

Red Bend Catholic College



A local community of Mission within the Australian Marist Community

Newsletter



Principal's message Mr Stephen Dwyer

This week we celebrate Champagnat Week and all that is wonderful about our Marist community. We remember St Marcellin Champagnat, the founder of the Marist Brothers, who, a couple of hundred years ago, had a vision for the education of young people. A vision which spoke of making Jesus known and loved and loving them and loving them all equally. We have had a wonderful week full of activities celebrating all that is Marist. On Wednesday our Champagnat Liturgy was presented LIVE to students in their Pastoral Care classes and to families and members of the wider community. I thank Bishop Columba who led our celebration in gratitude of our Marist identity and thanking our God for our many blessings. It is always pleasing to be able to present the Champagnat Awards to students from each year level who espouse the values of St Marcellin. Congratulations to all these students whose names and pictures are in this newsletter. I also congratulate Mr Michael Keep, a valued member of our ICT staff, who was presented with the Staff Champagnat Medal.

So what is it that makes us Marist? What elements define us, what distinguishes us and what mobilises us?

Our Marist theme for 2020 'One Wild and Precious Life' gives us some insight into this, inviting and challenging us to look at who we are, the lives we are living and our place in the world. It invites us at a deeper level to consider what it means to be truly human in living our lives with purpose. We are challenged to new ways of being and relating to each other. It is about new ways of living together and of learning how to love. It is a journey of growing in understanding of God's great love for us and desire for us to be who we are called to be.

Pope Francis also gives us some ideas of being Marist when he says it is not being the best that is most important: "The important thing is that each of us needs to consider how we bring out the very best of ourselves".

St Marcellin in a letter to the early Marist Brothers once wrote this simple and inspiring line: "We aim at something better." As Marist we are encouraged to never give up and always strive to be a better version of ourselves.

So in this Champagnat week, it is an ideal time to reassess and ask ourselves....what is it that you plan to do with your one wild and precious life?

This week we also celebrate National Reconciliation Week, a time for all Australians to learn about our shared histories, cultures, and achievements and to explore how each of us can contribute to achieving reconciliation in Australia.

As a community, reconciliation must live in our hearts, minds and actions as we move forward, strengthening respectful relationships between all people.

The theme In This Together, highlights for each of us that we all have a role to play as we strive towards a more just and equitable nation by championing unity and mutual respect as we come together and connect with one another.

COVID-19 continues to influence many aspects of our lives: who we can see, where we can go and what we can do. At assembly last week I spoke to the students, highlighting that how we respond to these ongoing challenges can be heavily influenced by our mindset. One proven concept for helping us to thrive, overcome a fear of failure and instil in ourselves a belief that we can realise a better future is to work on a growth mindset.

A person with a growth mindset believes that their talents, skills, abilities and personality can be developed through hard work, good strategies, learning from mistakes and getting input from others.

A person with a fixed mindset believes that their basic qualities like intelligence, talents and abilities are fixed traits. As in, they have a certain amount of talent or intelligence and that is that.

If one adopts a growth mindset, they're more willing to set challenging goals and persist even when they have setbacks. Research has demonstrated that people with a growth mindset have a greater ability to thrive in even the most difficult situations. Your mindset is powerful whether you realise it or not. It influences your thoughts, your habits, your learning and your relationships.

