



From the Principal

Volume 17 Issue 11
24th July 2015

The Companion

Dear Parents, Guardians and Friends of Xavier College,

Are you the type of person who rushes to put pen to paper when you are deeply moved or feel passionately about a particular matter? Well, Marvin Caldwell seems to be such a person and he seems to have been moved by “our” disregard for the environment:

*“I’ve tried to walk safely upon the land;
Everywhere I see ravage caused by man;
Wetlands disappear, new homes take their place.
Soon there’ll be little open space.*

*More flooding occurs with damage severe;
Water needs a place to go, isn’t that clear?
Wetlands are a buffer, a filtering system unique.
Man’s step is too heavy,
His tracks are too deep.”*

Marvin’s focus is on wetlands such as floodplains, marshes, swamps and lakes, which play such an essential part in the regulation of river flow. They filter pollutants and fertilizers, besides providing habitats for fish, plants, insects and birds. Wetlands are often the focal point for communities and have special social and spiritual importance to Aboriginal people.

The social and spiritual importance of the environment is held in common by all Indigenous people and is beautifully expressed by Chief Seattle in 1855 to President Franklin Pierce on the occasion of the sale of native lands to the American Government:

“How can one buy or sell the air, the warmth of the land? That is difficult for us to imagine. We do not own the sweet air or the sparkle on the water. How then, can you buy them from us? Humankind has not woven the web of life. We are but the thread of it. Whatever we do to the Earth, we do to ourselves. All things are bound together, all things connect; whatever befalls the Earth, befalls the children of the Earth.”

Native peoples had no separation of Church and State, because the earth was their Church. In a sense, they saw themselves as citizens of the Earth and the Earth was the Government. If they were to become disruptive and overthrow the Government, they would have chaos and order would be put out of balance. God’s Spirit was in everything and if they were to misuse creation, it would be an insult to God. They had no superior attitude to nature and the environment, but were humble and respectful and lived in harmony with the Earth.

So, how about Christians and the spiritual dimension of our relationship with the Earth? Christians believe that the created world is God's masterpiece that He created over a period of time, stage by stage. After each stage God pondered it carefully and saw "that it was good"; it was good because it reflected His character. God then created humans and gave them the responsibility to use His masterpiece wisely, to be like Him: creative, caring and controlling how the resources are to be used to benefit all His creation.

Perhaps each of us needs to look more carefully at our habits of consumption, for care for the environment is care for ourselves. "To claim to love God, the Creator, but to abuse the world in which we live, is like claiming to be fans of Shakespeare whilst burning his plays." Habits of consumption and energy used for the purpose of selfishness and self-indulgence, put greed ahead of care and moderation and lead to taking more from nature than we need, thus causing pollution and associated problems.

For us to love God and to be like Him is to care for the things that He cares for. For Christians, this should be an added incentive to take responsibility for the world around us.

In his recent Encyclical Letter '***Laudato Si'***' (Care for our Common Home), Pope Francis' challenge to all *people of goodwill* is to protect our environment ...

"The urgent challenge to protect our common home includes a concern to bring the whole human family together to seek a sustainable and integral development, for we know that things can change. The Creator does not abandon us; he never forsakes his loving plan or repents of having created us. Humanity still has the ability to work together in building our common home. Here I want to recognize, encourage and thank all those striving in countless ways to guarantee the protection of the home which we share. Particular appreciation is owed to those who tirelessly seek to resolve the tragic effects of environmental degradation on the lives of the world's poorest. Young people demand change. They wonder how anyone can claim to be building a better future without thinking of the environmental crisis and the sufferings of the excluded."

God, our Father, Creator of all, let Your Spirit be felt in the beauty of nature around us. Amen.

For the greater good

Michael Pate



From the Assistant Principal

Dear Parents and Caregivers,

Welcome to Term 3!

I am always amazed how quickly the time passes at Xavier College. The July holidays is now a distant memory and already two additional weeks have passed. I sincerely hope you had the opportunity to spend some time with your children during the break. I also hope that you were given the very rare gift of some time for you to relax!

To put it simply, we are very appreciative of the support you show towards developing our learning partnership with the staff of Xavier College! You work so incredibly hard to meet the financial, emotional and spiritual needs and challenges of your children. When I greet the students most mornings at the bus bay I see so many resilient (the ability to withstand and rebound from crisis and adversity), confident young men and women enter our school.

Strong families are able to adapt to changing circumstances and have a positive attitude towards the challenges of family life. You, as parents/caregivers should be extremely proud of the many successes you are achieving with your children. I have recently found some of your “secrets to success” in raising resilient children.

