FROM THE PRINCIPAL

Dear members of the Avila community,

Last night we as a community acknowledged and celebrated the achievements and successes of our Avila College students throughout 2014 at our Annual Presentation Evening held at Monash University, Clayton. While the night focused on successes and accomplishments of many of our Avila College students I would also like to thank and recognize the support and encouragement from our staff that guide students in their pursuit of their goals and achievements.

Examinations for all our VCE, Year 11, 10 and 9 students have now been completed and the HeadStart program for students entering Years 10 and 11 next year has commenced in earnest. As the name suggests, this is a valuable opportunity for these students to make a ‘head start’ in their studies for the following year.

On Thursday 20 November we held our final PFA meeting and dinner for 2014. I would like to take this opportunity to thank all members of the PFA who have volunteered on many projects and events throughout this year; you can all certainly say that your first twelve months has been a great success. Earlier that same day we held a morning tea to thank many of our parents who volunteer in others ways at the College, especially in service at our canteen and library. To all our parents who volunteer in so many ways to support your daughter’s school I would like to acknowledge the partnerships that are strengthened through your involvement in the life of our College.

It was wonderful to make welcome to our College on Tuesday 18 November so many “special persons” who joined our Year 7 students for morning tea and an insight into the learning spaces that we have on offer here at Avila College. Particular thanks are extended to Rachael Janssen, who oversaw the organization of this event, ably supported by Donna Teekens, Christine Kralj and Karis Dalton, as well as our Year 7 students who proudly showed-off their College to the significant people in their lives. This event is a great opportunity for members of our extended Avila College community to gain an insight into the great programs we have on offer at Avila as well as see the current building programs that are well underway.

At a recent Curriculum Committee meeting we heard from a number of staff who truly are “leaders of learning.” It was clear from their presentations related to formal study many of them are undertaking, as well as classroom initiatives and inquiry-based learning that is being offered across many curriculum areas, that our staff are forerunners with their classroom practices. It is of course Avila’s students who are the beneficiaries of these curriculum developments.

This will be our second last newsletter for the year and I look forward to sharing the very special events we have planned as part of Avila College’s Golden Jubilee celebrations in our next newsletter.

Community news:

Prayers and sympathy are extended to Annie Opray, staff member, and her family following the recent death of her father-in-law and to Fiona Wright, whose mother-in-law passed away recently.

With God’s blessing to all members of our Avila community.

Louise Gunther
Principal
ADMINISTRATION NEWS

Students in Years 7 – 9 will be involved in a range of engaging learning programs from Tuesday 2 December to Friday 5 December.

**Year 7 students** will be involved in a *World Integrated Unit* over the three days. This program is student driven and involves students creating their own countries and undertaking a range of activities that cover many key learning areas, with specific links to AusVELS Civics and Citizenship and Economics.

**Year 8 students** will be involved in:
- **Tue 2 December**: Technologies activities & Reconciliation activities.
- **Wed 3 December**: A fun-filled day of Maths activities and forensic science activities
- **Thu 4 December**: Health Education Day; guest speaker Sonya Karrass will work with our Year 8 students. This presentation will be followed by alcohol education workshops run by Avila health staff.

**Year 9 students** will be involved in:
- **Tue 2 December**: Careers Program 1.
- **Wed 3 December**: Avila/Mazenod Reflection Day; activities and shared Eucharist with students from both schools.
- **Thu 4 December**: Careers Program 2.

**ADVENT LITURGY**

On Friday 5 December the College community will gather for an Advent liturgy followed by House activities. Students will be dismissed at 1pm.

---

**2015 Important Dates**

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 19 January</td>
<td>Mon 13 April</td>
<td>Mon 13 July</td>
<td>Mon 5 October</td>
</tr>
<tr>
<td>Tue 27 January</td>
<td>Fri 19 June</td>
<td>Fri 18 September</td>
<td>Mon 19 October</td>
</tr>
<tr>
<td>Fri 30 January</td>
<td></td>
<td>Fri 18 September</td>
<td>Mon 23 November</td>
</tr>
<tr>
<td>Mon 2 February</td>
<td></td>
<td></td>
<td>Fri 4 December</td>
</tr>
<tr>
<td>Tue 3 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun 8 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 11 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 13 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue 17 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 18 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue 24 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Congratulations**

