



The Spinnaker

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St Paul's
Catholic College
Booragul



Photo by Andy Warren

28 August 2020 Vol: 9-20

Dear Parents and Caregivers,

Last week, our wonderful Year 12 Cohort completed their trial HSC exams. In any normal year, these exams are usually completed at the end of Term 2 but because of the COVID interruption, we decided that we should put the exams back to the traditional time on mid-term 3. In my letter to Year 12 and their parents and caregivers, I commended them on the way that they have gone about their exams and the obvious way that they have led the school during this most unusual year. I suspect that unusual will continue to be with us for some time.

In the last five weeks of this term, the Year 12 students will complete any major works ready for presentation and marking either by external markers or by their experienced HSC teachers. As well, they will be completing courses and doing some much needed revision in preparation for the HSC exams next term. These exams have also been put back a week from the traditional timing and the students will have the opportunity to attend masterclasses in their subjects in the extra week of preparation time. Mrs Carter will have the arrangements for this week published soon.

Year 11 this year seem to be the forgotten year. At a meeting of Principals from the State system, the Independent sector and the Catholic Systemic sector with NESAs, I made the point that this year's calamity hasn't just impacted on Year 12. It has made a significant impact on the Preliminary preparation for students as they move towards their HSC course beginning next term. I suspect that once this year's group has completed the HSC, NESAs and the Government will turn their focus towards our Year 11 cohort especially given that COVID will most likely be part of our lives for the next 12 months. Year 11 are in the final stages of their courses and will begin their end of course exams in week 8.

We have been working with the Catholic Schools Office Work Health and Safety Business Partners to develop a workable and enforceable Traffic Management Plan for the College. We have been struggling with the issue of pedestrian movement, cars and buses all being in the same sport in the College every morning and afternoon. By the Grace of God, we have not had any major incidents but we have certainly had some disturbing near misses. For that reason, we have sought support from the CSO and have developed a plan in association with Worksafe NSW to support the safety of students at the College. In the next few weeks, all families will be receiving detailed traffic management rules so that from the beginning of Term 4, we can ensure that the plan is being adhered to. I look forward to starting the term with the plan in place and the support of all our families.

Could I also ask that you keep in mind our COVID Evacuation Plan in the event of a positive case. I was only thinking earlier in the week that it has been a little while since a school setting has been closed due to positive COVID cases and then suddenly, a report in the media said that three schools in Sydney have been closed for deep cleaning. We will continue to pray that we do not have an issue but prior planning and preparation will certainly lessen the stress on all of our community if it does happen. As well, it is still vital that students remain at home if they are exhibiting any symptoms such as a temperature, sore throat, runny nose or a cough. This remains the health advice and we ask for your support in this matter. I understand that these symptoms will most probably be as a result of the change of season but we must remain vigilant.

The weather seems to be inching towards spring. The days are getting longer and the blossoms are starting to show. This is the loveliest term of the year as we emerge from the winter into the spring.

Go gently.

Mr Graeme Selmes
Principal



Unlocking Learning Potential

As our Year 12 students complete their Trial HSC examinations and begin their preparations for the examinations in October it is worth revisiting the idea of learning resilience and working out next steps for learning success. I firmly believe all students have the potential to be effective learners and can experience learning success. This learning success, however, can look different for individual students as we are blessed with different gifts. At the beginning of the year I challenged students to give their personal best in all they attempt but also reminded them that their teachers are there to support them as they strive for this personal best which requires an understanding of their learning potential. Unlocking our learning potential requires us to have resilience or 'grit', that is, the skills to bounce back and to work out our next steps. In fact, one of the most powerful questions a learner can ask is 'What are my next steps?' and this requires the learner seeking feedback from their teachers. At St Paul's we strive to give our students the skills so they can realise their potential and to flourish as young people and there are some steps that students can take outside of the classroom to assist in the establishment of positive learning habits:

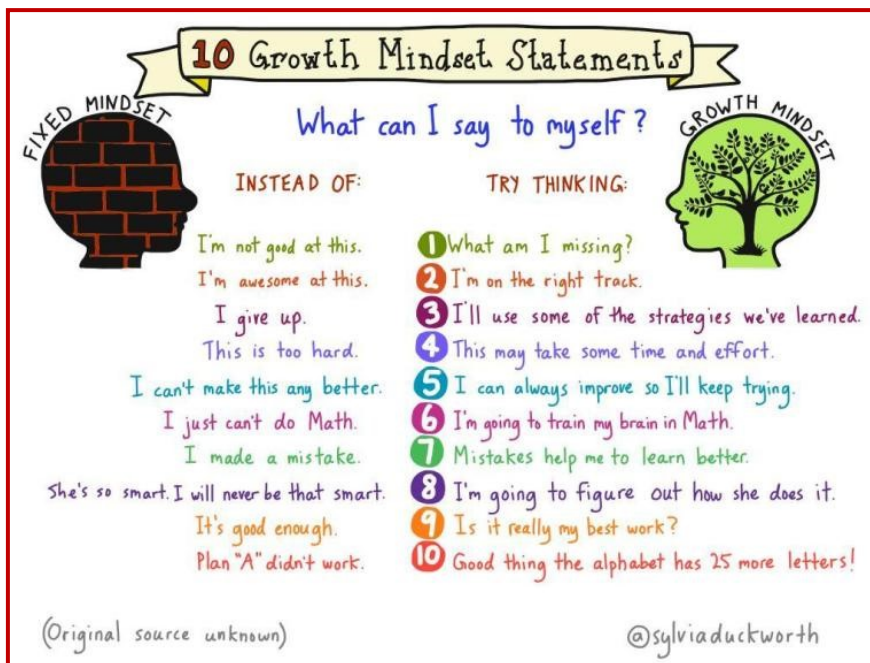
- Mistakes are important for learning and realising that not getting something right the first time means you are learning something new. The power of a mistake is that it gives us an opportunity to try something different or to refine what we know or can do. Knowing how to bounce back from a mistake can require a change in mindset.
- Consistency is necessary for deep learning, that is to move our knowledge from our short-term memory to our long-term memory. This is where homework and study play a role in consolidating learning but only if it incorporates effective strategies. Developing a consistent approach to study and homework increases students' self-regulation and organisation and these are both important for learning success. Effective study techniques can initially be allusive for some students and they are encouraged to seek advice from their teachers about what works in particular subjects. Study techniques can also be a personal preference for students. The best advice for our Year 11 and Year 12 students, is timed practice of examination style questions which are submitted to teachers for feedback. The table below outlines the effectiveness of particular strategies and what is important to remember is that all strategies have some positive effect on learning.

Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

Learning Techniques and their Effectiveness: Dunlosky (2013)

- Students are encouraged to know who they can seek support as another key strategy in unlocking learning potential. The question 'What are my next steps?' often requires the advice from someone else, whether that be a teacher or a peer. When students can plan for learning they develop greater efficacy over what they can learn – they develop an understanding of their potential.

Finally, unlocking learning potential and developing a resilient approach to learning requires a growth mindset and this is something that we can all encourage our young people to develop. When we hear students say 'I am no good at this' we remind them that the statement should be 'What am I missing?'. Coaching students in growth mindset language is something we can all do for our students.



Year 12 Week 1 Term 4: Master Classes

Year 12 Trial HSC Examinations have concluded and students are starting to receive feedback from their teachers. We congratulate Year 12 on the way in which they approached these examinations and encourage them to use the feedback to refine their learning. We have planned a series of Master Classes for Week 1 Term 4 for our Year 12 students to leverage the time between the end of Term 3 and the beginning of the HSC Examinations. Students will be provided with further information about these sessions later in the term. It is worth considering that there is a significant period of time between the end of formal lessons and the beginning of the examinations and we will be encouraging students to plan for effective examination preparation during this time.

Year 11 Course Examinations

Year 11 students have received their Year 11 Course Examination Timetable and should be refining their study timetable to reflect the spread of the examinations. Students were also provided with the Examination Rules and Procedures document and it is their responsibility to be familiar with this. Due to the disruption students experienced in Term 1 and Term 2, the weighting of some of the examinations may have changed and students are encouraged to check the Assessment Schedules which are available on the College website. If students require support during the examination period they are encouraged to see Mrs Brownlee or Mrs Dufty.

Year 10 HSC Minimum Standard Tests

Most Year 10 students have attempted the HSC Minimum Standards tests for Reading, Numeracy and Writing. Students who have been absent or need to make another attempt will attend catch up sessions throughout the term. Students are reminded that we will work closely with them to ensure they have met the minimum standard before the end of the year.

A Note On Assessment

Teachers are often asked by students 'does this task count?' or 'when is the next assessment?'. At St Paul's our philosophy on assessment is that it is ongoing and intrinsically linked to the learning in the classroom. One significant change which was communicated earlier in the year was that we now give students multiple opportunities to show their teachers how well they have mastered the knowledge and understanding in their subjects. This approach changes the emphasis from 'learning for the assessment' to an approach where all learning is an opportunity for students to show mastery of content and skills. Teachers, in collaboration with students, have been building a profile of student learning which has enabled students to receive regular feedback that can then be used by students to identify their next steps in learning. As has previously been the case, student achievement will be identified against the common grade scale. While 'checkpoint' assessments will be issued to students as a notification, these tasks only represent one of many opportunities for students to demonstrate knowledge and understanding.

Mrs Amber Carter
Assistant Principal—Teaching & Learning

As our Year 12's have now completed their Trial HSC exams they are to be congratulated on how they have adjusted to the many changes they have had to face this year. Initially the Trials were scheduled for the end of Term 2 but given the interruptions from COVID, these were pushed back to Term 3. Our Year 12's have continued to be gracious and accepting of these challenges and have continued on, despite the uncertainty they have experienced. They are to be admired by the way in which they have been flexible and resilient. This is not to say that they haven't had moments of uneasiness and doubt, but it is how they have responded to these moments which have shown their ability to 'face their fears' and 'bounce back'. Acknowledging that sometimes things are beyond our control and being able to accept and adjust during these moments is a skill and practice which will help them in life outside the safety of school. They will also see that this is just a moment in time and that their hopes, dreams and goals can be achieved if they continue to persevere.

Similarly, the Year 11's will soon be sitting their final Year 11 exams. The study routines that Year 11 begin to develop during these first three terms of Stage 6 have also been disrupted but now that we are back to face-to-face school these routines can certainly be established. An exciting process has also begun with the Year 11 group as they consider who will be the College Leaders for 2021. Nominations are in and on Wednesday these students had the day to record their speeches in readiness for them to be shown to Year 10, 11 & 12 on Friday. It is a very different way of providing an introduction of themselves to the College community and it is an important step in the Leadership process. All students who have been nominated are to be congratulated for wanting to serve their school community.

Raising Boys – Steven Biddulph

Below is some information about a presentation by Steven Biddulph. Steven is well known for his works and thoughts around the development of boys. As an educator and mother of three boys I have found his work to be helpful, interesting and affirming, as I have navigated understanding how boys learn grow and develop into young men.

RaisingBoys *SteveBiddulph* ONLINE*VictorianParentsCouncil

Watch Steve's world-famous talk - FILMED before the virus arrived - with a live audience. Covering boys of all ages. How to raise sons who are kind, confident, and safe. Boys and school. The importance of dads. What single mums can do. Testosterone. The 3 Stages of boyhood and how to have them go smoothly. Boys and housework. Unforgettably moving, practical, and funny too.

On Saturday 12 September 2020 at 2:00pm to 3:30pm

<https://www.trybooking.com/book/event?eid=648613&>

Whilst Steven Biddulph provides a contemporary understanding and philosophy about the development of boys, the letter below which was sent to parents of students at Maitland Boys High in 1958 shows a very different context. In considering this letter from over 60 years ago it is interesting that the focus of most schools fundamentally remains the same:

1. Presentation (Uniform) is important as it presents a certain attitude and tone
2. That the school uniform is important as it upholds the reputation of the school in the school community
3. That our relationships with one another and the friendships we have are also a reflection of our own values and integrity. In our current context, this includes our 'online' activity.
4. That our own educational success will come from continual practice and revision.

