



From the Principal

John M Freeman

Issue Three

2021

Commissioning Liturgy

Our Commissioning Liturgy this year will be held on Thursday, 11th March 2021 at 9.30am.

Due to COVID-19 we will not celebrate the opening of our school year gathered together in the usual way. The liturgy will be celebrated in the Chapel at Kildare campus with only the College Leadership Team, Readers, invited guests as well as the College Captains and their families. The Liturgy will be streamed to the school community via Microsoft Teams.

The Commissioning Liturgy is an opportunity to acknowledge our Student Leaders from each campus

Bicentenary of Catholic Education in Australia

The bicentenary of Catholic Education in Australia was launched on Thursday 18 February 2021.

The first Catholic school in Australia was founded in October 1820 by Irish Catholic priest Fr John Therry and run by convict and lay person George Marley. The school, which Catholic historians believe was in Hunter Street, Parramatta, taught 31 students.

Since this humble beginning over 200 years ago, Catholic schools have grown to become the largest provider of schooling in Australia (outside government) with one in five school age students attending a Catholic school.

This represents some 768,000 students in 1,751 schools across the country, employing 98,000 teachers and staff.

Nearly 40 per cent of Catholic schools are located outside of metropolitan cities in regional, rural and remote communities.

A national theme, Faith in the Future, has been developed for the 200-years celebrations. The theme reflects the core purpose of Catholic education to form students in their faith, and to provide an education that enables our graduates to make a meaningful contribution to the world.

If you would like to know more please visit this website <https://200years.catholic.edu.au/>

breathe
the Spirit of life (Rm 8:2)

PRINCIPAL cont....

Project Compassion

One of the College's significant fundraising efforts is Project Compassion. For over half a century, generations of Australians have participated in Project Compassion. The initiative has raised more than \$500 million since it began in 1965 – making it one of the nation's longest running charity campaigns.

Throughout five decades of natural disasters, conflicts and crises, Caritas Australia has worked alongside vulnerable communities with the generous support of Australians. Project Compassion has also helped with access to education, health services, agricultural training and through programs that reduce maternal and infant mortality.

The theme this year is "Be more", taken from a quote by St Oscar Romero – "Aspire not to have more, but to be more."

I encourage you to donate to this vital charity.

If you would like to know more please visit the [CARITAS](https://www.caritas.org.au) website

Student News

Congratulations to Claudia Said (Year 12 2020). Her final magazine product from Media Units 3 and 4 last year has just been published in the most recent issue of 'The Australian Dirt Bike' Magazine (images below).

She took the initiative last year to contact them, and get some advice about how to structure her magazine, and they were so impressed with her final product that they wanted to showcase it in a published issue.

Also congratulations to her teacher, Katie Lee, for her support and guidance for Georgia.



breathe
the Spirit of life (Rm 8:2)

Swimming Sports

These were successfully undertaken last week with strong attendance at each event. Thank you to all staff and students and in particular well done to Nikki Schroeter and Dwayne Tibballs on their organisation of these events.

	HOUSE	Points	Age Group Champions	
1st	CHAMPAGNAT	2847	18 year male	Logan Archibald
2nd	MACKILLOP	2177	18 year female	Rachael Sbaglia
3rd	DELANEY	1994	17 year male	Joel Baillie
4th	NAGLE	1874	17 year female	Ashleigh Mihaly
			16 year male	Joshua Hamilton
			16 year female	Eliza Watts

	HOUSE	Points	Age group Champions	
1st	NAGLE	2995	15 year male	Nicholas Cassar
2nd	MACKILLOP	2832	15 year female	Sienna Affleck
3rd	CHAMPAGNAT	1759	14 year male	Ryan Bullen
4th	DELANEY	1682	14 year female	Emily Auteri & Olivia Baillie
			13 year male	Tacen Davidson
			13 year female	Sienna Giblett

The Kildare swimming carnival results were as follows:

Also during the two days of the Swimming Carnivals, we held BBQ fundraisers , and in the course of about 4 hours, \$1057 was raised that will be sent to the Ltyentye Apurte (Santa Teresa) Community in the Northern Territory.

