



St Paul's  
Catholic College  
Booragul

# The Spinnaker

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Photo by Andy Warren

12 June 2020 Vol: 5-20

Dear Parents and Caregivers,

Welcome to our first Post COVID Newsletter. Our last newsletter was published way back in March just before the crisis began. As you are aware, we replaced it with a daily update so that our community was well informed about our management and planning for this happening. We are now all back at school full time. We have in place all sorts of practices that will remain for as long as the medical experts and other advisors believe that it is necessary. Some of the practices that we need to adhere to are somewhat frustrating, particularly for our students, but as I have often reminded our community, we are an industry with 900 young people and 120 adults. As the medical experts have said from the beginning, we need to have a COVID safe work place, particularly for the adults given that they seem to be more at risk from the virus.

The other frustration is that it appears that Australia's management of the crisis has been very successful and when you get news reports like that on Tuesday night where there have been no community transmission of the virus for the first time, people become a little more anxious to get things back to normal quickly. This is particularly true of our young people. We will continue to hasten slowly, acting on appropriate advice from Government Health officials and our own Catholic Schools Office.

In the next few days, I will be sending you out a plan for the unlikely event that we have a COVID case here at the College. This plan will outline the strategies that we will need to put in place so that our community is able to be sent home safely and in an orderly way. We are finalising this local plan this week. Please look at it carefully so that you are able to help us if the virus is present in the College. I am hoping that if we have a good plan that we will not have to use it!

I was up at the front gate on Tuesday afternoon to see how things are going with pick-up after school. Last week we had many more parents electing to drop off and pick up their child rather than use public transport. This increased the pressure and traffic congestion at the front of the school. Tuesday afternoon was busy but quite orderly. I encourage you to be mindful of the traffic situation and please allow the buses ease of access to the College. This is critical to good traffic flow. Students are also able to leave via the new rotary turnstile at the back of the College and be picked up in Hayden Brook Drive. This may help with the traffic at the front gate.

***I would also remind parents that drop off and pick up in the college grounds is not possible.*** This is a work health and safety issue for our community as we are trying to ensure students catching the buses are kept safe. Sadly, we have some parents who, for some reason, believe that the expedient picking up of their child takes precedence over the safety concerns of others. They have even been known to challenge staff quite rudely when they are reminded of their responsibility. I hope that we can all work together to make the driveway as safe as we can.

The other area that needs attention since we have returned is uniform. There is a new trend of wearing hoodies under sports shirts instead of wearing the College track suit top or College jumper. I understand that the weather is colder, but the uniform is to be worn correctly. I have used our Compass system to remind the students of their responsibility and that there will be consequences if they continue to wear incorrect items to school.

It is wonderful to have all the students back. The place is alive again and it is the kids that make the heart and soul of a school. The laughter and joy that young people bring is what makes this job so worthwhile. I hope that the COVID crisis has not had too much of an impact on you all and that our lives will get back to normal soon.

Go gently,

**Mr Graeme Selmes**  
**Principal**



It has been a challenging few months to say the least, however, we take heart at the resilience students have shown in adjusting to a rapidly changing situation. The way in which teachers, students and families have adapted to a remote learning environment has been remarkable and this situation demonstrates the importance of 'community' in education. An authentic partnership between teachers, students and families is essential for positive learning and wellbeing outcomes for our young people.

The importance of the link between home and school has been emphasised during the subject selection period. It was great to be able to connect with our Year 10 students and families throughout our Year 11 2021 Subject Selection events, especially during the Zoom Conference. Using the technologies we have available to us, we were able to guide students and families through the process of selecting subjects for their Stage 6 studies. Leading up to the Subject Workshops, we were able to share a series of presentations prepared by teachers to explain what their subjects are about and to outline specific subject requirements. There was significant engagement in these presentations, and I thank teachers for the time they invested ensuring students were able to make informed choices. I would also like to extend my gratitude to Mr McLoughlin and Mr Newell for their work in providing extra information to students and problem solving as we negotiated the unknown. This innovative approach to an important event in the Year 10 calendar has resulted in a consideration of how we can do things differently next year and this has certainly been a positive outcome which is of benefit to our students. Our message to Year 10 has been to reinforce the importance of the HSC as a qualification and one that can be obtained by students regardless of the pattern of study they select and achieved through a consistent, diligent approach to learning. As students progress through their senior studies, they also learn far more than the content of the courses they select. Senior studies are an opportunity for students to learn skills such as independence, resilience, collaboration, communication to name but a few skills that students will use post-school whether it be in tertiary studies, vocational pathways or in the workforce. It is our vision that St Paul's students are known for the courageous approach they apply towards their learning.

This vision is particularly important for our Year 12 students as they contemplate the end of secondary school and what lies ahead. Our Year 12 students have adapted to an adjusted program of assessments and have shown patience as information has been slowly released from NESA. Our encouragement to Year 12 is that the HSC is an achievement

and reflective of the culmination of their secondary schooling. This period has highlighted that the HSC is more important than the marks achieved, or the subjects studied. The HSC represents the tenacity students in remaining engaged in their learning and the personal bests they have achieved – these are the skills and learnings that will serve them well in their post-school lives. Year 12 students still have assessments to complete, including the Trial Examination period next term and each is an opportunity to show a personal best. As our Year 12 students prepare for their final assessments and examinations, they are encouraged to seek support from their teachers to set goals to assist them in achieving an HSC which is reflective of their effort and potential.

