FROM THE PRINCIPAL

Dear Members of the Academy Community

As I sit writing this newsletter, I am very conscious of the quiet around the school. Our Year 12 students have now joined our Years 7 to 11 students, with all students undertaking remote learning. Now and again, a teacher comes past my office………. but it is very quiet.

The Leadership Team members are all present as are support staff but the usual exuberance and energy of the student body is missing and thus the College is a very different place.

Just out of curiosity, I looked at the newsletter from this time last year to see what was happening. I read of the College coming together for the launch of our Strategic Plan 2019-2022; the forthcoming Parents’ Association High Tea; the enrolment interviews conducted with our potential students of 2021; the success of the VCE Information Evening – attended by many and, having just returned to Australia, my reflections on the Young Mercy Leaders Pilgrimage to Ireland.

Little did I think that 12 months later the College would be so different with meetings such as Parent/Teacher interviews, enrolment meetings and VCE Evenings conducted online via Zoom or the like; staff and students adorned with masks and words like ‘social distancing’, ‘unprecedented’ ‘isolation’ and ‘contact tracing’ becoming a part of our everyday vernacular.

The world has indeed changed and probably changed irrevocably. However, as a united community, we will come out the other side stronger and more aware of the preciousness of life and the unwavering spirit that binds us together.

Every blessing,

Sr Mary Moloney rsm
Principal

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We remember Hiroshima
6 August 1945
9 August 1945

Never again

Let us remember Hiroshima as a beacon to commit ourselves to find ways to live together in peace, that we may not be just peace lovers, but peacemakers.

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They shall grow not old,
as we that are left grow old;
Age shall not weary them,
nor the years condemn.
At the going down of the sun
and in the morning
We will remember them.

75th Anniversary of the end of World War II - 15 August 2020
DEPUTY PRINCIPAL – WELLBEING AND OPERATIONS

Dear Parents/Guardians,

Family Contact During Remote Learning
As we are all aware, there is much anxiety over the upgrade of the current restrictions, including the fact that all students are now back to remote learning. While, as a College, we are confident that we will continue to provide quality learning during this time, we do understand that what comes with these restrictions is a vast reduction in the capacity to connect with others.

To that end, over the coming weeks I will be arranging a number of online meetings with parents across the entire College community. As such, please be advised that you will be invited to attend these meetings with an opportunity to put forward any questions or voice any concerns you may have. Also present at these meetings will be your daughter’s Wellbeing Leader and the Deputy Principal of Learning & Teaching, Ms. Lennon. I look forward to speaking with you in the coming weeks.

Wellbeing
A reminder that the Wellbeing site is available for use for all parents and families. On this site are many resources which may help in dealing with this very uncertain time. The site can be found at:

https://sites.google.com/academy.vic.edu.au/studentwellbeing/home

In particular, on this site exists the ‘Coronacare’ and the ‘Academy Student Support’ pages which contain not only resources to help deal with any anxiety about the current situation but also some morale-boosting videos from the Senior Student Leadership Team.

Wellbeing Leaders will be checking in on their respective year levels each week and, as aforementioned, homeroom teachers will be checking on homerooms twice a week.

Please know that you can also contact me on 9412 7102 should you have any issues that arise throughout this time.

Mid Term Break
Just a reminder that there is a mid term break on Friday 14 August – this is a staff and student free day.

Parents Association Meeting Monday 24 August
As I have often spoken about before, the Parents’ Association is a vital part of the College community, and it continues to be so despite the situation within which we find ourselves.

To that end, I would like to invite parents to an online meeting on Monday 24 August beginning at 5pm. Should you wish to attend this meeting, please email me directly at: paul.finneran@academy.vic.edu.au

All expressions of interest should be emailed to me by Thursday 20 August.

