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KEY DATES

Thursday, 21st June, 2018

Term 2 Sport Photos

Saturday, 23rd June, 2018

Year 12 Formal

Monday, 25th June, 2018

Year 10 into 11, 2019 Information Evening

Thursday, 28th June, 2018

Year 12 Careers Expo

Tuesday, 3rd July, 2018

Year 8 into 9, 2019 Information Evening (5.00pm Start)

Friday, 6th July, 2018

Last Day Term 2

From the Principal

The College continues to be a hive of activity and engagement. I get great pleasure in walking into classrooms and having students share their learnings. We continue to transform our learning to ensure that surface learning can move to deeper learning so that our students can transfer this learning in multiple contexts and to authentic problems. In our last newsletter, Katherine Maish our Instructional Leader, invited parents to connect with us in partnership with our Inquiry Learning, this not only enriches our pedagogical focus on Project Based Learning, but provides opportunities for rich authentic learning experiences for students. You can check the last newsletter for further details or contact Ms Maish directly kmaish@parra.catholic.edu.au

Next week we have an opportunity for parents to come along and see the great work our Year 11 students have been engaged in. On Tuesday 26th June from 11:30am until 12:30pm (Period 3), Year 11 English Standard students will be holding an exhibition titled 'The Experience of Migrants to Australia Past and Present' in the La Valla Centre. In groups, students have been preparing an interactive display to be featured in this exhibition exploring how contemporary technologies present and control varied perspectives of migrant history. Each group's display will showcase their understanding of how multimodal texts reflect migrant experiences.

Students have been working hard to prepare their displays and they have developed creative ways of showcasing their understanding, including interactive games and annotations of well-known texts. We would love to see parents, family and friends of the community at the exhibition! You will also have the chance to vote for both the most interactive display and the display that best reflects a clear migrant experience. An email has been sent to Year 11 parents, however all parents are welcome to attend. If you are not a Year 11 parent and would like to come along please contact the College prior to the day, Year 11 parents please complete the online form in the email.

This week Australia celebrates Refugee Week which provides a platform where positive images of refugees can be promoted in order to create a culture of welcome throughout the country. The ultimate aim of the celebration is to create better understanding between different communities and to encourage successful

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The Mission of Marist schools is to lead young people in the way of Mary, to know and love God in the belief that they all can become good Christians and good Citizens.

integration enabling refugees to live in safety and to continue making a valuable contribution to Australia. We strive here at St Patrick's Marist to ensure the message of inclusion, welcoming and celebration of our Australian diversity is strong.

During our recent Champagnat week, which was an outstanding success, our community came together to support the Jesuit Refugee Service (JRS) Australia. I would like to thank each of you for the very generous support you showed and continue to show.

On Friday we enjoyed a wonderful day with loads of fun. Many students and staff enjoyed the carnival rides with plenty of action also on the Basketball courts. It was great to see everyone enjoying themselves in true Marist Family spirit. The afternoon was the launch of our 2018 Walkathon with the theme "A walkathon down memory lane". Our imaginations were kicked off by memories of High School Musical, Mario Kart, Harry Potter, Rapunzel, Superheroes. Let's get our thinking caps on, get sponsorship underway. The money from our walkathon is shared between our sister school in Trichy and the College. Our SRC leaders will help to determine where the money is used here at school. Bring on the 24th August.

Building on our culture of Family spirit and community will be our upcoming P&F Trivia Night on the 18th August. "Lights, Camera, Action!" Save the date and start thinking about a costume that would win you an Oscar. More information will follow in the next couple of weeks.

Last Friday saw the final rounds of the CSSA Debating Competition, where we travelled to Marist North Shore with 3-3 result. I thank the teachers in attendance, Ms Hook, Ms Nelson, Ms Graham, Ms Hagarty and Mr Flew for supporting and adjudicating. I thank the parents that have supported students each Friday night and we now await final outcomes to see who will progress.

Last Wednesday night was our Year 10 Music Performance Evening and while I was unable to attend, I have heard very positive feedback about student performances and how significantly the group have improved over the last 12 months. We thank Mr Heffernan (Year 10 Music Teacher), Ms Andrews and Ms Lyons for their assistance and to Mr Bonora for his attendance.

Yours In Jesus, Mary and Marcellin.

Mrs Angela Hay

Assistant Principals

Mission and Wellbeing

CHAMPAGNAT WEEK

We recently commemorated the feast day of St Marcellin Champagnat with our Champagnat Week celebrations.

