A MESSAGE FROM THE PRINCIPAL

ARE WE PREPARING DURING ADVENT OR WAITING FOR CHRISTMAS DAY?

There’s nothing like the month leading up to Christmas.

Sure, Christmas decorations may go up in shops during October. But when the calendar hits December 1, it gets real. The anticipation begins. Christmas parties. Christmas movies. Christmas break. And then Christmas Eve and Christmas Day. The anticipation is definitely worth the wait.

But there’s another kind of Christmas anticipation as well, one that should be at the forefront of ours and our students’ Christmas experience.

Ideally, our hearts should be in a state of anticipating the celebration of Jesus’ birth. Mark (13:33-37) tells us:
Therefore, keep awake—for you do not know when the master of the house will come, in the evening, or at midnight, or at cockcrow, or at dawn.”

William Holman Hunt’s “The Light of the World”

The image I have shared with you is that of the painting, “The Light of the World” which hangs in St Paul’s Cathedral in London. A beautiful artwork to reflect upon during Advent.

The work is full of symbolic meaning, with the contrast between light and dark, and between luxuriant, abundant plants and the thorns and weeds. The painting shows Christ, the Light of the World (John 8: 12), knocking on an overgrown and long-unopened door. “Behold, I stand at the door and knock; if any one hears my voice, and opens the door, I will come in to him, and will eat with him, and he with me” (Revelation 3: 20). Hunt wanted to convey the evangelical message that Christ comes to a sinful world and stands at the door of our hearts.

Christ’s head bears two crowns: the earthly crown of shame and his heavenly crown of glory. The thorny crown is beginning to bud and blossom. These are not thorns from a hawthorn hedge, or briars from an overgrown garden. These are thorns from branches thrown by soldiers in Palestine on a barrack-room brazier, with spikes three to four inches long, twisted into a rough-and-ready crown set firmly on Christ’s head, each sharp spike drawing blood.

Christ’s loving eyes look directly at you wherever you stand, but the sadness of his face is painful. His listening aspect shows that even at the eleventh hour he knocks hoping for an answer. His hands are nail-pierced, his half-open right hand is raised in blessing, but his feet are turned away, as if he is about to go, for he has been knocking and left waiting.

For Christ’s royal mantle, Hunt draped his mother’s best tablecloth around his model, but the symbolism was lost on many. Christ who knocks at the door invites us to his table and to the heavenly banquet. This cope or mantle is secured by the Urim and Thummim, clasped by the Cross in a symbol of Judaism and Christianity being brought together. The robe is seamless, symbolising the unity of the body of Christ.

Christ’s lantern lights up his features, the doorway, and the way ahead. “Thy word is a lamp to my feet and a light to my path.” (Psalm 119: 105). To those living in darkness, Christ is waiting to enter their lives. The cords of the lamp, twisted around Christ’s wrist, symbolise the intense unity between Christ and the Church.

The shut door has no latch, no handle, no keyhole – it can only be opened from inside. The iron-work is rusted, for it is long since the door has been opened. The door to our hearts has to be opened from within, through repentance and faith. The door is overgrown with dead weeds and trailing ivy that would not be there if the door had been kept open. All the plants have been overtaken by brambles, because this a place to which the gardener has not come.

Above flies a bat, blind and unable to see in the darkness, long associated with ruin and neglect. Below, the fruit has fallen to the ground and some are rotten. Yet the light from the lamp shows this fruit has come from a good tree. This beautiful painting remains “a painted text, a sermon on canvas.” You can use this image when preparing to reflect and pray about Advent season.

Preparation
I urge students to find a few moments for quiet prayer. Find a comfortable place to sit with your back straight and your legs planted on the ground. Allow yourself to notice your breathing as you breathe normally. Breathe in. Breathe out.

Take a few moments and close your eyes, preparing yourself to listen to what God may be saying to you during this prayer. As you sit with your eyes closed, use these or similar words: “Here I am, Lord. Here I am.” When you are ready, open your eyes and read this reflection.

Inviting in the Visitor

Imagine you are sitting in a small room in a house that is surrounded by farmland and bushland. You have come here to seek the quiet and calm. The busy life of work, family, and the city have made you feel anxious and unfocused. You know you need something; you need some time to let your mind be quiet and your heart open. Quiet and open—those words sound so peaceful and desirable but unreachable. The room is simple: a bed, a desk, and a wooden chair. The walls are bare. You’ve brought books to read and a journal to write in, but you can’t seem to do anything but sit on the chair and absorb the silence, even as you feel restless.

As you sit in the silence, you hear a faint sound like a knock on the door. Your heart races. Who knows I’m here? I need to be alone, you think. The knocking becomes louder. As much as you want to stay in the room, something moves you to go to the door. The knock comes again, but it’s a soft knock. As you approach the door, you see a light streaming under it. “Hello. Can I help you?” you say without opening the door. A soft voice says, “It’s me. I’ve been looking for you.” Something deep inside you stirs, but you are confused. “Who are you? Do I know you?” you say. “Yes. But we have not talked in a long time. I’ve missed you,” he says. You open the door.