In an article by Simone Silberberg, “Searching for Family Resilience”, eight essential qualities were identified as being very important.

Communication is a strength when the family interacts with each other frequently and predominately in an open, positive, honest manner. Some families also mentioned humour as a strength in their communication.

Togetherness is the “invisible glue” that bonds the family and gives the family members a sense of belonging. An important ingredient to this ‘glue’ is sharing similar values, beliefs and morals.

Sharing activities: strong families like to share and do activities with each other – activities such as sports, camping, playing games, reading stories, socialising together, and sharing hobbies and holidays.

Affection is a strength, when family members show love, care, concern and interest for each other on a regular basis through words, hugs, kisses, and thoughtfulness.

Support is assisting, encouraging, reassuring each other and looking out for each other. It is strength when family members feel equally comfortable to offer or ask for support.

Acceptance means showing respect, appreciation, and understanding for each other’s individuality and uniqueness. Acceptance is a strength when family members acknowledge, value and tolerate each other’s differences, and when the members allow each other space.

Commitment is showing dedication and loyalty toward the family as a whole. Strong families often view the wellbeing of the family as a first priority. Commitment is expressed in many ways, to the family, the partner relationship, children, the extended family, and/or the community.

As you know, our aim to enhance the learning of every individual is greatly assisted when school and home are in unison. We at Xavier College value your efforts in letting us know of any concerns you have regarding the education of your children.

As our Year 12 students commence their HSC Trial Examinations next week our prayers and best wishes are extended to them on behalf of our Xavier family.

Last term we farewelled Mr Jacobson who has accepted a leadership role at Redfield College at Dural. We wish him much success in the future.

We are joined by a number of new teachers to our college this term. A very warm welcome goes to Mrs Amy Watson (English Department), Mr Matthew Nelson (Mathematics and Learning Support) and Mrs Kim Turton (TAS Department).



A Prayer for Family

Lord, please shine your light upon my family.

Give us strength to overcome all of the difficulties that we are dealing with now and protect us against any and all problems we may encounter in the future.

Lord, please bring us together as we are meant to be. May the love that binds us only grow stronger as we fulfil the destiny you have laid out for us.

Grant my family forgiveness for any sins we have committed. May we also forgive one another Lord, as it is sometimes difficult to do.

In your name we pray,

Amen

Thank you for your continued support,

Patrick Finnerty

pfinnerty@parra.catholic.edu.au

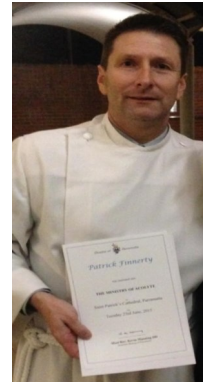
From the Director of Mission and Formation

Xavier College's very own acolyte

On the evening of Tuesday, June 23rd, 53 acolytes were instituted by Emeritus Bishop Kevin Manning during the celebration of Mass in St Patrick's Cathedral.

The acolyte has a particular role in preparing the altar and the sacred vessels during Mass. Once instituted, the acolyte may serve within the diocese in agreement with the parish priest.

We are very happy to announce that Patrick Finnerty, Assistant Principal of Xavier College, was one of these acolytes. Well done and what an asset you are to our Catholic College Community.



Friday Mass Term 3

This term, as Year 9 students are studying the Eucharist Unit in Religion, each class will have the opportunity to attend Mass held in the College Navarre Chapel.

Mrs Kellie Robinson

From the Director of Learning and Pedagogy

This week we launched our reflective writing initiative. In every lesson students will reflect on their learning and progress by responding, in writing, to three key questions: *What am I learning? How am I going? How can I improve?* As a part of this initiative Xavier students and teachers received a bookmark stating the three questions. Students are to carry the bookmark with them in their diary so they can refer to them each lesson.

I introduced the initiative at last week's assembly with the following speech.

Today I am talking to you about writing and a writing activity you will all engage in every lesson to develop your learning.

However, when I added my item to today's agenda I was just going to tell you about the reflective writing questions you will be responding to each lesson and the bookmark you will receive at the beginning of next week - until I listened to a TED talk by Kakenya Ntaiya entitled, A Girl Who Demanded School. This talk inspired me to share with you the real value of education; a value that those in privileged countries like Australia often forget or take for granted.

For us education is a given. Every one of us here was born into a time and a country where education is a right. But this is not the case for the majority of the world's children. For them, education is a privilege they will never receive. For them education is not about reading and writing but about survival – working from sun up to sun down to help support their families.

