

## FROM THE PRINCIPAL

Dear Parents,

Once again we face the challenge of remote learning. Having said that, as I wrote in my recent letter to you, Academy teachers and students are now well versed in embracing remote learning and ensuring that robust teaching and strong learning continues to take place unimpeded. The strength and fortitude of teachers and students continues to be a source of inspiration.

From all accounts – and these are the views of teachers, students and a number of parents – students have once again settled into the day to day pattern of remote learning and are working with perseverance, grit and grace. We are constantly checking on their wellbeing - especially their mental wellbeing - and ensuring that they are supported at all times.

The day to day life of the College continues and scheduled calendar events will either take place online or be deferred to another date if at all possible.

Therefore over the next few days the following events will take place online:

Date	Time	Event
Friday 23 July	Mentor Group time	House Meetings for students
Monday 26 July	5.00pm	Parents' Association meeting
Thursday 29 July	7.00pm 7.00pm	Year 10 Parent Subject Selection Evening Radical Women Seminar
Monday 2 August	During day 6.30pm	Paul Dillon presentations – Years 10, 11 12 Year 12 VTAC Information Evening
Tuesday 3 August	6.30pm	Year 10 VET Information Evening

**Please note new time**

A reminder that Parent/Teacher interviews will take place as follows:

Thursday 12 August: 8.30am – 4.00pm

Thursday 19 August: 4.00pm - 8.30pm

2020 Annual Report to the School Community

The Academy of Mary Immaculate 2020 Annual Report is available on the College website for your information. If parents wish to have a hard copy of this report please contact Principal's PA on 9412 7100.

Young Mercy Leaders Pilgrimage

Over three days last week, six Academy students and three teachers participated in the online Young Mercy Leaders Pilgrimage. This event takes place every two years and Academy students usually join other students from around the world at the Mercy International Centre in Dublin. Unfortunately, of course, travel to Ireland was not possible this year, so the event took place online. Approximately 85 staff and students from all around the world joined together to reflect on three main areas – Mercy Leadership, Mercy and Justice and Moving Forward in Mercy.

## Issue 11 – 23 July 2021

### Prayer from Day 3 of the Young Mercy Leaders Pilgrimage

Lord, Father of our human family,  
you created all human beings  
equal in dignity:  
pour forth into our hearts a fraternal  
spirit and inspire in us  
a dream of renewed encounter,  
dialogue, justice and peace.  
Move us to create healthier societies  
and a more dignified world,  
a world without hunger, poverty,  
violence and war.  
May our hearts be open to all the  
peoples and nations of the earth.  
May we recognize the goodness and  
beauty that you have sown in each of  
us, and thus forge bonds of unity,  
common projects, and shared dreams.

### Fratelli Tutti – Prayer to the Creator

The GAT scheduled for  
Thursday 29 July  
will now take place on  
**Thursday 12 August**  
10.00am – 1.15pm

ONSITE

*\* online parent/teacher interviews  
will proceed as planned on this day*



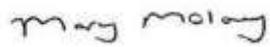
The group appreciated the expertise of the presenters who included a former Principal - Susan Clarke; Dr Angela Reed - Head of Mercy Global Action and Mercy representative to the United Nations and Sr Karen Schneider - Paediatric Emergency Medicine Physician at John Hopkins University. While the opportunity to be onsite together in Dublin, at the home of Catherine McAuley, would have been welcomed, all participants appreciated the three days sharing with each other and learning from each other online. Students are looking forward to sharing this experience with teachers and students in their schools.

I extend my best wishes to two of our teachers – Ms Hannah Simon, Year 7 Wellbeing Leader and Ms Katrina Renouf, Synergy and English Language teacher, who are leaving us. I wish them well and thank them for their significant contribution to the Academy of Mary Immaculate. I also extend my best wishes to current teacher, Ms Amelia Bongetti, who assumes the role of Year 7 Wellbeing Leader for the remainder of the year. I welcome to the Academy, the following new staff:

Ms Concetta Calgaro – Years 9 and 10 Italian teacher  
Ms Jacinta Chute – joining the Synergy team  
Dr Bryce Dermody – Mathematics teacher

Congratulations to our Students of the Term – Term 2! The profile of each student can be found at the end of the Newsletter.