Our Year 11 students have engaged with a new approach to reporting where students are able to evaluate the effort they have applied to their studies. When students are provided with an opportunity to self-reflect, they are more able to set goals to move their learning forward. Courageous learners also have the skills to develop greater advocacy over their learning. Providing opportunities to assist students in developing these skills is one step we can take in empowering students on this journey. Our students in year 7-10 will also have the opportunity to self-reflect for the upcoming reporting cycle. Where possible a conversation between the student, teacher and parent/carer opens the dialogue about learning and assists students in setting goals. Further information about the structure of Student Conferences (Parent/Teacher Interviews) will be made available later in the term, however, we encourage all families to make contact with teachers if needed.

As some sense of normality is regained, we have started to think about how the changes experienced have allowed us to evaluate the way we educate our students. Most certainly, an online approach to learning has opened the doors between school and home and this is an outcome that we will strive to enhance. The feedback teachers have provided to students during remote learning, and inclusion of self-reflection on reports, provides a platform for the introduction of progressive reporting that includes student voice. This means parents and carers will have ongoing information about how their child is progressing with their learning. A remote platform for learning has also highlighted that our students can be independent and resilient learners. Our vision for learners at St Paul's is that they will be courageous learners and, with the right guidance and support for each student, that vision will become a reality.

***Mrs Amber Carter***

***Assistant Principal—Teaching & Learning***

## Assistant Principal—Community and Wellbeing

Our **Pastoral Care Program** for the year has been focussed on four key values of: **COMPASSION, APPRECIATION, RESPECT and ENDURANCE = CARE**. As the year has unfolded, national and world events have certainly given us many life examples and experiences which show how instrumental these four values are to us as humans. The bushfires at the beginning of the year in our own country called for times where **COMPASSION** was needed and where **COMPASSION** was very much demonstrated. As COVID hit and we were all placed in isolation and our individual worlds were stopped, it gave us time to reflect on and **APPRECIATE** all that we have and all that we are to one another. The current events in America are also highlighting how the basic human value of **RESPECT** is so crucial to how we treat one another. This value, as it is repeatedly stated in our own school setting, underpins and is the driving force behind all relationships. If our own relationships are driven by respect, then it enables us to peacefully exist alongside one another and with one another. This doesn't mean we have to agree on all things at all times, but we can certainly respect one another's differences and embrace the diversity that humanity offers. As we move out of these COVID times the value of **ENDURANCE** is going to enable us to 'bounce back' and learn from the experiences we have all faced. It is this resilience – and our current HSC students are the ones experiencing this at the moment in our schools – that will enable us to be emotionally and psychologically stronger as we prove that overcoming adversity and tough times is possible.

As I was reflecting on all of the above and the past months, I was reminded of following passage that comes from Ecclesiastes 3: 1-13 that always offers comfort about the myriad of life experiences we have:

*“Everything that happens in this world happens at the time God chooses.*

*He sets the time for birth and the time for death,*

*The time for planting and the time for pulling up...*

*The time for pulling down and the time for building*

*He sets the time for sorrow and the time for joy*

*The time for mourning and the time for dancing...*

*The time for silence and the time for talk.*

*He sets the time for love and the time for hate,*

*The time for war and the time for peace...”*

**Mrs Anne-Maree Shipman**  
**Assistant Principal—Community & Wellbeing**



## St Paul's Day—3 July 2020

### St Paul's Got Talent

Our St Paul's Day celebrations will also look very different this year. Currently nominations are being called for from students to audition for St Paul's Got Talent. Now is your time to shine. Submit a video of your act to Mrs Lucas and the Year 11 organising committee.



St Paul's Day 2019

**IT'S TIME TO:**

**R**

**1 RECONNECT, REPEAT AND REINFORCE**

- Reconnect with friends and teachers
- Repeat classroom expectations that were set at the beginning of the year
- Re-teach concepts that students have found difficult during online learning phase
- Reinforce the important learnings

**E**

**2 EXPECTATIONS**

- Expect that students will follow classroom rules and expectations
- Expect that some students may need extra guidance with work covered during online learning
- Expect that not all work may have been completed but make it clear to students the work that **MUST** be completed

**B**

**3 BEHAVIOUR & PERSONAL BEST**

- Reinforce positive behaviour
- Encourage personal best - this will be different for all students
- Be supportive to those students who need some extra care and compassion as they REBOOT

**O**

**4 ORGANISATION**

- Provide tips to students as to how they can organise their workloads and learning
- Encourage the importance of re-establishing routines
- Discuss the importance of being organised as this will assist with student wellbeing

