

The Beacon

FROM THE ACTING PRINCIPAL Ms Angelico

They Will Shine

Next Monday we welcome back our principal, Mr Craig Holmes!

If you are not already aware, this year the musical that our Performing Arts team is preparing for our next College production is Charlie & the Chocolate Factory. Best wishes to Mr Matt Morse, Mr Salvatore Gulinello, Ms Jasmin Mathews, the Stage Manager for this year, Ms Mayra Stark and the team of teachers supporting them. Thank you to Mr Gulinello and Ms Lily Kovac for supervising the first day of rehearsals that took place last Sunday from 10am-2.00pm. We are so excited to have the musical production underway. I'm sure it will be a great success!

Over the past two weeks, we have continued to focus on learning and teaching as well as co-curricular activities. Last week, the Year 7 and Year 9 students participated in the NAPLAN Testing online and the Year 11 students attended a Careers Expo at the Showgrounds. Thank you to Ms Lauren Girardi and Ms Jessica Atwood for their great work with the four students who participated in Wynspeak and congratulations to the two finalists, Abin Mathew and Mahesha Finders.

This week, the Year 9 Country Experience program resumed, we continued to experience success in our sporting events, and we celebrated Languages Week. We also celebrated International Education Support Staff Day in recognition of the commitment, dedication, and hard work of our non-teaching staff without whom, we could not provide all that we do for our students.



One of the highlights of this week for me was watching and listening to six of our student leaders at the Year 7 2024 Parent Information Night to share their experiences as students at Thomas Carr College. They addressed the prospective parents and their children, mostly Grade 5, with confidence and pride as they shared memories of transitioning to secondary school and of the wonderful and varied experiences that they have embraced at the College. The students highlighted the caring and supportive teachers, especially at the Year 7 Orientation Day, Year 7 Camp. They also spoke of the sporting and performing arts programs, the iD9 Program and especially the Year 9 Country experience as being moments that built their confidence and resilience and strengthened friendships. Our student leaders were most impressive and made us all feel extremely proud when they spoke about life at Thomas Carr College in an authentic, passionate, and articulate manner.

Our students impressed all attendees at the Year 7 2024 Parent Information Night!



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KEY DATES

Friday 20 May	Thomas Carr Day
Monday 23 May to Friday 27 May	Year 9 Jade Country Experience
Friday 27 May to Thursday 1 June	National Reconciliation Week
Monday 23 May to Friday 27 May	Year 9 Jade Country Experience
Wednesday 1 June	Wynspeak Final @ Thomas Carr College Performing Arts Centre, 7pm
Sunday 5 June	Pentecost Sunday
Sunday 5 June	World Environment Day

Lord,

You are the light that guides my feet.
You are the map that gives me direction.
You are the peace that makes me strong.
You are the leader whom I faithfully follow.
May your light illuminate my life
And your guidance bring direction.
May I find inspiration in your word
And peace in my heart as I follow you.

Amen.

College Theme for 2022 - Respect
Respect everyone, show special love for God's people and honour God.

1 Peter 2:17

College Vision

Thomas Carr College is a dynamic Catholic learning community, guided by the Gospel. Excellence and opportunities to develop are pursued. Through our hope and service to others we shine our light into the world.

We look forward to a fantastic day tomorrow when we all come together to celebrate our Patron Thomas Joseph Carr and enjoy our community. This is a compulsory event for all students. The day begins with Mass, followed by a carnival atmosphere, and concludes with Thomas Carr's Got Talent. Please refer to the letter sent via Operoo for details.

FROM THE DEPUTY PRINCIPAL, STAFF AND LEARNING OPERATIONS Mr Bryson

At Thomas Carr College we are committed to fostering a culture of excellence and our expectations are high in our approach to student learning and improving student outcomes. This extends to providing opportunities for students to consolidate and demonstrate their learning through a combination of set assessment tasks and semester-based examinations.

