

# NEWSLETTER

31 May 2019

## From the Principal



**Lila McInerney**  
Principal

M.Ed Lead, B. Theol, Grad Dip. Stud. Guid & Welfare, Grad Dip. RE, Grad. Cert. Curr. Lead, Dip. Teach



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### Dear Mercy Community,

### Catholic Social Teaching For Our Age

Last week I was fortunate to attend the annual PAVCSS conference with other Victorian Catholic Principals. Our keynote speaker was Dr Anna Rowlands, St Hilda Associate Professor of Catholic Social Thought and Practice, Lecturer in Contemporary Catholic Theology and Deputy Director of the Centre for Catholic Studies



at Durham University, UK. Dr Rowlands' theme was "Catholic Social Teaching for Our Age". As a Mercy school we see in Catherine McAuley how her words, actions and legacy, which continues in Mercy ministries today, remain at the forefront of key principles in Catholic Social teaching: the dignity of the human person and preferential option for the poor.

Her presentations were particularly helpful in these uncertain times as parents, teachers and students sometimes struggle to find meaning and hope in their lives. I would like to share with you a few insights from Dr Rowlands in relation to Hope from a scriptural lens.

- Hope is not the same as optimism....
- Hope and desolation are often placed side by side in Scripture...
- Hope and restlessness are not opposites...
- Hope belongs, above all, to the historical relationship with God...
- This is a hope for both what we do NOT know as well as what we do...

### Mercy Seeds of Justice Camp

Similar ideas were the focus of the Seeds of Justice Camp, which five students from Mercy College had the pleasure of attending over two days, whilst I was at the conference. Students participated in workshops and talks led by representatives from Rahamim. The theme of this camp was "What is happening to our Common Home?". Students learned more about our climate crisis and were asked to focus on ways to create a more sustainable future for our planet and to find new and innovative ways to share information with the wider world about how to become more environmentally conscious. Students wrote an original poem, which outlines the many ways we can care for our planet on a daily basis. They also came up with a plan to implement new and sustainable ideas, which Mercy College can adopt going forward.



# From the Principal Lila McInerney



## UPCOMING DATES

**Saturday 1 June**

*Discover Mercy Open  
Morning 10.00am - 11.30am*

**Sunday 2 June**

*Feast of the Ascension of  
the lord*

**Wednesday 5 June**

*World Environment Day*

**Thursday 6 June**

*Year 7 Band Night 7.30pm*

**Friday 7 June**

*Year 11 Exams Begin*

**Sunday 9 June**

*Pentecost Sunday*

**Monday 10 June**

*Queen's Birthday Public  
Holiday*

**Wednesday 12 June**

*VCE GAT*

**Thursday 13 June**

*Year 10 Exams Begin*

*Year 9 Exams Begin*

## National Reconciliation Week

We recognised National Reconciliation Week with a variety of activities run by students, particularly the Seeds of Justice group. The week began with a liturgy in which we reflected on our responsibilities to others and the world around us. In the following days, students were able to attend the screening of the Connection to Country documentary to build on our understanding of the truth so we can share our knowledge with others and help us to work towards reconciliation.

We participated in the Road to Reconciliation at Parade College, which continued to raise awareness of Aboriginal history and culture and encouraged us to be proactive in being partners on the Reconciliation journey. We will continue to look for ways to understand and promote reconciliation in Australia and in our Mercy community.



## Prayers

As a community we pray for:

Annunziato Colica, Grandfather of Mia and Eva Brazzani

*Let us never lose trust in the patience and mercy of God.*

Lila McInerney

*College Principal*

## NATIONAL RECONCILIATION WEEK PRAYER

Lord,

Open up our hearts so that we may hear the message you teach of a world in which the wrongs of the past are recognised.

A world in which a reconciled people walk and talk together sharing stories; a world in which all burn with the desire to have your peace and justice reign. We ask this in Jesus' name.

Amen



# Director of Curriculum and Pedagogy

## Vanessa Folino



### General Achievement Test (GAT)

All students undertaking a VCE or VCE VET Unit 3 and 4 subject will sit the GAT June 12. The GAT is a 3 hour test and will commence at 10am.

The General Achievement Test is a test of general knowledge and skills in:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences.

Results do not count directly towards VCE results, however it is used to ensure that school-based and external assessments have been accurately assessed. It is also used to in the calculation of Derived Examination Scores.

Copies of previous GAT examinations are available from the GAT Archive Page [HERE](#)

Students must bring:

- an English and/or bilingual printed dictionary (if required)
- blue or black pens, pencils and an eraser.

Students must use a blue or black pen for the two Writing Tasks and a pencil for their responses on the Multiple-Choice Answer Sheet.

The GAT includes two writing tasks and 70 multiple-choice questions. Writing Task 1 will present written and graphical information in colour. The task will be to write a piece that presents the main information in this material. Students should not present an argument. Writing Task 2 will present some statements on an issue. The task will be to develop a piece of writing presenting a point of view on the issue based on one or more of the statements.