Rebecca Cetrola
Deputy Principal Administration

Ecclesiae Filia – Daughters of the Church
LEARNING AND TEACHING NEWS

HeadStart: 21 to 28 November

Students studying VCE, VCAL or VET subjects next year have been involved in our HeadStart program this week. It is designed to provide a real introduction to the senior studies program. All students undertake three lessons in each of their Semester One subjects. This assists students to become familiar with the expectations of each subject and to make a serious start on their learning. Students can expect to be set holiday homework that builds on the teaching and learning from the HeadStart program.

As a consequence of the HeadStart program, a few students may decide that they have chosen a subject that is not the best fit for them. In some cases, students may realize that the subject will require more or different learning than expected. They are urged to discuss such concerns both with their parents and teachers before the end of this week. Parents can be crucial in encouraging resilience in students at this point; however, for some students, a subject change may be necessary. These students should contact Mrs Franken as soon as possible to ascertain whether a subject change may be feasible. Subject changes are limited by class sizes or clashes in the timetable grid. In addition, students making subject changes are expected to catch up, not only on the learning missed in HeadStart, but also with all the holiday homework that has been set.

Feedback

At a recent staff meeting, Monash University researchers, Dr Michael Henderson and Dr Michael Phillips presented an update on initial findings from their “Video Feedback” research project with Avila College. Overwhelmingly, students reported finding the video feedback more useful and clearer than traditional written feedback. Approximately fifteen teachers have trialled video, audio or screencasts to provide students with rich feedback that leads to improvement in learning. The Monash University researchers noted that Avila College is at the “cutting edge” of educational innovation and best practice. These educational experts admitted they were “blown away” by the professionalism, creativity and commitment of teachers at Avila College to finding the most effective means of ensuring students were well supported in their learning. Interest in the Avila College and Monash University partnership led to an invitation to write an article for the Australian Council for Educational Leaders e-Teaching publication. A copy of the article appears on the following pages of this newsletter and is reproduced with permission for the Avila College community.

One outcome of the research project has been that all teachers have developed a heightened awareness and appreciation of the components of effective feedback, regardless of the mode (written, video, face to face etc). Many researchers, both locally and overseas, have suggested that feedback is the most influential teaching factor affecting student achievement. Involvement in this research project shows students that Avila’s teachers are committed genuinely to their own learning too.

Examination Feedback

Careful review and reflection on examination performance provides another rich learning opportunity. Year 9 students are given exam feedback from their English, Maths and Science teachers during class time. Students in Years 10 and 11 should collect their marked exams between 9am-10am on Monday 8 December. The annual Avila magazine will also be distributed at the same time. Uncollected exams will be available during business hours from the General Office until 18 December only.

Reports and Results

Semester Two reports for Years 7 to 11 students will be released to parents via the Parent Access Module (PAM) from 3pm Monday 15 December. When the reports have been finalized and uploaded, an email alert will be sent to parents. A “Guide to Reporting Codes” used on the reports can be accessed from a link on Simon.

VCE units 3 & 4 results from the VCAA will be released from 7am Monday 15 December. Year 12 students have been given details of how to register to receive their results via SMS. The Avila Careers Hub will be open from Monday 15 to Wednesday 17 December for students and their parents who may wish to discuss a change of tertiary preference.

Booklists

Parents are reminded that the final date to lodge booklist orders is Thursday 4 December. Staff from Campion will be at Avila College between 9am and 1pm on Tuesday 20 January to distribute orders. Alternatively, parents can select to have their orders home delivered. Uncollected orders will not be retained at the College after 20 January.

Madeleine Franken
Deputy Principal Learning and Teaching

**Changing Channels: Exploring Video Feedback**

**Management strategies for the classroom**

How can you communicate meaningful feedback in the richest way to each individual in your class? How important is your students’ learning wisdom you possess? How valuable is your time?

At Avila College we have been exploring some of these questions through a partnership with Monash University Faculty of Education Lecturers Dr Michael Henderson and Dr Mike Phillips. They were involved in research of video feedback and we were exploring improving feedback to students using technology; from these complementary areas of interest a wonderful symbiotic relationship was born.