Standing there is Jesus. His eyes look at you with such tenderness. He carries a small lantern that gives off a bright, warm light. You stand there, unable to speak at first, allowing yourself to take in his presence and his light. You speak to Jesus. What do you say to him? How does Jesus respond to you? You invite Jesus into the house. You sit and tell him of the restlessness you feel. As you talk to Jesus, a wave of peace and calm washes over you like the warm light streaming from his lantern. “Rest. Be still. You opened the door. Now let me take care of you,” Jesus says. You close your eyes and let his words embrace you. Your heart is at peace, and your mind is still. When you open your eyes, Jesus is gone. Sitting beside the chair where he sat is the lantern, still emitting that bright, warm light. You smile and rest in the glow of the light.

Concluding Prayer

Glory be to the Father,

and to the Son,

and to the Holy Spirit.

As it was in the beginning,

is now, and ever shall be,

world without end.

Amen.

BOSTES to NSWESA: New name, new structure, new powers

From 2017, the BOSTES will be known as the NSW Education Standards Authority. According to the Minister’s recent press release, the Authority will be strategically focused to better support quality teaching and learning.

The Authority will:

- be led by a streamlined Board of up to 14 educational leaders (down from 23 members);
- introduce random, risk-based school inspections and thematic reviews;
- identify schools needing support to meet regulatory requirements; and
- ensure teachers have more curriculum flexibility to engage students with deeper learning, using regularly updated syllabuses, particularly in technology-rich subjects like IT.

In addition, the Authority will also have enhanced powers to lift school compliance and teacher quality with the ultimate aim of improving student results. Non-government schools will also be subject to an increased number of random and risk-based audits, and the ‘authority will also have the power to formally warn and ultimately deregister any school not meeting regulatory requirements.’ This power is similar to those found in other States and Territories.
OVERCOMING “TOXIC PERFECTIONISM”

With research finding 52 per cent of Year 12 girls have clinical levels of anxiety, perfectionism has been identified as a risk factor for anxiety, depression and eating disorders.

Here’s a quick test: If your teenage daughter makes a mistake in her written work does she cross it out; erase it and keep going; or does she rip out the whole page and start over. Does she do draft after draft after draft? Does she come down on herself like a tonne of bricks over small mistakes or a test result that is worse than expected?

If you answered yes to some or all of the above questions, your daughter may have a problem with perfectionism – and it can be linked to serious mental health problems.

The paradox of perfectionism is that it can be experienced as either incredibly frustrating or deeply satisfying. Repeated failure to reach set goals, procrastination, catastrophising mistakes and feelings of guilt and shame are indicative of unhealthy perfectionism. Driven by an underlying fear of failure and coupled with extreme self-criticism, this form of perfectionism has been associated with low self-esteem, stress, anxiety, depression, eating disorders, and relationship difficulties (Egan, Wade & Shafran, 2010; Schweitzer & Hamilton, 2002). Beyond psychological concerns, Dr Danielle Molnar (2006), a psychologist at Brock University in California, suggests perfectionism should be considered a risk factor for disease. Her research with adult perfectionists indicated that socially-prescribed perfectionists had greater episodes of illness, more doctor visits and higher absenteeism from work compared to non-perfectionists. In contrast, self-oriented perfectionism has been associated with greater physical health, conscientiousness, endurance, academic achievement and success (Molnar, 2006; Stoeber & Otto, 2006). Healthy perfectionists have been shown to feel more motivated for exams, spend greater number of hours studying and engage in more discussions with teachers (Stoeber & Otto, 2006). In addition, university students high in healthy perfectionism have been shown to receive a higher grade point average than both unhealthy perfectionists and non-perfectionists (Grzegorek, Staney, Franze & Rice, 2004).

One factor distinguishing healthy from unhealthy perfectionism is the amount of self-criticism perfectionists engage in when their expectations have not been met. Individuals who blame themselves and react negatively when they feel they have failed fare much worse than those who can put things in perspective. So, perfectionism is far from straight-forward and is perhaps best summarised by Dr Linda Silverman:

Perfectionism is an energy that can be used either positively or negatively depending on one’s level of awareness. It can cause paralysis and underachievement, if the person feels incapable of meeting standards set by the self or by others. It also can be the passion that leads to extraordinary creative achievement an ecstatic struggle to move beyond the previous limits of one’s capabilities (‘flow’).

Warning signs for unhelpful perfectionism

- constant self-criticism and comparison with others
seeing any mistake as a failure
spending hours on school tasks that should take minutes
unable to accept constructive criticism
rigid thinking, i.e. there is only one way to get it right
withdrawal from social groups and activities over the fear that "others won’t like me as I am”.

According to Dr Szymanski (author of the *The Perfectionist’s Handbook*), the problem with perfectionism is not the aspiration to be perfect, but rather what people do with this aspiration. Rather than extinguishing perfectionism altogether, Dr Szymanski suggests perfectionists consider the strategies they employ and whether these are helpful or not. An approach he suggests involves asking the following questions:

- My intention was …
- The strategy I used was …
- My desired outcome was …
- The actual outcome was …

I recently used this method with a student who was experiencing anxiety regarding an assignment. Her intention was to do the absolute best she could, yet the actual outcome was that she had not completed much of the task, was feeling paralysed with fear and was in floods of tears. After some discussion, she was able to identify that her strategy of avoiding talking with her teacher, due to fear of making mistakes, was not proving helpful in terms of reaching her desired outcome. Rather than lower her expectations and submit an average assignment, my student was able to preserve her desire to excel by adapting her strategy and facing her fears. This may not be appropriate in all cases, especially when time has run out and the only strategy left available may be to alter one’s desired outcome and use it as a learning experience. However, given it is often the intensity of the challenge which determines the amount of triumph one feels, rather than rescuing young women from the throes of perfectionism by telling them to lower their bars, it may be wiser to assist them to tolerate their distress and engage in helpful problem-solving strategies.

