Volume 23 Issue 06: May 13 2019

From the Principal
Mr Holmes

“They Will Shine”

Secondary schools can appear as inaccessible places to families at times. I hope that our Thomas Carr families do not have this perception. In 2019, we have enjoyed the interaction with families at our Parent Information Nights, our Parent Forum, and with the Parents and Friends Association that is open to all families to attend.

A more recent example was our Country Campus Family Fun Day which was held at the Good Samaritan Campus on Sunday May 5. I thank all the families that participated in this Family Fun Day. This day provided the opportunity to see the campus in action, where our Year 9 students spend valuable learning time. At the Family Day, I addressed the families in attendance referencing a breakfast meeting with Luke Sayers, Chief Executive Officer of Price Waterhouse Coopers (PwC) and Vice Chairman of PwC Asia Pacific. In 2019, Luke was awarded a Member of the Order of Australia for significant service to business, to people with a disability and to the community. In his address, Luke spoke of the skills and diversity his company looks for when employing graduates. The skills he spoke of included the capacity to work in a team, think divergently and have emotional resilience. These are the very skills that our Year 9 students experience during their 3 weeks at the Good Samaritan Campus.

The annual College House Cross Country Carnival was held this week and was followed by another important event, the Sacred Music Concert. These events preceded our Mother’s Day Mass and Breakfast, which we had a good response to. Can I ask families to take care when replying ‘YES’ on CareMonkey as we need your commitment and actual attendance when you have indicated ‘YES’ to an invitation.

I am reflecting presently upon our wonderful celebration of the Malay Borneo Veterans Association Remembrance Service. The veterans, special guests, students and parents that attended received a first-hand account of a part of our history that is not well understood. We maintain a commitment to the memory of these soldiers and the story of their service and sacrifice. We received great praise from our visitors in relation to our student leaders, choir, musicians and all those who were ambassadors of the College. Next week we look forward to celebrating Thomas Carr Day.

We congratulate Chantelle Williams for competing in the Australian Track and Field Championships in Sydney recently. Chantelle competed in the U16 Girls 4x200m Relay, where the Victorian girls placed 4th and in the U16 Girls 200m, where Chantelle came 3rd in her heat and qualified for the finals where she placed 7th in Australia. This was Chantelle’s first National competition. Chantelle also came first in the State U15 Girls 200m and 2nd U15 Girls 100m in March. An excellent effort by Chantelle, well done!

College Theme for 2019
“Growing Young in Christ”

Prayer
Come, Holy Spirit, Creator blest, and in our souls take up Thy rest;
come with Thy grace and heavenly aid to fill the hearts which Thou hast made.
Amen

College Vision
Thomas Carr College is a dynamic Catholic learning community, guided by the Gospel.

Excellence and opportunities to develop are pursued.

Through our hope and service to others we shine our light into the world.
From the Deputy Principal
Ms Angelico

This month brings many celebrations and events at Thomas Carr College. It is also the time to focus on assessments and preparing for examinations as well as the NAPLAN tests next week.

Education Support Staff Morning Tea – Friday May 3
On Friday May 3, we held a morning tea to acknowledge all that our Support Staff do for the Teaching Staff and for our community. Our non-teaching team supports the education of the young people entrusted to us at Thomas Carr College. The team helps us to do our work effectively, they care for our students, ensure that our school runs smoothly, and they are committed to maintaining an environment that is well resourced, beautiful and clean. Sincere thanks to our Education Support Staff at Thomas Carr College!

Thomas Carr College Country Campus Family Fun Day – Sunday May 5
We had a wonderful Family Fun Day at the Good Samaritan Campus in Coragulac. The church was full for Mass with over 150 making the trip for the inaugural Family Fun Day. Thank you to Fr Peter O’Neill for making the trip to celebrate mass with us. It was wonderful to see Dr Andrew Watson, who attended.

The choral and musical talents of our students impressed the local community and our student leaders did a fabulous job taking tours and sharing their experiences from their Year 7 and Year 9 camps. Our official student photographers, Pharell Peni and Ayush Ram, captured the day through photography and film, using drone technology. The GSC Team at our Country Campus put on archery lessons, tours of Red Rock, and more, but it seemed the highlight was the animal nursery!

A huge thank you to our team at the Good Samaritan Campus: Daniel Millie, Vanessa Tait, Debbie Van Es and Chris Wilson, for planning and setting up such an enjoyable, educational and eye-opening day. Special thanks to Abbey Harrington and Jacob Loughnan for all of their organisation and to Jenny Kelly and her Variety Team for cooking the barbeque.

Thank you to all who contributed to making the day a huge success for the staff, students and their families, who enjoyed the beautifully restored 1920’s building and the country landscape.