Although presented as two groups, fixed mindset

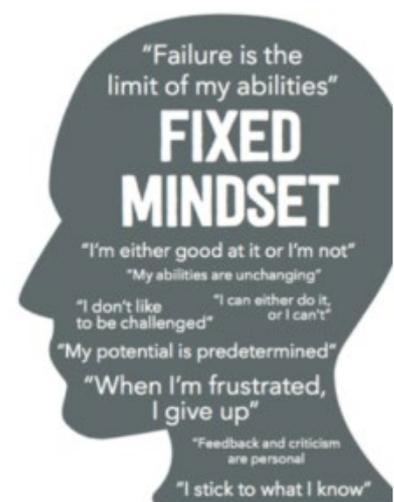
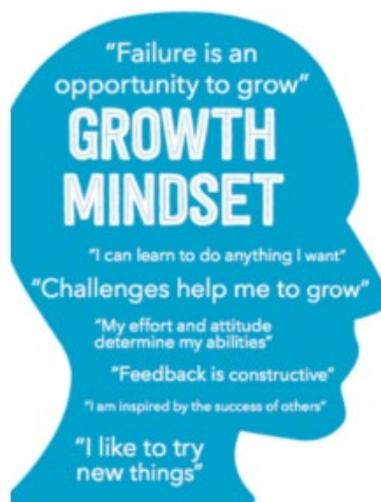
and growth mindset, in reality, your 'Mindset' represents a continuum and individuals can move between Mindsets depending on topic or context. The recognition that we can exhibit both Fixed and Growth Mindsets and move between them is important to note, as it is incorrect to label ourselves as either one or the other. No one has a totally fixed or a totally growth mindset. We all move between both mindsets

So how do you shift your Mindset? Here are three strategies that can assist in developing a more growth mindset.

1. Understand that your Mindset is just a set of beliefs and it can be changed. You can change your thinking as you are in charge of your thinking.
2. Learn to identify the different 'voices' of the different Mindsets. Recognise when you are thinking in a fixed way, acknowledge this and ask yourself, 'What would a growth mindset think?'
3. Add 'yet' to the end of statements. For example, I'm not good at this yet, I don't have a good memory yet, I can't do that equation yet, I am not good at understanding poetry yet, I'm not good at talking to new people yet.

A growth mindset has the belief that you can improve and learn from your mistakes. Research is very clear that enhancing a growth mindset positively influences learning and development and increases our ability to respond to challenges and crises in our lives.

May Mary our Good Mother and Saint Marcellin Champagnat continue to watch over our community.



Champagnat Day

JUNE 3, 2020



Staff Champagnat Medal recipient - Michael Keep



Year 7 (in alphabetical order) Jasmyn Azzopardi, Mykel Coe, George Field, Callie Godden, Delilah Karaitiana, Lachlan Kupkee, Nicholas Lindsay, Ru Little, Kade Mikita and Ellie Parker. Champagnat Medal winner - Ru Little.



Year 8 (in alphabetical order) Yetu Akhiwu, Clancy Bolam, Megan Cox, Marty Davies, Vienna Farrell, Bella Neville, Georgette Pereira, Henry Turner, Keera Walsh and Clayton Wing Yip. Champagnat Medal winner - Yetu Akhiwu.



Year 9 (in alphabetical order) Ronald Barker, Halli Brownlow, Madeleine Cannon, Mitchell Finn, Emily Gordon, Dayne Hamilton, Ty Read, Sally Rout, Lila Yates and Charles Zannes. Champagnat Medal winner - Madeleine Cannon.



Year 10 (in alphabetical order) Molly Beasley, Alex Drewes, Jasper Mackay, Bayden Moran, Jack Nadin, Bella Nicholson, Ella Payne, Harrison Toole, Naomi Turner and Aleczer Walters. Champagnat Medal winner - Jack Nadin.



Year 11 (in alphabetical order) Ella Burke, Charlie Coddington, James Finn, Stuart Gordon, Joshua Higgins, Maddison Lewin-Howard, Jorja Mann, Maisy Osborne, Billy Phillips and Jesse Shorter. Champagnat Medal winner - Charlie Coddington



Year 12 (in alphabetical order) Claire Barrott, Bethany Burton, Matilda Cruickshank, Gracey Denham-Jones, Sophie Heraghty, Charlie Hollman, Hannah Mattiske, Jade Page, Thomas Phillips, Mason Ruzgas, Olivia Twyford, Antez Varghese and Maggie Wright. Champagnat Medal winner - Gracey Denham-Jones.



Deputy Principal's message Mr James Metzeling

Welcome to Week 6 and it's been great this week to see our students get involved in many activities to celebrate the life of Marcellin Champagnat.

It has also been wonderful to see so many students engaged in their school work and taking every opportunity that is afforded them.