Kakenya's story is one of courage and determination. She is a Maasai woman who was born into a traditional village. At 5 she knew whom her husband would be and that she would be married to him at 12. Her life's destiny was to be a wife. Fortunately for Kakenya, her mother wanted her to have a better life than the one she had experienced and sent her to school. Kekenaya loved school and wanted to continue her education beyond her 12th birthday and become a teacher.

She convinced her father to let her continue her education by agreeing to undergo the traditional Maasai

female rite of passage – female circumcision. She gave up a part of her anatomy for the opportunity to be educated...

After completing her high school education in Kenya, Kakenya convinced the village elders to let her go to America to attend university on the promise that she would return and give back to the village. Kakenya was true to her word, returning to Kenya and her village after completing her training to be the teacher she so dearly wanted to become.

What did the villagers ask of her on her return? The women wanted her to establish a school for girls, so that their girls could travel to and attend school in safety – so they wouldn't be raped and beaten on their way to school.

Because of Kakenya's determination and commitment, because of her desire to make a difference, because of education, a school was established and, at the time of her talk in 2013, 125 girls would not undergo the female rite of passage or be married at 12 but would be educated and would make a difference to the lives of others.

How blessed we are that we live in Australia where receiving an education is so easy.

My challenge to you, today – everyday – is to embrace the blessings that have been bestowed on you; appreciate the learning your teachers provide, embrace the opportunities at Xavier and exceed your own expectations.

So when you are answering the reflective writing questions:

What am I learning?

How am I going?

How can I improve?

Remember the power of education and strive to learn something new and improve everyday. Because, you, like Kakenya and your teachers can and will make a difference in the lives of others.

But first you must make a difference in your own life and aspire to be the best you can be at everything you do, by growing as a learner.

Year 8 into 9 Elective Selection

On Friday we commenced elective subject selection with Year 8. I spoke to Year 8 about the many subjects on offer and the importance of choosing subjects they find interesting and enjoyable, and relevant. Leaders of Learning presented information about specific electives. The next two years are a chance for them to 'trial' options for Stage 6.

In 2016 we are moving to 100 hour electives. This means that students will choose 3 electives to study over 2 years – one for study in Year 9 and two for study in Year 10. This change has been made to afford students a broader experience of elective subjects.

In making their choice, students should consult the Subject Selection Booklet on Moodle. They register their choice by completing the online selection form, available through Moodle. Students need to be aware that the first subject they 'click' will register as their first preference.

For further details please refer to the letter and timeline that follows. This information and the Subject Selection Booklet are available on Moodle in the Student portal.

Many Blessings,

Alyssa Roach



24th July 2015

Year 9 2016 Elective Selection

Dear Parent / Guardian,

In the coming week your child will select an elective for study in 2016. This letter and the Subject Selection Booklet are designed to provide information for you and your child to ensure informed decision-making.

Years 9 and 10 can be seen as a two-year sequence within the secondary school curriculum, known as Stage 5. In Years 7 and 8, Stage 4, all students are engaged in a common core curriculum providing a strong foundation for future studies. At Years 11 and 12, Stage 6, students have a broad selection of courses to cater for their individual talents, interests and future directions. It is in Stage 5 that students are introduced to some choice to allow them to pursue areas of interest or areas in which they have a particular talent.

In Stage 5 students undertake three elective subjects, **one** in Year 9 and **two** in Year 10, in combination with the mandatory Board of Studies Courses. The Stage 5 Subject Selection Handbook, available on Moodle, gives details of the mandatory pattern of study Stage 5 students will undertake in 2016-17, as well as information regarding the elective choices. Students should read the whole of this booklet before considering their selection.

In the coming week Year 8 students will make their selection for Year 9 2016 through the online selection form. Students select three electives in order of preference. Wherever possible students will receive their first preference, however, in the case of some subjects there are limited places available. This process will be repeated in 2016 for the selection of electives for 2017.

All elective subjects listed in this booklet are on offer. However, only those electives chosen by sufficient numbers of students will run next year. It is very important that students make their selection carefully.

When choosing electives it is essential that students consider their abilities, talents and interests. This is a very personal choice and students are advised to ignore outside pressure (e.g. peer pressure) when selecting subjects. If students have any questions about specific subjects they should consult the appropriate Leader of Learning and Pedagogy.

Once electives have been finalised, changes will only be permitted in exceptional circumstances. We need to set this stipulation due to the resources that are allocated once staffing has been finalised.

Most subjects have fees. Fees cover the cost of consumables and materials and have been kept to a minimum. Please be conscious of the prescribed fees prior to making the final selection.

