



From the Principal

John M Freeman

Refugee Week

This week is Refugee Week and it is Australia's peak annual activity to inform the public about refugees and celebrate positive contributions made by refugees to Australian society. The first Refugee Week events were organised in Sydney in 1986 by Austcare. In 1987, Refugee Council of Australia (RCOA) became a co-organiser of the week, which became a national event from 1988 and has been responsible for the national coordination of Refugee Week from 2004.

Refugee Week provides a platform where positive images of refugees can be promoted in order to create a culture of welcome throughout the country. The ultimate aim of the celebration is to create better understanding between different communities and to encourage successful integration enabling refugees to live in safety and to continue making a valuable contribution to Australia.

The aims of Refugee Week are:

- to educate the Australian public about who refugees are and why they have come to Australia;
- to help people understand the many challenges refugees face coming to Australia;
- to celebrate the contribution refugees make to our community;
- to focus on how the community can provide a safe and welcoming environment for refugees;
- for community groups and individuals to do something positive for refugees, asylum seekers and displaced people, within Australia but also around the world; and
- for service providers to reflect on whether they are providing the best possible services to refugees.



A Moment of Grace

A Prayer for Refugees

God of our Wandering Ancestors,
Long have we known
That your heart is with the refugee:
That you were born into time
In a family of refugees
Fleeing violence in their homeland,
Who then gathered up their hungry child
And fled into alien country.
Their cry, your cry, resounds through the ages:
"Will you let me in?"

Give us hearts that break open
When our brothers and sisters turn to us
with that same cry.
Then surely all these things will follow:
Ears will no longer turn deaf to their voices.
Eyes will see a moment for grace instead of a threat.
Tongues will not be silenced but will instead advocate.
And hands will reach out—
working for peace in their homeland,
working for justice in the lands where they seek safe haven.

Lord, protect all refugees in their travels.
May they find a friend in me
And so make me worthy
Of the refuge I have found in you.

Amen.

Source: US Bishops Conference, Toolkit for WRD18

This year's theme "Celebrating the Year of Welcome" invites people to consider how they might be more open and receptive to listening to refugees and asylum seekers and welcoming them into our communities. If you would like to know more about this important recognition of the rich contribution refugees make to the economy, music, art, education, sport and many other aspects of Australian culture I invite you to visit these websites:

<https://www.refugeeweek.org.au/>

<https://www.acmro.catholic.org.au/>

<http://jesuit.org.au>

Staff News

Welcome to Ian Francis who has joined us for the rest of the year. He is teaching on the Kildare Campus mainly in the areas of English and Religious Education.

Next week is Charles Desira's last week this year. He will be enjoying Long Service Leave for the remainder of 2020.

Deb Murrell is currently taking two weeks of Long Service Leave.

Term 2 will finish on Friday 26th June at the end of Period 4 (1.31 pm).

Please make note of the following important information:

- Buses will commence departures from both Campuses shortly after 2.00pm
- Students who are waiting for the buses will be supervised in the yard until the buses arrive.
- Students should be aware buses may not depart in their usual sequence
- Term 3 begins on Tuesday 14th July on a Week 1
- Term 3 Timetables will be emailed to all students on Friday 10th July.

We wish all our Students and Families a restful break.

Term 3 - Key Dates

Date	Event
Monday 13th July	Student Free day – Professional Practice Day
Tuesday 14th July	First Day Term 3 for all students
Monday 17th August	Student Free Day – Staff Retreat
Tuesday 25th August	Subject Selection – Yr 11 and 12 2021 (KIL)
Wednesday 26th August	Subject Selection – Yr 10 2021 (STP)
Wednesday 9th September	General Achievement Test – Units 3&4 Students
Friday 18th September	Last Day of Term

SCHOOL CALENDAR

The school Calendar can be viewed [HERE](#) to keep up to date with activities happening at the College.

*one wild and
precious life*

REMOTE LEARNING



BRETT VAN BERKEL
Deputy Principal
Learning & Teaching

As we come to the end of the term, we reflect upon what has been a challenging time for our College community. The time spent with family and the chance to slow down was a welcome by-product of this virus. At the College, we have realised that not taking education as we know it for granted is an essential lesson moving forward. Further, a school without students can be a still, lifeless environment. Having students back generates energy and life and is a great thing to see. The teachers have said many times it is great to be back!

