



DOUG DOHERTY
Acting Principal

As our TV screens are filled with images of the conflict in the Ukraine, our Marist Theme of Loved and Known, dignity for all is a necessity to every action and thought within our lives and our College community. Paulo Coelho clearly outlines how each of us contributes to the Soul of the World, therefore the role of our faith filled educational community is paramount to achieving a better life for all.

This week we had virtual assemblies that focused on how we as a College will strive to action our commission to make Jesus Known and Loved through us, by showing dignity to all.

This newsletter today will have a deliberate focus on how we as a College are striving to assist our students in achieving their personal excellence through the learning and teaching we provide. These outstanding initiatives led by Mr Van Berkel and his Learning Leaders are a key part to developing responsible citizens prepared for a changing world.

Our next newsletter will examine how we strive to achieve this goal through pastoral and wellbeing strategies and actions.

We hope you enjoy this new focus and invite feedback via email Principal@lavalla.vic.edu.au

Stay safe and God Bless

**LOVE IS THE FORCE THAT TRANSFORMS AND
IMPROVES THE SOUL OF THE WORLD. ... IT IS
WE WHO NOURISH THE SOUL OF THE WORLD,
AND THE WORLD WE LIVE IN WILL BE EITHER
BETTER OR WORSE, DEPENDING ON
WHETHER WE BECOME BETTER OR WORSE.
AND THAT'S WHERE THE POWER OF LOVE
COMES IN. BECAUSE WHEN WE LOVE, WE
ALWAYS STRIVE TO BECOME BETTER THAN
WE ARE.**

- PAULO COELHO -





ROBYN REBBECHI

Assistant Principal Catholic
Identity & Mission

This year we celebrate 150 years of Marist Education in Australia. Over that time the world of education has changed dramatically. Even in my lifetime, what is considered to be the role of a teacher, and the role of learners, has undergone dramatic changes for the better. To show a glimpse of how things have changed, here is a short excerpt of an article by Br Peter Carroll, the Provincial of the Marist Brothers, which outlines the way Marist education first began in Sydney.

In 2022 we celebrate the one hundred and fiftieth anniversary of Marist education in Australia.

An international group of four Brothers (a Scot, two Irishmen, led by a Frenchman, Br Ludovic) arrived in Sydney in March 1872 to establish a school in the Parish conducted by the Marist Fathers at The Rocks. You can imagine the challenges they faced! How welcome was a Principal who was a Frenchman? What rumours and gossip may have spread? How did the poor Irish immigrants take to this group, when they would have preferred Brothers from their own native country? Records inform us that these were some of the problems they confronted. Then, of course, there were the children. They had enjoyed only rudimentary schooling up to this point. They preferred to roam the streets, fish in the harbour and play with their mates. Sitting attentively in a quiet classroom wasn't one of their priorities.

The Brothers' first weeks at St Patrick's with 139 students has been described as "chaotic". They struggled to bring order to the undisciplined children and to advance their

Church Hill, The Rocks, Sydney in the 1870s.

Site of the first Marist school.



Known and Loved
dignity for all

learning. However, they succeeded. In Australian Marist folklore this is described as the May Miracle. This month was a traditional time of devotion to Mary, and the Brothers encouraged the students to design and build special May altars and decorate them daily with flowers. This engagement of the boys and devotion to Mary seemed to bring about the desired transformation – even if it cost some locals their gardens' flowers. From this point the students were settled and the school enjoyed a growing reputation.

This sesquicentenary is a time to look back in admiration and gratitude, and to look forward in hope and expectation.

Br Peter Carroll FMS
Provincial and Leader of the Marist Association of St
Marcellin Champagnat

On 8 April 1872 at this spot, the first Marist Brothers' school in Australia was opened. It was known as St. Patrick's Boys' School.

After 7.00am Mass at St Patrick's Church, the Church was besieged by a crowd of people, disputing whose son's name should be first in the roll book. There were 139 enrolments that day.

In 1962, the school was relocated to Kirby Street, Dundas, where it is now known as St Patrick's Marist College.





BRETT VAN BERKEL

Assistant Principal Learning & Teaching

Learning & Teaching

It is wonderful to be back on site with our students in classrooms engaged in learning. It is also fantastic to see students socialising and being active during break times and reconnecting with peers and staff.

I want to extend a special welcome to our new students and families of Year 7. Beginning secondary College is a memorable and exciting time for young people. I am looking forward to getting to know our Year 7 students and being a part of their journey through the College.

