



Our Lady of Sion College Newsletter

2020 College Theme: How Do I Bring Hope To My World?



*From the
Principal –
Tina
Apostolopoulos*



*Emily Poldermans and
Lilli Eastwood – College Captains*



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This week I had the wonderful chance to speak with the College Captains, Emily and Lilli at our Whole School Assembly about what they have learned about themselves in recent months and what they hope the world will be like when we return to some normalcy. Our conversation was particularly poignant now that we have returned to Online Home Learning. I have spoken in earlier newsletters about never imagining that the need for hope in our world would be so great when we launched our College theme in February. The last few weeks have underscored this even further, but having said this, the dialogue with Emily and Lilli was a real highlight. They are exceptional young women who are reflective of the courage and perseverance our senior students are currently demonstrating.

I thank them for their leadership in such trying times. Even if they have not had the chance to realise all of their goals this year, their presence, support of their peers, reflective attitude and hopeful outlook are in themselves important elements of leadership. They spoke of the unexpected levels of resilience they have drawn upon and their ability to persevere and remain adaptable in such trying times. They also noted how their year level had grown closer in recent months and they welcomed the caring support they have extended each other. They also spoke frankly of their disappointments but did so with great humility and maturity.

We all respond to adversity in different ways and no one way is better than another. All are valid and very real for each individual. In speaking of the future, the girls reflected on the importance of relationships and remaining socially connected. Lilli spoke of the importance of discussions to help her and her peers in the learning process. Emily underlined how important each small individual action can be in energising change in our world. Both agreed that moving forward, personal responsibility for our actions and for supporting each other are paramount. Both were also keen to see the improvement to our environment continue. While each day has presented another set of challenges, engaging with Emily and Lilli, and with other students as they entered the College each morning, confirms my hope that our world and our future is in very good hands.

Do you have a daughter currently in Year 5?

Applications for Year 7, 2022, are now being accepted.

Families already enrolled at the College still need to submit an [Application of Enrolment Form](#) for each additional child wishing to attend Our Lady of Sion. If you have a daughter in Year 5, please ensure you submit her application for enrolment by **Friday 9 October 2020**.

For all enquiries, please contact Ms Robyn McCann, College Registrar, on 9890 9097 or registrar@sion.catholic.edu.au.

Last Sunday's Mass readings are familiar to us. They reflect the compassion of Jesus in responding to his hungry and thirsty followers. He leads his disciples by asking them to show initiative and to help feed the hungry despite only having five loaves and two fishes. It can be read from a literal, metaphorical and faith perspective. Whichever way we interpret it, it highlights the very qualities and attributes articulated by Emily and Lilli. Support each other by your presence and with whatever you have to offer. Have trust and be hopeful. Work courageously to overcome the challenges, and with compassion and genuine love, we will bring hope to others.

Tomorrow we celebrate another strong and compassionate leader - our very own Australian saint, St Mary of the Cross MacKillop, whose feast day falls on 8 August. She often spoke of the 'crosses' (adversities) we bear in life, but in equal measure, she also spoke of God's love as she led others with courage.

God wants us by every means in our power to lead others to life.

St Mary of the Cross MacKillop, 1889.

Perhaps we can join in prayer with St Mary of the Cross MacKillop asking for God's support of our particular needs at this time.

St Mary of the Cross MacKillop Prayer

*Ever generous God,
You inspired St Mary MacKillop
To live her life faithful to the Gospel of Jesus Christ
and constant in bringing hope and encouragement
to those who were disheartened, lonely or needy.
With confidence in your generous providence
and through the intercession of St Mary MacKillop
we ask that you grant our request ...
We ask that our faith and hope be fired afresh by the Holy Spirit
so that we too, like Mary MacKillop, may live with courage,
trust and openness.
Ever generous God hear our prayer.
We ask this through Jesus Christ.*

Amen.



I also take this opportunity to congratulate the following students who were recognised at the assembly for their attainment of a Principal's Academic Award for their Semester 1 studies.

Year 7

Natalie Antoniou, Ava Bairamis, Martina Gitto, Georgina Harradine, Valentina Juric, Sara Kolovos, Lily Lazzarini, Nakita Nanos, Emily Ong, Lydia Rottura, Katia Tomaro, Carla Venkataya, Naomi Yang

Year 8

Sienna Antonello, Nikitha Beemadi, Amy Coffey, Caitlin Corbally, Kiera Di Sario, Tianna Duffin, Isabel Gallagher, Emma Gorry, Abigail Hilson, Abbey Hubbard, Paula Jimenez-Cruz, Sofia Marchionno, Abbey Marks, Alana McInerney, Chloe Moran, Zaneta Selvarajah, Theadora Thomas, Catherine van Rensburg, Grace Warren-Smith, Michelle Yii

