



## ***College Newsletter***



**McCarthy Catholic College**  
75 Mackellar Street Emu Plains NSW 2750  
College Phone: 4728 8100  
Trade Training Centre Phone: 4728 8129  
Uniform Shop Phone: 4735 8220  
Email: [mccarthy@parra.catholic.edu.au](mailto:mccarthy@parra.catholic.edu.au)  
Website: [www.mccarthyemuplains.catholic.edu.au](http://www.mccarthyemuplains.catholic.edu.au)

WESTERN SYDNEY P-TECH PARTNERSHIP  
MCCARTHY CATHOLIC COLLEGE

# **P-TECH**

PATHWAYS IN TECHNOLOGY



Supported by the Australian Government





## FROM THE PRINCIPAL

Dear Parents and friends of the McCarthy Community

Staying focused in learning and giving it your all right up until the end of year is what we want at the McCarthy learning community as we approach the end of 2018.

I have been very pleased with the commitment that students have made this year to their learning and this is evident in improving Student Learning Performance grades (SLP) during the course of this year. I would like to congratulate all students who are striving to continually improve their level of understanding and deepen this through extending themselves. Students who have consistently achieved SLP grades of 20 + will be recognised and rewarded in Week 9 by an invitation to attend a special Fun Day reward. There will be a letter sent home with students and a very big event celebrating this wonderful achievement. Other students who have successfully attained Levels 5 and 6 on our Student Management level system will also be invited to celebrate their consistent efforts and outstanding community service achievements.

In 2019, Year 10 will be part of our Senior school at McCarthy Catholic College and as such, they will have the option of wearing either senior or junior uniform. It is an exciting change for our Year 10 students who will be expected to step up and commence their senior journey, learning the critical skills in managing and taking responsibility for their learning. This is very important to develop and refine their learning habits in preparation for their Stage 6 (Year 11 and 12 ) learning journey. Students have the option of choosing to continue to wear their full junior uniform or transition into wearing the full senior uniform. The only difference for Year 10 students in senior uniform is that they will still need to keep their hair tied back and nails need to be as per the junior (7-9) expectation for safety and hygiene purposes. Our uniform shop 'School Locker' is fully aware of this change and will assist you with the correct uniform. Should you have any questions please do not hesitate to call the college and speak to John McKnight (Year 9 Leader of Learning ), Marian Samuel (Year 10 Leader of Learning) or Sharon Clarke (Principal's PA).

### **Building Works Update**

Our college is undergoing major changes as the Junior and Senior Inquiry Hubs are constructed. It is very exciting to see these wonderful new spaces under development which will be ready as we commence 2019 for a great year of contemporary and engaging learning ahead. We look forward to opening these up in Term 1 2019 and setting up learning with a growth mindset framework.

### **Staff Formation and Spirituality Day - Term 4 2018**

The staff participated in a Formation day on Monday 12 November at the St Benedict XVI Retreat Centre at Grose Vale. The centre is a place of incredible beauty and tranquillity where as a staff we were able to focus on replenishing ourselves through meditation, prayer and the development of our school formation goal. It was an incredibly powerful day where we as a staff have focused our spiritual and faith formation needs and how we can assist our students to find Jesus Christ in others and God's creation.

God Bless

**Mrs Tania Cairns**  
**Principal Leader**





## FROM THE COLLEGE ASSISTANT PRINCIPAL

During the Term 3 school holidays, (28<sup>th</sup> September to 15<sup>th</sup> October, 2018) I had the opportunity to travel on a pilgrimage to the Holy Lands. I went with 36 other Assistant Principals, Principals, Leaders from our Diocese of Parramatta in Education and from the Chancery. Fr Chris de Souza (Vicar General in our Parramatta Diocese, Episcopal Vicar for Education and Formation, Vice-Rector of the Seminary of the Holy Spirit and Parish Priest of St Oliver Plunkett's Parish, Harris Park) and our Executive Director Greg Whitby also led our pilgrim group.

*Here is a summary of the trip:*

### **JORDAN, AMMAN**

After a long flight from Australia to Dubai and then onto Amman, Jordan we climbed up to Mt Nebo. At Mt Nebo, Moses looked over into the Promised Land and blessed Joshua who led the Israelites under God's protection (Joshua 1:6-9).