I know I have shared a variety of conversations about the changing nature of our school system and operations with many parents, so I'll leave the following letter for you to consider...

Maitland Boys' High School,
East Maitland .
13th March 1958

To Parents of M.H.S. Boys

In order that your boy may develop in the best possible atmosphere, we seek your willing and earnest co-operation in the following matters that we consider vital to a good school tone:

1. Dress. Please see that the boy is clothed in the regulation school uniform. Violent colours, especially in socks, are one of the signs of a 'bodge' attitude of mind, and particularly frowned upon. American teen-age extravagant fashions have no place in our school life and are in conflict with the spirit and tone of the school.

2. Hair. Fantastic hair cuts, the flat-top, the fringe, the square cut, the duck's wing, are the distinguishing marks of the bodgie and the exhibitionist. In your boy's best interests, please do not let him brand himself as one of the anti-social element.

No boy with such a hair cut or wearing anything but normal dress, will be allowed to represent his school in public or attend school dances, or share in any of the amenities that the school provides outside the classroom.

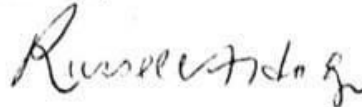
3. Company and Leisure Time. Keep him away from certain milk-bars of unsavoury reputation, that are the meeting places of bodgies and widgees and juvenile criminals. Some weak boys are attracted to these rebels against the moral order, and may easily come to ruin by associating with them.

4. School work. You can help your boy best 1) by seeing that the routine of homework is unbroken from Monday to Friday, 2) by seeing that the boy goes carefully over each day's lessons at night, and 3) by frequent examination of his exercise books and by encouraging him to take a pride in all that he does.

Finally, we are straining every nerve to combat the corrosive foreign influences that threaten to destroy our youth. We could close our eyes to it all. We prefer instead to fight. With you behind us, we can win, and we will win.

Is the boy worth your effort?

Yours sincerely,



Russell F. Hedgo,
Headmaster.

Mrs Anne-Maree Shipman
Assistant Principal—Community & Wellbeing



A reminder to all parents to encourage their child to complete and submit the **Year 12 Graduation Data Form** that I sent out via email to students and parents last Friday 21 August. I will use some of the information collated from this Form to add to the students *Graduation Certificate*.

It was wonderful to be involved with the students while they organised and ran a game of **Oz-Tag** yesterday. The game must have had its intense moments as there were a couple of torn garments and a few tumbles. Thank you to Riley and the other boys for organising this fun event. Thank you to our referee, Mr Melville (complete with official ref shirt) for giving up his time to ref the game. We had a small team of cheer leaders on the sidelines that were encouraging the fun.

You should all have received information via COMPASS this week, about **Graduation events** in Week 10. We have formed a committee that has been busily thinking outside the box on how we can make this last week of school a memorable one for Year 12, under the COVID umbrella rules that all schools must follow. I am excited about the plans we have in place and the surprises we have in store for this *COVID cohort* of 2020.

Only three more school weeks of learning left before Graduation week begins. Each one of these weeks is important as many courses are still incomplete due to disruptions throughout the year. It is thus imperative that students **attend and engage in every lesson**.

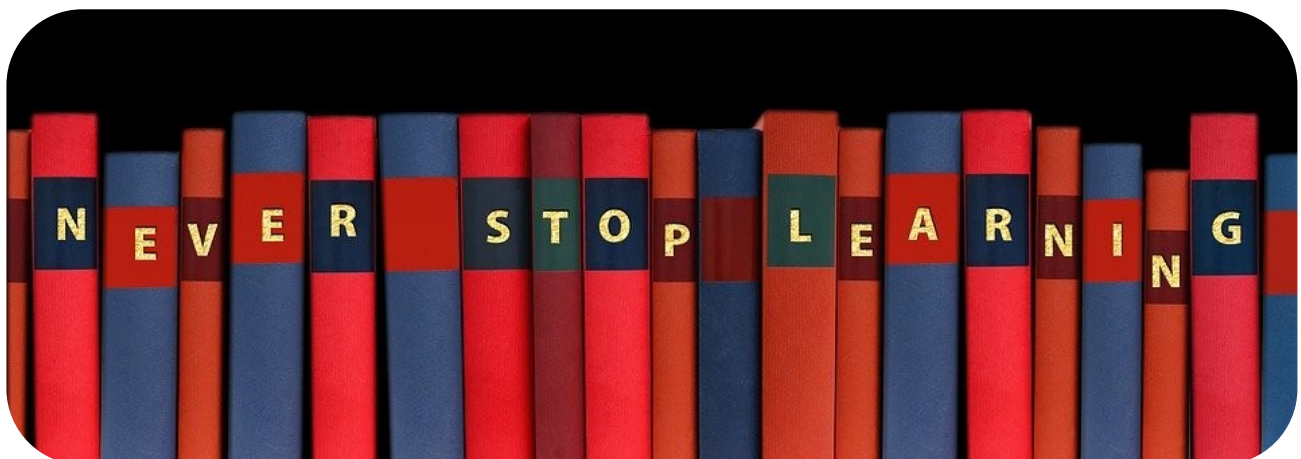
Many Trial results will have been returned to students and more to come. It is important that students look beyond the mark that they received and **engage in the feedback** that is given on how to improve for the HSC exams. This is the learning experience of the Trials.

I am constantly encouraging this cohort to leave St Paul's with a **positive legacy**. One where they will be missed and looked up to. One where they will be positively remembered. As such, I encourage parents to ensure that their child adheres to the little, seemingly insignificant details, like uniform and punctuality to class please. Both of these issues can become lax as we get to the end of the teaching term but it is one of the last impressions that each child will leave on their teachers, and the rest of the students who watch and follow.

Mrs Cayte Pryor

Student Coordinator

cayte.pryor@mn.catholic.edu.au



Year 11 Jersey's for 2021

Dear Parents/Guardians and Students,

It has been tradition that Year 12 design and purchase a College Rugby Jersey. There is no obligation to purchase the jersey, although most students choose to have one as a memento of their HSC year. In the past, students have been permitted to wear the jerseys to school initially for one day a week (Friday) which may be extended if the privilege is not abused (to include Wednesday and Friday).

