

Prayer

Loving God, as we remember the faithful departed in a special way throughout November, may we gain strength and solace from Your promise of the Kingdom. We make this prayer in Jesus' name. Amen



From the Principal The Future of Teaching and Learning

We are drowning in information, while starving for wisdom.
(E O Wilson)

As educators, we often hear that our schools are educating young people under an Industrial model rather than for our current era. The last major changes to curriculum were effected in the 19th century as a response to changes in society brought about by the Industrial Revolution – for example, vast changes to transportation and communications which prompted a shift from an agricultural based economy to the rise of factories, mass production and machinery. Today, we recognise a different era, often described as the Knowledge Era, The Information Age and others. We all know of the exponential nature of modern change.

I share with the community one summary from my recent reading about what this world context means for the education of young people and those of us charged with equipping them with the skills, knowledge and attitudes required.

Charles Fadel, in his article *Education with a Capital E* (2014) writes that education must be re designed for explicit emphasis on four key dimensions: **Knowledge, Skills, Character and Metacognition.**

Knowledge: Must be relevant, interdisciplinary, have significance and applicability, greater focus and depth, greater balance between conceptual and practical

Skills: Higher order skills such as the 4 Cs (Creativity, Critical thinking, Communication and Collaboration).

Character: Equipping young people to face adversity, challenging circumstances and interdependence in order to benefit civic society. Performance Character (eg. Adaptability, Curiosity, Initiative, Leadership, Socialisation etc.) as well as Moral Character (eg. Integrity, Fairness, Respect, Empathy, Self Awareness, Courage etc.).

Metacognition: The importance of learning to learn – the capacity for transference of learning, learning habits for life, the capacity to reflect on their learning and decide which learning strategies are best for the task at hand.

These four dimensions form a critical reference point for teachers when they ask themselves such questions as: Why do we teach what we teach? What must our students learn? How are we preparing our students for the world beyond Ave Maria - from the point of view of Knowledge, Skills, Character and Meta Cognition.

As educators and indeed as parents, we work together essentially to equip our young people to be self directed, self motivated, to learn both self efficacy and interdependence. It is shared and sacred work within our Catholic Faith context.

In closing, I congratulate our debating teams and the staff involved in this important program. Ms Suzanne Lake has written a report within this newsletter. I also urge families to read of the many other Teaching and Learning experiences of our students described herein, along with our College exploration of the Middle Years Program as outlined by Mr Phil Tascone, Deputy Principal Leadership and Learning.

Elizabeth Hanney
Principal



*Curiosity to explore
Courage to excel
Confidence to thrive
Compassion to love
Community to grow*



Deputy Principal Leadership & Learning

In the newsletter on Wednesday, 27 July 2016 I wrote about the College's investigation of the International Baccalaureate Middle Years Program (IB MYP). This is a curriculum framework which offers an international and integrated approach to key areas of study for students between the ages of 11 and 16 (Years 7 to 10). The MYP, and IB more broadly, emphasises the importance of educators developing students who are able to manage and direct their own learning, and who have an awareness of the issues facing the global community in the early 21st century. In addition to providing a curriculum framework, the MYP emphasises a number of strategies for effective teaching and classroom practice. At the centre of the IB MYP is the student and their learning. The [IB Learner Profile](#) is central to a student learning focus across all subjects. The listed attributes developed by learners form part of the language used to discuss learner values and habits of mind in a learning community.

At the College Executive level we are satisfied that the IB MYP closely reflects and aligns with the College's strategic direction and vision for student learning. We feel that it would in fact propel us along this journey and we are very excited by the growth opportunities it presents for students and staff. As members of the College Executive have attended IB training sessions and the MYP Investigative Team members have carried out visits to MYP schools and their own explorations, we have developed a better understanding of all the factors to be considered. This growing understanding has put us in a position to revise how an MYP transition might take place and the necessary steps and implications that require more urgent thinking and action. In making a decision on whether or not to apply for MYP candidacy the College is considering a variety of other interrelated, practical implications. These include:

- the promotion and education rollout for all stakeholders; students, staff and parents
- the timing of each year level's transition to MYP
- changes to subject offerings
- the division of time allocations to subject groups
- the integration of an IB Learning Management System for planning, assessment and reporting
- budgetary and staffing implications
- VCE and Learning Enhancement Considerations

I look forward to providing you with more information over the coming weeks. Again I strongly encourage you to visit the [IB MYP website](#) to learn more about this framework.

