Dear members of the Avila community,

I hope the recent three-week break provided members of the Avila community a chance to refresh, relax, revive and re-group in preparation for a solid term of study and engagement in learning activities both curricular and co-curricular. Despite Melbourne presenting us with some rather cold winter weather, especially last week, and knowing that we have passed the shortest day of the year, should give us hope in the thought that spring is not too far away.

It was wonderful to see so many parents, as well as members of our College Board and PFA, attend our first whole school assembly for the term last Friday. Your attendance is a true indication of your support for not only the achievements and endeavors of your daughters, but also the Learning and Teaching program, including the extensive co-curricular program, we provide at Avila College.

Over the recent break, final preparations were made so that classes could commence in the new gymnasium and science / aghort spaces at the beginning of this term. I would like to thank in particular the PE staff, Science and AgHort staff as well as our Maintenance Team for having these spaces ready for students to start using. It has been delightful to see the many classes already make use of these new learning environments. The outside landscaping is still to be finished and we are hoping for some finer weather to assist with this task.

The annual Avila/Mazenod Musical is approaching and I encourage you to purchase tickets if you have not yet done so. This year’s production is Joseph and the Amazing Technicolor Dreamcoat and the dates are Wednesday, 29 July – Saturday, 1 August. Please see www.monash.edu/mapa for booking details.

I thank in advance all parents who have volunteered to complete the annual School Improvement Surveys this year. The survey is open from Monday, 20 July until Friday 7 August. Your feedback from these surveys will provide vital input into the future directions and priorities of the college.

Community news:
Thoughts and prayers are extended to Allan Kennedy (staff member) following his recent death of his brother.

We welcome the following back staff from leave during Term 2: Louise Swift, Donna Bell, Amanda Flynn, Anne-Marie Wise, Carmela Marino. This term, the following staff are on leave or part leave: Allan Kennedy, Clare Meo, Lisa Meaklim and Marlene Storey. Replacing these staff we welcome: Cherilynne Kingston, Simone Carroll, Louise Lancuba and Angela Remfry.

This term we also welcome two new students to the Avila College community: Grace Munro Year 8, and Verity Scurr Year 10. I have no doubt they will enjoy their new school and embrace all that is on offer at Avila.

Another new member of our college community is our new Business Manager, Lyn McGuinness who will commence on Thursday, 30 July. Lyn is currently the Business Manager at The Academy and has had extensive experience in a range of Catholic secondary schools.

It is not too late to organise a table or come on your own and join another table for the Golden Jubilee Gala Dinner on Friday 7 August. All the details for the event and booking information can be found on the College website. Tickets must be booked by Friday 30 July.

With blessings to everyone in our Golden Jubilee Year,

Louise Gunther
Principal
FROM THE CHAIR

Following the experiences of the Avila Leadership Team and Board Chair at the Nagle Education Alliance of Australia (NEAA) Conference in Melbourne in April, the June Board meeting began with a prayerful reflection sourced from this conference entitled “Presentation People: Shaping an Ongoing Story”. The NEAA regularly gathers school leaders from Presentation schools across Australia, so that they can continue to support each other in drawing on the Presentation charism, deeply embedded in schools founded by the Presentation Order. Madeleine Franken, Deputy Principal Learning and Teaching then presented an overview of the Conference to all Board members. This overview shared highlights of the presentations by the following conference keynote speakers: Julian Burnside AO QC, Sr Brigid Arthur, Fr Andy Hamilton, Sr Mary Coloe, Sr Mary Franzmann, County Court Judges Katherine Bourke and Claire Quinn (Educated at Presentation Schools). Through this opportunity, Board members gained further insights into the commitment to understanding current social justice issues that Presentation People share and, within the particular school setting, how this translates to inspire our teachers to offer an education to our daughters that ‘opens their hearts and their minds’.

A review of the Board’s key document, the Constitution, is currently underway. A Constitution working party has highlighted that there are several issues concerning Board membership that require consideration by the Board. To provide the Board with the appropriate background formation, as Chair, I led the Board in Part 1 of a summary drawn from a document entitled “Guidelines for Boards of Regional and Diocesan Colleges” prepared by the Catholic Education Office, Archdiocese of Melbourne. This presentation included information about governance, the Constitution, the role of the College Board and Board membership. In future Board meetings we will continue to explore the remainder of this helpful document.

To acknowledge 2015 National School’s Board Week, held first week of Term 3 every year, several Board members attended the whole school assembly last Friday. Following the assembly, Board members mingled with the guest speakers and a large number of parents, also in attendance. A school tour, which featured a walk through the most recently completed teaching and learning spaces, namely, the new gym, adjacent multi-functional classroom areas and state of the art Aghort/Science laboratory, concluded our most successful morning together.

Sally-Anne Petrie
Chairperson, Avila College Board

LEARNING AND TEACHING NEWS

Subject Selection

Term 3 is an exciting time with genuine opportunities for consolidating learning. The chance to reassess goals, explore future options then select courses for next year generates animated discussion amongst students and staff.

Yesterday morning students from Years 8 to 11 listened attentively to Curriculum Leaders as they outlined the various subjects available for study in 2016. Over the next fortnight, some specialist teachers will also conduct lunchtime Q&A sessions that will be advertised in the daily Student Bulletin on Simon.

This week formal information sessions for parents have been scheduled with the current Year 8’s session held last Monday (20 July) and current Year 9s and 10s attending last night (21 July). Next Monday (27 July), there will be a 7:30pm information session in the VCAL House to outline the VCAL program available for Years 11 and 12. All students and their parents interested in learning more about the VCAL program are welcome to attend.