Dr Henderson and Dr Phillips presented to our staff on what had been found to be most effective when giving video feedback:

- Begin with a salutation (“Hi Maggie, I'm going to give you feedback on…”)
- Keep it short (5 mins max)
- Don’t edit your video (“ums” and “ahs” actually enhance student connectedness to the comments you’re making)
- Include relational comments (“It’s like that time in class where you said…”)
- Point out specific strengths (“Your essay was particularly strong where you supported with an example from the text by saying…”)
- Give specific feed-forward – ways the student can improve (“Programming a variety of robots moving at different speeds would make your computer game more engaging for the player”).

Through the active research project our staff anecdotal observed video feedback was most effective when used formatively, for example in the essay drafting process, or when giving feedback on project-based learning activities. We also experienced recording
of video feedback as more time consuming in the early stages; subsequent recording sessions developed a rhythm, taking around the same time as giving written or text based feedback. The difference, or the payoff, was that the quality and depth of feedback given via video was much greater.

Teachers expressed that they felt more satisfied with the quality of the feedback they were able to give using video. Of course this is not the case for all teachers across any one subject or for all subjects at the school. Video feedback is an additional feedback technique, adding to those we already use. What we have seen is that there are some tasks where video feedback has enabled teachers to give richer, more specific feedback to students and that feedback has subsequently helped students to learn more deeply.

When it comes to giving video feedback, the technical process seems to be where people have most trepidation and therefore put most attention; how you create and share your feedback will depend on the ICT infrastructure available to you and your students. The reality is that once you’ve got the basics and repeat it for a class of students you’ll be a pro.

Our school uses Apple products, so our staff mainly used Photo Booth and Quicktime to record their videos, using either a web-cam or screen capture. It was important to ensure that feedback was confidential, so we made use of Google Drive folders shared between the teacher and each individual student. Once a video was completed it was dropped into the appropriate student’s folder, then when all feedback was completed, the students would access their folders and watch the feedback. This also allows for both students and staff to have ready access to an archive of their video feedback.

Keep in mind the main focus when giving video feedback is the skills most teachers already possess: looking at a student’s work and giving advice on how to improve. The Monash researchers’ recommended focus to look at strengths and give feed-forward created a useful guiding structure for us to work within when giving the feedback. Some teachers commented that the practice of giving video feedback helped improve their ability to give meaningful, positive feedback supported by examples; actively looking for examples of strengths and ways to improve become more habitual over time. If you want to find out more about the effectiveness of positive based assessment philosophies, you could research positive psychology and strength-based practice models.

Being part of a partnership with Monash University has been rewarding for our teaching staff. Having direct access to the research knowledge of Dr Henderson and Dr Phillips sparked the interest of many teachers. In a subsequent meeting we worked together to discuss the nature of the research and what it could look like in our school. This collaborative approach, as well as the passion and enthusiasm of Dr Henderson and Dr Phillips, helped engage a group of about 15 teachers in the trial.

One challenge for us to deal with was the slightly daunting prospect of having our faces appearing on students’ screens. Levels of concern varied amongst teachers, with some finding creative ways to focus on the students’ work rather than their own expression. An interesting aspect of video feedback is the value of facial expression to the students’ understanding of the feedback they receive. From a research perspective, Dr Henderson and Dr Phillips explained how the richer the media, the greater the impact of the feedback. In this context the written word is seen as less rich than the sound of a voice, which is less rich again than video, containing voice and expression. This concept was summed up by a Year 8 student remarking to her teacher, “The video is better than just audio because your voice sounds kind of mean. When we can see your face smiling, we get that you’re describing a good thing we’ve done!”

The students also engaged with the concept of their teachers’ existence outside the school context. Factors like the kinds of clothes the teacher was wearing and the background decor became topics of conversation between teachers and their classes. One teacher’s students requested she give the feedback from different areas of her house; they wanted to see more of what was on the bookcases and the walls. This was an unexpected element of the development of the student-teacher relationship as the video allowed the students to see their teachers as real people with real lives beyond the classroom.