Semester One Examinations

Semester One examinations have been designed to provide students the opportunity to demonstrate their level of progress and achievement based on the key content covered throughout this semester. Based on the impact of various factors including ongoing staff and student COVID-related absences and to provide a sense of fairness and consistency for all students, please note the below arrangements for Semester One examinations:

- Year 7: No Semester 1 examinations (end of year examinations for English, Maths, Science)
- Year 8: No Semester 1 examinations (end of year examinations for English, Maths, Science)
- Year 9: No Semester 1 examinations (end of year examinations for English, Maths, Science)

Note: Students in Years 7 to 9 will continue to be assessed using other key assessment tasks and written tests for all subjects at that year level.

- Year 10: English, Maths, Science, Humanities (electives) ARTS/TECHNOLOGIES subjects (electives).

Note: All Year 10 students enrolled in a VCE Unit 1 subject will complete an examination for that subject.

- Year 11: VCE Unit 1 subjects

Year 10 and 11 examinations will commence on Thursday 9 June and conclude on Friday 17 June. These examinations will provide an indication of the level of student performance across each subject with results included in their semester reports.

Students will also receive feedback from their teacher(s) following these examinations with additional feedback placed on SIMON for parents to view. This aim of this feedback is to identify areas of achievement as well as areas for future improvement to support students with their learning.

Other key information:

- There are no semester examinations for Year 12 students. All VCE examinations are held at the end of the year.
- The final day of Semester One (Term Two) classes is **Thursday 23 June**.
- Parent-Teacher-Student Conferences for VCE Unit 3/4 students will be held on Thursday 23 June (4pm to 8pm).
- Semester One Reports will be available to parents via PAM as of **Wednesday 29 June**.

Further information including a letter to parents outlining the arrangements for these examinations and an updated Semester One Examination timetable will be made available via Operoo. These details will also be posted on the Daily Messag-

Languages Week—Fiats & Alfa Romeos (Italy)



es section on SIMON for all students to access. In the meantime, please contact your child's subject teacher with any questions related to their overall progress and learning. If you have any questions about the upcoming semester examinations for Years 10 or 11 students, please contact Ms. Daniela Bombardieri-Szabo (Head of Learning and Teaching – Senior School). Any questions related to the semester examinations for Years 7 to 9 students can be directed to Mr. Stephen Manitta (Head of Learning and Teaching – Middle School).

Study and Tutoring Support for Students

To support the learning needs of our students, we continue to implement strategies that will contribute to a supportive learning environment in and outside of the classroom for all students. This includes providing the opportunity for students to access school resources and tutoring support outside of regular timetabled classes. A reminder for students who wish to complete any set homework or study after-school, the College Information Centre (library) is open every Monday and Wednesday until 5.30pm.

Tutoring support is also available for students after-school on a Monday and Wednesday until 5pm. If you have any questions about this program or wish to express interest in your son or daughter being involved in the College's Tutoring Program, please contact your child's English or Mathematics teacher. You may also contact either Mr. Stephen Manitta (Head of Learning and Teaching – Middle School) or Ms. Daniela Bombardieri-Szabo (Head of Learning and Teaching – Senior School).

NAPLAN Online Testing

Throughout last week, Year 7 and 9 students participated in NAPLAN Online testing. This is a major event for all schools, and it was the first time these tests were held online. Over 1400 tests were completed across three days covering the key areas of literacy and numeracy, and we would like to congratulate all the students involved for the way they approached these tests. Results will be available later this year and you will receive a copy of your child's personal NAPLAN report. The report will describe your child's particular skills in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

We would also like to acknowledge all the staff who were involved in the various aspects of the delivery and supervision of these tests. If you have any questions related to these tests, please contact your child's Pastoral and Learning Mentor (PaLM) or Mr. Stephen Manitta (Head of Learning and Teaching – Middle School).

Semester One Timetables and Staffing Updates

Recently, a letter was sent to all families informing you of the strategies the College may need to implement if we are unable to meet the learning needs of students in response to ongoing COVID-related staff absences. This also extends to the impact of the broader staff shortages and challenges facing all schools which has been described as the ongoing 'effects of the pandemic'.

Whilst lockdowns now seem to have ended, the effects of the pandemic are continuing and because of a range of factors, schools are currently struggling to recruit teachers for casual and on-going roles, and to fill vacancies.

Source: Education Change and the Pandemic by Professor David Gurr (The University of Melbourne).

