A MESSAGE FROM THE PRINCIPAL

Feast of Jesus Christ, Universal King (20 November)

This Sunday, the Church celebrates the feast of Jesus Christ, Universal King. The passage describes the way Jesus was mocked during His Passion. It can be interpreted as an example of a serious case of bullying and two dignified responses that undermine the destructive power of the bullies. A message that certainly is important for the girls at Bethany.

Sadly, there have always been those who scoff at others or make fun of them, generally because they themselves feel threatened in some way. Those who suffer such bullying behaviour often feel powerless and demeaned. There may be some comfort for such people in Sunday’s gospel.

The first response is that of Jesus who refuses to retaliate when the soldiers mock him or when another convicted criminal (“one of the criminals hanging there”) derides him. Another dignified response comes from “the other” criminal. This man has the insight to recognise that Jesus is innocent. He also has the courage to challenge the injustice of what is going on around him. Having offered his challenge, he then turns to Jesus and addresses him by name: “Jesus, remember me when you come into your kingdom.” His
request reveals his faith in Jesus as the human face of God. It also reveals his knowledge of Jesus’ mission, first announced in Galilee: “I must proclaim the good news of the kingdom of God ….”

Jesus points to God and God’s reign or empire. Jesus’ criminal companion points to the reign or empire of Jesus. The reign of God and the reign of Jesus are one and the same. In turning to Jesus and putting his request, this criminal becomes a disciple and receives the assurance of a share in Jesus’ life with God: “Today you will be with me…” “Jesus, remember me” is a fitting prayer in the face of all life’s struggles. It is a prayer for mercy. Next time we sing these words or pray them in our hearts, we might spare a thought for the one who first uttered them, a convicted Jewish criminal who had the courage to rise above his own suffering and challenge the unjust oppression of an innocent neighbour. Like Jesus, he was and continues to be an instrument of God’s reign. His capacity to challenge the injustice of Jesus’ execution might be a source of inspiration for us as we struggle to find mercy and justice for the Earth as well as for the innocent ones who seek asylum in our midst only to find themselves subjected to the torture of exile and hopelessness.

The title of Sunday’s feast reminds us of the boundless nature of God’s rule or reign: we celebrate Christ Jesus as ruler of the universe, of all that is and of all that will be. As our understanding of the universe expands, we find ourselves caught up in the ever creative and saving presence of a merciful God. This feast might serve as a reminder that every year needs to become a year of mercy and of justice.

Prayer to Christ the King

O Jesus Christ,

I acknowledge Thee as universal King.

All that has been made,

has been created for Thee.

Exercise all Thy rights over me.

I renew my baptismal vows,

renouncing Satan and his works;

and I promise to live as a good Christian.

In particular do I pledge myself to labour,

to the best of my ability,

for the triumph of the rights of God and Thy Church.

Divine Heart of Jesus,

to Thee do I proffer my poor services,

labouring that all hearts may acknowledge Thy Sacred Kingship,

and that thus the reign of Thy peace

be established throughout the whole universe.

Amen.
2017 Change to College Assessment Practices

For generations, summative assessment (tests, assignments) has dominated most classroom assessment work, especially in secondary schools, where the bulk of teacher time has been taken up with creating tests, marking and grading. There is a strong emphasis on comparing students to national standards, and feedback to learners comes in the form of marks or grades. These kinds of tests provide little direction or advice for improvement. Typically, they don't give much indication of mastery of particular ideas or concepts because the test content is generally too limited and the scoring is too simplistic to represent the broad range of skills and knowledge that have been covered.

Broadly speaking there are two kinds of assessment used in education – summative and formative. They differ mainly in terms of their purpose, how the evidence gathered will be used and by whom.

**Formative Assessment**

Mainly about **improvement**

- Tends to be forward looking: part of the learning process, ongoing and continuous, used as an aid to future progress.
- Mainly used to diagnose needs, to provide feedback to help learners learn and to help teachers improve teaching.
- Casts teacher in the role of facilitator.
- Favours the use of classroom assessment planned as part of the lesson.
- Tends to take more time, is relative to individual pupils, is less easily generalised and more subjective.

**Key questions**

- How well are you doing?
- What progress has she made?
- What does she need to do now?