**O**

**5 OPPORTUNITY**

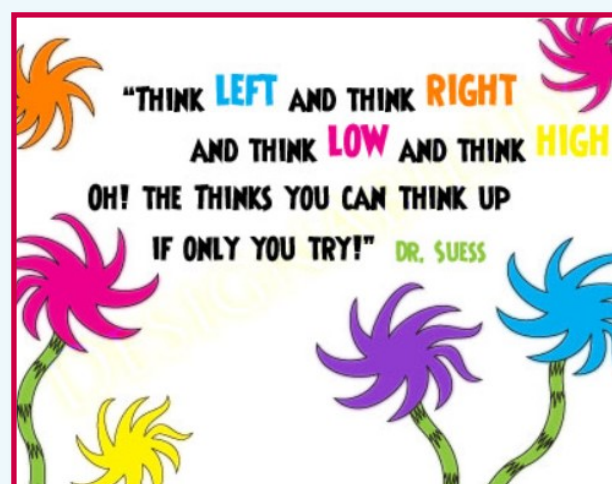
- Make the most of every opportunity that presents itself
- The one thing this time has taught us is that we should appreciate all of the opportunities we have and make the most of all of them

**T**

**6 TIME TO TRANSITION**

- Take the time to transition back into new routines
- Take the time to be thankful for this opportunity to REBOOT
- Take the time to appreciate all of the new learnings we have achieved during this time

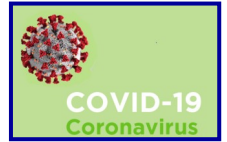
*Think left think right  
and think low and think high.  
Oh, the things you can  
think up if only you try!  
- Dr. Seuss -*



COVID-19 Thoughts during Home On-Line by Zoe Braithwaite



Year 10 Student



## Episode 1

*'The typical 'family life' for St Paul's families has noticeably been disrupted by the rapid increase of cancelled and postponed events as a direct impact of the introduction of the COVID 19 to our nation and to our beloved hunter region. Many parents may have found themselves in bed on Saturday morning instead of the usual run around mayhem of weekend sport, or perhaps some parents found themselves in very tense shopping centre encounters over groceries, toilet paper and the likeness. However, undoubtedly those feeling the disruption on everyday life are the small business owners that make up so much of our community. This enormity of disruption has seen over 200 million dollars worth of lost income and has effected 400 thousand people. So how can we as a compassionate community support these valued business? Start by buying local. Many businesses offer online shopping services. Wild Society a vintage revival store found on Hunter Street are currently advertising free shipping and special offers. This enables families and individuals to still support local shops in a "non contact form of sale" as stated by the owner. A large number of businesses are also encouraging the use of eftpos over cash due to the large amount of bacteria that is actually found on coins and notes. Initiatives such as lifting the eftpos minimum on items has been an active technique found throughout local business. Checking out which restaurants are offering home delivery is also another great way to support business and also acts as a valid excuse avoid the dishwasher duty. These little conscious purchases play an incredibly crucial role in the survival of these little and local business when going through such strange times. Students can also get involved, check on your neighbours, ring your grandparents if they are feeling a little lonely or isolated it might just make their day. Stay safe everybody, be kind.'*

## Episode 2

*'Life well and truly has come to a stop. Leaving many of us awake at late hours or has made our trackies become the new uniform. However, it's the uncertainty of the unknown that really has us all feeling restless. It is incredibly interesting to see that once our life is completely stripped back in a way, we notice these things perhaps we even forgot to be grateful for. Those tiny interactions we have with strangers or even friends. The stability of structure, being able to be told when to focus and do work, its left many students and teachers even having to find motivation from themselves instead or deadlines. Although, is that such a bad thing? The skill of self-motivation and self-discipline have been strengthened and challenged during these times. It's amazing to see how we as a college and as individuals have adapted, how we continue to learn through the strangest times, we learn how important those relationships with others are, and perhaps we all know how to use compass a little bit more! Although it sounds quite strange to say, perhaps the world needed this break. We as a nation as a generation have never seen times that weren't constantly advancing or changing. Many current events such as the Venice Canals having clear water and even seeing animals swim through the waters is just one example of how our constant human pleasing climate has in a sense had time to repair and recharge. We as a resilient community could call these times boring, alternatively we could take this opportunity to play a game of cards with our family or gaze at the stars in the autumn air from our backyards and windows. Help each other out, check up on your family and friends, let continue to live through our College Values.'*

## Episode 3

*'This week as our freshly cleaned uniforms were put into use after much anticipation, the slow progression into normality finally felt real. Our College was alive again, the playground filled with the sounds of long-awaited conversation and joyous laughter. The hallways were filled with organised chaos between lessons.*

*However, things were noticeably different, our hands were sprayed with sanitizer as we were welcomed into the new world, the new way of gatherings. Another new world, much like how so many students across the world welcomed the new way of online learning numerous weeks ago.*