Despite these challenges, we remain confident in our ability to maintain a high degree of learning for our students and in response to this, some classes and individual timetables have been changed to accommodate the covering of these classes. These changes also aim to ensure all classes have been allocated a teacher for the remainder of this term. We ask that all students please continue to check their timetable on SIMON, and we will continue to inform individual students of any major changes.

We would also like to welcome the following new staff members who have recently started teaching at Thomas Carr College:
Ms. Indra Nathan (EAL / English Teacher)

Mothers Day Breakfast



Ms. Rebecca Pocock (Visual Arts / Textiles Teacher)

Mr. Brian Campbell (VCE Chemistry / Science) and Ms. Melissa Thompson (Food Technologies) have also been employed by the College and will continue to teach classes across these subject areas. Each of the above new staff members are experienced teachers and bring great knowledge and expertise to the College. We appreciate your support and understanding with this, and we will keep you updated on any further changes as we continue to respond to these challenges and the impact this is having on us as a College community.

If you have any questions related to the above information, please contact your child's Pastoral and Learning Mentor (PaLM) or Year Level Leader / House Leader. Any subject specific questions can be directed to your child's subject teacher or the relevant Learning Area Leader. For all other questions relating to the above timetable and staffing arrangements, please contact Mr. Andrew Bryson (Deputy Principal – Staff and Learning Operations) at the College.

FROM THE DEPUTY PRINCIPAL, STUDENT ENGAGEMENT AND WELLBEING Ms Spiteri

*"Initial analyses of the CAP study data has revealed that **54%** of the cohort (Australian adults) experienced trauma before 18 years of age. The most common traumatic experiences were motor vehicle accident, physical assault, and sexual assault. These findings, while startling, are consistent with studies conducted around the world that highlight the high prevalence of trauma exposure and adversity among our young people."*

[University of Sydney, Faculty of Medicine and Health 17th April, 2020](#)

Up to 40% of Australian students have been exposed to, or witness to, traumatic stressors (ABS, 2011; NCTSN, 2014), and approximately one-in-six Australian women (**16%**) and just over one-in-ten Australian men (**11%**) experienced abuse before the age of 15 (ABS, 2016):

The National Survey of Mental Health and Wellbeing revealed that **41% of Australian adults** (approximately 6.5 million) experienced at least one traumatic event before 17 years of age. The most common traumatic events reported were witnessing domestic violence and experiencing physical or sexual assault. Those exposed to early trauma were **3.6 times** more likely to have a mental health or substance use disorder and were up to **7 times** more likely to have co-occurring mental health and substance use disorders compared to those without trauma exposure.

Over the past 2 years, we as a community have endured a collective trauma – Covid-19 and its variants thus far. We have been separated, isolated, disengaged, disconnected, afraid, unsure, lonely, and sad. We are still processing this and are acutely aware of the uncertainty that lies ahead. We, as a collective, have all experienced this trauma. As educators, we are entrusted with engaging with our young people who have had two years of disrupted learning at the very least. And we, as Australians and global citizens, have also endured two year of disrupted educating at the very least. All of us, students, families, and staff, have endured the trauma of Covid-19 personally and professionally. This puts us in an acutely vulnerable position for we are charged with helping our young people navigate their trauma responses whilst we are doing the same for ourselves. This means we cannot leave our young people to fend for themselves. We cannot expect them to just pick up where they left off. And we have to be conscious of the fact that not only they, but we, our colleagues and ourselves, are in the same boat. So how do we do this?