Student's Semester 1 Reports

Semester 1 reports will be published to PAM early Term 3. The new reporting template through SIMON has been developed which will display your child's achievements from Semester 1. An email will be sent to you when the reports are available on PAM.

Subject selection and Expo

Due to Covid-19 restrictions we will not be running our annual Expo and Careers day. This will be replaced by a virtual Expo where subject information and course advice will be made available to students and parents via various means. There will still be opportunities to seek one on one pathway and course advice in August. More information will be coming out about this in Term 3.

Professional Practice Day

Please note that as per the College calendar, Monday 13 July is a student free day. Teachers will be working on;

- Planning and preparation for Semester 2
- Assessment of student learning and development of assessment tasks
- Development of differentiated assessment tasks
- Course outlines
- Relevant professional development

I wish all of the students a happy and relaxing break over the upcoming school holidays!



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STUDENT WELLBEING



Doug Doherty
Deputy Principal
Student Well-Being & Operations

"Unity does not imply uniformity; it does not necessarily mean doing everything together or thinking in the same way. Nor does it signify a loss of identity. Unity in diversity is actually the opposite: it involves the joyful recognition and acceptance of the various gifts which the Holy Spirit gives to each one and the placing of these gifts at the service of all members of the Church. It means knowing how to listen, to accept differences, and having the freedom to think differently and express oneself with complete respect towards the other who is my brother or sister. Do not be afraid of differences!"

Address to Catholic Fraternity of the Charismatic Covenant Communities and Fellowship, Oct. 31, 2014
Pope Francis

Celebrate Diversity and Challenge Injustice

As we approach the end of term 2 and the transition from remote learning to classroom learning, our students and staff are also keen to explore areas of global social justice that are prevalent in our lives, such as Black Lives Matter movement. This week the student leaders and some staff from both campuses worked together to investigate how they can lead a forum that will investigate how we as a College celebrate diversity and challenge injustice on a daily basis as part of our College culture. This will result in a large scale forum to achieve this goal next Friday 26th June 2020.

Enrolments 2021

The closing dates for our enrolments is 30th June 2020 – we are very close to maximum capacity at the moment and I would encourage all families to ensure that their applications, especially for Year 7 are submitted by the closing date. Any queries please contact myself or the Registrar, Allison Foster – please see the flyer attached.

Interviews for 2021 intake will take place between 20th – 31st July. Letters will sent to parents/guardians with their specified date and time, as well as instructions based on COVID conditions.

Virtual Tour

Our virtual tour of the junior campus should be ready by the holidays. This will not only give you a chance to look at the College with your child, but also allow new students to the junior campus to learn their way around the site. This will be available on the website.

Uniform

Please ensure that all your children attending Lavalla Catholic College come dressed in the correct uniform and not wearing facial piercings or hair that is not a natural colour. If you have any queries please consult the uniform policy or speak with your child's homeroom or LA teacher.

End of Term 2 and Beginning of Term 3:

Term Two for students will finish at 1:30pm Friday 26th June.

Term Three will commence for students on Tuesday 14th July.

I would like to take this opportunity to thank all families, students and staff for their excellent commitment during remote learning and the transition back to the classroom.

Thank-you and God Bless

Mr Doug Doherty

CATHOLIC IDENTITY & MISSION



ROBYN REBBECHI
Assistant Principal
Catholic Identity & Mission

As a college community we celebrated the Feast of St Marcellin Champagnat last week with a short liturgy. Student leaders led us in prayer, with the liturgy being pre-recorded and shown to all students in their LA or Homeroom groups. The process of thinking about how to pray together, when we can't be together, is an interesting one, and we are learning a great deal about things that are worth trying, and things that might be better saved for other occasions! Ultimately, we try, when we pray and lead students in liturgy, to make connections between faith and life. We aim to invite students to see the way in which faith inspires us to act in the world, not separate from it.