Learning and Teaching at Lavalla Catholic College

The College philosophy stems from a tradition born out of our Marist founder Marcellin Campagnat during the 1800s in France. This still informs our responsibility to every student in a Marist school. Lavalla Catholic College continues to develop our living heritage, and we continuously adapt to be responsive to today's realities. Our obligation to the students entrusted to our care is to provide a holistic education for life in contemporary society, an education which is engaging, rigorous and inspiring.

At Lavalla Catholic College, the concept of individual holistic development is the central idea underlying all teaching and learning. We see every child's holistic development every day as a key goal in supporting your child's educational journey. We may use other terms to describe development- including growth, progress, learning and improvement. Across 2021 and 2022, we will focus on building teacher capacity in Developmental Learning. In conjunction with Lawless Learning, staff have undertaken Professional Development days to embed this into our practice. Developmental learning assists students to progress through stages of increasing competence. Teachers at Lavalla Catholic College focus on determining what a student can do. They can then build on their current stage of competence to help lift them to the next level in their development. Some students may be working well above the expected level and some below. The expected curriculum is a continuum. It maps out the expected growth pattern for students as they progress from year to year.

Currently, staff are focusing on creating Developmental Rubrics for all assessments. This will provide information about where your child is on the learning continuum. This then helps inform the teacher 'where to next' for your child to help facilitate their learning and development

along the continuum. All feedback is provided through our Parent Access Module (PAM), and it is highly recommended that feedback be reviewed regularly, allowing you to be part of your child's learning journey.

Feedback for Learning

The SIMON Learning Management System is integrated into the Parent Access Module (PAM) provides timely results and feedback at your fingertips. It is just a matter of clicking on the results in PAM's to bring up a combination of formal feedback, rubric outlines, and further assessment details. This allows you to discuss the results with your child, set goals and strategies for continued improvement.

In recent years there has been a fundamental change in the way schools think about the role and nature of assessment and the vital role feedback plays in significantly improving learning outcomes for all students.

The driver of this change has been the overwhelming weight of evidence and research from international experts such as Professor John Hattie. They have shown how learning outcomes significantly improve when teachers use assessment to provide 'feedback information' about aspects of a learner's performance or understanding. Feedback, Hattie states "fills a gap between what is understood (How am I going?) and what is aimed to be understood (Where am I going?)."

We are consistently asked 'how best to utilise the feedback given and how to discuss it with my child?'

Below are some essential points in making the most of the feedback provided by your child's teacher.

Types of feedback

Feedback is one of the most effective teaching and learning strategies and immediately impacts each child's learning progress. Feedback can be a teacher to learner, learner to teacher, self-assessment and feedback to and from peers.

The importance of descriptive feedback

Whilst grades/marks are given via a A+ to E scale for years 7 to 12 descriptive feedback is typically provided on a day to day basis by teachers in their interactions with students. They can be provided but not limited to a comment, rubric or verbal feedback.

Descriptive feedback can emphasise the strengths of the child's work and areas that they may need to

work on and what they need to do next. We use the Strength, Improvement & Target (SIT) comment model. It is important that parents and guardians support the importance of descriptive feedback and not focus only on the grades.

How to support feedback given to your child

You can support your child's feedback by regularly talking with them about specific pieces of work that their teacher has provided feedback on. Some guiding questions could include:

- What do you think you did well?
- What do you think you need to improve on?
- What do think your teacher wants you to work further on?
- What did you learn?

Start by establishing that your child understands what is being discussed. Do encourage your child to note down any questions they may have about the feedback given, and encourage them to follow up with their questions in a timely fashion.

If your child feels that they are making mistakes, do not understand or can't do something immediately, remember to reinforce that making mistakes, or struggling to understand or do something, is a normal part of the learning process. Stay positive about your child's learning. It is important to remember that each child is different; some will find elements of their learning program more challenging than others.

Let the College or your child's teacher know if you have any questions about what your child is learning and how they are progressing.



CLAIRE FABRIS

Assit. Principal
Staff Wellbeing & Development

As in previous years, we have had a number of staff who have undertaken further study to enhance their practice. Congratulations to the following staff members who have studied for the last two years, while working, in order to achieve their Masters.