Year 12 students should also be reflecting seriously on their Unit 3 coursework feedback and planning for life beyond Avila. Over the next few weeks they are encouraged to visit university and TAFE Open Days because they will be required to enter their preferences for tertiary courses via the VTAC website very soon. Careers teachers, Ms Jenny Dunn and Ms Geraldine McKenna and Year 12 Co-ordinator, Mrs Anna Marvelli will assist them in this process. The VTAC Information evening on Tuesday 11 August will also provide a timely forum for parents to learn the latest about the VTAC selection process for 2016.

Avila College has well-qualified and experienced Careers staff available to support students in their pathway planning. The Careers Hub is located in Room 6; students can drop in at lunchtime or request an appointment via email. Careers staff are also happy to include parents in meetings with students if required.
Semester One Reports and Oral Reports

All parents of students in Years 7 to 12 should have accessed their daughters’ Semester One reports via the Parent Access Module (PAM) on Simon. All students also can access their own reports from their personal profile page on Simon.

Opportunities for parents to discuss their daughters’ progress and or subject selection will occur with the Oral Report Interviews to be held in Week 6 of this term. Please note the dates listed below. Of course, parents with more immediate concerns about an aspect of their daughter’s progress may contact the College to arrange to speak with either the Year Level Co-ordinator or the specific subject teacher.

Bookings for Oral Report interviews will open today Wednesday 22 July. Oral Report bookings must be made using the Parent Access Module. If parents have questions about this, they can contact the IT Help Desk at the College.

Oral Report Interview dates:
Monday 17 August 3:15 – 8:30pm
Thursday 20 August 3:15 – 8:30pm

Madeleine Franken
Deputy Principal Learning and Teaching

HAVE YOUR SAY...}

In the coming weeks we will be seeking your participation in School Improvement Surveys to help shape the ongoing improvement of our school for the students in our care.

The survey will be available from Monday 20 July 2015 to Friday 7 August 2015.

Catholic Education Melbourne coordinates this process to support us in the collection of useful staff, student and parent opinion data.

Our School Improvement Survey Report is an invaluable resource in our ongoing pursuit of improvement. This helps us to identify what is going well and not so well and the ways in which we can improve and further develop our school. We would therefore greatly appreciate your continued support by completing the survey this year.

If you would like to register please email: sifavila2015@avilacollege.vic.edu.au

THANK YOU IN ADVANCE FOR YOUR PARTICIPATION.
ADMINISTRATION NEWS

Avila College requires all parents to create profiles on CareMonkey for their daughters. We are now disseminating all letters, documentation and excursion forms via this system. If parents have yet to complete their daughter's profile, they are asked to do it as soon as possible as they will be missing out on important information. All parents should have received an email or text message asking them to create a profile. If you are not receiving alerts to create a profile please supply the College with an up-to-date email address.

If you have any difficulties setting up your daughter’s profile please contact the College IT Help desk. More information about CareMonkey can be found at www.caremonkey.com

Rebecca Cetrola
Deputy Principal Administration

2016 TERM DATES

TERM 1
Wednesday 27 January: Staff return
Friday 29 January: Year 7-12 Orientation Day (8:30am-1:00pm)
Monday 1 February: Term 1 classes commence
Thursday 24 March: End of Term 1 (3:15pm)

TERM 2
Monday 11 April: Start of Term 2. Staff and students return
Thursday 14 April: Oral Reports (3:15-8:30pm)
Tuesday 19 April: Oral Reports (3:15-8:30pm)
Friday 17 June: End of Term 2 (3:15pm)

TERM 3
Monday 11 July: Start of Term 3. Staff and students return.
Tuesday 16 August: Oral Reports (3:15-8:30pm)
Thursday 18 August: Oral Reports (3:15-8:30pm)
Friday 16 September: End of Term 3 (3:15pm)

TERM 4
Monday 3 October: Start of Term 4. Staff and students return.
Wednesday 26 October - Friday 18 November: VCE Units 3 & 4 Examinations
Monday 28 November: Presentation Evening (TBC)
Wednesday 7 December: Years 7-9 students finish
Wednesday 14 December: Staff finish
Tuesday 20 December: Office Closes

2017 TERM DATES

TERM 1
Wednesday 18 January: Office Opens
Monday 30 January: Staff return
Wednesday 1 February: Years 7-12 Orientation Day (8:35am – 1:00pm)
Thursday 2 February: Classes commence
Friday 31 March: End of Term 1 (3:15pm)

TERM 2
Tuesday 18 April: Start of Term 2. Staff and Students return
Friday 23 June: End of Term 2 (3:15pm)

TERM 3
Monday 17 July: Start of Term 3. Staff and Students return
Friday 22 September: End of Term 3 (3:15pm)

TERM 4
Monday 9 October: Start of Term 4. Staff and Students return
Friday 8 December: Years 7-9 students finish.
Friday 15 December: Staff finish
Thursday 21 December: Office closes
‘Un’-social Media

Social Networking via sites such as Instagram is extremely popular with our students as a medium for social interaction. Instagram can be a fun and engaging way to keep in contact with friends (especially from other schools) and family, and enable young people to share a common interest or view – that’s the good news! But the other side of the coin is that unsupervised interaction between students can deteriorate into slagging matches full of vulgar and intimidating language. It is not uncommon for online talk to be much tougher and to risk one saying more than they would in public.

So why does this occur? One contributing reason is that adolescents feel safe at home surrounded by the familiar – knowing they are physically protected. The risk of ‘real life’ consequences for their behaviour is unlikely. Flirting, even if misinterpreted, cannot be taken to a physical level.