Malaya Borneo Veterans Remembrance Service – Tuesday May 7 - Lucy
The annual remembrance service was held in the College Chapel followed by a light lunch. We had a number of students in attendance and small number of parents. Our special guests included:
- Fr Jude Pirotta, Canonical Administrator and Parish Priest of St James the Apostle
- Antoinette Fava – Vice Chair of College Board
- Deputy Mayor of Wyndham, Cr John Gibbons
- Sarah Connolly – Member for Parliament (Tarneit)
- Tony O’Byrne – Catholic Education Office
- Michelle Gillett (Principal of St Francis) and 4 x School Captains
- Samantha Barlow and Tanya Tesoriero from the Parents and Friends Association

The service is held annually in honour of the Malaya and Borneo Veterans Association of Australia and the members of the Victorian Branch. We felt privileged to meet the National and Victorian President Owen Marshall, Victorian Vice-President Lawrie Wilson and his wife Valai, and fellow Veterans Vern Joseph with his wife Mercena, Ron Lee, Lindsay Warner and John Keenan. For the first time, the President of the Sabah Sarawak Borneo Natives Association, Emily Edward, also attended the service at Thomas Carr.

WynSpeak Youth Public Speaking – May 7
The WynSpeak Public Speaking Preliminary rounds took place this week. We look forward to following the achievements of the Thomas Carr students this year.
Sacred Music Concert – May 9
Last year, Thomas Carr College hosted this event, this year it was hosted by Caroline Chisholm Catholic College. By all reports, our choir sang beautifully and received many accolades.

Parent Cyber Safety Education Session – May 15
The College Student Services Team have planned and important and informative workshop next week. It is important that parents take advantage of these opportunities to be kept up to date and be aware of the issues that can arise from inappropriate use of technologies in our rapidly changing world. Please see flyer attached to the end of this edition of The Beacon.

Thomas Carr Day - Friday May 17
Next Friday we celebrate the Patron of our College, Thomas Carr. During the month of May we recognise the anniversaries of the birth, death and the ordination of Archbishop Thomas Carr. Thomas Carr was the second Archbishop of Melbourne who is remembered for his 30 years of service as a builder of things that enriched the lives of people in his time and for the future; catholic education including catholic teacher training, social justice programs, and churches, his most famous being St Patrick’s Cathedral.

Program for Thomas Carr Day
We start the day with Homeroom as usual, followed by College Mass. The Carnival atmosphere will begin at 10.30am. Students will enjoy rides, food and activities with every Year 7-11 Homeroom running a stall. There will be free rides for all to enjoy as well. At 12.45pm, we will be entertained in the gym with Thomas Carr’s Got Talent, which will be hosted by Year 12 student; Christopher Widmar, Peter Tomelty and Jett Mathews. At the conclusion of the performances, we return to Homeroom and ensure that all is clean and packed away. Students will be dismissed from Homeroom at 2.30pm. Students will require money to buy food and drinks and participate in the stall. All of the money raised will go to the Year Level charities. Students are required to wear their full PE uniform.

A Year 7 Student Writes to the Premier of Victoria - Daniel Andrews
Asheriya has a vision for assisting the homeless in Melbourne. Attached is her email to the Premier of Victoria and his very complementary reply. Please see letter written by Asheriya and Daniel Andrew’s Response attached to this edition of The Beacon.

Full Winter Uniform
I ask families to ensure that we are being consistent in our messages about the way in which the College uniform is to be worn. By now, any issues with the winter uniform should have been resolved so that students do not have their learning distracted because they fail to wear the uniform correctly. I remind students and parents that the blazers must be worn as the outer garment to and from school. Parents are asked to support the College regulations regarding uniform, especially jewellery regulations. The required length of the girls’ winter skirt is just above the knee. Coloured nail polish and facial piercings are not permitted. Boys may wear either the short sleeved or long-sleeved shirt but are expected to wear long trousers during winter. Parents are also reminded that male students are expected to be clean shaven.

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**The Beacon Award**

The Beacon Award recognises achievements of our students. Selected students will be presented with a certificate of commendation and their names published in each edition of The Beacon. A maximum of 5 students per level may be recognised each fortnight.

The criteria is:

- Evidence of *learning* which is consistently exemplary or displays great improvement
- An action performed by a student(s) that supports the Catholic ethos of the school
- Evidence of behaviour which is consistently exemplary or displays great improvement
- Active and purposeful involvement in a College or community event

Congratulations to the following students:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Annika Silva, Isha Dutt, Tamrya Riturban, Kiara Ellis, Khy Habib</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>Oliver Pond, Chevonna Joseph, Andrea De-Leon, Alyssa Gaba, Kristen Haber, Danny Pham</td>
</tr>
<tr>
<td>Year 9</td>
<td>Frances Musngi, Erinne Bautista, Brianna Lapina, Kareem Ali, Rhiana Gibson</td>
</tr>
<tr>
<td>Year 10</td>
<td>Ethan Jones, Aidan Morgan, Thea Ty, Liam Morgan, Claudia Xerri</td>
</tr>
<tr>
<td>Year 11</td>
<td>Jay Danaher, George Quispe, Zach Vesty</td>
</tr>
<tr>
<td>Year 12</td>
<td>Michael Lapina, Tayla Dowie, Nicholas Messina, Maddison Bratby, Monique Fegan</td>
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**From the Director of Operations**