**Summative Assessment**

Mainly about **accountability**

- Tends to be backward looking: to come at the end of a learning process, often separate from it and indicate present or past achievement.
- Mainly used to provide information to others about how much learners have learned for certification and accountability.
- Casts teacher in the role of judge.
- Favours the use of formal standardised tests, usually devised and sometimes scored by someone other than the teacher.
- These are short, cheap and easy to score, but usually lack validity, especially when used for accountability purposes.

**Key questions**

- How good are you?
Is she at level E yet?
Can she do her algebra?

The current worldwide interest in assessment for learning is, to a large extent, due to a review of research carried out by Paul Black and Dylan Wiliam at Kings College in London and published in 1998. Their publication, 'Inside the Black Box', was a review that drew upon 250 research journals and publications between 1988 and 1997.

Black and Wiliam’s research came up with three main findings.

1. Where assessment for learning is implemented effectively, it raises standards of achievement across the board, but particularly for low achievers. It reduced the spread of attainment while raising the bar for everyone. Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively.

2. There are common barriers that inhibit the development of assessment for learning in schools, namely:
   - the over-reliance on testing that encourages teachers to promote rote and superficial learning
   - the negative impact on pupils when the giving of marks, grades and levels is over-emphasised and where pupils are compared with one another; and
   - the focus on the managerial role of assessments at the expense of learning.

3. There were many excellent of examples of good practice that schools could use to develop their own assessment procedures.

The research team at King’s College developed a number of key strategies that underpin Assessment for Learning.

- Finding out where pupils are in their learning through discussion and questioning.
- Teachers agreeing clear objectives with pupils and providing feedback that helps them to achieve these goals.
- Sharing criteria for success and expectations with pupils through sharing learning intentions and success criteria with pupils.
- Enabling young people to take greater ownership of their learning.

The implications for learners

‘Assessment by pupils, far from being a luxury, is an essential part of formative assessment.’ Inside the Black Box.

Assessment for learning is not just about helping teachers to teach more effectively but about encouraging and enabling learners to take more responsibility for their own learning.

Teachers can help bring this about by teaching in a more interactive way and modelling ways to question and give and receive feedback. They can also help pupils take more responsibility for their own learning by:

- sharing learning objectives and success criteria more systematically and more effectively with learners; and
- promoting pupil self-assessment and peer assessment.

In 2017, Bethany has embarked on a whole school revision of assessment practices. We will be reducing the number of summative assessment tasks per course per semester and working hard to have pupils taking responsibility for their own learning, our learning principle for SELF-DIRECTED LEARNING.

This will be a real challenge for all of us as we wean students and parents off “marks”. Black and Wiliam believe that when pupils are given a mark, their ego kicks in and they react emotionally to the score and fail to register the comments. A lower than expected mark is internalised as failure, whereas a better than expected grade leads to children feeling elated and keen to find out if they have done better than their friends. Either way, they ignore the teacher’s comments.

Current research advocates reducing the frequency of awarding scores or grades and the importance given to them. They argue that use of comment-only marking leads to improvements in both learning and attainment. In primary and early secondary, sharing marks with children and parents once a year is sufficient, and once a term is enough for pupils preparing for national and state examinations in middle and upper secondary.

We look forward to seeing the stress levels declining amongst our student population with an emphasis on progress and self-improvement. Your marks do not define you if you adopt a growth mindset.

Community News

- Congratulations to Stella Dimitrakas (12) whose Visual Art Body of Work has been nominated for consideration for inclusion in ARTEXPRESS 2017.
Our mantra:
“Girls can do anything.
Bethany girls can do everything!*
(*except divide by zero)"

Vicki Lavorato
Principal
School Xchange

www.schoolxchange.com.au is an online marketplace where parents and students can sell or buy local, good quality second hand school uniforms, school and university text books, sporting equipment or musical instruments. Bethany College is registered with this site.

Whether it’s school uniforms, musical instruments, text books or sporting gear it’s free to browse and buy at any time.

For a small listing fee, you can sell unwanted school items to buyers looking to purchase items at a substantially lower cost. Generally, this will be within our local school community which means no postage and packaging costs.

Schoolxchange has been developed with busy mums and dads in mind and made it trouble-free and easy to use. Just type in Bethany’s name in the ‘find your school option’ or choose the buy or search options to view all the items listed in a particular category.

