



25 August 2022

## PRINCIPAL'S REPORT

Thank you to all Marymede Catholic College community members for your support of the College. Students are now deeply engaged in their Semester Two learning program and it is fantastic to witness the many learning opportunities that our students have on offer to them at the College.

This week we are celebrating Book Week. We know the importance of the skill of reading for many different facets of life and as well as the enjoyment that can be found through reading. Primary students, in particular, have engaged in a range of activities this week to celebrate Book Week including the parade tomorrow.

Let us pray to give thanks for the gift of reading.....

*Loving God,*

*We give thanks for the gift of reading.*

*We offer our thanks to those who help others to learn to read.*

*We offer our thanks for those who share their talents as writers to provide content for us to engage our minds as we read.*

*We pray for those who find reading challenging and ask that they find strength and support to assist them.*

*We give thanks for the gift to learn and to share our learning with others.*

*We make this prayer in Your name.*

*Amen*

## Marymede Day

On Friday 12 August we celebrated Marymede Day! It was a fantastic community day. We celebrated our Catholic identity, raised funds for House charities, had fun and fostered the spirit of connection, belonging and community which is alive at the College. Thank you to the students, parents and staff for your support of Marymede Day!

## Year 12 students

Our Year 12 students are approaching the final stages of their secondary studies. This is a very important time for them as the

finish their courses, complete final SACS, finalise VET courses, finish work placements and a number of other elements relating to Year 12 studies. A group of teacher leaders including myself have been working to review our strategies of support our Year 12 students as they approach the final stages of their certificates.

## College Directions Forums

Work on the College Directions project has progressed, and a survey will be sent to all parents very shortly to invite you to offer feedback on the ideas shared by parents at the forums held so far this year. I encourage you to complete the survey when you receive it via email. Following this survey, we will move into the phase of the project which looks at what the actual future directions of the College will be.

## School Effectiveness Survey

The College is engaged in an ongoing process of school effectiveness. This process is supported by MACS.

As part of this process a survey is completed each year by staff, students and parents. Next week we will be sending via email a link to a survey for parents to complete by 16 September. I encourage you to please complete this survey. I will be very interested to see the feedback which comes via the survey responses, which help to shape our future planning.

## School Fees 2023

The College has been planning the 2023 College budget. As part of that we have been working towards establishing the school fees for 2023. A range of factors are being considered when planning the school fees including the operational needs of the College as well as the impact on families. I intend to share with parents an email with details about the 2023 School Fees during the course of the next fortnight.

## Year 7 2024 Enrolments

Enrolments for Year 7 2024 had an official closure date of Friday 19 August. We have very healthy enrolments for Year 7 2024. We are certainly on track to have a full enrolment of Year 7 students at South Morang. Positively, we also already

have a very solid enrolment base for Year 7 2024 at the Doreen Campus. We do, however, still have some places available for the South Morang and Doreen Campuses for Year 7 2024 and so we are still accepting applications. The link to the online application form for students new to the College is available via the College website.

**Timothy Newcomb**  
Principal

## DEPUTY PRINCIPAL WELLBEING AND OPERATIONS PREP – YEAR 12

### Carpark safety 1: Gate A is entry-only

Families are reminded that Gate A is an entry-only vehicle gate (the same as Gate B). Families who need to exit the Primary-side / ELC carpark must travel east towards the Primary school and exit via Gate C. Recently, a number of cars have incorrectly been exiting via Gate A, causing traffic gridlock and several dangerous near-misses. The College has undertaken to improve signage in this area to better alert drivers to avoid this new pattern of dangerous driving.



### Carpark safety 2: Drop-off / pick-up zone

Marymede is blessed to have two drive-through drop off zones and in 2023 a third will open along the western edge of the property. We thank the parents and carers who have taken on board our instructions about using the “kiss and drop” safely in the mornings. The mornings are certainly a lot safer and calmer when the adults remain in the car when using the drop-off zone.

We ask that the same care be shown in the afternoon pick up and seek your support in resolving some concerns that have been raised by both staff and parents/carers. Please remember that the “Kiss and Drop”/Pick up” lanes are for families whose children are able to independently use the system for drop off and pick up. Parents and carers are asked to also remain in their car at all times when picking up their children and if parking your car to only use the marked bays.