Year 9

Zoe Bairamis, Sophia Beltsios, Kate Brown, Karina Butler, Ella Curry, Ciara De Vincentis, Amelia Faulisi, Taline Gaudion, Mariam Graiss, Naya Hanna, Alice Larsen, Jacqueline Lees, Megan Macaulay, Alyssa Moran, Emilia Rottura, Kate Severa, Haylee Stagg, Frances Wang, Bettina Zurzolo

Year 10

Nina Ascar, Amy Barnett, Caitlin Gorry, Sabrina Lee, Rose Lim, Mia Maguire, Alannah Marino, Jaimee McArdle, Julia Nikopoulos, Jessica Semenow, Charlotte Stout, Ellen Thomas, Isabella Wentworth

Year 11

Madeline Ballingall, Hanna Gassmann, Anabelle Kerwin, Judy Lin, Anna Marchionno, Katerina Paschalis, Annie Squires, Livinia Thompson.

With every blessing for the fortnight ahead.

Tina Apostolopoulos
College Principal



Faith and Mission
– John McInerney

Feast Day of Saint Mary MacKillop

This year marks the tenth anniversary of the canonisation of Saint Mary of the Cross MacKillop, whose feast day is celebrated on 8 August. Mary MacKillop is Australia's only declared Saint within the Catholic church. In her, we see similar qualities and convictions to those of Mary, Mother of God. She was committed to living a life of service to others and is quoted as saying, "Never see a need without trying to do something about it."

International Day of the World's Indigenous Peoples

On 9 August, the UN celebrates the [International Day of the World's Indigenous Peoples](#). Indigenous people today are arguably among the most disadvantaged and vulnerable groups of people in the world.

In the spirit of the Our Lady of Sion College [Mission Statement](#), we acknowledge that our school is standing on country for which the members and elders of the local Aboriginal community, and their ancestors, have been custodians for thousands of years. We acknowledge their living culture and unique role in the life of this country. We acknowledge the Elders - past, present and future - together with their ancestors, and commit ourselves to ongoing reconciliation with all people.

The Feast of the Assumption

Next week we would have been celebrating Sion Day. We choose the date as it coincides with 15 August each year and, being an 'Our Lady' school, we honour Mary, Mother of God. Mary is known as the first disciple; the mother of the Church and she is given to us all as the model of discipleship. This Marian feast celebrates the completely faithful relationship between Mary and God.

On this feast day we celebrate all that is life-giving and hopeful in our world, communities and relationships; we look to Mary for strength and inspiration, so we too can be people of hope and faith in the world. As one way of achieving this, over the past two years on Sion Day, we have raised funds to support the San Luis Lumad Community School in the Philippines. While we have had to postpone Sion Day at present, we will in the coming weeks offer opportunities for the community to continue to support this most worthwhile cause.





Learning and Teaching – Allison Stott

Supporting your Daughter with Online Home Learning and Using Google Classroom

Google Classroom has proven to be an invaluable tool for learning and complements existing platforms very well. One of the benefits of Classroom is that the learning is laid out, tasks that are set or due are made very clear and it allows for multiple forms of feedback.

One of the strategies that teachers are using is to set up an 'assignment' in the form of Google Slides or Google Docs that is for ongoing work. In this way, teachers are able to look at student learning 'live' and give feedback in progress. Ask your daughter to show you her work on Google Classroom. If you would like to learn more about Classroom, visit this [YouTube clip](#).

Wellbeing Hub

Knowing that learning and wellbeing are one and the same, the students are all members of the Sion Student Wellbeing Hub Google Classroom, which is filled with resources to engage them in community, to encourage positivity and gratitude and with specific strategies to respond to the emotions they may be experiencing. Ask your daughter to guide you through this resource to start this conversation.

Creating Quality Feedback Rubrics

On Thursday 30 July, teachers engaged in a professional learning session that focused upon the features and qualities of effective feedback via rubrics. We discussed feedback that explained what was expected, what was achieved, and next steps in learning. Teachers worked through examples of assessment rubrics that made clear to the learners what was expected and allowed the teachers to accurately assess learning achievement. As teachers update existing assessment rubrics, look for strategies that teachers are using to encourage active student reflection on the feedback as well as very specific advice as to what to do next. Studies show us that quality feedback is one of the most effective ways to improve learning and having conversations at home is one way to cement this learning.

7-11 Student Progress Meetings

Families will soon receive information regarding the Student Progress Meetings scheduled for 19 and 20 August. While the appointments will be made through PTO, the meetings will be held online using the student's login credentials. I encourage families to book appointments with at least five-minute gaps. If you require a longer time, please arrange for an alternative time so that you can gain the most from the discussion.





Student Wellbeing – Christine Kralj

As we all move back to Online Home Learning, I feel that it is important to affirm to parents, guardians and even older students who are supervising their younger siblings about their role in the learning process. Please rest assured that you are not meant to teach the material covered this semester. Our students have well trained teachers who are tasked with this role. Teachers have been working collaboratively within their curriculum teams to share, from the first session of Online Home Learning, what worked and how to engage our girls in their learning.

