



From the Principal

John M Freeman

Lenten Prayer

God of goodness and mercy,

Hear my prayer as I begin this Lenten journey with you. Let me be honest with myself as I look into my heart and soul, noticing the times I turn away from you.

Guide me as I humbly seek to repent and return to your love.

May humility guide my efforts to be reconciled with you and live forever in your abundant grace.

Transform me this Lent, heavenly Father. Give me the strength to commit myself to grow closer to you each day.

Amen.

Commissioning Mass

I want to thank everyone in attendance at our Commissioning Mass, which was conducted last Thursday, for their reverent and respectful participation. This is a very important part of our school tradition. It is very good that we can gather to share in the Eucharistic Sacrament and also formally welcome new students and staff as well as acknowledge the appointment of students to significant leadership roles within our school.

The Champagnat Centre was the venue for our liturgical celebration and there was more than 1400 people in attendance, including staff, students, parents and many other guests. I want formally extend my thanks to everyone who worked so hard to ensure the success of this significant liturgical celebration, but in particular Mr Chris Roga for his leadership in this celebration.

I must also thank our celebrants – Fr Harry Dyer and Monsignor Allman. We are very blessed and privileged to have such significant support from our Parish Priests.

Included in the Newsletter is an edited version of my address to the community.

Student Achievements

Congratulations to Emily Beecroft on her selection into the Australian Commonwealth Games Swim Team. Emily will be part of a team of 70 swimmers, (49 able-bodied and 21 para-sport athletes) who will compete in the Gold Coast next month. This is exciting news for Emily and her family and we wish her well in the coming weeks as she prepares for this major competition.

Recently we were advised that Nathanael Duffy has been appointed as the Concert Master for the Melbourne Youth Wind Symphony. This effectively makes him first among equals in the premier youth wind ensemble in Victoria. He has travelled to Melbourne every Saturday to play in this group for the last few years. This is a wonderful achievement and fitting recognition of both his talent and dedication to honing his skills.

From the Principal cont...

Swimming Carnivals

Congratulations to Champagnat and MacKillop Houses on their success on their respective wins at the Kildare and St Paul's Campuses Swimming Carnivals. Attendance and participation levels were very high. Thanks to all involved and congratulations to Ms Nikki Schroeter and Mr Dwayne Tibballs for their organisation of both days.

Results are as follows:

St Paul's Campus

13yr Age Group Champion
Samantha Sbaglia
Joshua Hamilton

14yr Age Group Champion
Ashleigh Mihaly
Mark Pistrin

15yr Age Group Champion
Rachel Sbaglia

Kildare Campus

16yr Age Group Champion
Elayna Pistrin
Nathan Higginson

17yr Age Group Champion
Paige McLennan
Kieren Georgeson

18yr Age Group Champion
Alice Peddle
Harrison Law

Overall Results

St Pauls Results

1st MacKillop- 3176
2nd Champagnat- 2676
3rd Delany- 2568
4th Nagle- 2136

Kildare Results

1st Champagnat- 3496
2nd Nagle- 2993
3rd MacKillop- 2771
4th Delany- 2453

Mobile Phones

Currently we are reviewing our mobile phone policy. Whilst we always intended to do this during 2018, I would think that you would be aware of the increased coverage and discussion in the past month regarding mobile phone practice and policy. Even the Federal Minister for Education and Training, Senator the Hon Simon Birmingham, has suggested a ban in schools.

There is no doubt that mobile phones enable great connectivity and access to immense resources. However, the convenience and accessibility to information of these devices have a shadow side. For example, research has shown that a phone on 'silent' setting in our pocket detracts from our concentration for between one to five minutes after it buzzes, even if we don't look at it. Therefore, phones do cause distraction at school and in the work place. Schools that have banned these devices in the classroom have observed increases in focus in the classroom, less disputes in the yard and increased student social interaction.

Discussions have commenced with staff and students and in the coming months we will seek parent input. I look forward to providing opportunities for parents, staff and students to engage in this review process.

Condolences

Finally, can I please ask that you remember in your prayers the families of:

Mr John Spiridone Zahra who passed away early this morning. John is the father of Gloria Zahra, member of staff.