Please turn over the page to see the timeline for this process

Yours sincerely

Alyssa Roach
Director of Learning & Pedagogy



Elective Selection – Year 9 2016 Timeline

Date	Event
Friday 24 th July	Stage 5 2015-2016 Course Selection Booklet Available on Moodle Note to parents on Moodle & College newsletter Parents advised via sms
Monday 27 th July 3pm	On-line selection available
Time for consultation and consideration	
Sunday 2 nd August 5pm	Online elective selection closes
Selections are considered in relation to student numbers and staffing for 2015 Some meetings may be required with students if initial choices are not available	
Monday 17 th August	Confirmation letter detailing electives are posted to families

From the Student Counsellor

Exam Time: Hints for effective studying

As Year 11 and 12 students prepare for exams, it may be useful to consider effective studying techniques. Of course, they are equally relevant to all students as they prepare for exams.

The exam period is a time when stress levels are higher than usual. Stress can be positive, helping you to stay motivated and focused. However, too much stress can be unhelpful, it can make you feel overwhelmed, confused, exhausted and edgy.

It's important to try and keep things in perspective and find ways of reducing stress if things seem to be getting on top of you. This factsheet has been adapted from the **Reachout.com** website and provides some suggestions of things you can do to maximise your study time and help you learn better. You can also check out '[Exam time: Hints for managing stress](#)' (on the same website) for more tips on managing exam stress.

Study habits

Study area - Having a good study area can make a huge difference to how well you learn. Study in a well lit, quiet area, away from noises and people in the house. If this is impossible, it might be better to study at the library. Make sure your desk is tidy and organised - it means you can concentrate on studying and learning, not trying to find information.

Find out about the exam – Find out what format the exam will take i.e. Are the questions in essay, short answer or multiple choice format? Knowing how the exam is marked and what proportion of your total mark it's worth might also be helpful.

To do lists - Make a to do list before each study session. Breaking tasks down into small, manageable tasks will make it less overwhelming. Cross them off as you go.

Past exam papers - Ask your teacher for past exam papers. They can be a useful insight into what your exam will be like and can also provide a guide for what you know and the areas in which you need help. If possible, practice some under exam conditions and get your teacher to mark them.

Study groups - Forming a study group can be a helpful way to revise your notes and work through past exam questions (it can also help you feel supported, keep you motivated and focused). If you have questions about your work, a study group may be a good place to have them answered. Ask your teacher if they know of anyone else interested in studying with other people.

Switch the phone or email off! - If you find that you are being distracted by the phone or emails, it might help to put your phone or computer away. You can always get back to people later.

Wallpaper - Write down key concepts you have to learn on small sheets of paper followed by examples of how they are used. Post these sheets around your house, Eg - your bed, on the toilet door, in front of the CD collection. It helps with remembering things like equations, quotes and foreign languages.

Ask lots of questions of your teachers or tutor - Your teacher or tutor can help if you are having trouble developing a study routine or need help with understanding subjects or a particular topic. Asking for help doesn't mean you're a failure or stupid - it's smart to tap into their experience and knowledge to help you perform better. Keep going back to them if you're still unsure or you have more questions.

Know your preferred learning style - Some people work better using text based memory tools, like acronyms (e.g. ROYGBIV - colours of the rainbow; acrostics e.g. Every Good Boy Deserves Fruit). Other

people find more visual tools more useful, for example, mind maps or tree diagrams.

Take regular breaks - Getting up, moving around and away from your desk at least every 50 minutes for 10 minutes helps you concentrate and learn better. A glass of water is also a good idea.

Revise and learn (don't just re-read) - Sometimes reading through notes doesn't result in learning or understanding. Include the following in revising each topic:

- vocabulary, technical terms, definitions
- summaries of points
- formulae, rules, diagrams, charts
- ability to understand relationships.

Time management

Avoid procrastination - Procrastination is when you do everything else but the task you need to do. It is normal to procrastinate a little. However too much procrastination can just add to your stress and can result in you not giving yourself enough time to prepare. Managing your time and setting realistic goals for each study session can be helpful ways to avoid procrastinating and make tasks seem less overwhelming.

Make a study timetable – Write down all the things you need to do each day of the week, and how long you need for each, including time for enough sleep, relaxation, and exercise. Find out the date of each exam and work out a study timetable leading up to them. Include tests that will help you identify gaps in your knowledge. This can give you some direction and help you focus on what to study each week or day.

Use your study breaks - Studying in the school library during your study periods gives you access to lots of information available on the reference shelves. It also keeps you focused and helps you to make good use of your time.