While your daughter wouldn’t readily give out personal information to a stranger face-to-face, some students willingly post their contact information and name of school. While parents and students are on the look out for older men trying to befriend them, some do little to act protectively when contacted by people of their own age. They believe that they can get to know someone online and trust what they are being told.

Another concern is the way that some young people put themselves in harm’s way by posting explicit photos of them or others without much thought about the message they are sending about themselves and their values. An increasing number of schools are asked to intervene between students who have posted inappropriate material on social media. This behaviour nearly always occurs out of school time and in the student’s own home so the parent’s role is vital to reducing this risk. Parents need to lead the way by talking to their daughter about online behaviour and monitor usage at an age appropriate level. It is helpful to remind teens that what is socially acceptable applies online as much as in face-to-face, ‘real life’ interactions.

If you have a concern about the way your daughter is using social media, you are welcome to contact a member of the college’s Pastoral Care Team to discuss your concerns.

### Parent Support Resources

<table>
<thead>
<tr>
<th>Program</th>
<th>Contact/Phone</th>
<th>Venue</th>
<th>Date/Times/Other</th>
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<tbody>
<tr>
<td><strong>Breaking the Cycle</strong></td>
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<tr>
<td>Group for any parent/carer whose adolescent is abusive and/or violent at home.</td>
<td>9896 6322</td>
<td>Anglicare 7-11 Shipley Street, Box Hill</td>
<td>20 July – 7 Sept: Mondays 10am-12pm 15 Oct – 3 Dec: Thursdays 6.30-8.30pm</td>
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<tr>
<td></td>
<td>Bianca Moran at Anglicare Victoria (Bookings essential)</td>
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<td></td>
<td>Cost (negotiable): $50 individual / $80 couple</td>
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<tr>
<td><strong>Monash Youth and Family Services</strong></td>
<td>9561 7359</td>
<td>14 Bogong Ave, Glen Waverley</td>
<td></td>
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<tr>
<td>Family Counselling for families with children 0-18 years. Youth counseling 12-25 years.</td>
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<tr>
<td><strong>Headspace</strong></td>
<td>9801 6088</td>
<td>Knox Ozone 509 Burwood Hwy, Wantirna</td>
<td></td>
</tr>
<tr>
<td><strong>Homework Support Programs</strong></td>
<td>9285 4888</td>
<td>Knox Library Knox City Shopping Centre</td>
<td>Wednesdays</td>
</tr>
<tr>
<td>Facilitated by Migrant Information Centre, East Melbourne.</td>
<td><strong><a href="http://www.miceastmelbourne.com.au">www.miceastmelbourne.com.au</a></strong></td>
<td>Wantirna South</td>
<td></td>
</tr>
<tr>
<td><strong>Parenting After Separation</strong></td>
<td>8650 6200</td>
<td>Lifeworks 1/384 Haughton Road, Clayton</td>
<td>28 July – 25 Aug: Mondays 10am-12pm</td>
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<td></td>
<td><a href="http://www.lifeworks.com.au">www.lifeworks.com.au</a></td>
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Regards,
Pastoral Care Team
STAFF PROFILES

GEMMA DI BARI

I knew from a very young age what it was that I wanted to do once I left school. This was a blessing because while many of my friends pondered their career options I knew that I wanted to become a teacher. I had always loved English, English Literature and History. Nothing gave me greater pleasure than reading poetry, short stories or long novels. I delighted in discussions in the classroom as a student and wanted to have a vocation where I could do the same thing.

Being in a classroom and having the privilege of teaching young girls gives me immense satisfaction and joy. To see them rise to the challenges of dissecting, analysing and considering the merits of a novel or the complexities of a play, is what being an English teacher is all about. To witness their learning, to hear their voice and to support their journey, is a window into the world they are creating for themselves and others.

I have been very fortunate to be able to teach in wonderful schools, where education is valued and celebrated. For this reason I have endeavoured to continue my own educational journey by studying post graduate courses that I felt would enhance my teaching both in and out of the classroom.

Over the years I have come to realise that we must embrace new techniques and practices that will benefit the whole person and for this reason I use meditation in the LAV program and RE lessons, as a way of helping students find balance and reduce stress.

There is so much to being a teacher at Avila. It’s certainly about the teaching but it’s also about the participation in a meaningful setting where we as a community strive to be conscious of the fact, that we are part of a global family, committed to serving others.

MADELAINE SCOTT-JONES

I teach because I feel inspired by the creative potential and energy of young minds. It is a privilege to be a part of the formation of someone’s motivations and worldview. For me, education is all about fostering creativity and curiosity. My job is to provide students with the skills to engage in innovative, creative problem solving and to foster a passion for learning.

Nothing makes me feel more energised than being amongst my Year 7 Maths students as they debate solutions to open-ended Maths challenges, or heading off on awesome tangents with my Year 9 Science students. They ask the best questions.

My heart sings when I am encouraged to think about big picture challenges and potential solutions in education. It is true that what is most valuable is often hardest to measure. In a society where data drives so much of what we do, sometimes we need to remind ourselves to value and prioritise the harder-to-measure aspects of our role, too. An education revolution will come from the ground up and I feel so lucky to be a part of it.