We are continuing to work with Monash University who are providing expert guidance and interesting insights about the impact of our work. A survey of 211 of our students, conducted by Dr Henderson and Dr Phillips, has confirmed the strength of our anecdotal findings. Over 75 per cent of our students found the video based feedback to be more detailed, individualised, clear, useful, accurate and fair, prompting them to actively consider what they did and how they could improve. There was a statistically significant increase in the number of students who believed the video based feedback was better than written feedback in helping them to understand the difference between what they are doing now and what they need to do to improve.

Our partnership with these researchers at Monash University has given us useful strategies and empirical evidence of impact. If you are interested in reading more about the ongoing research at Monash university and the impact of multimodal (e.g. video) feedback then browse their website: http://bit.ly/assessment-feedback. You can also contact them if your school would like to receive guidance and participate in the research.

Engaging in this video feedback research has had many benefits. We have given our students exposure to richer feedback, helped our staff to develop their understanding of feedback while gaining transferable eLearning skills and we have been able to contribute to the wider educational community’s understanding of the impact of multimodal feedback. How wonderful!

Links

Quotes on feedback

Software innovation, like almost every other kind of innovation, requires the ability to collaborate and share ideas with other people, and to sit down and talk with customers and get their feedback and understand their needs.

Bill Gates

I think it’s very important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be doing it better. I think that’s the single best piece of advice: constantly think about how you could be doing things better and questioning yourself.

Elon Musk
Keeping Motivated – Coaches Needed

Even though most of the senior students have completed their exams there is still plenty of teaching and assessment going on in the rest of the school. Seeing older siblings and friends wind down for the year may make it challenging for younger students to stay motivated but it is important that they do.

Year 7 – 9 students are heading into a time where they are preparing to complete final assessment tasks such as end of unit tests and assignments. During this time they are developing the skills of active studying: note taking, how to make summaries and apply cumulative knowledge.

As a parent/guardian, you become a valuable study and life ‘coach’. You don’t need to know anything about the topics your daughter is studying, that is her job, you just need to help her get priorities in order, help her find help when she needs it and ensure that her time is used wisely. Doing this in a calm and supportive way will ensure this busy time is less stressful for everyone. Don’t wait until things get heated.

Set Priorities:

- Use a planner on the wall for the last few weeks outlining work and assessments that are due in
- If your daughter works slowly content is more important than setting out and pretty borders
- Don’t put less popular tasks last, in fact it can be better to get them out of the way first

Revision Techniques:

- Support your daughter to complete revision work set by the teacher
- Revision can be done be teaming up in a study group of friends (just keep things on task)
- Suggest your daughter summarise her notes then ask her questions about them (much better than re-reading notes as this helps move information from short-term to long-term memory)
- Use mnemonics, they are great short cuts the mind uses to link long pieces of information.

Time Management:

- Study is best done in small chunks over a long period of time
- Active studying is effective but lots of time spent ‘getting organised’ is not
- Make time to still get exercise as it helps reduce the feeling of being fidgety while sitting
- Ensure that study is not done late at night; start earlier rather than later

Encourage your daughter to find out what she does not know how or what to do early and then seek help. Staff are always willing to re-explain work, especially if a student has worked to her best ability in class. Avoid a last minute rush to the teacher as they may have class or a yard supervision when asked for help.

Be generous with praise for effort and be positive about the outcome that will result. Focus on the skills your daughter is developing rather than the mark at the end. If starting a new routine for study helps, encourage your daughter to renew her study routine early next year.

Try to keep things balanced, you and your daughter are in this for the long haul, this is just one part of an ever-changing educational journey.

Donation of Uniforms

If your daughter has out grown an item of her uniform and it still has plenty of wear in it, please consider donating it to the College and we will ensure that it is passed onto a family in need. Freshly laundered items can be left at the front office at any time of the year.

SafeMinds

Headspace – the National Youth Mental Health Foundation will be presenting a session in Knox for parents to learn about early detection and support for young people through the SAFEMinds mental health training, a partnership between the Victorian Government and headspace, which is currently being introduced for schools and families across Victoria.

SAFEMinds supports school communities to effectively identify and intervene early with the mental health needs of children and young people.

Regards,
Pastoral Team
MATHS NEWS

Congratulations to all students who participated in three Maths competitions offered at Avila this year. Students mentioned below were presented with their certificates at the recent school assembly.