Every blessing,



Sr Mary Moloney rsm  
Principal



*“my barn having burned down, I can now see the moon”*  
- Mituta Mashide, 17<sup>th</sup> century Japanese poet

## DEPUTY PRINCIPAL – WELLBEING AND OPERATIONS

Dear Parents / Guardians,

As we come to the end of Week 2 of Term 3, we once again find ourselves in the middle of a lockdown due to rising COVID-19 numbers over the last 10 days. The good news is that it appears the vast majority of people who have tested positive have been in isolation thus decreasing the risk of community transmission. Hopefully this means that the lockdown period will end as expected on Tuesday 27 July and not be extended again which will allow students to return to school. Please be assured that during any lockdown or period of remote learning, our commitment to excellence in the delivery of the curriculum will **continue as will our commitment to your daughter’s wellbeing**. We understand that the remote learning environment can present its concerns and anxieties, but the feedback we have received from parents, staff and the students themselves has been extremely positive. Staff have worked very hard to ensure that learning continues to be robust and engaging and the students have responded with creativity, resilience and independence and for this they need to be commended and congratulated.

As mentioned in my Newsletter article during last lockdown, an intrinsic part of your daughter’s capacity to learn is to ensure that her wellbeing is central to all that we do. This week I re-commenced sending to the students an email that contains a **‘Mental Fitness’ activity and a ‘Physical Fitness’ activity and I will continue to do this weekly during any lockdown period**. This week’s email reminded students about the importance of sleep. Sleep not only helps repair the body after a busy day but sleep deprivation can affect mental health. Also, a good sleep can be the difference between being half asleep in class, then realising you have work to do **but you didn’t listen, or getting your work done efficiently with great levels of motivation and engagement**. Students were asked to make a sleep schedule for the week. To think of a reasonable bedtime (e.g. 9:30pm) and make sure they go to bed at that time each evening. They were asked to set up a wake-up time e.g. 7:30am (10 hours of sleep) and make sure they have an alarm to wake them. Students were also asked to turn the electronics off no less than 30 minutes before they head to bed, and not to have devices in their bedroom.

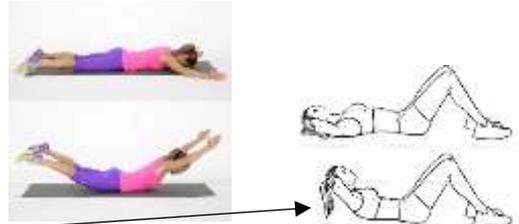
For the ‘Physical Fitness’ activity students were given a 10 minute exercise routine, which I have included below. Exercise is not just about aerobic capacity and muscle size. Sure, exercise can improve your physical health and your physique. But people who exercise regularly tend to do so because it gives them an enormous sense of well-being. They feel more energetic throughout the day, sleep better at night, have sharper memories, and feel more relaxed and positive about themselves and their lives. **And it’s also a powerful medicine for many common mental health challenges. Studies show that regular exercise can have a profoundly positive impact on depression, anxiety, and conditions such as ADHD. It also relieves stress, improves memory, helps you sleep better, and boosts your overall mood. And you don’t have to be a fitness fanatic to reap the benefits.** Research indicates that modest amounts of exercise can make a real difference. No matter your age or fitness level, you can learn to use exercise as a powerful tool to deal with mental health problems, improve your energy and outlook, and get more out of life.

Hopefully these activities go some way in assisting you daughter to remain motivated, engaged and active during lockdown.

**PHYSICAL FITNESS: 10 Minute Tone up**

10 Minute tone up is a short workout to get your heart pumping.

- pushups (1 minute) challenge yourself to reach 20 push-ups in a minute
- 1 minute of sit-ups try to get 20 sit-ups in 1 minute!
- 6 x lunges (1 minute - 10 second hold each leg)
- 1-minute plank
- 2 x squat (25 second hold, 5 second break)
- 2 sets of Wall sit 55 second (5 second break)
- 3 x 20 second hold Superman
- 3 x 20 second bursts crunches
- 2 x Glute bridge (25 second hold, 5 second break)



As a family please feel free undertake them yourself if they are of interest.

Please remember, if your daughter is feeling nervous or anxious, they need to let somebody know – their class teacher, their mentor group teacher, their wellbeing leader, the college counsellor or a member of the Leadership Team. Email addresses for all the above staff members are easily accessible via PAM or the College website.

During these uncertain times, always remember that at the Academy we are here to support you and your families. Never hesitate to be in touch. We hope to see life return to normal as soon as possible but in the meantime please take care, stay safe and look after each other.

*Mr Sam Di Camillo, Deputy Principal - Wellbeing & Operations*

**DEPUTY PRINCIPAL – LEARNING AND TEACHING**

Dear Parents/Guardians,

As I write this, the Australian Curriculum is, once again, being reviewed. Throughout my teaching career, the debate has **continued to rage about ‘what’ to teach. Understandably, curriculum continues to be** highly contested, as educators and policy makers here and around the world grapple with how to best prepare students for their future.