Mr Jilbert

<table>
<thead>
<tr>
<th>Date</th>
<th>Time/Periods</th>
<th>Year</th>
<th>Event</th>
<th>Location</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 10</td>
<td>All Day</td>
<td>Moylough Students</td>
<td>Moylough House Day</td>
<td>FT Gym</td>
<td>Moylough Staff</td>
</tr>
<tr>
<td>May 13</td>
<td>7:30-4pm</td>
<td>Year 11 Geography</td>
<td>GSC Field Trip</td>
<td>GSC</td>
<td>NLE DJO</td>
</tr>
<tr>
<td>May 13</td>
<td>All Day</td>
<td>Year 9 STS</td>
<td>Intro to Game Development</td>
<td>Wyndham Tech</td>
<td>TSH JSH SSO</td>
</tr>
<tr>
<td>May 17</td>
<td>All Day</td>
<td>All Students</td>
<td>Thomas Carr Day</td>
<td>TCC</td>
<td>All</td>
</tr>
<tr>
<td>May 14</td>
<td>P 1 - 3</td>
<td>Year 11</td>
<td>VCAL AandB</td>
<td>Normal Class</td>
<td>VCAL Staff</td>
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<tr>
<td>May 21</td>
<td>P 1 - 4</td>
<td>Year 11</td>
<td>VCAL AandB</td>
<td>Food Tech</td>
<td>VCAL Staff</td>
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<tr>
<td>May 24</td>
<td>All Day</td>
<td>Year 7 Students</td>
<td>Year 7 Reflection Day</td>
<td>FT Gym</td>
<td>7RE and WCH,MRE</td>
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<tr>
<td>May 28</td>
<td>All Day</td>
<td>Year 10 Geography</td>
<td>Eastern Beach Field Trip</td>
<td>Geelong</td>
<td>SME, LJI</td>
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<tr>
<td>May 27</td>
<td>All Day</td>
<td>Year 11 Students</td>
<td>Year 11 Reflection Day</td>
<td>FT Gym</td>
<td>11RE, YLCs, RMA</td>
</tr>
</tbody>
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*Incursions are in italics

**From the Head of Middle School**

Mr Wilkinson

**Shrine of Remembrance Young Ambassadors Leadership Program**

The Shrine of Remembrance Young Ambassador program provides an opportunity for young people currently in Years 9 and 10 to participate in programs and commemorative events at the Shrine.

The Young Ambassadors key role is to act as leaders and representatives of future generations at the Shrine. They encourage their peers and other young people in their communities to gain a greater understanding of the importance of remembering and
honouring Australia’s service community and military history. Young Ambassadors are appointed for a twelve-month period from December each year. Rhiana Gibson of Year 9 Jade was successful in her application late last year and has represented her family and the College with pride at a number of events to date. Below is a reflection of her experiences.

This year I was selected to represent Thomas Carr College as a Shrine of Remembrance Young Ambassador.

Shrine Young Ambassadors are a group of Victorian school students in Years 9 and 10 that participate in programs and commemorative events at the Shrine. We participate in monthly services at the Shrine and we help with large commemorative ceremonies held at the Shrine, including ANZAC Day and Remembrance Day. We also have a skills day every school holidays to learn leadership skills and we will be attending the Australian War Memorial in July. This year we have a group of 10 students from across Victoria selected as Shrine Young Ambassadors.

On Wednesday April 3, I participated in Legacy’s 88th ANZAC Commemoration Ceremony. During this ceremony, I had a ceremonial role where I handed the governor of Victoria Linda Dessau, a wreath for her to lay at the Eternal Flame in the Forecourt of the Shrine. After the ceremony, I had the opportunity to guide some of the 3,000 students that came to the service around the Shrine of Remembrance with assistance of the staff and volunteers.

On Thursday April 25, I participated in the ANZAC Day celebrations. As a Young Ambassador, I helped people find their way through the Shrine and handed out Poppies for people to place in the Sanctuary. I also assisted people lay Wreaths they brought around the Eternal Flame.

Through this experience, I have improved my leadership skills, developed my self-confidence and improved my communication skills, as I am able to communicate to a diverse range of people of all backgrounds. I have made so many new friends and heard my incredible stories from the volunteers at the Shrine who helped protect our country in times of war.

Year 9 City Experience
Late last Term, the students of 9 Purple and Jade completed the iD9 City Experience. By all accounts, the students had a great time with the experience. Below are some reflections of their experience.

In the last week of March 9 Purple went on City Experience. The thing I enjoyed most about City Experience was the scavenger hunt, as we were able to explore the Melbourne CBD and use public transport. The biggest challenge my group faced was arriving to our booked tour’s on time. My group overcame this challenge by slowly understanding how to plan where we needed to go, if we walked or if we caught a tram. My favourite booked tour was the Shrine of Remembrance. The architectural design of the Shrine is amazing, the history was intriguing, and the staff were very polite.

One thing I learnt about myself is that Melbourne is an amazing city with a lot to offer. This is an experience not to be missed by all future Year 9 students, as I have learnt a lot about myself. I have learnt how to be independent. I now have a better understanding of the public transport system, tourist attractions and the Melbourne CBD. This type of experience you would not learn in a classroom. Massimo Loverso, 9 Purple.

