



22 June 2022

## PRINCIPAL'S REPORT

On Tuesday the College gathered for Eucharist to celebrate the Feast of the Sacred Heart.

The Feast of the Sacred Heart celebrates Christ's love for humanity. As Catholics we are called to offer Jesus' love to those around us.

Let us pray for the Marymede Catholic College community and the expression of Christ's love which is present among us.

*Lord Jesus*

*We give thanks for your love of us.*

*Help all members of our community to know that they are loved by you.*

*May we be inspired to share your love with those around us. Help us to especially find ways to support the most vulnerable in our community.*

*We make this prayer in Your name.*

*Amen*

### Prep Liturgy

Last week the College Leadership Team attended the Prep Liturgy lead by Fr John Murphy in our Chapel. The Liturgy was a wonderful celebration which focussed on love. Thank you to all staff involved.

### Year 12 Retreat

Last Thursday I had the pleasure of attending each of the Year 12 Retreat venues. During the visits I facilitated a workshop titled *I have been to a Catholic school, what will that mean for me next year?* During this workshop we explored what students are grateful for from their Catholic education and what they feel is at the heart of the message they have been invited to understand. We then explored the topics of social justice and the environment. As we explored these topics, we considered what our Catholic tradition says about social justice and the environment, and students reflected upon their hopes for our world.

Our Year 12 students are a very positive group of young people. I thank them for the way in which they engaged with their retreat program and for how they are having a positive influence on the College. Thank you to all of the staff who organised and facilitated the Year 12 Retreats.

### Learning Showcases

Congratulations to Year 2, Year 3 and Year 5 students for their Learning Showcases which were on display on Tuesday afternoon. It was fantastic to see great learning so visible. Thank you to the teachers for their facilitation of this learning.

### Semester One Reports for Primary students

Semester One reports for Primary students are being published on SIMON/PAM today. I encourage all Primary parents to discuss their child's report with them, affirm achievements and establish goals for Semester Two. Please contact your child's teacher with any questions or concerns.

Reports for students in Years 7-12 will be published on Thursday 21 July so that they can include the mid semester examination marks. In the meantime, parents are encouraged to check PAM regularly for assessment results and upcoming assessment deadlines.

### Student Wellbeing Professional Learning Day

Please be reminded that tomorrow (Friday 24 June) is a student free day to allow for the staff professional learning day. We will be focussing on student wellbeing and in particular Positive Behaviour for Learning, Child Safety and Respectful Relationships.

### Secondary Student Wellbeing Coordinator

Thank you to Jeremy Ives who is more fully moving into the role of Student Wellbeing Coordinator for Semester Two. Jeremy will be establishing a range of wellbeing interventions to support Years 7 to 12 students and expand offerings to improve social-emotional skills and mental health outcomes. As a consequence of this Jeremy will no longer be the House Leader for MacKillop House. I thank Samantha Evans who has moved into the role of House Leader for MacKillop House.

## Primary School start of day: 8.45am

Please be informed that as of Term 3 all primary school classes will begin in the classroom at 8.45am. Students are required to be lined up with their class by 8.40am. Their teachers will then shortly after that take the students to the classroom to begin at 8.45am. This change is focussed on creating more clarity around the 8.45am to 9.00am time in the primary classes. During this time students will unpack their back, get organised for the day, gather for prayer, and begin the day's learning program. Thank you for your support with ensuring your child is on time.

## College Directions

Thank you to the parents who attend the College Directions Discussion Evening on 14 June. Further opportunity to contribute to the College's Directions Project will be made available during Term 3.

## Student uniform

Thank you to those parents who responded with feedback to the proposed uniform adjustments as outlined in the last College newsletter. If you would still like to offer feedback on this please email [principal@marymede.vic.edu.au](mailto:principal@marymede.vic.edu.au) by Monday 11 July.

I also ask for parent support with student wearing of the uniform. There are safety, educative and community-based principles which underpin the uniform which are important. Thank you for our support with this.

## Year 7 2024 Enrolment

Enrolment applications for Year 7 2024 close on Friday 19 August. Please submit applications as soon as possible. Earlier this week the College ran information sessions at St Paul the Apostle in Doreen, St Mary's in Whittlesea and St Joseph's in Mernda in relation to Year 7 at the College's Doreen Campus which will open in 2024. Further information evenings will run in Term 3.

I wish all students a great break over the school holidays! I hope that you can look back with pride on your achievements from across Semester One and enjoy some extra fun and rest of the holidays.