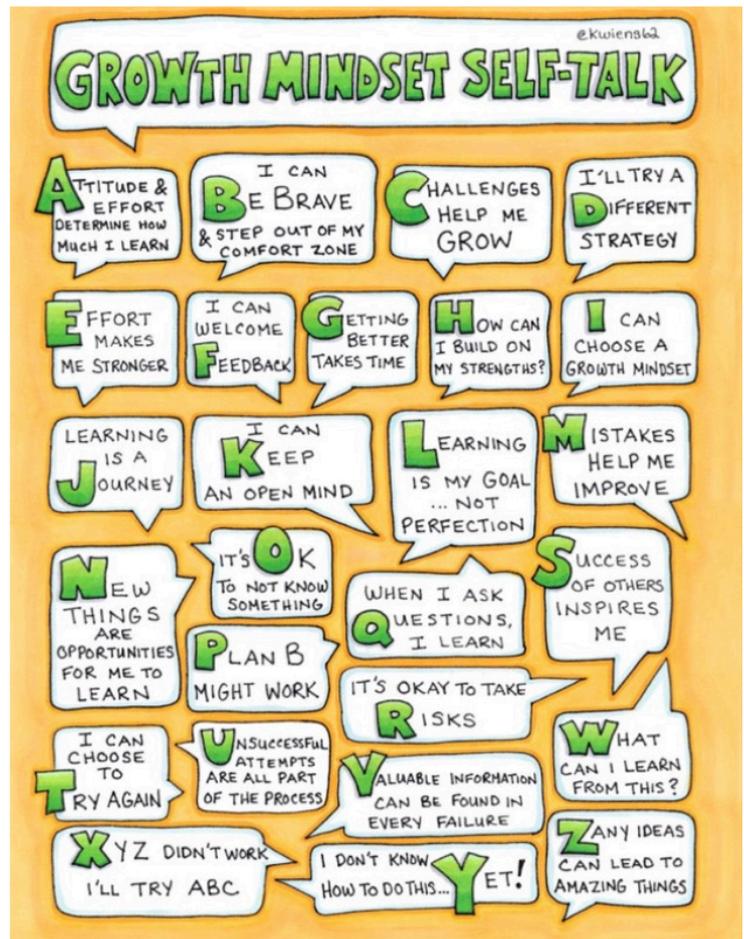
Parents and guardians have two important roles during this time. The first is to support your daughter's motivation to go to 'school' and do the learning tasks offered to her. Please encourage her to email the teacher if she needs extra support. You may even need to sit with her as she does it and offer gentle encouragement or help to craft the email. Reassure her that her teacher wants to know if she is struggling. In short, gently help her to help herself.

If you are hearing a lot of negative self-talk about learning, perhaps paraphrase some of the statements in the poster shown here to the right. When your daughter wants to opt out, try saying, "Is there another way you could do this?" or "New things are hard at first, but I know you can get this. Why not ask your teacher or post a question on the Google Classroom stream?". You can do so much to calm a frustrated learner by helping her problem solve.

In these unsettling times, some of our students are using up all of their coping skills on getting up and remaining online for the day. They are missing the social interaction with friends and are possibly 'feeding themselves' an unhealthy level of social media as a replacement. In this climate it could be easy to lose motivation for an adult, let alone an adolescent, whose world has been tipped on its head. Parents and guardians play a big part in helping their child self-regulate their emotions. When your daughter is finding things difficult, help her by listening with care and then asking her to:

1. Identify the emotions that she is feeling
2. Ask her to prioritise her concerns
3. Ask her what has worked to solve these types of problems in the past
4. Offer suggestions of actions or people who could help
5. Help her to undertake one of the actions
6. Help her for a short amount of time to let go of the problem/concern
7. Check in and listen to her tell you about what is happening next.

As always, the College's Wellbeing and Growth Leaders, Counsellors and myself are available to parents and guardians if concerns escalate over the coming weeks.





College Psychologist – Sofia Stagnitta



Getting enough good quality sleep is necessary to be able to grow, learn, regulate emotions, be creative, and maintain wellbeing. The current guidelines state that teenagers aged 13-17 require 8-10 hours of sleep per night. For a lot of teenagers at the moment, routines are out of whack and this can cause issues with sleep. Many young people experience sleep issues and, unfortunately, the pandemic may create a number of new challenges even for people who previously had no sleeping issues.

When teens are stressed or anxious it is normal for their sleep to be affected, just like everyone. They might find it hard to wind down, they may be overwhelmed with worries or be plagued with overthinking. When stress levels are high, they may also increase their social media use, or 'Netflix bingeing' means they're staying up later than they should.