If using the pick-up zone, please do not leave your car unattended when you go to the Prep lawn or other areas to collect your child. If you are walking to collect your child from inside the College, please park in one of the following areas then walk onto campus:

- in the roadside parking bays;
- in the on-campus parking bays accessible via Gate A; or
- at the train station.

Unattended vehicles, double-parked cars and parents / carers getting out of cars to assist children in the drop-off zone have caused delays for other vehicles/families. If your child is unable

to manage their bag(s) and independently getting in/out of the car, then please park in one of the areas noted above.

## PB4L student consultation & skill for Weeks 7 & 8: Respect

Our Positive Behaviour for Learning rollout continues, with students and staff explicitly learning and practising specific positive behaviour skills within the expectation RESPECT across Term 3. In the coming week, students across the college will be consulted about their thoughts on which behaviour skills should be taught in Term 4, based on student observations of areas their peers require clarification and improved behaviour.

The specific behaviour skill taught this week and the focus of daily interactions for weeks 7 & 8 of Term 3 is:

- Secondary: RESPECT – **Communicate politely and considerately**
- Primary: RESPECT – **allow people to speak and learn without interruptions**

### Secondary School Positive Behaviour Expectations

	Resilience <i>Being resilient means I will...</i>	Respect <i>Being respectful means I will...</i>	Responsibility <i>Being responsible means I will...</i>	Safety <i>Living safe means I will...</i>
At all times In all Spaces	<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> <li>• Practice forgiveness</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 all instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and kindly</li> <li>• Be punctual</li> <li>• Take ownership of my learning</li> <li>• Abide by school uniform regulations</li> <li>• Follow all agreements</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 SunSmart</li> </ul>
When I am online				<ul style="list-style-type: none"> <li>• Protect my personal information and digital footprint</li> <li>• Report cyber bullying</li> </ul>
In public spaces <i>(Includes areas in the school community, and visitors)</i>		<ul style="list-style-type: none"> <li>• Be considerate of the personal space of others</li> </ul>		<ul style="list-style-type: none"> <li>• Use public &amp; school transport with care</li> </ul>

Communicate politely and considerately

### Primary School Positive Behaviour Expectations

	Resilience	Respect	Responsibility	Safety
At All Times In all Spaces	<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 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> </ul>	<ul style="list-style-type: none"> <li>• I take ownership of my actions and choices</li> <li>• I follow school uniform rules</li> <li>• I take responsibility for my learning</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>
Inside spaces	<ul style="list-style-type: none"> <li>• I have a growth mindset</li> </ul>		<ul style="list-style-type: none"> <li>• I take responsibility for my learning</li> <li>• I work well with others</li> </ul>	<ul style="list-style-type: none"> <li>• I use classroom resources appropriately</li> </ul>
Outside spaces	<ul style="list-style-type: none"> <li>• I am a good sport</li> </ul>	<ul style="list-style-type: none"> <li>• I 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>
When I am online	<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>

I allow people to speak and learn without interruptions

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

## COVID vaccination clinics

COVID vaccines continue to provide the best protection from severe COVID symptoms. The City of Whittlesea offers walk-in vaccinations (no appointment required) at the following venues & times:

- **Whittlesea Community Connections - Community Room**  
Every Thursday 4.00pm – 8.00pm  
Shop 112B, Pacific Epping Shopping Centre, 583 High St Epping
- **Mill Park Library**  
Every Tuesday, 11.30am-4.30pm  
394 Plenty Rd Mill Park

Doses available are:

- Pfizer for Children aged 5-11
- Pfizer and Novavax for Children 12+ and Adults: 1st, 2nd and 3rd dose
- Pfizer and Novavax for Adults over 30: 4th dose

### Term 3 final student day: 15 September

Families are reminded that the final student day for Term 3 will be Thursday 15 September with all students finishing at 1:00pm. Staff will be engaged in professional learning on Friday 16 September, which will therefore be a pupil-free day. Families requiring care for any students should directly contact Camp Australia .