Selling Used School Gear Made Easy
The selling process is as simple and as inexpensive as possible. You only pay to list items for sale. It may be a school blazer, netball outfit, athletic gear or a trombone that’s no longer required.
You will need to register first if you wish to sell and you’ll need either a credit card or PayPal account to pay a small listing fee of 10% (less for more expensive items) based on the price you want to sell the item for.
Once registered, you simply key in the details of your item and the price you are seeking. Your listing will stay online until it’s sold and you remove it. We hope you find this site useful.
Writing Program and Scientia Showcase

On Thursday evening, November 10, girls from the Bethany Writing Program showcased the short stories they have been working on with students from St Finbars Sans Souci and St Josephs Oatley. The Year 10 Scientia English Class mentored students in years 4, 5, and 6 with high creative writing skills in order to refine their skills assist their writing. The night was a success and many parents came to see the amazing work their daughters have produced. The short stories were published on a website which can be accessed here. http://novelidea.net/writersprogram/

Scientia students from other years also displayed their outstanding work to parents, including work from PDHPE, Science, English, Visual Arts, HSIE and Religious Education.

The girls and their families had an amazing night.

– Isabella Czamecki Year 10

We thank the following girls for their contributions to the Bethany Writing Programme / Scientia Showcase:

Year 7
Claudia Ceballos
Anna Giannopoulos
Ayva Palmer
Nektaria Rice
Elly Vazouras

Year 8
Shae Acevski
Sienna Bosworth-Gonzaga
Selina Colagiuri
Alessia Colagiuri
Monique Cost-Chretien
Sophie Gallagher
Leanne Algama
Jolly Grace
Lara Ball

Year 9
Olivia Di Costanzo
Alexandra Keedle-Ortiz
Louisa Leone
Emily Licovski
Year 10
Chloe Allcorn
Madison Amorim
Cindy Chen
Isabella Czamecki
Monica Gimeno
Caitlin Micallef
Alyssa Mullen
Ashlee Pasfield
Bianca Setionago
Year 7 History Excursion

On 4 November, the Year 7 history classes had their excursion at the very interesting Nicholson Museum at The University of Sydney. The classes went on to explore the ancient worlds of Egypt, Rome and Greece. Throughout the day the groups got to delve into activities that allowed them to see and experience what life was like living in the ancient world, and also witnessing how archaeologists work to discover information by uncovering clues. During the investigation of ancient Egypt the classes got to hold precious artefacts from thousands of years ago that were very sacred to ancient Egyptians like canopic jars. It was also exciting to hold other ancient artefacts from the past and analyse them the way an archaeologist does. Students were able to view things like mummies, sarcophaguses and carvings of gods. Students were also able to see the ancient city of Pompeii made out of Lego and learnt about the morals of the people in ancient Rome and their ruler Augustus. At the ancient Greece exhibits they got to see a geometric krater from the Dipylon cemetery in Athens and were taught about the ancient city and their gods. Overall this was a fun packed, engaging and beneficial day that was a perfect way to summarize our topic on the ancient world. We all give a big thank you to all the teachers involved in the excursion for the year 7 history students as we all enjoyed it immensely and learnt a great deal.

Written By Natasha Petrov 7HGW
Yr 9 History Students excursion to Kokoda Memorial Walkway

On Tuesday 15 November, Year 9 History went to the Kokoda Memorial Track to gain a better understanding of the veterans experiences. We were split into groups, and my group was lead by a guide called Reg, a 93 year old Kokoda veteran. Reg lead us around the track, and told us some stories about his own personal experiences that made all of us emotional. I, personally, was honoured to be able to hear a first-hand account of what happened. It was a day I won’t ever forget.

– Sian Anketell
Careers News

The CreatIT faculty of Sydney TAFE is offering Taste of TAFE workshops for school students in late November and early December.

The workshops will consist of a practical activity in a choice of vocational areas and run for about 3 hours. We will also put on a BBQ lunch for the students.

If students wish to attend please advise as soon as possible.

Students will need to arrive around 9.30 on the day and it will finish around 2.00 pm.

Students from Year 9 and above are welcome. No cost for this activity.