As well as anxiety and stress levels increasing, so too is screen time. Students are on their iPads and laptops for the school day, which is unavoidable. However, with social isolation, using screens (phones, laptops, TVs) is also how they're relaxing, connecting with others and the outside world. Excess screen time, especially later in the evening, can have a detrimental impact on sleep. Not only can it stimulate the brain in ways that make it hard to wind down, but the blue light from screens can suppress the natural production of melatonin, a hormone that the body produces to help us sleep.

These habits can help teenagers get the sleep they need:

- **Be consistent:** Sticking to a consistent bed time and wake time. At the moment this may mean a later bed time because they're getting up later for Online Home Learning - this is okay, but they will need time to transition back when school returns onsite.
- **Bye bye phone:** Avoiding electronics before bed. If your teen must use a gadget in the evening, try an app that filters out blue light.
- **Wind down:** Before bed, try a quiet activity like reading.
- **See the light:** Try to get natural light in the morning, it's a great way to wake up.
- **Move it:** Get regular exercise. Get outside, get fresh air, get moving!
- **Don't nap:** Avoid naps longer than 45 minutes or after 3pm.
- **Use your bed for sleeping:** Stake out another area to do schoolwork or lounge around during the day. (This helps your brain remember that bed = sleep.)
- **Breathe in, breathe out:** Use relaxation techniques to help you fall asleep.



People old and young are feeling extra stress and anxiety right now. To calm a racing mind, try tools like deep breathing, mindfulness apps or progressively squeezing and releasing your muscles, starting at your toes and working to your head.

Sleep Resources

This is a fantastic resource - a [playlist of sleep meditations](#) by Headspace. I have compiled a list of websites to visit for more information below:

- [Black Dog Institute](#)
- [Sleep Health Foundation - Getting Good Sleep and Good Sleep Habits](#)
- [Child Mind Institute](#)
- [Psychology Today.](#)

To show your children:

- [Reach Out](#)
- [Kids Helpline](#)
- [Headspace.](#)





Year 12 – Adam Rieusset

... rise, plead your case before the mountains, and let the hills hear your voice.
Micah 6:1

Monday 3 August will be remembered for many reasons across our community. With this, will come many emotions. I would like to remember this day as a day that our Year 12 cohort actively chose to embrace what it is to belong to our Notre Dame community.

This day presented many challenges: our normal four periods of class, ensuring that we have packed our books that we will need for the next six weeks. Having conversations, checking in on each other, knowing that our ability to do this in the physical world, at school, over the next period of time, is simply not possible. And yet, there they all were, engaging in so many conversations that when the bell rang, it was only but a faint noise.

The collective desire to belong and be a part of something bigger was evident. Monday 3 August is a day that I will always remember as a day that I saw the pulse of this Year 12 community beat so strongly that you could feel it in everything that we did on this day.

Online Home Learning 2.0

Motivation

There is no quick fix for low motivation, it takes time, patience and persistence. These might sound simple, but, making your bed when you get up, getting dressed for the day ahead, making sure your study space is organised, (in your way) so you can find all the things you need for the day. By doing these three things each day you can affirm yourself of three completed tasks early in the day. This becomes important to reflect on if you hit a low motivation point during the day.

Act and seek early

Over the next six weeks I strongly encourage the Year 12s to 'act and seek early'.

Act - ensure you have all that you need for each class, organise and prioritise your diary each day and make sure you are getting plenty of exercise and movement throughout the day (walk away from that screen).

Seek - support, ask questions, respond to emails and tasks as required. Not having the opportunity to connect physically, we rely even more on each other to seek opportunities to connect.

Soft Skills in 2020

Each year the World Economic Forum releases the top 10 'Soft Skills' that employers are looking for from potential employees.

In 2020:

- | | |
|-----------------------------|----------------------------------|
| 1. Complex Problem Solving | 6. Emotional Intelligence |
| 2. Critical Thinking | 7. Judgement and Decision Making |
| 3. Creativity | 8. Service Orientation |
| 4. People Management | 9. Negotiation |
| 5. Coordinating with Others | 10. Cognitive Flexibility. |

Let's take a moment to reflect on 2020 so far.

We have used each of these top 10 skills as a part of our journey. We have been agile, adaptive, solved problems, been extremely creative and fully appreciate the value of connecting with others.

These intrinsic skills will help all of us to continue to flourish, grow and adapt over the final months of 2020. They will allow us to take on that new challenge of 2021, irrespective of what that looks like.

'Let the hills hear your voice', with everything that you do over the next two weeks. Speak up in class, have your say, seek clarification, state your opinion and drive your journey with love and passion. Now is the time to take the next brave step to grow on this adventure that we call life.

Remember, you are amazing, so go and be amazing!