If your daughter is exhibiting these warning signs at home, please contact her Year Coordinator or the Counsellor at school so that we can work with her. A quick chat to her GP and a referral to a psychologist can help your daughter to deal with her issues and find personal strategies and “self-speak” to assist her in combating negative thoughts.

Our mantra:

“Girls can do anything.
*Bethany girls can do everything!*”
(*except divide by zero*)

Vicki Lavorato
Principal
From the Assistant Principal

IMPORTANT DATES: TERM 4

- 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

As we move toward the end of term 4 and students are showcasing the culmination of a semester of work, I reflect on the privileged position I am in as a teacher at Bethany College. I consistently see staff and students working together to create “stretch goals” and take risks in their learning. I was so proud of the students involved in the Performing Arts Showcase this week. The night was a testament to the hours of skill development that has taken place over 2016; teachers working together, students working together and each inspiring the other. The Scientia Showcase saw incredible talents demonstrated across a range of domains, and this was made possible by the nurturing of student potential by the Bethany Community. Students in years 7 to 10 will soon be receiving their end of year reports that act as a guide as to where they are in their learning at this particular point in time. It is important to remind ourselves and each other that learning is a journey that never ends. A report is useful as a tool to reflect on where we have been, what is working so we keep doing it, and what isn’t, so we try something new. What is most useful about a report though, is when we use it to see where we want to go next, planning for the year ahead. So, while students are winding down and getting ready for a well deserved break, teachers are busy planning for 2017, programming and designing the learning for their particular classes next year. They have a steely determination to reach the end of term, fully prepared for the learning to come in 2017.

Again, I feel blessed to be surrounded by such a positive, hard working community who never lose sight of our moral purpose as teachers in a Catholic School.

Jacinta Russo
What’s Been Happening in Religious Education

As the season of Advent is now upon us, I would like to share with you a free Advent calendar app.

The Xt3 Advent Calendar App is FREE!

Search for “Xt3 Advent” in the Google Play store or the App store.

To download on iPhone: http://bit.do/xt3adventiphone
To download on iPad click: http://bit.do/xt3adventpad
To download on an Android phone click: http://bit.do/xt3adventandroid

To download on an Android tablet click: http://bit.do/xt3adventandroidhd

What is the significance of the Advent wreath? As Advent is a time of preparation for the birth of our Lord, this app allows you to reflect and meditate upon what this and the upcoming Christmas season means. The reflections are only short and will only take up about 2 minutes of your day, but are a wonderful way to focus on the true meaning of what this season means rather than the hustle and bustle of our very secular Christmas preparations of parties and gifts.

SHAPE: The circular shape of the wreath, without beginning or end, symbolizes God’s complete and unending love for us—a love that sent his Son into the world to redeem us from the curse of sin. It also represents eternal life which becomes ours through faith in Jesus Christ.

NUMBER: The Advent Wreath traditionally holds four candles which are lit, one at a time, on each of the four Sundays of the Advent season. Each candle represents 1,000 years. Added together, the four candles symbolize the 4,000 years that humanity waited for the world’s Savior—from Adam and Eve to Jesus, whose birth was foretold in the Old Testament.

Some Advent wreath traditions also include a fifth white “Christ” candle, symbolizing purity, that is lit on Christmas Eve or Christmas day. Many circular wreaths can incorporate a white candle by adding a pillar candle to the wreath centre.

COLOR: Violet is a liturgical color that is used to signify a time of prayer, penance, and sacrifice and is used during Advent and Lent. Advent, also called “little Lent,” is the season where we spiritually wait in our “darkness” with hopeful expectation for our promised redemption, just as the whole world did before Christ’s birth, and just as the whole world does now as we eagerly await his promised return.

During the first two weeks of Advent we light the first two purple candles. The Third Sunday of Advent is called Gaudete (Rejoice) Sunday. On this day we celebrate that our waiting for the birth of Jesus on Christmas day is almost over. Rose is a liturgical color that is used to signify joy, so we light the single pink candle on the third Sunday of Advent.
Then on the fourth Sunday of Advent, the final purple candle is lit to mark the final week of prayer and penance as we wait expectantly for the soon-coming birth of the King of Kings.

Traditionally, each of the four Advent candles have a deeper meaning which is depicted in the lovely Four Weeks of Advent Wreath:

- The 1st Sunday of Advent symbolizes **Hope** with the “Prophet’s Candle” reminding us that Jesus is coming.
- The 2nd Sunday of Advent symbolizes **Faith** with the “Bethlehem Candle” reminding us of Mary and Joseph’s journey to Bethlehem.
- The 3rd Sunday of Advent symbolizes **Joy** with the “Shepherd’s Candle” reminding us of the Joy the world experienced at the coming birth of Jesus.
- The 4th Sunday of Advent symbolizes **Peace** with the “Angel’s Candle” reminding us of the message of the angels: “Peace on Earth, Good Will Toward Men.”