**Timothy Newcomb**  
**Principal**

**DEPUTY PRINCIPAL WELLBEING AND OPERATIONS PREP – YEAR 12**

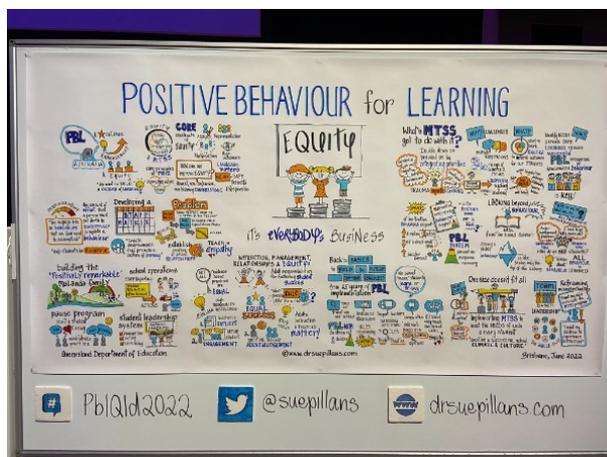
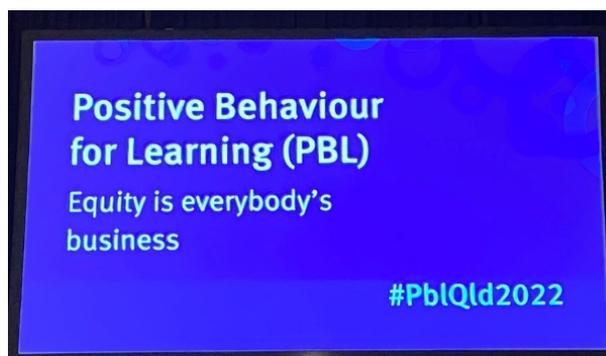
## Pupil-free day: Friday 24 June

Staff will engage in a Student Wellbeing professional learning day on Friday 24 June, which means that **Thursday 23 June is the final day of classes for Term 2.**

Staff will be exploring Victoria's new Child Safe Standards and expanding understandings of and preparations for Positive Behaviour for Learning (PB4L). This will include learnings from the Positive Behaviour for Learning Conference that four

members of our PB4L Core Team attended in Brisbane earlier this week, learning from experts across the nation and the USA.

We wish all of our Marymede community a safe and relaxing holiday break and look forward to seeing students on the **first day of Term 3, Monday 11 July.**



## PB4L matrices: Respect

As part of our Positive Behaviour for Learning rollout, students and staff will be explicitly learning and practising specific positive behaviour skills within the expectation RESPECT across Term 3. The positive behaviour matrices below have been created after consultation with staff, students and parents across 2020-2021 and will be displayed in every classroom and public space in the College and – most importantly – practised and reinforced in our daily interactions.

## Secondary School Positive Behaviour Expectations

	<b>Resilience</b> <i>Being resilient means I will...</i>	<b>Respect</b> <i>Being respectful means I will...</i>	<b>Responsibility</b> <i>Being responsible means I will...</i>	<b>Safety</b> <i>Being safe means I will...</i>
<b>At all times in all spaces</b>	<ul style="list-style-type: none"> <li>Be kind to myself</li> <li>Strive to complete all tasks</li> <li>Develop a growth mindset</li> <li>Be proactive in communication</li> </ul>	<ul style="list-style-type: none"> <li>Actively listen and respond with kind words and empathy</li> <li>Use good manners</li> <li>Follow staff instructions</li> <li>Take personal care for personal and property</li> <li>Actively enable everyone's right to learn</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly and loudly</li> <li>Be punctual</li> <li>Take ownership of my learning</li> <li>Abide by school uniform regulations</li> <li>Care for the environment</li> <li>Support the right of others to learn</li> </ul>	<ul style="list-style-type: none"> <li>Move in an appropriate way</li> <li>Be an upstander</li> <li>Operate equipment according to guidelines</li> <li>Stay within designated areas</li> <li>Be mindful of people around me</li> <li>Be vigilant</li> </ul>
<b>When I am online</b>	<ul style="list-style-type: none"> <li>Practice forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Communicate politely and considerately</li> </ul>	<ul style="list-style-type: none"> <li>Promote and protect the reputation of the College</li> <li>Actively contribute to online learning</li> </ul>	<ul style="list-style-type: none"> <li>Protect my personal information and digital footprint</li> <li>Report cyber bullying</li> </ul>
<b>In public spaces</b> <small>(including school and the surrounding community)</small>		<ul style="list-style-type: none"> <li>Be considerate of the public, all members of the school community, and visitors</li> </ul>	<ul style="list-style-type: none"> <li>Represent the College with pride</li> <li>Prioritise the welfare of self and others</li> </ul>	<ul style="list-style-type: none"> <li>Use public school transport with care</li> </ul>