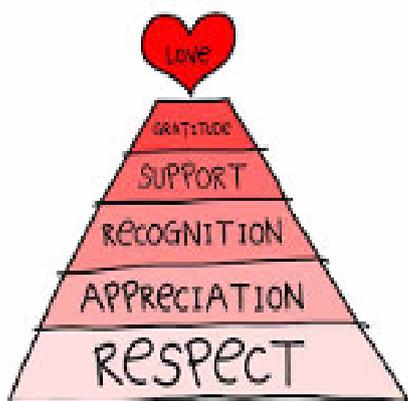


**Year 7 –
Michelle Arnold**

Feeling connected as a homeroom and Year 7 community has been the ongoing focus for our Year 7s, especially during this second round of Online Home Learning. The homeroom teachers, class leaders, SRCs and I have all been working away to help the girls feel connected. Here are just some of the things we have been doing and things that are coming up.

Celebration of our 100 days

100 days of high school is a special milestone for our Year 7s and this year we saw it celebrated in a different way to the one we had planned. On 24 July, the Year 7s celebrated in their homerooms online to mark this occasion. The following week the girls received some mail which had a 100 days certificate and some positive affirmation cards that were designed to help inspire and affirm our Year 7s in all that they do.



Competitions and challenges

The SRC and class leaders are working together to plan some year level competitions and homeroom challenges that will help keep the year level connected, along with having some fun during our online learning. So, watch this space!

Pastoral session

This week in pastoral and homeroom, teachers will be working with the Year 7s to support them with wellbeing during Online Home Learning. Some of the things being looked at include:

- tips to break up the days of online learning
- where can I go for support?
- positive affirmations and positive self-talk





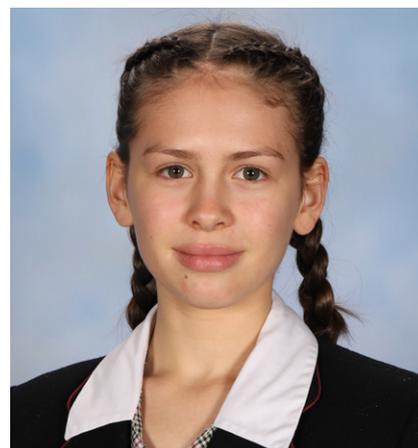
Year 7-10 Discover Learning Leader Rebecca Bennett

Discovery Learning

Over the recent term break, students were offered the opportunity to participate in online workshops run by The Academy for Enterprising Girls. Workshops were designed to 'cultivate young women's skills in design thinking, technology and business skills'. Year 9 student, Frances Taboada (9 Silver) took up the opportunity and wrote the following about her experience:

The workshops were a full day event from 9 am to 3 pm and were done through Zoom and Slack. The workshops were a great experience and it was really enjoyable to meet and connect with girls from across Australia, to have fun and use our creativity. I am very grateful I took this opportunity, as the workshop was a great tool to enhance my knowledge and understanding about entrepreneurship, running a business, how to tackle community problems, creativity and girl empowerment. The workshop incorporated information sessions and activities teaching us about ways we can tackle a community problem, run and maintain a successful business and taking a stand to create change. Overall, the workshop was a fun and informative experience which definitely has inspired me to create change and has taught me a lot about business and entrepreneurship.

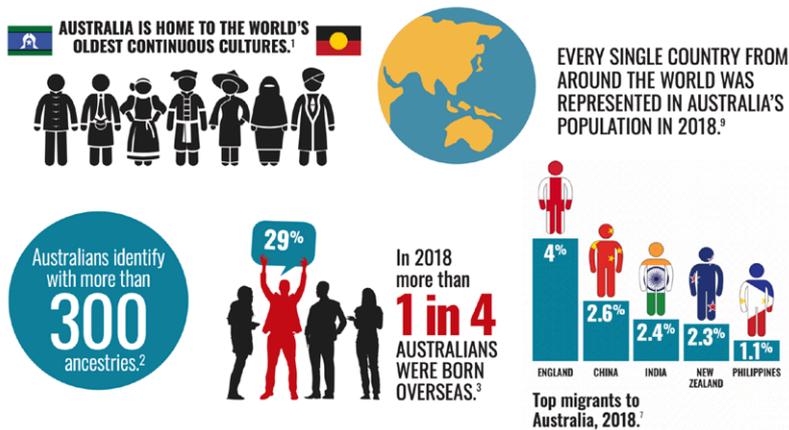
For parents and students interested in learning more about the work of The Academy for Enterprising Girls, you will find more on their [website](#).



Ayin

Insightful conversations have filled our online learning space in Ayin over the past two weeks through our exploration of the topic 'Cultural Diversity'. Students have been investigating the idea of a single Australian culture through considering the perception of Australia internationally, discussing the presence of racism in our nation and viewing statistics on the diversity of Australian citizens. Students also critically examined the promotion of values and ideas in the National Anthem from multiple perspectives, leading to discussions on alternatives that better capture our history and values. Particular focus was given to the lyrics 'for we are young and free' and 'for those who've come across the seas, we've boundless plains to share'. Students viewed the following two videos to prompt thought and discussion: [Is our national anthem for everyone?](#) and [You Can't Ask That - Refugees](#).