Below is some important information for our parents and students to be conscious of.

Online Challenges and tips for staying safe

Over the last two months we have been spending more time online than ever before. Whether that be for learning, socialising or just combating boredom it's important that we stay safe online.

As a community we have spent more time online to stay connected with friends and relatives.

eSafety has put together some advice to make sure you look after your online safety and wellbeing — to help navigate the uncharted territory we are in. Take some time to explore this advice and learn how to get support if things become difficult.

On this page it includes information on:

- Staying connected with friends
- Managing your mental health in and out of COVID lockdown
- Know how to deal with cyberbullying
- Don't fall for fake news
- Balance your time online
- Be cautious about online relationships

I encourage you to read the tips by clicking on the link below.

Back at school? 6 online safety tips for the 'new normal'
www.esafety.gov.au

Laptop Charging Stations

Here at school we have set up two areas that students can charge their laptops. If students find that their laptops are going flat or they forget to charge them the night before, they can come and use these lockers to give their laptops a quick charge. Students will need to bring their laptop chargers with them, so I would encourage students to get into the habit of packing their laptop charger when they come to school. The two areas are:

Library



The ICT office



Developing emotional intelligence in children

I read an excellent article on Emotional intelligence and how those students who are more emotionally developed deal with things in a much calmer and logical way. I would encourage all parents to have a read of this article, as as a parent I found this very insightful and something that I plan on focusing more on with my children.

Ever told a child to calm down only to see their emotions escalate instead? Kids, like adults, need to recognise their feelings before they can regulate their emotional state, and that's not easy. Emotional recognition is a complex process that takes practice. Even when we are good at it we don't always get it right. Learning to recognise your feelings is a continuous process that's best started when young, before the ups and downs of adolescence show up. The rest of the article can be found here. www.parentingideas.com.au

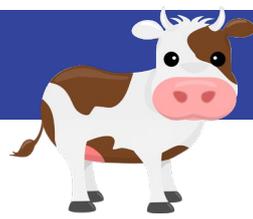
RBCC P&F
Online - Wednesday, June 17 @ 7pm.
Please email rbcc@redbendcc.nsw.edu.au to receive the link

SCHOOL PHOTOS

Monday, June 15 and
Tuesday, June 16

Information will be emailed to Parents/Carers next week





FARM TALK



With everything that has been happening in the past few months with COVID 19 I would like to take this opportunity to let everyone know that the Agriculture faculty and farm at Red Bend has still been very busy and productive. Unfortunately the Sydney Royal Easter show had to be cancelled much to the disappointment of the cattle team and Mrs Earl who had spent many hours preparing about a dozen steers for the show. Fortunately with the help of the Stock and Station agent Colin Say and Co from Glen Innes they organised a carcass competition for any schools who were preparing animals for the Royal. We sent 9 steers to this and received 2 Gold Medals for our steers, so well done to the Cattle Team.

Also the pumpkins and grammas that we were also growing for the Royal Easter show were used in a virtual competition organised by Channel Ten's The Project show.

All the beautiful rain we have received over autumn has enabled us to sow grazing oats and barley as well as clover and rye pastures. Fortunately the Year 11 & 12 Primary Industries students managed to get these paddocks sown before the lockdown. The cattle and sheep have enjoyed this abundant feed during their lambing and calving.

With the return of Year 7 their chickens have arrived and they will be able to raise them for the rest of the term.

Mrs Tandy and the sheep team picked up their wethers for the National Merino wether challenge and hopefully this competition which is scheduled for August will still proceed. We are keen to defend our National title which we have one for the past three years.

The National Worldskills competition which was to be held in Perth this August has also been a casualty of COVID 19. James Barnes from year twelve had gained a place in this competition following his outstanding results in the regional competition. The Nationals have been rescheduled for May 2021 and James still hopes to compete.

I have included a link to a short video which the Agriculture teachers produced to show at assembly whilst the students were unable to attend school. Please enjoy this video.