Mr Antonio Ciavarella who passed away recently. Antonio is the uncle of Mrs Tina Weston, member of staff, and great uncle to Ciara (Year 7).

Eternal rest grant unto them, O Lord, and let perpetual light shine upon them-. May the souls of the faithful departed, through the mercy of God, rest in peace. Amen.

Speech from Commissioning Mass

You may or may not be aware, but as part of my role as Principal I spend a lot of time driving and because I like to make good use of that time I often listen to various podcasts, particularly those that teach me something new.

One podcast I particularly enjoy listening to is Malcolm Gladwell's Revisionist History and I thought I would share some of the insights I gained from an episode entitled "The Big Man Can't Shoot."

Part of the episode examined the career of one of the greatest basketball players of all time – Wilt Chamberlain. A player so dominant in his time that they changed the rules to try and limit his impact.

For those of you not familiar with Wilt Chamberlain's career, let me share a few facts and statistics:

- Played Centre
- Was 216cm and weighed 124kg
- Career Summary – Played from 59-60 to 72-73
- Games 1045
- Ave Pts 30.1
- Rebounds 22.9
- Assists 4.4
- FG%- 54%, that is he scored from 54% of the shots he took
- FT%- 51%- For those of you who are not sure what that means, it indicates that he would miss virtually one in every two free throws he took. That is not a good percentage and for those who know basketball, his career average in this area was worse than Shaquille O'Neill. Note that was his average, in his worst season he was shooting at 38%!

By the way his field goal average is very good. Also of note is that he is the only player to score 100 points in a NBA game, a phenomenal achievement which Chamberlain achieved on 2 March 1962. Now it is some facts and insights I gained from that game and to a certain extent that season in which it occurred that I want to focus on in this speech.

Now, the breakdown of Wilt Chamberlain's 100 point game was as follows:

- Time on Court: 48 Minutes
- Field Goal Attempts: 63
- Field Goals Made: 36
- Free Throw Attempts: 32
- Free Throws Made: 28 – the highest ever in NBA history
- Rebounds: 25
- Assists: 2
- Personal Fouls: 2
- Total Points for Game: 100

Now those of you quick at math will have picked up that the Field Goal Made Average of 57.14% was similar to his career average of 54%, but his Free Throw Made average for that game was 87.5%

In 1962 he also shot an average of 50.4 points per game, with his Free Throw Made average being 61.3%- the best ever in his career.



Speech from Commissioning Mass

So it begs a question – what did Wilt Chamberlain do differently in the that season with his free throws compared to other seasons? Well the answer is simple - he shot with an under-hand action, the so called granny shot, not the usual over-hand style that almost all players use. However, that was the only year he used it ... and I will come back to that point in a minute. But before I do I would like to just say a bit more about the little used under-hand free throw method.

The under-hand style of taking free throws was common in the very early years of basketball, but over time had virtually become non-existent in any level of the game. Odd, because it is biomechanically proven to be more effective than the over-hand shot.

However, there is one player who used it exclusively in his NBA career and that was Rick Barry, one of the 50 Greatest Players to play in the NBA according to a list compiled in 1996. Barry's career stats include 1020 games with a free-throw efficiency of 90% for his career and a best year of 94.7%. Again for those who don't follow basketball, that is an amazing return. So the under-hand style of taking a free throw, if used, is very effective, if not an absolutely dangerous weapon for a player to have in any level of the game. Imagine if you played on someone with that shooting percentage from the foul line. You would be better off letting them take a shot in a tight situation than fouling them, because from field there is a chance they would miss, but from foul line it is almost guaranteed they will score.



So anyway getting back to Wilt Chamberlain, we need to ask why did he switch from a successful shooting style that clearly made him a more effective player to one, to put it bluntly, did not work for him? Well, when asked in interviews his answer was pretty simple– he did not want to look silly! He did not want to look different. So you might ask – Did he really stop doing something that made him better because he did not want to look silly? Well, yes, that is really why he stopped! To be clear, Wilt Chamberlain stopped using an effective, if not downright powerful method of playing his game for fear of being laughed at or teased. He stopped doing something that was good for him because of his concern of what others might think or say.

I could tell you much more about this phenomena of people not doing what is good for them for fear of ridicule, but that may need to be for another time.