Margaret Trevena
School Counsellor/Psychologist

English Events

Please keep a note of the following upcoming English faculty events:

ICAS English Competition

Tuesday, 28th July Period 1

Students selected from Years 7-10

Poetry in Action

Wednesday 29th July 2015 Period 2

Compulsory Incursion Performance for all Year 10 students

Jennifer Soane
Leader of Learning (English)



Science and Engineering Challenge Victory

On Thursday, July 16th, 32 students and two teachers pitted their skills against students from seven other schools at the Science and Engineering Challenge. This event is held each year at the University of Western Sydney and comprises eight teams of students working on a variety of Science, Technology, Engineering and Mathematical (STEM) problems.

Each team of four students works on a whole day, or two half-day projects. These include building a hovercraft able to negotiate a variety of ground textures, a structure that can withstand earthquakes, pods that can be dropped into disaster areas that can incorporate a helipad and collect water for drinking, a Mars Rover that can negotiate lumpy terrain whilst carrying tall weights, string theory problems, electricity supply issues, the design of a prosthetic hand and a bridge that can hold a variety of weights.

Students from the University of New South Wales assist all teams, whilst the competition is housed in the School of Engineering. This gives our students a small insight into the facilities and environment of University.

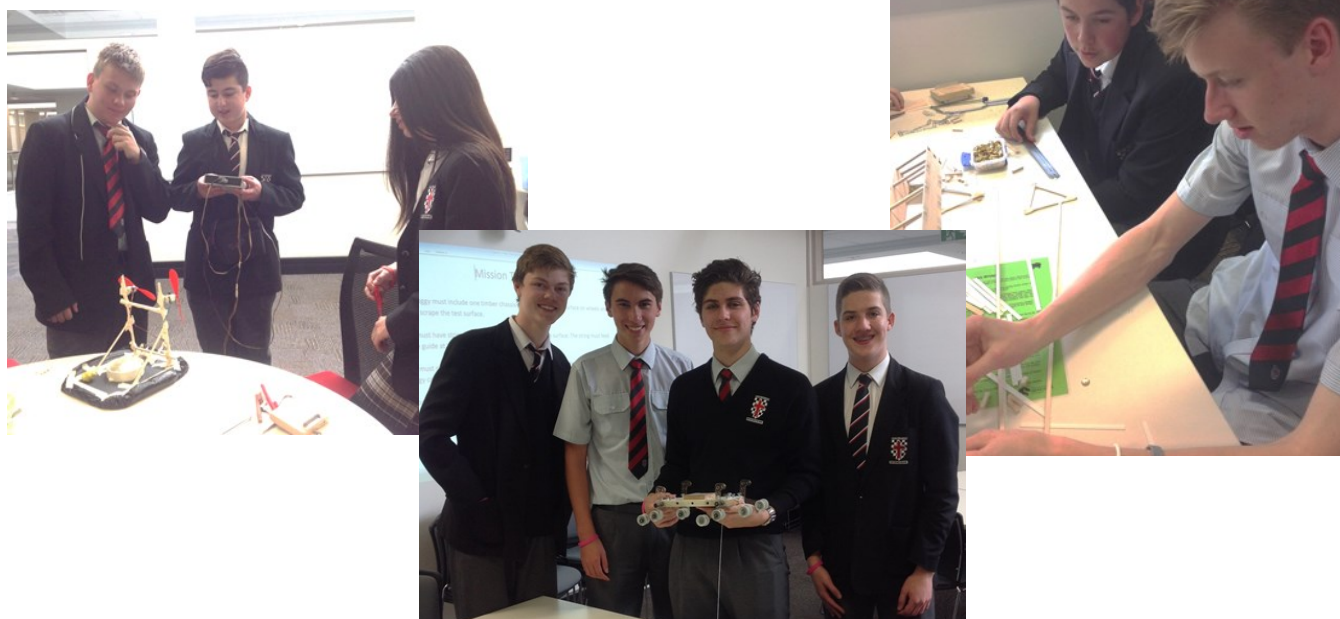
At the end of the day, after a thrilling bridge testing in front of all the competitors, Xavier students came first, convincingly beating such illustrious schools as Loretto, Kirribilli and Blue Mountains Grammar. Our teams worked brilliantly together, using the collaborative skills fostered in our Ignatian Centre classes. If our scores are in the top four of our region, we then progress to the state competition in Newcastle.