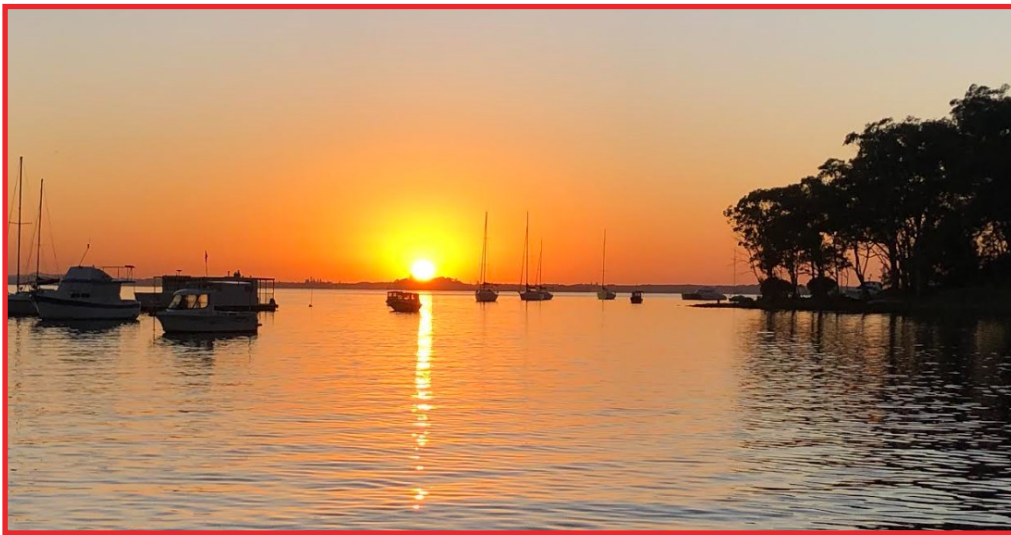
*One day a week is the first step into our return to school education and it was a step students were certainty eager to take. As the staged return to fulltime in-class learning slowly but surely is paved out, we as a Catholic community will meet our new challenges not only with excitement but with precaution. We will be learning while participating in safe hygienic practises to accommodate to our new world, post isolation.'*

Ms Kerrie-Lee Guest  
Student Coordinator





**Kasey Crebert, Year 8 Student**, and her sister Mikaela both wanted to represent their schools at our Driveway Dawn Service.



## *Year 12 After-School Study Afternoons*

### **After-School Study Afternoons**

St Paul's have been providing staff supervision for After-School Study Afternoons for Year 12 only in B07/08.

This will occur on Monday and Wednesday afternoons between 3.15 and 4.15pm.



# National Reconciliation Week

**Reconciliation Week** is an important event in our nation's calendar. This year at St Paul's it was a bit different with our social distancing measures, but still just as meaningful. For **Sorry Day on 26<sup>th</sup> May**, our Year 10 students prepared the traditional hands with messages of support and what Sorry Day and Reconciliation Week means to them. These were used by Year 12 to create hand wreaths that they placed on our socially distanced Sorry Wall mural. Over the last few terms our First Nation students collaboratively created an Acknowledgement of Country unique to our school community and this was shared on Sorry Day.

Throughout **Reconciliation Week** our students completed activities in their CARE groups acknowledging and learning more about the significance of Sorry Day and Reconciliation Week for all Australians to repair and strengthen our relationships with one another and work towards healing the pain colonisation inflicted on our First Nation people.



**Mrs Renee Pola-Kuras**  
Ministry Coordinator



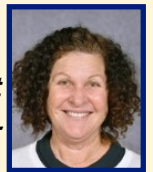
## **St Paul's Catholic College—Acknowledgement of Country**

*'St Paul's Catholic Community would like to acknowledge the Traditional Custodians of the land on which our college stands, The Awabakal people. We honour the wisdom of and pay respect to, Elders past, present and emerging.*

*We pay respect to the Aboriginal and Torres Strait Islander people as the First Nations peoples of Australia, whose ancestral land, and waters we work and live on.*

*We acknowledge the spiritual culture of all Aboriginal and Torres Strait staff and students, and thank those who have guided and generously shared their insights and cultural knowledge.'*

**Miss Astro Stewart**  
Aboriginal Liaison Officer





## NSW Health is ensuring that students are safely vaccinated at school during COVID-19

### - Information for parents/guardians

NSW Health has been working with education authorities to implement additional measures to ensure that students in Year 7 and 10 can be safely vaccinated during the COVID-19 pandemic.

#### Program background

In 2020 NSW Health is offering the following vaccines:

YEAR	VACCINE	NUMBER OF DOSES
Year 7	Human papillomavirus (HPV)	2 doses at least 6 months apart
	Diphtheria, Tetanus and Pertussis (dTpa)	1 dose
Year 10	Meningococcal ACWY	1 dose

While the school vaccination program has been disrupted due to low student attendance, students are progressively returning to school over the coming months.

#### Additional measures

NSW Health has implemented additional measures based on expert clinical advice to reduce the likelihood of COVID-19 transmission in school clinics, including:

- health screening of nurses before clinics
- pre-vaccination screening of students
- physical distancing restrictions at the clinic entrance & observation area
- ensuring the number of students and nurses at the clinic does not exceed the maximum allowed
- enhanced hand hygiene by nurses and students
- enhanced environmental cleaning of all surfaces

#### What parents/guardians should do

Parents/guardians should ensure that students with influenza-like symptoms do not attend school and are tested as soon as possible ([www.nsw.gov.au/covid-19/symptoms-and-testing](http://www.nsw.gov.au/covid-19/symptoms-and-testing)). There is no need for parents/guardians who have given consent for their child to receive vaccinations at school to take any action. Parents/guardians who have not provided consent can contact their local public health unit on 1300 066 055 or their school for advice on how to provide consent for vaccination.

#### When students will be vaccinated

Public health units are arranging clinics with schools so that vaccinations can be given to students as soon as possible.