**We must use time wisely
and forever realize that
the time is always ripe to
do right.**



Nelson Mandela
Former President of
South Africa
(Born 1918)

QuoteHD.com

So for now, what I do want to do is give all of us – students, teachers, parents, principals and priests- two challenges:

The first challenge: If you are not doing something that makes you better – say homework, asking questions in class, eating healthy food, exercising, just simply working hard, because you think someone will laugh at you, then stop worrying about what those people think and get on with doing what can make you the best you can be. Don't let them hold you back.

The second challenge: Now this may not apply to all of us, well, actually I hope it does apply to anyone, but, if you are the type of person who makes unhelpful, if not just plain rude comments to people, who are doing the right thing for themselves and others, well ... just stop.

I look forward to what 2018 brings and hope that you will take up my challenges to do the right thing for yourself and others.

Faith & Ministry Matters



year of youth

OPEN NEW HORIZONS FOR SPREADING JOY

This is the time to nurture our hearts. I don't just mean cut out the cholesterol, avoid fatty foods, take exercise... I mean we need to nurture our sense of compassion, our interiority. Despite our busy-ness and activities, it is our heart that anchors us. And we need to make time to nurture it, to pray, fast, give alms, and to refresh our hearts. As we journey to Easter we follow Christ on his journey through death to resurrection, and we increase our compassion because it is the nature of God the Father to be compassionate.

Commissioning Mass: 1 March, 2018



On 1 March Father Harry Dyer OMI, and Mons John Allmann celebrated a memorable Commissioning Mass with the college community. The whole college community, parents, staff, students and guests, speakers, readers, choir, altar servers, bearers of the message stick et al, brought the ritual to life. The atmosphere was reverential and meaningful. After Communion the College Captains and Junior Captains were commissioned. The Morning tea held afterwards in the ISC was a good way to celebrate, too!

These rituals are important in the lives of the students because they connect them with something larger and deeper. It was a good day.

RE Classes

The RE teachers are teaching a revised curriculum that aims to make RE more rigorous as a subject in itself. The new methodologies aim to enhance learning and developing knowledge and skills for life, something they will use long after they have left Lavalla. The focus is on engaging students to learn better and to start thinking about the bigger questions of life. I will encourage students to be more active in RE learning and classes.



\$95
can contribute towards
a bush trip to collect raw
materials, like pandanus
palms, for arts products,
generating an income for
young First Australians.

AUSTRALIA

A Just Future Starts with Culture

Evangeline is an indigenous Australian of the Walgurr people in Beswick, NT. In 2016 she was employed by Djilpin Arts Aboriginal Corporation. Djilpin is supported by Caritas Australia. Today she is a Senior Arts Worker. Her work has seen the organisation grow from a multi-media project to a multi-level arts and culture centre that employs young people in Beswick.

This year Evangeline is busy guiding tourists, co-ordinating cultural activities and helping community members practice and market art like, weaving, jewelry making. With new kitchens and a gallery, they are planning to expand the tourist route to take in the waterfall. She says about young people, "it's good for them to learn and keep their culture strong." Culture is the foundation of a good life, and hers is a success story of hope.



As we are coming to the end of term 1 and preparing for Student, Parent, Teacher interviews, the following information is to assist you with working with your child's teachers.

Five elements to guide you as a parent in forming strong bonds with your child's teachers this year:

1. Knowing (building affinity)

Know – the first element – requires you to be both proactive and patient. Proactive because you need to be willing to meet and work at maintaining relationships. Patient because it may take some time to build a working relationship. For your partnership to be meaningful and successful you need to meet with your children's teacher(s) with the goal of forming a respectful professional relationship. Share your aspirations for your child and be willing to build the teacher's knowledge about your family.

Get to know your child's teachers' aspirations and gain an understanding of their approach and the focus they have for this particular year group.

Also commit to continuing to know what's going on in the life of your child's classrooms as well as the life of the school on an ongoing basis.

2. Supporting (building trust)

Children need to know that you are fully behind what their teachers are trying to achieve if they are going to commit fully to learning. The best way to support your child's teacher is to trust their knowledge, professionalism and experience. Avoid the temptation to question the expertise of teachers in front of students, particularly when the teachers use methods that you are unfamiliar with. Initiate conversations with teachers around methodology to give them the chance to explain the approach they are taking.