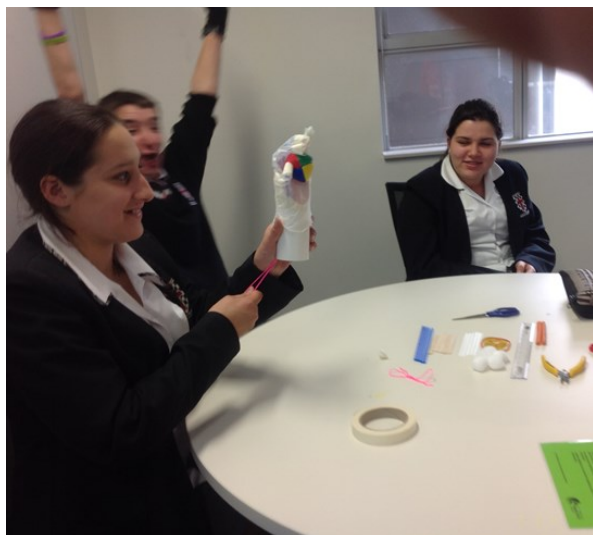
Our teams consisted of the following combinations of Year 9 and 10 students:

Rebecca Misfud, Dominic Villetti, Louis Angeli, Monica Galea, Gabrielle Pace, Gideon Chia, Emily Kowal, Brandon Hearn, Kyle Stanford, Madilyne Blanch, Samuel Hay, Tahlee Wiseman, Chloe Carter, Shreya Dhungel, Layton Ball, Grace McCurley, Myer Vesperman, Stephen Byrne, Tess Hamill, Taylor Burnell, Jake Evans, Tommy Grima, Lachlan Mackenzie, Rikki Anderson, Bailey Dukes, Alexander Bills, Jordan Thompson, Kailtin Hansen, Liam McCann and Phillip Lam.

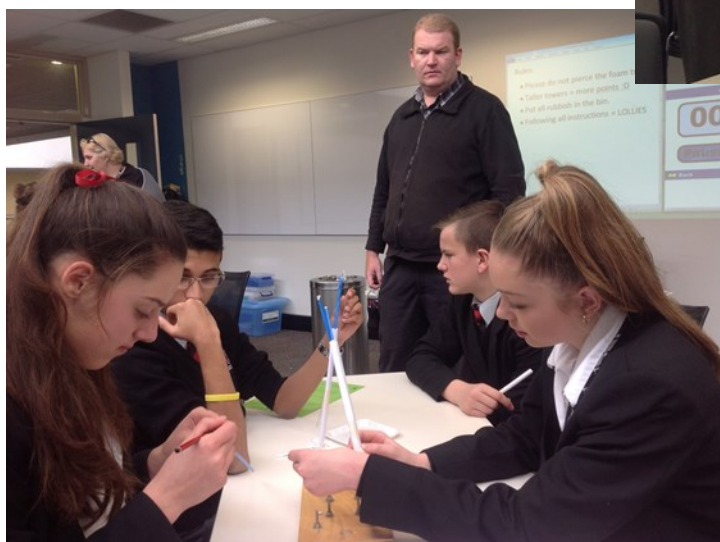
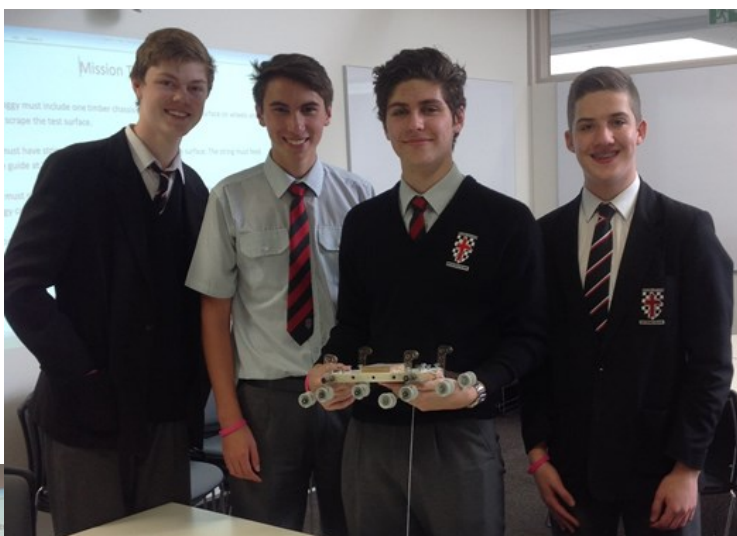
Our sincere congratulations goes to all these students.