### Preparing for an Examination

Examination success is often not just a reflection of what happens on the day of the examination but very much about the preparation in the previous days and weeks. Having a good grasp of the content and skills will allow students to generate lists and notes quickly and in turn present complete answers that show depth and breadth. Responding to essay questions and short answer questions requires practice. It is also a valuable exercise completing timed practice tests.

### Strategies for the Examination:

- Read through the entire exam to plan an overall strategy.
- Look at each examination question to identify key words. This Google Doc provides an overview of key words that often appear in examinations: [CLICK HERE](#)
- Think about what kind of writing/response the key word or words require.
- Make notes of the points required to cover in the response.
- Begin the response by echoing the question.
- Leave 10 minutes at the end of the examination to re-read both the questions and responses.

*“There are no secrets to success. It is the result of preparation.”*

*General Colin Powell*

# Director of Student Engagement and Wellbeing

## Maureen Fogarty



### “I am Mercy”

When Discover Mercy Days approach and Mercy staff begin planning, I am always delighted by the number of students who are so keen to be involved. Volunteers who perform, volunteers who lead tour groups, volunteers who welcome guests, all embody the Mercy values of excellence and hospitality. We all hope that our students identify as inheritors of the wonderful Mercy tradition started by Catherine McAuley and when I spend time with these student volunteers from all year levels, I observe their enthusiasm and truly believe they can state with pride, “I am Mercy.”

Thank you to the following students:

*Bianca Goldwyn, Ella O’Neill, Jessica Anile, Soraya Hosseini, Tahlia Godino, Carla Tomarchio, Amelia Capasso, Marie Lorenti, Alessia Stepien, Chiara Casaccio, Dalia Younan, Josephina Nedelkos, Ruby Chahoud, Noemi Cappello, Angela Abraham, Leeann Bernal, Luthara Cabraal, Danielle Cassarino, Jessie Nguyen, Miriam Edmonds, Katherine Lodkowski, Carla Martins, Michelle Rahme, Leticia Ray, Alessia Speranza, Calista Trimboli, Anatolia Aktag, Karen Christy Manolo, Pontif Janjamruen, Belinda Superba, Olivia Rizzo, Annastasia Marchio, Ivana Govic, Theodoula Vorenas, Lakeisha Fosbender- Kotsalis, Claudia Dell’Universita, Marta Kako, Marina Labib.*

### Our Cafeteria Space

Our new Cafeteria space is very popular and a lovely place to sit, eat and chat with friends. All students are respecting the space and it has been interesting to note that most are not preoccupied with their mobile phones in this space, but rather talking to their friends. This is great to see and a reminder of the importance and benefits of screen free time.

I have been reading about this subject and have included a link here to an interesting article on the topic of managing your child’s screen time/use during the school term and during the holidays.



Parents face two broad concerns as they attempt to manage screen use over the holiday period:

- The amount of time their child will spend with technology;
- Safety concerns about what content their child is exposed to and whom she interacts with online.

The following article offers some very worthwhile tips for parents: [CLICK HERE](#)

### Absence from school and notes from parents/guardians

If your daughter is absent from school, no matter what the reason – ill health, appointments, family commitments etc. it is necessary to provide a note to the College explaining her absence. This is a legal requirement and as such, there is a page in the Student Planner that has a template for you to fill in and sign. If you would find it easier to send an email explaining her absence, please do so from your email account so that her Homeroom Teacher receives it upon her return to school.

# Director of Student Engagement and Wellbeing

## Maureen Fogarty



### Mercy College Dress Code

Students now have the option of purchasing black pants to wear as part of the winter uniform. The pants have Mercy College embroidered on a front pocket and are the only black pants that can be worn.

On these very cold days, when your daughter has her Physical Education class, please ensure she wears her tracksuit pants for warmth. If she really feels the cold, a College rugby top is available for purchase at the Uniform Shop and a white top worn under the House T-shirt is permissible. A hoodie worn under the tracksuit top is not permissible.

School uniform is an important component of building identity. When it is worn correctly, it conveys a sense of pride in the school as well as providing security for students. When students commence at Mercy College they sign an agreement supporting the Mercy Dress Code. It is therefore disappointing when some students decide that their personal preferences should override the collective value of the dress code.

If all students wore the jewellery they liked, sported a range of piercings and accessorised in any colours and styles they chose, there would be no value in having a dress code at all.

Enforcement of uniform regulations is important to support the majority of students who wear their Mercy College uniform with pride. Please support staff at the College as we work to ensure all College expectations are upheld by ensuring your daughter comes to school as she has agreed to upon her enrolment.

### Important Note about Head Lice

One of the reasons we insist that all students with hair shoulder length or longer tie their hair back, is to minimize the chance of being infected with head lice.