The thing I enjoyed most about City Experience was being able to be independent and follow a different schedule from school with my friends and classmates. I enjoyed this the most because we weren’t just stuck in our classroom doing work but moving around the city while exploring and learning. I also enjoyed visiting certain places like the ACU, where we got a closer look into the life of being University Student. The Koorie River Camp walk was also a good experience because we were able to learn more about the history of Aboriginal Australians and the cultural traditions they followed. The biggest challenge I faced was getting to a certain destination in time with my group because of the different range of trains and trams we had to choose from to
get there. It was a struggle because sometimes we wouldn’t know where a certain train or tram would be leading which could cause us to get lost and end up further away from where we needed to be. I overcame this challenge by planning with my group about which trams and trains we were going to take that day to get to our destinations. In the end, we eventually got to our stops in time without having to rush. The one thing I learnt about myself was that I definitely enjoy being independent and working my way around the city. This is an experience not to be missed by all future Year 9 students because it is a great experience overall which is not only enjoyable but educational. It was definitely a better way of learning than having to stay in the classroom all day. Frances Musngi, 9 Jade.

Year 9 City Experience allows students to study the cultural, historical and sporting aspects of the City of Melbourne. The program recognises students’ increasing independence and requires them to develop their own transport plans in order to complete the set activities for each day. A City Experience ‘passport’ has questions, facts, maps and information on key locations that they will visit individually, with their small group and as a class. Year 9 Purple and Jade have recently completed their City Experience week. We look forward to the positive reflections from the year 9’s! Stay tuned for the next edition! Click here for information on dates

Year 9 Country Experience
9 Blue recently completed their Country Experience. The students really enjoyed their time at our Good Samaritan Campus.

The thing I enjoyed the most about Country Experience was hanging out with all my friends and a few of the activities such as: community service, canoeing and mountain bike riding. I faced some challenges like the learning curve of mountain bike riding. I overcame my challenges by practicing on the pump tracks until I got everything right, including posture, technique, and patience. Through this experience, I learnt that I am much more capable than I thought I was and that I can do a lot more activities than I normally would have been comfortable doing. I think that Country Experience is a fun experience that most will thoroughly enjoy. This experience should not be missed, it really teaches you a lot about yourself and your ability. Spencer Lea, 9 Blue.

The iD9 curriculum aims to develop students who are independent, confident, and inquisitive about their world, work co-operatively, are socially aware and connected to others. The Country Experience aims to provide all students with an exciting and challenging program in an environment that is safe, caring, structured and engaging. The emphasis throughout the three-week experience at our Good Samaritan Campus, is on learning through doing. Activities and project work is based around the local Coragulac and Otway's environments of lake, coast and forest. Complementing experiential learning in each of these environments will be a further focus on community living centered on day-to-day life at the Campus. Year 9 Blue are two weeks into their Country Experience, we look forward to their reflections upon the completion of their experience. Click here for information on dates

From the Head of Senior School
Mrs Knurek

Examinations Year 10 and 11
The Exams this semester commence on Wednesday June 3 and run until Thursday June 13. Exams are one part of student assessment and as such need to be treated seriously. It is important that proper revision and preparation is undertaken by all students. Students who fail three or more exams and/or a number of assessment tasks may be required to sit an Academic Panel. This may have serious consequences for future subject choices. If you have any queries about the exams, please do not hesitate to contact the Director of Learning and Teaching, Dr Bryan Wood or the Senior School Head of Learning and Teaching, Ms Geraldine McIntyre. The importance of getting the balance right between work, study and leisure time activities is a vital ingredient in students achieving success.

Year 11 Examinations and Unit 3 and 4 classes
During the Semester 1 Year 11 examination week, there will be no Unit 3 and 4 classes for Year 11 students. At the end of year, after Year 12 classes conclude the Year 11
Unit 3 and 4 classes will continue until the commencement of the Semester 2 Year 10 and 11 examinations.

Year 11 VCAL Students in Examination week.
Please note that from Wednesday June 3 until Friday June 14, while Year 11 VCE students are undertaking their examinations, Year 11 VCAL students will not be required at the College on Friday June 5, Monday June 10 (Queen’s Birthday Holiday) and Tuesday June 11. Friday June 14 is a student free day. VCAL students are expected to be at their TAFE and work placement on the Wednesday and Thursday of these weeks. As many of the VCAL students have been and will be involved in holiday blocks for VET courses, this is an opportunity for VCAL students to catch up on any outstanding work requirements at home and to ensure they are meeting all requirements for their TAFE or VET course.

Year 11 Scored VET students
A reminder to all Year 11 scored VET students that they are required to sit the GAT examination on Wednesday June 12. Full details will be given to the students closer to the event.

The General Achievement Test (GAT): Wednesday June 12
The GAT is a three-hour test of general knowledge and skills in Written Communication, Mathematics, Science and Technology, Humanities, the Arts and Social Science. All students completing a Unit 3 and 4 subject, must complete the GAT. Year 12 and 11 students who are participating in the GAT will have the day of the GAT free of classes. Full details will be given to students shortly.