This has changed focus over the past couple of years to incorporate a week long celebration of not only the founder of the Marist Brothers but also recognising the impact we can have on those who are at need in our community. This week long focus is to recognise that we have the responsibility to seek out and help those who are in need in our local community, just as Marcellin saw the need of those who were uneducated in his hometown. His mission was to help, and so is ours! These are reflected in the words of St Mary of the Cross MacKillop *'Never see a need without doing something about it'*

The week was aligned with five different aspects of our Marist charism. On the Monday morning, the College gathered in prayer to recognise the beginning of Champagnat week. The College would like to thank our College Student Leaders for leading our community in prayer

Tuesday was aligned to the Marist value of presence. This was linked to our presence in the community. As you are aware, we asked all students to come in blue to stand in solidarity with our Marist family in Syria who work with those who are affected by the ongoing conflict there. Students were asked to bring in donations to help refugees in our community. Your response was outstanding. We delivered over 200 bags of groceries and toiletries to the Jesuit Refugee Service in Parramatta. The response from everyone was something that we could not have imagined so thank you to everyone. I would like to acknowledge Mr Daniel Moussa and the members of the Chance for Change group (our new social justice group) who helped organise the collection of the items and organisation of the delivery.

Our Mass was once again celebrated by Father Peter from St Mary's at Rydalmere and I would like to thank him for taking the time out of his day to come and help celebrate one of our most significant events in the College calendar. I would also like to congratulate the recipients of the Champagnat Service award. It is fantastic that we can recognise those in our community who go above and beyond the normal in helping those within our community.

Friday was the culmination of the week's events. The Champagnat Week festival! We had eleven different rides and attractions for the students (and staff) to enjoy, in an informal atmosphere. The amount of comments the operators gave in regards to the behaviour and manners shown by our students was incredible. All students should be very proud of the way in which they engaged with each other on the day. Students also had the opportunity to purchase snow cones, popcorn and fairy floss on the day. From this the school raised \$3188.20 to send to Marist Solidarity who complete works throughout Asia. I have included some information in this newsletter that gives some context as to the work Marist Solidarity does. Once again, an amazing effort from all students. Again, I would like to thank Mr Daniel Moussa and Mrs Marie Donaghy for their organisation on the day. We will hopefully continue to expand our efforts in Solidarity not only in this one week but throughout the year.

Finally, I would like to thank all of the families of St Patrick's Marist for your support of our efforts.

Mr M. Paton
Assistant Principal - Mission and Wellbeing

MY CATECHISM EXPERIENCE

by Gabriella Bovino

Being a part of the catechism program was a significantly amazing experience. We were able to share our love and knowledge of God to enrich the lives of others, so they too may find meaning and the joy of faith. We travelled to Dundas primary school where we were given a kindergarten scripture class to teach. The class was energetic and eager, as they approached each question with curiosity and personal experiences. They loved learning about the simple foundations of Catholicism, and we were glad that we were able to enrich their learning and spiritual journey. Not only was it educational but throughout the process we had a lot of fun. Through the various activities and group discussions I am able to appreciate the joy of teaching others. Catechism was a great opportunity to have participated in. It was an excellent chance to put our faith into practice to enlighten others lives.



Ms M. Eskander

Assistant Principal

Innovation, Teaching and Learning

STUDENT LEARNING SUPPORT | GROUPS | CLUBS: Learning at St Patrick's Marist is about the whole person and to support and encourage this approach our dedicated and passionate teaching staff extend opportunities for our students to participate in various groups or clubs to refine their skills and deepen their knowledge.

I would like to acknowledge the dedication of our teachers who each week provide these many opportunities for our students to share and develop their talents, grow in their understanding and hence reflect our Marist community spirit.

If your child is interested in any of these groups or activities please simply attend the sessions or contact the College for more information.

| KLA / Pastoral Area | Activity Name | Times of Sessions |
|---|---|---|
| Year 11 and 12 | Study Night | Wednesday: 4.30pm - 6.30pm |
| Visual Arts - Art Club (Currently just Year 11 and 12) | - The whole Year 12 Visual Arts class - Year 11 Visual Arts (T.B.C.) | Wednesday: 3.00pm - 5.00pm |
| Year 7 | Keeping Track - Homework/Study Club | Wednesday: 3.20pm - 4.15pm B107, B108 and B109 |
| Performing Arts | Concert Band | Wednesday: 7.40am - 8.40am |
| | Vocal Group | Wednesday: Break 2 |
| | Rock Bands / Ensembles | Various Lunch times |
| | Shakespeare Theatre Co. | Wednesday: 3.30pm - 5.00pm |
| | Tech Crew | Various times |
| | Mass Choir and Band | Various times |
| | Music Tuition Program | Various individual times |
| | Captivate Drama Group | Various Lunch times |
| English | Harry Potter Club | Friday Week A, Break 1, B114 |
| | Creative Writing Club | TBA |
| Debating | Debating | Term 2, Friday nights Weeks 1 - 7 |
| Maths | Year 10 Maths Skills | Tuesday Morning: 8.00am in A106 |
| | Year 12 Maths Skills | Wednesday Morning: 8.00am in A106 |
| Chess | Chess | Every Break 2 in the Library |
| Library | Philosophy Club | Wednesday: Break 1 in BG01 |
| | Bite-Size Study Tips - Years 10-12 | Monday: First 10 Minutes - Break 2 in A108 |
| | Book Lovers Unite | Once a month - students check announcements |

MINIMUM STANDARD TEST: On Monday, 18th June, Year 10 students who were required to sit the NESA minimum standards tests in Numeracy, Reading and Writing had their first opportunity to sit the tests. The results for Numeracy and Reading are instant and 90% of our students passed the first time round. The Writing test results will take longer to be announced and it is hoped that we achieve the same outcome for our students. Again, our English and Maths teachers have been working with those students who did require to sit these tests and I thank them for their work and efforts in supporting our students attain a pass in these tests.