The video liturgy incorporated a message from Br Peter Carroll, the leader of the Marist Association. Br Peter reminded us that Marcellin himself was born in a time of turmoil, the time of the French Revolution, but that, inspired by this reality, his dream was to bring about a better world. He saw the reality of the world around him, he dreamed of a way to improve life for young people, and he took steps to bring about change. 200 years later his small steps have resulted in a large network of schools and ministries, still trying to do this work, all around the globe.

Br Peter's words were so pertinent for our reality in this time of Covid-19 that we used them as the centrepiece of our liturgy, and our prayers were formed around them. The events of the past couple of weeks make the words even more pertinent, as we have seen protests and unrest across the globe in response to human rights injustices. It is good for us to reflect on how the world around us challenges us to take action, and to envisage a different world where justice and peace prevail.

I share with you some of Brother Peter's message from his Champagnat Day address and our prayers in response. Consider these prayers and perhaps use them at home to prompt your own reflections: we say we'd like a better, fairer, more just, more peaceful world. What actions do we need to take to bring that about? How can we be 'Dreamers and Visionaries' who take action for change?

"Our own experience tells us that in every challenge there is an opportunity. In every period of turmoil there are new dreams born". Br Peter Carroll.

We pray that all of us will take the opportunities we are given this year, even if it is different to what we'd planned, to make the most of our strengths and to encourage each other to learn.

"Dreamers and visionaries provide us with inspiration, wisdom, creativity and vision".

We pray for all students and staff in Marist schools around the world. May we continue to dream of how we can best continue the legacy of St Marcellin, in the way we relate to each other, in the way we insist upon kindness, consideration and respect for others.

"Dreamers and visionaries showed us how to live Jesus' message in new and vibrant ways".

We pray for all of us who are trying to understand and live the message of Jesus in our modern world. Give us patience with each other, courage to ask our questions and express our thoughts, and enable us to listen with love for the real messages in our communication.

"Now is our time. This is our invitation to dream and work for others, for a better more humane world."

We pray for those around the world who face persecution, unjust governments, unfair policies, civil unrest and violence. Although we can't bring about change in those situations, help us to think carefully about our own actions everyday: about what we say, about what we are prepared to speak up about and when we remain silent. Give us the courage to work for this more humane world.

Amen.

FAITH FORMATION



CHRIS ROGA
Faith Formator

It is bliss to be alive today! We live in extraordinary and wonderful times! In no other period in my memory have we been so fortunate to reflect on who are, and what is truly important in our lives. Today's article is an adaptation of a meditation by Richard Rohr. Also, please pray for the people in India, and other countries, where COVID-19 is posing a far bigger danger to ordinary people than we can imagine. Here is something from the frontline: “

“I work in India and during this . . . time we have seen about 40 million [people] become very poor over night as India went into a complete “lockdown.” Our teams have been giving out food all over the country. Reading your daily devotions of God's love and care for the poor has been so encouraging” —Elisabeth C. (message to Richard Rohr)

Emancipation: Inner and Outer Freedom



As citizens of the Lucky Country, we enjoy freedoms in a way that few other nations do. And it is right that we should do so. However, we also need to look beyond mere individual and personal freedoms. Emancipation focusses our attention to systemic levels of freedom for everyone.

Very few people are fully emancipated. In the public sphere, the Dalai Lama, Mother Teresa, Nelson Mandela and Mahatma Gandhi, are some who spring easily to mind. I hope each of us has met one person we can say is ‘fully emancipated!’ Such people are captivating, inspiring and show us how to be fully human ourselves. If you have not yet met one, search for one.

For the most part, each of us lives inside our own smaller secure systems of family, school, culture, political opinion, religion, economic status, and other systems of which we may not even be aware.

However, real freedom comes from within. If we haven't achieved the inner freedom to love, the outer systems that we depend on will, paradoxically, never deliver the very freedoms we long for. We should also evaluate our systems. Whom do they benefit? Who is included/excluded? Who has voice, or not? How is power used? For whom? Are people freed as a result of our actions? Are there other, better ways of being and doing? For example, online learning opened new opportunities. Necessity was truly the mother of invention. How can we now incorporate some of the benefits of online learning into our traditional practice to benefit of everyone?