The standard Canterbury style poly-cotton rugby jersey, in long sleeve with a collar, comes with the school crest, 'Year 12 2021' embroidered on the front, student name or appropriate abbreviation (12 characters only) and the year (21) written on the back. The name/abbreviated name needs to be appropriate for a school jumper as it will be identifiable with the School Crest. Inappropriate names will be discussed with individual students and possible changes suggested.



Sample sizes have been made available to students during recess and lunchtime in Week 6/7. Students will be given the order forms on Wednesday 26th August. The price for the jersey is \$80.00, which will be payable to the Financial Officer **FROM THURSDAY 27th AUGUST** using **ONLY** the QKR app (see details below). Please go to **"Products"** and select **"2021 Senior Jersey"**. Then go to **"Product Settings"** and enter the name you wish to have on your back in **"label for customer note"**. The jersey size then needs to be selected in **"Option Sets"**.

Orders, full payment and signed 'Student Agreements' are to be finalised by **Tuesday 8th September** to allow for the quickest return of jerseys.

Kind regards,

Mrs Jessica Dufty and Mrs Blair Brownlee
Student Coordinators



Year 11 Examination Timetable



YEAR 11 2020 Year 11 COURSE EXAMINATION TIMETABLE Week 8

	Monday 7/9	Tuesday 8/9	Wednesday 9/9			Thursday 10/9			Friday 11/9		
			Time	Exam	Venue	Time	Exam	Venue	Time	Exam	Venue
AM	Normal Classes	Normal Classes	All day	English Advanced: multimodal task (40)		8:55 – 10:30 1h 35m	Visual Arts (18)	B1	8:55 – 11:00 2h 5m	Biology (68)	B2/B3/Chapel
			8:55 – 11:00 2h 5m	SDD (2)	B1	8:55 – 11:00 2h 5m	Business Studies (17)	B2			
			8:55 – 10:30 1h 35m	Industrial Technology (10)	B1	8:55 – 11:00 2h 5m	Legal Studies (24)	B3/Chapel			
PM						12:00 – 1:35 1h 35m	Design & Tech (11)	B1	12:30 – 1:35 1h 5m	Marine Studies (25)	B2
						12:00 – 2:05 2h 5m	Chemistry (14)	B2			

- Catch-up exams will occur during the exam block where possible. Disability provisions will be located in the B BLOCK Rooms B4 to B9
- Times provided on the timetable incorporate reading time.
- Students are also to be familiar with the Rules and Procedures for examinations which has been made available with the timetable.
- **Students are to note that this is the formal notification for their examinations.** Individual course notifications will be provided to give further clarity on the requirements of the examination.



YEAR 11 2020 YEAR 11 COURSE EXAMINATION TIMETABLE Week 9

	Monday 14/9			Tuesday 15/9			Wednesday 16/9			Thursday 17/9			Friday 18/9
	Time	Exam	Venue	Time	Exam	Venue	Time	Exam	Venue	Time	Exam	Venue	
AM	8:55 – 10:30 1h 35m	SORI (84)	B2/B3/Chapel	8:55 – 11:05 2h 10m	Mathematics Standard 2 (80)	B1 B2/B3/Chapel	8:55 – 11:00 2h 5m	Geography (7)	B2/B3/Chapel	8:55 – 11:00 2h 5m	PDHPE (40)	B2/B3	Construction: White Card (all day) Hospitality Group II and Group III E10
	8:55 – 11:00 2h 5m	SORII (25)	B1	8:55 – 11:05 2h 10m	Mathematics Advanced (51)	D01/ D02	8:55 – 11:00 2h 5m	CAFS (24)	B2/B3/Chapel	8:55 – 11:00 2h 5m	IPT (12)	B2/B3	
PM	12:00 – 2:05 2h 5m	Ancient History (22)	B2/B3/Chapel	12:00 – 1:00 1h	Drama: practical (4)	A19	12:00 – 1:35 1h 5m	VET Construction: theory (14)	B2/B3/Chapel	12:00 – 1:35 1h 35m	English Ext 1 (5)	B1	
	12:00 – 2:05 2h 5m	Earth & Env. Science (12)	B2/B3/Chapel	12:00 – 1:35 1h 35m	VET Hospitality: theory (23)	B2/B3	12:00 – 1:05 1h 5m	Drama: theory (4)	B2/B3/Chapel	12:00 – 1:40 1h 40m	Mathematics Ext 1 (26)	B2/B3	
	12:00 – 2:05 2h 5m	Engineering Studies (21)	B2/B3/Chapel							12:00 – 2:05 2h 5m	Society and Culture (23)	Chapel	
										12:00 – 2:30 2h 30m	Hospitality Group I: practical	E10	

7 SMART TIPS TO STUDY FOR A TEST WITHOUT CRAMMING

Research shows that cramming negatively affects your body and brain functions – and eventually, your exam results. Here are 7 useful and effective study tips for your next round of examinations.

- 1 IDENTIFY YOUR IDEAL STUDY TIME**
 - Identify the time your attention and concentration is at its peak
 - Studying during these peak times allows you to breeze through tedious tasks like memorization
- 2 PRIORITIZE DIFFICULT SUBJECTS WHEN STUDYING**
 - Use your energy and brain power on the more difficult subjects first, save the easiest for last
- 3 FIND A CONDUCIVE PLACE FOR STUDYING**
 - Your study space plays a crucial factor in how we execute different tasks
 - Choose a study space that allows you to focus and concentrate
 - A space that's quiet, organized and free from distractions is ideal
- 4 TAKE A BREAK AND RELAX**
 - Do not overexert yourself
 - Exhaustion will prevent your brain from effectively absorbing information
 - Take an occasional 5 to 10 minute break between subjects
- 5 GET ENOUGH SLEEP**
 - A solid night's sleep allows your brain to take a break and prepare for tedious mental activity
- 6 EAT PROPERLY**
 - Proper nourishment is necessary for the body to function properly
 - Researchers suggest dark leafy greens and carbohydrates are good for the brain
- 7 STUDY DAYS AHEAD**
 - Spread out study time days before the exam to allow enough rest in between study days, and ample time for all subjects
 - Planning ahead will reduce anxiety from lack of time

Remember: You need to take your studies seriously but not at the expense of your health (or your sanity).