With recent cases being reported, we urge all parents/guardians to be vigilant and check their daughter's hair as a precaution. If you want an expert to do this, the closest 'Lice Clinic' is in Ascot Vale; [CLICK HERE](#) for the link to this clinic. At the end of this Newsletter you will find more information about Head Lice and Treatment.

Everyone needs to be vigilant in this regard to ensure the overall wellbeing of students.

### Parents and Friends Association

Mercy College is delighted to invite all families and friends to join the Mercy Parents and Friends Association. A great opportunity to get to know others and to make a difference within the school community!

Our first meeting will be held at 4.00pm on Monday 10 June in the Community Hub at Mercy College. If you'd like to come along, please email [events@mercycoburg.catholic.edu.au](mailto:events@mercycoburg.catholic.edu.au) or call Olivia on 9319 9264

# Year 7 Learning and Wellbeing Level Leader Lauren Purcell



## Big Sister Experience

On Thursday 23 May the Year 7s were visited by Bianca and Kritz from The Big Sister Experience who aim to empower young women by providing them with practical life skills.

They presented a workshop that focused on self-love, self-confidence and supporting the sisterhood, and involved the girls in activities that allowed them to reflect on their own ability to self-love and to develop their confidence.

Some key messages throughout the presentation were:

- You are enough just the way you are and you do not need to change for anyone else
- Healthy friendships are those that allow you to be honest
- It is important to take safe risks in order to build your self-confidence and learn new things about yourself. A safe risk could be contributing in class or to be comfortable in making a mistake with your work
- Your comfort zone changes when you take more safe risks so make the most of the small opportunities to do so
- When we challenge ourselves it can encourage others around us to challenge themselves too
- It's never 'you win or you lose'; it's 'you win and you learn', so give things a go
- It is important to support each other by supporting the sisterhood. Girls need to support girls
- The sisterhood is about being too busy lifting each other up that there is no time for negativity or drama



Below are a few student responses to the prompt 'What were the most valuable lessons or strategies you learned from The Big Sister Experience incursion?'

*I learned many valuable lessons but the most important one for me was how important it is to support the sisterhood at all times. I liked how people were lifting each other up and that in one of the activities some people went from never being able to take risks to sometimes taking risks. It was also enjoyable when I came second place in the Paper, Scissors, Rock game and everyone was cheering me on even though I didn't win.*  
Stella Markas

*The most valuable lesson I learned is that you have to love yourself and know your self worth.*  
Ishita Gurung

*Bianca and Kritz shared this quote with us; "You could be the ripest, juiciest peach in the world, and there's still going to be somebody who doesn't like peaches." It was that moment that I realised how meaningful this message was and it was absolutely true. In other words; 'You could be the kindest and nicest person in the world but there will always be someone who dislikes you.' This was definitely a highlight of the incursion for me. Going forward, I can now reassure myself that being confident and just being me, is the best way to live my life.*  
Tahlia Godino

*I liked the idea of Fill Your Cup Sunday and will use it moving forward to do the activities I love doing.*  
Maria Moraitopoulos

*I learned that I don't have to be different around other people, I can just be myself. I also now know how to choose good friends.*  
Amagi Fernando



# Year 8 Learning and Wellbeing Level Leader

## Suzan El-Khoury

### Family Week

During Family Week, the Year 8 students not only reflected on the importance of the families in their own homes, but also reflected on how we, as a year level, are family. We considered how we support each other through the hard times, share in each other's joy, and how each one of us contribute to the identity of the group. As a part of the week, they had the opportunity discuss the issues of importance in our world today, and how we can help those that are in need, as they too are family.

The following are reflections written by the students, as a part of Family Week, on a charity that they would start if they could:

*If I could start my own charity, my mission would be to help the homeless and the people that are in poverty. I would provide them with something every person needs in order to stay warm during winter, food and water to avoid thirst and hunger, and love and care to keep them happy. I would put a charity box in every school in Melbourne and collect money for us to get them the things they need and to give to them to get what they want.*

Naomi Farah 8C

*If I could start a charity, my mission would be to raise money for school supplies for kids who cannot attend school and orphans. My mission would also be to help teach them subjects like Maths, English, History, and so on. People could volunteer to teach these kids.*

Emily Gaffy 8A



*If I had a chance to start up my own charity, I would definitely create one that assisted all kinds of animals that were in need of help. I would build a shelter for lost, abused, traumatised or unwanted animals in need of care and let them stay there until I find loving homes for them to live in. I would hire a vet that works alongside me in caring for the animals and making sure that they are healthy as well as happy. We would gratefully accept any type of donation such as money, extra food or toys to make the animals in our care feel more comfortable. We would also hold fundraisers to raise awareness about what some animals are put through and to hopefully decrease the number of animals who go through traumatic events in their life.*

Frida Westaway 8C

### Athletics Carnival

On Friday 17 May, the sun was shining for what was a great Athletics Carnival. The Year 8 students had their House spirit and athletics skills on display with an impressive degree of enthusiasm. I was particularly proud of how each Year 8 cheered each other on as they participated in the activities, whether they were in the same House or not. It was an enjoyable day had by all.