In more recent years, the evolution of curriculum in this country has evolved. While it acknowledges the importance of **developing traditional skills like literacy and numeracy, it also emphasises the importance of developing a student’s capacity** for critical and creative thinking, communication and interpersonal skills.

The last 18 months have changed education in ways that we could never have foreseen. This disruption to the traditional **education model has evoked concern about the potential for students to be ‘missing out’ on some core element of their** education due to the shift to remote learning.

While it is important to be mindful of what has been missed, and to ensure that we provide opportunities to address any identified gaps, I think it is also important to recognize all that has been gained. One of the great challenges of education has always been to try **and prepare students for an ever changing world and for a future that we can't always envisage**. Surely the last 18 months have been, in some respects, the most authentic exercise in developing skills in students that will stand them in good stead for adulthood: resilience, self-regulation, self-reliance and adaptability.

**As Frederick Douglas famously said, 'without struggle, there is no progress'. Rest assured, that we are here to support your daughters through this struggle.** We look forward to seeing all of our students back at school in the coming weeks.

### SUBJECT SELECTION PROCESS

Year 9: During our August 5 extended Mentor Group, Year 9 students will be introduced to the Subject Selection process for 2022. A select number of high achieving students will also be invited to consider taking an accelerated pathway, selecting one Unit 1 & 2 VCE subject as part of Year 10 course of study. These invitations will be sent to select students on Friday 6 August.

Friday 13 August    Web Preferences Open  
Friday 20 August    Subject Selections Due

### Year 10: Key Dates for VCE Subject Selection (Units 1&2)

Thursday 22 July    Extended Mentor Group Assembly introducing Subject Selection  
Thursday 29 July    Student Expo (during school hours) / Online VCE Information Evening at 7pm for parents and students  
Monday 2 August    Subject Selection Interviews with staff to talk through plans  
Tuesday 3 August    Subject Selection Interviews with staff to talk through plans  
Friday 13 August    Web Preferences Open  
Friday 20 August    Subject Selections Due

### Year 11: Key Dates for VCE Subject Selection (Units 3 & 4)

Friday 13 August    Web Preferences Open  
Friday 20 August    Subject Selections Due

*\*Students from 7-9 will be involved in the Subject Selection process later in the term.*

### Parent Teacher Interviews

Just a reminder that Parent Teacher Interviews will occur on the following dates and will be online:

Thursday 12 August    8.30am to 4.00pm  
Thursday 19 August    4.00pm to 8.30pm

Details of how to book in for these interviews will be emailed to parents next week.

*Ms Fiona Lennon – Learning and Teaching*

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## DIRECTOR OF FAITH AND MISSION

### Young Mercy Leaders Conference

Last week it was my privilege to be able to join students and teachers from Mercy schools around the world in an online conference. You will be able to read details on the conference elsewhere in this newsletter. What I want to say is that events such as this have been highlights of my teaching career at the Academy. There is something very special in being a member of the Mercy world. We are part of an organisation that every day, all over the world does amazing work for people with all sorts of needs and hopes.

### Masses at the College

Unfortunately, the lockdown has caused a suspension of our Tuesday morning class masses. Our wonderful chaplain, Fr Peter Varengo, stands ready to come out and say mass for as soon as he can. We are hoping that we may be able to gather as a school community for our Mercy Day mass. We are planning for Covid disruptions. This will mean that we will have an online mass ready to go in the event of September lockdowns.

## Reflection

I am currently reading a book by Pope Francis in which he reflects on our global experience of the corona virus pandemic. The title is *Let Us Dream*. The book includes reflections on ecology, unjust economic structures, the rise of anti-racism protests, populism, clericalism and more. It is very thought provoking. One line from the book has particularly caught my attention. The pope wrote *"Sin is a rejection of the limits that love requires"*.

Sin is not a particularly fashionable concept in our world. Modern 21<sup>st</sup> century thinking rejects the heavy handed focus on the **'thou shall nots' and the resultant fire and brimstone that was prevalent in the Church of my youth. Certainly such an emphasis created a distorted vision of a loving, merciful God.** The sentence is not the last word on an understanding of sin, but it does reframe our understanding of the relationship between God and humanity.