*Mrs Diane Kennaugh*

*Leader of Religious Education and Mission*
Liturgy Prefect

**Christmas Liturgy: 14 December**

Rehearsals have been well underway for the preparation of the Christmas liturgy!

Christmas is a time of joy for many families; it is a time of gathering together and celebrating the birth of Jesus Christ.

During Advent, we are preparing the way for the Lord and it is a time for personal reflection. As we enter the time of Advent it is important to remember that it is a time of waiting and new beginnings.

“Christmas is joy, religious joy, an inner joy of light and peace”

– Pope Francis

Nova Gomes
Completion of Allawah Bridge

Allawah Bridge Works were completed on Wednesday 30 November, 2016, with Lily Street at Allawah open to all vehicle traffic.

Please be advised that Route 947- Hurstville to Kogarah via Dolls Point and Return and School Route S208 services has reverted back to normal route in both directions effective from 5:00am Wednesday 30 November.

Please visit our website www.transdevnsw.com.au to download your Transdev School Bus Timetables (i.e.: from the Home page, click on 'Plan your trip' on menu bar, then on 'School Bus timetables' sub-menu: scroll down to select your school and the click to open the PDF to view routes to and from your school).
St Michael’s Parish Christmas Celebrations
Celebrate with us!

ST MICHAEL’S PARISH
CHRISTMAS PARTY
RON HARDEN HALL
10 CROYDON RD, HURSTVILLE
10 DECEMBER
SATURDAY
10
AT 6.30PM
BRING A PLATE TO SHARE
12/2/2016
2016 Sydney Catholic Schools HSC Dance Showcase Recital

Congratulations to Hannah Berghouse, Belinda Jones, Lisa-Marie Maglione and Serena Siow who were selected to showcase their HSC Dance works at the 2016 Sydney Catholic Schools HSC Recital on the 22nd of November. This event recognises and celebrates the outstanding achievement of Performing Arts students in Sydney Catholic Schools.

**Hannah Berghouse: Core Composition ‘The Runner’**

The concept/intent of this composition explores the physical and mental journey a runner undertakes as they move through preparation, running then ultimately exhaustion.

**Belinda Jones: Core Performance ‘Jealous’**

This dance explores how relationships can become unhealthy as individuals can be consumed by jealousy.

**Lisa-Marie Maglione: Major Study Performance ‘Embrace’**

This work communicates embracing the present and what it may bring in the future. Time goes by fast so every moment should be captured and never forgotten.

**Serena Siow: Major Study Film ‘Fractals In Space’**

This Film explores the theme of reoccurring patterns that are found in both natural and man made environments. In the form of rondo, the three dancers encounter and become one within different landscapes.

Thank you to Kayla Jomma (Year 11) who performed Hannah Berghouse’s Core Composition and the film dancers: Nyah Jones (Year 9), Dominique Kulchar (Year 10) & Roselyn Pasia (Year 10)
Mrs Danielle Bennie

Dance Teacher
Careers News

**Defence Force Recruiting Invites you to attend:**
ADF Opportunities for school leavers Information Session:
Date: Monday 28th November, 2016
Location: Defence Force Recruiting Parramatta, Level 4, 9 George Street, Parramatta
Information sessions will start at 6.30pm and finish by 8.30pm.
Doors will close at 6.45pm.

**YOU’RE INVITED TO GET HYPED!**

You’re invited to get HYPED at the 2016 Advertising & Media student showcase!
View some of the fantastic creative work our students have produced, speak to students, network with faculty and senior industry professionals and learn about our new Digital Media courses starting in 2017!
This is also a great opportunity for any students interested in studying Advertising or Digital Media to get a taste of this exciting world.

**RSVP HERE**

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If students are concerned about meeting the three band 5 requirements for teacher education courses, Macquarie has a new pathway.

For students wanting to become an early childhood and primary teacher, who don’t meet the requirements, we recommend:
• Bachelor of Teaching (Early Childhood Education). Students can complete one session (four units) and then transfer into the Bachelor of Education (Early Childhood Education) (Birth to 12).
Students wanting to become an early childhood, primary or secondary teacher need only to meet the ATAR requirements to be considered. For these students, we recommend:

- Bachelor of Teaching (Early Childhood Education)
- Bachelor of Arts with Bachelor of Education (Primary)
- Bachelor of Arts – Psychology with Bachelor of Education (Primary)
- Bachelor of Arts with Bachelor of Education (Secondary)
- Bachelor of Science with Bachelor of Education (Secondary)

Got a question? You can reach me on (02) 9850 1890 or at tristan.tulloch@mq.edu.au
We are currently accepting applications for the 2017 Yale Young Global Scholars Program. We have added two new offerings and will continue to run six unique YYGS sessions next summer. The link below is to the most recent YYGS article, a link to download flyers, and some short talking points. As a reminder, YYGS is an academic enrichment and leadership training program for talented high school students from around the world, who live and study on the Yale campus during the summer. This is a wonderful opportunity for high school student leaders to experience what Yale has to offer.