3. Participating (building links to student learning)

Participation – the third element – takes into account the level of parent engagement in student learning. There's a huge body of research that points to the correlation between parent engagement in student learning and their educational success. If you want your child to improve his learning, take an interest in what he is doing. Follow school and teacher guidelines about helping at home and attend as many conferences, meetings and events involving your child as possible. This simple strategy has a significant, long-term impact.

4. Communicating (building relationships)

Life's not always smooth sailing for kids of any age. Family circumstances change. Friends move away. Illness happens. Mental health challenges can hit anyone at any time. These changes affect learning. Keep teachers up to date with significant changes or difficulties that your child or young person experiences so they can accommodate your child's emotional and learning needs at school.

5. Advocating (building loyalty)

Advocacy – the last element – means that you talk teachers and your school up rather than tear them down among children and the wider community. Teachers hold very public positions and generally work hard to build good reputations both within their school and their wider education community. Consider a teacher's reputation among the community and also with children when you discuss educational matters with others.

Building parent-teacher relationships doesn't just happen. They take good will from both sides, a commitment to setting aside the time necessary to support the home-based learning tasks that are expected, and a willingness to communicate both concerns and commendations through the correct channels.

Parent-teacher relationships – long may they prosper!

**Gross, M. (n.d.). Working closely with your child's teacher this year. Retrieved from Parenting Ideas: <https://www.parentingideas.com.au/schools/insight/working-closely-chilids-teacher-year/>

Teaching & Learning News



Term 1 is well underway and students have been busy across a number of areas of the curriculum from Years 7-12. As part of knowing your child's individual needs students from Years 7-10 will be undertaking the Progressive Achievement Test (PAT) in Literacy and Numeracy. Years 7 have completed the PAT and will do so again in November. Years 8-10 will complete the PAT in May and November.

The PAT is not a pass/fail concept but is used in thousands of schools in Australia and around the world. The approach focuses on assessing and monitoring student growth over time and is underpinned by an understanding that students of the same age and in the same year of school can be at very different points in their learning and development. Students will undertake the PAT twice a year from Years 7-10. This allows us to monitor student growth and tailor teaching to the needs of the individual learner to advance the progress of every student, regardless of their starting point.

Year 9 Exams

In 2018 all Year 9 students will sit semester exams in English and Math. The semester one exams will be held on Thursday 7th May in the Champagnat Centre at the St Paul's Campus and will run for 1.5 hours. The semester two exams will be held on Thursday 22nd November in the Kildare Hall. Students will be assisted in developing the skills to revise for and complete exams.

Study Banks

How students timetable their study sessions is heavily dependent upon individual commitments and concentration levels. To accommodate variations in schedules and motivation levels, we recommend that students set up "Study Banks".

As an example, if your aim is to complete 21 hours of outside classroom study (OCS) each week, you could set up a debt with the Study Bank for 3 hours each day.

If you do not feel like studying one evening or you would like to participate in a special event – you may, but you create a 3 hour debt with the Study Bank each time.

As with normal banks, all debts to the Study Bank need to be re-paid. And the longer it takes you to repay any loans or debts accrued, the greater the penalties that are imposed! This means that the longer you delay your studies, the more time it will take you to complete a set amount of work. So if you do wish to save on study time, it is always more time efficient to complete homework within 24 hours of learning/reviewing that material, and when stress levels are low.

Although it is not possible to measure the amount of time that is wasted/lost when students postpone their studies, we can introduce a conservative penalty system to help deter students from falling out of a regular study regime. Any time owing to the Study Bank at the end of each term will have an interest rate of 25% applied. This means that each hour of debt owed to the Study Bank at the end of each term will accrue an additional 15 minutes of study time.

As an example: Due to many personal commitments, Sally is only able to commit to 17 out of the 21 hours of OCS per week across her first term of Year 12. This means that across the 10 week period, Sally has accrued a debt of 40 hours. Sally will owe the Bank 40 hours of study PLUS 10 hours of interest, which will need to be repaid across the Term 1 school holidays.