Phillip Tascone

Deputy Principal Leadership and Learning

Heads of School

Year 10 – 11 Examinations and VCE Commencement Week

Year 10 and 11 students will complete their end of year examinations from Thursday, 17 to Thursday, 24 November 2016. Following this examination period students will undertake a commencement week of their VCE studies. This week is an opportunity for students to orientate themselves with the structure and content of their chosen studies for 2017. Students are required to attend this week and will be assigned subject specific tasks to support their success for the following academic year.

Year 7 – 9 Examinations

As Year 7-9 students begin their preparation and revision for examinations it may be helpful for parents to know how they can help their daughter. We encourage parents to play an active role in their daughter's preparation for their upcoming examinations. Ways to support your daughter prior and during this period may include: know the exam schedule; draw up a checklist of daily requirements, based on the day's examinations; listen to the story of the day and move on to refocus; help them maintain a well-balanced routine; break revision time into small chunks with appropriate breaks; ensure your daughter has all the essential books, materials and resources; condense notes onto postcards to act as revision prompts; and ask your daughter to teach you a concept.

As mentioned in the last newsletter, the Year 7-9 examinations are scheduled to take place between Friday, 25 and Wednesday, 30 November 2016.

A copy of the detailed End of Year Program will be given to students in the coming weeks.

Student Free Days

A reminder to parents there are a number of student free days approaching:

Friday, 25 November 2016 is a student free day for Years 7, 10 and 11 students.

Monday, 5 December 2016 is Assessment and Reporting Day and is a student free day for all Year Levels.

Acting Head of School Years 7-9 Casey Janides
Head of School Years 10-12 Matthew Smith

Important Dates

Thursday, 17 November to Thursday, 24 November
Friday, 25 November

Monday, 28 November to Friday, 2 December

Monday, 28 November

Monday, 28 November to Wednesday, 30 November

Year 10 and Year 11 Examinations

Year 7 (2017) Orientation Day, (Student Free Day Year 7, Year 10 and Year 11)

Year 9 First Aid Program

VCE Commencement Week

Year 12 (2017) Parent Information Night

Year 7 to Year 9 End of Year Examinations

Teaching and Learning Leader

A reflection from the 2016 Academic Captain
Veronica Pham



What a year it has been. For some people Year 12 can be one of the best years of their lives or one of the worst years of their life. For me, it was a bittersweet year filled with high emotions ranging from peak periods of stress to pure joy and laughter. Despite all the advice I received from past students and teachers about how to survive Year 12, I don't think anyone can ever be fully prepared for their final year of high school.

While this sounds daunting, I personally think that the beauty of Year 12 lies in the experience you gain and the discovery of how capable you are to achieve anything you set your mind to.

Having the opportunity to experience Year 12 as an Ave Maria College student is something I believe is very special. While I may have been at Ave Maria College since Year 7, it wasn't until I was in Year 12 that I realised why it was so special to be an Ave Maria College student. The sense of community, love for one another and a passion for good food are one of the many things that makes the College bond so strong and unique. And of course, the Year 12 Ave experience would not be complete without our dedicated teachers guiding us throughout the year. For me, my teachers were not just teachers but rather my mentors who have not only helped me with excelling in school but also passing on their life experiences and advice onto me. I believe that teachers are in a powerful position to have an impact on their students every day. I will always remember my teachers for the impact they have had on me as a student and an individual.

Many things this year have shaped me into the person I am today. One of that being the College Academic Captain. Being able to inspire other students to try their best and simply be their role model has been an absolute privilege. There are no words to describe the feeling I get when I feel like what I have said or done has impacted other students to reflect and consider what they need to do to reach their full potential. Working closely with the Leadership Team to organise activities for the whole school has also been very rewarding and heart-warming seeing how we can make someone's day that little better. Being a leader this year has not made leaving Ave Maria College very easy, but I will forever cherish these fond memories.