Mrs Jill Harrington and Mr Tim Byrne



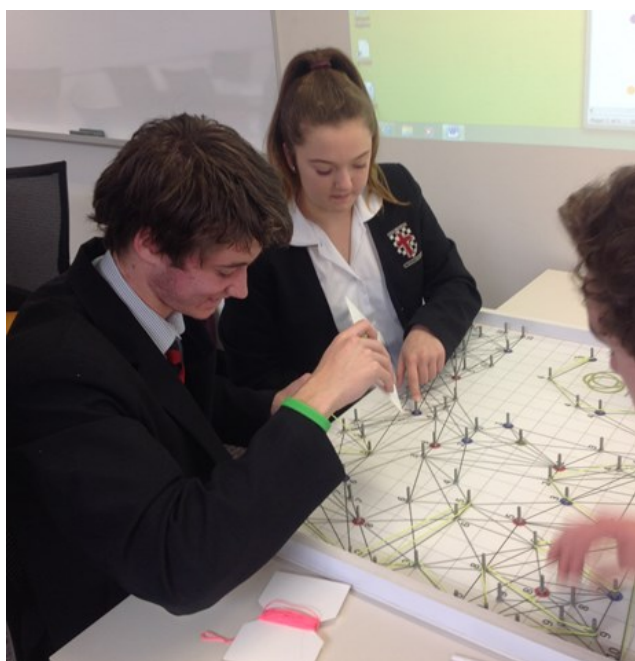


Congratulations!



***Xavier College
2015***

Science and Engineering Challenge



Mark Geyer Cup Rugby League Winners

Xavier College has participated in the Rugby League Mark Geyer Cup for a number of years with great success. However, this year, the Xavier Under 16's team set a new benchmark. Not only were they undefeated throughout the season, they also won the Grand Final in a thriller at Pepper Stadium against Chifley College Mt Druitt, 21-16.

Congratulations go to the team: *Hayden Currie, Peter Lumtin, Jack Killey, Jason Galea, Lachlan Costello, Alex Rose, Jack Wenzel, Jayden Harris, James Arletos, Corey La Rosa, Eric Fuller, Caelum Morgan, Connor Jelacic, Corey Lopes, Riley Jelacic, Bradley Coots, Luke Crane, Jake Gibbons, Zac Murray, Adrian Galluzzo, Kieran Lenehan-Jones, Bailey Shepherd and Daniel Bridges.*

The Under 16s team is pictured with Mark Geyer, Mr Pate (Principal) and Mr Brent Varga (Coach) following the presentation assembly held at the College last week.



All of the players who represented Xavier throughout the competition should be proud of their sportsmanship, teamwork and dedication to their school.

Brent Varga

Xavier College Rugby League Coach

Xavier College Student to compete at Tumbling World Championships

Year 8 student, *Ethan McGuinness*, recently competed at the Australian Championships and qualified to attend the World Age Championships representing Australia in the Under 15 Years Tumbling event. This competition will be held in Denmark in early December 2015.

Ethan trains 30 hours a week before and after school in his sport of tumbling. Tumbling is a trampoline sport that is performed on a 25 metre track. To compete at an international level, athletes must perform two routines that consist of a series of eight somersaults and twists. To achieve this level, a high degree of spatial awareness, power, strength, coordination and courage is required.

In 2013 Ethan competed at the same event winning the silver medal. He hopes to do well again this year when he comes up against the best in the world, including competitors from Russia and Great Britain.



We wish Ethan every success!

Xavier's Winter Sleepout in support of Father Chris Riley's Youth Off the Streets

This term, Campion House has organised a Winter Sleepout for *Friday, August 7th*. Seventy-nine students from Years 10 to 12 have volunteered to sleep out in the PAS, hoping to raise awareness and support for the 47,000 young Australians who are homeless.

For an opportunity to show our support as a whole school community, we are also supporting Youth Off the Streets' #laceitup program. On *Tuesday, August 11th*, students are encouraged to wear colourful or patterned shoelaces with their school shoes for the day, take a photo and spread awareness by posting images on social media (Instagram, Facebook and Twitter), using the hashtag #laceitup #xaviercollege.

On this same day, Campion House will also be running a soup stall during lunchtime. A choice of soup (tomato, pumpkin, or chicken noodle soup) and a bread roll will be on sale for \$2.50.

All money raised will go directly to Youth Off the Streets.

We encourage and welcome all donations, including those made via your Campion House Leaders during homegroup, via the Youth Off the Streets Sleepout donation box at the front office, or online via the website: <https://give.everydayhero.com/au/xavier-college-llandilo>

Thank you for your continued support,

Mrs Niki Tomic
Campion House Leader



Student Representative Council Report

Throughout this term Cumberland House have been planning and organising a pizza day for this Friday to raise money for the World Wildlife Fund (WWF). The day was a great success!



We have also organised a competition to see which house can collect the most rubbish within the school.

SRC speeches were held on Thursday, July 23rd. Thankyou to all those students who participated.