<table>
<thead>
<tr>
<th>Enmore – Friday 25 November</th>
<th>Ultimo – Thursday 1 December</th>
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<tr>
<td>o Digital/Graphic Design</td>
<td>o Fashion Design</td>
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<td>o Interior Design</td>
<td>o Music Creation</td>
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<td>o 3D Animation</td>
<td>o Studio Photography - Shoot/Print/Create</td>
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<td>o Film Prosthetics/ Special Effects Make-up</td>
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<td>o Concept Art – Illustration for Film &amp; Games</td>
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<td>o Jewellery Design</td>
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Vicki Lavorato

Interim Vocational Learning Coordinator
From the Assistant Principal

IMPORTANT DATES: TERM 4

- Tuesday 22 November 2016 – Shakespeare Festival
- Wednesday 30 November – Performing Arts Showcase
- Tuesday, 13 December 2016 – Semester 2 Awards Ceremony
- Wednesday, 14 December 2016 – Last day of classes for students; dismissed at 12.30
- Thursday, 15 December 2016 – Years 9-10 Parent/Teacher/Student interviews. Pupil Free day
- Friday, 16 December 2016 – Staff Development Day – no students
- Monday, 19 December 2016 – Staff Development Day – no students
- Tuesday, 20 December 2016 – Staff Development Day – no students

DROP OFF AND PICK UP

A reminder to parents to be mindful of safety when dropping off and picking up students in surrounding streets. With five large schools very close together congestion is a real issue, and while it may be tempting to disregard road rules I would urge parents to be vigilant in order to protect the safety of the girls and students from surrounding schools.

Jacinta Russo

Assistant Principal
What’s Been Happening in Religious Education

This year the Church celebrated the Year of Mercy – a Jubilee within our Church to signify the great need for mercy in our world. Pope Francis called this Jubilee in order to highlight that God is indeed merciful and as a result of God’s mercy to us, we are also required to show mercy to others. Ordinary jubilees occur every 25 or 50 years, and extraordinary jubilees are called for some momentous occasion. Two extraordinary jubilees were called in the 20th century – 1933, to mark the 1900th anniversary of Christ’s redemption in 33 A.D., and 1983, its 1950th anniversary. St. John Paul II also held a “Great Jubilee” in the year 2000, marking the 2000th anniversary of Jesus’ birth and the start of the new millennium.

At the start of the Jubilee of Mercy, during a general audience December 9, Pope Francis asked pilgrims, “Why a Jubilee of Mercy? What does this mean?”

The answer, he said, is because “the Church needs this extraordinary moment. I’m not (just) saying ‘it’s good,’ no! I’m saying: the Church needs it.”

As the year comes to a close, the Holy Doors at three basilicas in Rome – St. Paul Outside the Walls, St. John Lateran and St. Mary Major – were closed during special Masses held November 13. The Holy Doors at churches and basilicas around the world also closed on this day. The year will officially end on November 20, the Solemnity of Christ the King, when Pope Francis will close the Holy Door at St. Peter’s Basilica. It was opened on December 8, 2015 on the Solemnity of the Immaculate Conception.

The opening of the door is meant to symbolically illustrate the idea that the Church’s faithful are offered an “extraordinary path” toward salvation during the time of Jubilee. Pilgrims who walked through the Holy Door were able to receive a plenary indulgence under the usual conditions.

During his address for the Angelus the same day, Pope Francis said that we must “stand firm in the Lord” and work “to build a better world,” that despite difficulties and sad events, what really matters is how Christians are called “to encounter the ‘Lord’s Day.’”

“Precisely in this perspective we want to place the commitment resulting from these months in which we have lived with faith the extraordinary Jubilee of Mercy,” he said, “which concludes today in the dioceses of the whole world with the closing of the Holy Door in the cathedral churches.”

“The Holy Year has urged us, on the one hand, to keep our eyes fixed toward the fulfillment of God’s Kingdom and on the other, to build the future of this land, working to evangelize the present, so that it becomes a time of salvation for all.”


As the Year of Mercy comes to a close, perhaps you might like to pray the Prayer of Pope Francis for the Jubilee Year.

Lord, Jesus Christ,
You taught us to be merciful like the heavenly Father,
And you have told us that whoever sees you sees Him.
Show us your face and we will be saved.
Your loving gaze freed Zacchaeus and Matthew from being enslaved by money;
And the adulteress and Magdalene from seeking happiness only in created things;

Made Peter week after his betrayal
And assured Paradise to the repentant thief.