### COVIDsafe settings for Term 3

It is pleasing to see that both our state and the College seem to be through the worst of the current COVID spike, with cases reported to the school at their lowest levels for 2022. This will mean that we will be able to resume more of the year-level and other gatherings that enrich our sense of community.

The following measures are in place for Term 3 to ensure our College remains a safe environment for our students and staff:

- **Students identified as household contacts:**  
Students who are identified as Household contacts may continue to attend school under the following conditions:
  - A parent or guardian must register the student as a Household contact via the Marymede COVID Household Contacts notification form ; and
  - Year 3 – 12 students must wear a mask indoors at all times (also strongly advised for P-2); and
  - the student must undertake negative rapid tests each school day over the seven days (from first exposure to the positive case); and
  - they must remain asymptomatic.

*N.B. Students who have previously tested positive for COVID-19 will not be classified as a Household contact for 28 days after the end of their isolation period.*

- **Reporting positive COVID results:** Should any student receive a positive RAT or PCR result; a parent or guardian must report this result to the college via the Marymede COVID Notification Form . Students must remain at home for the 7-day isolation period as determined by DHS and may only return when asymptomatic after the 7 days. The College will notify relevant families through a daily email when a student or staff member has returned a positive COVID-19 result and had attended the college. This email will identify any classes affected and advise students to undertake a RAT and only return to school if they receive a negative result and are asymptomatic.
- **Students who are unwell must stay home:** The most important action school communities can take to reduce the risk of transmission of coronavirus (COVID-19) – and other winter ailments – is to ensure that any unwell staff and students remain at home and get tested, even with the mildest of symptoms (and even with a negative RAT or PCR result).

Any child who displays symptoms at school will be sent to First Aid to be assessed. The First Aid team will contact parents to take home any symptomatic students. While awaiting pick-up, for the safety of staff and other students, any student with COVID-like symptoms will be isolated in the new weather-proof outdoor isolation zone, supervised by First Aid staff.

- **Face Masks & Physical distancing:** Face masks are strongly recommended whenever indoors and whenever physical distancing is not possible. Face masks provide excellent protection from both the spread of COVID-19, along with influenzas (the flu) and other winter viruses, helping protect you and those around you. Face masks stop droplets spreading when you talk, cough, sneeze and laugh, which lowers your chance of spreading or catching the virus.
  - All students and staff are strongly recommended to wear a face mask when indoors.
  - **Face masks must be worn by individuals over the age of 8 when on public transport and school buses** – unless you have a lawful exemption.
    - Parents and carers conducting drop-off and pick-up who are unable to maintain social distance are strongly recommended to wear a face covering
    - Individuals over the age of 8 must carry a face mask at all times.



- **Availability of Rapid Antigen Tests (RATs) for household contact and/or symptomatic testing:** Families may collect a 5-pack of RAT home-tests (one pack per child) from Main Reception as needed. Secondary students may also collect a RAT kit from Main Reception after 3.15pm.

These RAT kits should be used when:

- **Your child is identified as a household contact:** administer a RAT before each school day during the household contact period; or
- **Your child is symptomatic:** a child who is symptomatic should have a RAT each day and may not attend school (even if the RAT is clear).

If your child receives a positive RAT test result at any time, a parent or guardian must register this result through the Department of Health system via COVID-19 Positive Rapid Antigen Test Self-Reporting Form or 1800 675 398 (please also see the previous point for informing the college).

There is no requirement to report a negative result.

*N.B. Students who have previously tested positive for COVID-19 do not need to undertake RAT testing as a Household contact for 28 days after the end of their isolation period.*

