grandmothers and female role models in our lives. I found it great to spend time with my mum, and meet others in our community. My mum also appreciated the Mercy candle she was given alongside a card with a lovely message.

Isabella Touma Yr 7

I invited my mum to the Afternoon Tea because I am very grateful for her. She does so much for me and supports me in everything I do. This Afternoon Tea was a perfect way to show my appreciation for her. Thank you Mercy for organizing this event.

Chloe McCoullough Yr 8



Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students?
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time?

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from; sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the child's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet the student's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).

Director of Curriculum and Pedagogy

Vanessa Folino



Assessment

Assessment is used to measure student learning. Mercy College uses diagnostic, formative and summative assessment to support students in their learning journey. Diagnostic assessment provides teachers with an understanding of what knowledge or skills the students are bringing to the new topic or subject. This information can reveal gaps, misconceptions of areas of strength. Formative assessment provides students with feedback on how they are going. The aim is to help students improve their performance or refine their skills in order to see progress in future attempts. Diagnostic and formative assessment provide invaluable sources of evidence that inform teacher planning. Summative assessment provides evidence that permits teachers to make a judgment about a student's level of performance, against the specified learning objectives.

Satisfactory completion

Satisfactory completion of assessments tasks (which in most cases are a form of summative assessment) requires the work to be completed by the due date and it needs to be the student's own work. If a student is absent on the day of an assessment task the subject teacher and the Learning and Wellbeing Level Leader need to be notified. In the case of VCE or VET, it is a VCAA requirement that students present a medical certificate or a Statutory Declaration for the absence.

Examination Timetable

Students in Years 9-11 will be undertaking examinations between June 7 and June 14.

- Students in Year 9 will complete examinations for English, Maths, Science and Language (Indonesian/Italian).
- Students in Year 10 will complete examinations for English, Maths, Science and History/Commerce.
- Year 11 students will complete examinations for all subjects except Texts and Traditions Unit 1.

Students must wear the full College uniform to sit examinations. All students need to bring the correct materials for the examinations and photo identification. No mobile phones are permitted into the examination rooms. Students are to remain at school between examinations.

GAT

The GAT (General Achievement Test) is a test of general knowledge and skills in: written communication, maths, science and technology, humanities, arts and social sciences. GAT results play an important role in checking that school-based and external assessments have been accurately assessed. The results are also used in calculating Derived Examination Scores and therefore students must sit this test.

The GAT will be held on June 12, this is a normal school day for all students in Years 7 to 10. Students in Years 11 and 12 that are completing a Unit 3, are required at school to sit the GAT. All students currently undertaking a Unit 3 subject are required on site from 9.45am until 1.15pm to complete the GAT.

No special study is required for the GAT however if students want to get an idea of what to expect the following link provides access to past GAT questions books.

<http://www.vcaa.vic.edu.au/Pages/vce/exams/gat/gat.aspx>

Students completing the GAT are to wear casual clothes on June 12. Students with hooded tops will not be permitted into the examination room.