As a College community, we are conscious of the fact that all our young people,

Year 10 Reflection Day—Scott Darlow



OUR SHARED RESPONSIBILITY



COVID-19 SAFETY TIPS

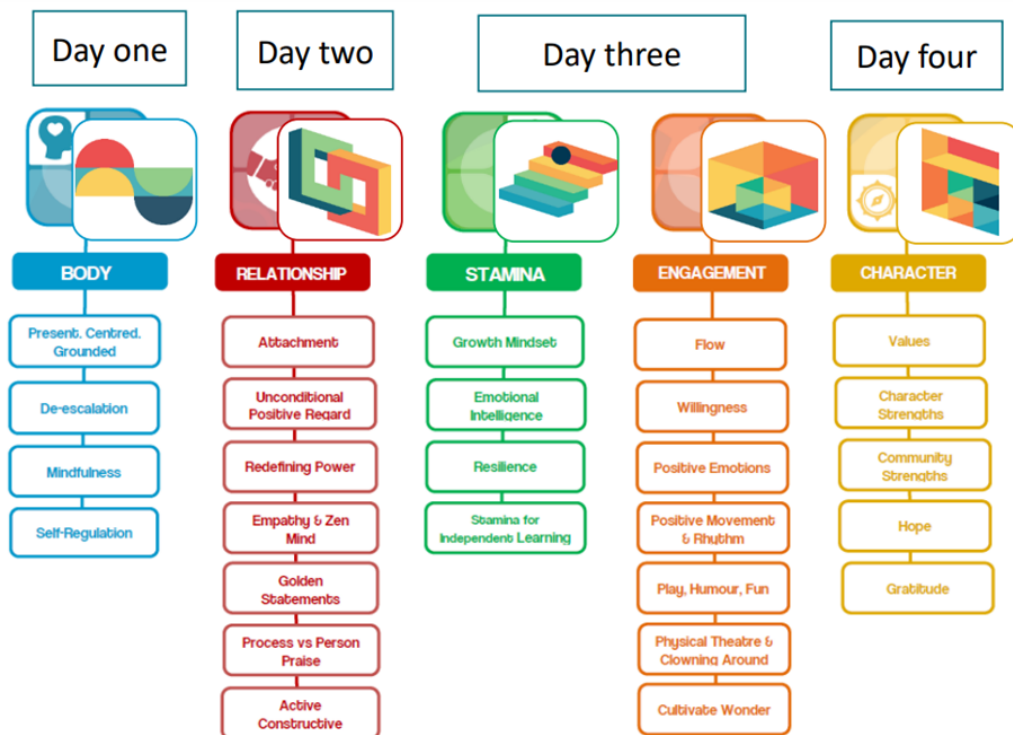


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our staff, and our families have endured the trauma of Covid lockdowns and uncertainty, and that this is rearing its ugly head again. Every day in our classrooms we are faced with the above facts. Our reality is that in every class, half of the young people we teach will have experienced a significant trauma – as well as Covid and all it has caused. Our staff, every class, every day, must navigate this space with compassion, with expertise, with care. It is an enormous responsibility that society places upon us, and one we take quite seriously.

On the last day of Term One, the entire staff – teaching and non-teaching – embarked upon an amazing journey. As a community, we are embracing the trauma-informed pedagogical practice that is the [Berry Street Education Model](#). The Berry Street Education Model (BSEM) provides strategies for learning and teaching that empowers teachers with the capacity to increase student engagement and to improve all students' capacity to self-regulate, to grow healthy relationships, to improve general wellbeing, growth and academic achievement. It is a wholistic approach to creating engagement and relevance in our young people's learning. As we continue immersing ourselves in the BSEM, we will share with you resources to both inform you and to engage you as we work in partnership to support our young people during this interesting times.

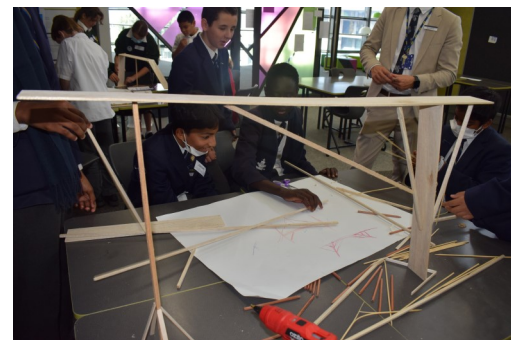


FROM THE DIRECTOR OF STUDENTS AND HEAD OF TEACHING AND LEARNING (MIDDLE SCHOOL)
Ms Bonde and Mr Manitta

On Tuesday the 17th of May, the College hosted the 2024 perspective parents information night. It was a fantastic event with 109 families attending. A very special congratulations to our student leaders who assisted on the night by taking part in greeting the parents and a Q and A session to finish off the night. The student leaders were absolutely amazing, providing articulate and heartfelt responses to the questions. We all so proud of their contributions to the college community and look forward to many more in the future. Well done!

Thank you to student helpers Jack Holder, Edwin Promod John, Sarah Taylor, Elie Saliba, Thea Villegas, Anina latu, Dhruvi Chauchan, Tom Ajish and Delina Abraham.