# Year 9 Learning and Wellbeing Level Leader

## Caitlin Lamont



With Year 9 Examinations fast approaching it is time to start preparing. College Psychologist Giorgia Vigano has prepared a presentation to assist students which is being delivered by Homeroom teachers as part of the Wellbeing program. Here is some of what she has to say:

### Fight or Flight

Stress is a completely normal reaction for humans to experience. Imagine if there was something really dangerous in this room at the moment, like a lion, you're obviously going to react in a way to ensure your survival. But stress doesn't necessarily have to happen in the face of a dangerous animal or situation. Our thought patterns can lead us in to the same response of terror even in the face of something that we can perceive as threatening, for example, exams, or speaking in front of an audience. The response is triggered by the release of hormones in our body, whether that be physical or mentally. This is called the fight or flight response, and depends whether we choose to either fight or run away from the stressful source.



### Balance

Perhaps the most obvious tip that you've probably heard time and time again is maintaining a sense of balance in your life in the lead up to exams. Even though you might think that every minute in the lead up to exams could be used to study, that approach is just not sustainable and if you're not looking after yourself, you're never going to perform to your optimum ability. So engaging in activities that you enjoy and that bring down your stress levels is really important.

### Study Tips for Students

- Visual representations of concepts
- Talk to a friend, family member or even pet about what you have learnt, look at past tests, ask your teacher for feedback
- Prioritise the exams that you have first
- Set a timer for study (e.g., 45 minutes study then 10 minutes of 'down time')
- Write lists and set out a study plan

There are many avenues of support for Examinations, particularly for Year 9s who are completing them for the first time. The key is to prepare early!

- Subject teachers will provide students with revision by 30th May
- Class activities will be designed for revision from 30th May
- Subject teachers can be contacted via email for students to make appointments out of class time if required
- As Learning and Wellbeing Leader, I am always available for individualised student support

### Year 9 Examination Timetable

#### Thursday 13th June

8:55am-10:45am Maths/Advanced Maths  
11:05-12:50pm Study  
1:55pm-3:10pm English

#### Friday 14th June

8:55am-10:45am Languages  
11:05-12:50pm Study  
1:55pm-3:10pm Science

# Year 10 Learning and Wellbeing Level Leader Kate Todorovic



## Year 10 Exams

As we are fast approaching the middle of the school year it is important for us all to stop and think about the events which have happened, the feedback we have been provided and where we go from here. With exams fast approaching students are encouraged to reflect on their experiences from last year, evaluate the strategies which worked well and explore new techniques to help improve their preparation for and completion of their exams.

Chiara Beccia, past student come to speak to the year 10 students last week about the importance of using their revision time effectively. She highlighted the importance of removing distractions, such as entrusting your mobile to a family member, ensuring to factor in "mistake/error" revision time and to remember to not only include but take study breaks.

Chiara discussed the idea of using retrospective revision timetable which lists and breakdowns each concept covered. Students are then required to assess and rank their understanding using a traffic light colour coding system (green=good, yellow=medium, red=low). This review or ranking can help identify areas of misconception or understanding allowing students to seek clarification and assistance. Should students wish to use this revision technique, the use of topic checklists or lesson intentions can help with the breakdown relevant concepts for ranking.

I strongly encourage students to review their assessment feedback from their teachers as this will highlight areas for them to focus on to ensure they are prepared for their exam.

## Year 10 Exam Timetable

Thursday, 13th June 2019

08:55am-10:45am

Maths/Advanced Maths

11:00am-12:50pm

Study/Business Unit 1/ PE Unit 1

01:55pm-03:10pm

English

Friday, 14th June 2019

08:55am-10:45am

Commerce/History

11:00am-12:50pm

Study/Biology Unit 1

01:55pm-03:10pm

Science

## A friendly reminder of upcoming events

On 21 June 2019 students will complete a Road Safety Program presented by VicRoads which will include a complementary driving lesson (previously known as "Keys Please").

With just under 14 weeks to go until Year 10 Mercy and Parade College Ball on Thursday 5th September 2019, details including permission will be going home to parent/guardians soon.

# Senior Learning and Wellbeing Level Leader

## Jane Stiles



### Resilience, Rights and Respectful Relationships

The second half of Term Two is notoriously busy with SACs, assessment tasks and exams. It is also often hampered by illness and fatigue; and all of this combined can contribute to stress and anxiety. To provide assistance with this Homeroom teachers have been using the Resilience, Rights and Respectful Relationships program to work with students to develop stress relief and coping strategies to implement when necessary.

This program acknowledges that stress is a normal part of life and that it will be important for students to develop strategies to deal with the challenges that come with life. Students were asked to consider:

- The strategies they tend to use to cope with stressful situations.
- The distinction between proactive and reactive coping strategies.
- How to expand their repertoire of positive or proactive coping strategies.