Director of Curriculum and Pedagogy

Vanessa Folino

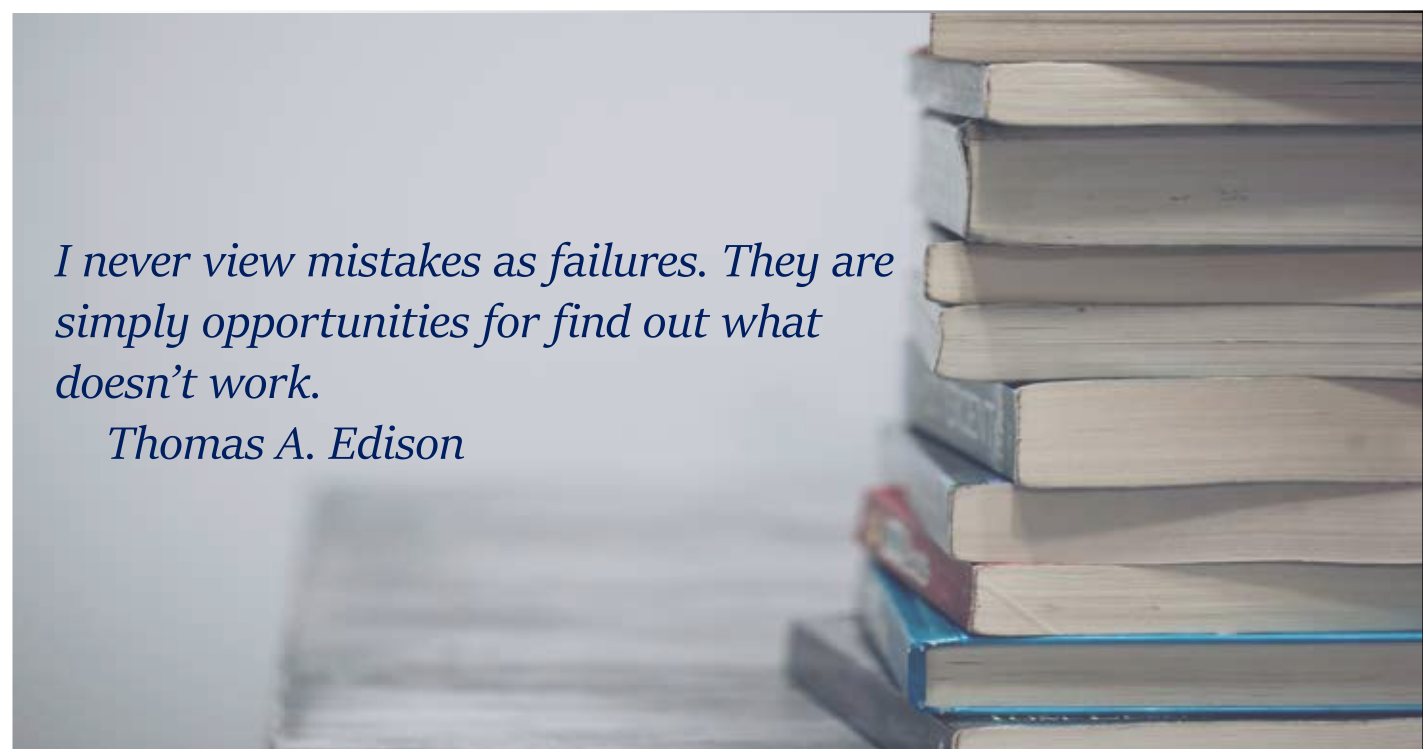


Managing Study Stress

Understanding how to manage stress is an important part of the learning process. Study stress becomes an issue when it challenges effective study and when it compromises one's ability to take time out and relax. Creating a schedule that includes a healthy balance of study and other activities will contribute the most efficient use of time. All students received an electronic study schedule, this can be customised to suit each individual student. When students embark on their study/revision they must commit to this time and rid themselves of any distractions.

The following equations provide some insight into what constitutes the best approach to study.

Effective study requires the right balance of effort and rest. Students need to ensure each day includes something that give their life balance. For every hour of study there should be a short break, this permits the mind to recalibrate and refresh ready for the next session.



I never view mistakes as failures. They are simply opportunities for find out what doesn't work.

Thomas A. Edison

YEAR 7 2021 Enrolments

As we commence the enrolment process for students wishing to enter Mercy College for Year 7 in 2021, we would like to remind any current families with daughters in Grade 5 to please ensure that you have submitted an enrolment form. Enrolment Forms and Prospectus packs are available from Reception or via our website.

- 2021 Enrolment closes 23 August 2019
- Offers of Enrolment will be sent on 18 October 2019
- The offer of Enrolment to be accepted by November 1 2019

Director of Student Engagement and Wellbeing

Maureen Fogarty



Focus On Learning

With Term 2 starting with the excitement of Activities Week, the learning continues back at Coburg with classes in full swing as we move steadily towards assessment and Year 9, 10 and 11 exams. Therefore, this is a time for focussed learning at school, focussed work at home; keeping in mind that a healthy diet, exercise and a sensible sleep routine are all key elements to academic progress.

Click on the links below to read about how to support your daughter as she studies at home.

<https://www.youthcentral.vic.gov.au>

<https://www.melbournechildpsychology.com.au>

Student Engagement

Term 2 also brings the College Production with Parade, The Addams Family, our Athletics Carnival and activities here at the College ranging from numerous band rehearsals and Seeds of Justice events to AFL try-outs, Cross Country and Basketball.

We all know that a learner's progress is linked to their level of engagement not only in their studies but also in the life of their school. So please work alongside us as we encourage all to become involved in co-curricular activities at the College. As teachers, whether that be classroom teachers or parents and guardians as teachers, we all want our Mercy girls to feel purposeful and significant.

Central to their sense of self is to 'discover not what the world can do for them, but what they can do for the world.' If you would like us to personally encourage your daughter to be more involved, please give her Homeroom Teacher a call or send an email and they will have the necessary conversation; sometimes we all need someone to tell us they believe in us in order to try something new.

Uniform

Thank you to parents and guardians who, in partnership with the College, ensure Mercy students wear their uniform with pride. The transition to our winter uniform last week was successful and many students are happily wearing our new Mercy monogrammed black pants. Yet there are still some students wearing white socks instead of navy tights with their tunic. Please be aware that wearing items that are not part of the uniform, such as hoodies, acrylic nails and jewellery, white socks during Winter, will incur a Uniform Infringement.



Director of Student Engagement and Wellbeing

Maureen Fogarty



Items of value

Please ensure that if your daughter brings an item of value to school, such as a mobile phone or air-pods, that they keep these safe either locked in their locker or safely in their pocket at recess and lunch. Of course, we will support students to locate lost items, but it is their responsibility to look after their belongings.

To have striven, to have made an effort, to have been true to certain ideals - this alone is worth the struggle. We are here to add what we can to, not to get what we can from, life.

Sir William Osler

Building Self-Compassion

Self-compassion involves an individual being aware of their own personal struggles, and understanding that this is a hard but normal human experience. It comprises of three core elements of self-kindness, recognition that everyone makes mistakes and feels pain, and mindfulness.