Spark Conference - Celebrating STEM



FROM THE COACHING AND LEARNING INNOVATION LEADER

Dr Guedes

Coaching

If you change the conversation, then there is every chance you will change everything that surrounds it – your relationships with colleagues, and your very ability to accomplish that which you want. (Jackson & Waldman, 2011)

The tremendous efforts of all staff this term continues to demonstrate the crucial support we can be to each other in times of challenge. The conversations we have each day, checking in with our students, coaches and coaches and the investment we make in the relationships we hold across the College community progresses our support for pedagogical growth and staff wellbeing. We consider what we understand and gain new perspectives and awareness of the challenges we face; this process very often leads to us taking a different course of action we would never have arrived at alone and the conversation makes that possible. Support each other through your current experiences, raise awareness of learning opportunities in the current flurry of activity we find ourselves in daily, and take these as an opportunity to grow.

Student Feedback Surveys

Few sources of feedback on teaching practice are more powerful than from our students in the classroom, gathering these crucial insights helps teachers to address aspects of our teaching practice and raises awareness of challenges we may not have expected. All staff are encouraged to gather responses from students in one of their classrooms by sending those students a link provided to each teacher. The Survey features 24 key questions that all students in the nominated classroom complete, these questions focus on gathering feedback from students around vital aspects such as learning environment, learning relationships, teacher clarity and differentiation. The results are a wonderful point of discussion with their teaching coach towards building goals for future growth or readdressing those they are working on currently.

Open Classroom Initiative

As vital part of the scholarship of teaching, building opportunities to support all teachers to growing their expertise as educators is fundamental. In supporting our teachers, a new Open Classroom Initiative is being implemented with the aim of developing and refining the toolset of pedagogical practices our teachers employ. A wide range of teachers have graciously volunteered so far, the program which opens their classroom for everyone and anyone to come and observe at any time, with promote a wide variety of strategies and approaches from our Model of Instructional Practice central of which are High Impact Teaching Strategies (HITS) and Berry Street strategies.

FROM THE SPORT AND CO-CURRICULAR LEADER

Ms Margie White

SACCSS Update

Our Year 7 students have now experienced a few rounds of their first ever season of SACCSS. Many teams have started strongly, and others are surely finding their feet in the backend of the season which has been great to see. We have a number of teams in the hunt for finals and we look forward to seeing how the finals unfold. To keep up to date with all SACCSS related information (results and upcoming fixtures) please visit: <http://www.saccss.com.au/>

Senior Volleyball Grand Finals

On Tuesday 10 May our Senior Boys and Girls Volleyball Teams played in their respective Grand Finals at the State Netball and Hockey Centre. This is the first year that Volleyball has had a weekly competition at Senior Level which our students were very excited about given its popularity at the College.

Well done to our students who competed in the **WynSpeak** Speaking Competition last week - Diyanka Soni, Abin Mathew, Mahesha Fonseca, and Sarayu Ammanabrolu



Senior Volleyball





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Our girls came up against the undefeated Caroline Chisholm Catholic College in the final, having been the only team to take a set off them in the home and away rounds. Our girls started extremely well, taking out the first set 25-21 in a riveting affair, lost the second set 25-20, lost the third 25-11 and won the 4th 25-20. The match went into a deciding fifth set, however, Caroline Chisholm got the early ascendancy and ran out winners 15-3. The game was played in great spirit, and we could not be any prouder of our girls efforts. We know they will come back in 2023 with fire in their bellies to go one better next year. Congratulations to Thea Villegas on winning the Peer Award in this Grand Final.

Our Senior Boys played off against Emmanuel College in the decider, having not lost a game all season. Our boys started strongly, taking the first set narrowly 25-23. The scores were reversed in the second set, with Emmanuel winning 25-23. Our boys fired back in the third set, winning 25-20, then Emmanuel evened it up in the fourth winning 25-8. The game went into a decider much like the girls final and sadly the boys were unable to convert a few crucial points, narrowly losing 12-15 in an epic final. It was not our day all round, however, there are some very promising signs that we are a force to be reckoned with in this sport. We know the boys will use this as motivation to train and work harder to reverse this result in 2023. Congratulations to Maverick Hernandez on winning the Peer Award in the Grand Final.