#### More information

Information about school vaccination during COVID-19 is available at [www.health.nsw.gov.au/schoolvaccination](http://www.health.nsw.gov.au/schoolvaccination)

NSW Ministry of Health  
ABN 92 697 899 630  
100 Christie Street, St Leonards NSW 2065  
Locked Mail Bag 961, North Sydney NSW 2059  
Tel (02) 9391 9000 Fax (02) 9391 9101  
Website: [www.health.nsw.gov.au](http://www.health.nsw.gov.au)





## **Aspire Intern – Paid Internship 12 months (approx. 2 days per week but also including extra rehearsals and the entirety of Production Week**

ASPIRE is offering one paid internship to a student from the Diocese interested in learning more about the creative arts industry and the running of a creative arts program. This position is suited to students considering a career in the arts industry, whether it be, theatre, music, visual arts or production based.

As Part of the Internship the successful candidate will:

- Support the Artistic Director through preparation, planning, rehearsal and performance of the ASPIRE 2021 production
- Assist in the preparation of major ASPIRE events such as the song competition, ASPIRE final cut and DRAMA FEST
- Maintain a fortnightly blog about their experiences
- Have their own project to work towards, created in discussion with the Artistic Director and based on their particular area of interest
- Attend ASPIRE committee meetings
- Attend Industry meetings and gain insight into working with creative organisations such as Australian Theatre for Young People and Catapult Dance
- Be part of a minimum of one ASPIRE in schools collaboration

The salary for this position will be \$22,000, commencing the week of 25 January 2021 and concluding on week beginning 14 December 2021 with 4 weeks annual leave available.

### **Position Requirements**

- Good verbal and written communication skills
- A genuine interest in the Creative Arts with a particular interest in Production, Theatre, Music or Visual Art
- Ability to use initiative and work independently
- Ability to work as part of a team
- Be a current year 12 student attending a Diocese of Maitland/Newcastle Catholic School or be a former student of a Diocese of Maitland/Newcastle school that is under 20 years of age

Applicants are invited to forward their CV, an expression of interest addressing the position requirements and outlining why you are interested in the position and a written reference to **Anne Atkins** ([anne.atkins@mn.catholic.edu.au](mailto:anne.atkins@mn.catholic.edu.au)) by **Monday 20 July 2020** (Week 1 of Term 3). Shortlisted applicants will be invited to interview for the panel from the ASPIRE committee.

**Miss Morag Aitchison**  
**Leader of Pedagogy—CAPA**





**ASPIRE**  
MUSIC.DANCE.DRAMA

## JUNIOR THEATRE MAKERS 2020

<https://aspire.mn.catholic.edu.au>

Please refer to the ASPIRE website for all ASPIRE information, forms, updates, photos and the newsletter from the Artistic Director

### Thursdays in Terms 2 and 3 in five different locations across the Diocese

Locations:	St Pius High School Adamstown	St Bede's Catholic College Chisholm	St Joseph's High School Aberdeen	St Clare's High School Taree	St Paul's Catholic College Booragul
Time:	4.00 pm – 5.30 pm	4.00 pm – 5.30 pm	4.00 pm – 5.30 pm	4.00 pm – 5.30 pm	4.00 pm – 5.30 pm

ASPIRE's Junior Theatre Makers Ensemble for Years 5 – 8 is again offering creative drama programs across the Diocese in 2020 throughout Terms 2 and 3.

Term 2 will be all about learning and skills with a focus on play building. Ensemble members will work through an array of exercises relating to character, physical and image based theatre. The ensemble will be led by a local theatre expert and will also receive a workshop from ASPIRE Artistic Director Anna Kerrigan.

Term 3 will be spent creating an original short performance piece which will be performed on **Thursday 24 September 2020 at the Civic Playhouse, Newcastle**. All five groups will come together to rehearse for the day before performing an integrated piece that evening.

This is a great opportunity to learn in a fun environment with like-minded students. Places in the program are limited and will be allocated on a first come first served basis.

**Course Cost: \$250 (scholarships are available for those in financial need)**

To reserve your place please complete a booking form online at the ASPIRE website <https://aspire.mn.catholic.edu.au> or call Anne Atkins on 02 4979 1331 for more information.

**ASPIRE**

# ASPIRE NEWS



## SENIOR THEATRE MAKERS 2020

ASPIRE's Senior Theatre Makers program will be taking a slightly different approach to creating a new work in 2020. ASPIRE has put out a call for written submissions from students all around the diocese on the topic of isolation. Our Senior Theatre Makers will use these pieces to create a verbatim piece of theatre that will be performed at the Civic Playhouse at the end of Term 3 (*in the event the playhouse has not reopened by this point the work will be filmed or an alternate date agreed on with the students*)

Students will work with ASPIRE Artistic Director Anna Kerrigan and ASPIRE intern Ollie Crawford to produce the piece of theatre. They will be involved in the creation of the work using text from students and their own experiences. They will then collaborate with the directors and ensemble to put the piece onstage developing skills in blocking and workshopping ideas as well as developing performance skills in voice and movement.