- **Parents / carers with COVID may transport students to/from school:** As part of the changes this term, parents and carers who have COVID-19 may transport their non-COVID-19 children via private vehicle to school when an alternative person is not available to assist. This means that parents and carers will be able to leave COVID self-isolation to take their non-COVID-19 child to school via a private vehicle. The parent or carer must travel directly to and from the school only. They must remain in the vehicle at all times, unless it is reasonably necessary to leave the vehicle to walk the child to and from the entrance of the school safely. They must wear a face mask at all times.
- **Parents & carers welcome on-campus for pick-up:** parents & carers are welcome to enter the campus to meet your child for pickup. Whenever socially distancing is not possible, we strongly recommend that parents and carers wear a face mask. While parents / carers are also welcome to walk their child onto campus for morning drop-off, we ask that you please exit the campus once your child has deposited their bag at their safety line / locker. Please do not enter any buildings during either of these times.
- **No food-sharing:** No food-sharing is permitted. This extends to a ban on home-made birthday treats: while we appreciate the need to mark milestones (particularly in the Primary years), this may only be done using pre-packaged foods.

We thank all parents and carers and students for your continuing patience, understanding and cooperation in assisting to keep our community safe.

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

## DEPUTY PRINCIPAL LEARNING AND TEACHING PREP – YEAR 12

### Mid-Semester Reports

The Mid-Semester reports allow teachers to provide parents with a snapshot of how their child is progressing in relation to the learning dispositions. The graphical scale of Always, Frequently, Occasionally, Rarely, Not Yet Observed, is used to measure a student's approach to learning in relation to their engagement with tasks, preparedness, and willingness to

work hard and show persistence when faced with challenges. The reports will be published on Wednesday 7 September (12.00pm) and are accessible on the Parent Access Module via the Student Assessment tab. You can also access historical reports via the same tab to compare how your child has performed and progressed over time. Please take some time to discuss with your child their report and set some goals relating to the dispositions they are bringing to the classroom.

Bookings for Year 7 to 10 Parent Teacher Student interviews will also be open to parents via PAM once the Mid-Semester report is published.

### VCE Unit 3/4 Trial Examinations

To assist our students achieving their potential, trial VCE Examinations are being held during the Term 3 break. All Year 12 students and Year 11 students studying a Unit 3/4 subject are expected to attend for their subject examinations.

Trial examinations give students the best opportunity to succeed in their final examinations at the end of the year. These examinations are compulsory and will be an opportunity to give students vital feedback on areas of strength and areas requiring improvement. These examinations will mirror the end of year VCAA examinations and, as such, students must adhere to all examination rules and regulations.

The Trial Exam period is **Monday 26 September – Wednesday 28 September.**

Students need to arrive 15 minutes prior to the commencement of each examination. All trial examinations will be held in Upper VCE. The timetable will be distributed to students in the coming days.

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

## RESPECTFUL RELATIONSHIPS

### Positive Behaviour for Learning (PB4L)

Marymede Catholic College is a Positive Behaviour for Learning (PB4L) school in its second year of implementation of a whole school (P-12) approach to Social Behaviour Management. We receive ongoing support and coaching from the Melbourne Archdiocese of Catholic Schools to implement this framework. We continue to make headway with embedding the systems, practices, and data management to develop our students' social competence and academic achievement.

As the primary educators of our students, parents, guardians, and primary caregivers play a critical role in teaching their children social competency. They too can support the implementation of PB4L across the College in the way they model and exemplify the expected behaviours.

At the beginning of our journey with Positive Behaviour for Learning, we consulted with parents. We sought parents' input into the types of behaviours they would value seeing Marymede students demonstrate. Parents were able to contribute their views about this through a survey conducted in 2021. Together with the parent survey results, the viewpoints of Marymede staff and students were also sought.

Through this process of consultation, collaboration and discernment, the expectations that came to reflect the values of the Marymede community were Respect, Responsibility, Resilience and Safety.

## The Role of Parents

Our Positive Behaviour for Learning Framework asks all members of the Marymede Catholic College learning community to interact with the College in ways that create a positive environment for all.

This means that it is not only our students who are asked to behave in ways that reflect our behaviour expectations, but also our staff and even our parents, guardians, and primary caregivers as they interact with the College in relation to their children.