For example:

**A proactive strategy** when feeling overwhelmed by a task - Make a detailed plan showing steps and a timeline for the task, and then begin at Step 1.

**A reactive strategy** when feeling overwhelmed by a task - Text your friend to complain about the task.

Each of us has a range of different ways to cope, and often we use different coping strategies depending on the situation. Talking with your daughter and modelling different strategies can help them learn new coping styles. It is important for students to develop a broad range of coping strategies to apply in various situations.

*A good half of  
the art of  
living is  
resilience.*

A l a i n d e B o t t o n



# Mission and Identity

## Catholic Care Family Week

Catholic Care is the social service agency of the Catholic Archdiocese of Melbourne and the Diocese of Sale. Since 1935, they have offered hope and support to the vulnerable and marginalised, responding to the changing needs of the community with a commitment to addressing social disadvantage. Catholic Care offer practical support and assistance to those most in need in our society. They cannot continue their great work without the assistance of volunteers or through fundraising undertaken by members of the public. Catholic Care run many events throughout the year, the highlight for schools around Melbourne is Family Week.

Catholic Care Family Week was celebrated from Wednesday the 15th to Tuesday the 21st of May and the theme for Family Week 2019 was "Building Connections in the Spirit of Hope". During this week, the Mercy College community focused on the dynamic concept of Hope and how it can be celebrated and strengthened within families, school or parish communities.



To celebrate Catholic Care Family Week the Mercy College community participated in a number of activities. These included reflecting on the theme of hope in Religious Education and English lessons, through creative writing activities and class discussions. The entire Year 7 cohort had lunch in small groups with Mrs. McNerney throughout the week and reflected on how belonging to the Mercy College family contributes to belonging to the wider family of the Catholic Church. We concluded the week by raising funds to contribute to the valuable work which Catholic Care undertakes by holding a pizza lunch for students. Many willing student helpers ran the event and many delighted Mercy College students enjoyed a slice of pizza whilst contributing a donation to ensure that the work of Catholic Care continues into the future.

Please see below some of the students responses to the writing prompts and discussions which took place in Religious Education lessons during Catholic Care Family Week:

*Have you ever performed a random act of kindness? What did you do? How did it make you feel?*

It wasn't just me that performed the random act of kindness. It was my family and I. We were going to the shopping centre and we saw a homeless man lying on the ground with scratches and scars all around his arms and legs. He also had a piece of cardboard introducing himself. His name was Ben and he was 23 years old. It mentioned how he lost his parents due to a car crash and he didn't have money for food. My family and I were feeling miserable for him. So we went into the shopping centre and bought him food and some clothes, like a robe and a beanie. We felt extremely pleased with ourselves because we made someone's day. It made us exceedingly good about ourselves. A random act of kindness can change someone's mood, day and even their point of perspective.  
Dlianna, Year 7





# Mission and Identity

*List one major world problem and how you think we should solve it.*

This world problem is something that affects so many people but no one really sees that it is happening, domestic and family violence. It affects not only the adults in the situation but also the children involved as well, for their entire life, socially, mentally and in extreme cases physically. Everyone thinks that domestic violence is only physical but most of the time it is mental, this involves arguing, spitting and demeaning the women involved. Domestic violence is when a male demeans or hurts the woman, over and over again. This is illegal but so many men commit this heinous crime.

You might be thinking, if this is illegal and it happens so much then why don't more people get charged? This is because that some women are afraid of their spouses or partners and they are worried if they report it they will get hurt even more. They also don't report it because they don't see it as wrong and they don't want to get their boyfriend or even husbands in trouble. This contributes to why this is such a big problem.

A possible solution for this issue is for men to realise that this is wrong and that they need to stop. We also need to show women that this is not ok and that they need to report it and stop it. We should also create groups so that women can speak about this in confidence.

Domestic and family violence, is a global issue and is not ok. Everyone has to realise that this should not be tolerated and needs to be stopped right away. If you know anyone that is going through domestic violence or a person that is committing this crime then you need to encourage them to tell the police or stop because this is not ok. Whatever the excuse is, we can not let this continue.

Kayla, Year 9

*If you could start your own charity, what would your mission be?*

If I was given a chance to start my own charity then I would like to help many people who have disabilities who want to have a future in sports. With this programme, I would like to help support people at any age. This charity would have services that would have volunteers to help with rehab and surgery treatments, whether they are in a wheelchair or not. I would especially like to focus on helping people with diseases such as Phocomelia or Tetra-amelia syndrome as the world of sport should not be denied to people with medical issues such as these. The benefits of sport are far reaching for health in mind and body and I would like all people to have access to be able to enjoy the benefits of sport in their lives.

Tamara, Year 10





# The Arts

## What's Happening in Art at Mercy?

Art this semester has been so much fun. We focused on the art styles of both Fauvism and Pop art. For the Fauves I got to draw a picture inspired by many different Fauves artists. We used special textured paper so that when we coloured in our picture the colours came out 10 times brighter than the original. For Pop art I traced a portrait photo of my choice onto a canvas and painted it using the Pop-Expressionist style of Contemporary Australian artist - Johnny Romeo. Everyone's paintings looked fantastic.