- **Kelly Murray** – Head of Library – Master of Evidence Based Teaching
- **Tamsin McCormack** – Inclusive Learning Leader (Operations) – Master of Evidence Based Teaching
- **Lee Jarvie** – Master of Evidence Based Teaching
- **Karina Cassar** – Camps & Events Coordinator – Master of Evidence Based Teaching
- **Lee Winter** – Master of Business Administration

Camps, Sport & Excursion Fund (CSEF) Payment

Parent / carers who are current Healthcare Card or Pension card holders may be eligible for the Camps, Sports & Excursion Fund rebate.

The claim form is available from the [HERE](#)

or by contacting the Finance Officer at The Hermitage Administration Centre or email ar@lavalla.vic.edu.au



LISA WILLIAMS

Science

Curiosity is the key that opens a world of scientific knowledge. Science teachers at Lavalla encourage students to observe the world around them, think deeply and always ask questions!

Students at the 7-9 level are encouraged to have an inquiring mind that is ready to learn. This can be as simple as bringing the required materials to class, but as complex as being willing to be challenged with new and unfamiliar ideas. Reading and following instructions with increasing independence during laboratory work is also a skill that is fostered through years 7-9.

Students at the 10-12 level take a deeper dive into learning and have selected specific areas of science to explore. This allows the intricacies and complexities of their chosen discipline to be understood. Students at this level are encouraged to pre-read, revise at home and engage with each other and their teacher as they work to consolidate this deeper knowledge and prepare for assessments.



Spotlight on Year 7

In year 7, the Term 1 focus is on how scientific knowledge is created via the scientific method.

By learning about careful observation and the safe use of laboratory equipment, our year 7 students have hit the ground running (well, not in the lab of course!) by completing lots of scientific experiments. From measuring, to lighting a Bunsen burner, their confidence in the laboratory has grown this term with more to come when we start out next topic, Chemistry.



**"TELL ME AND I FORGET.
TEACH ME AND I REMEMBER.
INVOLVE ME AND I LEARN."**

BENJAMIN FRANKLIN



RAFAELLA CATALDO

Languages

At Lavalla Catholic College, we value the importance of learning a second language. Our well-established and successful Italian program encourages language production and provides our students with invaluable life skills.

The Italian Language Journey has just started for our Year 7 classes, and students have enjoyed learning about Italy and starting to speak and write in Italian (greetings, colours and learning a song). We encourage all families to ask their

children to teach them some phrases and new words they have learnt in class. It is a fun way to help your children progress in the subject, and you might also learn Italian along the way! Have a go!

At Kildare, our Year 12 students have started their final year of the journey and are looking forward to using the skills they have learned to pass their exam successfully and, hopefully, in their future travels. They are consolidating their knowledge in class and at our lunchtime Italian Club where they can play games, get together, and sing in Italian. If you enter room 3 at 1.30 p.m. on Fridays, you might think you are in Italy.



EMILY COURT

New Systems Technology @ Kildare

On Wednesday, we took delivery of our long-awaited Systems Engineering buildings. It was an exciting day as the portables arrived on several semi-trailers and were craned into position, all completed by lunchtime! Mr. Symons Engineering class was on-site while waiting for the arrival of the first building. The crane operator talked the students through how it all worked, the physics behind lifting heavy structures like these, and what training is involved—what a fantastic real-life learning experience!





NATALIE MacPHERSON



SOPHIE MEMBREY



BREE GUTTRIDGE

Year 7 Health & Physical Education Teachers

Year 7

Our Year 7 students have thoroughly enjoyed the commencement of secondary Health and Physical Education and the new and exciting sporting opportunities that have already been presented to them. We started the year off with lots of fun minor games that allowed students to be physically active while getting to know their peers and the Lavalla HPE program.

Last week we started our new Fitness Testing unit, which involves students participating in a range of different fitness tests that test all of the major fitness components.

They will participate in the following tests to gain a bench mark for their fitness levels and will then analyse their results in the theoretical health lesson. Once they have determined their fitness strengths and areas to improve, they will learn imperative skills in developing fitness plans to improve their performance in a range of different sports and assist with achieving an overall healthy and active lifestyle.