I think I speak on behalf of the Class of 2016 when I say this, I am very proud to call myself an Ave Maria College student. While the stress and heavy SAC periods will not be missed, Ave Maria College will always have a special place in my heart. As one adventure comes to an end, another adventure is just about to begin.

Jessica Hall

Teaching and Learning Leader

Faith and Religious Education

The end of formal classes for Year 12 were marked by a final liturgy where 'the light' was passed on to our Year 7 students. On Thursday, 20 October 2016 the Year 12 Valete Mass went very well. Fr Bill Attard's homily left all with much to ponder and Ms Sims and the vocal ensemble added greatly to our celebration. The care and organisation of Ms Stangherlin and the Year 12 team ensured it all ran smoothly.

On Tuesday, 25 of October 2016, Year 8 students participated in a Faith Formation Day. A number of guest speakers presented and provided insights into what it is like for those seeking refuge in Australia. We engaged in various activities that got us thinking about ways of improving detention centres, as well as things that should be provided for those arriving in Australia.

A number of discussions related to these ideas were shared among the whole Year Level. We were given the opportunity to question the practicality of the ideas and point out certain problems. This definitely got everyone thinking more deeply about refugees and detention centres.

Overall, the Faith Formation Day was a great experience and the Year Level definitely gained more understanding and awareness of the plight of refugees.

As a sign of the Year Level's support towards this cause, each person donated small hygienic items to be passed on to those who are currently in detention.



Year 8 students discussing issues concerning refugees

Patrick Jurd

Director of Faith and Religious Education

Student Counsellor

No More Winter Blues

There are a lot of things I like about daylight savings time . There's more daylight available after school to go for a jog, play tennis or walk my dogs. Apparently there is a decrease in crime. The reason for this is simple: crimes tend to happen more often in darkness. Extend the daylight, and crimes, especially outdoor crimes like muggings, go down. But the main reason I enjoy daylight saving time is because I feel a natural improvement in my mood.

The association between daylight and mood is well documented. Exposure to light and dark has an effect on our bodies. Melatonin, a chemical related to sleep, is produced more when it is dark. Serotonin, a chemical related to feeling good, is produced more when it is light. During the winter months when there is less sunlight, people's bodies can produce more melatonin and less serotonin, causing them to feel depressed. Some people suffer from a condition called Seasonal Affective Disorder (SAD). A milder form of this condition is called the "Winter Blues."

Symptoms of seasonal disorders can include depression, irritability, lack of energy, increased need for sleep, craving for sweets, overeating, weight gain, difficulty concentrating and decrease of interest in social activities. These symptoms decrease with the increased exposure to daylight in spring.

Why not take advantage of the extra daylight and go for a walk with your family after dinner? Not only will you benefit from increased exercise and social contact, you will probably feel a little bit happier.



Sue Hall
Student Counsellor

Pathways News

VTAC Reminder dates

VTAC Personal Statement	Friday, 2 December 2016
ATARs Released	Monday, 12 December 2016
COP for Early International Offers closes	Thursday, 15 December 2016
Early Round International Offers	Monday, 19 December 2016
Change of Preference (COP) closes	Tuesday, 20 December 2016
Main Round International Offers	Monday, 9 January 2017
Main Round Domestic Offers	Wednesday, 18 January 2017
Further Offer Rounds	Tuesday, 7 February 2017 onwards

Students who missed the Special Entry Access Scheme (SEAS) deadline can add information to your course application about how your studies have been affected or disadvantaged by circumstances out of your control. This can be done through the VTAC Personal Statement. The Personal Statement is not a replacement for SEAS. The Personal Statement is not equivalent to submitting a SEAS application, however it is an opportunity for you to outline impacting circumstances. For a full list of cancelled, amended and new courses, visit [VTAC Course Updates](#)

Australian Jobs

In 2016, the Australian labour market is markedly different from that experienced by workers in past decades.