<https://drive.google.com/file/d/1-CbfM0JbqEwEnfIDss2iMeaUMcA2BmTu/view>

All the best from the Agriculture Department

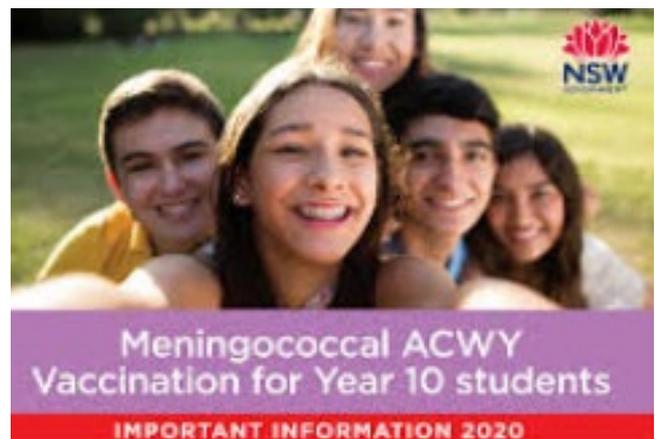


VACCINATION - Year 10

Dear Parents / Guardians of Year 10 students,
A Meningococcal ACWY vaccination package containing relevant information and a consent form was posted out in May to all Year 10 households.

Can the signed consent please be returned to the school ASAP, to enable a vaccination clinic date to be confirmed with NSW Health.

Thank you





LOYOLA

With the pandemic causing schools to advise students to stay at home for the past 6 weeks, our Loyola Captains Maddy and Tom caught up with some Loyola students to see how they handled the time in isolation ("Iso").



Billy Phillips is a boarding student

How did Covid 19 affect you and your family ? Not all that much really being on the farm we hardly noticed anything was happening.

Did you run out of any essential items in the house ? Not really but we had to ration out toilet paper.

What's it like to be back ? Not bad, being home was pretty good.

How did you go with using Google Classroom / Online Learning ? It was hard trying to stick to a timetable and force yourself to do the work, sometimes the internet was dodgy too which made it hard.

What did a typical day look like for you during "Iso"? School work for a bit then going to work with Dad

Did you take up a new hobby or re-discover an old one? Not really, unless playstation counts.



Zac Payseno is a PARKES STUDENT

How did Covid 19 affect you and your family ? It didn't really affect me but it did affect Dad because he had to start working from home

Did you run out of any essential items in the house ? No

What's it like to be back ? It's good to be back and seeing my mates everyday.

How did you go with using Google Classroom / Online Learning ? Great!

What did a typical day look like for you during "Iso"? Wake up, eat, school work, go to bed.

Did you take up a new hobby or re-discover an old one? Yes mountain biking.



Stella Neville is a Year 7 Student

How did Covid 19 affect you and your family ? Not really, mum and dad were still going to work. It was just me and my sister at home doing school work.

Did you run out of any essential items in the house ? Not really.

What's it like to be back? Pretty good, better than doing work at home. Good to see friends.

How did you go with using Google Classroom / Online Learning ? Didn't love online learning, it was hard to get motivated.

What did a typical day look like for you during "Iso"? Get up, breakfast, do some work and go on my phone then go to bed.

Did you take up a new hobby or re-discover an old one? Painting and puzzles.



Amy Rolfe is a Year 12 Student

How did Covid 19 affect you and your family ? We had to be careful when leaving the house and it was hard not being able to see relatives and friends.

Did you run out of any essential items in the house ? Yes, toilet paper.

What's it like to be back ? It is good to be back and return to face to face learning and see people.

How did you go with using Google Classroom / Online Learning ? It didn't go too well for me because I had slow internet connection and was unmotivated.

What did a typical day look like for you during "Iso"? Would wake up early and do online classes most days

Did you take up a new hobby or re-discover an old one? Yes, exercise, running



Mr Douglass is Loyola House Coordinator

How did Covid 19 affect you and your family ? Both my wife and I are Teachers. We had to adapt very quickly to teaching online. This was a challenge, but I feel that I am better for it.