Drew Stahlhut (Year 8) and *Amy Hliounakis* (Year 11)
Student Representative Councillors
Cumberland House



Important Dates for 2015

Term 3

For dates of more Xavier College Upcoming Events go to
<http://www.xavierllandilo.catholic.edu.au/upcoming-events#>

<i>Monday, 27th July to Monday, 10th August</i>	<i>Trial HSC Examination Block</i>
<i>Monday, 27th July</i>	<i>Year 9 2016 online elective selections available from 3pm</i>
<i>Tuesday, 28th July</i>	<i>Year 10 to 11 Interviews ICAS English Competition (selected students)</i>
<i>Wednesday, 29th July</i>	<i>Year 10 English Incursion Year 11 TAS Excursion (selected students)</i>
<i>Sunday, 2nd August</i>	<i>Year 9 2016 online elective selections CLOSE at 5pm</i>
<i>Monday, 3rd August</i>	<i>Futsal Gala Day, Penrith</i>
<i>Tuesday, 4th August</i>	<i>P&F Meeting 7—8.30pm</i>
<i>Wednesday, 5th August</i>	<i>Year 10 PISA Testing (selected students)</i>
<i>Thursday, 6th August</i>	<i>Year 10 Religious Education Incursion</i>
<i>Friday, 7th August</i>	<i>Winter Sleepout</i>
<i>Tuesday, 11th August</i>	<i>#laceitup fundraising day</i>
<i>Wednesday, 12th August</i>	<i>HSC Practical Exam—Dance</i>

XAVIER UNIFORM SHOP AND SECOND HAND SHOP

OPENING HOURS
THURSDAYS ONLY
8.00am - 4.00pm

REMINDER TO PARENTS

Parents are asked to notify the College if your child will not be attending school.

Phone: 4777 0900



Community News...

The Catholic Diocese of Parramatta wants to hear from you

If you or someone close to you has suffered **ANY** abuse by a representative of the Catholic Church (school, parish, other Catholic group) in Western Sydney and the Blue Mountains we invite you to contact us. Our professional staff will listen to your experience, respect your confidentiality and discuss all available options.

You can contact us on:

Phone: (02) 9933 0233

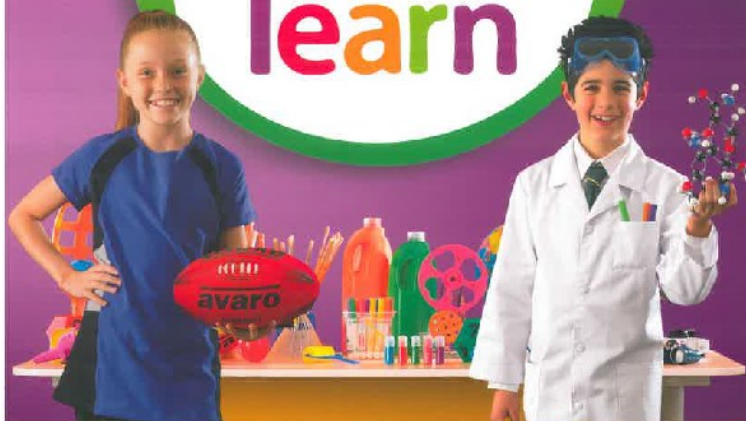
Web: www.parra.catholic.org.au/safeguarding

Email: safeguarding@parra.catholic.org.au

Mail: PO BOX 3066 North Parramatta, NSW, 1750

For any complaints that may relate to criminal conduct we encourage you to contact **NSW Police on 1800 333 000**

It's back!



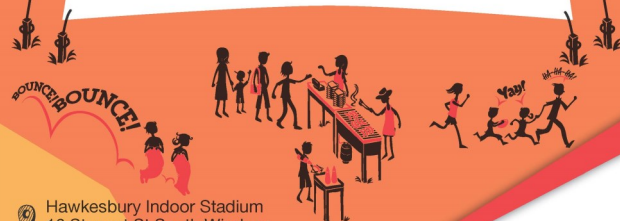
We're thrilled to invite you to participate in this year's Woolworths Earn & Learn program. Find out how to earn educational resources for your school or Early Learning Centre in this handy flyer.

COME AND CELEBRATE WITH US!

YMCA Hawkesbury Indoor Stadium
Family Fun Day 2 August 10am to 2pm

- Laser Tag
- Bubble Soccer Tournament
- Kids disco
- Jumping Castle
- BBQ and Kiosk
- Face painting
- Music
- Prizes to be won

\$6 per person. Early Bird offer available!
Call 4587 8900



Hawkesbury Indoor Stadium
16 Stewart St South Windsor
4587 8900
ymcansw.org.au/stadium