SUBJECT SELECTIONS: The process for Year 10 Subject selections is underway. While there are very important discussions to be had at home and with teachers and Leaders of Learning, the process seeks to guide each student to reflect upon their interests, their skills and future ambitions. It is a process where deep listening, seeking advice, exploring options and refining the various pathways is at the heart of this move into the HSC course. I have attached an article for you to explore as we engage in this process entitled 'Choosing Wisely – Choosing Well'.

Mr J. Scanlon
Assistant Principal - Innovation, Teaching and Learning

Business Manager

College Phone Number: The school's phone number has changed. The new College telephone number is 8841-7900 – Please update your records.

School Fees

My School Fees Officer Rolla Wadih has returned from leave. If you need to discuss a school fee matter, please contact her via the school number.

Thank you to those families who have paid or have set up a payment arrangement for school fees. The second instalment of school fees was due on 7th June, and overdue reminder letters were sent to families (who are not on arrangement) on 13th June. If you received an overdue reminder letter, you need to pay the overdue amount immediately or you can contact Rolla to set up a payment arrangement.

- Payment arrangements can be set up to pay school fees either on a weekly, fortnightly or monthly basis (instead of a lump sum) and by negotiation can be extended until later in the year.
- Fees can be paid by: direct debit, bpay, billpay, centrelink payments, eftpos, credit card, cheque or cash. For large cash payments, please consider using billpay at your local post office (most are open on Saturday mornings, too).
- If you are on a payment arrangement, please continue to make payments as per that arrangement. You will not receive overdue reminder letters.
- If you are experiencing financial difficulty and would like to discuss this confidentially, please contact me.

Notice to Withdraw a Student: Notice in writing must be given to the principal at least one term (ie 10 weeks) prior to withdrawing a student, otherwise a full term fees is payable. Refer to school fees information on the Catholic Education Diocese of Parramatta website <http://www.parra.catholic.edu.au/school-fees>.

School Photos: The new date for our school photos is Monday, 27th August.

2017 Yearbook: The 2017 Yearbook has arrived. These were distributed to students last week. If your child was in Year 12 in 2017, they are also entitled to a book. Please collect them from the College Office.

We also have a limited number spare copies of earlier yearbooks still available. If your child was student here in a prior year and did not get one, please contact us.

Senior Boy Ties: These have also arrived and are available for purchase from the uniform shop on Thursdays (before school, and during recess and lunch breaks). Year 10 and Year 11 boys are expected to wear the new senior tie from Term 4.

Library Opening Hours:

| | Before School (8.20am - 8.40am) | Break 1 | Break 2 |
|-----------|------------------------------------|---------|---------|
| Monday | CLOSED | Open | Open |
| Tuesday | Open | Open | Open |
| Wednesday | Open | Open | Open |
| Thursday | Open | Open | CLOSED |
| Friday | Open | Open | Open |

Please note that sometimes the library is closed before school and during breaks when events are taking place - students are reminded to plan ahead if they need to print any work!

Ms Vicki Fraser
Business Manager

Pastoral

YEAR 12

As we move closer to the formal, this Saturday promises to be a great occasion for all students and staff. Just a few reminders leading up to the event:

- Friday and Monday are normal compulsory school days.
- The Formal commences at 6.00pm and concludes at 11.00pm. Please ensure that you have organised suitable transport for your child at the end of the Formal.
- As it is a school event, there is to be no alcohol or drugs. Any student or guest under the influence of alcohol or drugs will be asked to leave the event. Students will then require an interview with Mrs Hay.
- Students are aware that they are responsible for the behaviour of their invited guest.
- There will be professional photographers on the night taking photos which will then become available to purchase online.
- Students are well aware that there are still many assessments due this week and next week. All assessments and school work must remain the priority.

Finally, with the graduation occurring next term, there will be more information given at the start of next term regarding the Graduation Mass and the dinner. The cost of the Graduation Dinner for students has been covered in school fees, however all parents wishing to attend will need to pay. Unfortunately, the dinner is only open to parents and not other extended family members due to restriction of numbers. Parents are asked to hold off paying for Graduation Dinner until next term when the cost has been finalised.

Mr S. Belcher

Pastoral Leader of Learning - Year 12

YEAR 11

Year 11 showed excellent participation during our Champagnat celebrations last week. It was fantastic to see students participating in our College Mass, JRS contributions on Marian Blue Tuesday and other activities throughout the week.

Congratulations to the Year 11 Entertainment (VET) students who assisted at our Festival Day on Friday. These students helped at the various rides and showed great leadership.

Now that students have received their results from the recent examinations, they are encouraged to continue to refine their notes and maintain a strong home study routine. If parents have not done so already, I encourage you to talk to your child about their examination results. During Pastoral Care students will continue to engage in a range of activities which will assist in making positive adjustments to their studies.