AUSTRALIAN MATHEMATICS COMPETITION

In the Australian Maths Competition (AMC) students use their mathematical knowledge to solve problems ranging from straightforward to extremely challenging. The competition aims to be accessible to all students, not just the mathematically gifted. The AMC is an internationally recognised competition open to all Australian school students as well as students from other countries. This year 114 Avila students achieved a Credit, Distinction or High Distinction certificate. Congratulations to the following students who achieved a Distinction or High Distinction.

High Distinction  Year 7: Johanna Hempenstall, Ixya Shrestha

Distinction  Year 7: Venusha Wimalasiri, Harinie Soori, Year 8: Andi Campisi, Marsha Fernando, Kalkhi Jeyaprakash, Gabrielle Poh, Stephanie Smith, Katia Vascon, Alysha Wanigaratne, Year 9: Claire Esler, Rose Healy, Abbey Kaali, Katrina Lieu, Lindsay Pearson

VICTORIAN MATHEMATICS TALENT QUEST

A group of enthusiastic Year 8 students took on the challenge of the Maths Talent Quest, which focuses on investigating the use of mathematics in real life situations. Students investigated a topic of their choice and, with the guidance of their Maths teacher, Miss Scott-Jones, researched, designed, solved problems and communicated their mathematical thinking in relation to their area of interest.

Congratulations to the following girls who were recognised for their work in their projects:

Credit: Kalkhi Jeyaprakash

Distinction: Jacinta Bonaddio, Katia Vascon, Laura Burns, Leah Dyer

High Distinction: Claire Peethamparam, Jessica Satya Graha

National Maths Talent Quest.

Winners of the Yr 8 Group Project: Claire Peethamparam and Jessica Satya Graha

AUSTRALASIAN PROBLEM SOLVING MATHEMATICAL OLYMPIADS

The Australasian Maths Olympiad involves students using their problem solving skills to independently solve challenging problems. The Year 7 Olympiad team met regularly during Terms 2 and 3 at lunchtimes to prepare for and undertake five separate contests. Congratulations to Ixya Shrestha who achieved the highest result in her team.

YEAR 7 SPORTY MATHS

Year 7 students had the wonderful opportunity to spend half the day applying their Mathematical skills to real life settings when they participated in Sporty Maths activities on Monday 10 November.

For half the day, they skipped, sprinted, jumped, took free-throws, and judged gymnastics. While playing sport and having fun, the girls had to measure their heart rate, draw a diagram to scale, work out the nutritional value of popular breakfast cereals and solve logic problems. They used their knowledge of symmetry to design a locker room and apply statistical measures to determine the strength of their grip.

Many thanks to all students, PE staff and Maths staff for their enthusiastic participation.

Rosie Ryan
Curriculum Leader Mathematics
YEAR 7 LEARNING WITH LAPTOPS

Ever heard of Photoshop? The programme that makes celebrities look like Barbies? Wondering why I brought this absurd topic up? Simple, Photoshop is not just a Barbie look-a-like creating machine, it is also used all around the world by photographers. We had to learn how to use one Mac App in IT. Being the wannabe-photographer I am, I took up the challenge of learning how to use Photoshop.

I searched ‘Photoshopped photos’, of course pictures of celebrities with perfect skin and tiny bodies came up but then I saw this picture; all black and white except for one splash of colour. Clicking on it, it said ‘Colour Splash’.

I searched many tutorials, playing around with the different ways they advised I did it. Eventually, after many failed attempts I had made up my own way to complete Colour Splash efficiently. Soon enough I was a professional… not really.

I learnt how to use many other tools of Photoshop, I even learnt how to perfect any imperfections. I could draw on peoples’ faces, make pictures black and white etc.

Overall, I learnt how to use many aspects of Photoshop and enjoyed it all the way. I have made a tutorial, and a wide collection of Photoshopped pictures; plus, if I was to ever take up the career of a photographer I would have the numerous tools I know how to use to help create even better photos.

Mr Baroudi says that he was impressed with the tutorials produced by Grace and her peers. In addition to Photoshop, students learnt to make 3D models in Google Sketchup, program animations in Alice together with many other programs available to them as Mac users. In the words of Mr Isma, the Year 7s have learnt to view their Macbooks as instruments for creation.