## Primary School Positive Behaviour Expectations

	<b>Resilience</b>	<b>Respect</b>	<b>Responsibility</b>	<b>Safety</b>
<b>At All Times in all Spaces</b>	<ul style="list-style-type: none"> <li>I give everything a go and I make an effort</li> <li>I use a variety of strategies to calmly solve problems</li> <li>I can ask for help</li> </ul>	<ul style="list-style-type: none"> <li>I listen and follow teacher instructions the first time</li> <li>I use polite and appropriate language</li> <li>I am kind to myself and others</li> </ul>	<ul style="list-style-type: none"> <li>I take ownership of my actions and words</li> <li>I make positive choices</li> <li>I take care of my possessions</li> <li>I will wear my uniform appropriately</li> </ul>	<ul style="list-style-type: none"> <li>I keep my hands, feet and objects to myself</li> <li>I am in the right place at the right time</li> <li>I move in a safe and appropriate way</li> <li>I am an upstander</li> </ul>
<b>Inside spaces</b>	<ul style="list-style-type: none"> <li>I have a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>I allow people to speak and listen without interruptions</li> </ul>	<ul style="list-style-type: none"> <li>I am prepared and take ownership of my own learning</li> <li>I learn cooperatively with others as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>I use classroom resources appropriately</li> </ul>
<b>Outside spaces</b>	<ul style="list-style-type: none"> <li>I am a good sport</li> </ul>	<ul style="list-style-type: none"> <li>I care for the environment</li> <li>I take turns and play cooperatively in games</li> <li>I treat others how I like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>I use the toilets appropriately</li> <li>I am on time for class</li> </ul>	<ul style="list-style-type: none"> <li>I am SunSmart</li> <li>I am careful when moving through carparks and near roads</li> </ul>
<b>When I am online</b>	<ul style="list-style-type: none"> <li>I can cope if technology is unavailable</li> </ul>	<ul style="list-style-type: none"> <li>I only post appropriate images and comments</li> </ul>	<ul style="list-style-type: none"> <li>I only use school approved sites and apps when learning</li> </ul>	<ul style="list-style-type: none"> <li>I report things that make me uncomfortable</li> <li>I keep passwords private</li> </ul>

The four positive behaviour expectations are a core agreement with each other about how we expect staff, students and families to interact as part of the Marymede Community.

The specific behaviour skill focus for weeks 1 & 2 in Term 3 will be:

- Secondary: RESPECT – Follow staff instructions
- Primary: RESPECT – I listen and follow teacher instructions the first time

## New Child Safe Standards and Codes of Conduct

As of 1 July 2022, all Victorian schools will be bound by a revised set of Child Safe Standards. The new standards improve the focus on equity and inclusivity as part of creating safe learning environments for our students. There are eleven new Child Safe Standards:

- Child Safe Standard 1** – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
- Child Safe Standard 2** – Child safety and wellbeing is embedded in organisational leadership, governance and culture
- Child Safe Standard 3** – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
- Child Safe Standard 4** – Families and communities are informed, and involved in promoting child safety and wellbeing
- Child Safe Standard 5** – Equity is upheld and diverse needs respected in policy and practice
- Child Safe Standard 6** – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
- Child Safe Standard 7** – Processes for complaints and concerns are child focused

- Child Safe Standard 8** – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
- Child Safe Standard 9** – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
- Child Safe Standard 10** – Implementation of the Child Safe Standards is regularly reviewed and improved
- Child Safe Standard 11** – Policies and procedures document how the organisation is safe for children and young people

Part of these changes involve a new Child Safety Code of Conduct for all members of the Marymede community, in addition to the Parent/Guardian/Carer Code of Conduct that applies to all schools across Melbourne Archdiocese Catholic Schools (MACS), which governs Marymede Catholic College.

All members of the Marymede community are urged to carefully read and faithfully uphold the new standards and codes of conducts. Updated policies and procedures reflecting the new standards will be uploaded to the College website at the start of Term 3.

**David Broadbent**

**Deputy Principal Wellbeing & Operations P-12**

## DEPUTY PRINCIPAL LEARNING AND TEACHING PREP – YEAR 12

Thank you for your continued support this semester. The first two terms have brought such rich learning both inside and outside the classroom and it has been wonderful that students have once again been able to engage in excursions and various school events.