When we place all of our identity in our one country, security system, religion, or ethnic group, we limit ourselves and are unable to imagine another way of thinking. Only citizenship in a much larger “Realm of God” can truly emancipate us from our self-imposed walls. The COVID-19 lockdown bared this. Ordinary people cared for each other, across space, geography, cultures, languages etc., in simple, creative ways to the lockdown. Necessity is the mother of invention.

The job of Christian wisdom, is to say, “We are fellow citizens with the saints and part of God's household” (Ephesians 2:19), and thus “Our citizenship is in heaven” (Philippians 3:20). The earliest Christians defined themselves as, “In the world, but not of the world.” Today most of us tend to be in the system, of the system, and for the system—without even realizing it!

So, let's use the word emancipation to describe a deeper, bigger, and scarier level of freedom: inner, outer, personal, economic, structural, and spiritual. Surely this is the worthwhile task for us.



LAVALLA
CATHOLIC COLLEGE

STRONG MINDS COMPASSIONATE HEARTS

Year 7 2021

Enrolments Closing

30th June 2020

Any queries please contact:

Allison Foster

Registrar

PH: 5174 7355

Email: registrar@lavalla.vic.edu.au

Doug Doherty

Deputy Principal: Student Wellbeing

Email: doug.doherty@lavalla.vic.edu.au

Interview Dates: 20th July – 31st July 2020

www.lavalla.vic.edu.au



happy earth day

10 WAYS YOU CAN HELP THE EARTH (EVERYDAY)

1. TURN LIGHTS OFF AFTER USE
2. RECYCLE AND REUSE
3. USE BOTH SIDES OF THE PAPER
4. EAT LESS PROCESSED AND PACKAGED FOOD
5. STOP BUYING BOTTLED WATER
6. USE TUPPERWARE CONTAINERS
7. DRIVE LESS- WALK MORE
8. USE PUBLIC TRANSPORT
9. OP-SHOP YOUR OLD CLOTHES AND BUY
SECOND HAND
10. EDUCATE OTHERS ABOUT WHAT THEY CAN
DO FOR THE ENVIRONMENT

INSIGHTS

Collaborative parenting style wins the day during COVID-19



The close quarter living that most of us have experienced during the COVID-19 pandemic has tested the patience and communications skills of even the most assured parent. The constancy of members living together is a test of family management skills, revealing any flaws or limitations that exist.

Those that rely on a coercive (“do as I say”) approach probably discovered that dominance works well in small doses, but fails miserably over the long-term, with family harmony severely impacted.

Parents who use a laissez-faire (“she’ll be right”) approach may have found that one or more children struggled with a lack of structure. In the absence of positive leadership, a child more than likely stepped up to fill the void, rendering parents with limited influence.

Those who used a parallel (“you go your way, I’ll go mine”) approach may have experienced a relatively quiet parental existence, but this will more than likely come at the expense of group cohesion and children’s mental health.

Collaborative family leadership

Life in the family cocoon has suited parents that use a more inclusive, collaborative parenting style. This is a style that gives children a voice, commensurate with their developmental stages, in how the family conducts itself.

Features of a collaborative family

Parents who adopt a collaborative approach impact family culture in positive ways, so that their family becomes a collaborative unit. Here are some features shared by collaborative families:

Respect is a key value

This style of leadership treats kids with respect but importantly, expects respectful, considerate behaviour from children in return. When kids fail or forget to practise respectful treatment of others they are respectfully brought into line and reminded of their responsibility to others.

Kids contribute

Kids in collaborative families generally help out without being paid. A jobs’ roster is the preferred method for ensuring kids contribute as authority is diverted from parent and rests with the group instead.

Language is cooperative

Parents who adopt a collaborative approach generally use language that invites children to cooperate. They also use the word “We” a great deal. “We’re relying on you to set the table before dinner” reminds a child or teenager of their contribution to the family good.

Rituals are strong

Collaborative families also use rituals such as mealtimes, special days and the like to build strong family bonds. These structured get-togethers are balanced with plenty of informal, fun activities where members can enjoy each other’s company.