Over the past few years I have had the opportunity to complete post-graduate studies at the University of Melbourne and at ACU, and I have also been able to engage in programs run through amazing organisations like Education Changemakers. This year I am one of 16 educators participating in EdFellows - a fellowship program that supports early career educators in developing policy reform ideas. All of these experiences have shaped and been shaped by my interactions with students and staff at Avila College and I feel lucky to have spent my first five years of the profession in such an encouraging and innovative school environment.
TECHNOLOGIES NEWS

What do Australian parliamentarians, the BBC, President Obama and will.i.am have in common?
They all want school-aged students to learn to write computer programs, sometimes referred to as “coding”. This has become a feature of many modern curricula worldwide, from Estonia to the UK and now Australia. The questions I would ask myself as a teacher and a parent are: Why and how? This is my attempt at answering these questions together with a few others.

What is computer programming?
Computer programming is the act of giving instructions to the computer in order to fulfill a particular purpose. For instance, we can write a computer program that checks if a certain number is prime. We can also write computer programs that draw shapes or play music.

Isn’t this a narrow field of specialisation?
Most fields of work and leisure have been transformed by advances in computer technology. On a recent visit to Monash University, a student told us that the university was requiring all its honours students in physics to learn computer programming. This is because many research questions cannot be answered without building computer models.

In an online conversation on the necessity for genetics researchers to learn to code, a friend of mine made the following statement:

“Why should school-aged students learn it?
We teach all students art, music and PE without expecting them all to become artists, musicians or sportswomen. In the same way that physics clarifies how the world works, a knowledge of how their electronic devices work clarifies in the minds of the students how their social world works.

Computer programming is a good discipline for the mind. It is a perfect metaphor for learning. Prominent mathematician and educationalist, Seymour Papert, put it this way:

Learning to code or coding to learn?
The focus of many curricular initiatives and the online courses that have been built to support them has been teaching Students to code. They aim to help students become fluent in a programming language. I feel that this misses the mark! When exposed to coding, some students may well find it interesting enough to want to achieve proficiency at it. However, this cannot be required of every student. Students will write computer programs if they serve a particular purpose.

Visual programming environments have been built to take the emphasis away from the intricacies of computer languages. In these environments, the student can freely create art, develop animations and games and solve mathematical problems, all without having achieved fluency in any particular computer language. Still, the student is using the building blocks of programming: conditional statements, loops etc.

The emphasis must be on coding as a “discipline of the mind”, what is sometimes termed “computational thinking”.

All the way from music to science, having tools to speed up tasks, remove the human error and manipulate large data is going to be another essential tool. And often this will be by ourselves, on our own work, without access to IT professionals. This is where the need is, I would say.

Raul Chavez, Murdoch Childrens Research Institute

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We teach all students art, music and PE without expecting them all to become artists, musicians or sportswomen. In the same way that physics clarifies how the world works, a knowledge of how their electronic devices work clarifies in the minds of the students how their social world works.

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Many children are held back in their learning because they have a model of learning in which you have either ‘got it’ or ‘got it wrong’. But when you program a computer you almost never get it right the first time ... The question to ask about the program is not whether it is right or wrong, but if it is fixable. If this way of looking at intellectual products were generalized to how the larger culture thinks about knowledge and its acquisition we might all be less intimidated by our fears of ‘being wrong.’


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The emphasis must be on coding as a “discipline of the mind”, what is sometimes termed “computational thinking”.

“Powerpuff girl” programmed drawing by Laura Pugliese & Dinithi Jayanetti, Year 10 Big Ideas in Computer Technology
What is Avila’s response to all this?

For many years now, Avila has introduced all of its students to computer programming through the Year 7 IT subject. Students learn to design and implement a computer game. Those who want to learn it at a deeper level can participate in the yearly NCSS Challenge, a program run by the University of Sydney spin-off, Grok Learning. We run this every August and make it available to all of our students.

Our IT electives in Years 9 and 10 attract good numbers every year and we are the only all girls’ school running VCE Algorithmics. This computer science subject is the first Higher Education Scored Study to be introduced to the VCE and carries university credit towards some degrees, including Melbourne’s Bachelor of Science.

In conclusion, computer programming teaches students a new way of thinking, creating and solving problems. Learning this discipline will open up a new understanding of the devices and applications that affect their lives profoundly. Finally, the chances are high that their generation will need to use some measure of computer programming in whatever work they choose to do in the future.

Ziad Baroudi
Technologies Curriculum Leader

ART NEWS
Congratulations to Mrs Anne-Maree Wise for her inclusion in the ‘Emerging Art Australia’ exhibition at Hogan Gallery, 310 Smith St Collingwood. The exhibition concludes on tonight at 6pm. Mrs Wise included three stunning paintings for display.

Jane Fleming
The Arts Curriculum Leader

EMERGING ART AUSTRALIA
JULY 2015

A group exhibition featuring the work of:
Amanda Kennedy, Anne-Maree Wise, Bryanna Pearl Taylor
Dean Thompson, Karen Thom, Laurette Looker
Megan English, Sorcha Mackenzie, Stacey Holmes
Stefan Arambasic, Tarn Watkinson

With Special Guest Artist, Gisela Elle

July 9th - July 22nd
OPENING NIGHT THURS July 9th at 6pm
Hogan Gallery, 310 Smith Street, Collingwood
Gallery hrs: Mon-Fri 10-6pm, Sat 10-5pm, Sun 1-5pm

www.emergingartaustralia.com.au
facebook.com/emergingartaustralia
instagram.com/emergingartau