Research has shown that those who are self-compassionate tend to have greater happiness and motivation, more satisfying relationships, better physical health, and less anxiety and depression. They are also more likely to be equipped to cope with stressful life events. Self-criticism on the other hand is linked to poor mental health, as individuals tend to have negative thinking styles.

One good way of thinking about self-compassion is considering the way that you would treat a friend if they were going through a difficult time. It can be helpful to prompt your daughter to think in this way if she is going through periods of self-doubt, by asking her how she would respond to a friend who was having the same thoughts. Typically, they would respond in a compassionate way towards their friend, rather than criticising him or her (which we far too commonly do to ourselves). Another useful exercise could be to write a letter as if you were talking to a much loved friend who was struggling with the same concerns as you, and reading it whenever you struggle or feel inadequate, or when you want to motivate yourself to make a change.



For further information on the research and practice of being self-compassionate, I would highly recommend any reading by Dr Kristin Neff, a psychologist who has spent considerable time studying the benefits behind self-compassion. Her website has a range of guided meditations and exercises <https://self-compassion.org/category/exercises/> that may be accessed free of charge.

Giorgia Vigano
School Psychologist

Year 7 Learning and Wellbeing Level Leader Lauren Purcell



Year 7 Camp

Year 7 Camp has been and gone and what a fantastic experience it was for all. Camp provided the opportunity for new friendships to be built and resilience to develop. There were many blessings during the week to be grateful for but I personally felt blessed to witness the more quiet and reserved girls come out of their shells, and also to see the support the girls offered each other whether that be when their peers felt homesick, unwell, or to offer some guidance and encouragement to take the leap down the flying fox or to glide down the waterslide in the cool mornings.

Congratulations to our two Camp Champ winners, Katerina Glykokalamos and Isabella Rudov who displayed respectful behaviour throughout their time away, but also approached the whole camp and everything it had to offer with enthusiasm and optimism; their constant smiles were infectious!

And finally, an enormous thank you to the staff members who helped to make this camp so enjoyable and successful - Ms Girolami, Ms Barberi, Ms Walker, Ms Moore, Ms Vigano, Ms Neylan, Ms Mosca, Ms Taranto and Ms Carinci.



Camp Reflection

Throughout week 2 of term, all of the year 7s went to Camp Adanac. The bus ride to get there was about 1 and a half hours. When we got there we went on a mini tour of the camp then we discovered our cabins. Everyone got settled in and then the activities began. There were 10 activities including the waterslide, archery, thunder hockey, hut building, biking, stand up paddle boarding, camp cooking, treadwall, flying fox and whole group activities. In our opinions the most enjoyable activities were bike riding and stand up paddle boarding because they were fun but also challenging. Each night there were different activities that we got to participate in. On Tuesday night we went for a night walk, sang songs around the campfire and roasted marshmallows. On Wednesday night we did trivia with lots of fun games and also had a liturgy where we decorated the numbers 2019 to pop up in the Year 7 area of the Clairvaux building. On Thursday night we had the House Dance Off, a talent show and watched the film Inside Out. Congratulations to Marian for winning the House Dance Off, your dance moves were impressive! The food at Camp Adanac was good and the water was super cold which everyone enjoyed! It was also really nice to get to know the teachers outside of our typical learning environment. Everyone made new friendships and enjoyed camp so much. Thank you so much to Miss Purcell for putting so much hard work and dedication into this camp, we all really appreciate the effort she went to so that she could make this camp the best! It has definitely been the highlight of our year so far!

By Jesse Dupuy and Maycee DeFelice



Year 7 Learning and Wellbeing Level Leader Lauren Purcell



100 Days of Learning Celebrations

On Monday 13 May the Year 7s celebrated 100 Days of Learning at Mercy. It was a really special celebration that provided them with the opportunity to reflect on their journey so far and to be grateful for the learning and achievements they've experienced. Thank you to everyone who attended the evening celebration, and also a big thank you to all of the girls who participated in the formalities of the liturgy during the day and the learning reflections at night. It's wonderful to have so many willing volunteers who have the courage to write a piece and present it in front of their Mercy community. Well done girls!

Big Sister Experience

On Thursday 23 May the Year 7s will have a Wellbeing incursion during periods 3 and 4 in which The Big Sister Experience will present and run an interactive workshop with them. The incursion will focus on the importance of self-love and how to manage social circles. The self-love module will explore the benefits of gratitude and positive self-talk, as well as how to create a self-care ritual. The module that will focus on social circles will explore how to maintain friendships and how to be a good friend, as well as the need to follow your intuition and not give in to peer pressure. I am anticipating that the girls will benefit greatly from this experience and I will share how it went in the next newsletter.

Year 8 Learning and Wellbeing Level Leader

Suzan El-Khoury



Year 8 Camp

At the end of Activities Week, the Year 8 students arrived back from our camp at Safety Beach exhausted, yet proud and delighted with the challenges that they faced and the friendships they formed or strengthened. It was a brilliant experience for all involved, staff and students, and I commend each Year 8 student for taking on all (or most) activities with courage and optimism. Personally, I had the immense pleasure of getting to know this vibrant cohort even further, and I am grateful for these 65 young women who support one another, respect one another, and empower one another.