Closing Remarks
In this current climate, COVID-19 continues to challenge the very fabric of our communities pulling at the threads which bind us together as a people united in faith and in hope. To overcome this challenge, we need to strive to think about what it is that brings happiness to our lives.

it is important to remember that happiness is not something that is free from trouble, nor does it reside in isolation from fear, anger or sorrow. Rather, it exists to allow us to understand and stave off more testing emotions which confront us from time-to-time. To that end, I am mindful of a sermon, Pope Francis gave in 2017 in which he spoke about happiness:

"You can have flaws, be anxious, and ever angry, but do not forget that your life is the greatest enterprise in the world. Only you can stop it from going bust. Many appreciate you, admire you and love you. Remember that to be happy is not to have a sky without a storm, a road without accidents, work without fatigue, relationships without disappointments. To be happy is to find strength in forgiveness, hope in battles, security in the stage of fear, love in discord. It is not only to enjoy the smile, but also to reflect on the sadness. It is not only to celebrate the successes, but to learn lessons from the failures. It is not only to feel happy with the applause, but to be happy in anonymity. Being happy is not a fatality of destiny, but an achievement for those who can travel within themselves."
To be happy is to stop feeling like a victim and become your destiny’s author. It is to cross deserts, yet to be able to find an oasis in the depths of our soul. It is to thank God for every morning, for the miracle of life. Being happy is not being afraid of your own feelings. It’s to be able to talk about you. It is having the courage to hear a “no”. It is confidence in the face of criticism, even when unjustified. It is to kiss your children, pamper your parents, to live poetic moments with friends, even when they hurt us. To be happy is to let live the creature that lives in each of us, free, joyful and simple. It is to have maturity to be able to say: “I made mistakes”. It is to have the courage to say “I am sorry”. It is to have the sensitivity to say, “I need you”. It is to have the ability to say “I love you”. May your life become a garden of opportunities for happiness ... That in spring may it be a lover of joy. In winter a lover of wisdom. And when you make a mistake, start all over again. For only then will you be in love with life. You will find that to be happy is not to have a perfect life. But use the tears to irrigate tolerance. Use your losses to train patience. Use your mistakes to sculpt serenity. Use pain to plaster pleasure. Use obstacles to open windows of intelligence. Never give up .... Never give up on people who love you. Never give up on happiness, for life is an incredible show. 

“The garden of opportunities” to which Pope Francis refers is a powerful metaphor for us all to absorb. A garden does not grow or sustain itself. It is cultivated and nurtured and for ourselves, for happiness to play a more prominent role in our own lives, we need to tend to our own gardens. In doing so we provide a model for others to follow. In tending to our garden we are helping others to tend to their own and to truly understand that, as Pope Francis suggests, “to be happy is not to have a perfect life.” May I be so bold as to suggest that for our life to be “an incredible show” we need to be the song in the lives of others and offer hope to quell any despair that people may be feeling at this time.

“Some days there won’t be a song in your heart. Sing anyway.”
Emory Austin

Mr Paul Finneran, Deputy Principal - Wellbeing & Operations

PARENT/TEACHER INTERVIEWS

Timetable changes
On 13 and 19 August there will be a shortened timetable for staff and students, with the last class finishing at 2.15pm in order to allow teachers preparation time before they begin the interviews.

Please find below the instructions to access your scheduled parent/teacher interview on 13 or 19 August.

If you go to the Meet and you see an interview before you that is still going, even if the time is up, please do not join or request to join a Meet. You will be able to see when the previous parent has left the room you are going to join.

On the night of the parent teacher interviews, please come back to the page pictured below and when you are at your allocated time slot, please click here to join interview link.
1. If you have never used Google Meet before (we recommend that you use Google Chrome).

There will be a prompt to allow the use of your camera and microphone, please click allow and then dismiss the notification as per image below. Please then make sure that your camera and microphone are active:

![Permission to use camera and microphone]

2. If you are logged into your personal Google account, please click on Ask to Join to join the meeting:

![Ask to Join]

3. If you are not logged into an account, it will ask you to provide a name, please provide your daughter's name in this space and then click on Ask to join.

![Name input]

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**ACADEMY COLLEGE NEWSLETTER**

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4 | Page
4. Once the teacher accepts your invitation to join, you will then be in the Meeting with them.

5. If you get the below message:

This means that the teacher is currently still in a meeting with another parent. Wait 2 minutes and then please refresh the page by clicking the refresh icon or hitting F5 on your keyboard and then wait a couple of minutes and then ask to join again.