CANTEEN ROSTER

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<tr>
<th>Mon 20/7</th>
<th>Tue 21/7</th>
<th>Wed 22/7</th>
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<tr>
<td>Monique Heyn</td>
<td>Maree Bentivegna</td>
<td>Debbie David</td>
<td>Nancy Abdou</td>
<td>Susan Anderson</td>
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<tr>
<td>Jenny Satya Graha</td>
<td>Narelle Palamara</td>
<td>Anushya Edward</td>
<td>Louise Phil</td>
<td>Rozmund Pemberton</td>
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<tr>
<td>Maria Arhondis</td>
<td>Teresa Pascuzzi</td>
<td>Maria Lammetta</td>
<td>Sylvia Cooper</td>
<td>Ana Solorzano</td>
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<tr>
<td>Lina Chan</td>
<td>Kayleen McLean</td>
<td>Kirsty Morgan</td>
<td>Chantel Cramer</td>
<td>Student-Free Day</td>
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<tr>
<td>Maria Biviano</td>
<td>Rosie Karipidis</td>
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<td>Merita Wijeyesekera</td>
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<tr>
<td>Bec Mazzarella</td>
<td>Maria Giakoumis</td>
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SCHOOL CAPTAINS’ FUNCTION

On Tuesday 23 June, Avila was invited to send two College leaders to Parliament House in Melbourne for a School Captains Function. As College Captain Angela Stapleton and College Vice-Captain (Community) Sophia Elliott are currently undertaking Units 3 & 4 of VCE Legal Studies, this seemed like a great opportunity.

The function was organised by members of the Legislative Council representing the eastern metropolitan region and was designed to recognise the contribution made by the elected school leaders from all secondary schools in that region.

President of the Legislative Council, Bruce Atkinson, welcomed the group and the students were also addressed by Mary Wooldridge (Leader of the Opposition in the Council and Shadow Minister for Health) and Richard Dalla-Riva. School leaders were congratulated on their election or appointment, commended for their work to date and encouraged to seek out other leadership opportunities in the future.

After light refreshments in the Opposition Party Room, the group was led on a tour of Parliament House. Students and teachers had the opportunity to be addressed by, and pose questions to, other parliamentarians, tour guides and parliamentary staff. Finally, there was a chance to observe both the Legislative Assembly and Legislative Council in session.

Phil Cornell
VCE Legal Studies Teacher

STUDENT LEADERSHIP SEMINAR- SLAM POETRY WITH EMILIE ZOEY BAKER

Central to effective leadership is the ability to communicate one’s ideas convincingly and with passion.

On Thursday 16 July the student leaders participated in their second seminar of the year. We were privileged enough to have the award-winning poet and spoken word performer – Emilie Zoe Baker – join us for the day to talk about the power of communication and the importance of speaking out about the things that we are passionate about.

After listening to Emilie talk to us about slam poetry and perform some of her own work, the leaders were challenged to develop and perform their own pieces in teams of three and four. At the end of the day, the groups performed in a poetry slam. As a result, one team of Year 12 leaders who wrote a piece about time will compete in the Out Loud poetry competition as part of Melbourne Writers’ Festival in August. You can watch the video here [http://bit.ly/avilaslampoetry](http://bit.ly/avilaslampoetry).

All student leaders can be congratulated on the creativity and sophistication of the ideas they expressed on the day. They approached all tasks set with enthusiasm and energy, impressing both Emilie Zoe Baker and staff present at the seminar.

Madelaine Scott-Jones
Student Leadership Co-ordinator
PFA REPORT

Golden Jubilee Gala Dinner
I hope many of you had a relaxing holiday break and feel refreshed for the second half of the year. The PFA is very excited about the upcoming Golden Jubilee Gala Dinner, which is now just 3 weeks away.
Details are as follows:
Date: Friday 7 August, 7pm
Venue: Riversdale Golf Club, Mount Waverley
Dinner: Savouries, 3 course dinner and drinks
Dress: Cocktail
Cost: $130 per person
Entertainment: DJ Phil Pitt
RSVP: Thursday 30 July

Please book your tickets or table as soon as possible via the College website, under News and Events, Bookings, to ensure you do not miss out. We are all looking forward to a wonderful evening of celebration.

Save the Date
Be sure to mark Friday 4 September in your diary for the Father’s Day Breakfast with dads and daughters from 7.30am in the Gathering Space. Please visit the website, under News and Events, Bookings to book.

PFA Committee Elections
I encourage you to consider nominating to be a committee member of the Avila College PFA for the next twelve months. Over the past two years Committee members have enjoyed being part of such an energetic and committed group of parents. We all have busy lives but it is so rewarding to get involved with assisting the College and strengthening ties within our community. If you can find time to join the Avila College PFA, I know from my own time on the PFA, you will find it a fantastic experience.
Nomination forms and role descriptions are on the website, under Our College, Parents and Friends Association. Committee positions will be declared vacant at the annual AGM to be held on September 2 in the Dining Room at the College. Nominations will be tabled for each office bearer at the AGM and outgoing members will vote to accept each nomination. Members will be elected for a period of twelve months. Nomination forms are due to be returned to the Director of Marketing and Development, Annie Opray (aopray@avilacollege.vic.edu.au), by Monday 24 August

Contact
If you would like to contact the PFA please email pfa@avilacollege.vic.edu.au

Regards,

Loretta Stapleton
PFA President

An Invitation
to all members of the
Avila College community

Avila College Golden Jubilee Gala Dinner

Where: Riversdale Golf Club,
200–280 Huntingdale Road, Mount Waverley
When: Friday 7 August 2015, 7:00pm
Dinner: Savouries, 3 course dinner and drinks
Cost: $130 per person
Dress: Cocktail
Featuring: DJ Phil Pitt
Bookings: www.avilacollege.vic.edu.au > News and Events > Bookings
RSVP: by Thursday 30 July
SPORT NEWS

SCSA Cross Country
In the early hours of the morning when many Avila students were still sound asleep, awaiting the sound of their dreaded alarms, 30 dedicated Avila girls ranging from Year 7 through to Year 12 were wide awake, ready to put their countless weeks of training to the ultimate test. The SCSA Cross Country competition proved to be a very successful one for Avila College, who collectively ran their way to the admirable position of second place overall.