Students are now embarking on an inquiry project to critically investigate Australia's cultural diversity, its triumphs and its barriers. We look forward to seeing where this takes our students and sharing this in coming weeks.





Religious Education – Anna Gionfriddo

In Religious Education, Year 7 students are currently studying the concept of *Finding and Connecting with God and His Words*. In this concept, the students are learning about the structure of the Bible, different styles of writing found in the Bible and understanding the religious truth found in the Bible and what meaning it can have for the girls today.

For their study on *The Great Flood* (Genesis 7-8,) students were asked to write themselves into the story of Noah.

Chloe Moore (7 Silver) wrote the following from the perspective of a dove:

Looking down, I see a man being laughed at but smiling, talking to himself as if someone invisible is with him. The loud chop of the tall tree hits my ear as I watch him work hard and build a majestic ark. Hours passed as I sit in a tall tree above, watching and listening to the noise as night falls. The sparkling moon and stars start to rise as I sleep in the tree but the man below continues to work. The golden sun shines down upon the desert as he hears something like a voice telling him commands. He calls and suddenly a group of all species of animals come towards him. I fly down with my pearlescent wings and join the group and finally I look up and I see a massive wooden ark that looks to fit many animals of all sizes. I fly in and look around and all of our food and water is packed away ready as if we were going to live on this ark for weeks. As we all settled in suddenly, a loud crashing noise from outside was very strange because there was never rain in the desert. Hours passed and the boat quickly starts rising. I then piece up the puzzle and realise there was a flood and he was saving the animals from it.

After a whole night with the animals the water was very high. I looked out the window and all I saw around us was water. The horizon met with the water, which meant the land was beneath us. Weeks passed and I decided to fly out when the man was not looking. As I searched for any life around me, I saw in the distance a small bit of land and trees! I grabbed a leaf and flew as fast as I could back to the ark. The man turned around and his face was amazed. As soon as he saw the news, he talked to himself and slowly the water began to sink. All of us looked out the window and we were finally on land. The group of animals got off the boat down the mountain and we were free. He thanked me and said goodbye. I flew with my white wings into the horizon and there it was. A colourful rainbow that gave me hope.



Careers and Pathways – Brooke O'Hara

Careers at OLSC

Successful people have fear, successful people have doubts and successful people have worries. They just don't let these feelings stop them.

T Harv Eker (Author, Motivational Speaker)

Students and families can find the fortnightly Careers newsletter at www.olsccareers.com/?page=newsletter.

In this fortnight's newsletter there is information relating to:

- Upcoming events: 2020 Year 12 VTAC Information Evening, 2020 Virtual Tertiary Open days, Inside Monash Webinars
- Career Industry in the Spotlight - Real Estate
- Things to Consider - Federation University - Guarantee ATAR, CASPer - Education courses 2021
- Research ideas - Apprenticeships and Employment, La Trobe Biomedicine pathways to Physiotherapy.



Humanities - Sarah Chalmers



Madeline Ballingall, 11 Purple



Zafira Tsagarakis, 11 Purple



Mathematics Teacher – Helen Mulvogue

For more information, please contact Mrs Mulvogue at hmulvogue@sion.catholic.edu.au

Click on the link to go directly to the booking form.

Victorian Students' Parliamentary Program 2020

Over the last week, Madeline Ballingall and Zafira Tsagarakis, both of Year 11, participated in the Victorian Schools' Parliamentary Program. This is what they had to say about their experience and the topic:

The Victorian Students' Parliamentary Program 2020 posed the question to students 'Should the voting age be lowered to 16?'

*We firmly believe that the voting age **should** be lowered to 16 in Australia, but with the exception that it should not be made mandatory; rather, minors should be provided with the opportunity to register to vote.*

Lowering the voting age to 16 would encourage political engagement among Australian youth, further strengthening democracy by increasing the long-term turnout of voters while shedding light on and addressing youth concerns. This would allow young people to participate in political decision-making regarding important topics like climate change, and such decisions are expected to have consequences that will greatly impact the youth.

Many teenagers have part-time jobs that require them to pay taxes, thus serving as valued citizens who positively contribute to society. If the youth are deemed mature enough to participate in the workforce, then arguably they are entitled to contribute to making political decisions about their working conditions. This argument can also be extended to having the right to vote about affairs regarding the education sector as such decisions directly affect this demographic.

Through the voting age being lowered to 16, students who are engaged and interested in having a say in federal and state elections will have an opportunity to voice their opinions. This therefore allows for a better representation of society's attitudes in political decisions. An initiative which could be undertaken to increase education around government for young voters might include mandatory Civics classes in Year 10. This will not only benefit young voters, but the whole of society as the youth are provided with the adequate knowledge required to make informed political decisions that impact our future.