For smart and effective study tips visit blog.scitechleaders.com/how-to-study-for-a-test

The National Academy of Future Scientists and Technologists

Senior After-School Study Afternoons

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

This will occur on Monday and Wednesday afternoons between 3.10 and 4.30pm.



It's hard to believe we are halfway through Term 3. 2020 has been a contradiction in time - some weeks seemed to stretch forever, yet we are almost in Spring already!

Subject Selections - as you are aware, Year 8 students have selected their 2 subjects to study for Years 9 and 10. The response rate was outstanding with only a few students requiring a reminder last Monday morning. Mr Newell, who is one of the main staff members involved in timetabling, commented on the high return and speed with which students completed the online process. The number of forms returned is also impressive and students should have submitted their signed form into Student Reception by now. Students will be notified of their choices as soon as possible.

Organisation - Several students are coming to school without their computer/device and/or books, pens, pencils, etc. To maximise the opportunity for learning, students need to bring the necessary equipment each day. Please discuss this with your child and encourage them to get their bag ready the night before to avoid the morning rush!

Uniform - in general, Year 8 has been quite good with their uniform recently, with only a few infringements regarding the wrong jumper or shoes. If students find the school jumper or jacket is not warm enough, they should wear an extra layer underneath the school uniform, not instead of. Shoes worn with the sports uniform must be conventional lace up sport shoe/jogger offering adequate support in the arch (not canvas shoes) and white sport socks. Skate shoes/Vans, etc. are not permitted.

Monitoring the sports uniform is proving a bit trickier without daily CARE Group. I encourage parents to discuss your child's timetable with them to determine when they should be in the formal uniform (most days) and when they may be in sports uniform (every Friday and on days they have practical PDHPE lessons). Your support in this is greatly appreciated.

If you require further information regarding the uniform, please see details on the school website:

<http://www.booragul.catholic.edu.au/about-us/school-life/uniform/>

Respect - the theme for this term's Pastoral Care Program is Respect and so far we have covered self-respect, including self-care (see below for more); and respect for the community, including manners and appropriate language in the school and community setting. I include this information so that you are able to discuss these topics with your child at home if you wish.

Self-Care and Mental Health – Finally, I have forwarded to students some resources that are available to them at any time. This includes the names of our Counsellors and Pastoral Care Worker at St Paul's, as well as online and phone resources designed specifically for young people. It is important that students are aware of all the different support services both at school and in the community. The list is not exhaustive, but it does cover a range of people and online support. It is included here for your reference:

People at school

Friends!

Year Coordinator – Mrs Evans

School Counsellors – Julie (Mon, Thurs and Fri) or Rhonda (Tues and Wed)

Pastoral Care Worker – Mel (Wed and Thurs)

Your CARE Group teacher

Another teacher you are comfortable with

Online/phone support

[Lifeline](#) on 13 11 14

[Kids Helpline](#) on 1800 551 800

[Beyond Blue](#) on 1300 22 46 36

[Headspace](#) on 1800 650 890

[ReachOut](#) at au.reachout.com

Take care,

Mrs Tracey Evans
Student Coordinator

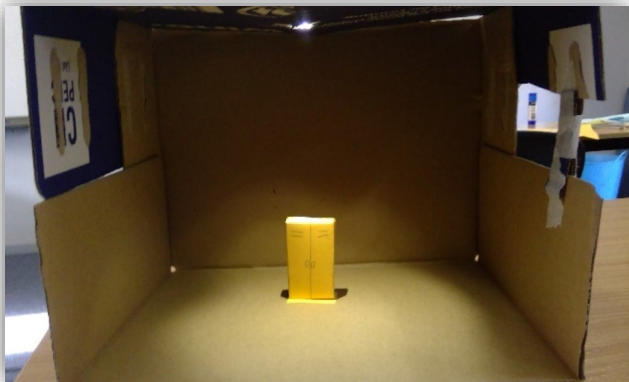


Year 8 English set models – Using numeracy skills in English

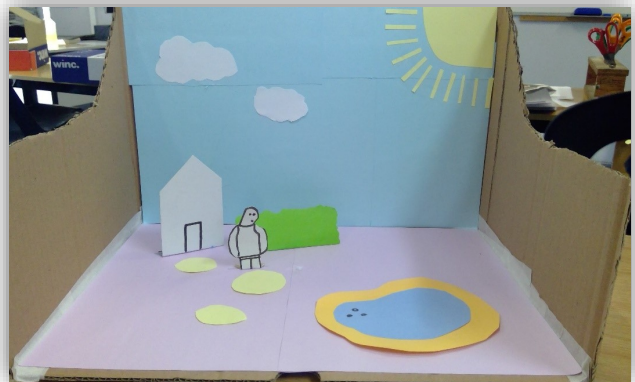
Year 8 English students recently completed the study of a play. Students learnt about the features of drama including sets, props, and lighting.

As part of our study of the play 'Blabbermouth' by Mary Morris and Morris Gleitzman, students built set models that could be used to plan a production of the play. This was a good opportunity for students to use their mathematical knowledge and skills, while also learning about storytelling and drama conventions.

The set models were required to use the dimensions of the school hall and build a set using the ratio of 1:25. The students designed some excellent stage sets. A few examples are pictured below.



'The stationery cupboard' by Deagan Preston.



'The apple farm' by Riley Bennett and Jack Arrowsmith.



'The apple orchard' by Oscar Fergusson.



'The apple farm' by William Dalgleish.

Mr Michael Doyle
English Teacher



Year 9 Film Awards

Year 9 English students recently completed their filmmaking project. The project helps students learn about film techniques, script writing, collaboration and acting while developing their ICT skills.

The students created a variety of entertaining and engaging short films. Students from across Year 9 were nominated for awards in a variety of categories and students watched the winning films in their English classes. The winners in each category received a trophy.

Thank you to Ms Hatfield-Smith and Ms Lucas for organising the trophies and the award presentation.

The winners in each category are listed below. Congratulations to the winners.