The juniors were arguably faced with the most daunting task, being the first to compete to kick start the day. Despite this, they were able to put their nerves aside and ended up placing fourth overall. Congratulations to Maya Natoli and Mietta Busscher, who held a great pace throughout the race to finish 11th and 13th respectively. The cross-country squad was confident that the intermediates would keep our podium hopes alive, and they did just that placing 6th overall. Alana Nikcevich performed outstandingly placing 12th, despite facing a painful injury that she struggled with throughout the event. With the seniors competing in the last race of the day, they knew it would take their best efforts to help pull Avila up on the scoreboards. The seniors combined their skills and determination on the track, leading them to place 4th in a tight finish. Lauren Radnell and Erin Flatters finished 11th and 14th respectively, both within a minute of the division winners. Each and every one of the girls that competed are to be commended on their great dedication and preparation in the many weeks leading up to the event. It’s fair to say the consecutive early Friday morning training sessions paid off!

Thank you to the very supportive teachers, Miss Vining, Miss Randle and Mr Francis who helped guide and train the team to such a great final result. Year after year, the cross-country team retains and builds their Avila spirit, making the event such an enjoyable and successful one.

Tamara Ludekens
Cross Country Captain

SCSA Soccer – trials will be held on the outside courts:
- Juniors – Tuesday – 3.20-4.20pm
- Intermediates – Wednesday – 3.20-4.20pm
- Seniors – Thursday – 3.20-4.20pm

SCSA Volleyball – training continues:
- Juniors – Tuesday – 3.20-4.20pm
- Intermediates – Wednesday – 3.20-4.20pm
- Seniors – Thursday – 3.20-4.20pm

Trainings
- GYMNASTICS – training continues in the Hall (old gym) Wednesday and Thursday afternoon from 3.30-4.30pm
- ALL SCHOOLS & SCSA NETBALL – training continues in the new gym:
  - Juniors – Tuesday – 3.15-4.45pm
  - Intermediates – Wednesday – 3.15-4.30pm
  - Seniors – Thursday – 3.15-4.15pm

Trials

GYMNASTICS
- training continues in the Hall
(old gym) Wednesday and Thursday afternoon
from 3.30-4.30pm

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SCSA Hockey
On the Friday 19 June the Junior and Senior hockey teams competed in the SCSA hockey tournament held at the Footscray Hockey Ground. The day turned out to be an overall success as the Juniors managed to place 4th while the Seniors placed 2nd. However, the success was not in the victory, rather, it was to see the improvement of all the girls as they emerged as a team aiming for one goal. At the start of the tournament, the first matches for both teams proved to be a challenge, as many of the girls had never played competitive hockey before. By the time they were playing the second and third games both teams displayed true team spirit and triumphed with their skills. Both teams fought hard throughout the tournament; the consistency of the teams, their eagerness and determination should be commended.

Our victory would not have been possible without our hockey coaches, Mrs Williams and Mrs Hume, who gave up their valuable time and effort to train us; their words of encouragement during game time were much appreciated. Both the Junior and Senior teams would like to extend their gratitude towards Mrs Williams and Mrs Hume as well as all the teachers who were present on the day. Congratulations to both the Junior and Senior hockey teams.

Harini Adikaram  
Hockey Captain

Waverley International Netball Championships
Three weeks holidays filled with relaxation, homework, oh and a netball tournament! For several years, Avila has entered teams into the Waverley International Schools Netball Championships, previously known as the Australasian tournament, consisting of teams from all over the world. With a smaller number of participants this year, it was decided that Avila would enter one senior team into the competition, composed of students from any year level. A strong team of ten was chosen, composed of students from Years 9 to 12. The WINT tournament runs for 4 days, and all players compete in rain, hail or shine. Fortunately for us there was no hail, although rain was a given, and shine was scarce. Although we didn't compete in the grand final, the entire team, whether playing on court or cheering from the sidelines, demonstrated determination, gave every game their all and showed teamwork throughout the entirety of the competition.

We finished 11th overall, a great result for us all, as the friendships we made and inside jokes we created were what kept the Avila spirit alive, even after a few defeats. The end of the tournament brought us to an exchange of Avila long sleeve training tops with Kuala Lumpur, a moment both players, coaches and parents will cherish. This moment of compassion demonstrates the glowing enthusiasm in teams from Australia and overseas alike, coming together because of a sport we all share a passion for.

A massive thank you must be given to our coach Naomi Linosier (past Avila student), who shared knowledge and experience with us as both individuals and a team, for without her beaming smile and positivity every day, our determination would not have been as lasting. Also to Miss Randle, team manager, who worked tirelessly from the early months of the year to enable a team to be entered into the tournament, for without this hard work, we would never have had the opportunity to compete.

Isabelle Hanna and Lauren Santalucia  
Netball Captains
PATHWAYS AND CAREER NEWS

Reminders:

• UMAT Test Date: Wednesday 29 July, 2015

Melbourne Careers Expo 2015

Students are encouraged to attend the Melbourne Careers Expo where there will be an opportunity to speak to a number of representatives from tertiary institutions all over Australia, as well as participate in the ‘hands on’ Skills Industry Hub if keen.