Link to the YYGS article: http://globalscholars.yale.edu/news/yale-young-global-scholars-launches-2017-application-two-new-sessions

Link to downloadable flyers: http://globalscholars.yale.edu/flyers-download

The Yale Young Global Scholars Program is an academic enrichment and leadership training program for talented high school students from around the world, who live and study on the Yale campus during the summer. The program features intensive undergraduate-level coursework and interaction with renowned Yale faculty as well as Yale undergraduate and graduate students.

Students may apply to any of the six, two-week summer sessions offered:

Frontiers of Math & Science (FMS) – NEW!
June 19 – July 2, 2017

For students interested in exploring cutting-edge developments in the physical sciences and mathematics.

**Sustainable Development & Social**

### Entrepreneurship (SDSE) – NEW!
June 19 – July 2, 2017

For students who are interested in exploring innovative solutions to the world’s greatest challenges facing our people and the planet.

### Applied Science & Engineering (ASE)
July 9 – July 22, 2017

For students who want to explore the application of physical & computer sciences and engineering.

### International Affairs & Security (IAS)
July 9 – July 22, 2017

For students with interests in international relations and security and learning historical lessons about leadership.

### Politics, Law, & Economics (PLE)
July 27 – August 9, 2017

For students with interests in understanding American legal principles, economic ideas, and values and practices of government in historical and comparative perspectives.

### Biological & Biomedical Science (BBS)
July 27 – August 9, 2017

For students who want to delve deeper in the study and application of life sciences.

In 2016, approximately 50% of our attendees were from outside the United States, representing over 100 countries. More demographics information is available [here](http://globalscholars.yale.edu). Participants bring a wide array of perspectives into the classroom, fostering international awareness and further enhancing the stellar academic curriculum.

The application for summer 2017 is now available online at [http://globalscholars.yale.edu](http://globalscholars.yale.edu) and applications are due January 31, 2017. Admission to the program is very selective, and need-based scholarships are available to students who qualify.

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**FUTURE MAKERS**

**Future Makers** is an incubator of ideas designed to encourage creativity and exploration, as well as a fostering lifelong interest in the arts by introducing budding artists aged 10–14 to the exciting world of contemporary art.

Through technical development and a studio based approach, **Future Makers** presents engaging modules covering Ceramics, Painting, Drawing, Photomedia and Printmaking.

Class sizes are kept small [max 12] to ensure students receive a unique and focused art-making experience.

Special family discount offer: Treat your family to a week of creativity at the National Art School. Book into Future Makers and a Summer School short course for adults to receive 15% off your course. To redeem this offer please contact 9339 8633 or shortcourses@nas.edu.au

**Monday to Friday, 9–13 and/or 16-20 January 2017**

**Cost:** $130 p/day, or $550 for an entire five-day program
You can enrol in our curated 5-Day Programs, or build one of your own.

http://www.futuremakers.nas.edu.au/4-day-programs

http://www.futuremakers.nas.edu.au/individual-days-1

University of Western Sydney Early Learning Childhood Centres

Western Sydney University Early Learning Child Care Centres are currently recruiting for their 2017 Traineeship positions at their six locations including Bankstown, Blacktown, Campbelltown, Hawkesbury, Parramatta and Penrith. The traineeships commence in early 2017 and the Child Care Centres support trainees to go on and do further study.
UWS Early Learning Ltd
Leaders in Early Learning

Are you a recent school leaver thinking about a career in Early Childhood Education and Care? A traineeship is a great way to get a head start in your career:

- We provide support and mentoring to help you be successful
- You earn money
- You get work experience

UWSELL provides services of excellence in childcare, early learning and has children’s services at six locations on the Western Sydney University campuses.

We are currently recruiting for our 2017 Traineeship positions at our 6 services located at Bankstown, Blacktown, Campbelltown, Hawkesbury, Parramatta and Penrith.

Selection criteria:
- Have or be willing to obtain a Working with the Children Check and Police check
- Be motivated and enthusiastic
- Be well presented and well spoken
- Have a passion to work with and educate young children.
- Eligible for a traineeship

Please send a copy of your resume along with a cover letter addressing the selection criteria to:

Applications can be sent to Sarah McAllan (traineeship coordinator) either by email: UWSELL@westernsydney.edu.au

Mail: Locked Bag 1797 Penrith, NSW 2751

Vicki Lavorato
Acting Vocational Learning Coordinator
Geography Excursion – Camp Coutts

On Friday 4 November, Year 7 classes, 7T, 7O and 7G went to Camp Coutts waterfall in the Heathcote National Park. There we met our guides for the day, Don and Mershele. We walked to a break in the vegetation where we sat and learnt various new geographic tools and skills. These included map skills, using animals as indicator species and learning characteristics of leaves to determine what tree they came from. Next, we split into groups to test the moisture of the soil, the PH balance of the soil, the canopy coverage and the height of the trees. Down at the water, we caught different animals such as the Spiny Sydney crayfish, freshwater prawns, tadpoles, back swimmers and the whirligig bug. After this, we met back as a group to identify and share our findings. Despite it being such a hot day, we had a lot of fun and it was a great learning experience for everyone.

– Olivia McDonald and Livia Nguyen
Year 7 Taronga Park Zoo

Year 7 had a very exhilarating and captivating time at Taronga Zoo, on Tuesday the 20th of September 2016. We visited the zoo to assimilate knowledge relating to the Year 7 Science topic, Living Places.