This money will greatly assist the community, which due to COVID-19 has not been able to host visitors, which has had significant economic impact.

Thank you to all the staff who helped cook and to all who purchased food.

Staff News



This week we welcome Ashleigh Thain who has taken on the role as our School Nurse.

Ashleigh will be based on the St Paul's Campus. This is a new role at our school so we will be learning the full possibilities of the position over the next year.

CURRICULUM NEWS



BRETT VAN BERKEL
Deputy Principal
Learning & Teaching

Learning Behaviours Assessment Term 1 & 3

Teachers will be assessing your child's development and growth across the year using many assessment tools. One of the key tools we use at Lavalla Catholic College is the Learning Behaviours Rubric.

The Rubric is used to assess the following four areas;

- Readiness to Learn
- Contributing to a positive learning environment
- Managing learning tasks
- Using feedback for improvement

The four Learning Behaviours will be supported by a Rubric (assessment tool) where teachers will assess students from levels 1 to 5. The assessment is focused on what evidence (Learning Behaviours) is being displayed by the student in each of their classes.

Below is an example of the Learning Behaviour Rubric.

Learning Behaviours Rubric Years 7 - 12



Learning Behaviours	1	2 Continuum	3	4 Continuum	5
Readiness to Learn	<u>Inconsistent evidence of:</u> <ul style="list-style-type: none"> A positive attitude/active learning strategies. Work outside class time such as homework or study. Bringing materials required for classroom learning. <u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Using effective strategies to keep organised and self-manage to rely less on teacher prompting. 		<u>Has shown evidence of:</u> <ul style="list-style-type: none"> A positive attitude to meet the challenges of class. Working outside of class to complete set tasks. Using effective strategies to keep organised and meet deadlines. <u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Consistently demonstrating effective strategies to keep organised and meet deadlines. Initiating work outside of class to prepare and use class time most effectively. 		<u>Consistent evidence of:</u> <ul style="list-style-type: none"> Having a positive attitude to meet challenges of class. Initiating work outside of class in order to prepare to use class time effectively. Using effective strategies to keep organised and meet work demands. <u>Challenged to provide evidence of:</u> <ul style="list-style-type: none"> Identifying and discussing the choices they face. Identifying ways to create new possibilities.
Contributing to a positive learning environment	<u>Inconsistent evidence of:</u> <ul style="list-style-type: none"> Listening skills and ability to ask clarifying questions. Respect for others learning opportunities. <u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Developing key skills (communication, initiative, thinking) when working collaboratively with peers. 		<u>Has shown evidence of:</u> <ul style="list-style-type: none"> Working collaboratively with peers when directed. Actively listening and asking appropriate questions. Being respectful of others, their opinions and ideas. Respectfully contributing to discussions. <u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Leadership, acting as a role model through collaboration and shared responsibility. Making further links within different learning situations and across subjects. 		<u>Consistent evidence of:</u> <ul style="list-style-type: none"> Undertaking leadership, acting as a role model through collaboration and shared responsibility. Making further links in their learning within different contexts, situations and across subjects. Being an Independent/collaborative researcher. Offers and respects ideas, new insights and alternative explanations. <u>Challenged to provide evidence of:</u> <ul style="list-style-type: none"> Articulating and demonstrating the skills required for effective teamwork.
Manages learning tasks (Assessments, class activities, homework completed.)	<u>Inconsistent evidence of:</u> <ul style="list-style-type: none"> The ability to stay on task An aptitude to complete set tasks or meet deadlines. A willingness to seek teacher assistance. <u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Clearly organising their thinking in order to create a basic plan to complete set tasks. Working on tasks regardless of obstacles or distractions at school/home. 		<u>Has shown evidence of:</u> <ul style="list-style-type: none"> Having strategies to create a basic plan to complete set tasks. Working on tasks regardless of obstacles or distractions. <u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Identifying strategies to plan and organise their thinking and learning. Developing action plans to improve their performance. Reflecting on how effective their planning is, making changes as required. 		<u>Consistent evidence of:</u> <ul style="list-style-type: none"> Identifying strategies to plan and organise their thinking and learning. Creating action plans to improve their performance. Evaluate how effective their planning is, making changes as required. <u>Challenged to provide evidence of:</u> <ul style="list-style-type: none"> Identifying and taking risks they need to improve their learning.
Uses feedback for improvement	<u>Inconsistent evidence of:</u> <ul style="list-style-type: none"> Submitting work on time to receive feedback. The ability to identify learning goals and to develop a plan to achieve them. Asking clarifying questions. <u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Seeking and acting on teacher/peer feedback. Asking clarifying questions to ensure understanding of what is required from learning tasks. 		<u>Has shown evidence of:</u> <ul style="list-style-type: none"> Seeking and responding to feedback. Making some cross-curricular connections. Identifying learning goals but needs assistance to develop a plan to achieve them. <u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Identifying learning goals and develop a process to achieve them. Reflecting before, during and after tasks. 		<u>Consistent evidence of:</u> <ul style="list-style-type: none"> Actively giving, seeking and responding to feedback to improve performance. Making cross-curricular connections in their work. Identify learning goals and develops processes to achieve them. Reflect before, during and after tasks. <u>Challenged to provide evidence of:</u> <ul style="list-style-type: none"> Posing questions to make sense of new contexts and ideas. Analysing and using evidence to build a point of view.