But that’s only the beginning of our wide learning discovered in IT…

Grace Joyce
Year 7 Student
PARENTS AND FRIENDS REPORT

When I became involved with the Avila College PFA I thought it would be good to give a little back to the College which has given so much to my daughters. Instead it is I who has benefitted from getting involved. I have learnt many new skills and made some wonderful friends. As a PFA team we have mastered the planning required to deliver successful events and celebrated the outcomes together with joy.

Highlights this year have included the Year 7 Families Welcome Picnic, the Mother’s Day Stall and Breakfast, the Lucinda Nolan Presentation, the parent social evening featuring BABBA, the Father’s Day Breakfast and the World Teachers Day Thank you lunch for staff. It has been a very busy year and schedule and it would not have been possible without such a dedicated and enthusiastic team of PFA volunteers. My sincere thanks go to:

Vice President: Karen Roache
Secretary: Helen Colbourn
Treasurer: Andrew Cuthbert
Committee Members:

- Sue Glennon
- Rolando Mandarino
- Kathy Pitt
- Helen Silich
- Ymara Jayamanne
- Victoria Radnell
- Louise Davison
- Helene Diamantopoulos
- Alan Dew
- Maree Hastings
- Maree Radnell
- Sophie Erpisimidis
- Nancy Abdou
- Angela Elliott

On behalf of all PFA members I would like to extend our thanks to the Principal Ms Louise Gunther and Mrs Annie Opray, Director of Marketing and Development. Both Louise and Annie have attended the PFA meetings held in the evenings full of encouragement for the work of the PFA. We are most grateful to them for their ongoing support.

The PFA is extremely excited about 2015 as we celebrate the Golden Jubilee year of the College. The events calendar contains something for all members of the community and we are preparing to assist the College with many of the functions. We will be heavily involved in helping with the Carnival and Open Day on Saturday 21 March and we will be asking all parents to get involved, whether it be for an hour or for the day. Stay tuned for more details.

In closing I would like to wish all Avila families a very safe and happy Christmas and I look forward to meeting many of you next year.

Loretta Stapleton
PFA President

CANTEEN ROSTER

<table>
<thead>
<tr>
<th>Mon 24 Nov</th>
<th>Tue 25 Nov</th>
<th>Wed 26 Nov</th>
<th>Thu 27 Nov</th>
<th>Fri 28 Nov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Woolley</td>
<td>Kayleen Mclean</td>
<td>Tina Mercuri</td>
<td>Nancy Abdou</td>
<td>Angela Ng</td>
</tr>
<tr>
<td>Maria Biviano</td>
<td>Maryanne Mcpherson</td>
<td>Elizabeth Dabrowski</td>
<td>Louise Philp</td>
<td>Angela Bilson</td>
</tr>
<tr>
<td>Bec Mazzarella</td>
<td>Meredith Kelly</td>
<td></td>
<td></td>
<td>Shi Lin</td>
</tr>
<tr>
<td>Rosie Karipidis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon 1 Dec</th>
<th>Tue 2 Dec</th>
<th>Wed 3 Dec</th>
<th>Thu 4 Dec</th>
<th>Fri 5 Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqui Giuliano</td>
<td>Nicole Stow</td>
<td>Kim Middleton</td>
<td>Sharon Rice</td>
<td>End of Term 4</td>
</tr>
<tr>
<td>Liz Nunn</td>
<td>Susan Natoli</td>
<td>Annamarie Feeley</td>
<td>Karen Roache</td>
<td></td>
</tr>
<tr>
<td>Imelda Evans</td>
<td>Bronwen Mancini</td>
<td>Surenthini Rayhudhevan</td>
<td>Brid Gill</td>
<td></td>
</tr>
<tr>
<td>Afia Anjum</td>
<td>Lorenzo Spano</td>
<td></td>
<td>Lora Domne</td>
<td></td>
</tr>
</tbody>
</table>

Ecclesia Filia – Daughter of the Church
**Avila Athletes**

Emily Wright of Year 11 is the 2014 State Level 10 Champion in gymnastics. She won gold on vault, bars and beam at the Victorian Championships in Geelong on Saturday 8 November. Congratulations Emily.