While the GAT results do not automatically contribute towards the VCE, the results do play a very important part in the final assessment of the VCE as they are used to check that the examinations, SACs and SATs have been accurately and fairly marked. Further, if a student is ill, has an accident or experiences severe personal hardship at the time of an Examination, a student may apply for a Derived Examination Score (DES). The GAT results contribute towards the calculation of the DES.

The College strongly advises all students who are preparing to sit the GAT to access past papers, in particular the multiple choice questions to gain an understanding of the format and style of questions. All material related to the GAT, including past examination papers, can be obtained online using the following link: http://www.vcaa.vic.edu.au/pages/vce/exams/gat/index.aspx

Appointments
There are numbers of Senior School Students signing out for appointments on Wednesday afternoons. While the College is mindful of students not missing academic classes, it is also important that students maintain their commitment to the ACS Sporting program or to the Year 11 Community Service Program. Participation in one of these activities is a compulsory part of the Year 11 program at Thomas Carr College and much work has been put into the preparation of both aspects of these activities. Absences from this will be regarded as truancy unless a medical certificate is provided. Parents are asked to please make appointments outside College hours.

Year 12 Graduation Information Evening on Thursday August 22
Reminder of the advance notice of the compulsory meeting for all students graduating from Thomas Carr College on Thursday August 22 from 7.00pm until 8.00pm. This was sent to all parents in the Lenten Term in a letter, which outlines the Graduation Events for 2019. At least one parent/guardian will need to attend this night at which we will outline our expectations of students over the final weeks of their secondary schooling at Thomas Carr College.

From the Health Centre
Mrs Steele

All Year 10 students will receive a single dose of the Meningococcal ACWY vaccine. Meningococcal disease is caused by bacteria. Although meningococcal disease is uncommon, it can become very serious, very quickly. About 10% of people carry Meningococcal bacteria in their throat without becoming unwell. These people are
known as ‘carriers’. Meningococcal bacteria are passed from person to person by regular, close, prolonged household and intimate contact. Adolescents are at increased risk of meningococcal disease and more likely to spread the disease to others.

You will have received a consent card and information brought home by your child prior to the school holidays and by now, should have been returned. However it is not too late to consent and all outstanding cards will still be accepted.

Irrespective of whether your child is to be immunised, all cards stating ‘YES’ or ‘NO’ must be returned to school.

Information regarding immunisations can be obtained from the below website, with an extract copied below.

Immunisation is a simple, safe and highly effective way of protecting children and adults from harmful diseases before they come into contact with them. It is estimated that vaccinations currently save up to three million lives worldwide each year. Immunisation uses the body’s natural defence mechanism – the immune response – to build resistance to specific viral infections. When a person is vaccinated, their body produces an immune response in the same way their body would after exposure to a disease, but without the person suffering symptoms of the disease. When a person comes in contact with that disease in the future, their immune system will respond fast enough to prevent the person developing the disease.

Immunisation protects more than just one child’s health. Vaccinating a child will reduce the opportunity for that child to pass that disease on to another – especially young babies who cannot yet been fully immunised. When levels of immunisation in a community are sufficiently high, the risk of specific diseases can fall so low that even those who are too young or too sick to be given a vaccine will not be exposed to it. This communal or ‘herd immunity’ can save countless lives.

For further information please refer to the following website:

From the Information Centre
Mrs Mercieca

Victorian Premiers’ Reading Challenge
The Victorian Premier’s Reading Challenge is underway! Students wishing to take part in the challenge should see Mrs Mercieca for registration and login details. More information about the challenge can be found at:

Woolworths Earn and Learn
Thomas Carr College is again participating in Woolworths Earn and Learn. If you shop at Woolworths, you can collect stickers until Tuesday June 25. Sticker sheets and collection boxes are located in the Fr Ray Administration Centre and the Paul D’Astoli Information Centre. Our participation in the past has enabled us to purchase equipment and resources for the use of all students. Thank you in advance for your support.

From the LOTE Department
Ms Febrinaldi

Indonesian Speaking Competition - Sayembara Lisan
On the Monday May 6, three students from Thomas Carr College attended an Indonesian State-wide Speaking Competition at Williamstown High School. For the competition, the girls had to have a general conversation around the topics of school,
family and aspirations. They then prepared a presentation on a topic of their choice. Based on the topics, they were asked a series of unrehearsed questions by the assessors. Fiona prepared a topic on animals, Leah debated about the usage of drugs and alcohol in teenagers both in Indonesia and Australia and Vanessa spoke on the topic of ‘Mudik - returning home after the Ramadhan (fasting).’ The girls gave up lunch-time to practise and worked extra hours to prepare for this competition.

We are pleased to announce that both Fiona and Leah have made it to the final stage of the competition. We pray that they will continue to give off their best. We would also like to congratulate Vanessa for giving her time and effort to participate in the competition. Fiona and Leah will attend the final competition on Saturday June 1 at the University of Melbourne.