Learning Behaviours Assessment Term 1 & 3

The Rubric explained

The Rubric is 'Developmental', with the behaviours outlined increasing with complexity from levels 1 to 5

Learning Behaviours	1	2 <i>Continuum</i>	3	4 <i>Continuum</i>	5
Readiness to Learn	<u>Inconsistent evidence of:</u> <ul style="list-style-type: none"> A positive attitude/active learning strategies. Work outside class time such as homework or study. Bringing materials required for classroom learning. 		<u>Has shown evidence of:</u> <ul style="list-style-type: none"> A positive attitude to meet the challenges of class. Working outside of class to complete set tasks. Using effective strategies to keep organised and meet deadlines. 		<u>Consistent evidence of:</u> <ul style="list-style-type: none"> Having a positive attitude to meet challenges of class. Initiating work outside of class in order to prepare to use class time effectively. Using effective strategies to keep organised and meet work demands.
	<u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Using effective strategies to keep organised and self-manage to rely less on teacher prompting. 		<u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Consistently demonstrating effective strategies to keep organised and meet deadlines. Initiating work outside of class to prepare and use class time most effectively. 		<u>Challenged to provide evidence of:</u> <ul style="list-style-type: none"> Identifying and discussing the choices they face. Identifying ways to create new possibilities.

Due to the increase in complexity from levels 1 to 5, the expectation for where a Year 7 student would be, compared to a Year 12, is different. Please see the expected range for each year level below.

Year 7 to 9 students - would be expected to achieve in the 1 to 3 range.

Learning Behaviours	1	2 <i>Continuum</i>	3	4 <i>Continuum</i>	5
Readiness to Learn	<u>Inconsistent evidence of:</u> <ul style="list-style-type: none"> A positive attitude/active learning strategies. Work outside class time such as homework or study. Bringing materials required for classroom learning. 		<u>Has shown evidence of:</u> <ul style="list-style-type: none"> A positive attitude to meet the challenges of class. Working outside of class to complete set tasks. Using effective strategies to keep organised and meet deadlines. 		<u>Consistent evidence of:</u> <ul style="list-style-type: none"> Having a positive attitude to meet challenges of class. Initiating work outside of class in order to prepare to use class time effectively. Using effective strategies to keep organised and meet work demands.
	<u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Using effective strategies to keep organised and self-manage to rely less on teacher prompting. 		<u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Consistently demonstrating effective strategies to keep organised and meet deadlines. Initiating work outside of class to prepare and use class time most effectively. 		<u>Challenged to provide evidence of:</u> <ul style="list-style-type: none"> Identifying and discussing the choices they face. Identifying ways to create new possibilities.

Year 10 students - would be expected to achieve in the 2 to 4 range.