Decision-making is shared

Most parents who successfully adopt a collaborative leadership style have a process that engages kids in family decision-making and resolution of conflict between siblings. A regular family meeting or council is a common forum used by collaborative family leaders. These meetings may take time to get right and some effort to convince all family members of their benefits, however once they’re embedded they become an invaluable part of a family’s culture.

There are many ways and methods you can use to successfully raise a family, however not every method stands up to the scrutiny close of quarter living we’ve been encountering. With more time at our disposal, a wonderful opportunity exists to implement a collaborative leadership style, that will bring benefits well after the COVID-19 pandemic.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia’s leading parenting educators. He’s an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

INSIGHTS

Developing young people's emotional smarts



The last few months has certainly been a test of young person's emotional smarts. The ups and downs of the COVID-19 experience continues to play on the emotions of all us, but for adolescence who are going through a period of brain development, this can be a particularly tricky time. Fortunately, parents are in a wonderful position to assist and in doing so develop emotional smarts in their young people. The following strategies will help:

Talk openly about feelings

Your young person will benefit from being around adults who talk about their own emotions and feelings rather than ignoring or bottling things up. A focus on emotions builds their vocabulary and also gives them permission to do the same.

- Talk about the emotional impact that daily events such have on you
- Ask them how they feel or react emotionally to things that happen to them
- Use specific terms for feelings such as 'irritated', 'nervous', 'tense', 'annoyed'

Build awareness of the triggers

Your young person may experience mood swings due to the changes occurring in both their body and brain as well as the changes COVID-19 brings. They may feel confused and even fearful of their reactions. Help your young person recognise the situations and events that trigger different emotions. Your young person may be aware that returning to school, for example, may make them nervous but they may not realise that they become annoyed when they're told to do something rather than when they are asked.

- Discuss trigger events and moments with your young person
- Make a list of trigger moments to help him prepare for them
- Develop plans to better manage emotions before they spiral out of control

Encourage journaling

Young people often have difficulty internally processing many of the events that happen during the course of day, leading to confusion and worry. Encourage them to keep a daily diary or journal so they can make better sense of events and situations that impact on them emotionally. Getting their thoughts and emotions down on paper helps them gain clarity, gain control of their emotions and build better mental health. Writing thoughts and worries down prevents constant rumination, which often leads to catastrophising.

- Give your young person the privacy needed for journaling
- Remind them that posting on social media is different to journaling
- Share with your young person how you process your thoughts and emotions in healthy ways

Differentiate between feelings and mood

Adolescence can be a confusing time, particularly when they're changing from primary school to secondary school. Feelings of confusion and self-doubt can seem like constant companions. Help your young person understand the difference between mood and feelings. A mood can stay for a long time – days and weeks – and is impacted by the lifestyle factors such as sleep, diet and exercise. Feelings are fleeting. They come and they go. They are easily shifted with simple tools such as breathing, visualisation and distraction.

Accepting discomfort

We naturally want to feel happy and content, however life is never that simple. Your young person is more than likely learning to come to terms with that. Help them feel comfortable with unpleasant feelings such as sadness, disappointment, jealousy and frustration. Let them know that there are behaviours that can't be tolerated such as aggression and hurting others, but there is nothing so bad that they can't talk about it. Introduce them to healthy coping skills they can use to make uncomfortable situations more tolerable. These include:

- Humour: having a laugh or finding a funny side is a great coping strategy
- Normalisation: understanding that you are not the only person experiencing something helps to rationalise thinking
- Distraction: taking a break from a situation if only for a short time is very therapeutic
- Compartmentalisation: stopping an event infecting all areas of life is a wonderful coping skill
- Goal-setting: finding solutions to problems and taking the first steps needed to reach them creates a sense of hope and momentum

Emotional intelligence is a skill that grows over time. It's like working out at the gym – those muscles will take time to build. Similarly, those emotional muscles will take some time to grow stronger. They may need time to talk about and explore their feelings, and become more accustomed to experiencing feelings, even those that make them feel uncomfortable.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.