Let us hear, as if addressed to each one of us, the words that you spoke to the Samaritan woman:

“If you knew the gift of God!”

You are the visible face of the invisible Father,

Of God who manifests his power above all by forgiveness and mercy;

Let the Church be your visible face in the world, its Lord risen and glorified.

You will that your ministers would also be clothed in weakness

In order that they may feel compassion for those in ignorance and error:

Let everyone who approaches them feel sought after, loved, and forgiven by God.

Send your Spirit and consecrate every one of us with its anointing,

So that the Jubilee Year of Mercy may be a year of grace from the Lord,

And your Church, with renewed enthusiasm, may bring good news to the poor,

Proclaim liberty to captives and the oppressed,

And restore sight to the blind.

We ask this through the intercession of Mary, Mother of Mercy,

You who live and reign with the Father and the Holy Spirit for ever and ever.

Amen

Diane Kennaugh

Leader of Religious Education and Mission
Humanities Prefect – Remembrance Day

At 11 am on 11 November 1918 the guns on the Western Front fell silent after more than four years of continuous warfare in the First World war. An armistice was signed and was followed by the German surrender that finally created peace after years of war.

This day has become known as Remembrance Day, a nationally recognised day of commemoration for the sacrifices of all our servicemen and women who have fallen in wars, conflicts and peace operations.

Last Friday at 11am the school community gathered for a brief commemorative ceremony to acknowledge this important day; pausing for a minute silence, the reading of the Ode and a prayer.

The sacrifices of Australia’s servicemen and women in the past, present and future are extremely significant to our nation and it is extremely vital to always remember them.

Lest we forget.

Adeline Simon
Year 7 Orientation Day

On Wednesday 9 November 2016, around 190 Year 6 students attended Bethany College for their orientation day heading in to 2017. They were warmly greeted by Mrs Lavorato and Mrs Russo, the administration staff, and their new Year coordinators, Mrs Katrine Barnes and Miss Lara Grimm. The Year 9 Big Sisters are currently in training and they were there on hand assisting the girls throughout the day.

The students participated in the Allwell testing taking them up to lunchtime. After lunch they rotated around a number of activities – Science Fun with Mr Roberts who led a CSI activity where the girls analysed their finger prints. The Performing Arts department had three sessions running, drama, dance and music each led by two Big Sisters. The TAS department encouraged critical thinking and problem solving designing paper planes and the Big Sisters also lead sessions talking about what to expect when starting high school.

The Big Sisters led each session with such confidence under the guidance of Dr Trent, Mr Roberts, Mr Bernado, Mrs Moroney, Mrs Rowland and Mrs Fitzgerald and they are to be congratulated for their preparedness, confidence and leadership throughout the day.
Big Sisters 2017

The Parent Information evening followed at 6.30pm and was led by the executive leadership team. On this night the Monika for the 2017 cohort was revealed. They will be identified as ‘The Magnolia’s’.