**I presented the Pope's statement to my Year 9 class and asked them to use the example of mobile devices and social media to gain an understanding of how this concept of sin might be applied in our lives.** The question I posed to my students was *"What are the limits that love requires with respect to your presence in the digital world?"*

**Last Sunday's gospel reading from Mark offered another example. Jesus had sent the "Twelve" out to proclaim the kingdom of God throughout the surrounding villages. When they returned, they were keen to tell Jesus all they had done and taught. The gospel tells us:**

*But many people were coming and going. So they did not even have a chance to eat.  
Then Jesus said to his apostles, "Come with me by yourselves to a quiet place. You need to get some rest."*

**Locked down, I viewed Fr Richard Leonard's mass from the parish of North Sydney. In his homily, Fr Richard claimed that 'work' is an identifiable and the most praised addiction. He spoke of an 'epidemic' of either exhaustion or frantic busyness in the work commitments people undertake. He spoke of the privilege of being with people in their dying hours and he assured us that he had never once heard a dying person regret that they had not worked longer hours throughout their life. The question that I pose to myself is "What are the limits that love requires with respect to my commitment of hours to my profession of teaching?"**

These questions relating to the digital world and to the world of work cannot be reduced to Jesuitical debates around the **'thou shall nots'**. **They call us beyond that 'relativist' thinking that lazily reduces all ethical discernment to whatever an individual might be feeling.**

God calls us to loving relationships that give us the freedom to live life to the full. This is the focus that Pope Francis is offering us. This is the promise and hope that this gospel passage continues to offer us today.

*Mr Mark Hyland, Director of Faith and Mission*

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## STUDENT COUNSELLOR

### Essential Conversations:

As we all know, the experience of living through the adolescent years, for all concerned, is filled with a myriad of surprises, **both joyous and at other times incredibly trying and difficult. When difficulties do occur, I find the question "how did it come to this?" a recurring theme and often both parents and adolescent are at a loss as to how to make amends. Usually,** communication is at the heart of successes and failures and learning how to do this effectively may just require changing patterns of response.

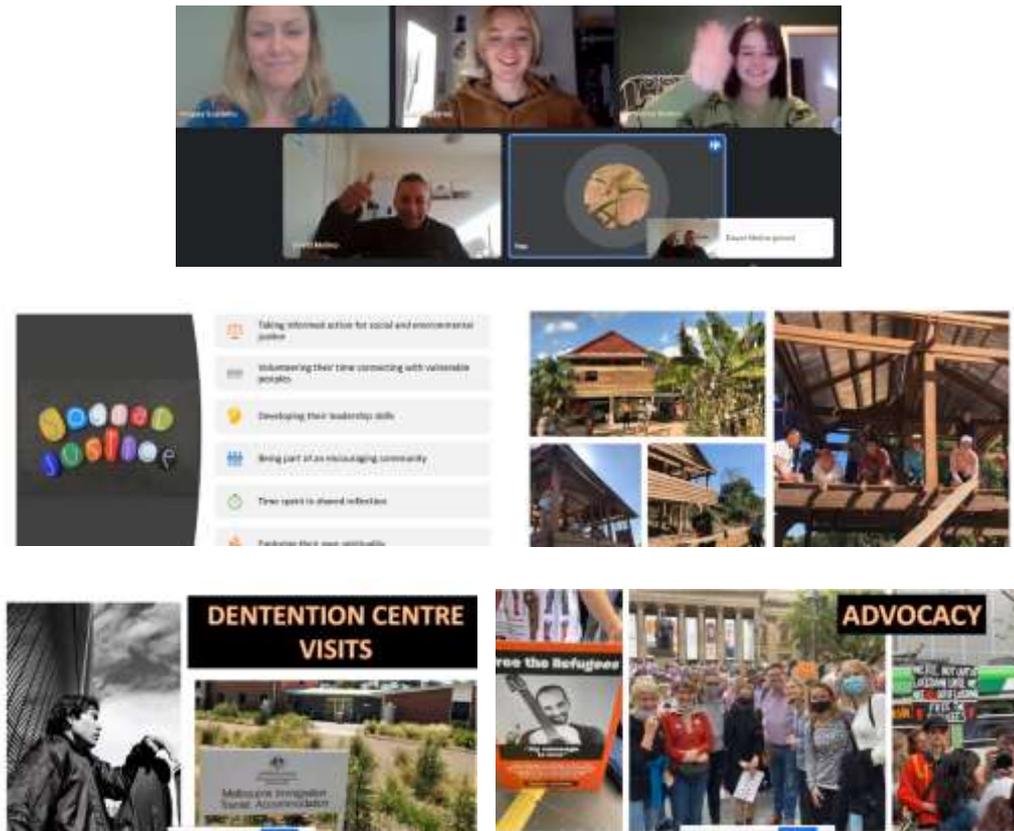
**Just recently I came across an old article which may help. The article "Grunts and Eye Rolls" offers some interesting reading and strategies. Just follow the link and hopefully some relief from the usual patterns of adolescent and parent interactions may be gained.** <http://eepurl.com/by6QGn>

*Ms Giovina Costantini, Student Counsellor*

## JUSTICE

Yesterday students in Year 12 were introduced to Young Mercy Links by its Coordinator and two Academy alumnae, Phoebe Baillon, Justice Captain (2020) and Luci Maddren, Student Leader (2020) students who are both members of Young Mercy Links. This group was created by the Institute of the Sisters of Mercy in 2005 for students who would like to continue to be connected in Mercy, maintain involvement in community service and become more involved in justice and advocacy in areas such as sustainability, women and poverty and people seeking asylum. Ages of participants typically range from 18-26.