Miss C. Mollace

Pastoral Leader of Learning - Year 11

YEAR 7

Year 7 experienced their first Champagnat Week which included a fantastic day of carnival rides, popcorn, fairy floss and snow cones (even in the cold weather!). The students are to be congratulated on their school spirit and positive nature they are continually displaying. Year 7 had loads of fun on the rides and the inflatable race style activities. Some students even managed to beat Mr James and myself through the obstacle course in a relay. We are both very certain they had a head start :)

Mr J. Hornby

Pastoral Leader of Learning - Year 7



Key Learning

WIYANGA - CHAMPAGNAT WEEK

Reflecting back on Champagnat Week the students had wonderful experiences within the classroom, school and wider community. Learning about the life of St Marcellin Champagnat in the classroom was a great insight into the meaning of the week by understanding what led to Marcellin becoming a priest, the struggles he faced within his congregation and his canonisation in 1999. Our week then flourished with making donations and wearing Marian Blue to support the lives of millions of mistreated Syrians, building spiritual strength during our Champagnat Day Mass and then ending the week with fun rides at the Champagnat Celebration Day.

*Mr B. Harwanek
Specialist Teacher - Wiyanga*



YEAR 11 BIOLOGY

Ponds Walk and Galarangi Nature Reserve

On Tuesday the 5th of June, 67 Year 11 Biology students were privileged to go on an excursion through the Ponds Walk from the start at Eric Mobbs Memorial Reserve on Marsden Road to Upjohn Park. We went to see first hand the biotic and abiotic factors of the environment. We were exposed to all types of species from our local area such as Blue gums, Turpentine and Ironbark trees, and learned about their adaptations and characteristics. We also observed the effects of introduced species such as Lantana and Morning Glory on the native vegetation.

As a result of our observations and hands-on activities, we furthered our understanding of ecosystems in our local environment and also at a global level. We conducted many environmental tests such as light, soil, pH, water salinity, turbidity, temperature and more. We were able to use these results to compile primary information and transferring them into graphs and tables. These allowed us to have a visual representation of our results and data to gain more knowledge about physical, behavioural and structural features of our ecosystems. Going on this excursion was a great experience as we not only got to further our understanding, but we had hands-on interactions and encounters which we would not be able to have in the classroom.

*Melody Yalda
Year 11 Paul*



YEAR 8 ENGLISH PERFORMANCE POETRY INCURSION



Hot Pies and Potato Crisps - Tuesday 5th June, 2018

A Celebration of Australian Poetry – with Brett Hunt

Brett Hunt, an acclaimed actor, guitarist, singer, has released four albums of music and has twenty years on the stage. In this play Brett acted and sang his way through a wide selection of Australian poetry. Joy, happiness, despair, laughter, tears...life! The Hot Pies and Potato Crisps performance took Year 8 students through poetry about our Indigenous history, the shackles of convicts and bushrangers. Year 8 tasted the bitter salt-fear of the whaler and the blood of the digger in the trench through Brett's performance. The performance also introduced Year 8 to some humorous poetry on romance, falling in love, and then out of love, and then in love again. Some of the poetry contemplated old age and gazed at death. Overall, the performance was funny, silly and poignant.

Here's what some students from 8EN1 thought of the performance:

- *The play/poetry recital was extremely interesting for all students as they were taken on a roller coaster of emotions. (Kayla Mills)*
- *The performance was pretty good and it was funny and informative. (Blake West)*
- *The presentation was overall very interesting it contained a variety of songs, stories and poetry. (William Zhou)*
- *The way the speaker expressed the poem in a lively voice and motion made it engaging. (Collin Siu)*
- *Hot Pies and Potato crisps was extremely interesting to watch and it was great when Brett Hunt used different voices as well as singing and instruments to tell a story.(Olivia Baker)*
- *The show "Hot Pies and Potato Crisps" engages with the audience and makes the show interesting and lively. (Aleksandr Zhigunov)*
- *The presentation was very entertaining and enjoyable. (Anonymous)*
- *The presentation by Brett Hunt was an engaging performance that showed year 8 the importance, use, and art of poetry in everyday life. He showed us how there are many expressive ways to do poetry from either a rhyme or a song. Many people enjoyed it even though they may have not liked poetry. (Anonymous)*
- *The presentation was interesting as it incorporated many instruments to engage the audience.(Anonymous)*
- *The performance of hot pies and potato crisps was very interesting and entertaining*
- *Hot Pies and Potato Crisps was an interesting and informative incursion which was enjoyable and entertaining for all viewers. It was very engaging. (Anonymous)*
- *The hot pies and potato crisps poetry incursion was a fun and engaging performance captivating year eight and inspiring their poetry skills. (Anonymous)*
- *The performance of Hot Pies and Potato Crisps was a fun way to engage all of Year 8 and taught us how we can express and enjoy poetry. (Anonymous)*
- *The use of singing and acting brought the poetry alive. (Anonymous)*
- *Overall, I found the incursion not only entertaining but it was enjoyable. The presentation was phenomenal and I had a really fun time and I know that some of my peers did too. (Anonymous)*
- *Brett Hunt has made the presentation engaging and interesting by including the audience and using different characters to emphasise the meaning of each poem. (Anonymous)*
- *The presentation "Hot Pies and Potato Crisps" has informed Year 8 on a unique perspective of poetry which made it a very interesting and enjoyable experience. (Anonymous)*