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<thead>
<tr>
<th>Group 1 - YELLOW</th>
<th>Group 2 - DARK BLUE</th>
<th>Group 3 - PINK</th>
<th>Group 4 - GREEN</th>
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<tbody>
<tr>
<td>Medina Elden MC212 (SRC)</td>
<td>Ashleigh Hollis MC210</td>
<td>Jazmine DiPalma MC212</td>
<td>Eve Fernando MC210</td>
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<tr>
<td>Maria Said SO102</td>
<td>Alex Keedle-Ortiz MC210</td>
<td>Alyssa Teloniats SO102</td>
<td>Emily Licovski SO102</td>
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<td>Monique Guardala SO103</td>
<td>Jasmine Fiero MC210</td>
<td>Andrea Salapataz MC204</td>
<td>Claudia Bonacci MC204</td>
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<td>Olivia Biles MC210</td>
<td>Alana Jones MC210</td>
<td>Emilia Caforio MC204</td>
<td>Olivia DiCostanzo MC204</td>
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<tr>
<td>Bella Markou SO103</td>
<td>Justina Alabasini SO102</td>
<td>Ashley Farah MC204</td>
<td>Louisa Lecre MC209</td>
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<tr>
<td>Bridget Halliday MC204</td>
<td>Carina Cunha MC210</td>
<td>Miriam Mackeen SO103</td>
<td>Kate Britcher MC204</td>
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<tr>
<td>Evie Angelopoulos MC204</td>
<td>Zoe Belara MC204</td>
<td>Siena Dal Bianco MC209</td>
<td>Anna Pemberton MC212</td>
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<tr>
<td>Raphaela Chalita MC204</td>
<td>Natalie Glavocevic MC204</td>
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<td>Victoria Loutas MC212</td>
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<tr>
<th>Group 5 - LILAC</th>
<th>Group 6 - ORANGE</th>
<th>Group 7 - LIGHT BLUE</th>
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<tbody>
<tr>
<td>Rhiannon Davies SO102</td>
<td>Eliza Rosenberg SO102</td>
<td>Annika Woodham MC212</td>
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<td>Maddie Hunt MC212</td>
<td>Manusha Mahesan SC102</td>
<td>Danielle Napier MC209</td>
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<td>Sofia Aranega MC212</td>
<td>Madisyn Schwenke MC209</td>
<td>Alexia Sardelis SO102</td>
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<td>Meaghan Grove SO103</td>
<td>Amy Burge SO103</td>
<td>Natalya Zappia SO103</td>
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<td>Valentina Trulcio MC209</td>
<td>Madison Bougaard SO102</td>
<td>Alyssa Strebel MC212</td>
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<td>Thalia Tsapilis SO102</td>
<td>Angela Robinson MC204</td>
<td>Brooke Salisbury SO102</td>
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<td>Georgia Morrison SO102</td>
<td>Julia Lo Russo MC210</td>
<td>Angela Bensic MC209</td>
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<tr>
<td>Alexis Maalouf MC210</td>
<td>Cassandra Manning MC210</td>
<td>Natalie Kanellopoulos MC212</td>
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At the College we have 3 Chinese Magnolias on Yallunga Court. Port Wine Magnolia hedge at front entrance of the school and Little Gem Magnolia trees near Chisholm Green and the Forest Rd side of the school near the TAS block.

Plants can take up to twelve years to flower from seed, and each of these individual plants show an amazingly wide range of differences when they are in flower.

Each blossom represents every new Year 7 student who is welcomed into the Bethany College Community and together they make a diverse bouquet.

We look forward to an exciting year ahead lead the Magnolia’s.

Mrs Katrine Barnes and Miss Lara Grimm

Year 7 Coordinators 2017
Over the course of five days, seven year eleven girls undertook their training expedition for their Gold Duke of Edinburgh Award, including Gabrielle Lynch, Sophie Manning, Maria Nicholas, Lilie Joseph, Alice Kent, Scarlet Klem-Goode and Adele Moore. We were accompanied by the teachers Ms Andrews and Mr Roberts on a expedition that took us from Wee Jasper to the Micalong Creek Campground and back.

Leaving on the Wednesday morning of October 13, we were driven to Yass in a minibus where we stopped for lunch, then continued on to our first campsite for the journey. The days spent walking were definitely challenging and exhausting, but our motivation of a McDonalds dinner on the way back encouraged us all to persist. It cannot be denied that without the motivation and positivity around the entire group, the hike would be nowhere near as successful and memorable as it turned out to be. During our times of uncertainty of exactly where we were heading there was no sight more comfortable then the sign posted little men pointing in the direction of the Hume and Hovel track and, with Mr Roberts recalling his previous gold expeditions heading the wrong direction, we were constantly on edge worrying that we were perhaps doing the same.

At one point on the final day of our expedition, we came to a split in the road when Mr Roberts simply stated, ‘we can go up the mountain or around the mountain’. The most logical thinking to be going around the mountain, we of course still chose to go up and over, where we were greeted with demanding uphill and downhill terrain, not only carrying our now limp bodies and packs but also the weight of regret.

The sights we saw on the expedition were nothing short of amazing, as it was with every expedition we’ve undertaken. Only just technically starting grade 12 two days before the hike, there couldn’t be possibly anything more relaxing then the views of exuberant bright green countryside and crystal clear fresh water streams. Perhaps one of the most magnificent sights of the expedition was on the final day where we were up high enough to view the landscape of green mountain tops and an unimaginably bright blue sky. Only moments after this rare sighting we were fortunate enough to make our way down a large green hill covered with sheep unlike anything we’ve ever seen before.