We would like to thank Ms Chalmers for the opportunity to partake in the Victorian Students' Parliamentary Program. Despite the altered program due to COVID19, it was a thought-provoking experience that we would recommend for future students to participate in.

Madeline Ballingall and Zafira Tsagarakis (Year 11)

OUR LADY OF SION COLLEGE

AFTER SCHOOL ONLINE MATHS ASSIST

OPPORTUNITY FOR STUDENTS TO RECEIVE HELP WITH

- HOMEWORK
- KNOWLEDGE AND SKILLS COVERED IN CLASS
- SUPPORT WITH REVISION FOR ASSESSMENT TASKS

MONDAY 3.10 - 3.45PM

JULY 20, 27

AUGUST 3, 10, 17

sign up via Google form

<https://forms.gle/SZeH6EbH9q72Ej6A6>

See your
Maths Teacher
for more
details



**Music –
Martin Macaulay**

Remote recording projects

We are very excited about the continual music-making that is happening across the board even in these remote and virtual circumstances.

- The Senior and Intermediate Strings are working to put together a joint recording of Flying Fiddlesticks.
- The Intermediate Concert Band is producing a remote recording - watch out for details coming soon.
- The Sion First (Year 6) Band is also busy preparing a recording from Australian Composer Jodie Blackshaw called *13 Moons*.

AMEB External Grade Examinations

Some music students will be undertaking AMEB examinations in the fifth Metropolitan session (scheduled for October/November). We await further advice as to what this will look like in the current climate. It may mean we will need to arrange video recordings of student performances, if face-to-face examinations cannot take place. If examinations cannot take place, refunds from the AMEB will be made in full.

Sion First Band – Rocky Road for everyone

It is fast becoming a Music Department tradition: the Sion First Band had a session cooking delicious 'Rocky Road' as a way to end Semester 1. Dubbed 'Sion Firsterchef' the girls (who will be welcomed as Year 7 students in 2021) amazed judges with their culinary skills.





**Sport –
Katrina Gurciullo**

**Sport Administrator –
Liam Cox**

Sion Step Challenge

Classroom Code: mh4mxyv

Week 1 down, 2 weeks to go for the Sion Step Challenge. Congratulations to 11 Gold (Mr Nguyen) and 10 Silver (Ms Van Der Westhuizen) for both accumulating over 800,000 steps last week, huge effort! It doesn't take long to update and can be used as a motivating force to use the hour of exercise we have wisely. Make sure you upload your steps toward your homeroom total today!

GSV Term 3 Classroom

Fantastic to see students have started the term off completing workout and skill-based sessions.

Strength and Conditioning, Running, Badminton, Volleyball and Soccer programs can be found in the Classwork section. 'Minute 2 Win It' challenges have been a hit, keep the submissions coming! To join the classroom, students need parental permission through the [Google Form](#).

Top 10 Leaderboard – Week 1			
#	Year	HRM	STEPS
1	11	Gold	841,269
2	10	Silver	830,852
3	9	Gold	645,906
4	7	Gold	614,205
5	8	Gold	568,352
6	Staff	Staff	481,372
7	8	Orange	401,866
8	9	Blue	388,161
9	10	Purple	321,553
10	9	Silver	314,977

Sports Stars of the Week

Emily Bugeja (11 Gold) and Georgia Wilson (11 Blue)

This week Emily Bugeja and Georgia Wilson are our Sport Stars of the Week. The girls have shown fantastic leadership over the past fortnight, promoting sport opportunities with peers and participating in live sessions in the LHC. Both girls have led live workouts with Saskia Nannes and Jorja Livingstone. Em and Georgia helped create a Sport video that will be shared during homeroom this week. Keep up the terrific work rate girls!



Live Workouts

Well done to all students and staff that have attended the live workouts so far in Term 3. Great to see everyone keeping active during isolation. Special mention to the Year 11 and 12 students that attended sessions in the LHC, the environment was electric! Let's keep up the enthusiasm from home for the next few weeks!

Please see below our upcoming schedule. Mondays are led by our Student Sport Leaders, Wednesdays we have an alternative session with an instructor and Fridays are led by the Staff. More information can be found on the GSV Classroom.

GSV Live Workouts						
Week	Week 5			Week 6		
Date	Mon 10/8	Wed 12/8	Fri 14/8	Mon 17/8	Wed 19/8	Fri 21/8
Time	3.15 pm	7.45 am	7.45 am	3.15 pm	7.45 am	7.45 am
Leaders	Student	Instructor	Staff	Student	Instructor	Staff
Type	Strength	Pilates	HIIT	Strength	Boxing	HIIT





Learning Resource Centre – Margaret Lawson

As we move into another lockdown a few things will change with the LRC, and a few things will remain the same.