Young Mercy Links is an inclusive group but generally has been made up of students from Mercy schools. Young Mercy Links offers passionate young people a fantastic opportunity to connect with 'like- minded people.' Here is a link to Young Mercy Links which operates out of the Mercy Hub in North Carlton. <http://www.mercyhub.org.au/young-mercy-links.html>



*Ms Sue Moran and Mrs Catherine Glenister, Justice Leaders*

## YOUNG MERCY LEADERS PILGRIMAGE

The 3 day Young Mercy Leaders Pilgrimage virtual conference was an extraordinary experience, which I was very grateful to be a part of. Even though due to circumstances it was held virtually, it opened up opportunities for the global mercy community to unite as one. The retreat consisted of many inspirational speakers, such as Susan Clarke, the Mercy International Association - Global Action Team, as well as Sr Karen Schneider. They shared their wisdom, their stories, their values and passions that inspire them to lead mercifully.

Their presentations were very moving and left me wanting to explore the topics of ethical leadership, the Sustainable Development Goals as well as advocacy for justice, on a deeper level. Similarly, it also sparked self-reflection, and in particular self-exploration in what makes me feel alive, for me this is simply just spreading kindness. It also made me self-reflect on issues I am passionate about and issues I wish to advocate for, this is climate justice which incorporates environmental racism.

The breakout rooms were a wonderful opportunity for we, Mercy leaders, to collectively discuss and reflect, as well as engage in formulating social justice action plans on issues such as poverty and gender equality.

This retreat has provided me with the gift of the global Mercy community. It has taught me to lead authentically, to lead with compassion and empathy, whilst guided by the teachings of Catherine McAuley. - Ruby Hoare, 11 Blue

The Young Mercy Leaders Pilgrimage was a once in a lifetime opportunity! I emerged with a deeper understanding of the Mercy story and the Mercy values. It enhanced my admiration for Catherine McAuley and I hope to implement her qualities into my everyday life. I also developed connections with people from diverse backgrounds around the world with the same goal to conquer injustices. I never wanted it to end.

It was an amazing opportunity which I encourage everyone to be a part of. – Yasmin Pitisano, 11 Green

## INFORMATION TECHNOLOGY DEPARTMENT

Are you up for a challenge??

The NCSS Challenge is a programming competition open to all school students and teachers, and it's unlike any other **programming competition. They'll teach you how to program as you** go along, rather than expecting you to be an expert already. **If you're a seasoned coder, they have something for you too** – the problems range from relatively simple to mind-bendingly hard.

Starting on Monday 26 July 2021 and running for about 5 weeks, Grok will release notes and problems containing the information you will need to complete the week's programming challenges.

For more information, please check out [www.groklearning.com/challenge/](http://www.groklearning.com/challenge/). Interested students will need to email Ms Jones at [kate.jones@academy.vic.edu.au](mailto:kate.jones@academy.vic.edu.au) to have the challenge allocated to them at the appropriate level.

I am very keen for students to join the AMI Tech Girls who will meet regularly on Tuesdays and Thursdays at lunchtime to look at the challenges for the week ahead. Get the programming bug!!!



*Ms Kate Jones, Information Technology Learning Leader*

## RADICAL WOMEN

Radical Women is a Year Nine semester long elective where students explore radical women who are trailblazers, pushing the boundaries, challenging the norms and creating change. They are artists, scientists, explorers, politicians, poets, activists, lawyers, dancers, musicians, businesswomen, mathematicians and so much more. Students explore the qualities that we might embrace and develop in order to challenge our society and create change.

As part of the *Radical Women* course students invite a number of trailblazing women to join our *Radical Women Forum*. The forum of prominent women share their stories and students ask questions regarding who influenced them and how they have been working to create change for good in their community and the wider world. Former panellists include Lydia Thorpe, Aviva Reed, Mary Crooks AO, Ged Kearney and Marita Cheng.

**This semester's** Radical Women Forum will take place online at 7.00 pm on the evening of Thursday 29 July. All students and their families are warmly welcomed to join the Radical Women class and our amazing panel of trailblazing women, who include Hana Assifiri AO, Kathleen Donnellon, Tanya Hosch and Suzie Miller.