Managing the Bank

You will note that the penalties imposed by the Study Bank are considerably higher than at conventional financial institutions, but the effects of procrastination can be huge. Students who do not engage in consistent study and/or leave their exam preparations to the last minute will suffer from higher stress levels and larger workloads, and will obtain lower scores than otherwise possible. So although the number of OCS hours required may seem confronting, commit to a regular study regime as soon as you can. Set up a Study Bank each week and aim to repay the Bank what you owe on a fortnightly basis. Chip away at your OCS tally wherever you can. Give up a lunch time here and there, use your free periods at school, study whilst you are walking, soaking in the bath, on your way to school. A little effort here and there will help you reach your OCS target much more quickly – and will also make a noticeable impact on your VCE scores.

Emergency Evacuation Practice

On Wednesday 7th March both Kildare and St Paul's Campus students participated in an Emergency Evacuation (on site) practice. Lavalla Catholic College is required to complete a practice drill for the different types of emergencies that could be faced each term (1 per quarter). This helps to ensure that not only staff but also students know the correct procedures required to keep them safe.

We would encourage you to discuss these drills with your child/ren as there will be more practices occurring throughout the year. Drills that we will be required to practice include: lock-down, lock out, shelter in place, on-site and off site evacuations.

Student Administration Program – Yr 10

Every year 10 student participates in the Student Administration Program.

Employers have identified the following skills that they look for in a prospective employer:

- Communication
- Teamwork
- Problem Solving
- Initiative and Enterprise
- Planning and Organisation
- Self Management
- Learning
- Technology

Each day the students who are performing the role of Administration Assistant will complete tasks that fall into a number of these categories.

Some of the tasks will include filling the photocopiers with paper each morning and as required throughout the day, sorting and delivering mail, assisting student administration services and Campus Leadership as required.

These tasks are all to help prepare your child for the workplace and can be used on their Curriculum Vitae.

Your child will be withdrawn from class for the day (this does not affect their attendance), they will have a designated space for them to work from. If involved in a Unit 1/2 class are free to attend that lesson, along with negotiated lessons as needed.

Staff are aware of this program and asked to provide students with work to complete to aid them in being self directed. Should your child's set day need to be adjusted, please ask them to speak to Ms Lawler at student reception to organise a more suitable day.





SIMON

As many in the Lavalla community would be aware, the College introduced a new Learning Management System (LMS) called SIMON at the beginning of this year. As we gradually release each of the many modules and functions of the system we will keep you informed. The first of these areas is the recording of attendance and the notification to parents and guardians of unexplained absences, initially at the start of each day and gradually moving to updated notifications should unexplained absences occur later in the day.

On Wednesday, all primary contacts with a registered mobile phone were sent a 'Test' SMS and on Thursday the process of notifying the contacts when a student was absent at the start of the day when no reason had been advised, began. Please note that replies via SMS to these messages are not monitored and official absentee notification should continue using the current method of either phoning the College or writing a note in advance.

Process for Unauthorised Student Absence

Reception/Student Services

- Kildare - Reception will email a listing of absences received to Students Services for updating on Simon.
- St Paul's - Reception or Student Services will update Simon and record attendance.

Student Services

- 9.00am Student Services sends email reminder to Teaching staff who have not yet completed Homeroom/LA register.
- 9.20 am Student Services sends email reminder to Teaching staff who have not yet completed Period 1 register.
- 9.30am Student Services will quality assure unmarked students and classes.
- 9.40am Student Services will physically approach and direct staff to complete register or check anomalies.
- 9.50am Student Services will quality assure and complete an analysis of unmarked classes against Period 1 attendance.
- 10.00am Student Services will commence SMS alert to parents of students with unauthorised/unexplained absence.
- If no response, phone calls will be made asap to all contacts if necessary.

If you did not receive a 'Test' SMS on Wednesday, please contact the school to ensure that your mobile phone number is up-to-date and accurate.

Later in the year, parents and guardians will be provided access to SIMON via the Parent Access Module (PAM) where they will be able to confirm attendance in real-time and over the course of the next twelve months, access will be given to class details and calendars, curriculum documentation as well as assessment and reporting functions relating to your child(ren).