Our process will alter from the usual weekly workshop format to three online sessions for Term 2, where the group will come together virtually to look at the material we have been sent and start to put together our piece of theatre. It is hoped that we will be able to hold face to face rehearsals in Term 3, however if that is not possible we will rehearse virtually.

The schedule is:

**ONLINE Session: 4.30pm – 6.30pm**

Tuesday 2 June 2020

Tuesday 16 June 2020

Tuesday 30 June 2020

**FACE TO FACE Rehearsals: 4.30 pm – 6.30 pm (these may run online in Term 3)**

Tuesday 21 July 2020 at Catholic Schools Office Newcastle

Tuesday 28 July 2020 at Catholic Schools Office Newcastle

Tuesday 4 August 2020 at Catholic Schools Office Newcastle

Tuesday 11 August 2020 at Catholic Schools Office Newcastle

Thursday 20 August 2020 at Catholic Schools Office Newcastle

Thursday 3 September 2020 at Catholic Schools Office Newcastle

Thursday 17 September 2020 at Catholic Schools Office Newcastle

**WEEKEND Rehearsal: 10.00 am – 4.00 pm**

Saturday 19 September 2020

**PERFORMANCE DAY 10.00 am – 8.00 pm**

Wednesday 23 September 2020 (*Performance at 6.30pm*)

**Senior Theatre Makers is open to all students in Years 9-11**

Course Cost: \$150 (scholarships are available for those in financial need).

To reserve your place please complete a booking form online at the ASPIRE website <http://aspire.mn.catholic.edu.au> or call Anne Atkins on 02 4979 1331 or 0404 003 601 for more information. Closing date for registration is **Wednesday 27 May 2020**

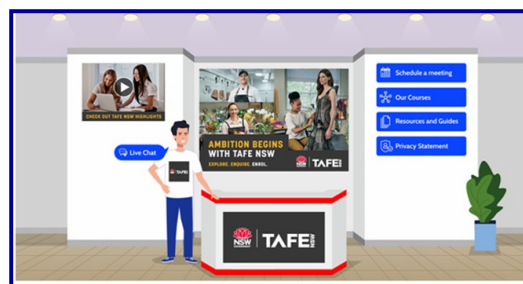


## Career Thought of the Week:

“A person’s worth in this world is estimated according to the value he puts on himself”

Jean de la Bruyere

## HSC & Beyond Virtual Careers Expo (24-28 June)



- a range of resources to help guide post-school study decisions

Free to attend, anyone who visits the TAFE NSW virtual booth will have access to:

- On-demand videos showcasing TAFE NSW facilities and some of our courses on offer
- Chat with a TAFE NSW representative
- Schedule an appointment for a later date

[REGISTER NOW](#)



## Top 5 tips for thinking about University

1. Keep things in perspective; don't limit yourself to one idea or what Uncle Fred thinks of Arts degrees. Visit open days, websites and talk to everyone.
2. Pick a degree based on your interests and passions rather than maximising the use of your ATAR. Follow your aspirations, not the crowd.
3. University is 50 percent study and 50 percent life experience. When choosing a university, consider the experiences on offer, not just the courses.
4. University is NOT just a job training area. Your future career may not reflect the degree you study, so stay open-minded.
5. Treat university as a chance to push yourself - intellectually and socially. It will help with your career, but the value is beyond just the money you will make.

## Careers in the Army

The Army is more than just a dynamic place to work. You'll also love our unique culture of adventure, sports and friendships. There is a wide range of jobs in the army including aviation, logistics, trades, engineering and medical, to name but a few!

**Below are some useful links students might like to browse to learn more!**

<b>About the Army</b>	<a href="#">Defence Jobs - About the Army</a>
<b>Army Life</b>	<a href="#">Defence Jobs - Army Life</a>
<b>Training &amp; Education</b>	<a href="#">Defence Jobs - Training &amp; Education</a>
<b>How to Join the Army</b>	<a href="#">Defence Jobs - How to Join the Army</a>
<b>Women in the Army</b>	<a href="#">Defence Jobs - Women in the Army</a>
<b>Jobs in the Army</b>	<a href="#">Defence Jobs - Jobs in the Army</a>
<b>All other FAQs</b>	<a href="#">Defence Jobs - FAQs about the Army</a>

## Literacy and Numeracy Skills

### for Australian Apprenticeships & Traineeships

When starting an apprenticeship or traineeship, you won't be expected to have specific skills and experience in the industry – you learn this on the job and through your training. However, this doesn't mean you don't need any skills at all before starting!

Literacy and numeracy skills are important for everyone, but they are sometimes underrated by people looking at apprenticeships and traineeships. The training for Australian Apprenticeships requires both literacy and numeracy, but in ways that are specific to your job.

For example, someone starting a traineeship in retail will need to be able to deal with money, but in carpentry you will need to understand lengths and angles. Different occupations might require different types of literacy numeracy skills. Across all areas, reading, writing and verbal communication will be important as you learn your job.

The Australian Apprenticeships and Traineeships Information Service have developed short online quizzes to help you self-assess your literacy and numeracy skills. The questions are related to an industry you might be looking to do an apprenticeship or traineeship in. For example, you will get different questions depending on whether you do the Animal Care and Management quiz, compared to the Electrotechnology quiz.