The Australian Jobs publication presents an overview of the current labour market and highlights the major changes which have occurred, including for industries and occupations. The report is based largely on Australian Bureau of Statistics (ABS) figures but also uses data from other Government and related agencies. More detailed information is available and Australian Jobs includes links to help you explore the labour market further. The industries projected to grow most strongly (in percentage terms) are Health Care and Social Assistance (up by 16.4%), Professional, Scientific and Technical Services (14.8%) and Education and Training (13.0%). Browse [Australian Jobs](#) to find out more!

Year 12 Email Addresses

Offers are sent to the email address students have given VTAC. Students should not use their school email address because by the time the offers come out Year 12 students are no longer receiving emails to this account.

Please follow the Careers and Pathways page on Ave Space for more information.

Helen Aliaga
Pathways Co-ordinator

Junior DAV Debating

The Junior Debaters Association of Victoria (DAV) debating competition is up and running. Ave Maria College is once again the host school for the Essendon region. The 2016 season got underway with a training night in mid-October and the first round of debates was held on Thursday, 27 October 2016. Two more rounds will follow.

The junior competition is designed to offer Year 7 and 8 students the opportunity to learn about debating and to develop their skills and confidence through participating in debates against other schools in the region. This year Ave Maria College has entered two teams in the competition. Sophie McAllister, Marianne Finlay and Josephine Porcheddu of Year 8, together with Grace Abboud and Michaela Vimba of Year 7 make up the Ave 1 Team. Genevieve Leonhill, Isabella Garra and Charlotte Durrington of Year 8 and Elisha Andres and Jessica Lima of Year 7 are members of the Ave 2 Team. Ms Melanie Zahra, Mrs Joanne Thompson and Ms Suzanne Lake are team coaching this year.

The topic for the first debate was 'After-school sport should be made compulsory'. Marianne, Grace and Michaela from Ave 1 argued the negative case against Sunbury Downs College. Genevieve, Charlotte and Isabella argued the affirmative case against St Columba's College. All of the students did an outstanding job and are to be congratulated on their efforts. Ave 1 won their debate and Ave 2 were beaten by the smallest of margins – just one point. Grace Abboud and Charlotte Durrington were both named Best Speaker in their debate. Once again, congratulations on your impressive performances.

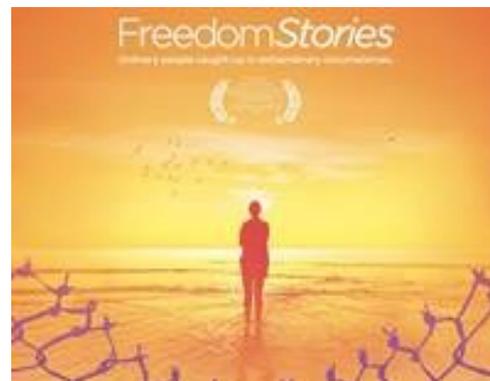
The evening concluded with adult members of the DAV presenting an exhibition debate to continue to refine students' understanding of the art of debating. Thank you to the students, parents and staff who attended the evening to support the students.



Suzanne Lake
Member of Staff

Year 7 Freedom Stories

'Ordinary people in extraordinary circumstances'. On Monday, 24 October 2016, Year 7 students, teachers and parents gathered for a screening of the documentary *'Freedom Stories'* followed by a *Question and Answer session with film director Steve Thomas*. The film follows the journey of twelve asylum seekers and refugees who were placed in detention centres upon arriving in Australia from the Middle East. The documentary shows how these refugees and asylum seekers have contributed to Australian society and are ordinary people just like you and I. Meeting film director Steve Thomas gave us the opportunity to ask questions regarding the making of this eye opening documentary. We were also lucky enough to have Mariam, one of the Year Level Captains, share her story about leaving Syria and coming to Australia. Mariam's story moved us all, as did the stories of the asylum seekers and refugees in *Freedom Stories*. Thank you Steve Thomas, Mariam and Mrs Thompson.



Grace Abboud, Steve Thomas and Mariam Touma.

Grace Abboud and Mariam Touma
Year 7 Students