Date: Friday 24 – Sunday 26 July 2015
Time: 10am - 3pm (Friday) and 10am – 4pm (Saturday and Sunday)
Location: Melbourne Convention and Exhibition Centre, Clarendon Street in Southbank

Visit Melbourne Careers Expo to find out more and/or to download and print off a FREE ticket to the expo.

Early Offer ‘Aspire’ Program At La Trobe University

The Aspire Early Admissions Program acknowledges your volunteering efforts when you apply. As a successful applicant, you receive an offer into your course in September before you receive your ATAR. Online applications opened on Monday 1 June. See: www.latrobe.edu.au and search Aspire program. Applications close 31 August 2015.

Introducing Deakin College

Deakin University and leading education provider Navitas are pleased to extend their long and successful partnership by renaming the Melbourne Institute of Business and Technology (MIBT) to Deakin College, effective 1 July 2015. Deakin College will continue to provide university pathway courses for domestic and international students, increasing access to higher education. The new college will provide an improved student experience, further streamlining the transition for students moving from Deakin College to Deakin University. For more information visit deakincollege.edu.au

Deakin Nursing and Midwifery information sessions

Date: Wednesday 22 July
Time: 6 - 8pm
Location: Building BC, Burwood Corporate Centre, Level 2

and

Date: Saturday 25 July
Time: 2:30 - 4:30pm
Location: Building BC, The Point, Level 1

Jenny Dunn - Pathways Leader
Geraldine McKenna - Careers Adviser
## University Open Days

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DATE</th>
<th>TIME</th>
<th>CONTACT DETAILS</th>
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<tr>
<td><strong>Australian Catholic University</strong>&lt;br&gt;Melbourne Campus&lt;br&gt;Ballarat Campus</td>
<td>Sun 9 August&lt;br&gt;Sun 30 August</td>
<td>10am – 4pm&lt;br&gt;10am – 3pm</td>
<td>1300 ASK ACU&lt;br&gt;Email: <a href="mailto:opendayvic@acu.edu.au">opendayvic@acu.edu.au</a>&lt;br&gt;www.acu.edu.au/openday</td>
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<tr>
<td><strong>Australian National University</strong></td>
<td>Sat 29 August</td>
<td>10am – 4pm</td>
<td><a href="http://www.anu.edu.au/study/events/anu-open-day-2015">http://www.anu.edu.au/study/events/anu-open-day-2015</a></td>
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<tr>
<td><strong>Bond University</strong></td>
<td>Sat 25 July</td>
<td>2pm – 8pm</td>
<td>1800 074 074&lt;br&gt;<a href="https://bond.edu.au/future-students/study-bond/see-yourself/open-day-bond-university">https://bond.edu.au/future-students/study-bond/see-yourself/open-day-bond-university</a></td>
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<tr>
<td><strong>Box Hill Institute</strong></td>
<td>Sun 23 August</td>
<td>10am – 3pm</td>
<td>1300 269 445&lt;br&gt;www.boxhillinstitute.edu.au</td>
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<tr>
<td><strong>Central Queensland University (Melbourne)</strong></td>
<td>Thurs 13 August</td>
<td>2pm – 6pm</td>
<td><a href="https://www.cqu.edu.au/calendar/event-items/graduation/melbourne-open-day?SQ_CALENDAR_DATE=2015-08-13">https://www.cqu.edu.au/calendar/event-items/graduation/melbourne-open-day?SQ_CALENDAR_DATE=2015-08-13</a></td>
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<tr>
<td><strong>Chisholm Institute</strong></td>
<td>Sat 22 August</td>
<td>11am – 3pm</td>
<td><a href="http://www.chisholm.edu.au/open">http://www.chisholm.edu.au/open</a></td>
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<tr>
<td><strong>Deakin University &amp; MIBT</strong>&lt;br&gt;Warrnambool Campus&lt;br&gt;Geelong Campus (Waurn Ponds &amp; Waterfront)&lt;br&gt;Melbourne (Burwood) Campus</td>
<td>Sun 2 August&lt;br&gt;Sun 9 August&lt;br&gt;Sun 23 August</td>
<td>10am – 3pm&lt;br&gt;9am – 3pm&lt;br&gt;9am – 4pm</td>
<td>1800 334 733&lt;br&gt;<a href="http://openday.deakin.edu.au/">http://openday.deakin.edu.au/</a></td>
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<tr>
<td><strong>Federation University of Australia</strong>&lt;br&gt;Mount Helen Campus; SMB</td>
<td>Sun 30 August</td>
<td>10am – 3pm</td>
<td>1800 333 864&lt;br&gt;<a href="http://federation.edu.au/future-students/study-at-feduni/open-day">http://federation.edu.au/future-students/study-at-feduni/open-day</a></td>
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<tr>
<td><strong>Holmesglen Institute</strong>&lt;br&gt;Open Thursday’s – all campuses</td>
<td>16 July&lt;br&gt;13 August&lt;br&gt;17 September&lt;br&gt;22 October&lt;br&gt;19 November</td>
<td>10am – 6.30pm</td>
<td>1300 MY FUTURE&lt;br&gt;<a href="http://www.holmesglen.edu.au/open">http://www.holmesglen.edu.au/open</a></td>
</tr>
<tr>
<td><strong>JMC Academy</strong></td>
<td>Sun 22 August</td>
<td>10.30am – 3.00pm</td>
<td>1300 410 311&lt;br&gt;<a href="http://www.jmcacademy.edu.au/events/open-days/register-for-our-next-open-day-2015.aspx">http://www.jmcacademy.edu.au/events/open-days/register-for-our-next-open-day-2015.aspx</a></td>
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<tr>
<td><strong>La Trobe University &amp; La Trobe Melbourne</strong>&lt;br&gt;Shepparton Campus&lt;br&gt;Melbourne (Bundoora) Campus&lt;br&gt;Bendigo Campus&lt;br&gt;Mildura Campus&lt;br&gt;Albury-Wodonga Campus</td>
<td>Fri 7 August&lt;br&gt;Sun 9 August&lt;br&gt;Sun 16 August&lt;br&gt;Sun 19 August&lt;br&gt;Fri 28 August</td>
<td>4pm – 7pm&lt;br&gt;10am – 4pm&lt;br&gt;10am – 3pm&lt;br&gt;3.30pm – 7.30pm&lt;br&gt;4pm – 7pm</td>
<td>1300 135 045&lt;br&gt;<a href="http://www.latrobe.edu.au/openday">http://www.latrobe.edu.au/openday</a></td>
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<tr>
<td><strong>Monash University</strong>&lt;br&gt;Berwick Open House&lt;br&gt;Peninsula Campus&lt;br&gt;Clayton &amp; Caulfield Campuses&lt;br&gt;Parkville Campus (Pharmacy Focus)</td>
<td>Wed 29 July&lt;br&gt;Sat 1 August&lt;br&gt;Sun 2 August&lt;br&gt;Sun 16 August</td>
<td>4pm – 8pm&lt;br&gt;10am – 4pm&lt;br&gt;10am – 4pm&lt;br&gt;10am – 4pm</td>
<td>1800 666 274&lt;br&gt;www.monash.edu.au/openday</td>
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<tr>
<td><strong>RMIT</strong>&lt;br&gt;City, Bundoora &amp; Brunswick Campuses</td>
<td>Sun 9 August</td>
<td>10am – 4pm</td>
<td>9925 2260&lt;br&gt;www.rmit.edu.au/openday</td>
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<tr>
<td><strong>Swinburne University</strong>&lt;br&gt;Hawthorn</td>
<td>Sun 2 August</td>
<td>10am – 4pm</td>
<td>1300 275 794&lt;br&gt;www.swinburne.edu.au/openday</td>
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<tr>
<td><strong>University of Melbourne</strong>&lt;br&gt;Parkville &amp; Southbank Campuses&lt;br&gt;Burnley Campus</td>
<td>Sun 16 August&lt;br&gt;Sat 5 September</td>
<td>9am – 4pm&lt;br&gt;10am – 2pm</td>
<td>1800 801 662&lt;br&gt;<a href="https://futurestudents.unimelb.edu.au/explore/events/victoria_and_interstate/victoria/">https://futurestudents.unimelb.edu.au/explore/events/victoria_and_interstate/victoria/</a> university_of_melbourne_open_day</td>
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<tr>
<td><strong>Victoria University</strong>&lt;br&gt;Footscray Park campus</td>
<td>Sun 23 August</td>
<td>10am – 3pm</td>
<td>1300 VIC UNI&lt;br&gt;www.vu.edu.au/open-day</td>
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<tr>
<td><strong>William Angliss Institute of TAFE</strong></td>
<td>Sun 9 August</td>
<td>10am – 4pm</td>
<td>1300 ANGLISS&lt;br&gt;<a href="http://www.angliss.edu.au">http://www.angliss.edu.au</a></td>
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A MAZENOD — AVILA PRODUCTION