*Ms S. Graham,
Acting Assistant Leader of Learning. - English*

PERFORMING ARTS

YEAR 10 MUSIC PERFORMANCE EVENING

The Year 10 Music Performance Evening was an event that was full of musical talent and a wonderful atmosphere was created in the La Valla Theatre, which was completely filled with an excited audience. Each of the Year 10 Music performers used their musical gifts to pull together an unforgettable night, that was significant for both the students and their families that came to watch.

There was a wide range of musical styles, genres and talents portrayed at the Evening. From Classical to Jazz and Pop music, there was something for everyone, displaying the wide range of the students' musical preferences. There was also a collection of different instruments performed, which were played together to create harmonious songs, not only displaying the musical talent of the students, but also their ability to work together and collaborate to create a musical performance. The performers also used their musical skills to add their own personal touches to the pieces, from changes in dynamic levels, use of expressive techniques and changes in tone colour, which added excitement and individuality to the pieces.

The night left audience members and students alike with the fabulous songs stuck in their heads, and seeing the twinkling background lights every time they closed their eyes. The audience members were astounded at the rhythm and vibrant connection that flowed through the pieces, not to mention the outstanding abilities of those performing! The night was successful, and gave the students a great look into the world of performing, along with seeing the talent and hard work of their fellow classmates.

It was an event, that we - as students - won't forget!

*Katarina Pan
Year 9 Music Student*



DRAMA - CAPTIVATE WORKSHOP

Performing Arts Drama students recently participated in a Parramatta Diocese 'Captive' Drama Workshop in the La Valla Drama room. This energetic workshop rehearsal kept the students active and engaged as they collaborated with the Captivate Drama tutor Timothy Martin, as well as our Drama Teacher Mrs Greenlees to learn movement sequences for the upcoming CEDP Captivate Performing Arts 10th Anniversary Concert. This concert will feature approximately 2000 primary and high-school students, who will combine together from the 47 schools in the Parramatta Diocese to fill the Homebush State Sports Centre in August next term in a performance extravaganza! Stay tuned for further Captivate details next term....

*Ms T. Andrews
Leader of Learning - Performing Arts*





YEAR 10 FOOD TECHNOLOGY

Food Truck Incursion - Tuesday, 12th June

The incursion was a fantastic opportunity for the students to learn about trends in the food service and catering sector of the hospitality industry. Students were able to get first hand information from Charles, the owner of the Chef's Kitchen food truck on legislation, employment opportunities, working conditions, qualifications and training, food safety, food preparation and marketing.

After a quick tour of the food truck to observe industrial equipment and workflow, Charles and Callum prepared American style "Cali Burgers" and fries for lunch.

Students spent the afternoon applying what they had learnt to their assessment task. We can't wait to see what they come up with for their own mobile food business.

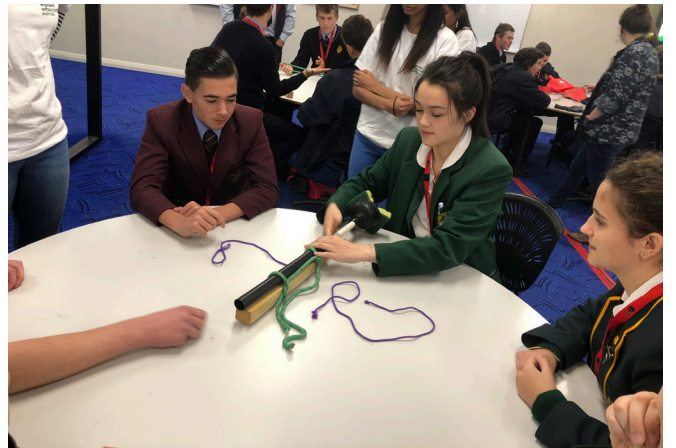
*Mrs H. Dowdall
TAS Teacher*



STEM EXCURSION

On Friday the 15th of June, a small group of students from the Year 10 STEM class and Mrs Magner went to Parramatta Marist High School. We had the exciting privilege to attend a forum 'Discover Engineering Day', along with over 160 students in Years 10 and 11, from secondary schools across the state. We thoroughly enjoyed learning about engineering as a career choice and were strongly encouraged by other students and teachers. We had the opportunity to participate in activities and challenges to give us further insight for the engineering profession, as well as listening to current university students and engineers. A big thank you to Mrs Magner and Miss Hagarty for organising this rewarding and enjoyable experience.