Having finished early, I was able to move onto the next task, making a Silk-Screen print on a T-Shirt. First I designed an image for the t-shirt and then it was time to make the stencils. To make the stencils I used a lightbox to trace the image onto special sticky plastic film. Then I used a Stanley-knife to carefully cut out a stencil for each color of my print.



After I had cut out my stencils, I stuck them onto a screen one at a time and printed each color individually with the help of a squeegee.



It took a while but it was so worth it because I had heaps of fun and now I have an awesome t-shirt I can wear out and tell everyone that I made it myself in my Art class.

Karina Walsh

In Draw It, Paint It, Print It, the year 10s are learning about different styles of art and so far have been working on Fauvism and Pop Art this semester. Last term we covered Fauvism which is a style of painting that uses vivid and vibrant colours in a way to make the painting look unrealistic. For this, we did an assignment where you choose a painting from any Fauvist artist and write a description, interpretation, analysis and personal response. We were then able to choose 3 paintings that we could abstract any ideas from for our

own piece as an inspiration. Now we are continuing on Pop Art which is a style of art based on simple, bold images of people or everyday items painting. For this, we chose an individual or character to do a pop art painting on canvas. We are also currently doing the same assignment on Pop Art.

Radha Sharma

In Year 9 Art, we have been learning about Cubism. Cubism is a style of art, particularly paintings that are made up of "basic geometric shapes". Recently, my class did an assignment, where we had to find two Cubism paintings from the artists Picasso and Braque. As part of our assignment, we had to choose one artist's painting and describe it, create a story from it, analyse it and write our own personal response about it. Currently, we are each creating our own Cubist paintings that we have been working on for the whole term. It has been a really enjoyable topic to learn.

Renee Rowland





## Outdoor Ed at Mercy

On the 14th of May 2019, students of year 9 Outdoor Education, made their way to Torquay for their overnight camp, where they set up camp for the night at Torquay Foreshore Caravan Park.

After an hour and a half bus ride the driver dropped us off in what seemed like the middle of nowhere. The 3 hour walk ( 6.5km) tired girls out and left most of us complaining about sore shoulders and backs. The walk seemed to go on forever but once we turned the corner onto Bell St, relief washed over all over our faces knowing we wouldn't have to walk for that much longer.

Once arriving at the campsite we started the process of setting up our tents. We put up our tents in the dark which was difficult considering the small amount of light we had coming from our torches. Once seeing the possums and seeing how small the tents were, most students began to miss the creature comforts of their beds. By this stage, we were ready for dinner! My group and I organised pasta with sauce accompanied by bread along with dessert – pikelets. It was safe to say dinner was the highlight of our day.

On our last morning at camp, we were required to eat our breakfast and ensure our tents and bags were packed neatly for the walk to Kayaking. Kayaking was the highlight of the whole trip. It was such a rewarding, yet cold and different experience for most students. Trying not to fall in or get wet from teachers was a challenge but made the activity fun! All students were engaged and working together as a team to paddle in straight lines. After kayaking we walked up to the esplanade to purchase a nice healthy lunch to provide and restore us with energy. This was our final destination for our overnight camp, since it was our pick up zone from our bus.

Overall it was a fantastic camp, that allowed student's to show determination and perseverance. This camp was not only a physical but mental mindset challenge. The students of Year 9 Outdoor Education would like to thank Mr. Moss and Miss Mazzone for organising and attending camp with us.

*Alessia Scalogna 9B*

During our overnight camp to Torquay, the class was required to carry their own food, tents, cooking utensils, clothing, and other camping essentials. My group prepared veggie burgers with mushrooms, tomatoes, spinach and onion and then smores with roasted marshmallows for dessert. To cook the meal we used a Trangia. Some highlights were kayaking, making dinner, eating dinner, seeing all the animals, and walking. There was only one lowlight and that was how heavy the bags were but other than that the trip was a great experience.

*Alide Gordan & Anatolia Aktag 9A*



## Year 10 PE at Mercy

Students in year 10 have recently been learning all about fitness components, circuit training, endurance and motivational self talk. With this knowledge in mind, students were provided with the opportunity to attend a Spin cycle class held at Good life Gym, Coburg integrated as part of Physical Education. Many students pushed through the pain of resistance ensuring they did not stop until the final cool down. An excellent level of effort and determination by all students throughout the session.