ALEXANDER THEATRE
MONASH UNIVERSITY, CLAYTON

WEDNESDAY 29TH JULY
UNTIL
SATURDAY 1ST AUGUST

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and the AMAZING TECHNICOLOR
Dreamcoat

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ANDREW LLOYD WEBBER

LYRICS BY
TIM RICE

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PRIVACY NOTICE

Information required to determine the Index of Community Socio-educational Advantage (ICSEA) for schools

This notice is from the Australian Curriculum, Assessment and Reporting Authority (ACARA), to advise you that ACARA has requested your child’s school to provide ACARA with information about you and your child. Your school may disclose to ACARA information such as your child’s gender, date of birth, country of birth, background language, residential address, parental occupation and parental education.

This information is disclosed to ACARA under the ACARA Act 2008 for one or both of the following purposes:

- formulating national reports consisting of aggregated data on school performance; and
- assisting government to formulate policies in relation to education matters.

ACARA will not disclose this personal information to any third party. If you do not want your school to provide this information to ACARA, please advise our school on registrar@avilacollege.vic.edu.au by Friday, 31 July.

Further information about ACARA can be obtained from the ACARA website at www.acara.edu.au.
WHAT IS THE NATIONAL DATA COLLECTION?
The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection will count students who have been identified as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?
The aim of the national data collection is to collect better information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?
All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When implementing the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to better target support and resources to benefit students with disability. The data will help schools to better support students with disability so that they have the same opportunities for a high quality education as students without disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?
All students are entitled to a quality learning experience at school.

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

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?
A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?
Every year your child’s school will collect the following information for each student with a disability:

- the student’s level of education (i.e. primary or secondary)
- the student’s level of adjustment
- the student’s broad type of disability.

The information collected by schools will be provided to all governments to inform policy and
programme improvement for students with disability.

**WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?**

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

**WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?**

Teachers and school staff will identify the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

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

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

**HOW WILL MY CHILD’S PRIVACY BE PROTECTED?**

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.


**IS THE NATIONAL DATA COLLECTION COMPULSORY?**

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and report information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child’s school principal and the relevant education authority or association of independent schools.

Even if your child’s information is not included in the national data collection, the school is still required to provide support to your child with education needs.

**FURTHER INFORMATION**

Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may involve your child.