- Beep Test (aerobic endurance)
- 1.6km time trial (aerobic endurance)
- 50 metre sprint (speed / anaerobic power)
- Illinois Agility Test (agility)
- Standing long jump (muscular power lower body)
- Seated basketball throw (muscular power upper body)
- Sit and Reach (flexibility)
- Stork Stand (balance)
- Alternate hand wall toss (coordination)
- Maximum sit up's (muscular endurance)
- Maximum push up's (muscular endurance)
- Grip Test (muscular strength)





MATTHEW HARRIS



JASMINE SANTAMARIA

Year 9 Wellbeing Leaders

Year 9

After the rude awakening of spray jackets no longer being a part of our College uniform, Year Nine has started smoothly with the corridor full of smiling faces, albeit masked mouths, yet grinning eyes. There is a sense that we are back to normal, with Music students swanning in from before school rehearsals, either being shipped back from Kildare or languidly strolling from the St Paul's Music Centre; geographically the furthest place away from the Year Nine area. Sports Enrichment is back too- easily seen by students arriving for homeroom, sucking the mandatory Zooper Dooper; the only thing that distinguishes them from other PE clad students.



Presently, one of the exciting things emerging in Year Nine is the large amount of students enrolled in the Duke of Edinburgh program. This outdoor focused program will see our students camping, bushwalking, orienteering, and other engaging outdoor activities. Along with sport and music-making, the Duke of Edinburgh is a necessary counter-measure to the isolation that ensued from the Covid out-break. Walking around the campus, seeing students outside and learning to take compass



measurements in preparation for the upcoming camps is a fantastic sight to behold.

Further, there is a renewed focus on Careers this year amongst the Nines. Mrs Doherty has been spruiking a raft of career tasks that are designed to engage students to begin to think about their career paths and the skills that they will need to enter into the workforce productively. This is coupled with Mr Hanson and the Journey to Work program, where successful people from a myriad of professions and trades, both business owners and employees, share about their career paths and the requisite abilities for those whose interest is piqued. These are great discussions to have with your children as asking them about these opportunities will offer great support to these programmes.

Additionally, it is important to mention the superlative team of homeroom teachers that make up the Year 9 team this year. We have Jo-Maree Sharman (9.1), Leigh Winter (9.6), Jane Doherty (9.7), and Sue Pickett (9.8) – all stalwarts of the college and greatly experienced homeroom teachers.

Molly Archibald (9.3) and Jamies Mack (9.4) are joining us, bringing the vim, vigour, and verve of youth. Tania Masut (9.2) and Bruno Testa (9.5) bring a wealth of experience to Lavalla Catholic College, both coming from distinguished careers in other schools. Moreover, Candice Ford, Jules De Cinque, and Katrina Cassar, join our team as wonderful teachers who share some homeroom responsibilities to facilitate cross-campus teaching.





CHRIS DENNY

Director of Digital Technology

College IT Support

The support for student devices is particularly important with BYOD devices being used in classrooms in the college. To provide this support, we have set up a ticketing system that can be accessed by students and staff in the college. The ticketing system will log a job with our IT staff and they will respond as soon as possible. It can also provide you with progress of the request for assistance.

There are two methods of accessing IT support for a student device.

The first and most preferable method is through the Helpdesk Portal which can be found with the link helpdesk.lavalla.vic.edu.au. This is where students can Report and Incident and request help. One of our IT staff will be in contact and help students resolve any concern. This site also has a number of self-help articles which may resolve a question or concern.

The other method is email message helpdesk@lavalla.vic.edu.au with details of the concern. This will be posted on the ticketing system and one of the IT staff would make contact and work on a resolution of the issue.

If students are isolating at home, our IT staff can also use software called Teamviewer which can remotely logon to a student's computer, if it is operational, and work on resolving the concern.

Please note, hardware failures in student devices cannot be supported by the college. In this case the laptop would need to be returned to the reseller for warranty repairs or a computer repair business if the laptop is not under warranty. We also cannot support home network issues or home equipment failures, such as printers, scanners, personal internet connections etc.

If there are any questions or concerns, regarding IT support at the college, please contact me at chris.denny@lavalla.vic.edu.au or call the college on 5174 5272.



GEORGIE ROBERTSON

Marist Youth Ministry & Social
Justice Animator

Shrove Tuesday & Pancakes

This coming Tuesday, is Shrove Tuesday, which is the day before Ash Wednesday (when Lent begins).

In the Catholic faith pancakes are usually eaten the day before Lent begins, as they could be made with the last of their food supplies (eggs, milk, butter etc) before fasting for Lent.

We will be taking pancake orders at the St.Pauls campus until Monday the 28th of Feb.

Students will need to order pancakes during homeroom, using the list in their Homeroom Folder.

Students will be able to collect ordered pancakes from year level areas around the food tech rooms at recess.