### **DEAD SEA TO THE SEA OF GALILEE, GALILEE**

We journeyed down from Mt Nebo to float in the salty waters of the Dead Sea, that are said to have healing qualities.

*At Bethany Beyond the Jordan, where the five springs form the tributary of the Jordan River, we visited what is believed to be the Baptismal site of Jesus. The Jordanians have tried to keep the site simple and authentic. It is a UNESCO world heritage site. Our Jordanian guide, Fadi, proudly tells us... "Jesus was born in Bethlehem, but Christianity was born in Jordan."*

Then Jesus came from Galilee to the Jordan to be baptised by John. But John tried to deter him, saying, "I need to be baptised by you, and do you come to me?"

Jesus replied, "Let it be so now; it is proper for us to do this to fulfil all righteousness." Then John consented.

As soon as Jesus was baptised, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him. And a voice from heaven said, "This is my Son, whom I love; with him I am well pleased" (Mt 3:13-17).

Every day we celebrated Mass in the most amazing places, but in the Jordan River I reconfirmed my baptismal promises. This was a real 'goose bump' moment for me. I couldn't believe I was in the Holy Lands of Jesus, so far from home but so close to God.

Our group then crossed the border from Jordan into the Holy Land of Israel. This was quite scary, and I've never seen so many automatic weapons as I did at the border between Jordan and Israel. Security was very high, and everyone followed every instruction. We said goodbye to Jordan and our very kind guide Fadi and the bus driver.

We then met Rami our Palestinian guide who made us feel safe and secure. He would often call out 'Yallah, Yallah' meaning come and let's go. Thankfully we never heard a stressed "Yallah, Yallah, Yallah" as he warned us if we heard this to run away quickly. With the high vigilance that we had to have in Israel and in the West Bank (Palestine), I never questioned if he was joking as I feared this was no joke. I looked at the desert landscape and the Bedouin people who had set up tents wherever they wanted. My idea of hundreds of sheep or goats in fertile, green pastures led by a shepherd was totally blown away. I could see rocky caves in the mountains and could see where shepherds, with their 10-20 animals would protect themselves from the environmental conditions to survive.

We journeyed onto Tiberias on the shores of Lake Galilee by bus. Our bus driver was outstanding. We remembered the Gospel, "Go to Galilee and you will find him there" (Mt 28:7). We walked to the summit of Mt Tabor, where Our Lord's divinity shone forth in the Transfiguration (Mt 17:1-2). Here the disciples saw God show Moses and Elijah (who were prophets that had left Earth 1000 years before) and knew, in this miracle that Jesus was truly the Messiah.

Then we went to Capernaum, the centre of Jesus' teaching and healing and the home of Peter the Apostle (Mt 4:12-20). We learn that Capernaum, was the most important city in Galilee. I knew Jesus was born in Bethlehem, grew up in Nazareth but I didn't really understand that he focussed and started his 3 years of ministry in Capernaum. Capernaum was the home of Jesus' Apostles Peter and Andrew. Capernaum was a very busy city and maybe a customs station place where a lot of taxes had to be paid to travel through. It was here that Jesus called Matthew to leave his tax collecting and to come and follow him. There was a synagogue also at Capernaum, which was built by a Roman centurion and a station for Roman soldiers. It was a gathering place with people of many different nationalities. Capernaum was the last station to Europe and the first to come across from Africa. There were many different people running the city and normal people were sick of the misuse of power by the religious. Here Jesus spoke to everyone, he helped, taught and healed. He healed on the Sabbath and was rejected by the Rabbis.





Magdala, the town of Mary Magdalene was our next town to visit. Magdala is called Pigeon Mountain and in Jesus' time if you were on your way to Galilee, you came through this valley and through Magdala. At Nof Ginosar Kibbutz, we saw the preserved remains of first century fishing boats which we believe were like those in the days of Christ. On the northern side of Lake Galilee, we reflected on Jesus' ministry and how he taught the disciples and people. It was here that Peter rushed to Jesus and wanted to be a fisher of men. Jesus appointed Peter and ordained him as the first Pope of the Church. Our experience of walking to the shores of Lake Galilee was very authentic. It was here that I felt God's grace in the 'coincidence' of my back pack getting snagged between a rock and the seat, and for me the message that I often experience.... Be still and know Christ is always with us. When we feel alone and it's hard to do what's right, don't run off to be the first, sit and be still with our Lord.