Lana Bannister



Sport

YEAR 9 NETBALL

In Week 7 of the MCCS Netball competition, St Patrick's Marist Year 9 celebrated a conclusive win over Domremy with the score at 28 - 7. The girls played with a new found confidence, particularly in the shooting circle with Leah Sheaves as Goal Attack and Shooter moving the ball effectively around the shooting quarter and circle, and Chloe Belford and Olivia Scibilia maintaining a high percentage of successful shots. Our defence, as always, was very strong with Beth Langford playing an effective Goal Keeper, consistently intercepting the opposition's attempts at goal. Alisa Dybal and Sophie Sassen worked hard to stick close to their partners, keeping them out of the circle and away from the ball. Our midcourt has improved greatly. They moved the ball with precision and strength down the court, particularly Teagyn Ward who worked hard at settling the play of the ball as centre and also played an effective Wing Defence along with Angelique Elchaar and Katie Collins, who won some great intercepts at the centre pass. Ellie May Standen and Jenna Gillespie, our speedy midcourt players are to be congratulated on their never say die effort and uplifting speeches at quarter time. It's been my great pleasure to coach this Year 9 team each week. Over the last 7 weeks, the girls have improved out of

sight; passing, positional play, and team unity have grown with each training session and each game. Sadly, the team has not made it into the semifinals, but we wish the other teams representing St Patrick's Marist all the best. A big thank you to Mrs Pavolich for her amazing organisation of the competition, my fellow coaches for their support and friendship, and Ashlee O'Neill for her work helping Mrs Donaghy as conveyer.

Ms D. Duffy
Coach



MARIST SOLIDARITY

Join us in support of young people across Asia and the Pacific like Barsha from Bangladesh.

FOR RESOURCES, VIDEOS AND MORE
visit us online...

www.australianmaristsolidarity.org.au



australianmaristsolidarity.org.au

Here you will find...

- The 2018 Launch Video** 60 second campaign introduction video
- Project Videos** Short videos explaining the realities of some key AMS projects that you can support. More videos to come throughout the year.
- Prayer Resources** Solidarity prayers and the Marist Solidarity Pledge based on the original Fouvriere Pledge.
- Fundraising Ideas** Some simple ideas for your school community on how to start supporting young people across Asia and the Pacific.
- Learning Resources** Find out more about our work and international development by using these activities.
- Poster, graphics and certificate of recognition** Develop your own materials and recognise particular students for their efforts.

Sending us funds raised...

| DIRECT DEPOSIT | |
|-------------------|--------------|
| Acct Name: | MAPS Mission |
| Acct No.: | 1126 8914 |
| BSB: | 062 000 |
| Reference: | School Name |

CASH or CHEQUE Please mail to the postal address found on our website.

If you are supporting a specific project, please notify us so that we can correctly allocate the funds.
ams@marists.org.au or (07) 3354 0600

For additional resources provided by Marist Schools Australia visit www.msa.edu.au



In the tradition of St Marcellin Champagnat...

Our Vision... *is of a world that reflects Marists' desire that vulnerable young people are brought towards the centre from the margins through access to education.*

Our Mission... *is to empower young people by enhancing their human dignity and developing their capacity to transform their lives and communities.*

Who We Are

Australian Marist Solidarity (AMS) is the agency for the aid and development work of the Marist Province of Australia throughout Asia and the Pacific Islands. AMS works with the people in this region on a combination of long-term and short-term development projects. These projects aim to develop, or support, locally sustained education opportunities for the young people in these regions.

To achieve this, we facilitate partnerships with communities focussed on overseas aid, education and community development activities of the Australian Marist Brothers. To better fulfil this role, and to maintain the highest standard of transparency, AMS became a signatory organisation to the Australian Council for International Development (ACFID) Code of Conduct in 2008.

Through the extensive network of Marist Schools around Australia, AMS is supported by current and former students and their parents, associates and the wider Marist Community. Through this network AMS presents a national forum for awareness and fundraising campaigns for the development work we support.

Where Your Support Goes

Your support makes educational opportunities for young people on the margins in Asia and the Pacific possible...

Our supporter network has enabled AMS to gradually increase support of education based projects across Asia and the Pacific. Without the support of people like you this simply would not be possible.

We work hard to ensure that the people we support get the most out of the funds that you entrust to us. This means not only sending our project partners the funds but also providing them with the capacity building training to carry out the projects with their communities.

We ensure that the people we support get the most out of the funds that you entrust to us.

92.9%
Program Work

6.7%
Administration & Accountability

0.4%
Fundraising Costs



Contact us...

ams@marists.org.au | (07) 3354 0600

PO Box 273, West Ashgrove QLD 4060

www.australianmaristsolidarity.org.au

ABN: 46 373 535 209

ACN: 132 009 851





Champagnat Day Celebration



The first Marist Brothers arrived in Australia on the 'Star of Peace' on 21st February, 1872. On the 8th April, 1872, school commenced at St Patrick's. Our Newsletter is named, 'Star of Peace', as it too, hopefully, brings peace and good news to our community.