Learning Behaviours	1	2 <i>Continuum</i>	3	4 <i>Continuum</i>	5
Readiness to Learn	<u>Inconsistent evidence of:</u> <ul style="list-style-type: none"> A positive attitude/active learning strategies. Work outside class time such as homework or study. Bringing materials required for classroom learning. 		<u>Has shown evidence of:</u> <ul style="list-style-type: none"> A positive attitude to meet the challenges of class. Working outside of class to complete set tasks. Using effective strategies to keep organised and meet deadlines. 		<u>Consistent evidence of:</u> <ul style="list-style-type: none"> Having a positive attitude to meet challenges of class. Initiating work outside of class in order to prepare to use class time effectively. Using effective strategies to keep organised and meet work demands.
	<u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Using effective strategies to keep organised and self-manage to rely less on teacher prompting. 		<u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Consistently demonstrating effective strategies to keep organised and meet deadlines. Initiating work outside of class to prepare and use class time most effectively. 		<u>Challenged to provide evidence of:</u> <ul style="list-style-type: none"> Identifying and discussing the choices they face. Identifying ways to create new possibilities.



Learning Behaviours Assessment Term 1 & 3

Year 11 and 12 students- would be expected to achieve in the 3 to 5 range.

Learning Behaviours	1	2 Continuum	3	4	5
Readiness to Learn	Inconsistent evidence of: <ul style="list-style-type: none"> A positive attitude/active learning strategies. Work outside class time such as homework or study. Bringing materials required for classroom learning. 		Has shown evidence of: <ul style="list-style-type: none"> A positive attitude to meet the challenges of class. Working outside of class to complete set tasks. Using effective strategies to keep organised and meet deadlines. 		Consistent evidence of: <ul style="list-style-type: none"> Having a positive attitude to meet challenges of class. Initiating work outside of class in order to prepare to use class time effectively. Using effective strategies to keep organised and meet work demands.
	Required to provide evidence of: <ul style="list-style-type: none"> Using effective strategies to keep organised and self-manage to rely less on teacher prompting. 		Required to provide evidence of: <ul style="list-style-type: none"> Consistently demonstrating effective strategies to keep organised and meet deadlines. Initiating work outside of class to prepare and use class time most effectively. 		Challenged to provide evidence of: <ul style="list-style-type: none"> Identifying and discussing the choices they face. Identifying ways to create new possibilities.

Students, who receive a 2 or 4 as part of the Learning Behaviours – What does this mean?

If students receive a 2 or 4 as part of their result, they display 'some' or one behaviour/s from the level below and the level above in either the 1, 3 or 5 column descriptors.

Learning Behaviours	1	2 Continuum	3	4 Continuum	5
Readiness to Learn	Inconsistent evidence of: <ul style="list-style-type: none"> A positive attitude/active learning strategies. Work outside class time such as homework or study. Bringing materials required for classroom learning. 		Has shown evidence of: <ul style="list-style-type: none"> A positive attitude to meet the challenges of class. Working outside of class to complete set tasks. Using effective strategies to keep organised and meet deadlines. 		Consistent evidence of: <ul style="list-style-type: none"> Having a positive attitude to meet challenges of class. Initiating work outside of class in order to prepare to use class time effectively. Using effective strategies to keep organised and meet work demands.
	Required to provide evidence of: <ul style="list-style-type: none"> Using effective strategies to keep organised and self-manage to rely less on teacher prompting. 		Required to provide evidence of: <ul style="list-style-type: none"> Consistently demonstrating effective strategies to keep organised and meet deadlines. Initiating work outside of class to prepare and use class time most effectively. 		Challenged to provide evidence of: <ul style="list-style-type: none"> Identifying and discussing the choices they face. Identifying ways to create new possibilities.

This would mean the student would achieve either a 2 or 4 as determined by the subject teacher.