We do ask that parents demonstrate our College Behaviour Expectations of

### Primary School Positive Behaviour Expectations

	Resilience	Respect	Responsibility	Safety
At All Times In all Spaces	<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>
Inside spaces	<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 learn 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>
Outside spaces	<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 to give everyone a chance to play</li> <li>I treat others how I like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>I am prepared and take ownership of my own learning</li> <li>I am on time for class</li> </ul>	<ul style="list-style-type: none"> <li>I am SixStuart</li> <li>I am careful when moving through carparks and near roads</li> </ul>
When I am online	<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>

It is our hope that parents will model these behaviours for the benefit of their children's understanding of how important these behaviours are at Marymede.

Some examples of parents demonstrating this could be:

- showing respect to one another whenever they interact with other parents in the school community;
- driving safely through the College roadways and carparks;
- practicing responsibility, by contacting their child's homeroom or pastoral care teacher if they have any concerns; and
- modelling resilience when things don't work out exactly as they had planned.

These are just some ways that parents can be role models to their children and help us to implement the Positive Behaviour for Learning Framework across our whole school.

## PB4L at Marymede's Primary Wellbeing Expo

We will be providing more information on the Positive Behaviour for Learning framework and how it is being implemented in our Primary School at our Primary Wellbeing Expo on Thursday 13 September in House 1.

Together with information on the Respectful Relationships curriculum, our Pastoral Care program and Student Services, we will present some of the learning and thinking that sits behind the evidence-based behaviour management framework known as PB4L.

Please come along to learn more about how we are creating an inclusive and respectful community for all at Marymede. To RSVP, please follow this link: [Wellbeing Expo RSVP](#)

### Directors of Students:

**Years P-3, Narelle Collins**

**Years 4-6, Lisa Murray**

**Years 7-9, Jack Mather**

**Years 10-12, David Brick**

## LEARNING AND TEACHING: P-6

### Digital Technologies

This semester, our fabulous Numeracy Coordinator, Linda Minahan, and our amazing E-learning Coordinator, Kylie Buttigieg, have been collaborating to support our P-6 teachers and students to integrate the use of robotics in their Numeracy lessons.

The students have absolutely loved visiting the purpose-built Materials & Digital Technology Building to use their knowledge of directional vocabulary alongside their mathematical understandings to code a variety of robots to follow directions.

Preps have been using Bee-bots, Year 1 have been experimenting with Cubettos and Year 2 and Year 3 have been coding the Photons.

In Term 4 it will be the Year 4, 5 and 6 teams turn to explore the wide range of robotic technology we have available at Marymede.



### Virtual Reality

We are so excited to have purchased a set of virtual reality headsets for our primary school students! This technology will allow our P-6 students to explore an almost endless range of virtual content.

Some year levels in the primary have already experienced the virtual reality headsets earlier in the year, such as the Year 3 students engaging with content about the organs in our bodies. Now, with dedicated sets for the primary, we can enhance our learning and teaching programs further and we already have virtual reality experiences in the process!

To support our inquiries, the Year 2 students will be taking a virtual tour through a variety of biomes that are found around the world, the Year 3 students will be able to experience the environment of their chosen country and the Year 5 students will be able to experience natural disasters as if they were there!

We are so blessed at Marymede Catholic College to be able to provide these opportunities for our students.



**Ms Ainsley Dean**  
**Learning and Teaching Coordinator P-6**

## PERFORMING ARTS

### Lunchtime Concerts

Lunchtime concerts on the first Friday of every lunchtime continue to be a success. An initiative by Performing Arts Captain Savannah Shamon, performers from across the College are invited to show their talents outside the resource centre. We have loved seeing out students getting involved, whether it be setting up, performing, or cheering in the front row.

Our August performers were Claudia Karmiste, Chimamanda Meribe, Eva Kirkman, Samara Khoury, Kiera Stewart, Lavera Ragheb and Pranav Khullar.

Interested students can sign up to perform on the Microsoft Form or on SIMON.



### Instrumental Concerts

After two and a half years, Marymede's instrumental students have put on their first concerts to parents and friends. The hard work of students and their teachers has been on showcase over the past two weeks as piano and drum students have performed for parents in the new Performing Arts Building. Showcasing everything from Happy Birthday to classics from Metallica and everything in between, it has been great to see the fantastic efforts of students. It has been lovely to have such supportive audiences back, and the experience has been hugely positive so far.