VSAC Swimming Competition

On Monday May 9, the College was represented by Holly Hume (Year 7) in the VSAC Swimming Competition which was held at MSAC. For this competition, the best of our SACCSS member schools came together to compete against other sporting associations which is an exciting initiative. We are pleased to share that Holly and her teammates did an outstanding job in the relay events, placing higher than they were seeded. Individually Holly posted some great times which is a credit to her hard work in and out of the pool. Well done Holly and Thank you for representing Thomas Carr College and SACCSS with great pride.

SACCSS Cross Country Carnival

We are pleased to advise that we had a number of stellar individual and team performances at a very soggy SACCSS Cross Country Carnival at Brimbank Park on Tuesday May 3. On the day we had 3 students finish in second overall for their age groups:

- Alexander Tewelde (13yo Boys)
- Liz Hall (14yo Girls)
- Brad Ganley (17-20yo Boys)

We also had a number of super individual Top 20 performances from:

- 6th Isabella Fisher (13yo Girls)
- 12th Juan Carlos Miguel Anonuevo (13yo Boys)
- 15th Bailey Hili (13yo Boys)
- 5th Joseph Lettieri (15-16yo Boys)
- 6th Caitlin Dennis (17-20yo Girls)
- 16th Charlie Hickey (17-20yo Boys)
- 20th Anthony Gattellaro (17-20yo Boys)

In addition to these outstanding individual results, we had our Junior Girls come 3rd overall in their division and our Senior Boys and Girls came 4th in their respective division. Congratulations to all students who competed on the day in very trying conditions. You all did our College proud.

Concussion

Should your child play a sport outside school and receives a concussion it is important to notify Miss White and the College Nurse prior to your child's next scheduled SACCSS game or training. Any child with concussion will be asked to get a medical certificate to certify they have clearance to resume training and playing SACCSS. This is an important step to ensure your child is safe to participate as their health is our number one priority.

Year 7 student, Holly Hume



Liz Hall, Brad Ganley and Alexander Tewelde



SACCSS

Sports Association of Catholic
Co-educational Secondary Schools



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FROM THE INFORMATION CENTRE

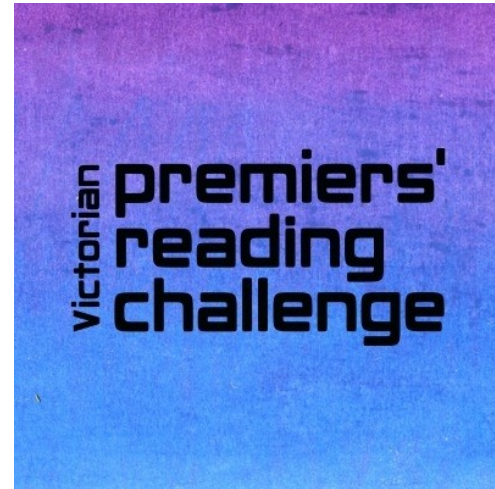
Mrs Mercieca

Change to the Information Centre Opening Hours

Families are advised that the Information Centre will be open **8am to 5.00pm** on **Monday June 6**.

Victorian Premiers' Reading Challenge

The Victorian Premiers' Reading Challenge is now open, and Thomas Carr College is excited to be participating. It is not a competition; but a personal challenge for children to read a set number of books by 2 September 2022. Students in Years 7 to Year 10 are challenged to read 15 books. All students who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and former Premiers. Students participating in the Challenge will also earn points for their House. Students wishing to take part in The Premiers' Reading Challenge should contact Mrs Mercieca in the Information Centre. To read the Premier's letter to parents, view the booklist and for more information about the Victorian Premiers' Reading Challenge, visit: <https://www.vic.gov.au/premiers-reading-challenge>



YEAR 7 2024 ENROLMENTS

NOW OPEN - PLACES FILLING FAST!



Applications are available from the Fr Ray Administration Centre, via email: registrar@thomascarr.vic.edu.au or phone: (03) 8734 2444. Applications close Friday 19 August 2022.

thomascarr.vic.edu.au

IMPORTANT NOTICE
Year 7 2023 is full -
waitlist only