# 2019 Athletics Carnival

## 100m Winners

JUNIOR

- 1st: Pontif Janjamruen 14.37
- 2nd: Maycee Defelice 15.06
- 3rd: Kiana Said Poloai 15.87

SENIOR

- 1st: Maggie Styles 13.91
- 2nd: Aristeia Vorenas 14.12
- 3rd: Khailey Maley-Martin 14.2

## 800m Winners

JUNIOR

- 1st: Kiana Said Poloai
- 2nd: Frida Westaway
- 3rd: Dorsa Taghi

SENIOR

- 1st: Maggie Styles
- 2nd: Mikayla Pennachia
- 3rd: Aristeia Vorenas

## Year Level Champions

- YEAR 7 Maycee Defelice (O'Hea)
- YEAR 8 Paige Ryan (Thecla)
- YEAR 9 Pontif Janjamruen (Kane)
- YEAR 10 Leticia Ray (Kane)
- YEAR 11 Olivia Petrolo (Kane)
- YEAR 12 Krstel Petrevski (Kane)

## Year Level Winners

- YEAR 7 O'HEA
- YEAR 8 MARIAN
- YEAR 9 MARIAN
- YEAR 10 THECLA
- YEAR 11 FRAYNE
- YEAR 12 KANE

## Overall Winners

- 1st: MARIAN 694 points
- 2nd: KANE 646 points
- 3rd: THECLA 619 points
- 4th: FRAYNE 549 points
- 5th: O'HEA 545 points



## Student Reflections

On May 17, the school set off for the annual Athletics Carnival. Each of the house captains got up bright and early to get to school and organise everything that was needed. The school community arrived at the Coburg Track at around 9:30. Once the events for the day began, everyone tried their hardest and had a whole lot of fun! We had discus, shotput and 800m run as well as many more activities for the school to participate in. At 2:30 we called it a day and headed back to school, where we had our presentations. We were all thrilled to hear that Marian came first! Overall it was an awesome day.

Enza Lorenti, Year 10

The Athletics Carnival was a great event! It was a fantastic way to get to know people we may not have spent time with in the school community. Many girls showed skills that not only surprised but impressed! What made the day so enjoyable was seeing everyone having a good time and even though there were a few minor injuries, it didn't stop the day from running smoothly. I can't wait for next year.

Kayla Jordan, Year 7





# Careers @ Mercy

## Tertiary Information Session at LaTrobe

All Year 12 students attended the Tertiary Information Session (TIS) at LaTrobe University on Monday 20 May. The aim of this session was to introduce students to the VTAC process and to provide them with the opportunity to discuss their possible future career choices and courses with tertiary institutions. University, TAFE and private provider institution representatives were there to answer questions from students and to provide the 2019 Undergraduate Handbooks.

On the day, students were able to find out more about why a tertiary pathway could be a beneficial option. This included points such as:

- 80%-90% chance of employment with a tertiary qualification
- Higher wage earning capacity

Changing world of work

- Studies have found as we live longer, we work longer
- It is believed that young people today can expect (on average) to have 17 different jobs in around 5 different careers
- Skills needed will relate to those transferable skills such as planning, teamwork, communication, time management, critical thinking, problem solving
- Tertiary Education Options
- VTAC process and how to apply
- Types of courses and pathway options
- SEAS
- Available Support



## Open Day at University, TAFE and Private Providers

It is never too early for students to attend Open Days. We encourage all Year 10, 11 and 12 students to plan to attend Open Days, as they are a great chance for students to explore and help identify their interest areas. By attending Open Days students not only can see the facilities of each institution but can also find out about courses that are offered by TAFEs, Universities and training organisations and determine if prerequisite subjects are required, which can help students when choosing subjects. [CLICK HERE](#) to find the open days for 2019

## CAREERNEWS

This fortnight's CareerNews has important information and details related to:

Information evenings at a variety of universities for parents/guardians and students related to courses of interest and opportunities

UCAT workshops

Career Focus: Sports Coaching and the Richmond Institute of Sports Leadership

Please take the time to read this important information and write important dates in your diary!

## Latrobe University's 'Aspire' Program

The 'Aspire' program is an early admissions program where the skills and knowledge students have gained through community and volunteer contributions are rewarded with a conditional early offer into their chosen course at La Trobe

**N.B. Applications open on June 1st 2019, so if students are interested they can review the criteria and application process by visiting the website [CLICK HERE](#)**



## NEW in 2019: December offers for domestic students

From this year onward, domestic applicants will have the opportunity to receive offers via the VTAC system in December, shortly after the ATAR is released.

The new December offer round for domestic year 12 applicants is in addition to the usual five offer rounds throughout January and February. This round provides domestic applicants with an additional opportunity to receive an offer and will provide certainty for many applicants about their future without the need to wait until mid-January.

The December round for domestic applicants will operate in a similar way to the existing December round for international applicants:

- students will have a short time to finalise their preferences immediately following the release of the ATAR, This means students will need to finalise their preferences by 14 December
- December offers will be released shortly after change of preference closes, and
- change of preference will reopen immediately following the release of December offers, giving applicants another opportunity to change their preferences before the January round. Change of preference for the January round now closes on 20 December (instead of the previously published 18 December)

N.B. Receiving an offer in December does not affect students eligibility for later rounds: they will still be considered for any higher preferences in the January round (and can change preferences as usual).