I would especially like to acknowledge our Camp Champs, who continuously demonstrated responsible, respectful and safe behaviour throughout the week to an exceptional standard: Frida Westaway, Amelia Dell'Universita and Lucy Pereira.

I would also like to thank the following staff who attended for their immense hard work over the week: Allison Perin, Rebecca Mazzone, Julie Pirani, Lonnie Mackertich, Todd Moss, Michelle McNamara, and Noel Bruzzese.

Surfing

One of our activities was surfing at Point Leo, it was a once in a lifetime experience. It was an amazing thrill even though we may have found it challenging. When we got our actual professional gear on, we carried our surfboards to the waves, with confidence and excitement. We started off just riding the waves on our stomach but as our confidence rose we were able to get on our knees or our feet. Most of us found that it was one of our favourite activities and those 2 hours on the waves really taught us a lot. This will definitely be a highlight of our 2019.

Isabel Isho and Irish Carandang 8B



Beach Walk

The beach walk activity was nice, calm and relaxing. Some of us walked in the water and others walked on the sand. We enjoyed our time by sharing stories with each other, taking photos, modelling and laughing whenever someone got attacked by a wave and tried running away from it. It was a

lovely experience to share with my friends and teachers and I would go back in time and recreate the moment with all the Year 8s.

Olivia Rizzo 8

Tree-Surfing and Enchanted Maze

On camp, we participated in tree-surfing. There were 5 levels, although I only completed 3. I had a fun time, even though I had to face my fear of heights. Our session started with the instructor teaching us how to do the basics, like balance on a practice wire, and he taught us how to zipline. After everyone completed the practice, we went off to start level 1. We all enjoyed our time, even though some of us were scared. After tree-surfing, we had time to get lost in the maze and walk around. We also had the option to slide down a hill on inflatables.

Emily Matti 8A



Year 8 Learning and Wellbeing Level Leader

Suzan El-Khoury



Stand-Up Paddle Boarding

Stand-up paddle boarding was a fun experience and was very enjoyable for all of us. Some of us learned how to do stand-up paddle boarding quickly and got the hang of it, while others found it more challenging. Everyone was trying to stand up, but kept falling off into the water. Although it was hard at first, we all got back up and tried again. When we got on the dragon paddle board, we all had fun trying to work as a team. When we went on the paddle boards in groups, we were all trying to stay on the boards and trying to stand up. We all loved paddle boarding and were all able to spend time with other Year Eight students, building strong friendships outside of our homerooms. Overall, it was a very enjoyable and exciting experience for everyone. It is a memory we will never forget.

Melissa Perera and Bridie Lier 8B



Evening Activities

Camp at Don Bosco Safety Beach: a time for games and bonding, especially after dinner. We had a variety of evening activities like trivia night, a movie night, a dance party, house dance competition, and a reflection liturgy.

All these activities helped us to form new friendship groups within our year level and houses. Trivia night was hosted by Mrs McNamara, and it was a very exciting, yet competitive night. We had a movie night where we decided to watch 'The Greatest Showman'. The movie helped us to understand to accept one another, despite our differences. The liturgy helped us all to reflect on the camp, and what we were grateful for, such as what good weather and amazing food we had. For the House dances, we were able to rehearse after every dinner, in order to perform for the year level an exciting dance, judged by the teachers, on our last night. Kane took home the victory with their creative dance to the song, 24K Magic. On the same night, we had a dance party, where many dancing skills were on show, and where colourful lights filled the room. The evening activities were an amazing time to bond with others and try new things out.

Natasha Ferguson and Haylee Hocking 8C



Crazy Golf and Bowling

At camp, there were a variety of activities and one of them was bowling. At bowling, you received two chances to bowl, and then wait for your next turn. It was really fun getting a strike because it is hard to do but everyone had a go and had a great time enjoying bowling and making new friends, or bonding with friends. At crazy golf, there was an outside course and an inside course. You were able to choose which course you wanted to do and had the choice to do the other course later. We enjoyed playing mini golf, trying different courses and bonding with our friends.

Ann Nabu and Anna Marchio 8C



Year 9 Learning and Wellbeing Level Leader

Caitlin Lamont



'Finding Me' Immersion

Activities Week for Year 9s is the first opportunity to step away from the excitement of a traditional camp and be immersed in learning in a different context. With a series of workshops and programs all focusing on allowing students to see a 'big picture' whilst also understanding their role within it. 'Finding Me' was a highly successful week, within which the cohort was able to bond, be challenged, and share success. Many external facilitators remarked on how willing the girls were to share, be involved, and support each other. Whilst we as their teachers get to witness this every day, it was humbling to hear this from people who had just met them.



The Year 9 students agree that the most valuable activities during the week were investigating self esteem and peer dynamics with The REACH Foundation, self defence with Hall's Taekwondo, and walking up the 1000 Steps in the Dandenong Ranges. The breadth that these programs offered provided students with the ability to self reflect, work together, and reach into their personal reservoir of resolve.