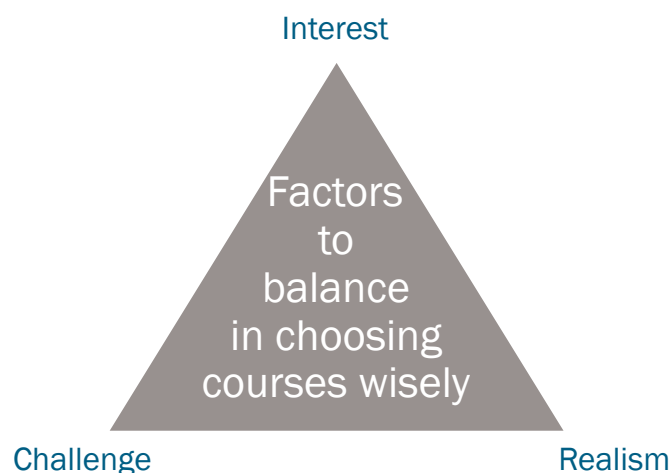
Choosing Wisely, Choosing Well

Advising Year 10 students on their choice of HSC Programs of Study

Professor George Cooney & Dr John DeCourcy

September 2016

Balancing **interest**, **challenge** and **realism**
gives the best chance of positive outcomes
within school and beyond



Year 10 students rely heavily on their teachers and leaders within their schools for advice on choice of courses for their Year 11 and 12 program of study. Consistency and utility in this advice is critical.

Teachers are placed in a conflicted position when they are asked for such advice. There is a desire to do the best for the student, and also potentially the desire to protect a student from ‘drowning’ in a course s/he just is not capable of. There is a need to promote the teacher’s course to ensure that enough students choose it, but this can lead to a temptation to over-sell it.

Good advice to students will adequately balance three critical factors:

- Interest in the course
- Challenge
- Realism

Hattie¹ notes that of the 138 meta-analyses he considered as affecting student achievement, the number 1 position, with an effect size of 1.44, is taken by “student self-report grades” – i.e., the student’s expectation of him/herself.

Academic self-concept is the softest putty in the teacher’s hands, is influenced strongly by the nature of the feedback the teacher provides the student², and is critical in the

process of working with students to wisely choose a program of study.

(Note that it is self-concept, rather than self-esteem, that we as teachers should be working for. Adolescents often have a suspicion bordering on hostility for attempts to directly address their self-esteem. Rather, a healthy self-esteem is the by-product of a developing self-concept, which is what shapes self-expectation.)

It is teachers’ expectations of students – their real expectations which are inferred by the student rather than those explicitly stated by the teacher – that are among the strongest influences on student academic self-concept. The “soft bigotry of low expectations” can too easily lead students to a failure-avoidance approach that yields the expected low results. The critical influence of teachers’ high expectations of students – both in setting up for their HSC and throughout Stage 6 – is hard to over-state.

The challenge for us all as teachers is to understand intelligence and ability not as fixed characteristics of a student, but as qualities which can be developed. You can learn to be smart. There are many different ways of being smart. The HSC program gives each student, properly supported, a valuable opportunity to explore his or her own ways of being capable.

A word of caution in terminology here. Many schools refer to this process as “subject selection”. It is better described as “course preferences”. Students choose courses (such as English Standard, or Mathematics General) rather than subjects (such as English or Mathematics). Often “which course” is the significant question. Secondly, if they see themselves as selecting a course, rather than expressing a preference for it, it can become locked-in in their minds as definite. Other factors (enough peers choosing a particular course to enable it to be taught within the school, timetable clashes, advice on appropriate levels within a subject, etc) influence whether a student actually enrolls in a course. By describing the process as the students’ expression of course preferences it is clearly signalled that there are other factors beyond the student’s expression that will determine what s/he undertakes.

1 Hattie, J.A. (2009), *Visible Learning*, London: Routledge

2 Hattie, J.A. (2012), *Visible Learning for Teachers*, (Chapter 7) London: Routledge

Interest

Students should be strongly encouraged to undertake courses they have a genuine interest in. The motivation and drive that come from interest can be the crucial factor in the hard work of Years 11 and 12.

A prospective career direction might indicate interest, but it is important to test this strongly with students. A student who wants to do Physics only because s/he wants to be a fighter pilot – but whose only interest in doing Physics is that it is a perceived requirement of the career – probably needs to do some better thinking about career. For most students, the discussion at this stage needs to be about those aspects of their study that lead to employability, rather than directly to employment. Students should consider having a spread of courses which will enable them to undertake a range of post-school careers and study options.

It is important to engage parents in consideration of each of the three factors being balanced in course preferences, most particularly with the importance of student interest. The transitional and transformative nature of adolescence makes the course preference discussion an opportunity for growth.

There are two problems for students (and parents and teachers helping them) in discerning “interest”. The first is that often the student has little or no idea of what courses s/he might be interested in, as much of

the Stage 6 curriculum is unfamiliar. Schools have many ways of getting students to engage with course offerings: Stage 6 Course Booklets, taster courses, “Subject Fairs” etc. A “Courses Quiz” (requiring student knowledge of the Stage 6 curriculum document) can be a fun way of ensuring that the content of the course offering has been considered. Importantly in this process, if the student focuses on producing a long ranked list of preferences, rather than a final (“fixed”?) list of 5 or 6 selections, it is more likely s/he will get a real consideration of the available courses.