Please contact IT helpdesk (Academy.Helpdesk@academy.vic.edu.au) if you have any difficulties.

DEPUTY PRINCIPAL – LEARNING AND TEACHING

Dear Parents/Guardians,

Yet another period of change this week as we move back to online learning for students in all year levels. While the College doors may be closed, the community is open in every other respect. Staff and students continue to support each other to best utilise this time of remote learning in a positive and productive way.

You will be aware from our previous correspondence that our timetable remains largely unchanged in terms of the length of the day. This decision was made to ensure that we give our VCE students as much time as possible with teachers. However, as I mentioned in our last newsletter, classes at 7–10 are running for a 40 minute period (rather than 50) to better cater for the challenges faced by our younger students. For your information, staff have been in constant dialogue this week to re-evaluate how to support our students more effectively in this second lockdown. A few observations that are now guiding the planning and practice from 7–10.

1. Our first experience of lockdown highlighted the challenge in finding the right balance between too much classwork and too little, so we are constantly refining our practice to find the right balance between the two. As always, your feedback and that of your daughters, will help us to achieve optimal learning outcomes, so if you have any concerns in this regard, please do communicate with the relevant teachers;
2. We also became aware of the challenge of monitoring students’ level of understanding when cameras were turned off. To address this issue, we ask that students turn their cameras on to provide increased opportunities for student engagement. We ask students to be mindful that they are appropriately dressed for their online classes (in much the same way as they would dress for a casual clothes day at school);
3. Finally, we are acutely aware that this second period of more restricted isolation has a significant impact on our students’ wellbeing. Our aim, this term, is to focus our learning and teaching on promoting connection between students through more group tasks and collaboration to better counteract the effects of this isolation.
VCE students
Remote learning provides additional challenges for our VCE students, especially for our Unit 4 students. VCE teachers met this week to strategize about ways in which to best support our students and to re-evaluate the assessment protocols during remote learning.

VCAA have provided schools with some degree of flexibility in the method of delivery for SACs and they have also provided us with some guidance as to protocols associated with carrying out these assessments. The method of delivery and the nature of authentication will vary depending on the subject, and students can expect to receive clear and transparent instructions prior to any formal assessment that is scheduled.

We encourage VCE students to make the most of their opportunities in class to engage with their learning and to ensure that they are proactive in seeking help and assistance from teachers independently as well.

Subject Selection
This term, students from years 8–11 will be making their subject selections for 2021. We encourage you to work with your daughters to discuss their future plans and contact relevant Learning Areas or the Careers Practitioner, Lauren Sach, if you have any specific queries related to subject selection.

Parent Teacher Interviews
We thank those families in our community who participated in our first online Parent/Teacher interview process. While there were the inevitable technological hiccups along the way, this format was very successful. We hope to address any technical difficulties prior to the next interviews scheduled for Thursday 13 August and Wednesday 19 August and invite participants for these interviews to revisit the instructions contained within this newsletter.

Catherine McAuley once wrote, ‘while we place all our confidence in God, we must act as if all depended on our exertion’. With this in mind, I have every faith in our continued efforts to support your daughters’ learning during this remote period and wish you and family the best in these challenging times.

Ms Fiona Lennon, Deputy Principal – Learning and Teaching

DIRECTOR OF FAITH AND MISSION

In the gospel from last Sunday we read,

When it was evening, the disciples approached him and said, “This is a deserted place and it is already late; dismiss the crowds so that they can go to the villages and buy food for themselves.” Jesus said to them, “There is no need for them to go away; give them some food yourselves.” But they said to him, “Five loaves and two fish are all we have here.” Then he said, “Bring them here to me,” and he ordered the crowds to sit down on the grass. Taking the five loaves and the two fish, and looking up to heaven, he said the blessing, broke the loaves, and gave them to the disciples, who in turn gave them to the crowds. They all ate and were satisfied, and they picked up the fragments left over—twelve wicker baskets full.

Last Wednesday night, it was my privilege to put my tracksuit pants and slippers on and log in to the Year 9 Bryce Synergy Presentation Google meet. The students brought maturity, clarity and sophistication to their analysis and presentation of their research projects. They achieved this in difficult times and in restrictive circumstances.