Best Screenplay

Best Screenplay was awarded to *The Perfect Image* by Tara Cowen, Kyra Tanks, Shay Warner and Tahlia Webber.



Image: Tara Cowen, Kyra Tanks and Tahlia Webber in a scene from *The Perfect Image*

Best Actress

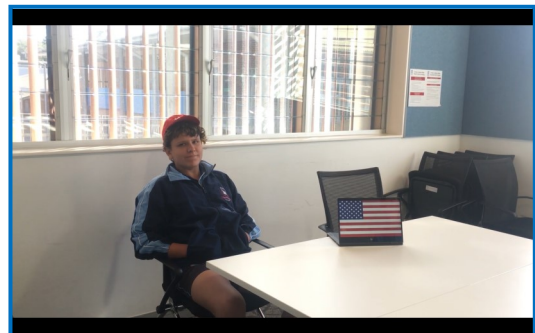
Rachel Bradford was awarded Best Actress for her excellent instructional video *How to Tie-Dye a Shirt*



Image: Rachel Bradford in her award-winning film.

Best Actor

William Brewster was awarded Best Actor for his performance in *WWIII*, a film by William Brewster, Ada Budden, Ashley Chandler and Oliver Tabone.



Images: William Brewster playing two roles in the film *WWIII*

Best Individual Effort

The best individual effort was awarded to Alexander Meeks for his animated short film [The Gas Station from Hell](#)

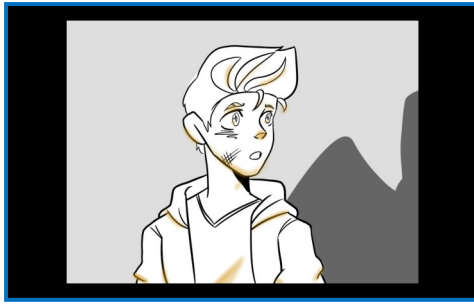


Image: A scene from [The Gas Station from Hell](#) by Alexander Meeks

Best Overall Effort

The Best Overall Effort was awarded to [Gabriel's Purpose](#) by Kailie Dean, Kadence Quinn, Luke Williams and Bailey Woolfe



Image: Luke Williams, Kailie Dean, Bailey Woolfe and Kadence Quinn in a scene from [Gabriel's Purpose](#)

Best Film

Best Film was awarded to [The Password](#) by Spencer Hamilton, Logan Hicks, Jace O'Keefe, Jennifer Newing and Kelly Shea.



Image: Jace O'Keefe and Spencer Hamilton in a scene from [The Password](#)

The Winners



Image: The winners of Best Film with their trophies -
Kelly Shea, Jace O'Keefe,
Spencer Hamilton and Logan Hicks
(Absent: Jennifer Newing).

Mr Michael Doyle
English Teacher





Career Thought of the Week:

“Whether you think you can, or you think you can’t, you’re right.”

Henry Ford

Debunking Myths around VET Pathways

University is the only pathway to a sustainable career. Apprenticeships and traineeships do not offer the same financial opportunities as other pathways. VET is too hard physically.

As parents, how many times have you thought or heard these statements?

The Australian Apprenticeships and Traineeships Information service (AATIS) have debunked these and other common myths around VET Pathways in this blog post. Mark Dean, Research and Data Officer at AATIS who has researched industry 4.0 and the future of work talks about how VET Pathways are a sustainable career choice of the future, and the various benefits of embarking on one. Read the complete post [here](#).

About the Australian Apprenticeships and Information Service (AATIS)



The Australian Apprenticeships and Traineeships Information Service (AATIS) offers pathway information to students, job hunters, career advisors and employers. Their Australian Apprenticeships website, app and resources are used and recommended by schools, parents, friends and other career-influencers. To learn more, visit their [website](#).

*Watch this YouTube clip for an interesting snippet regarding
[Ten jobs you might be interviewed for in 2050](#)*

Have you Considered Applying for a Scholarship?

Scholarships, Grants, and Bursaries - now is the time to start researching.

Furthering your education can be expensive. Often, the investment of money required to pursue your university or college education will be more than justified by the increased earning potential you’ll have on graduation.

However, this doesn’t take away from the fact that there are lots of initial expenses associated with continuing in education: tuition fees, accommodation fees, books, food etc. can all add up and for some people, these costs can put them off further study.

Luckily, there are many scholarships, grants, and bursaries that are available to students who find it difficult to meet the costs of continuing in education.



Where to find them

1. There are links and information on your School Careers Website under the “For Students” menu > Scholarships and the “Post School Options” menu > University > Information About Institutions and Courses > under each institution is a direct link to their Scholarships page.
2. There is an Activity in your Student Account (the Student Secure Area is also via the “For Students” menu) called “Scholarships - How to Find Them and Write Applications” that will help and guide you further and in more detail.

Application Tips

Applying for a scholarship, a bursary, or a grant, can be quite a daunting experience. Often there’s quite a bit of paperwork involved and each application will require your focused attention to give you the best chances of being successful. Here is some helpful advice on completing your applications, to help you ensure you have given yourself the best chance of securing that all important funding.

Ensure You’re Eligible - Before you apply, make sure you meet all the necessary criteria for applying. Don’t waste time applying for something you aren’t even eligible for.

Read Instructions Carefully - This might sound obvious, but it’s worth restating. Pay very close attention to the application instructions to make sure you don’t unwittingly disqualify yourself through carelessness.

Assess What They’re Looking For - Look beyond the eligibility criteria to uncover exactly what it is the funding administrators are looking for. This will require you to do research. Find out what the aims, objectives, mission of those assessing your application. Can you find out about the background, qualifications, experience of previous recipients of the award, for example?

Show How You Meet the Requirements - Once you’ve uncovered what the administrators are looking for, you’ll need to show to them how you meet these requirements. Do this by giving concrete examples of how you meet each of their criteria.

Don’t Miss the Deadline - Again another one that may seem obvious, but you don’t want to eliminate yourself from the running through failing to get your application in on time.

Avoid Telling a Sob Story - Don’t go for the sympathy vote in your application, there will be lots of people in similar or even worse situations. Simply lay things out factually and show how you are doing your best to overcome the challenges facing you. Demonstrate how this funding will make a difference to your life and how it will help you achieve your goals.