These quizzes will help you understand the types of literacy and numeracy skills you might need when starting an apprenticeship or traineeship in the industry you choose. Once you finish the quiz you will see what questions you got right and wrong, and your score. You will also get information about what your next steps might be. This could include focusing on your literacy and numeracy skills or starting job hunting.



To explore these different tests and quizzes go to: [aapathways.com.au/lnq](http://aapathways.com.au/lnq) or to your School Careers Website > Post School Options > Apprenticeships & Traineeships.

## Careers With STEM

Students going into senior school may not see a strong connection between science and maths and a future career. The Careers with STEM magazines provide that connection for them.

By going to the [Careers with STEM](#) site you can browse the back issues to discover careers in all of the science, technology, engineering and maths disciplines.



## Important Dates for Term 2 2020

22<sup>nd</sup> June-3<sup>rd</sup> July Trial HSC TBC

3<sup>rd</sup> July Closing date for TVET Applications

5<sup>th</sup> June - YR 10- Stage 6 Subject Selections due

4/5 June Yr.12 Career EXPO Virtual Tour

## Casual Positions/Employment Links:



These links are available on the SPCCB Careers Website and emailed to students in Years 10/11/12 through their school email accounts each Monday.

Examples are:



**Mr Craig McLoughlin**  
Careers Adviser





## ST DOMINIC'S CENTRE MAYFIELD

Supporting students who have a primary diagnosis of deaf or hard of hearing, as well as students with Moderate Cognitive Disability.

**REGISTER YOUR INTEREST TO ENROL YOUR CHILD TODAY!**



### PERSONALISED PLANS

LEARNING, COMMUNICATION, SOCIAL SKILLS, MOBILITY, PERSONAL CARE, BEHAVIOUR AND SAFETY SKILLS

The school achieves its mission by providing each student with a Personalised Plan which promotes the development of listening, language and academic skills and positive social outcomes.



### TOTAL COMMUNICATION

Total Communication is a philosophy that captures a variety of methodologies of communication. These may include Auslan, Signed English, Assistive Technology, Visual Communication Systems, Augmentative and Alternative Communication devices and other forms as determined by specialists in consultation with staff. The modes of communication that best serve the students are determined through the Personalised Plan process.

“  
St Dominic's is a special school that provides a quality, holistic education for students from Kindergarten to Year 10. If you get the educational setting right, that's when you are able to tap into a child's potential and really unlock what is able to come out of a child.  
This is what we do at St Dominic's Centre.  
”  
- Veronica McLoughlin, Principal



### LEARNING ENVIRONMENT

The school's building was originally designed for deaf or hard of hearing students which means the acoustics are well suited and of benefit to any child with sensory needs.

St Dominic's contemporary flexible learning spaces allow students to work both collaboratively and independently. Each of our classrooms can be zoned into places for students to work quietly or to work together to draw the best from the students and their learning.



### UNLOCKING STUDENT POTENTIAL

When students come to St Dominic's, they find their niche which allows staff to work with students and help them to unlock their potential. At St Dominic's, our goal is to empower our students.

What we aim to do is give students as much independence for self-advocacy and long term success as possible.



### ASSISTED TRAVEL

Students enrolled at St Dominic's may be eligible for Assisted Travel which is a government subsidised scheme. This includes transport to and from school within a 40km radius that allows students to be dropped off and picked up from school every day.



ST DOMINIC'S CENTRE  
76 HAVELOCK STREET MAYFIELD NSW 2304  
4943 1295  
admin@mayfieldst.catholic.edu.au  
www.mayfieldst.catholic.edu.au  
@StDominicsCentreMayfield



Fee assistance is available

## ABOUT ST DOMINIC'S CENTRE

St Dominic's Centre, Mayfield, is a systemic Catholic school that actively supports the Catholic mission. We have proud Dominican traditions which are evident in our relationships and rituals.

In partnership with families, St Dominic's Centre is a Kindergarten to Year 10 school that provides excellence in education for children with a range of disabilities.

All programs offered at St Dominic's aim to promote spiritual, personal, social and academic growth, with an emphasis on family and community.

All students from K to 10 are based at St Dominic's with students in separate classrooms. There are shared specialist spaces for all students to use throughout the day.

The school fees for St Dominic's are in accordance with the system fees. For 2018 the fees for primary are \$1,233 and for secondary \$1,698. There is a resource fee of \$150 per term for primary students and \$165 per term for secondary students to cover costs of practical subjects.



### ENROLMENT CRITERIA

St Dominic's offers two forms of enrolment:

- Kindergarten to Year 10 accepts enrolments – for students with a primary disability of Moderate Cognitive Disability or who are deaf or hard of hearing
- Kindergarten to Year 3 – for students with a primary diagnosis of Autism Spectrum Disorder we offer specific classes

Each class will support students' educational needs, in addition to their communication, social and sensory needs. The program aims to prepare students for either a smooth transition into a mainstream setting or for the continuation of learning in a specialised setting.

At St Dominic's, students are directed to establish lifelong learning behaviours and routines to maximise independence. There are very limited spaces available for these classes and appropriate diagnostic reports must be presented with the enrolment application.

Each class will need between five to seven students to run.