We saw many animals in their enclosures, representing their natural, wild habitats. Taronga Zoo is home to giraffes, zebras, seals, lemurs, gorillas, chimpanzees, vultures, elephants and many more. My personal favourite animals were the giraffes as they are very beautiful and magnificent animals; though all of the animals were unique and interesting and Year 7 had a great time learning about all of them at the zoo.

Throughout the day we attended various shows including the seal show and the bird show. They were amazing shows and as we watched them we experienced the reaction that is caused by the interaction of animals with humans. Each animal that we learned about have specific adaptations which help them live effectively in their wild environment.

We learned about some animals through the oral presentation given to us by the zookeepers; then we observed the other animals and had an astonishing time doing so. We participated in this excursion to contribute to our learning and to consolidate what we had already learnt. Before the excursion Year 7 were assigned a task to work in groups, and produce a video on a chosen animal’s adaptations. This task was fun and challenging for Year 7.

We had an outstanding experience that was entertaining and enjoyable for both students and teachers and it will be one that we will never forget!

– Anna Giannopoulos (Year 7.1 Science student)
Leadership Assembly

On Thursday 17 November, the Lilies were officially inducted as the leaders of Bethany College for 2016/2017. To open the ceremony, students, teachers and parents were introduced to the 2017 School, Vice and Sports Captains. These students went on to recognise their fellow peers who were elected to the Student Representative Council, Subject Prefects and Transport Monitors, demonstrating the unison and togetherness of the grade.

The leadership team were presented with their badges, officially recognising their positions of leadership in front of the College community. To conclude the ceremony, the entire year group were presented with their XII badges, signifying the important leadership role of the Year 12 cohort as a whole.

The ceremony was an extremely special time for the Year 12 students and their parents as it was a great opportunity for all of the Year 12 students to accept and recognise their new roles as College leaders. It allowed for the year group to identify that every girl has an important role in the School community. We would like to thank all of teachers involved in the planning of this assembly, as well as the parents for their support.
Year 12 Leadership Team
Archdiocesan Social Justice Day

On Wednesday 16 November, Mrs Jane Sullivan accompanied five Year 10 students to the Social Justice day at Southern Cross Vocational College in Burwood. The girls were joined by students from other schools in the region and were fortunate to discuss issues relating to the treatment of elderly people in society.

The girls got a lot from the day, as evident in their comments:

The Archdiocesan Social Justice Day was highly successful and enjoyable due to gaining a comprehensive understanding on the significance of helping the elderly through obliterating the stereotypes placed upon them, thus allowing the elderly to receive the inherent dignity that they deserve.

Farah Chalak

I felt very privileged to have been asked to join on this Social Justice Day and I am so glad I experienced it. The day has left me very informed of the issues surrounding the elderly and the serious impacts which isolation and burden can trigger. I have learnt an assortment of lessons and ways to help the elderly, all of which I will no doubt take into consideration in my every day life. Maybe as a College community we could focus in 2017 to reach out to the elderly and include them in our wonderful College. We all have fond memories of the Concert for the Elderly that is performed by Year 7 – a feel good experience for all involved. If there is a possibility to increase our connection with the Elderly in our community, I think we should make a plan for 2017.

Alexia Ryan & Bridget Cole

The Social Justice Day focused on the elderly and the statement "a place at the table – ageing and its social implications". Sr Patty Fawkner, a speaker on the day, stated that "the death of an old person is like the loss of a library". This statement allowed us to fully appreciate the knowledge and wisdom the elderly bring into our lives and gave us a greater understanding of their importance and our responsibility to care for them. It was a great experience that gave us an insight into the issues relating to elderly people and enabled us to further understand the importance of the elderly in our community and appreciate their contribution to society.

Jessica Semsarian
Year 10 Scientia Electronic Gameboards

In recent weeks, Year 10 Scientia Science have worked together in groups to complete an In-Class Activity. This task required group members to develop an innovative and unique concept, in order to construct an electronic gameboard. The construction of various simple circuits was necessary, so as the light bulb would illuminate when the player had successfully answered one of the questions on the gameboard. This activity required each group member to be critical thinkers, as well as to problem solve, in order to present an effective and original product that would satisfy the given criteria. In addition, it sought the drive and determination of each group member, in order to correctly wire the game board and to complete the activity in the allocated time period. Of course, the task submission saw the excitement and smiles of all when light bulbs illuminated, as this meant the Physics component was successful. The groups then had the opportunity to play each other’s gameboards, and were amazed with the originality of each group’s concepts, as well as the teachers, who appeared to be VERY impressed with the range of ideas. Consequently, this task required students to “think outside of the box” – an essential skill the Scientia Program has provided students with. This activity was fun overall, as well as exceptionally rewarding with such extraordinary results due to its success.

– Madison Amorim, Zara Solomos, Nichola Carson (10SC.1 Science students)
Performing Arts News

Jemma Fenwick (Year 11) recently completed the final grade (Grade 8) for Classical Piano at the Conservatorium of Music – she has also completed the accompanying Theory of Music Grade achieving an Honours pass also.