We then took a private Mass floating in a boat in the centre of Lake Galilee. I learnt that it is a lake and not an open ocean even though it is often called the Sea of Galilee.

We recalled the miracles of Jesus calming the storm, appearing to the apostles and Jesus walking on the water. As once again, I had to let go of my childhood imaginations of the Holy Land sites that I continued to hold as an adult. These experiences were causing me to deconstruct ideas/images I had long held and reconstruct them as I experienced such a different land to my Australian childhood.

We then had a special 'St Peter's fish lunch. Our visit to Tabgha, was the Holy site where Jesus performed the multiplication of the loaves and fishes (Mt 14:20).

Travelling out from Galilee, we visited Haifa-Mt Carmel, where Elijah spoke of false prophets. We saw Elijah's cave, where he lived and meditated before defeating pagan prophets of Baal and where he hid fleeing the wrath of King Ahab. We will also visit the Carmelite Monastery and the Chapel of the Holy Family and the House of Grace.

Later in the Nazareth township, we entered the Basilica of the Annunciation where Mary's response was "Let it be done to me according to thy Word" (Luke 1:38). Then to Cana, where Jesus was asked by His Mother to perform his first miracle - transforming water into wine at the wedding feast (Jn 2:1-11). We saw a wedding taking place here on this day.

The next day began with Mass at the Mount of Beatitudes and we reflected of Jesus' message of happiness - Sermon on the Mount (Mt 5:1-12). Upon leaving Galilee, we went through Samaria, a land rich in Old Testament history. We saw the twin peaks of Mt Gerizim and Mt Ebal, which are known in the Old Testament as Mt Blessing and Mt Cursing.

We visited Jacob's Well (over 100 feet = 30.48m in depth) where the water at the bottom is fed by flowing water. The ancients gave it the name of 'living water.' At this well, Jesus met the Samaritan women and said to her: "Everyone who drinks this water will be thirsty again, but whoever drinks the water I give him will never thirst. Indeed, the water I give him will become in him a spring of water welling up to eternal life" (Jn 4:13-14). Then we journeyed to Jerusalem.

## JERUSALEM

Here we travelled out to Bethlehem, the City of David. In the Shepherd's Field we commemorated the appearance of angels to the shepherds on that first Christmas night (Lk 2:8-16), with Mass.

We visited the Church of Nativity built over the stable where Jesus was born. We waited almost 4 hours in this Church so that we could descend down steps and into the Grotto of the Holy Manger. The silver star in the floor marks the spot where Christ was born. I touched this spot and again my Goosebumps returned. It was so hot here, above 30 degrees and very stuffy in the Church.

We then went to Bethlehem University. I was so saddened to hear the realities of the young people in Palestine. The oppression, the cards of identification that they carry, the checkpoints and searches that they endure from Israeli occupation, but hopeful attitudes they have. There wish to be educated and to work for peace in the Holy Lands, I find hard to explain properly the emotions I felt.

We then visited Ein Karem, the birthplace of St John the Baptist and the site of the Visitation of Mary to Elizabeth "Why should I be honoured with a visit from the Mother of my Lord" (Lk 1:43). At this Church, dedicated to 'The Magnificat' we

reflected on the joyful mysteries of the Rosary. At night, we met the Bereaved Parents group. These were families who have lost loved ones in the modern conflicts in the Holy Lands and came to tell us their stories. Our group hears the pain of the Palestinians and Israeli's who endure so much loss and violence and are trying so hard to bring peace to the Holy Land.

On the next day, on the Mt of Olives we visited the Church of 'Pater Noster' commemorating the site where Jesus taught His disciples the Lord's Prayer (Mt 6:7-15). We walked down the Palm Sunday Road, passing the tombs of the Prophets Haggai, Malachi and Zechariah before arriving at Dominus Flevit for Mass. This church was built on the site where Jesus wept over the city of Jerusalem (Lk 19:41-44). The roof of this church is shaped like a teardrop.