Learning Behaviours	1	2 Continuum	3	4 Continuum	5
Readiness to Learn	Inconsistent evidence of: <ul style="list-style-type: none"> A positive attitude/active learning strategies. Work outside class time such as homework or study. Bringing materials required for classroom learning. 		Has shown evidence of: <ul style="list-style-type: none"> A positive attitude to meet the challenges of class. Working outside of class to complete set tasks. Using effective strategies to keep organised and meet deadlines. 		Consistent evidence of: <ul style="list-style-type: none"> Having a positive attitude to meet challenges of class. Initiating work outside of class in order to prepare to use class time effectively. Using effective strategies to keep organised and meet work demands.
	Required to provide evidence of: <ul style="list-style-type: none"> Using effective strategies to keep organised and self-manage to rely less on teacher prompting. 		Required to provide evidence of: <ul style="list-style-type: none"> Consistently demonstrating effective strategies to keep organised and meet deadlines. Initiating work outside of class to prepare and use class time most effectively. 		Challenged to provide evidence of: <ul style="list-style-type: none"> Identifying and discussing the choices they face. Identifying ways to create new possibilities.



Learning Behaviours Assessment Term 1 & 3

What does the blue zone on the Rubric mean?

Learning Behaviours	1	2 <i>Continuum</i>	3	4 <i>Continuum</i>	5
Readiness to Learn	<u>Inconsistent evidence of:</u> <ul style="list-style-type: none"> A positive attitude/active learning strategies. Work outside class time such as homework or study. Bringing materials required for classroom learning. 		<u>Has shown evidence of:</u> <ul style="list-style-type: none"> A positive attitude to meet the challenges of class. Working outside of class to complete set tasks. Using effective strategies to keep organised and meet deadlines. 		<u>Consistent evidence of:</u> <ul style="list-style-type: none"> Having a positive attitude to meet challenges of class. Initiating work outside of class in order to prepare to use class time effectively. Using effective strategies to keep organised and meet work demands.
	<u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Using effective strategies to keep organised and self-manage to rely less on teacher prompting. 		<u>Required to provide evidence of:</u> <ul style="list-style-type: none"> Consistently demonstrating effective strategies to keep organised and meet deadlines. Initiating work outside of class to prepare and use class time most effectively. 		<u>Challenged to provide evidence of:</u> <ul style="list-style-type: none"> Identifying and discussing the choices they face. Identifying ways to create new possibilities.

The dot points in the blue zone are examples of strategies suggested for your child to assist them in moving into the next level. Specific subject-based strategies can be discussed with the subject teacher, Homeroom Teacher (Year 7-9) or Learner Advisor (Year 10-12).

If you have any questions relating to the information above, please contact pamhelp@lavalla.vic.edu.au

Regards Brett Van Berkel

Deputy Principal of Learning and Teaching

SWIMMING SPORTS



CATHOLIC IDENTITY & MISSION



ROBYN REBBECHI
Assistant Principal
Catholic Identity & Mission

A LENTEN Inspiration

When we work with the young people of our College, we speak about Lent as being a time of reflection, of preparation and change. For many adults, our memories of Lent may come from a time of our own childhood, when the emphasis was often on using Lent as a time of sharing in the suffering of Jesus, by suffering ourselves. One of the great ways in which the understanding of Lent has changed over the years however, is recognising that what we are trying to do in this season is 'fast', from things which distract us, and pray and reflect, but that these things are not ends in themselves. We take the opportunities which this season provides to make our lives new, to do what we need to do to become better at thinking about others, and showing love and compassion to others. It is not about collecting 'rewards' for good behaviour, but about using our time well, in the attempt to make our lives, and the lives of those around us, more fulfilled, more loving, more in line with what God hopes for us.

A few lines from the following article are worth pondering.

'Then, we should look ahead to what's to come. Yes, it's been a long year and another season of Lent is just getting started. But don't forget that Easter is the end game. Even if you're feeling burdened and worn out spiritually, physically and emotionally, new life is always possible in Christ. And while we shouldn't give ourselves a "pass" for Lent, this exceptional time of pandemic certainly allows us to approach it through a different lens. Maybe this isn't the year for extreme sacrifice and penance but rather an opportunity for deeper prayer or spiritual reading. Maybe this is the time to focus on growth in a particular virtue or to grow in relationship with a particular saint. Maybe we focus on breaking any bad habits we acquired over the past year. Or maybe it's a time to focus more significantly on others...'