Amongst the many highlights of the presentations, a strong sense of teamwork and co-operation shone through. The adversities facing the groups became ‘stiles’ causing them to reach higher.

In the gospel from last Sunday, the followers of Jesus found themselves in a deserted place with no food. The disciples plead with Jesus to send the crowd away and let every woman, man and child fend for themselves. Jesus said to them ‘Give them some food yourselves’. The disciples do not have a lot of food. Five loaves. Two fish. Jesus blesses the food and asks them to give what they have to the crowd.

Is this a miracle for our times? We know the desert that awaits if our community opts to leave every woman, man and child to fend for themselves. We know that to simply turn to the leaders and plead for them to do something will not work. The question is do we have the faith that if we share with our community, all will be truly fed and that there will be ‘twelve wicker baskets full of left-over food’.

Mercy Day ‘Service’
Mercy Day, Friday 11 September, is scheduled as the last day of the Victorian ‘state of disaster’. As a consequence, we will be holding an on-line liturgy as the opening to our ‘virtual’ Mercy Day celebrations.

Fortunately, our Year 12 students are a resilient and creative group of young women and they are working with Mr Molino and myself to prepare a special liturgical service for this special day. We are also planning with Mercy schools around the world to incorporate a ‘Global Mercy’ flavor into our Academy celebrations.

The other positive to arise from this novel adversity is that parents will be able to attend this College liturgical celebration. So, I encourage you to get your comfy chair and your favourite slippers ready in preparation for what will be a beautiful and moving service.

Mr Mark Hyland, Director of Faith and Mission

LEARNING ADMINISTRATION LEADER

Dear Parents,

Many of you have daughters who are currently making subject choices for next year, and at times it is difficult to guide and provide advice to your daughters as to what subjects to choose. It is a difficult time in young person’s life in making these choices and often the myriad of advice can be conflicting and daunting to take in.

Please consider the following advice we have given to students.

1. **Seek the advice of teachers** to explain the content and the expectations of the subject you are choosing. Remember it is the teacher who has perhaps taught the subject for many years who is in the best position to explain the expectations.
2. **Don’t** choose subjects because your friends are choosing those subjects.
3. **Do your research.** Seek advice if there are any prerequisites for any courses you may be interested in doing at University. The best person to assist you is the Careers Practitioner, Ms Sach.
4. **Do not** choose subjects that are based on the idea of them being scaled up or down.
5. **Remember** that you are not locked into choosing your subjects as there is scope for changing subjects mid-year or at the end of the year.
6. **Focus on your strengths** and choose the subjects you enjoy when making your choices.
7. **Speak to older siblings** or other students who have completed the subject.
8. **Be honest and realistic** with your expectations of your level of achievement. Past results are sometimes a good indicator of your work ethic and enjoyment of that subject.
9. **Keep an open mind** as sometimes subjects you have not considered can offer a feasible option.
10. **Finally**, the decision is entirely yours, so gather all the information and make an informed decision using your head but also your heart.

Good Luck.

Mr John Andritsos, Learning Administration Leader

JUSTICE DEPARTMENT

Winter Sleep Out
Thank you to our Academy students and families for their enthusiastic support of our first Winter Sleep Out – In. We were hoping it would be a successful event but it exceeded our expectations. Having so many staff, students and their families present and engaging with each other, sharing their interesting sleep out arrangements and their simple, uncooked meals made it a lively and fun evening. The sense of community spirit was palpable.

It was fantastic to see a number of tents and outdoor structures assembled for the evening with staff inside them on their laptops. Other staff came with their children or their teddy bears and some arrived in their dressing gowns. Students were there with their siblings, excited about their sleep out plans, many outside and some under the kitchen table or under the stairs! This all created the wonderful atmosphere we enjoyed.
Tanya Mathias, from McAuley Community Services for Women, was overwhelmed by our participation and loved seeing so many staff and students having fun together. She was very engaging, providing three very interactive sessions for us each of which was age appropriate. We were also fortunate to be the first public audience for the new video showcasing the latest state of the art, McAuley House in Footscray, pictured in the link below.