In the Garden of Gethsemane, we entered the Church of Agony which contains bare rock upon where Jesus is said to have prayed before his arrest. This garden contains very old olive trees. We see the path Jesus was taken upon as a prisoner while ascending Mt Zion to the house of the High Priest Caiaphas and reflect later in the private garden - Garden Virgin Mary.

We visited the Israel Museum to view a Second Temple scale model of Jerusalem as it was in the time of Jesus, as well as visiting the Shrine of the Book to view the Dead Sea Scrolls. At the Church of St Peter in Gallicantu, we recalled how Jesus was interrogated and imprisoned here, whilst Peter denied Jesus three times. Later to visit the Cenacle room of the Last Supper and the Church of Dormition where Our Lady was assumed into heaven.

We started our next day with Stations of the Cross, at Antonia Fortress where Jesus was condemned to death. We prayed and followed in Our Lord's footsteps, visiting the Flagellation and Condemnation Chapels along the actual Via Dolorosa to the site of Calvary to celebrate Mass in the Church of the Holy Sepulchre. I saw through glass panels to the rocks where the Cross of Jesus once stood and reached down to touch this rock. For Mass, we tightly packed a 5m x 5m room to enter the Edicule containing the tomb where Our Lord rose from the dead. During Holy Communion I was able to touch the rock where Jesus was laid and left for 3 days. I learnt that this was called a weeping room. After 3 days, people would return and if the person was truly dead (smelly and decomposing), they would then be put into a burial tomb that was sealed (with no air).

Continuing on, we visited a church built over the birthplace of the Virgin Mary, Church of St Anne and the Pool of Bethesda where Jesus healed the paralysed man (Jn 5:2-9). In the Jewish section of the Old City we had a view of the Dome of the Rock, El Aqsa Mosque and the Western Wall. We travelled Jericho Road and we remembered the Good Samaritan as we journeyed through desert hills to pass the site of Qumran where the Dead Sea Scrolls were discovered in 1947 by a Bedouin shepherd boy. Continuing south along the Dead Sea to Masada, we got on a cable car to view the scenery at the summit and have a guided tour of Herod's fortress and the Zealot's last stand. This was awesome.

In Jericho later, we celebrated Mass at the Good Shepherd Church and across the valley we went to see Mt Temptation, the site of Jesus' fast of 40 days. This was our final day in the Holy Lands before flying to Rome.

## **ROME**

After a private Mass in St Peter's Basilica at the Altar of the Tomb of St Peter, we went to experience a guided tour of the Vatican Museums to see the Sistine Chapel (view Michelangelo's masterpieces, including the fresco of the Last Judgement) and the Crypt and tombs of past Popes.

The next day we went to St Peter's Square where the Holy Father hosts a general audience with pilgrims from everywhere around the world. As we heard our group announced and welcomed, we cheered and made lots of noise. Later we entered the Colosseum where the early Christians were martyred and in 1749, Pope Benedict XIV declared the Colosseum a sacred site. We visited ancient excavations and catacombs of the early Christian Church under St Peter's Basilica – the Necropoli and also visit the site of the original tomb of St Peter.

## **ASSISI**

This is where St Francis tended the poor and sick and founded the Franciscan Order. We celebrated Mass in the Basilica of St Mary of the Angels on the plain where St Francis spent most of his life. We went to the Upper Town where we visited the Basilica of St Clare. I knelt before the famous crucifix from which Jesus spoke to St Francis.

At the Basilica of St Francis, the tomb of St Francis is underneath, and the Church of St Damiano built on the site where St Francis heard the voice of Christ speaking through the crucifix 'go rebuild my Church, which you see is falling down.'

I have tried very hard to summarise the trip. I hope to share greater details of this Holy Lands pilgrimage, insights and learnings as we journey together in the years ahead.

I hope the final part of this term is good for you and your loved ones.