Monique Louey of Year 8 competed in the Victorian All Schools Track and Field Championships on Friday 7 November. She competed in High Jump where she placed 4th, just missing out on the Bronze medal. Monique jumped 1.50m. Congratulations Monique.

**Milo Super 8’s Cricket – Regional Finals**

Congratulations to our Junior and Intermediate Cricket teams who competed in the Regional Finals for the Milo Super 8’s Cricket. The Intermediate team competed on Wednesday 12 November and placed 5th. The Year 7 and 8 teams competed on Wednesday 19 November, the Year 8 team placed 9th and the Year 7 team just missed out on the state finals placing 2nd. Thank you to the teams’ coaches Miss Flynn, Mr Johnson, Mr Bullock and Mr Whiston. Well done to all students that participated in the regional finals, we look forward to another great season of cricket in 2015!

**AVILA Uniform Shop News!**

The Avila Second Hand Uniform Shop is no longer able to accept the following items: tracksuit jackets, tracksuit pants, polo tops, microfiber maroon shorts, bathers, fleece vests.

The Avila Second Hand Uniform Shop will be open, from 1-4pm on:

- 26 November
- 3 December
- 10 December
- 17 December 2014.

If you need a second hand uniform but cannot come on the dates above, please phone the Avila Office ☏ 9831 9600 on Monday, Tuesday or Wednesday mornings to arrange another time.

Alternatively, you can email vnicoll@avilacollege.vic.edu.au with any query about a second hand uniform.
PATHWAYS NEWS

YEAR 12 NEWS

CHANGE OF PREFERENCE (COP) – When you apply for courses through VTAC you are not bound to those preferences. You can change them as much as you like (without extra charge) from 24 November to 22 December. You will receive your ATAR on Monday 15 December, so you have a week after that when you can still change your VTAC preferences. The Careers Hub will be open from the 15 - 17 December for students who may like some assistance with change of preferences.

TAX FILE NUMBER – If you do not already have a Tax File Number (TFN) you are advised to apply for one now. You will need it when you enrol in a tertiary course in January. TFN Application forms are available from the front office.

VCE RESULTS AND ATAR – VCE Results and ATAR Service will be available from 7am on Monday 15 December. You can access your VCE results and ATAR via the Internet, SMS and/or mail. The SMS service is provided by Salmart Digital. SMS cost $1.10 max. (incl GST). Call 1800 501 083 for help with SMS registration. You can register from 9am on Monday 10 November till midnight on Sunday 14 December.

PATHWAYS TO A MONASH DEGREE

The Diploma of Tertiary Studies (DoTS) is an alternative entry pathway to Monash if students don’t meet the requirements for direct entry into an Education, Business or Nursing degree. Students must receive an ATAR score of at least 50 to be eligible for this program. The DoTS program is equivalent to first year of a university degree. Upon completion students can enter directly into second year of the equivalent Bachelor’s degree.

- Business stream (VTAC code 2800710271) à Bachelor of Business
- Business Administration stream (VTAC code 2800130751) à Bachelor of Business Administration
- Education stream (VTAC code 2800129391 or 2800729391) à Bachelor of Education (Honours)
- Nursing stream (VTAC code 2800110681 or 2800710681) à Bachelor of Nursing

DoTS is offered at our Berwick and Peninsula campuses. Visit our [website](#) for more details.

PATHWAY INTO THE BACHELOR OF SCIENCE

The Diploma of Higher Education (DoHE) provides an alternative entry pathway into the Bachelor of Science. It is designed for students who don’t get the ATAR required for direct entry into the Bachelor of Science. Students must receive an ATAR score of at least 60 to be eligible for the DoHE. It is a one year course that is equivalent to first year of a university degree. Upon completion, successful students will be able to progress into second year of the Bachelor of Science or the Bachelor of Science / Bachelor of Education (Honours) at Monash University. The DoHE will be delivered from our Clayton campus. To find out more about pathways at Monash, please visit our pathways [website](#) or call 1800 MONASH.