Students were asked "What was the most significant thing that you got out of 'Finding Me'?" Here is what they had to say:



"Giving myself the courage to stand up and talk to the year level."

"1000 Steps and sleeping rough, as we were able to get an actual idea of how people felt."

"That we should not take anything for granted."

"I improved my self esteem."

"I feel like now I can be more 'at peace' with myself and be even more grateful for everything I have and thank God each day for everything he has given me."

"To be thankful for what you have and the friends you have."

"I climbed The 1000 Steps even though I thought it was hard I kept going."

"I am more aware of problems women in our community face. I also learnt to appreciate my body more and not pay attention to what social media says."

"I climbed and descended 4000 steps which was a huge achievement."

"Getting to get to know myself and others in my year level more."

"That it's better working together as a team because we are stronger. There are lots of things around the world to learn about life and yourself."



Year 10 Learning and Wellbeing Level Leader

Kate Todorovic



Year 10 Work Experience

During Activities Week, our students stepped into the workforce. For many students this was a new experience as it was their first time working in a different capacity aside from their usual casual employment.

I was privileged to go out and meet with both employers and the students during this once in a lifetime experience. Our students shone and blossomed in their roles and new environments. They strived for excellence by doing all jobs assigned to them to the best of their abilities and proactively going about their day.

Employees provided teachers with an overwhelming amount of positive feedback. This email is just one wonderful example of this and a real tribute to our Yr 10 student.

“Katia spent the day with me today conducting physical education classes for students from Prep and Grade 5/6. Her conduct was exemplary and professional, and her maturity and leadership qualities were far greater than what I would have expected from a Year 10 student.”

Please refer to the Careers section of this newsletter to read a few student reflections on their experiences.

Exams

An important reminder that exams are fast approaching. This is a great opportunity for students to reflect on their previous assessment feedback from their teachers to aid in their revision and exam preparation. Mercy College offers students continuous reporting, ensuring feedback is provided in a timely manner following assessment tasks. It is also encouraged that parents/guardians log onto Parent Access Module (PAM) regularly to monitor their daughter's learning and upcoming assessments. For more information on exams please refer to our Director of Pedagogy and Curriculum, Ms Vanessa Folino's piece earlier in this Newsletter.

Immunisation

Thank you to all students and parents for returning the immunisation consent forms. I wish to confirm there has since been a change in date and our Year 10 Immunisations will now be taking place on Monday 20 May 2019. We invite the Year 10 students to wear their full sports uniform on Monday for ease of immunisation delivery and comfort for the remainder of the day.

While Ms Nadine Bond is on leave during Term 2 we welcome Ms Helen Anderton, who will be working with Ms Michelle McNamara as Homeroom teachers for 10A and joining the Year 10 English teaching team.

Please remember as always my door is open to the students and I invite you to call or email me if you have any questions or concerns about your daughter's wellbeing or learning.

Senior Learning and Wellbeing Level Leader Jane Stiles



The Tasmania Tour - in the words of Yr 11s...

Tasmania was the best camp that I have been on with Mercy College as we got to have many new experiences and got to share it with our teachers and our year level.

Carissa Maculan

The overall experience was amazing and gave us many memories that will stick with us for a while. We were able to see beautiful sights and also learn about Tasmania's history through the Port Arthur Historic Site. It also was a time where our year level was like a family.

Andrina Warda

The Unzoo was my favourite activity. It gave us the chance to interact with animals we normally wouldn't. It was a very calming activity and also educational as I learnt a lot about Tasmanian Devils.

Olivia Ramondetta



The guided Port Arthur tour was a really interesting and memorable experience that provided us with historical knowledge and sparked our curiosity regarding the convicts and what they would have gone through in these tough times. It shone a light on the real people that walked the lands of Port Arthur and their lives enduring hard labour and cruel punishments for their crimes. Our tour guide shared gory stories and the harsh truths of the lives of the people of Port Arthur.

Amelia Rizza

I absolutely loved Hastings Cave. The cave itself was beautiful and so was the walk up there. It amazed me how nature alone could create such a detailed and magnificent structure. It was also interesting to learn the chemistry behind how the place was formed.

Mina Kyrio



Senior Learning and Wellbeing Level Leader

Jane Stiles



The Retreat - in the words of Yr 12s...



It really made me stop for a moment and ignore all the stresses for a moment. It made me realise who are the most important people in my life and who I value. I had opportunities to meet people that I hadn't previously spoken to as much, and strengthen my relationships with the teachers.

Mary Gawro

I think that overall the Retreat was a good experience in that I was able to take some time away from school and work to think about myself and what I want. I enjoyed the yoga as it was quite relaxing and different from other things I normally do, and the talk from Michelle was very inspirational and taught me a lot.

Kayla Punaro

The Retreat was a very calming experience. I really enjoyed the yoga session which focused on mindfulness and relaxation. This will be useful in those really stressful periods of year 12. I also found making the graduation tiles, letters to self and affirmation bags fun and enjoyable. It was great to break away from the stress of VCE and just focus on our faith.

Alyssa Melia

The Retreat was a beautiful experience. I was exactly what I needed at this time of year 12. Inspiring and brought me closer to God.