Tanya also left us with valuable contact numbers which students have been given access to at our Academy Wellbeing website attached to the counselling link. **The contact numbers are at the end of the newsletter.**

In addition to learning about the work of McAuley Community Services for Women in the areas of domestic violence, poverty and homelessness, the other key focus of the evening was to raise funds for this important Mercy organization with whom we work closely each year.

**Our Mercy Term fundraising mission ends at midnight tonight.** Please consider whether you can contribute further to our very pleasing efforts. Every dollar helps to house vulnerable women and their children.

Place your Year _______ ACADEMY WINTER SLEEP OUT in the ‘Reference 1’ box and press next.
This link can be sent to family and friends now.
The year level with the most money collected under ACADEMY WINTER SLEEP OUT wins 2 casual clothes days.
Please allocate your funds to your chosen year level.

**Winter Sleep Out Student Reflections**

What was good about the evening was that we got to experience a little bit of what some people experience, though a couch isn’t as uncomfortable as a floor. It’s close enough. With our dinner we couldn’t use the cooking device, so you had to have stuff like cereal or crackers. This was more like you were experiencing how others live. It’s good how most people participated, so there will be more money to help the homeless! It was nice seeing everyone join the call to see how many people participated. It was interesting to learn about the homeless, because you don’t actually realize how much they suffer, until you actually do it. **Mia Mizzi Year 7 Blue Class Justice Captain**

What I thought was really great about the evening, was how the year 7’s and 8’s responded to Tanya’s questions. They were much more awake to the reality of homelessness than I previously expected, and it also seemed like a lot was learned. The amount of people who came was pretty great, and it was amazing to see such receptiveness. **Harriet Berman, 8 Green Class Justice Captain**

This week, I took part in Academy’s Winter Sleep-out which was a fundraiser to support the McAuley Community Services for Women. To truly experience rough-sleeping (which many homeless people have to go through most nights), my siblings and I choose to sleep in the backyard. We slept on camping mattresses with sleeping bags. My brother managed to create a basic structure from some blankets and a few outdoor chairs to provide a little shelter as we were in the open outdoors. Reflecting on my night, I felt sympathy for those experiencing this type of situation on a regular basis, as coldness was a key factor - at one point my feet were numb. This experience was an eye opener. I think we should all become more aware of the conditions and standards many homeless people live in and we should increase and improve our support for the people who need it most. **Jasmine Aurelia 9 Monash Class Justice Captain**

When hearing Tanya Mathias, from McAuley Services for Women talking to us about the harsh reality of homelessness, it saddened me and made me realise how fortunate I am to be able to come to a house every day and sit by the warm heater. Seeing everyone supporting this fundraiser by setting up their tents and blankets made me so happy as so many people were donating and realising how hard it must be for people to be in such a vulnerable position. As part of the Year 10 community and as a school I hope we have raised many funds to help the homeless and put a smile on their faces during this difficult time!! **Amelia Callea 10 Green**

After hearing from Tanya from McAuley Services for Women, I realised just how important it is that we support those who are facing homelessness. The information that she gave us about the issues that women in Australia face today was really eye-opening for me. It made me realise how lucky I am to have a roof over my head and a bed that I could sleep in, so one night of slight discomfort was nothing for me. I really admired the facilities and services that Tanya told us about that McAuley provides for women in need. I hope that we can raise enough funds as a whole school to provide support to many people who need it. **Emma Ferraro – 11 Green Class Justice Captain**
Our guest speaker for the evening was Tanya Mathias from McAuley Community Services for Women. Questions were posed by Tanya through a google meet for us to answer about homelessness and everybody contributed to the discussion. It was extremely inspiring and thought provoking. She captured everyone’s attention by sharing people’s experiences of homelessness and she informed us that homelessness can be experienced by all age demographics. We learnt that being homeless is when you don’t have a safe place to truly call home. We also learnt about the emotions of isolation, helplessness and a sense of loss felt by those enduring homelessness. Homelessness does not discriminate; it can happen to anybody. On the night I slept on my couch with a pillow and a sleeping bag. I was fortunate enough to be sleeping indoors where I felt secure. I could never even imagine how sleeping outdoors, in cold temperatures on a permanent basis would feel like. This gave me a deeper perspective on the issue of homelessness.