*Ms Catherine Glenister and Ms Sue Moran*

## HOME ECONOMICS

8 Purple made Vegetable Pasties this morning in an online class with Ms Barrett. A delicious hot lunch for a chilly day! Sisters Gabby and Alisa Sanelli made this a family activity - great work girls!

### Evaluation Questions

- 1. How will you know when the butter is sufficiently rubbed into the flour?**  
You will know when the butter is sufficiently rubbed into the flour when it resembles fine breadcrumbs.
- 2. Why is it important to knead the dough lightly?**  
It is important to knead the dough lightly so you don't make the dough too stretchy, don't overdevelop the gluten inside the dough.
- 3. Explain how you would test the pasties to tell if they were cooked?**  
You would test the pasties to tell if they were cooked by checking the colour of the pastry itself - if the pastry is golden brown, then it is cooked. However, if it is not that colour then it is either overcooked or undercooked. Another way to test the pasties would be to stick to the time limit - when the pasty has cooked for around 35 - 45 minutes, then it should be cooked.
- 4. Examine the recipe for shortcrust pastry. Calculate how much butter would be consumed per pasty.**  
125g (amount of butter) divided by 6 (amount of servings recipe makes) equals 20.83. Therefore, the amount of butter consumed per pasty should be 20.83 grams.
- 5. Classify the ingredients of your pasties according to the Australian Guide to Healthy Eating (p 134) and comment on the health rating you would give the pasties with reference to how much butter they each contain and the amount of vegetables in the recipe.**

### Ingredients and their Classification:

- 1 cup plain flour = Carbohydrates
- 1 cup self-raising flour = Carbohydrates
- Pinch salt = Use in Small Amounts
- 125g butter = Use in Small Amounts
- ¼ teaspoon lemon juice = Use in Small Amounts
- 1/3 - ½ cup water = Water
- 1 medium onion, finely chopped = Vegetables and legumes/beans
- 1 medium potato, grated = Vegetables and legumes/beans
- ½ carrot, grated = Vegetables and legumes/beans
- 2 tablespoons frozen peas = Vegetables and legumes/beans
- 2 teaspoons parsley, chopped = Vegetables and legumes/beans
- Pepper = Vegetables and legumes/beans (Spices and Herbs?)
- 1 small egg = Lean Meats and poultry, fish, eggs, tofu, nuts, seeds and legumes/beans
- 2 Tablespoons milk = Milk, yoghurt, cheese and/or alternatives

The health rating I would give the Vegetable Pasties would be 4. This is because the pasty had high amounts of vegetables inside it, each a different colour (ensuring that different vitamins and minerals would be consumed). However, the only thing standing in its way from a 5/5 health rating would be the high amount of butter used.



*Ms Jane Barrett, Home Economics teacher*

## WORK EXPERIENCE

### YEAR 10 WORK EXPERIENCE 2021 June/July

Work experience has prevailed over the past weeks (both virtual and in person) and we continue to plan for the majority of placements for our Year 10 students at the end of this term (provided current restrictions have been lifted!)

Some students have been **fortunate to have participated in recent placements and share their experiences...**

Virtual work experience at the University of Melbourne

Visiting teacher observations:

**... a really enjoyable day chatting to the girls about their placement and watching their presentations at University of Melbourne.**

Elena:

My work at University of Melbourne really opened my eyes to the future and what my career could look like. I was enrolled in the Geoscience group, we learned about how climate change is affecting our natural disasters as well as the health of our planet. My end presentation was about how climate change is affecting cyclones.



Renee:

Work experience was a really beneficial experience for me. Through the programs given by the University of Melbourne and Swinburne's Centre For Astrophysics, I had the opportunity to learn new things about particle physics and astrophysics that I hadn't had the chance of learning through high school. The organisers provided lectures that we attended which gave a valuable look at what a science degree in university could possibly look like, and the research projects we did helped improve researching skills and working with others. I enjoyed all of the activities and I now have a better idea of what becoming a scientist could look like.



Eloise:

As part of the astrophysics work experience program at University of Melbourne, a current PhD student showed us how to combine multiple images of the stars to produce a coloured image. This is an edited photograph of the helix nebula.

We coded a game using scratch, edited photos of the night sky to see colour, read and analysed a scientific article, and researched an area of astrophysics in which we were interested. I improved my communication and note-taking skills and learnt to engage with like-minded people. My work experience placement has made me feel that I have a diverse range of interesting future study pathways to consider.