Annastasia Marchio

I really enjoyed my experience on Retreat. What I enjoyed the most was getting into groups and sharing personal reflections, and also getting to know each other. I also enjoyed my spiritual experience on this camp as it gave me an opportunity for spiritual growth. The affirmations were the highlight on this camp, as reading them was heartwarming and reassuring.

Bebyana Arob





National Reconciliation Week

National Reconciliation Week is a week held every year between 27 May to 3 June. These dates represent important milestones in the recognition of Indigenous Rights in Australia.

1967 Referendum

On May 27th 1967 the people of Australia voted in a referendum. A referendum is a vote to change the words of the Australian Constitution. The people of Australia were asked whether or not Aboriginal people in the census of Australia and whether or not the Commonwealth should be able to create laws for them (as opposed to continuing to leave this to the individual states). Since Federation in 1901 only 8 out of 44 referendums put to the people of Australia have been successful, indicating that they are very difficult to pass. However, the 1967 referendum was the most successful to have ever been held in Australia, with over 90% of Australians and the majority of people in all six states voting in favour of the changes.

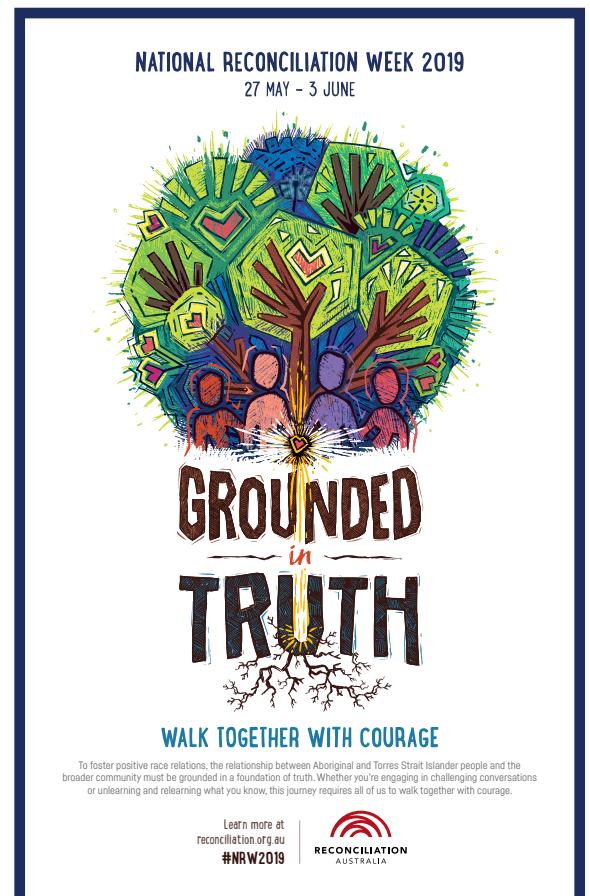
Mabo Decision

On 3 June 1992 the High Court of Australia ruled in favour of the Meriam people, the traditional owners of the Murray Islands in the Torres Strait, led by Eddie 'Koiki' Mabo. When the British colonised Australia they did so under the belief that the land was terra nullius - land belonging to no-one. This landmark High Court case recognised that the land was in fact not terra nullius at the time of colonisation and that the Indigenous people did have land ownership systems in place. This case was a turning point for the recognition of Indigenous rights because it acknowledged their unique connection to the land. It also paved the way for the creation of the laws recognising Native Title in Australia.

In 2019 the National Reconciliation Week Theme is Grounded in Truth, Walk Together with Courage. Reconciliation Australia encourages you to engage in challenging conversations or unlearn and relearn what you know about Australia's colonial History. This National Reconciliation Week, they invite Australian from all backgrounds to contribute to our national movement towards a united future.

We spend a significant amount of time teaching Aboriginal and Torres Strait Islander perspectives in History. In Year 7 students learn about Ancient Australia and the mysteries and significance of Lake Mungo. In Year 9 they study colonial Australia and the consequences of terra nullius on Indigenous people, particular the Wurundjeri people as a result of the Batman Treaty. Finally, at Year 10 students learn about the Indigenous Rights Movement during the 20th century and the current push for equal rights. This National Reconciliation Week, I encourage you to speak to your daughters and find out what they have learnt in History about Australia's fascinating Indigenous History so that we can all work together to achieve reconciliation.

More information about National Reconciliation Week can be found here <https://www.reconciliation.org.au/>



Sport



SCSA BADMINTON COMPETITION

On the 8th of May at 7:15am, the badminton team were ready for the long day ahead. We reached the Melbourne Sports and Aquatics Centre within an hour and began preparing for the competition. The senior team consisted of 8 people, playing doubles. We were all very excited but also very nervous. Throughout the day, we had some very tough competition who left us sweating, but we had lots of fun and were able to make it to the semi-finals. The A, B, C and D teams all tried their hardest, but we unfortunately lost. Overall, it was an extremely enjoyable day and allowed us learn more about a game that most of us had not professionally played before.