Although no Duke of Ed expedition can be complete without the whining and complaining that the teachers endure from us students, there hasn’t been a hike so far that has gone unappreciated. To say that we cherish these expeditions is an understatement, the truth being that these memories of sadness and happiness, triumph and disappointment, shape who we are, and have ultimately become part of us.

Maria Nicholas
PDHPE Report

Representative Sport Update

SCC Junior and Intermediate Touch
Both touch teams this term have had some great games so far. After round 5 the Bethany teams are currently sitting at:

- Juniors equal 2nd
- Intermediates 1st

SCC Senior Volleyball
The senior Volleyball team is proving a force to be reckoned with, showing improvement every week. They are currently placed equal 3rd in the competition after round 5, alongside Casimir College.

SCC Junior and Inter Softball
The softballers are currently in the running for semi finals after round 5. Both teams are improving each week with a growing understanding of the concepts of the game.

The teams are placed as follows going into round 6:

- Juniors 4th
- Intermediates 2nd

CGSSSA Tennis
Congratulations to the following girls who represented Bethany College on Thursday 4th November at Parramatta City Tennis.

**DOUBLES**

- **7 & 8**
  - Shona Griffin
  - Alysha Kapila

- **9 & 10**
  - Therese Mae Maratas
  - Jasmin Li

- **OPEN**
  - Natalie Najem
  - Vittoria Triulcio

**SINGLES**

- Keira Fisher
- Angela Robinson
- Valentina Triulcio

Each girl showed great skill and commitment, some students even attending regular Thursday sport after their matches had ended.

A special thank you to Ms Linda Robinson for supporting the girls on the day.

### Upcoming events

- **NSWCCC Softball Trials**
  - 17th Nov
  - Kelso Park

- **SCC Cricket Gala Day**
  - 21st Nov
  - Gannons Park

- **AFL 9’s Classic Gala Day**
  - 25th Nov
  - SCG, Moore Park

- **Yr 9 PASS Surfing Camp**
  - 28-29th Nov
  - Cronulla Beach

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Lauren Brennan

Sports Coordinator
Society and Culture

The Society and Culture Class of 2017 have officially embarked on their journey to completing their PIP (Personal Interest Project). To mark the commencement of this exciting major work Ms Maish’s class attended a Society and Culture PIP conference. This day-long conference involved us live streaming the event on the 25th October. This incursion gave us the opportunity to gain a clear insight on what the HSC project was all about, by providing us with the ‘do’s and don’t’s’ in the creation of our own unique case study.

The day started off with an introduction and a university student who completed his PIP a few years back, who had come to share his experience and any tips he picked up along the way. Then we moved onto a course on how to apply research methods.

Throughout, Ms Maish provided us with a range of snacks and a good lunch.

There was also a Hip Hop performance which was greatly entertaining but all the while educational and enlightening- a contemporary subject providing us with food for thought.

The day ended with students from the crowd getting interviewed about their PIP ideas and the organizers gave some very helpful tips that were useful for everyone. Questions were asked from the crowd and from online- where we were able to communicate to them from the boardroom using Twitter.

By the end of the day brains were sparked and there was a new insatiable desire to find a unique contemporary issue.

I think it’s safe to say everyone came out of that with a variety of ideas, and I for one came out with a new-found motivation to complete the PIP and year 12. A Personal thank you to Ms Maish for organising this wonderful day.

Vitoria Camporeale and Dakota Martin

Year 11 Students
On 20 June 2016, the Year 12 Physics class travelled to The University of Sydney to participate in a series of experiments related to their studies.

As part of the ‘KickStart’ program we were involved in a number of investigations regarding such phenomena as the photoelectric effect, the Meisner effect and semiconductors related to the core module: Ideas to Implementation.

We then headed over to Royal Prince Alfred Hospital. Here, we investigated the operation of medical imaging equipment such as X-ray, ultrasound, CAT and MRI. The day was incredibly informative and allowed us to see first-hand the impact that physics has in the lives of people every day. We are very grateful to Mr Roberts for his support and guidance on the day.

– Jacinta Walz (Year 12 Physics Student)