A huge thank you to Ms Elizabeth Carpenter, Ms Nanette Mangoba, Ms Shehani Therese, Ms Melanie Wason, and Mr Maddison Carter for all of their efforts, not only at the concert, but throughout the year.

We do have a number of other events coming up this term, including:

- Thursday September 1 at 5:30pm – VCE VET Music and Dance Concert
- Tuesday September 6 at 5:30 pm – VCE VET and Sessional Dance Concert
- Thursday October 6 at 5:30pm – Secondary Guitar Concert
- Wednesday October 12 at 5:30pm – Voice Concert

We hope to see you at one of our upcoming events this term.



**Ms Morgana Jones**  
**Domain Leader – Performing Arts**

### Marymede's Got Talent

For the first time since 2019, Marymede was able to have their traditional Marymede's Got Talent event run at Marymede Day; however, due to the early August COVID-19 numbers it was decided that it would be better run as a pre-recorded showcase this year rather than a competition.

As a result, we had 20 performers who showcased their talents such as comedy, magic, DJ, singing and dancing in front of a small but enthusiastic live audience. Although it was pre-recorded due to restrictions, it was engaging and heart-warming to see the Marymede students and staff engaged with the performances and celebrating the talents of Marymede.

Thank you to all the students who participated and took time out of their study and schoolwork to make it happen. Another big thank you to the Performing Arts staff who organised everything and made sure the showcase would run smoothly.



**Savannah Shamon**  
**Performing Arts Captain**

## Instrumental Concert Series



For any concert enquires please contact Performing Arts Assistant, Ellen Lane – ellen.lane@marymede.vic.edu.au.

**Ellen Lane**  
**Performing Arts Assistant**

## STUDENT WELLBEING

### Cyberbullying

With increasing time spent online, you might be worried about your child and cyberbullying. Understanding cyberbullying can help you to support them to stay safe online.

- Cyberbullying is bullying that uses electronic means like the internet or mobile phones to aggressively and intentionally harm someone.
- Cyberbullying can include name calling, abusive comments, spreading rumours, threats of physical harm, being ignored or excluded, having opinions slammed, online impersonation, being sent rude or upsetting images, or having personal information or images sent or shared with others.
- Cyberbullying is most common in late primary school and early high school and up to half of all young people have experienced it.

There are a number of actions you could take as a parent to stop the cyberbullying from continuing. Trying to remain calm and level-headed in these situations is very important for you and your child.

Consider talking through the following options together:

- Notifying the school of the cyberbullying
- Find out more about the school's anti-bullying policies
- Help them to keep a record of the bullying in case it needs to be reported
- Reporting serious cases of cyberbullying to the Police: cyber stalking, which is repeated harassment usually containing threatening messages with the aim to intimidate and create fear, is a crime and should always be reported
- Help your child to "call out" the bullying behaviour
- Encourage them to use statements like "You are going too far – this is bullying, and I want you to stop"
- Suggest your child 'block' or remove people bullying them from their friend list and change their username or mobile number
- Help them file a complaint with the website manager

- Help them spend some time away from the computer and mobile phone by increasing their options for doing other fun activities
- Follow up after your child tries a solution to see how it went
- Check out the eSafety website for more information on cyberbullying and access to their reporting and complaints system

### How can I help kids stop cyberbullying?

We all have a role to play in keeping kids safe online. Cyberbullying can have serious consequences for the children involved, as well as their families and friends.

An important element of having healthy, positive relationships online and offline is respect for others and oneself.

Part of being a responsible digital citizen is understanding what respectful relationships are and applying this when we're online. It's important to teach kids to treat people online in the same way they would treat somebody face to face.

- Talk with the kids in your life about how they communicate online
- Discuss respect in relationships and give examples of what respectful interactions look like
- Teach kids that everybody has the right to feel safe online without being abused or attacked
- Help kids deal with difficult emotions in healthy, positive ways
- Emphasise the importance of treating others as you would like to be treated
- Talk about positive and caring interactions and how the kids themselves can be positive role models for others

### Teaching young people respectful online behaviour

As adults we have a responsibility to teach kids how to be respectful in their relationships both online and offline.