Sasha Fernandez 10C



On Wednesday the 8th of May the badminton team went to the Melbourne Sports and Aquatic Centre for our competition. We were put into pairs. Pair A was Allana, Sasadi and Allara, pair B was Emily G and Ann, pair C was Haylee and Jannah and pair D was Irish, Stella and Ritam. We went up against 6 schools including, Santa Maria, Ave Maria, Kilbreda, SHGC and St Aloysius. Everyone tried their best to win but at the same time had fun laughing and even making new friends. Overall the junior team came 4th.
By Emily Gaffy 8A



CROSS COUNTRY TRAINING IS BACK

The students have begun training for the SCSA Cross Country competition on the 18th June. Training's take place Wednesday lunchtimes and Friday mornings before school.

Languages Elizabeth Moore



Indonesian at Mercy - Year 8

During term 1, year 8 students delved into the topic of hobbies. Through co-created stories and lots of class discussion, students learnt how to express their own pastimes, how frequently they engage in these pastimes and what time they do them. To culminate the unit, students learnt about traditional hobbies that are unique to Indonesia such as playing 'congklak' and 'bola bekel'. They watched videos of students from our Indonesian partnership school, SMP Progresif Bumi Shalawat, playing these games and then tried playing them too! The following videos were sent to our friends at SMP Progresif Bumi Shalawat. The year 8s also received a video from SMP Progresif - they learnt that while traditional hobbies are still played in Indonesia, many other hobbies are popular too such as K-Pop dancing, basketball, and singing.



Careers @ Mercy

Work Experience

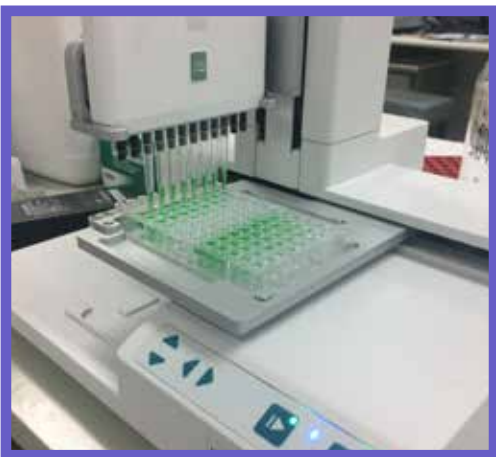
During Activities Week, the Year 10 students completed work experience placements as the culmination of several months preparation, organisation and classwork. They organised placements in a wide range of industries from education, retail, music industry and even research. Without fail, the students were excited and happily talked about the work that they were doing when their teachers contacted them in the workplace. The experience provided students with the chance to learn about the world of work and more importantly more about themselves as workers.

I went to a music organisation called APRA AMCOS for my Year 10 Work Experience. I got to learn about how songwriters and musicians earn royalties when their music is played and/or performed. I got to attend and help with various events and I was fortunate enough to meet Amy Shark (photo sent) and songwriter of the year Sarah Aarons. Work Experience has been a highlight of my year and have learned a lot on what industry I want to work in.

Calista Trimboli, 10A



One of the things I learned on work experience is that I have to ask more questions to gain knowledge on the topic of discussion. I was able to gain an insight into what it is like working in the field of scientific research. I learnt so much about molecular biology and protein chemistry which may help me in my studies in the years to come.



I really enjoyed my work experience. I was able to work in a positive environment where I could gain further knowledge into a possible career pathway of scientific research. I gained much confidence in working with new people in an unfamiliar setting.

I also learnt that if I choose to pursue a career in science, I will follow that path of chemistry or robotics rather than biology.

Olivia Rizza, 10A

Positive (P) - got to explore a broad range of science. We also got to do tasks like using a robot to make and ombre plate with food dye which was a fun activity to show us how robots make tasks easier.

Minus (M) - some of the science ideas and theories are very complicated and high level so you obviously needed a high level education such as masters or PHD to understand them.

Interesting (I) - learning how each and every scientist has their own area where they are specialised and skilled in and seeing the different ways they do things. Learning how they make antibodies and how they discovery could go on and help millions of people.

Maya Hattarki, 10A



Careers @ Mercy

LaTrobe University 'ASPIRE' Program

La Trobe University's ASPIRE program is based on their belief that there's more to being a good student than marks alone.

The Aspire program rewards the skills and knowledge students gain from their community contributions with an early conditional offer into La Trobe. Designed to give Year 12s the tools they need to succeed at La Trobe and beyond, students accepted into the Aspire program will get:

- A taste of university life at La Trobe with special on-campus events before the year commences
- The chance to meet and connect with like-minded students
- VCE revision lectures in the September school holidays
- Access to their extensive library and campus resources
- Induction into their Enrichment Program to prepare for what's to come

Successful applicants also receive an early conditional offer in September for their chosen course along with minimum ATAR requirements.

Applications for Aspire open on June 1. For more information, [Head to the website here](#).

VTAC Careers Hub

VTACe are pleased to announce the opening of the VTAC Careers Hub. This new service, located at the VTAC offices in South Melbourne, has been developed by VTAC to address the needs of the wider community in access to quality careers counselling

The VTAC Careers Hub provides one-on-one professional counselling, expert advice on study and pathway options, the application process, overcoming barriers, employability and skills, job search skills, and workshops.