UAC Key Dates 2020-21

Yr. 12 Results and ATARs:



Friday 18 December:
NSW HSC results released by NESA (6am)
Friday 18 December:
ATARs released by UAC (9am)

Tuesday 15 December:
Statement (including ATAR) issued by ACT BSSS
Friday 18 December:
ATARs released by UAC (9am)

KEY OFFER DATES

All dates are subject to change. For the latest information, check uac.edu.au/key-dates.

Undergraduate

To ensure your application is assessed in time for a particular offer round, apply and provide your additional documentation as early as possible.

Offer round	Apply and pay by midnight on	Provide hardcopy documents by 4.30pm / upload PDF documents by midnight on	Change preferences by midnight on^	Offers released at 7.30am on
November Round 1	Thu 22 Oct 2020	Thu 29 Oct 2020	Sun 8 Nov 2020	Thu 12 Nov 2020
November Round 2	Thu 5 Nov 2020	Mon 9 Nov 2020	Sun 22 Nov 2020	Thu 26 Nov 2020
December Round 1	Mon 9 Nov 2020	Fri 13 Nov 2020	Sun 6 Dec 2020	Thu 10 Dec 2020
December Round 2	Mon 16 Nov 2020	Fri 20 Nov 2020	Sat 19 Dec 2020 (originally 17 Dec)	Wed 23 Dec 2020 (originally 21 Dec)
January Round 1	Fri 27 Nov 2020	Wed 30 Dec 2020	Sun 3 Jan 2021	Fri 8 Jan 2021
January Round 2	Fri 8 Jan 2021	Wed 13 Jan 2021	Sun 17 Jan 2021	Thu 21 Jan 2021
February Round 1	Fri 22 Jan 2021	Thu 28 Jan 2021	Sun 31 Jan 2021	Thu 4 Feb 2021
February Round 2	Fri 5 Feb 2021*	Fri 5 Feb 2021	Sun 7 Feb 2021	Thu 11 Feb 2021
March Round 1	Fri 5 Feb 2021*	Fri 26 Feb 2021	Sun 28 Feb 2021	Thu 4 Mar 2021

* This is the final closing date to apply for courses starting semester 1, 2021. If you apply close to or on this date, you may not have seven days to provide any documents that you need to include with your application.

^ There are short periods before each offer round when you are unable to change your preferences in your application.

Job Focus – Border Force Officer

As described by The Good Universities Guide, a Border Force officers job is to manage the security and integrity of Australia's borders. They mainly work at international airports, sea-ports or outposts along the Australian coastline. Border Force officers check passengers and crew before clearing them for entry into Australia. They check international mail, passenger luggage and other cargo of ships and aircraft to prevent the illegal entry into Australia of prohibited, quarantined or dutiable goods.



There are a number of entry pathways into the Border Force. This includes entering as a Border Force Recruit, a graduate trainee or through general recruitment

Have a closer look at the Facts and Requirements [Here](#)

Important Dates for Term 3 2020

- 20TH Sept SRS Applications close
- 30TH Sept UAC Applications close
- 20TH Oct HSC begins
- 18th December ATARS released

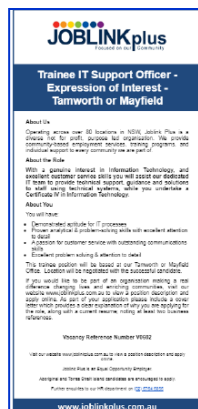
Casual Positions/Employment Links:



www.careerlinks.nsw.edu.au

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

studyskillshandbook.com.au Making the Most of Your Learning

Learning is not just what you do in the classroom. Study is not just what you do the night before a test. Both of these are ongoing activities that are enhanced by the correct pre and post activities. See which of these 5 Ps you do.



PREPARE

This is the stage where you ensure you have all of the materials you need for learning and have completed any pre-tasks such as reading sections of your textbook in advance or any other activities your teacher asks you to complete prior to the class.



PARTICIPATE

Engaging in your learning is the best way to start to embed it in your memory and ensure you understand. Having the opportunity to discuss and interact and complete different styles of learning activities really helps your brain to process what you are learning.



PLAN

Take the time to look at the assessments for the course and plan when you will start, work on and complete tasks. Anytime you are asked to complete work for class, plan when you will do it and even better write your plan into your diary or online planner.



PRACTISE

One of the best ways to learn is to do practise questions. When you apply what you have learnt to actual questions, you will engage retrieval and cognitive pathways in the brain and reinforce your learning and uncover areas that need extra study.



PINPOINT

After a test or assessment is returned to you, celebrate your successes but also use it to pinpoint areas of weakness. This allows you to then spend time building your strengths in these areas without the pressure of an exam looming.

www.studystudyskillshandbook.com.au



**Enhanced Learning
Educational Services**
"the study skills specialist"

Tips by Dr Prue Salter

username:

password:



Gerard Mowbray
Director of Schools

P 4979 1207 F
E Gerard.mowbray@mn.catholic.edu.au

25 August 2020

Dear Colleagues

Bishop Bill has approved schools supporting CatholicCare through a Winter appeal.

While this will become a strategic priority for 2021, along with Caritas and Catholic Mission, individual schools are welcome to undertake an appeal during this term to support our agency partners.

Students are welcome to wear their winter woollies for a day and provide a gold coin donation.

Any funds raised should be banked into the school account and then paid across to Catholic Care Winter Appeal.

Bank account details are:

CatholicCare Social Services Hunter Manning

BSB 062-815

Account no. 0091 0880

If you are able to provide support that would be excellent. However, bear in mind that we will flag it for 2021 over Terms 2 & 3, during the colder months.

Every thanks for your consideration.

My best wishes.

Yours sincerely

Gerard Mowbray
DIRECTOR OF SCHOOLS

CATHOLIC CARE WINTER APPEAL

TOGETHER, WE CAN MAKE
THE COOL WINTER DAYS MORE BEARABLE

FOR THOSE IN NEED.

ALL SCHOOLS IN THE DIOCESE
WILL BE HOLDING A “WEAR YOUR WINTER

WOOLLIES” DAY TO SUPPORT
THE WINTER APPEAL.