Work experience at a Police Station

Visiting teacher observations:

**When calling the police station on the second day of Ruby's placement they were already speaking so highly of her. They have been very pleased with her attitude and eagerness to learn. They said they would be happy to host an Academy student any time!**

Ruby:

I am very lucky to have had my work experience placement at Victoria Police in Preston. Everyone was so nice and welcoming. I learnt lots of things about what it's like to be a police officer. I got to witness a statement being taken, court hearings and even greet people who came into the station. It was an amazing experience, and I am very grateful to have taken part.



Work Experience at Academy of Interactive Entertainment

Sienna Black:

Overall, my experience at AIE was amazing. On the first day we were introduced to the opportunities available to us in the industry and game design. On the second day we did programming where we made a game which I found interesting. The highlight of my experience there was on our last couple days where we worked on 3D art and animation. We all made our own little 3D animations [Cat in a box.mov](#) while at the same time collaborating with and helping fellow students.

It was a shame that it got cut short by 1 day (with current COVID lockdown), but AIE has taught me skills and ways I can further develop these. I also made a few new friends along the way. I would 100% recommend work experience at AIE.



*Ms Lauren Sach, Careers Practitioner and Mrs Anne Marie Allan, Work Experience Coordinator*

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## McAULEY RESOURCE CENTRE



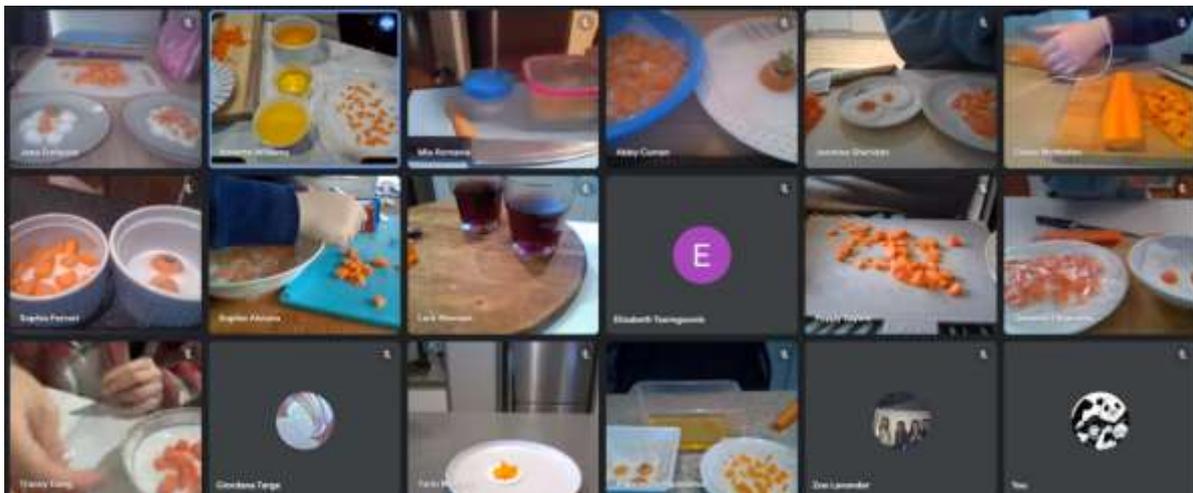
Bety Semera 7 Green

Congratulations to Bety for being awarded the MRC Student of the Term. Bety was not only a top borrower with 23 books loaned, but always participates fully in all wide reading classes. She is always willing to share her reading journey. Well done Bety!



## SCIENCE DEPARTMENT

On Tuesday 20 July Ms Williams' Year 11 Biology classes applied their knowledge using tissue culture. Tissue culture enables many hundreds of plants to be grown from one small piece of original plant. The students each cut a carrot into small pieces and placed them onto different media to see if they can culture genetically identical carrots using this mode of asexual reproduction. Some carrot pieces were placed onto wet cotton wool. Other carrot pieces were placed onto partially set jelly. The jelly is acting as nutrient agar which would be used in research laboratories including the Department of Primary Industries where the growth of many crop plants, like wheat, is investigated. Tissue culture can be used in many applications including growing skin for skin grafts and current stem cell research.



Ms Annette Williams, Biology and Science Teacher

## PERFORMING ARTS

Winter Music Recital Night - Thursday 5 August

We look forward to welcoming all music student performers and family members to the concert in support of the Instrumental program at the Academy. There will be three venues for the evening and each venue will begin with an ensemble performance from one of the Senior Ensembles - Strings, AMICCI and Concert Band. This will be followed by solo and group items from Academy students, currently enrolled in Instrumental tuition at the College.