Should you wish to know more about SIMON or PAM please do not hesitate to contact me via the email below.

douglas.wright@lavalla.vic.edu.au

Year 7 Camp – Two



In the fourth week of term one, 7.2, 7.4, 7.6 & 7.8 ventured to charming Mill Valley Camp.

At camp, everyone enjoyed many activities including raft building, commando course, horse riding, crate climb and initiatives where they made numerous amazing friends as well as supporting one another to challenge themselves. The weather was great, enabling everyone to enjoy their time. Homeroom activities on Thursday evening were extremely competitive with 7.2 taking out the honours, the gung-ho attitude in the reverse scavenger hunt was fantastic to see and hear. Students have returned with great memories and lots of photos and selfies!



Year 10 Guest Speakers



On Monday the 26th of February, the year 10 students were fortunate enough to hear from three guest speakers who talked about their refugee backgrounds and experiences. In English, the year 10s are studying the novel "When Michael Met Mina", which strongly features the theme of refugees and migration. The three speakers were Den; whose parents escaped the Khmer Rouge regime in Cambodia, Stephen; who migrated from Sudan and is now a pastor, and Maria; who was an economic refugee from Italy. It was fantastic to have such a great variety of ages and countries represented by the speakers!

All three spoke about their pasts, their families and their lives now in Australia. A recurring theme was the idea that the best way to understand and empathise with someone's story is to speak with them and share a meal with them. After hearing from all the guests, the year 10 students asked a variety of thoughtful questions which related to both the speakers' stories and to the novel.

I sincerely thank Den, Stephen and Maria for their time and effort – it was enlightening and inspirational to hear all the stories. I also thank the year 10 students for their fantastic conduct and questions – they demonstrated the compassionate hearts that Lavalla students are known for. Lastly, thank you to the personal learning teachers who accompanied the students during the session.



Year 12 Geography Field Trip



On Sunday the 18th of February, 20 eager Unit 3 Geography students boarded the train car at 8am, and headed to Melbourne as part of our field-trip for two exciting days.

Our plan was to study land use change over the past 15-20 years in the Abbotsford and Collingwood areas. The areas studied were Abbotsford Convent, Yorkshire Brewery and Victoria Park. Students chose one of three field sites to study, and developed their own research questions and came prepared with surveys to ask the public and representatives from each of the selected locations.

On the first day Mr Erdely led his group of geographers along Smith Street, Collingwood and with the help of his brother, Paul, we quickly became aware of differing redevelopment sites and the impact which gentrification has had on this suburb. The added bonus was that everyone had met their step target for the day before lunchtime! After finding a place to rest and eat, we split up and walked to our pre-selected field sites. Once we arrived at the former home of Collingwood Football Club Victoria Park, we began familiarising ourselves with the resource as well as the users. After gathering initial primary data such as photos, counts, observations and surveys, we headed back via the train to our accommodation at Urban Central. With little time, we quickly got changed and walked over to the Crown Complex to watch 'The Greatest Showman' (Mr Erdely liked to call it The Greatest Showman on Earth) and afterwards, had a lovely dinner in the Food Court. Tired but satisfied with our day's work, we debriefed our initial fieldwork, before heading back to our rooms and a well-deserved sleep.

The following morning, we used public transport to return to our field sites, and were greeted with guest speakers at each location. The gentleman from the Yarra City Council, Mr Mark Donnellan, provided us with some valuable information about the history of Victoria Park and Abbotsford as well as the future use of this open space. After Mark finished his presentation, we continued our primary data collection strategies, before heading back into the city to catch the afternoon train back to Traralgon.

The class of Unit 3 Geography students would like to thank Mr Erdely, Mrs McCabe and Mrs Archipow for organising and accompanying us on what was to sadly be our final VCE Geography field trip. With our final report due in 4 weeks time, we are now fully informed and ready to produce a 2000 word field report which we hope Mr Erdely will be impressed with!





Remar Red

On Friday March 2nd, Lavalla hosted a regional gathering of year ten Remar Red Students.

The day focused on building community within the Marist network and also helping to deepen students understanding of what it means to be a leader.

Students were challenged with some hard hitting facts about social justice issues across the world, including the waste produced by Australia and the stats on hunger related deaths around the world.