(INSERT SCHOOL NAME) WILL

HOST THIS DAY ON:

DATE: XX XXXXXX XXXX

JUST RUG UP IN YOUR WINTER WOOLLIES

AND COME TO SCHOOL. IF YOU’RE ABLE

-CONTRIBUTE A GOLD COIN TO THIS APPEAL.

For all Finance enquiries please use the following email address: 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



Mrs Betty Harris—Finance Officer

finance@booragul.catholic.edu.au





HOME DELIVERY INFORMATION

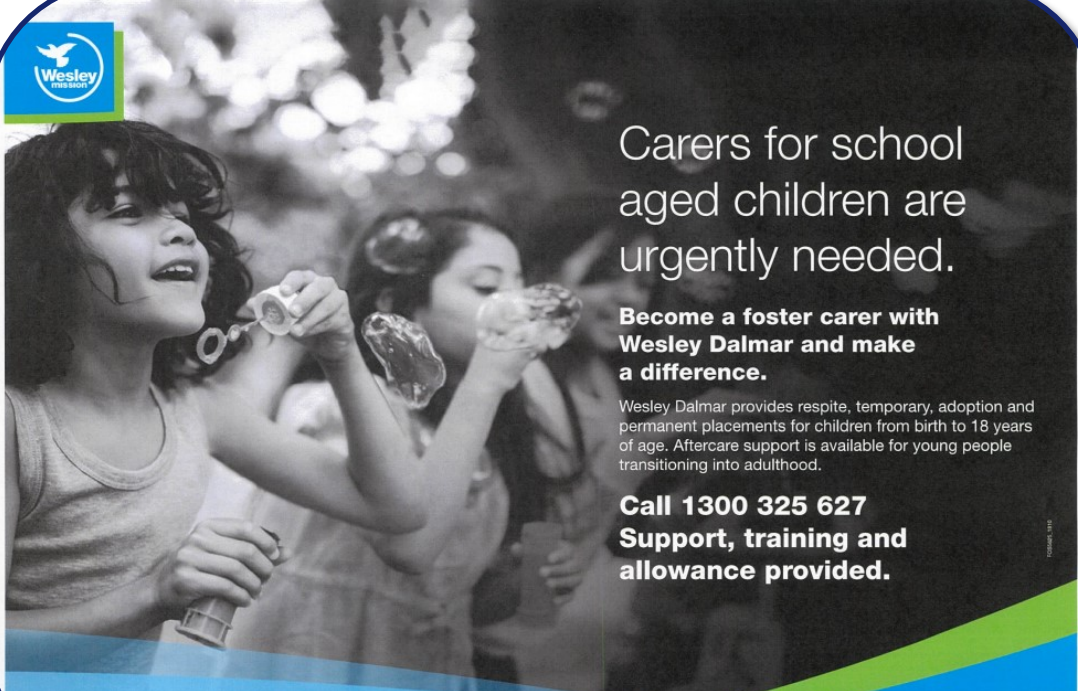
DARA IS PROVIDING, FREE MEAL HOME DELIVERY AROUND NEWCASTLE, PORT STEPHENS, MAITLAND AND LAKE MACQUARIE AREAS.

DARA DEVELOPMENT AND RELIEF AGENCY.
WESLEY DALMAR CHARITABLE FOUNDATION *empowering people*

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

  @DARAPROGRAMS

DARA.ORG.AU



Carers for school aged children are urgently needed.

Become a foster carer with Wesley Dalmar and make a difference.

Wesley Dalmar provides respite, temporary, adoption and permanent placements for children from birth to 18 years of age. Aftercare support is available for young people transitioning into adulthood.

Call 1300 325 627
Support, training and allowance provided.

wesleymission.org.au

PCYC LAKE MACQUARIE PRESENTS!

CAR BOOT SALE!

Only \$30 per boot space!

SATURDAY 31ST OCTOBER 2020
9AM - 3PM
MORE DETAILS CALL PCYC ON 4948 6622

NOW TAKING
EXPRESSIONS OF
INTEREST FOR STALLS
& FOOD / COFFEE
TRUCKS

SALE
SALE
SALE
SALE

PCYC
LAKE MACQUARIE



PCYC Spring School Holidays Program

LAKE MACQUARIE 9am-12pm, For ages 5-13yrs
-\$25 per child
Book Today 4948 6622

- Monday 28th September
Multi Sports & Recycled Creative Craft
- Tuesday 29th September
Gymnastics, Creative Craft & Multi Sports
- Wednesday 30th September
Multi Sports & Science
- Thursday 1st October
Multi Sports & Messy Craft
- Friday 2nd October
Ninja Warrior, Gymnastics & Multi Sports
- Tuesday 6th October
Gymnastics, Creative Craft & Multi Sports
- Wednesday 7th October
Multi Sports & Mosaics
- Thursday 8th October
Multi Sports & Messy Craft
- Friday 9th October
Ninja Warrior, Multi Sports & Creative Craft

Enrol for 4 or more days and you can use your creative kids voucher



Young Journalist Information



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.



Could \$500 help you with school costs?

Join Saver Plus and we'll match your savings, dollar for dollar, up to \$500 for school costs.

- | | |
|--|--|
|  laptops & tablets |  lessons & activities |
|  uniforms & shoes |  books & supplies |
|  sports fees & gear |  camps & excursions |

To join Saver Plus, you must be at least 18 years or over, have a child at school or starting next year, or attend vocational education yourself, have regular income from paid employment (you or your partner), have a current Health Care or Pensioner Concession Card and be in receipt of an eligible Commonwealth social security benefit, allowance or payment*

Contact
your local Saver Plus
Coordinator

Phone
1300 610 355

Email
saverplus@bsl.org.au

Online
saverplus.org.au

Find us on Facebook 



* many Centrelink payments are eligible, please contact your local Coordinator for more information.

Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to www.dss.gov.au for more information.

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
Web Site: <http://www.booragul.catholic.edu.au/>

Switch/Reception

Hours: 8.00am until 4.00pm

Finance Office

Hours: 8.30am to 2.30pm
Email: finance@booragul.catholic.edu.au

Canteen

Telephone: 4946 3115