The full article can be read [HERE](#)

Fundraising

Last week at the swimming sports, a great example of taking action to help others could be seen in the fundraising bbq which was held. Traditionally the College raises funds for our Immersion trips to Santa Teresa (Ltyentye Apurte) community in the Northern Territory, and although we are currently unable to conduct these Immersions due to covid restrictions, the decision was made to hold the fundraiser to support the community in whatever way we could. The work of several staff to organise this was very much appreciated, and I extend my thanks to all who supported this very worthy cause. A team of enthusiastic helpers were capably led by, in particular, Sarah Brown and Karina Taylor, and the bbq raised over \$1000 dollars, an amazing result. Sincere thanks to all.



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YEAR 8 TEAM BUILDING DAY

The increasing complexity of our world today requires a range of skills to be learned by students. An important one is an engagement with group dynamics, which involves group work, collaboration among group members and group development processes. A day was set aside to introduce Year 8 students to the different stages of group development through Team Building workshops, held at Presentation Campus on February 23rd.



The day

Year 11 Ministry students created many role plays that considered differing leadership styles and performed these to the Year 8 cohort. The students were engrossed with these productions and were able to discuss the advantages and disadvantages and contextually appropriate use of autocratic, democratic and laissez faire styles of leadership. The younger students also considered the importance of the first follower to a team. Video [LINK](#)

The Year 11 Ministry students then facilitated a series of three challenges to enable the Year 8 students to explore successful teamwork. Year 8 students worked in groups of three, and with the RE teacher, the Ministry students guided each small group of Year 8s through Tuckman's steps for effective teamwork. Briefly, these steps are:

- **Forming:** where the team (of three) congregates and establishes goals.
- **Storming:** where members of the team each put forward their point of view and ideas. They discuss roles and strategies. Conflict is expected at this stage.
- **Norming:** where the team starts to agree and all accept the general direction.
- **Performing:** where the team is working together, productively and effectively.

You can see this explained further, [HERE](#)



YEAR 8 TEAM BUILDING DAY



The Year 8 students had the opportunity to present their successful teamwork, by showcasing the concept that each team had developed for a café. We were treated to proposals such as a Lego café, a café with bookshop, a café to feed the homeless, a café where there is no need to sit and many more.

The Year 11 students had the opportunity to learn about leadership in action and later use it to understand Christian Ministry.

Part of the bigger picture

The team building day forms part of the overall curriculum for Year 8s. Later this term and over the year, students will be participating in Challenge Days, in which teamwork skills will be essential. The Maths Challenge day will require students to undertake a Maths project in small groups and complete it in one day. The students will be assessed on several “real life” teamwork skills in addition to Maths content.

The Challenge Day projects intend to build a common language for students and teachers and create further opportunities for teachers to know their students and help them to reach their potential.

Rosedale Bakery Hot Cross Bun Drive

With Easter fast approaching our Music Department's Parent Support Group has been busy organising our first fund raiser for 2021. This year Hot Cross Buns will be available through the Rosedale Bakery, who boast a delicious range of flavours, including: Traditional; Fruitless; Choc Chip; Jam Ball; Nutella; New Yorker; Vanilla Slice; and Salted Caramel. It is worth noting that Vanilla Slice was Dalta Goodrem's choice when she made her stop at the Rosedale Bakery last year!

Funds raised go into providing students with equipment and opportunities that will enhance their musical experience at the College and beyond. In the past this has included the purchase larger instruments used within our co-curriculum ensembles and helped to subsidise some of the costs for our interstate tours. If you would like to support our department in this way please find attached a copy of the order form or contact us on music@lavalla.vic.edu.au.



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To SARAH DUNCAN: Lavalla Music Centre Drop Box, or St Paul's or Kildare Reception

COLLECTION LOCATION	ST PAUL'S RECEPTION		OR	KILDARE MUSIC CENTRE	
COLLECTION DATE: THURSDAY 25th MARCH 2021					

[illegible]

PLEASE NOTE: Lavalla reception staff or the music staff are NOT responsible for money counting/checking & therefore payment receipts cannot be issued. Please ensure to include the correct money.