The group finished the day with the belief that they can make a difference in our local community.

'We can be a ripple that makes a difference to the lives of others.' – Hollie Gooding



Remar Blue

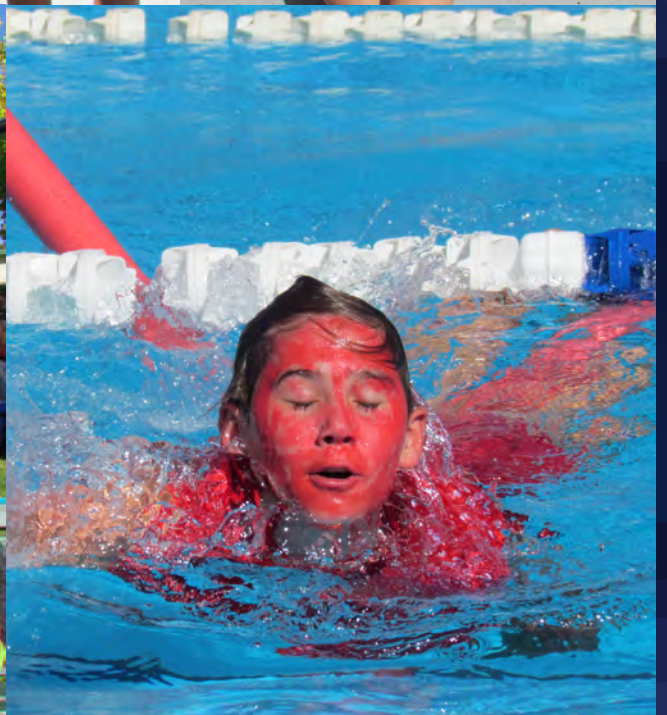
Fundraising for the Remar Blue Solidarity camp is well underway with the year 11 group and staff organising the college swimming carnival BBQs.

Thanks to all the hungry swimmers, \$2,000 were raised across both our St Pauls and Kildare swimming carnivals, with All funds will be going directly to the Santa Teresa Community, the remote Indigenous community in the Northern Territory that the group will be working with later this year.

A huge thank you to our local Woolworths and Coles supermarkets from Traralgon and Mid Valley for their very generous donations of sausages, bread and gift vouchers, and to all the staff from the Kildare and St Paul's Campuses who assisted, for their support on these days.



Swimming Carnival – St Paul's Campus



Important Dates

MARCH

12th Mar	-	Labor Day - Student Free Day - Public Holiday
28th Mar	-	Year 7 Immunisations
	-	Last Day Term 1
29th Mar	-	Student Free Day
	-	Parent Teacher Interviews

Keep updated at the Lavalla Catholic College website:

<https://www.lavalla.vic.edu.au/news/college-calendar>

Second-Hand
Uniform Shop
Open 3.30pm - 6.00pm
St Paul's Campus, Grey Street

15th March

Calling for feedback on the Youth Space Latrobe Design Principles

The Youth Space Latrobe project has been underway over the past few months. Young people have discussed what it is like to live in the Valley, what issues are important and what they think is needed in the Valley to help them thrive.

Led by our Youth Core Design Team, young people came together in February 2018 to workshop what activities and services a new youth space could provide, where the youth space should be located, and explore design concepts. Some of the students at Lavalla Catholic College school were involved in this process.

These workshops led to the creation of nine design principles that will inform the creation of a new Youth Space Latrobe.

The Youth Core Design Team would love to know the community's thoughts on these principles. A short, de-identified survey has been created to describe and evaluate the design principles.

Your feedback is being sought. Please follow this link to participate in the survey. youthspacelatrobe.typeform.com/to/oeHLEt

Once the design principles have been refined, they will be presented to the Victorian Government for consideration.



LOWES
zer rewards card
Exclusive offer to
**ZERO & REWARDS
CARD HOLDERS**
20%*
OFF
**SCHOOLWEAR
AND
EVERYTHING ELSE**

INSTORE & ONLINE - THURSDAY 15TH MARCH
* Excludes gift cards & all suit packages. Cannot be combined with other offers or discounts. Floor stock only.
Styles and colours may vary from store to store.
No rain checks. Please choose carefully, exchanges and refunds only with docket. Includes existing 5% discount.