The piano exam was the most difficult one Jemma has undergone and it proved to be a good test for her nerves as she now prepares herself for the HSC. She is also now preparing for the AMEB Certificate of Performance next year.

Jemma has chosen Music as one of her HSC subjects and continues to practise 1 – 1.5 hours a day.

Jemma recently performed her favourite classical pieces at University of Sydney Spring Recital. We wish her well in her musical endeavours.

Clare Moroney

Music Teacher
Congratulations Stella Dimitrakas on Art Express success

Congratulations to graduating Year 12 student Stella Dimitrakas for the selection of her HSC Body of Work ‘Area 1951’ into the annual Art Express exhibition. Stella’s work will be exhibited next year in the following galleries across the state including: Hazelhurst Regional Gallery & Arts Centre, Tamworth Regional Gallery, Western Plains Cultural Centre, Moree Plains Gallery.

From 9,004 students who submitted Bodies of Works for the HSC Visual Arts Examination, 500 students were nominated for ARTEXPRESS. From these nominations, 228 bodies of work were selected to create nine exhibitions, representing schools from across NSW.

Simon McLean

Visual Arts Coordinator
LOTE – Summer, Gelato and Year 8

How do we know when Summer is just around the corner? The Pure Gelato cart is parked outside of Yallunga for all of Year 8!

Students have been working on the Food unit and they put their Italian skills to good use by ordering (and paying!) for their gelato in Italian. Here are some of their reviews:

On Friday the 18th of November, Year 8 experienced pure Italian gelato. At the moment in Italian we are learning about food, Cibi Deliziosi! We all enjoyed some gelato during our Italian class, ordering the different flavours of gelato in Italian and tasting the delicious treat. Some of the flavours that were available included, Mango, Tim Tam, Lemon, Oreo, Chocolate and Vanilla. Oreo was the most popular flavour among all the girls. All of our hard Italian work paid off!

Sienna Bosworth-Gonzaga and Gabriella Krstevski

On Friday the 18th of November, Year 8 had their Italian Gelato Day. The girls were super excited and couldn’t wait to try out the scrumptious flavours of Pure Gelato! The flavours included: vanilla, lemon, chocolate fudge, chocolate, tim tam, oreo and tiramisu. The most popular flavours seemed to be vanilla, tim tam and oreo. The girls practiced ordering their gelato in Italian, and got the chance to experience a piece of Italian culture. Each teacher served the ice cream out to their classes, catering well for special dietary requirements. Overall, the girls had a fabulous time, and thoroughly enjoyed their Pure Gelato experience!

Alice Gleeson & Selina Colagiuri

On Friday 18 November the year 8 students got given a great treat, GELATO!! In our Italian lessons we have been learning about Italian food and how to order it as well as what Italians enjoy. It was a really interesting experience having to order our gelato in Italian. With the option of flavours including Tim Tam, Oreo, Lemon and Mango. It was something everyone was looking forward to. It was a great way to end the unit.

Ally Hammer
Marco Gianni

Languages – Teacher in Charge
PDHPE Department News

Representative Sport Update

**SCC Junior and Intermediate Touch**

Congratulations to Juniors and Inters on making it to the Semi finals this week

- Juniors play Marist Pemshurst
- Intermediates play Rosebank Five Dock

**SCC Senior Volleyball**

Congratulations to the girls who placed 5th in the competition unfortunately unable to qualify for the semis.

**SCC Junior and Inter Softball**

Congratulations to Junior and Intermediate softballers who have made it to the semi finals this week. The teams are placed as follows going into round 8:

- Juniors will play Marist Pemshurst
- Intermediates play Mount Saint Joseph Milperra

**SCC Cricket Gala day – Monday 21st November**

Congratulations to the SCC Cricket team who won the overall competition on the day, defeating Casimir College in the grand final. As well as being undefeated for the whole day, the team was lucky enough to meet NSW Women’s Breakers players Ashleigh
Thank you to Mr Gough and Miss Cox for taking the girls out on the day.

**SCC Softball Trials**

Congratulations to the following girls who have been selected in the SCC Softball team to participate at the NSWCCC Softball selections in February 2017:

- Jasmin Garrison
- Kate Britcher
- Moya Denford

They will commence training in week 8, term 4. We wish them all the best.

**AFL 9’s Classic Gala day – Friday 25th November**

On Friday, the 25th of November, myself and 9 other students from years 8 and 9, attended the AFL 9s Gala day. We left school at quarter past seven in the morning and travelled (in the mini bus) to moore park, Sydney. We played a total of four (24 minute) games and we were very happy to come home with three out of four wins. This was a great achievement considering none of our team had any experience with AFL. During the day, we improved on many skills as well as used great teamwork. We were also extremely privileged to enter the SCG (Sydney Cricket Ground) and play our final game in the ground. Unfortunately we lost this final game but as a team we had a great experience and are extremely grateful for the opportunity.