The second issue with interest is that some courses are compulsory. It is useful at this stage to shift the conversation from ‘interest’ to ‘challenge’.

Challenge

Students do well when they stretch themselves beyond what they thought they were capable of. It is important in course preference advice to encourage realistic aspiration.

Sometimes when a teacher encourages a student, both end up disappointed with the result. That is not a reason to avoid encouraging and challenging the student. The most important indicator of the work teachers do with students is not where the students end up, but the difference that has been made along the way. The stronger the challenge, the greater that difference is likely to be.

Data from the HSC Data Analysis Project over the last 15 years has shown that Catholic schools do not do a particularly good job of challenging students who are capable of good achievement into more difficult courses.³ Catholic schools are under-represented in high-level courses, even when measures of “ability” are taken into account.

It may be that this under-representation is a result of a (caring but misguided) wish to spare the student from struggling. Many capable students progress through their schooling with little experience of struggle until they take on a difficult course at the Stage 6 level. This experience can lead directly to a self-concept revision: “I can’t do Extension Maths”. It takes expert feedback from the teacher to guide the student through process to product to direction.

Changing the conversation from “are you good enough to do this course?” to “if you stretch yourself, you could do really well at this” puts demands on both the teacher and the student, but by challenging the student’s self-concept gives a much better chance of his/her achieving a personal best.

It is worth noting that some universities are now proposing to

3 DeCourcy, J.S. (2015) *HSC Data Analysis Project: HSC 2014*, Sydney: Catholic Education Commission; Cooney, G. (2016) *Student Performance and Participation in High-level Higher School Certificate courses*, Sydney: Catholic Education Commission

address the lack of challenge in some students' course choices by making Mathematics 2U a prerequisite for many of their degrees which have a mathematical or scientific basis. Other degrees such as those for teaching are proposing prerequisites also.

It is the feedback that we give when we are not particularly intending to give feedback that has a significant impact on student self-concept. The course preference process is an important example of this.

Realism

We need to develop a realistic sense with students of what they are currently capable of, how they can improve and develop their capacity, and what is needed for success in particular HSC courses.

Balancing this with the need to challenge students takes skill. It is just as easy for the student who needs to hear the 'challenge' message to instead hear 'realism' and therefore decide to do an easier course, as it is for a student who needs to hear the 'realism' message to do the opposite.

A critical part of the realism message is to be realistic about the effect of course preference on the Australian Tertiary Admission Rank (ATAR). The ATAR process is a fair and balanced way of comparing results in each course with those in every other course. There is no way of manipulating the process to gain a better ATAR other than by hard work and application.

Ideally, there should be no discussion of ATAR in working with students who are shaping their course preferences, for the simple reason that the way the ATAR works provides no useful guidance to which courses a student should do. Of course, we do not live in an ideal world and both students and parents will often raise the ATAR question. Our response needs to be clear: the best way to maximise an ATAR (and prospects beyond school) is to enrol in courses balancing interest, challenge and realism then to work hard over Years 11 and 12.

Attempting to 'sell' a particular course on the grounds that "it scales well for the ATAR" is both misleading and unprofessional. It is true that some courses have higher means after scaling for the ATAR. This reflects the fact that they have been undertaken by students whose achievement in their other courses has been relatively high. It promises nothing to the student who enrolls in that course other than his/her achievement will be fairly compared with that of other students.

The advice to students is clear: Don't try to play ATAR games. Students who are contemplating further study at university need to ensure that they select courses that provide a suitable preparation for their proposed university course. A high ATAR of itself will not ensure success.

Some input to this discussion for the student who needs myths about ATARs de-bunked is provided by the "Ranked-All" report (Report 7)

provided to schools as part of the HSC Data Analysis package. This report lists all of the results obtained by students in the school in the last year in approximate order of their ranking on the ATAR/TES scale. There are two important considerations in using this report:

- 1. Equivalence:** Marks in different courses which are at much the same position on this ranked report are to a good approximation equivalent in their contribution to an ATAR
- 2. Frequency:** You need to look at how often a particular course has results in the range being examined, to see where you are likely to get a high result. A Board mark of 91 in English Standard is roughly equivalent on the ATAR/TES scale to a Board mark of 91 in English Advanced, but many more students gain marks in this range in English Advanced than in English Standard – over 99% of English Standard results are Band 5 or below. (Note that while this is not as clear in Mathematics, the Board has announced that General Mathematics and Mathematics 2U will now be marked on a common scale. This change will place Mathematics in the same situation as English.)

Keeping the Balance

The challenge for all teachers is to keep the balance between these factors clear for all students. Some are unduly influenced by peers or slightly older students, and choose based on their advice rather than the student's own interest. Others need support to stretch their aspirations. Some are quite unrealistic in their belief in being able to game the system by using ATAR scaling as their free ticket to success.

The student derives the greatest benefit – and the best clarity in what is for many a complex set of choices – when the advice from all teachers is consistently focused on the student's needs and **interests**, that **challenges** him/her to stretch their aspirations, and that accurately and **realistically** reflects both the student's readiness and the nature of the HSC.