STUDENT LEADERSHIP



MEGAN STEWART-NORTH
Student Leadership Coordinator

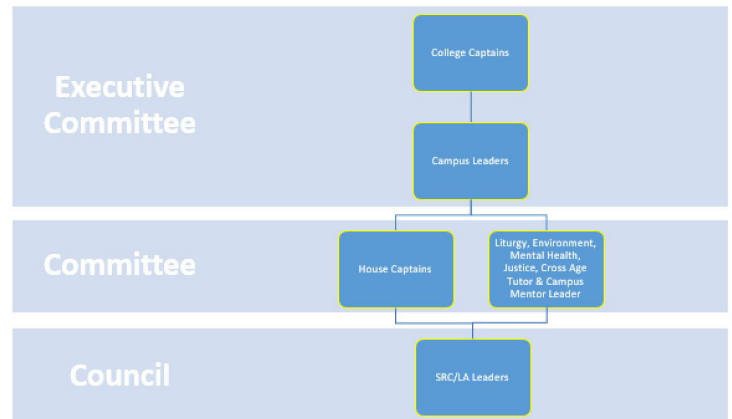
The first few weeks of 2021 in student leadership have been a busy time with so much to prepare for the year ahead! Following on from the unprecedented and unpredictable year that was 2020, the privilege of returning to on-site learning did not go unnoticed as we were presented with a gratefulness and a returned sense of normality into our school routine.

In the final weeks of the 2020 school year, the Campus Leaders and College Captains attended a Marist Youth Ministry leadership seminar where we were presented with informative sessions which developed our leadership skills and strengthened our joint vision for leading the college. To guide our decision-making and planning for the year, we chose to focus on the Marist characteristic of Family Spirit. For our group, this meant creating a large focus on viewing Lavalla's two campuses, Kildare and St Pauls, as one family rather than two separate entities.

We have particularly enjoyed joining as a large group of leaders, as we have had the opportunity for bonding and strengthening our relationships with students in other leadership positions at both campuses. This is again encompassing the Marist characteristic of Family Spirit as well as Love of Work into the operations of Student Leadership. We are excited for all the new opportunities and successes that 2021 will bring to Lavalla Catholic College and look forward to working with the college community over the course of the year!

STUDENT LEADERSHIP STRUCTURE

St Pauls and Kildare



JAMIE DAY
College Captain

Here at the Lavalla Catholic College, the student leadership team strive to give our fellow leaders something meaningful to walk out with once the year ends. The college is providing several resources and support to our leaders, helping them develop different skills such as: creating exciting power points and presentations and public speaking.

One of our main goals this year is to help the two campuses feel like one. We plan to do this in many ways such as events and programs that are cross-campus and always try to stay in communication with all leaders.

MIA TOSIN
Campus Leader



The student leaders across the college have started the year with inspiring dedication. We have started planning all sorts of projects that will bring the college together as a family and have kept the legacy of our 2020 captains alive with some house challenges.

For the last year, my focus as the student leadership coordinator has been to create a sustainable leadership structure that can be built upon as new initiatives and philosophies arise. We have revised all leadership roles and now have a clear leadership model at the college. Leaders across both campuses meet regularly to discuss ideas, ask for support and plan events and strategies that support their overall vision for their year in leadership.

In order to support our leaders in their various roles, we have also initiated a mentoring program where staff members have been assigned to each leadership role. These staff members have some interest in the specific areas or are in a position of leadership themselves. Each student leader now has a clear point of call for support and hopefully this will allow more ideas to get off the ground.

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STUDENT LEADERSHIP

STUDENT LEADERSHIP STAFF MENTORS

Purpose:

For student leaders to have a direct point of call. When they need to flesh out an idea or get some inspiration, they will have a clear place to go for guidance.

Expectations of Mentors:

At different points throughout the year, mentors will have a specific role in the students' leadership development but the onus to complete planning and undertaking projects should be on the student leader. That being said, mentors are welcome to be further involved if they wish.