**LIFE WAS
MUCH EASIER
WHEN Apple
AND BLACKBERRY
WERE JUST
FRUITS**

National Day of Action Against Violence & Bullying

If your child talks to you about bullying:

1. **Listen** calmly and get the full story.
2. **Reassure** your child that they are not to blame.
3. **Ask** your child what they want to do about it and how you can help.
4. **Visit** www.bullyingnoway.gov.au to find some strategies.
5. **Contact** the school.
6. **Check in** regularly with your child.

BULLYING. NO WAY!

www.bullyingnoway.gov.au

Friday March 16, 2018 is the National Day of Action Against Violence and Bullying. Lavalla Catholic College will again be participating in this day, but we believe that all children should be safe at all times, that bullying is not OK and that we all have a role to play to stop bullying.

At Lavalla Catholic College we aim to create a safe and supportive school community for everyone.

Sometimes, it can be difficult for parents or carers to know what to do when their child talks to them about bullying.

You are an important part of our work to prevent bullying and to respond effectively if it happens. Stopping bullying involves everyone.

If your child talks to you about bullying:

1. **Listen** calmly and get the full story. Your calm response is important to allow your child to tell you all about the situation. After they've told you their story, ask questions to get more details if you need to: who, what, where, when. Although you may feel some strong emotions about your child's experience, try to keep calm to avoid more distress to your child.
2. **Reassure** your child they are not to blame. Many children blame themselves and this may make them feel even worse. You could say things like, 'That sounds really hard to deal with. No one should have to put up with that.' or 'I'm so glad you told me. You should be able to feel safe at school; that's not fair at all'.
3. **Ask** your child what they want to do and what they want you to do. A critical part of your response is to avoid jumping in to solve the problem. While it is natural to want to protect your child, helping them to find their own solution is a better option. It helps them feel they have some power in the situation.
4. **Visit** www.bullyingnoway.gov.au to find some strategies. The website has tips and ideas for different bullying situations. One idea is to practise strategies at home to help your child feel more confident.
5. **Contact** the school. Your child may be reluctant for you to do this, so discuss the idea and reassure them that the school would want to know and is able to help. Make an appointment to meet with your child's teacher and, if you need to, ask to talk with the principal. Contact the school immediately if you have a concern about your child's safety.
6. **Check in** regularly with your child. Keep the conversation going. It can take time to resolve issues, so check in regularly with your child about their experiences and their feelings. Your ongoing support is important.

If you are looking for support for yourself to deal with a bullying situation, you will find ideas on the Bullying. No Way! website for parents. As well, please contact the school if you would like to discuss any aspect of our approach to preventing bullying.

Thanks for your support to make our school a great school for everyone.

Lavalla Catholic College Anti Bullying Pledge

We at Lavalla Catholic College pledge to be respectful of others and stand up against bullying whenever and wherever we see it.

We believe that everybody has the right to live in a community that makes them feel safe, valued, included and accepted regardless of any differences as demonstrated to us by Jesus Christ.



2019 Year 7 Students Transition Dates

Monday 19th – Friday 23rd March

Current Year 7 students to visit their former Catholic Primary Feeder Schools, taking named Enrolment Application Packages with them to the current Year 6 students.

Monday 26th March

Registrar to deliver Enrolment Application Packages to State Primary Schools in Traralgon and outlying areas.

Monday 23rd – Friday 27th April (excluding Wednesday 25th)

Current Year 6 Catholic School students visit St Paul's Campus.

Tuesday 1st May

Twilight Open Evening, 4:00pm to 7:00pm. Classroom visits and Information regarding Year 7, 2019.

Thursday 31st May

2019 Enrolment Applications and deposits due back to the College.

Week commencing 25th June

Enrolment Interview letters sent to parents.

Monday 30th July - Wednesday 1st August

Enrolment Interviews to take place with prospective 2019 students.

Monday 13th August

Letters of offer sent.

Friday 31st August

Fees Agreements due to be returned.

Monday 12th November

Orientation Packs sent out.

Tuesday 11th December

Orientation Day for Year 7's in 2019.