The VTAC Careers Hub provides quality counselling in accordance with CICA professional standards. All counselling is provided by practitioners with postgraduate qualifications in Career Development and Education.

While VTAC expect that most users of these services will be mature age applicants who no longer have access to counselling in a school setting, the VTAC Careers Hub also welcomes bookings from secondary school students.

N.B. Fees DO apply for VTAC Careers Hub services to cover operating expenses, however consultations are free for a limited time during the launch period. Concession rates will apply for eligible clients.

For more information about the VTAC Careers Hub and services you can visit the website, email careershubs@vtac.edu.au, or call (03) 9926 1020.

What else is happening in the world of careers?

Please take the time to read the CareerNews this week as it is a combination of Newsletter #5 & #6. There are many opportunities to attend presentations at Universities and TAFEs related to areas of interest such as STEM and possible future courses. Students and parents are encouraged to register and visit these valuable sessions. The Career Focus in this edition are a Food Chef and a Social Worker. It highlights responsibilities associated with the career and the skills required. It outlines the courses and pathway courses that are available to assist individuals to achieve the qualifications necessary.

The Arts

Caitlin Lamont



Drama

At Mercy, Drama is a semester subject at Year 8 where students are introduced to basic characterisation and performance skills. In the middle and senior years, Drama is an elective which builds performance skills and students learn to develop their own works using a range of diverse performance styles.

The VCE Drama class has had a very busy year so far. The girls have been to see two professional productions which they have then analysed as part of their Unit 2 or Unit 3 studies. They have also been on an excursion to TopClass Drama, presented by VCAA, which exhibited some examples of 2018's top scoring Solo Performance Examinations. This was very inspiring as we were collectively able to see the quality of performance that is achievable for their own Solo Performance which will be examined in October.



"VCE Drama has helped me improve my confidence on stage and in my writing. It has allowed me to expand my vocabulary which is also helpful to do well in my other subjects. Drama definitely changes lives."

Laura De Filippis, SHR 1

"VCE drama has allowed me to develop my creative skills and forced me to think outside the box. It has given me the opportunity to collaborate with people from older year levels in a large project which has also developed my teamwork skills."

Miriam Edmonds, SHR 1

Year 10 and VCE Drama Ensemble Performances

Both Year 10 and VCE Drama classes are currently developing ensemble performances. Ensemble performances use stimuli to allow students to extract dramatic potential and take their work from the page to the stage. They are assessed on their ability to utilise conventions from a range of performance styles to best communicate meaning to their audience.

You are warmly welcome to attend the public performance of these developed works.

VCE and Year 10 Drama Performance Evening

Mercy College Performing Arts Space

Tuesday 28th May

Tea and coffee in the Cafeteria from 6:00pm, performance commences at 6:30pm.

Performing Arts

Caitlin Lamont



MERCY AND PARADE COLLEGES CO-MUSICAL PRODUCTION

*"When you're an Addams
You have a very special duty
When you're an Addams
You're obligated to the clan
It's family first and family last
And family by and by
When you're an Addams
The standard answers don't apply
When you're an Addams
You do what Addams do or die!"*

Come along and see the talent of Parade and Mercy College in this year's musical production of 'The Addams Family'. With over 40 Mercy students involved both on and off stage, this production is as funny as it is big!

The Addams Family

Rivergum Theatre, Parade College, Bundoora

Friday 17 May
Saturday 18 May
Thursday 23 May
Friday 24 May
Saturday 25 May

TICKETS:

<https://www.trybooking.com/ZXFC>

Adults - \$25
Concession - \$20
Family - \$70

DIRECTOR
ALAN BURROWS

PRODUCER
CHIMENE BOUSEJEAN

MUSIC DIRECTOR
MELISSA CALIA

CHOREOGRAPHER
CAITLIN LAMONT



PARADE COLLEGE AND
MERCY COLLEGE PRESENT





The Addams Family
A NEW MUSICAL COMEDY

17TH 18TH 23RD 24TH 25TH MAY 2019
7:30 PM RIVERGUM THEATRE
PARADE COLLEGE BUNDOORA

TICKETS AVAILABLE AT
WWW.TRYBOOKING.COM/ZXFC

BOOK BY MARSHALL BRICKMAN AND RICK ELICE . MUSIC & LYRICS BY ANDREW LIPPA.
BASED ON CHARACTERS CREATED BY CHARLES ADDAMS. BY ARRANGEMENT WITH ORIGIN
THEATRICAL ON BEHALF OF THEATRICAL RIGHTS WORLDWIDE. NEW YORK
WWW.ORIGINTHEATRICAL.COM.AU



DISCOVER MERCY

OPEN DAYS

Meet our Principal, explore the facilities and chat with
our students and staff

Wednesday 29 May – 9.30am or 6.00pm
Saturday 1 June – 10.00am

Presentation and tour will take approximately 90 minutes

Book your sessions online or call 9319 9299
mercycoburg.catholic.edu.au