Did you run out of any essential items in the house? Very low on bathroom tissue.

What's it like to be back? It's great to have most students back in the classroom. There are some good things about learning online, but I enjoy teaching in person much more.

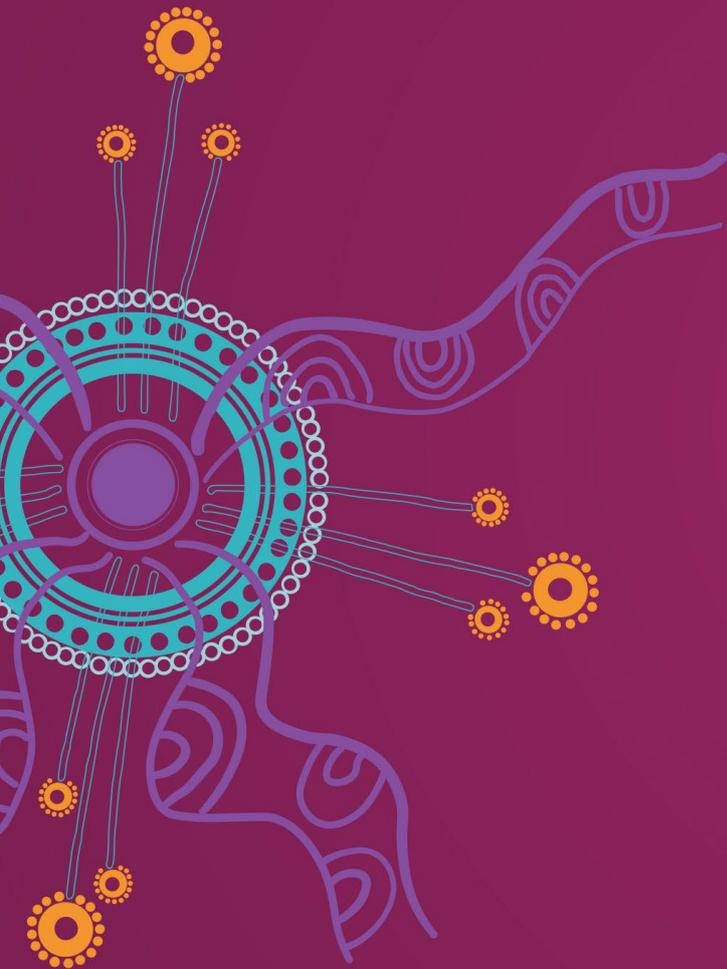
How did you go with using Google Classroom / Online Learning? I have a way to go But I am much better than I was 8 weeks ago.

What did a typical day look like for you during "Iso"? Week 11 I was at home. Other than that I mostly came into work. I found it challenging to work from home, I am easily distracted.

Did you take up a new hobby or re-discover an old one? It was great to get some jobs done in the yard at home. The more you do, the more you find - but I was able to tick some jobs off. I made several batches of tomato sauce and cleaned out the shed.







In this together

National Reconciliation Week
2020

27 MAY – 3 JUNE

reconciliation.org.au/nrw
#NRW2020 #InThisTogether2020





Media Release

22 May 2020

Back to school: Universities encourage HSC students to keep up the good work and carry on

As school students make their way back to school, New South Wales universities wish to assure HSC students that they recognise that the COVID-19 pandemic has been a disrupting force to students' studies.

The New South Wales Vice-Chancellor's Committee (NSWVCC), which represents all NSW-based universities, supports the joint decision of the NSW Education Standards Agency (NESA) and the NSW Department of Education to hold the HSC exams in 2020.

On behalf of the NSWVCC, UOW Vice-Chancellor Professor Paul Wellings encouraged HSC students to stay the course.

"NESA's decision to run year 12 examinations gives students certainty and a clear pathway to university entry.

"We appreciate that the disruptions caused by the COVID-19 pandemic have impacted on students' focus, but the need for certainty is paramount.

"Proceeding with the HSC examinations provides certainty to students, parents and teachers as well as universities.