From the Careers Department
Ms Nolan

Understanding the New World of Work

One of the most important aspects of being a Career Practitioner is to understand how the World of Work is changing and to ensure that our students are as prepared as possible for what the not too distant future brings. Excitingly, the world of work has never changed as rapidly as it currently is. Technology, automation and globalisation are fundamentally reshaping our world and have reached into every aspect of our lives from Health to Education to Business and Communication. There is much research undertaken and a variety of reports and statistics that estimate how many of the current jobs will no longer exist by 2030. With these statistics ranging between 3%-15%, there is some uncertainty there. The one certainty is that there will be change in each and every job and that change will continue to occur. 

So what does this mean in terms of what characteristics and experience our students need to successfully gain and retain employment, and in the 21st century?
The Career Education Association of Victoria, along with leading industry advisors have identified the key traits highly sought by employers that will not only assist our students in obtaining employment, after their secondary and/or tertiary studies, but also keep them employable in being able to transfer their soft (non-technical) skills to other jobs and industries. These soft skills are commonly referred to as ‘21st Century Employability Skills.’

Obtaining a post-school education is simply not enough anymore. Prospective employees must demonstrate some work experience (formal and informal) as this shows that they have strong interpersonal skills and are socially engaged.

What employers want/desire:
- A good qualification that is based on the core skills/operational aspect of the job
- Awareness of what the industry is expecting of you
- Knowledge of company culture, own self, and employer expectations
- Sound communication, including good emotional intelligence (writing, speaking, listening)
- Service orientation
- Another language (or part of)
- Good networks
- Ability to network and move out of comfort zone
- Good IT skills
- Critical thinking
- Collaboration
- Good problem-solving skills (ability to look at all possibilities and answers)
- Digital skills (all 4 are essential):
  - Digital Literacy (ability to critically analyse online information (fake versus real)
  - Digital Skills (universal expression UX, Video, computing, search engines – more than first 3 links in google search, optimisation, algorithms, programming, design)
How can we all work together to assist our students to do this?

Thomas Carr College provides our students with many opportunities to ensure they gain the necessary experiences and characteristics which will assist them to demonstrate their employability. Leadership opportunities within the College for all students include: College and Vice Captains, Middle School Captains, House Captains, Liturgy Captains, Social Justice Captains, Music Captains, Student Representative Council, College Ambassadors and Peer Support Leaders. Our students continue to lead events and activities, engage in community service and volunteer externally. These opportunities assist in developing team work, interpersonal skills and collaboration, emotional intelligence, communication, empathy, problem solving and networking with a variety of staff, student and other College stakeholders. All students engage in many classroom activities which assists their team work, creativity and problem-solving skills. They also have curriculum opportunities that provide the opportunity to travel overseas and ensure they are culturally aware and are becoming global citizens.

The Career Education Program at Thomas Carr College ensures students have a variety of exposure and engagement with industries in the forms of guest speakers and the compulsory Work Experience and Mock Interview Programs. Students become aware of the 21st Century world of work and the importance of career management through their career counselling sessions and career education sessions. In the senior years, students are also provided with opportunities and tools that enable them to thoroughly research their post Year 12 courses and opportunities to ensure they remain actively engaged with industry activities and continue to be immersed in activities and events that continue them on the right track of remaining highly employable.

In addition to the compulsory Work Experience Program at the College, students are also highly encouraged to engage in part-time/casual work. This does not necessarily need to be in the formal sense, but could possibly include coaching a sporting team or volunteering at a local community organisation. Finally, we must continue to remind our students that they are already acquiring many of these ‘21st Century Employability Skills’ and that in addition to achieving as well as they can academically, they need to be well-rounded individuals with a balanced approach to their learning and experiences.

From the Wellbeing Department
Ms Ward

Invitation to Digital Parenting and Online Safety Presentation
A Cybersafety presentation for parents will be held here at the College on Wednesday May 15. The presentation will focus on the following aspects to equip you to help your teens make positive choices online:

- What apps teens are using? Are they safe?
- Coping with inappropriate content
- Dealing with digital distractions
- Managing the video gamer teen and Fortnite fanatic.
- Digital drama and cyber-bullying
- Privacy, predators, and a positive digital footprint
- Social media, self-esteem and Screentime management
- Strategies to teach teens the skills they need to make the best decisions online

This is a free event and places are likely to fill up very quickly. Parents are therefore encouraged to RSVP quickly to ensure a place! Tea, coffee and refreshments will be also be provided after the event.

When       Wednesday May 15
Time       Arrive at 6.45pm for a 7.00pm start. The event will end at 8.30pm
Where      Fr Moran Performing Arts Centre
To RSVP for this event email: cas.gemoh@thomascarr.vic.edu.au by Sunday May 12.