## Learning Showcase – Primary inquiry

The inquiry process allows students to have more say in their learning and therefore become more engaged. It fosters life-long learners. Through hands-on tasks, research-based information gathering, learner choice, problem-solving solutions and real-life learning, students improve their ability to find out things for themselves, rather than relying on teachers to tell them. Students are given opportunities to build upon, test, share and reflect on their knowledge and learning. Inquiry learning is a powerful tool which enables students to learn for themselves, now and in the future.

It was wonderful to welcome parents and guests of our Years 2, 3 and 5 students along to our Term 2 Learning showcase earlier this week to share what they have been doing in Inquiry. Thank you to those that were able to attend and congratulations to the teaching teams at those levels for the rich experiences they gave their students throughout the term. We are looking forward to having another showcase in term 3.

## Parent-Teacher conversations

Semester reports for P-6 students will be published on Thursday 23 June. A follow up conversation is also offered at Parent-Teacher interviews and these will be occurring on Tuesday 19 July (4pm - 8pm) and Thursday 21 July (4pm - 8pm) for all students in Prep - Yr 6.

Parent-Teacher interviews for students in VCE, VET and VCAL will be held on Thursday 21 July. These important conversations provide an opportunity to reflect on the past semester and discuss strategies and goals for the upcoming term to ensure that your son or daughter is working to their potential.

Further information regarding the interviews and bookings will be sent at the start of next term.

**Jessica Hall**

**Deputy Principal Learning & Teaching P-12**

## RESPECTFUL RELATIONSHIPS

### Positive Behaviour for Learning (PB4L)

As highlighted above and in previous newsletters, Marymede is on the journey of becoming a PB4L school. This is a framework that has been in place in education for 25 years and is founded on years of research and implementation across the world.

This week members of College Leadership Team attended the Positive Behaviour for Learning Conference. The theme for 2022 was "Equity is Everybody's Business". Staff were able to listen to experts in this field from The United States of America and Australia and listen to case studies from Queensland schools that are implementing this framework with positive impacts on both behaviour and academics in their schools.

We would like to share some of the key messages that we are incorporating into our implementation of PB4L at Marymede.

### Student Voice

Student Voice is integral to PB4L as students are at the centre of schools. We need to ensure that we have authentic engagement and input from our students to ensure that Marymede's behaviour data and targeted solutions are relevant and successful.

An example of this has been involving all students P-12 in the selection of the school expectations of Respect, Resilience, Responsibility and Safety.

Next term, Marymede students will be invited to participate in a design competition to create branding for these expectations. This branding will be displayed throughout our school, on newsletters, social media and they are an integral element of PB4L to make our expectation visual and alive in all areas of the school environment.

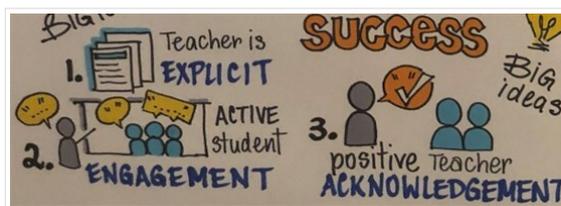


### Language Matters & Positive Reinforcement:

Using explicit positive statements with students regarding behaviour assists everyone to know that this is behaviour we want to repeat.

This is very natural in academic feedback: a student is told that they have the addition sum correct, 2 plus 2 equals 4. Moving forward they will repeat this answer to have success as they have a clear understanding that this is correct.

With behaviour feedback, it can be very easy to be clear about what we want students to stop doing but we need to also be clear and explicit about positive behaviours that we to increase. The Behaviour Matrix will provide the explicit behaviours and staff and students will be giving positive feedback to each other, so students are aware that they are achieving in this space.



This is just a small snapshot of some of the actions that will occur throughout our implementation of PB4L.

We will keep you informed of future actions through the newsletter and our social media that will support this evidence-based initiative that supports growth in students' positive behaviour and academic achievement.

### Directors of Students:

**Years P-3, Narelle Collins**

**Years 4-6, Lisa Murray**

**Years 7-9, Jack Mather**

**Years 10-12, David Brick**

## SACRAMENTAL PROGRAM

### Sacrament of First Eucharist Celebrations

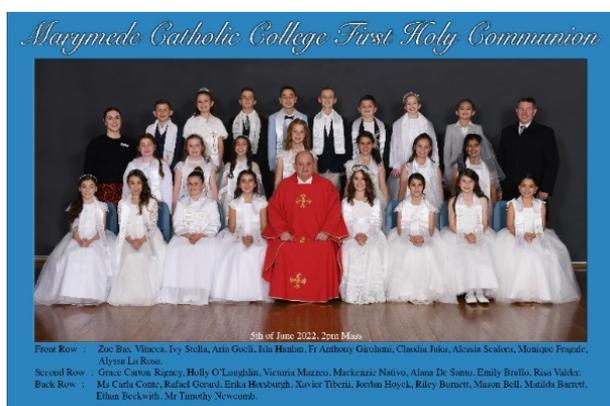
*"Eucharist is an adventure to be lived, not a problem to be solved," Fr John Murphy.*