Mentors will not be responsible for coming up with ideas or running events, and all initiatives that the student leaders wish to undertake will need to be approved by the Student Leadership Committee (includes all student leaders in the list below) and then the Operations Team.

At least once per term, mentors should make time to chat with their student leader(s) to see how they are managing their role and if they require any support. The students may wish to meet with their mentor more frequently but the mentor is welcome to manage this how they please.

Mentors should contact the Student Leadership Coordinator if they have any questions or concerns regarding their student leader or their ideas.

Resources available to student leaders and mentors

- Printing/copying can be arranged by Nicole Denovan (Kildare) or Belinda Plunket (St Pauls) at no cost to the students
- Mentors are welcome to attend Committee meetings if they wish
- Mentors and leaders are added to the Leadership Teams page which is where the leaders communicate and share ideas
- If anything else is required, please contact the student leadership coordinator

KILDARE	
College Captains:	Doug Doherty Megan Stewart-North
Champagnat HC:	Pierina Fenech
Delany HC:	Vashon Weaver
Nagle HC:	Alex Rathbone
Mackillop HC:	Shane Reid
Justice Leader:	Georgie Robertson
Mentor Leader:	Michael McKenna
Environment Leader:	Lynn McAllister
Mental Health Leader:	Bel Gathercole
Liturgy Leader:	Robyn Rebbechi
Cross age tutor Leader:	Jeananne Brown

ST PAULS	
Campus Leaders:	Doug Doherty Megan Stewart-North
Champagnat HC:	Megan Stewart-North
Delany HC:	
Nagle HC:	
Mackillop HC:	

UPCOMING EVENTS

Event

Date

Labour Day Public Holiday

Monday 8th March

Commissioning Liturgy

Thursday 11th March (Compulsory School Event)

St Paul's Wellbeing Day

Wednesday 17th

Yr 7 Immunisation

Tuesday 23rd March

St Paul's Open Evening

Wednesday 24th March

Year 8 Retreat

Tuesday 30th March

Year 8 Retreat

Wednesday 31st March

Last Day Term 1

Thursday 1st April

Good Friday

Friday 2nd April

Student Free Day

Monday 19th April

First Day Term 2

Tuesday 20th April

Year 10 Retreat – Group 1

Tuesday 20th April

Year 10 Retreat – Group 2

Wednesday 21st April

Year 10 Immunisation

Thursday 22nd April

SCHOOL CALENDAR

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

The [SECOND-HAND UNIFORM SHOP](#) is open by **APPOINTMENT ONLY**, please contact the school on 5174 7355 to make an appointment. Please click the link for further details on days open and stock available.

"Back to School"

Funding from the Salvation Army – up to \$350.00 is available, closes 31st March, 2021.

Parents need to contact the Salvation Army directly to obtain the funding.

Families that wish to apply need to contact Myla Bennett:

Traralgon, Morwell, Churchill Office (closed Tuesdays) 5126 7100

Moe & Newborough Office – Tuesdays only 5126 1391

Mobile: 0439 715 375

After School Study Sessions

ALL YEAR 10, YEAR 11
and YEAR 12 students

The Kildare Library will be open after school for anyone who wants to study or read, on the following days.

MON, TUES, WED, THUR

3:15pm – 5:30pm





ZERO & REWARDS CARD HOLDERS

2 DAYS ONLY - 11TH & 12TH MARCH

20% OFF
SCHOOLWEAR
& EVERYTHING ELSE



Not the right size? - No worries!

See our exchange and return policy on our website.

SHOP IN-STORE OR ONLINE

On the days of the event, Lowes will have measures in place to restrict customer numbers and movement throughout the store.

Lowes will be enforcing social distancing with marshalls wearing hi-vis vests on site. We ask for your support in limiting the number of people you take with you into the store.

Thank you for your support.

**DON'T HAVE A CARD? APPLY IN-STORE OR ONLINE
& START ENJOYING THE BENEFITS. *T&C'S APPLY.**

*Offer ends midnight (AEST) 12/03/2021. Must use Zero or Rewards card to receive discount.

Excludes gift cards, all suit packages & schoolwear layby's. Cannot be combined with any other offer or discount. 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.