Teenagers and Screen Time
Tips to help keep your teenager with screen time:

- Don’t allow them to have computers, games and consoles in their bedrooms so they can play unmonitored
- Introduce a one hour games curfew before bedtime (no games before bed)
- Always frame access to a computer game as a privilege which can be revoked if agreed timeframes are not met
- If finding it hard to limit your teen’s screen time, help them generate a list of hobbies or past-times (including homework) that they will agree to pursue other than screen-time, using it as a motivation when effort has been put into these
- Heavily limit game time during weeknights
- Liaise with other parents to have screen-free social activities
- Encourage older siblings to be a positive role model for younger siblings
To the Office of the Premier

Re: A solution for the homeless from a 12-year-old

Dear Mr. Daniel Andrews, Premier of Victoria,

My name is Asheriya and I'm 12 years old. I live in Hoppers Crossing and I am a year 7 student at Thomas Carr College in Tareeit. I enjoy lots of sports and looking after the environment. But I'm not sending you this letter to talk about me, I have an interesting idea to help with the homelessness, and housing crisis issue throughout Victoria.

Well, the way the idea came to mind was how my dad was telling me how there are so many shipping containers that aren't used. Then I saw some new housing estates that were using shipping containers as offices which were fully furnished and in livable condition. That's when the idea popped up, let's use those shipping containers for houses and go to people who really need a house!

I believe that people can live in these shipping containers, if they are furnished and livable, with necessities such as toiletries, kitchen, bathroom etc. That way people that sleep on the streets of Melbourne, including pensioners and people on the housing wait list, can finally have a place to live and have a fresh start! For example, 'The Trolley Guy' who helped the police in the Bourke St attack was really a homeless man and known to police. He only needed a chance to turn his life around. Perhaps in some instance's community service can get them some rehabilitation for small crimes that they may have committed in the past.

You may be wondering about how they'll pay for food and clothing? Well the plan was that each 'home' would come with a simple and straightforward community-based job. That way they can pay yearly rent and bills that are affordable.

Some of these people probably do not know how to drive or have a car. I was thinking but it would cost some money to have a reception type of place with a pick up/drop off zone to take them to work or free/discounted public transportation and a bike to get around. Some suitable jobs may include helping in maintenance of some of our parks and gardens. Something extra I thought about was to provide psychological support to manage stress and stopping or providing awareness of the effects of drugs! Some homes may even have pet beds as some of the homeless people have a fluffy companion by their side, as seen in the streets of Melbourne city.

A lot of shipping containers are currently sitting in yards and are not being used. However, the wait list for people needing basic accommodation grows each day! If you do end up reading this, thank you for taking your time and possibly putting this into consideration. I look forward to hearing from you soon so that we can find solutions together.

Yours faithfully,

Asheriya
Dear Asherlya

Thank you for writing to me to share your great ideas on addressing homelessness. I am impressed by your innovative solutions, and wonderful clear designs that show how a shipping container could be transformed into a home.

Homelessness is a complex issue that our government is working hard to resolve. We recognise that every Victorian has the right to a safe and secure home and share your passion for tackling homelessness through new and different approaches. In September last year, we announced that we will build 57 prefabricated studio units, in Melbourne's inner west, to help low-income earners with affordable rental housing. Similar to your designs, the units include whitegoods and appliances, providing a comfortable home for the occupier.

As you pointed out, it is important to provide a holistic approach for people experiencing homelessness. In October last year, we announced that we will provide $17 million to seven leading homelessness organisations in Victoria. This will fund assertive outreach to people experiencing homelessness, and support the construction of 20 new modular homes in areas of high need. Housing teams will also assist people living in these homes to access services such as healthcare and legal aid.

I would like to take this opportunity to commend your problem-solving skills and your out-of-the-box thinking. Thank you again for your letter.

I wish you all the best with your studies and interests.

Yours sincerely

The Hon Daniel Andrews MP
Premier

24 APR 2019
JOSE DE PIRO KABATAAN ORCHESTRA
2019 TOUR OF MELBOURNE
AND REGIONAL VICTORIA

This talented youth orchestra from Bataan, Philippines founded by Fr Joe Cremona MSSP will perform a series of concerts at the following locations:

Fr Moran Performing Arts Centre, Thomas Carr College Tarneit: Tuesday June 11
The Jubilee Centre, Trinity College, Colac: Thursday June 13
Quinn Auditorium, Caroline Chisolm Catholic College, Braybrook: Friday June 14
Our Lady of Mercy College Performing Arts Centre, Heidelberg: Saturday June 15
(all concerts begin at 7.00pm)

No cost to attend these concerts but any donations to assist the orchestra to continue to develop will be gratefully accepted.

To book tickets, please visit the following website: www.trybooking.com.au

Then search for Jose di Piro and select the date and venue options provided.

This concert tour was made possible by the generosity of the following communities: Thomas Carr College, St James the Apostle Parish, Hoppers Crossing North and St Bernadette's Parish, Sunshine North.