*"We have all been working very hard to prepare for the upcoming Winter Recital, where many music students at Academy get to perform what they have been working on. Isabella Strings will be performing a combined item with Leonora Strings, the Junior Strings group. Being in Isabella Strings is an opportunity to create new friendships and learn how to be part of an ensemble. We really recommend joining groups like these because it is such a privilege to be a part of them and is a great chance to learn something new. It is also a great opportunity to meet new people who have similar interests to you and to play music of many different genres like classical and folk music. The Isabella Strings ensemble consists of violin, viola, double bass and cello players. We have many performance opportunities, such as school events like masses and recitals, which are always a lot of fun.*

*- Lucy Nieuwesteeg, 8 Red and Olivia Moffat, 9 Bryce*



Ms Mirelle Morris, Instrumental Music Coordinator

## STUDENTS OF THE TERM – TERM 2



Lucy Ryan - 7 Red

Lucy is a quiet and determined achiever. Teachers describe her as a focused and polite student who is always a positive support. Within the classroom, Lucy is highly a motivated student always completing work on time and arriving to class organised. Lucy takes responsibility for her own learning and is always willing to share ideas and collaborate with others. Lucy is willing to go the extra mile for her peers, volunteering extra time to support others when needed. Lucy has a strong sense of Justice, taking on the role of class Justice Captain in her first few weeks at the Academy, attending regular Justice meetings with enthusiasm. She is a passionate member of Earth at Academy, contributing great ideas. Lucy is also a talented musician; demonstrating her trumpet skills as part of the Concert Band. Most importantly, Lucy shows compassion and respect to those around her.



Freda Dowsey – 8 Purple

Freda has been awarded the Year 8 Student of the Term for her involvement in a wide variety of Academy activities. She is a quiet achiever assisting her Mentor Group behind the scenes, volunteering to help out, always working with a smile on her face and a polite word to all in passing. She has been a consistent participant in the world of music and performance. She is a member of the Concert Band playing the saxophone. She is an enthusiastic member of the Academy Volleyball Club and is willing to help out in charitable concerns, having a long history of fundraising and working for social justice. Her outstanding contribution to her House at the Athletics carnival has been commented upon by staff and her supportive approach in music has also been noted. Freda is always polite to her teachers while being loyal and supportive to her friends. She has been consistent and hard working in her approach to her studies, particularly in Mathematics where she excelled in Maths Pathways and she sets a fine example to her peers. Freda Dowsey is a worthy recipient of Student of the Term.



Saskia Viola – 9 Monash

Saskia is an active and attentive student. She is the Year 9 House Leader for Frayne, always working hard to encourage student participation. She is also very active in the sporting community, her specialty being soccer. As well as this, she is a member of the school choir and takes drumming lessons. She is also a member of the creative writing club. Beyond her very active participation in extracurricular events here at Academy, Saskia is also very studious in the classroom. She participates in class discussions and helps those around her.



Akos Brobbey-Awuah – 10 Green

Akos is **10 Green's Vice-Captain**, she is responsible, willing to help and always finding some great ideas to support the class. She is very encouraging of other students in both Mentor Group and in her subject classes. Her teachers describe her as being dedicated to her studies and always willing to share her knowledge with the class. Akos is a student in the true form of the word, willing to engage in class discussion, take part in activities and ask for assistance when she needs it. She has an infectious smile and as someone who knows herself she has a way of making others feel comfortable enough to be themselves too. Akos is an integral member of the African Dance Group and you can often find her dancing or having fun with friends in the yard or in the corridors. She is an asset to the Year 10 cohort and to the school.



Ruby Lomas Mee - 11 Silver

Ruby received several positive comments from her teachers. She has shown dedication and focus in drama, achieving top results, while also helping other students. Ruby student has also helped her peers who may be struggling in other subjects, and works well during group activities. She has worked hard in Italian, submitting practice SACs and maintaining high grades. She is also a member of the Academy Choir, showing commitment, enthusiasm and a positive attitude. Ruby managed to do all of the above, while taking part in extensive rehearsals for the production. A busy term for Ruby, but one in which she has flourished!



Hannah Truong – 12 Green

Hannah has received extremely high praise from not only her teachers but also her peers. She has worked incredibly hard this semester in all aspects of College life. This student asks great questions, completes her work thoroughly and has had effective Assessment preparations. Her dedication and unwavering motivation has enabled her to achieve some excellent Unit 3 results. She is the first to hand a piece of work in and the first to offer thanks. She is always polite and puts the welfare of others ahead of her own. She asks for help in her own polite, unassuming way and always takes on-board the feedback she is given. She should be congratulated and encouraged on her persistence. In the sporting context, she is so supportive of the volleyball girls helping them train at lunchtimes. To use the words of her English teacher Ms. Taylor – Hannah is a total legend!

*Do nothing out of selfish ambition or vain conceit.  
Rather, in humility value others above yourselves—* **Philippians 2:3**