Tanya’s caring nature has left a lasting impression on the Academy community and we look forward to continuing our relationship with her. Hopefully we will see her face to face next year! It was a great turn out and an outstanding effort by all! Yasmin Pitisano 10 Green and Ruby Hoare 10 Silver Class Justice Captains.

I feel that I have always tried to be as grateful as I can for the things I have in my life, but the winter sleep out has made me even more thankful for what I have. I decided to eat a can of cold spaghetti for dinner and sleep on my living room couch. Before going to sleep I thought “this isn’t too bad, I have my big doona on me and a nice pillow under my head”, but this is not what I thought about in the morning. In the morning I noticed that my back was very stiff, I was freezing and I could hear the rest of my family getting ready for their day of work. This has allowed me to expand my understanding of what couch surfing is and even though it feels safer than living on the street, it is still not ideal at all and can even be scarier not knowing what the next day will be like and if you will be welcome to stay on the couch another day. Zoe Anderton College Sports Captain

On Thursday 30 July, we all snuggled up in our PJs in preparation for a night of rough sleep and got connected to learn about the ins and outs of homelessness. It was an absolute pleasure to hear from Tanya, who spoke about McAuley Community Services for Women and the issues the organization is helping people tackle. On behalf of the students, I can say that we were all enlightened to the true nature of homelessness, learning about the many forms it takes and the impact that it has on families and individuals. The Winter Sleep Out was a great success, and it was incredibly eye opening to experience what it is like to not have access to a comfortable and safe space at night. As a whole, the experience was massively rewarding, helping us to better understand the challenges faced by many people in our wider community, as well as learning about what we can do to help out! Katja Curtin College Captain

Overall the night was very successful, and I loved seeing all the footy beanies, teddy bears, pets and lots dressing gowns and pyjamas! I am so proud of everyone who participated in sleeping rough for the night, I know for me that it was a very gratifying night sleep as I couldn’t imagine how hard it can be to do that every night and not knowing what tomorrow will bring. Sleeping in the tent in the backyard was scary enough with hearing the creaks of the house.

To those who have donated, teachers, students, family and friends, thank you so much! Your donations are very much appreciated by us and McAuley Community Services for Women. Phoebe Baillon College Justice Captain
Quilt Auction
Mr Hyland, Academy teacher, is the very happy winner of the beautiful quilt Mrs Chowne donated for auction. The proceeds will add to our Mercy fundraising total.
COMMUNITY ACTION

CHRISTMAS IN JULY
The current Covid-19 restrictions have changed and challenged our personal approach to volunteering this year, which would normally have taken place through our Year 10 Community Action Program.

Instead, the invitation went out to all members of the Academy of Mary Immaculate community to create a Christmas in July card or note for all Mercy Place Aged Care residents. In the spirit we share under the Mercy umbrella, a brilliant response of personal correspondence was gathered from our students and staff.

Early this week over 100 creations of kindness and compassion were received by the residents at Mercy Place Aged Care in Parkville.

Our hearts, our thoughts and prayers are with all those working and residing at Mercy Place. We are also very mindful of the families and friends of the residents; not only at Parkville but throughout Melbourne.

Mrs Anne Marie Allan, Community Action Coordinator

LANGUAGES DEPARTMENT

Education Perfect Languages Regional Championships
Congratulations go to Year 8 French student Ava-Grace Silvestro, for winning a Gold Award in the Languages Regional Championships. This statewide competition, run by Education Perfect, took place between 28 July and 4 August. To achieve this award, students needed to earn over 3,000 points during the competition period.

The Languages students at Academy who took part in the 2020 Championships are to be commended.

Ms Giuliana Alviano, Languages Learning Leader
**SYNERGY**

Stephanie, Larissa, Eluisa and Madeleine got the scoop of the day recently. The Synergy students interviewed Victorian Planning and Housing Minister Mr Richard Wynne in their quest to find out how Melbourne will change because of the coronavirus.

Like seasoned political correspondents, they asked the hard questions and Minister Wynne provided them with the inside story. We enjoyed hearing what the students discovered at the recent Synergy presentations and thank the Minister for setting aside some time to assist the girls with their research.