Over the weekend of 4-5 June, our candidates from Marymede Catholic College celebrated the beautiful milestone that is their First Eucharist, in the presence of their families, teachers and friends. They have been learning about the meaning of Eucharist throughout the term and how the Eucharist joins us to each other, even as we become one with the Body of Christ that we receive. Students are now challenged to not only continue to partake in this blessing as often as possible, but to also go out and be Eucharist to each other.

This amazing experience was topped off with a Thanksgiving Mass on the following Wednesday and the students demonstrated reverence, offering their own petitions during the Mass.

We thank all those who have been part of this preparation journey: the Year 4 teachers and LSOs; our supporting catechist – Daniela Calabro; our College Chaplain - Fr John Murphy; the Faith and Ministry team; Fr Anthony Girolami, who presided over all the First Eucharist celebrations; and all teachers who supported us on the two days to ensure everything went smoothly. We also thank families involved for their dedication, support and participation.

We pray that the students who are now welcomed to the Eucharistic table will continue to take more opportunities to continue giving thanks to the Lord by partaking of His Precious Body and Blood.



The following students who are not in the photos, also took part in the celebration:

- Matteo Novakovic
- Gabriel Sedky
- Spencer Alderson

Congratulations to all our candidates.

**Ms Laetitia Malusu**  
**Religious Education Leader, Prep to Year 6**

## COMMERCE

### Year 9 Commerce Market Day

On Wednesday 1 June, Marymede Catholic College's Year 9 Commerce classes held a successful market day. As a part of the \$20 Boss program, the Year 9's were each given \$20 in start-up capital to create, launch and operate a business venture over the course of a school term.



Commerce Teacher, Mr Ndanema, mentioned "it is about putting enterprise skills at the forefront of students' learning... it is an immersive experience where students learn critical life skills".

The market day showcased a variety of businesses offering products such as home-made cupcakes, a sausage sizzle, fairy bread, dessert stands, plants, slime, basketball toss competitions, t-shirt customisation, and snack tables.

The Year 9 students involved found that the market day was an amazing opportunity that "gave [them] a great taste of what running a business feels like". They learned that running a business is not just about selling goods and services, but is about entrepreneurship, managing money and being organised.

Regardless of the terrible weather on the day, students felt that the Market Day was a great success not only in raising over \$200 for the Vinnies Winter Appeal on behalf of all the Houses, but also in giving the Commerce students of Year 9 a real taste of running a business.



## Vox Pop with Taylah Carpenter (Year 9)

Interviewing some of the people in my class, they said that they thought the day was extremely successful despite a couple of bumps, and they also sold all the products made. Another group said the day was good, but the weather conditions could have been better; they reckon with a better idea it could have given them even more profit. A third group said they should have made more of the product because they underestimated the demand, so could have made a much greater profit for the charity if they had created more of their product. Getting their products and services ready for sale was challenging, according to one group.

The Head of Humanities Mrs Jane Darrou commented that the day was great, given the challenges of the elements. She thanked the students for their wonderful initiative and hard work.

**Isaac Ndanema and Kat Torcasio**  
**Commerce Teachers**

## PERFORMING ARTS

### Sessional Dance Semester 2 2022

New enrolments for **Sessional Dance Semester 2 2022** are now open and will close on **Friday 24 June 2022**. If your child is in Year 5 - 10 and is interested in developing their dance talents, please contact Performing Arts Assistant Ellen Lane at [ellen.lane@marymede.vic.edu.au](mailto:ellen.lane@marymede.vic.edu.au) for more information and enrolment procedure.

Those students already enrolled in Sessional Dance who no longer wish to continue please submit this request in writing to [ellen.lane@marymede.vic.edu.au](mailto:ellen.lane@marymede.vic.edu.au) or simply click **decline** on the Operoo online enrolment form by no later than **Friday 24 June** otherwise the College assumes students will be participating under the same agreement for a full year and Semester 2 fees will be payable. The information sheet outlining costs, terms and conditions can be accessed for those already enrolled via Operoo for reference.

**Ellen Lane**  
**Performing Arts and Co-Curricular Assistant**

## COMMUNITY NOTICES