YEAR 10 & 11 NEWS

VCE SUMMER SCHOOL

VCE Summer School is your students’ chance to get a head start on their studies for next year. Held at the University, it is a full-time two week program including classes, seminars and one-on-one tutorials in all of their VCE subjects. For each subject students are given a detailed subject booklet outlining the requirements of the subject as well as practical study hints and examples. They will also be treated to a program of activities, workshops and excursions in order to promote a healthy study-life balance. Tutors are current University of Melbourne students who can give your students a fantastic insight into university life. Bursaries are available to students experiencing financial difficulty. Dates: 12–23 January 2015. More information: umsu.unimelb.edu.au/jump-in/summerschool

MADA - MONASH ART DESIGN AND ARCHITECTURE - 22/11 - 5/12

Visit the end of year show at the Caulfield campus for an opportunity to witness the results of emerging artists, designers and architects. monash.edu/mada/now

YEAR 9 NEWS

Tuesday 2 December and Thursday 4 December are Careers Days for Year 9 students. These provide further opportunity for girls to explore aspects of their career planning journey. We will complete some essential activities related to the Year 10 Community Service and Work Experience programs. The Commonwealth Bank Start Smart program provides engaging workshops entitled: Smart Earning, Smart Spending and Smart Saving, Smart Investing. We look forward to providing all Year 9 students with valuable experiences and outcomes on these days.

*Jenny Dunn, Geraldine McKenna and Clare Meo*
Dear Parents
The College Board determines school fees after careful consideration of the need for the College to provide an extensive curriculum and inspiring Catholic education while keeping the costs manageable for parents.

The school fees for 2015 are shown in the following table.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Tuition Fee</th>
<th>Technology Levy</th>
<th>Annual Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>$6,150</td>
<td>$150</td>
<td>$6,300</td>
</tr>
<tr>
<td>Year 8</td>
<td>$6,150</td>
<td>$150</td>
<td>$6,300</td>
</tr>
<tr>
<td>Year 9</td>
<td>$6,150</td>
<td>$150</td>
<td>$6,300</td>
</tr>
<tr>
<td>Year 10</td>
<td>$6,150</td>
<td>$150</td>
<td>$6,300</td>
</tr>
<tr>
<td>Year 11</td>
<td>$6,150</td>
<td>$150</td>
<td>$6,300</td>
</tr>
<tr>
<td>Year 12</td>
<td>$6,450</td>
<td>$150</td>
<td>$6,600</td>
</tr>
</tbody>
</table>

Composition of Fees

Tuition Fees
- Include the provision of a new Macbook or similar computer
- Discovery Learning programs such as camp at Years 7, 8 and 9 plus reflection days
- Year level e-learning licences where applicable

Technology Levy
- The Technology Levy covers the provision of insurance, software and a protective cover for the school provided Macbook

Discounts available

<table>
<thead>
<tr>
<th>Discounts available</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family discounts</td>
<td>$300 is deducted from school fees for the second sister</td>
</tr>
<tr>
<td></td>
<td>$1400 is deducted from school fees for the third and subsequent sister</td>
</tr>
<tr>
<td>Early payment discount</td>
<td>$300 per daughter off the school fees - if fees are paid in full by 28 February 2015</td>
</tr>
</tbody>
</table>

Other Charges

Private music fees
If your daughter does private music lessons through the College, the charges are in addition to the fees outlined above and are charged by Semester in Term 2 and Term 4. Further details of charges are outlined in the Avila College Music Policy.

Insurance Excess on Macbook
An excess of $250 is payable on any insurance claim and is billed to your fee account as incurred.

International Language and Cultural Tours
Overseas cultural trips with the school are charged separately to the fees, however, students will not be able to participate if school fees remain outstanding or families are not on a full fee scheduled payment plan.

Payment Options
Accounts may be paid by BPAY, EFTPOS, cheque, or direct debit from a bank account or credit card (Mastercard or Visa only). In the interests of security, cash payments are not encouraged and will only be accepted when made by an adult.

Current Avila families
It is assumed your current payment arrangements will continue in 2015. If this is not the case, please email the Finance Offer at avila@avilacollege.vic.edu.au for a new Fee Payment Option form.

New families to Avila
A Fee Payment Option form will be sent to you.

Note: All accounts must be settled by the end of the school year.