_Hannah Hicks, Year 8_
Year 9 PASS Surfing Excursion

The Year 9 PASS class participated in a two day learn to surf camp at Cronulla on Tuesday 29th and Wednesday 30th November. A great day was had by all and many girls showed great improvement.
Upcoming events

2017 Thursday Representative SCC Sport Trials:

We will be starting the process of trialling for Term 1 Thursday Representative SCC sports during the end of term 4

Please keep an eye on notices if you are interested in any of the following sports:

- Volleyball (For current 7 & 8 students, who will be in year 8, 9 in 2017)
- Touch football (For current 9, 10, 11 students, who will be in year 10, 11, 12 in 2017)
The first sign up and trial to take place will be Senior SCC Touch football and has been emailed to the current Year 9, 10 and 11 students

Lauren Brennan

Sports Coordinator
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.
Uniform Shop School Holiday Trading Hours

Avoid the last minute rush
Please come in now to purchase your uniform needs.

Last trading day for 2016 – Wednesday 14th December
Regular trading commences – Tuesday 31st January 2017

Additional trading days in January 2017
Tuesday 24th 8.00am – 11.00am
Wednesday 25th 1.00pm – 4.00pm
Monday 30th 8.00am – 11.00am

By appointment only
Book online: www.ranier.com.au using password bc2220

Book Fitting Appointment

Visit: ranier.com.au
Click on “Your Uniform Shop”
School password: bc2220
Student ID from the school

New students: Click on “Fitting Appointment”

Phone: 02 9567 6282
Mrs Debra Murty

If there’s no answer, please leave a message and your call will be returned on the next trading day.

Email: bethany@ranier.com.au

Shop Location
On school grounds

Normal Trading Days (During School Terms)
Tuesday & Thursday 8.00am – 11.00am
Wednesday 1.00pm – 4.00pm (Terms 1 & 4 only)

Payment
Cash / Eftpos / Visa / Mastercard (1.5% credit card surcharge applies)
Pedagogy Report

With the 2016 school year drawing to a close, Bethany College staff have been busily preparing assessment, marking and reporting on student achievement in this final semester. In addition to this, planning for the new 2017 academic year is now well underway. Changes to the College assessment policy, in particular the reduction of summative assessment (Assessment ‘of’ Learning) in Years 7-10 in preference for an increased emphasis on Formative (Assessment ‘as’ and ‘for Learning), has required considerable faculty collaboration and consultative decision-making. The key purpose of formative assessment is checking for student understanding, providing feedback and encouraging students to take greater responsibility for their learning. The time and thoughtful planning involved in this process will most definitely benefit teaching and learning in the College through what I believe will be a dramatic lessening of student anxiety surrounding assessment; therefore improving student wellbeing and ultimately improving student learning outcomes.

The College Literacy Working Party has now met on three occasions and made significant headway in developing a school wide approach to literacy. This group has engaged in the following;

- **Faculty investigations** – shared faculty Literacy interventions over the past 3-5 years as an overview of what has already been implemented
- **Faculty strengths and weaknesses** – shared ideas of what has worked and the possible reasons why
- **NAPLAN scripts and what they reveal** – analysed student writing scripts with NAPLAN marker’s rubric
- **Reviewed the Bethany Writing Project** – redesigned for 2017 and beyond
- **Tabled ideas** – presented a range of reading and writing strategies for consideration
- **Introduction of the Faculty Literacy Action Plan** – drafted a faculty strategic proforma

- **Tracked across 7-10 programmes** – identified appropriate opportunities to embed the chosen literacy approach/s
- Identified opportunities to combine literacy approach/s with the 2017 focus on Formative Assessment- developed Assessment ‘for’ and ‘as’ Learning
- **2017 College Literacy Planner** – mapped into the calendar for 2017 tracking
- Created necessary resources – for 2017 implementation

In 2017, this group will meet twice a term in order to continually evaluate departmental literacy interventions and thus act on the identify, plan, act, review cycle required for the on-going success of any strategic improvement goal.
In the area of Gifted Education, I'd like to formally recognise and congratulate those girls who participated in the *Scientia Showcase* evening (Thursday 10th November). The exemplary work these girls displayed across a wide range of subject areas was most impressive and inspirational to the primary age students and their parents who attended from our Newman feeder schools. These girls were:

- Pia Morris
- Claudia Bonacci
- Claudia Ceballos
- Eve Fernando
- Emily Licovski
- Alexandra Keedle-Ortis
- Leanne Algama
- Jolly Grace
- Lara Ball
- Zoe Ball
- Chrystal Ruz
- Anna Giannopoulos
- Ayva Palmer
- Nektaria Rice
- Sophie Gallagher
- Shae Acevski
- Sienna Bosworth
- Alessia Colagiuri
- Selina Colagiuri
- Monique Cost-Chietien
- Louisa Leone
- Olivia Di Costanzo

Three Year 7 girls from the 7G Scientia group are also congratulated for their recent presentation to the College Leadership Team. Nektaria Rice, Claudia Ceballos and Jenessa Fong addressed *Laudato Si’*, reporting back on their investigations into the level of ecological sustainability already existing in the College and presenting possible solutions on how the College can further improve.

Finally I would like to acknowledge the work of Jade Lozanovski of Year 7 who entered Origin Energy's *Little Big Idea* national competition. This STEM initiative encourages students to ‘design think’ by inventing something new or improving an already existing idea that could help make the world a better place. Jade designed a device called “Beat It” to support arrhythmia patients. Whilst Jade was not selected as one of the finalists, she is to be congratulated on her creativity, maturity, passion and dedication to the project.

*Katherine Maish*  
*Leader of Pedagogy*