### STAFF

Our specialist staff and purpose-built environment allow students to achieve success through a focus on communication, literacy, numeracy and social skills. Staff members work closely with families, therapists and partner school staff to set and achieve individual goals for each student.

St Dominic's also has a speech pathologist, occupational therapist and psychologist on staff. They work closely with other specialists in a coordinated approach to achieve goals for each student.



### WHAT IS TAUGHT AT ST DOMINIC'S?

St Dominic's is registered with the NSW Education Standards Authority and therefore complies with syllabus requirements as determined by this body. St Dominic's has two key components:

#### PRIMARY PROGRAM

This program follows regular syllabus outcomes with the necessary adjustments in place to enable all students access and participation. This program enrolls students from Kindergarten to Year 6 and is inclusive of students with a range of disabilities.

Students experience individual instruction, small group learning and targeted social skills training – both formally and informally. Students receive instruction in all key learning areas. Content and learning are explicitly linked to each child's Personalised Plan. This enables the ongoing reinforcement of individual goals that are determined by teachers, parents, specialists and students.

#### SECONDARY PROGRAM

The secondary program follows an integrated approach with individualised outcomes determined through the Personalised Plan process based on Life Skills' outcomes and content. This involves community participation and life skills with a strong focus on building skills for independence.

For all Finance enquiries please use the following email address: [finance@booragul.catholic.edu.au](mailto:finance@booragul.catholic.edu.au)

To calculate your Weekly, Fortnightly or Monthly payment amount, please go to our Website and use the calculator. <http://www.booragul.catholic.edu.au/about-us/finance/fee-calculator/>

If you have not already done so, please ensure I have copies of relevant updated Health Care / Pension Cards.

**Also, if you have not completed 2020 Family Discount and Diocesan Pastoral Contribution Form, please follow the link to the Website above to download, complete and return to college office.**

## School Fee Payments

1. Qkr
2. BPay through your own home banking via the Internet
3. Eftpos **Minimum payment \$10**
4. Cheque
5. Cash

## Excursion Payments

1. Qkr
2. Eftpos **Minimum payment \$10**
3. Cheque
4. Cash

## Excursions Coming Up .....

Please pay for all excursions by the due date written on the excursion notes which are sent home with your child. This date is important as excursion costing is calculated on the number of students who should be attending that particular event. Venues and buses have to be paid when the booking is first made. Your understanding of this would be very much appreciated.

## Opening Hours for Payments to the Finance Office

**Parents:** Come to Student Reception or Reception from 8.30am to 2.30pm

**Students:** Mornings from 8.30am until tutor group bell, all of recess and all lunch times

## QKR is a great way to pay fees and excursions



For your convenience, when paying for excursions the new Qkr! App is now live for families of our students. Qkr! By Mastercard can be downloaded for free from Apple's app store for iPhones, iPad users can download the iPhone app or from Google Play for Android phones. Simply:

### Step 1 Download Qkr!

On your Android phone or iPhone. iPad users can download iPhone app



### Step 2 Register

Select your Country of Residence as 'Australia' and follow the steps to register

### Step 3 Find our school

Our school will appear in 'Nearby Locations' if you're within 10km's of the school, or search for our school by name.

### Step 4 Register your children

When first accessing our school you will be prompted to add a student profile for your child. This allows you to make orders and payments for them.

**For more information about QKR visit our website**

[www.booragul.catholic.edu.au](http://www.booragul.catholic.edu.au)



**Mrs Betty Harris—Finance Officer**

[finance@booragul.catholic.edu.au](mailto:finance@booragul.catholic.edu.au)







Australian CATHOLICS  
ACU  
AUSTRALIAN CATHOLIC UNIVERSITY

2020  
*Young*  
JOURNALIST  
AWARD

LIVING IT UP  
STORIES OF CELEBRATION

What do Australians celebrate? Share inspiring stories in our 2020 Young Journalist Award for the chance to be published and win.

## Community Notices



**HOME DELIVERY  
INFORMATION**

DARA IS PROVIDING, FREE MEAL HOME DELIVERY AROUND NEWCASTLE, PORT STEPHENS, MAITLAND AND LAKE MACQUARIE AREAS.

DARA.ORG.AU

**DARA** | DEVELOPMENT AND RELIEF AGENCY.  
PROCEEDS OF MAITLAND-NEWCASTLE *empowering people*

All who require food support are welcome to receive a weekly meal delivery.  
Visit [dara.org.au/home-delivery](https://dara.org.au/home-delivery) or call 4979 1339 (during office hours) to register your details.

  @DARAPROGRAMS

DARA.ORG.AU

**St Paul's**  
Catholic College



## St Paul's Catholic College

Address: Primrose Street, Booragul  
Postal: PO Box 194, Boolaroo NSW 2284  
Telephone: 4958 6711  
Email: [admin@booragul.catholic.edu.au](mailto:admin@booragul.catholic.edu.au)  
Web Site: <http://www.booragul.catholic.edu.au/>

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### Switch/Reception

Hours: 8.00am until 4.00pm

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### Finance Office

Hours: 8.30am to 2.30pm  
Email: [finance@booragul.catholic.edu.au](mailto:finance@booragul.catholic.edu.au)

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### Canteen

Telephone: 4946 3115