The concert series is proudly sponsored by CDC Victoria and Noone Imagewear.
THE FINAL – 2019 Wyndham Youth Public Speaking Competition June 5 at 7.00pm

A community project proudly sponsored by Rotary Club of Hoppers Crossing & the Apex Club of Hoppers Crossing hosted by Thomas Carr College supported by Rotary Club of Caroline Springs and Rostrum Victoria

COME AND SUPPORT OUR BEST STUDENT PUBLIC SPEAKERS IN THE WESTERN REGION

at

THOMAS CARR COLLEGE FR MORAN PERFORMING ARTS CENTRE ON WEDNESDAY JUNE 5 2019 AT 7.00PM FREE ADMISSION
ARE YOU FROM WYNDHAM AND AGED 12-25?
SIGN UP NOW FOR:

THE
W
FACTOR

Wyndham Youth Talent Competition

APPLICATIONS CLOSE SATURDAY 25TH MAY 2019

FOR MORE DETAILS & TO APPLY ONLINE (ONLY) VISIT:

COMPETITION DATE: SATURDAY 8TH JUNE 2019
At the Youth Resource Centre, Hoppers Crossing
Performance Times To Be Confirmed via above website

BIG PRIZES TO BE WON!
LIMITED PLACES!

DRUG, SMOKE, ALCOHOL FREE, FAMILY FRIENDLY EVENT. FULLY SUPERVISED.
FNE PRESENTS THE ANNUAL

MASQUERADE

WINTER BALL

FRIDAY MAY 24TH 2019

DRESS IN FORMAL ATTIRE

DJ, PHOTOBOOTH, MOCKTAILS
& FREE FOOD UPON ENTRY

12-17 YEARS $5 ENTRY 6:00PM - 9:00PM

AT THE YOUTH RESOURCE CENTRE,
86 DERRIMUT RD, HOPPERS CROSSING

FULLY SUPERVISED, DRUG, SMOKE, ALCOHOL FREE EVENT. NO PASSOUTS.
MORE INFO CALL 8734 1355 OR VISIT WWW.FACEBOOK.COM/YOUTHINWYNDHAM
WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of adjustment they are receiving to access education on the same basis as other students.

Each of the included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the Disability Discrimination Act 1992.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. However, until recently, the type of information collected has varied between each state and territory and across government, Catholic and independent school sectors. The national data collection ensures that, for the first time, information about students with disability is transparent, consistent and reliable at a national level.

A nationally consistent approach to collecting data provides evidence on:
- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students’ received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.

It is important to note that states and territories are responsible for decisions about the level of funding for government schools; and non-government education systems and approved authorities are responsible for the distribution of the needs-based Commonwealth funding that they receive. While Government funding is calculated with reference to students enrolled at a school, the Government expects schools and school systems to pool their funding from all sources—Australian Government, state/territory and private—and prioritise their spending to meet the educational needs of all of their students. This is because the Government recognises that schools and school systems are best placed to understand the individual needs of students and budget accordingly.

The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Education authorities may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools.

Better information about school students with disability helps parents, carers, teachers, principals, education authorities and government to gain a more complete understanding of students who are receiving adjustments because of disability and how to best support them to take part in schooling on the same basis as other students.

WHAT INFORMATION WILL BE COLLECTED?

Every year, your child’s school will collect the following information for each student receiving an adjustment due to disability:
- the student’s year of schooling
- the student’s level of adjustment
- the student’s broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgement, selects the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.
When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

**HOW WILL THIS DATA BE USED?**

In addition to informing funding, the data will inform work at a school and system/sectoral level. It will help to ensure that better support for students who are receiving adjustments because of disability becomes routine in the day-to-day practice of schools through:

- strengthening understanding of schools’ legislative obligations and the Disability Standards for Education 2005 in relation to students who are receiving adjustments because of disability
- focusing attention on the individual adjustments required to support students with disability to participate in learning on the same basis as other students, and enabling schools to better reflect on the needs of these students and to support them more effectively
- facilitating a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including through encouraging improvements in documentation at the school level
- strengthening communication between schools, parents/caregivers and the broader community about the needs of students who are receiving adjustments because of disability.

**WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?**

The definition of disability for the national data collection is based on the broad definition under the [Disability Discrimination Act 1992](https://www.legislation.gov.au). For the purposes of the national data collection, students with learning difficulties (such as dyslexia or auditory processing disorder) or chronic health conditions (like epilepsy or diabetes) that require monitoring and the provision of adjustments by the school may be included.

**WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?**

Teachers and school staff identify the number of students receiving an adjustment due to disability in their school, the broad type of disability and the level of adjustment provided, based on:

- consultation with parents and carers in the course of determining and providing adjustments
- the school team’s observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

**WHAT ARE THE BENEFITS OF THE NATIONAL DATA COLLECTION FOR MY CHILD?**

The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability.

This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for students with disability and all students.
WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the Disability Discrimination Act 1992 and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together to ensure students with disability can participate in education.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. For the Disability Standards for Education 2005, an adjustment is reasonable in relation to a student with disability if it balances the interests of all parties affected. Schools are required to make reasonable adjustments for students with disability under the Standards.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Data is collected within each school, and personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available in the Public information notice.

FURTHER INFORMATION

Contact your child's school if you have further questions about the NCCD. You can also visit the NCCD Portal.

An e-learning resource about the Disability Discrimination Act 1992 and Disability Standards for Education 2005 is freely available for the use of individuals, families and communities.