Discuss with children at home the ways in which we can show respect to others.

This may include:

- Using respectful language and not swearing at people
- Not calling people names or making jokes at their expense
- Being kind to others and sending positive messages to cheer someone up
- Thinking about how our actions may affect someone else e.g., if I send this message how would it make that person feel?
- Respecting ourselves by not doing things to hurt ourselves e.g., ending friendships when the other person isn't being respectful toward us
- Understanding and accepting differences

- Not saying mean things to other people, or about other people, even if you don't agree with them
- Ask people before you share information or photos about them
- Being anonymous online doesn't mean we can say or do whatever we like
- Recognising that there are consequences to our behaviour

It can take more than just one conversation. Check in regularly with the young people in your life about their online relationships.

Some helpful resources:

- <https://www.esafety.gov.au/>
- <https://kidshelpline.com.au/>
- <https://headspace.org.au/>
- Parent Line 13 22 89 (Information adapted from Kids Help line)

**Carly O'Neal-Shipley**  
**Student Wellbeing Co- Ordinator P-6**

## SACRAMENTAL PROGRAM - CONFIRMATION PREPARATION

### Presentation of Candidates

Our students in Year 6 and 7 have started their journey in preparation to receive their Sacrament of Confirmation in September. Over two Sundays in August, we were able to present our candidates within the parishes of St Francis of Assisi, Mill Park, and Christ the Light at the Nazareth Centre in Mernda.

The following students were presented at St Francis of Assisi on 7 August:

Amelie Delary-Simpson	Matthew Bergamin	Eliza Brice
Gabriella Murphy	Marcus De Simone	Joshua Virgona
Daryl Roy	Jesse Vinci	Mackenzie Young
Chelsea Devlin	Alice Arena	Ciera Multari
Rhys D'Rozario		Rachael Williams



The following were presented at St Joseph's Parish in Mernda on 14 August:

Emilia Sforzato	Ava Westgarth	Chiara Cramond
Alexis Hornsby		

James Horsburgh	Isabella Trecarichi	Vivienne Horsburgh
Campbell Porteous	Elijah Klein	Eloise Butera
Dominic Butera	Jack Haberman	Benjamin Zychla
	Alyssa Tauafao'Ale	Jorge Leon Vizcaino
	Jaden Diaz	



We commend these students and their families for their successful presentation and thank the parish priests Fr Anthony, Fr Jose, Fr Hien and Fr Simeon for their support with recognising and blessing these candidates. We also acknowledge the support of various staff members of the College who were present to support our Candidates.

Further optional opportunities for presentation are available at the next two Wednesday Community Mass sessions offered at the College from 8.00am.

### Reconciliation

Prior to receiving the Sacrament in September, the candidates will receive the Sacrament of Reconciliation at the College as part of their preparation. The candidates will be reminded the purpose and significance of this Sacrament and we encourage families to do the same with their children.

We look forward to the celebration of the Sacrament for our candidates and their families.

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

## PARENTS AND FRIENDS COMMITTEE

### Looking for Volunteers for Father's Day Stall – Thursday 1 September

The P&F Committee is looking for volunteers to assist us in our upcoming Father's Day Stall planned for Thursday 1 September. If you are interested, you must have a current Working With Children's Check and would be needed on campus between 8.30 – 11.30am. Please email P&F on [paf@marymede.vic.edu.au](mailto:paf@marymede.vic.edu.au) if you can help or require any further information.

**Sarah Young**  
**Vice President - Parents and Friends Committee**

# OUT OF SCHOOL HOURS CARE (OSHC) / CAMP AUSTRALIA

## COMMUNITY NOTICES



**Has the Commonwealth Games  
inspired your child to one day  
represent Australia at the  
Commonwealth or  
Olympic Games?**

*Girls and Boys Ages 5 to 16*

*Season starts October 1*

*Please contact Paul 0423 241 455  
for more information and to  
express your interest in the  
upcoming athletics  
season*

**Northern Stars  
Little Athletics Club**



[www.facebook.com/northernstarslittleathletics](http://www.facebook.com/northernstarslittleathletics)