"Year 12 students and others aspiring to further study in 2021 are strongly encouraged to remain committed to completing the HSC in 2020," Professor Wellings said.

Professor Wellings assured all students, teachers and parents that universities would assist as much as possible via admission processes and wished to remind students that there are alternative pathways into university such as bridging and foundational courses to build up knowledge and skills lost during the pandemic.

"As in all previous years, NSW universities work closely with the NESA and the Universities Admissions Centre to ensure that university admission processes and pathways are as equitable and transparent as possible.

"This will continue for 2021 admissions with universities taking the impact of these disruptions into account in assessing applications for admission, especially for certain student groups that are more likely to have been disadvantaged by the disruption.

"2020 is proving to be a disruptive year for the higher education sector, but we urge all students to remain focused on achieving their best possible results under the circumstances.

"Students should feel reassured that all universities are looking forward to welcoming this year's graduating secondary students into courses commencing in 2021, and that universities have learning support arrangements to assist university students with reaching their potential." Professor Wellings said.

Media contacts

Ellen Goh, Executive Officer, NSWVCC, M: 0455 229 084 | E: ellen_goh@nswvcc.edu.au

Andrew Herring, Senior Manager Media & PR, UOW, M: 0410456676 | E: herring@uow.edu.au

Committee Convener

Professor Paul Wellings CBE
Vice-Chancellor, University of Wollongong

Secretariat:

Ellen Goh, Executive Officer
T: 0455 229 084 | E: ellen_goh@nswvcc.edu.au

NSWVCC members:

Australian Catholic University | Australian National University | Charles Sturt University | Macquarie University | Southern Cross University
University of Canberra | University of Newcastle | University of New England | University of New South Wales | The University of Sydney
University of Technology Sydney | University of Wollongong | Western Sydney University

2020 HSC

What's changed for students?

Established early this year, the NESA COVID-19 Response Committee is carefully considering and making any changes needed to keep the 2020 HSC fair and everyone involved safe. The Committee includes representatives from the government, Catholic and independent school sectors.

WHAT YOU NEED TO KNOW

-  NESA and schools are following the advice from the Australian Health Protection Principal Committee, which is also supported by NSW Health.
-  Your school has the authority to determine the number, type and weighting of **formal school-based assessment** tasks.
-  The **written exams** start on Tuesday 20 October, and the timetable is now available.
-  You will get your **results** on Friday 18 December, by SMS, email and online.
-  An overview of specific changes to the 2020 HSC is available over the page. If you are impacted by the changes, talk to your teacher or visit the NESA website for more information, including about how your final mark will be calculated.

WHAT'S DIFFERENT ABOUT SOME PRACTICAL AND LANGUAGES ORAL EXAMS?

- **Design and Technology:** Major Design Project – now due on 10 September.
- **English Extension 2:** Major Work Multimedia-Short Film – students to submit documentation instead of the final film.
- **Industrial Technology:** Major Project (Product) – now due on 27 August.
- **Textiles and Design:** Major Textiles Project (Product) – now due on 31 August.
- The **languages oral** exams start on 15 August and an updated timetable is now available.

WHAT'S DIFFERENT ABOUT THE CREATIVE ARTS PERFORMANCE AND PRACTICAL EXAMS?

- **Dance:** Core composition – students must dance their own choreography.
- **Drama:** Individual Project - Critical Analysis (Portfolio of Theatre Criticism) – students may use filmed theatre performances.
- **Drama:** Individual Project (Video Drama) students to submit documentation and up to 2 minutes of edited footage, instead of the final film.
- **Music** - students can only perform solo, with pre-recorded accompaniment or with a single live accompanist.
- **Visual Arts:** Body of Work – now due on 14 September.



OTHER CHANGES

If you are doing a **VET subject** and are unable to complete the work placement, you will still be eligible to receive the credit units for the HSC.

If you are applying for **disability provisions**, you have more time to provide evidence to support the application.

If you are yet to meet the **HSC minimum standard** you can attempt each test up to six times in 2020. You can also take the tests once you have left school.