### *Which courses will make offers in December?*

Participation in the December round is optional for courses. Not all courses will make offers at this time. A list of courses which make offers in the December round will be published on the VTAC website shortly after the release of the offers. Lowest selection rank information will also be published following the release of December offers.

### *Will all courses make offers in January as well?*

Participation in the January offer round for domestic applicants remains compulsory for all courses, including those which make offers in December.

### *Which domestic applicants are eligible to receive a December offer?*

In 2019, the December round for domestic applicants will include only current year 12 students from Victoria and Queensland.

### *Will SEAS be considered for December offers?*

Courses making offers in the December round will have full access to published adjustment factors such as SEAS and subject adjustments.

## Career Appointments

If students have any questions or would like to make an appointment with one of the Career Advisers at the College they can email

Ms Ryan: [eryan@mercycoburg.catholic.edu.au](mailto:eryan@mercycoburg.catholic.edu.au)

Ms Harvey: [harvey@mercycoburg.catholic.edu.au](mailto:harvey@mercycoburg.catholic.edu.au)

# Performing Arts Caitlin Lamont



## The Addams Family

Congratulations to the cast and crew of the highly successful production of 'The Addams Family'. Co-produced with Parade College, this production was spooky, kooky, and quick with a quip. Staring Krystal Suliman (SHR5) as Morticia Addams, Miriam Edmonds (SHR1) as Wednesday Addams, Angela Abraham (10C) as Alice Beineke, and Georgia Dupuy (Performing Arts Captain, SHR5) as Grandma, students seized the opportunity to develop heightened characters.

Thanks to members of the Production Team for your efforts - Ms Caitlin Lamont (Choreographer), Miss Michelle Walker (Music Assistant and Pianist), and Ms Lonnie Mackertich (Vocal Coach) - and Mercy staff for work Front of House and in supervision.





DISCOVER MERCY

**OPEN DAYS**

Meet our Principal, explore the facilities and chat with  
our students and staff

Wednesday 29 May – 9.30am or 6.00pm  
Saturday 1 June – 10.00am

*Presentation and tour will take approximately 90 minutes*

Book your sessions online or call 9319 9299  
[mercycoburg.catholic.edu.au](http://mercycoburg.catholic.edu.au)

**While children are at school many families will have contact with head lice. The information contained here will help you treat and control head lice.**

## Catching head lice

Head lice have been around for many thousands of years. Anyone can get head lice.

Head lice are small, wingless, blood sucking insects. Their colour varies from whitish-brown to reddish-brown. Head lice only survive on humans. If isolated from the head they die very quickly (usually within 24 hours).

People get head lice from direct hair to hair contact with another person who has head lice. This can happen when people play, cuddle or work closely together.

Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

## Finding head lice

Many lice do not cause an itch, so you have to **look carefully to find them**.

Head lice are found on the hair itself and move to the scalp to feed. They have six legs which end in a claw and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5 cm of the scalp and are firmly attached to the hair. They resemble dandruff, but can't be brushed off.

Lice can crawl and hide. The easiest and most effective way to find them is to follow these steps:

- Step 1** Comb any type of hair conditioner on to dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them to grip the hair or crawl around.
- Step 2** Now comb sections of the hair with a fine tooth, head lice comb.
- Step 3** Wipe the conditioner from the comb onto a paper towel or tissue.
- Step 4** Look on the tissue and on the comb for lice and eggs.
- Step 5** Repeat the combing for every part of the head at least four or five times.

If lice or eggs are found, the hair should be treated.

If the person has been treated recently and you only find empty hatched eggs, you may not have to treat, as the empty eggs could be from a previous episode.

## Treating head lice

Treating head lice involves removing lice and eggs from the hair. There are two ways you can do this:

1. Buying and using a head lice lotion or shampoo, following the instructions on the product
2. Using the conditioner and comb method (described under 'finding head lice') every second day until there have been no live lice found for ten days.

If you choose to use a head lice product always read and follow the instructions provided with the product carefully. The following points may also be helpful:

- Head lice products must be applied to all parts of the hair and scalp.
- No treatment kills all of the eggs so treatment must involve two applications, seven days apart. The first treatment kills all lice; the second treatment kills the lice that may have hatched from eggs not killed by the first treatment.
- Cover the person's eyes while the treatment is being applied. A towel is a good way to do this.
- If you are using a lotion, apply the product to dry hair.
- If you are using a shampoo, wet the hair, but use the least amount of water possible.
- Apply the treatment near the scalp, using an ordinary comb to cover the hair from root to tip. Repeat this several times until all the hair is covered.

There is no need to treat the whole family - unless they also have head lice.

Concentrate on the head - there is no need to clean the house or the classroom.

Only the pillowcase requires washing - either wash it in hot water (at least 60°C) or dry it using a clothes dryer on the hot or warm setting.