The physical LRC won't be available to students and, unfortunately, we won't be able to do Borrow Bags this time around. But the team – Ms Branson, Ms Valucava, Mr Hannah and I – will be working from home and we will be available to support you. Students are invited to contact us on LRCsupport@sion.catholic.edu.au if we can help with anything.

Our ebook platform, [Wheeler's](#), will still be open for borrowing and we will be

loading some more books onto this platform in the next week. Students are invited to make book suggestions for purchasing; however, we generally don't purchase every book that is requested, but most books.

In addition, our [Library website](#) will continue to be updated to support both students and teachers. For example, Ms Branson has been working on developing a page for our VCE students. The [Notre Dame Libguide](#) is being developed to be a hub for our senior students with links to study skills and VCE resources. If you would like to see us develop a page for an interest or a subject area, please contact LRCsupport@sion.catholic.edu.au.

Keep an eye on the Student Bulletin for online events through the LRC.

Victorian Premiers Reading Challenge

Three more students have finished the Victorian Premier's Reading Challenge:

- Georgina Harradine 7W
- Erin Kavanagh 9W
- Rose Lim 10W

In addition to the self-satisfaction of finishing the Victorian Premier's Reading Challenge, there is also a reading war raging between 9 Purple (Ms Beale) and 9 Red (Mrs Smith). 9 Red are currently winning the reading war with 138 books completed.

1077 books have been verified so far this year as part of the Victorian Premier's Reading Challenge; students are reminded that for a book to be verified it needs to have a 50-100 word book review submitted. Students are also reminded that they need to read at their level or above, so books that are allocated to Grade 5, will not be verified for Year 7s. If you cannot load your book into the challenge website, contact Ms Branson jbranson@sion.catholic.edu.au and she will push the book to your account.

Sion Writers Club

Every week we have been meeting online and doing writing exercises. Throughout August, we are taking up the 'Novel Writing' challenge. National Novel Writing Month #nanowrimo normally occurs in November of each year, but for Australia it is in the middle of exam and end-of-year preparations. So, our 'Sion Novel Writing Month' will be during August this year. Students are encouraged to set a writing goal for each day and to find the time to add to their story. Don't worry about spelling or grammar, just write!

At our Monday Writers Club meeting, the group celebrated writing over 10,000 words. All students are invited to participate and the support booklets and calendars for this event have been uploaded into the Google Classroom for Sion Writers Club.

All students are invited to join in on the 'novel writing month'. Keep an eye on your email and the students bulletin for meeting times.





Monday 10 August
Friday 11 September
9.30 - 10.30 am

Applications
for
Year 7, 2022,
close
9 October, 2020

Visit Our Lady of Sion College in a whole new way and discover how your daughter can embrace life at Sion.

Join us for a live-stream virtual tour of our College via Zoom.

Our Virtual Talk and Tour Mornings will feature a live address by our Principal, Mrs Tina Apostolopoulos, an opportunity to meet the Leadership Team and our student leaders as well as a chance to ask questions.

Visit our website to book.

www.sion.catholic.edu.au

1065 Whitehorse Road, Box Hill | 03 9890 9097



Disability Standards for Education — 2020 Review



disabilitystandardsreview.education.gov.au

Have your say!



Disability Standards for Education
2020 Review

disabilitystandardsreview.education.gov.au

For those of you who are interested in sharing your views about disability standards in education, the Federal Government invites you to have your say in their 2020 Review. Please see full details below on how you can be involved.

2020 Review of the Disability Standards for Education 2005

The Disability Standards for Education 2005 (the Standards) help make sure students with disability in Australia can access and participate in education on the same basis as students without disability.

What is happening?

The Australian Government Department of Education, Skills and Employment, on behalf of the Minister for Education, is undertaking a review of the Standards through an extensive community consultation process. The Standards are reviewed every five years to test if they are effective in achieving their objectives and whether any improvements could be made.

Current, former and prospective students with disability, their families and carers, advocates, educators and other members of the public are invited to share their experiences, views and ideas to inform the Review of the Standards. A discussion paper has been developed with guiding questions to help you have your say.

How can you be involved?

Due to COVID-19 restrictions, engagement activities will mostly be held online via a dedicated 2020 Review [Consultation Hub](#).

There is a range of different ways you can share your views and ideas. To register to be involved or to make a submission visit the [Consultation Hub](#).

The consultations are open until 11.59pm AEST on Friday, 25 September 2020

For more information on how to get involved, email The Social Deck at engage@thesocialdeck.com or call 0491 617 118.



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS



Meet the Principal

Register now for our virtual
Question and Answer session with
Principal Mark Murphy at bit.ly/WFCTour

Applications for Year 7 2022 close October 2020.

To apply, please visit bit.ly/WFCApplication

info@whitefriars.vic.edu.au | 9872 8200