Sophia Anastasiadis in 9 MacKillop wrote this beautiful poem about St. Patrick’s Cathedral for her Visions of Melbourne poetry assessment.

**The Church**

A haunting facade  
Stones interlocking, grinding against one another  
Glass windows as fragile as a newborn child  
Gates of warning -- God is here, beware.  
Massive and intimidating in its grandeur,  
we see the church in all its glory.

Memories trapped within the walls  
Laughing, crying, living, dying  
The stories of old, the wheel turns again  
A chalice of wine, the blood of the covenant  
Strong and wise as it ages,  
we see the church as a haven of God.

A place of love and loss  
Weddings and baptisms and funerals  
The cycle of life  
The lingering echo of choir reminds us of what once was  
Bible verse, the ancient chant, we see the church as they lay us to rest.

**Ms Amy Prendergast, Synergy Teacher**

**Ms Katrina Renouf, Synergy Learning Leader**
**SCIENCE DEPARTMENT**

Academy Science students have been busy remote learning. Please see below photos of Ms Williams' kitchen with Year 11 Biology looking at how plants reproduce asexually. Different forms of asexual reproduction include: Spider plants with runners; Rabbits foot fern and Blue star fern with rhizomes; ferns and mushrooms with spores; potato shooting from 'eyes'; garlic growing offshoots.

We also had Ms Dowton in the Google Meet with a microscope connected to a digicam for the students to view a prepared slide of a pond organism, hydra undergoing budding.

Photos of some of Year 7 Blue's terrariums. The students made these terrariums at the end of Term 2 as part of their investigation of habitats and ecosystems.

Ms Annette Williams, Science Teacher

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**BUXWEAR**

BuxWear have advised us that they are in receipt of the new sports jacket. In order to measure your daughter for the jacket, please follow the instructions below.

- Hold a tape measure fitted around the chest area under the arms.
- That measurement matches the size jacket you will need with a sports polo on underneath it.
- Measurements are in centimetres.
- To order please call Buxwear on 9464 7555 and pay and we will have it delivered.

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Please be advised that during the period of remote learning, we will not be offering an onsite service. There is an online shop at: shop.buxwear.com.au. For queries please call Buxwear on 9464 7555. Thank you for your understanding.
Helpful contacts – 24/7 phone:

**1800 Respect**  
Phone: 1800 737 732  
[1800RESPECT.com.au](http://1800RESPECT.com.au)  
24 hrs a day 7 days a week. Free counselling, information, answer questions, referral service.

**Kids Helpline**  
Phone: 1800 55 1800  
24 hrs/day 7 days/week. Phone counselling service specifically for young people aged 5-25 years old.

**Safesteps (Victoria)**  
Phone: 1800 015 188  
[safesteps.org.au](http://safesteps.org.au)  
Call if someone is experiencing family violence. Can refer you to a safe place to stay. Open 24/7.

**Lifeline**  
Phone: 13 11 14  
[lifeline.org.au](http://lifeline.org.au)  
24 hrs a day, 7 days a week. Call for phone counselling about any issues.

Learn more / websites:

**WOAH**  
[https://woah.org.au/](https://woah.org.au/)  
*What’s OK at Home?* Quiz and real stories for teenagers

**Ask Izzy**  
[https://askizzy.org.au/](https://askizzy.org.au/)  
This site helps people who are homeless or at risk of becoming homeless to find services they need. It can also help you find the right services if you are not safe at home.

**Our Watch**  
Resources for prevention of violence against women and children

**Domestic Violence Resource Centre**  
Resources and advice regarding services responding to domestic violence in Victoria.

In an emergency, always call the Police on 000
NCCD Information Sheet for Parents, Carers and Guardians

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

What is the Nationally Consistent Collection of Data?

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

Who is counted in the data collection?

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

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

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

What does the word ‘disability’ mean in the NCCD?

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

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

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

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

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

How will the NCCD be different this year?
All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

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

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

Does the school need me to agree with them about counting my child in the NCCD?
Amendments were made to the Australian Education Act 2013 and Australian Education Regulation 2013. Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?
Please contact your child’s school if you have further questions about the NCCD and/or refer to the national NCCD Portal.