SHROVE TUESDAY PANCAKES

TUESDAY 1ST MARCH

TOPPINGS AVAILABLE

- JAM
- MAPLE SYRUP
- LEMON AND SUGAR

\$1
EACH

**3 FOR
\$2**

**ORDER PANCAKES IN HOMEROOM UNTIL
THE 28TH FEB. COLLECT PANCAKES AT
RECESS ON THE 1ST OF MARCH**

ALL PROCEEDS GO TO  **Caritas
AUSTRALIA**



SHANE LEBBE
Director of Music

Music Program

With new Year 7 enrolments steadily coming in and music lessons well underway, we are excited to be in the position to soon kick off our first Training Band rehearsal. Joining our Music Department is a wonderful way for our Year 7 students to find their feet quickly, meet new people and represent our College at a range of fun events. Learning an instrument can help to build students' confidence, leadership skills and is strongly linked to academic success. It's not too late to get signed up and if you're interested please speak with your music teacher or return our enrolment form located [HERE](#).

It has been a wonderful start to the year for our other ensembles who are back in the swing of their weekly rehearsals. On Thursday the 24th of February our Senior Choir will be recording a collection of repertoire

with Nanoo Nanoo to support the College's upcoming Commissioning and Ash Wednesday Liturgy. Our Intermediate Concert Band and Senior Concert Band have also had a busy start to the year as they prepare to feature at the upcoming Open Day and a Band Camp to Rawson Village on the 30th March to 1st of April. This will be a fantastic chance for our musicians to engage in some focused rehearsal time and also grow together as a community.

Our Music Department's Parent Support Group held their first meeting for the year on Tuesday the 22nd of February. Thank you to our President, Paul Chilver, for organising this and to all our members for beginning the preparations on some great fundraising endeavours for the year. We are looking for some new recruits to join a relaxed and supportive committee at our next meeting on Tuesday the 22nd of March. If you would like further details, please contact us on music@lavalla.vic.edu.au





KATIE LEE

Productions Manager

Year 12 Media Top Designs Selection

At the end of 2021, James Day received the exciting news that his Year 12 Media final Magazine had been selected for the 2022 Top Designs program.

Top Designs is an annual exhibition at Melbourne Museum presenting work created by students who completed VCE Media, Product Design and Technology, Systems Engineering, Theatre Studies and Visual Communication Design, as well as a range of VCE VET studies including Creative and Digital Media.

James was one of only seven Media students from across the State to be selected, and is the first Media student from Lavalla to have his work included, which is an amazing accomplishment.

Work selected for Top Designs must:

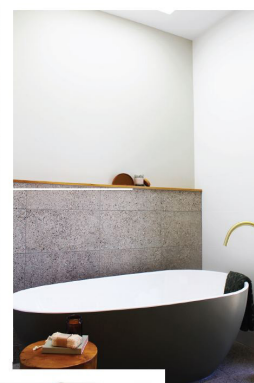
- achieve an A+ or A on the School-assessed Task (moderated score)
- be appropriate for public exhibition

- be accompanied by a research portfolio, production experiments and media production design
- demonstrate an understanding of all stages of the Media Production Process through development, pre-production, production, post-production and distribution
- demonstrate critical and creative thinking throughout the Media Production Process
- demonstrate technical excellence in the use of Media technologies to realise the production design.

James' magazine, titled 'Fleur Home', was a Home and Lifestyle magazine featuring original photos and articles that he wrote, captured and edited himself.

Top Designs opens on Saturday 2 April 2022 at Melbourne Museum, where James' magazine and folio will be on display until the exhibition closes on Sunday 10 July 2022.

This year, James will be completing a Bachelor of Design, with a major in Architecture at The University of Melbourne, with plans to eventually complete his Masters and become an Architect.



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MESSAGE FROM THE EDITOR

"I am very excited to announce that the magazine has been collated. I hope you enjoy the collections of images from some amazing regional locations. I am so grateful that in such unprecedented times with so much uncertainty that this magazine was able to come together in the way it did. This magazine has become a collection of some of my personal favourite designs. The interiors are so soaked with natural light and have such a distinct focus on sparking joy with vibrancy. The spaces featured in this edition of Fleur Home are showstoppers, no doubt that I think you will enjoy them for their sheer beauty."

- Jamie

CREDITS

EDITOR
JAMIE DAY

ARTISTS
BRITTANY FERNS
WWW.BRITTANYFERNS.COM
HANNAH NOWLAN
WWW.HANNAHNOWLAN.COM

LOCATIONS
FACTORY ONE