God Bless

**Mrs Peta Sparkes**  
**Assistant Principal**

Please see the [College website](#) for lots of photos from Mrs Sparkes' Pilgrimage to the Holy Lands

## RELIGIOUS EDUCATION AND MISSION

### **CEDP Curriculum Feedback Day**

On Monday 29th October, Raymond Limbaga (Year 10), Liam Taylor, Emily Norris (Year 9), Jessie Galea (Year 8) and Jack Duggan (Year 7) were invited to Fairmont Resort in Leura along with students from St Columba's to give feedback to CEDP staff who are co-constructing a new K-10 Religious Education syllabus. The students were presented topics of study in Stages 4, 5 and 6, and were asked if they captured their imaginations. The feedback given by our McCarthy students was invaluable, and will shape the teaching and learning in Religious Education for the next twenty years.

### **November - Month of the Holy Souls**

November has for many centuries been a special month of prayer in the life of the Church for the souls in purgatory. By praying for our deceased loved ones, we can lessen their time spent there and speed them off to heaven.

With the 100th anniversary of the armistice which ended World War I on November 11, I highly recommend that during this month we pray especially for those whose lives were lost during times of war, especially the soldiers who gave their lives during the Great War.



### **Vinnies Van**

Thank you to Mr Pajaron, Mrs Bull, Rachel Cole and Eve Prentice (Year 12) for serving the poor at Vinnies Van last Tuesday night. Our next Vinnies rostered night is Tuesday 20th November.



### **Staff Formation Day**

On Monday 12th November, the College Staff spent a day of recollection, reflection, and planning at the Benedict XVI Retreat Centre. After prayer in the beautiful chapel, staff moved to meditative activities of their own choice in order to put themselves in the mindset to do deep thinking and meaningful work surrounding the future formation goals and progress of the McCarthy Catholic learning community. Staff provided positive feedback on the day, and felt it was a day well-spent in furthering the Catholic culture of our College.

**Mr Daniel Nekić**

**Acting Leader of Religious Education & Mission**



## **HEAD OF STUDENT WELLBEING AND LEARNING**

School culture is critical in developing the best learning outcomes for all students. The learning culture is something that is developed over time. It is about creating norm of behaviour towards learning that all students embrace, irrespective of their own capabilities. When I was a student, the culture was built on the threat of violence. We were kept in place because if we stepped out of line, we were given physical punishment . . . the cane, the strap or the ruler. Then when we went home, we copped it again from our parents. Thankfully, those days have gone and schools are working to develop a culture that is based on cooperation, not simple compliance. How can families help? We need to work with parents in the first instance and then be able to show a united face to children involved. If students see any cracks in our unity, they will look to exploit it. We know we can sometimes make mistakes, however, conversations like this are best had in private. The students at McCarthy Catholic College are friendly and cooperative. They are building good relationships with their teachers and their school. Year 12 students completed an "Exit" survey in their last week of school and the number of students in both TTC & the College who expressed respect, gratefulness, enjoyment and commitment towards their school was overwhelming. McCarthy is on the move and that is not a platitude. We see it in results, we see it in behaviour on the yard and we see it in the way our uniform is being worn with pride and respect. I look forward to the next phase of our journey! Onwards and upwards!



**Some Year 7 to 10 Class Captains preparing the staff room for International Teachers Day**



**Lunchtime Touch American Football**

**Mr Martin Stein**  
**Head of Student Wellbeing and Learning**



## TAS UPDATE

Our students are busy finishing off their projects before the end of the year. Each Stage has a variety of projects to complete from timber pencil boxes, chopping boards with hidden drawers, fire pits, birthday cakes to coding a Sphero.

*Since the beginning of this term Year 8 have had to design and learn how to make a graph of a town. Then we had to transfer this onto a large piece of paper and paint the town's buildings. The challenging part was learning how to code the Sphero ball which had to move through the town in a set pattern where it had to stop at a set point, make it change colour and form a loop somewhere in the town. We enjoyed learning how to code, design and it helped to work in a group to solve the problems we encountered. **Maddy, Jovana, Issy, Zoe, Molly.***

*In Year 10 we have learnt about food equity and food trends. In the topic Food Equity we learnt about people with special needs and what foods they need to eat. In Food Trends we learnt about the food that is trending now and past decades. We have learnt how to make food trends such as milkshakes, burgers, tacos and cupcakes. We have had fun learning these topics and look forward to more in the future. **Isabella, Jazmin***

*This term we have been going over decorations and cake designs for our cake assignment and our party menu. We have looked at all sorts of icings to place on our cakes and how to make it. This term we have done plenty of pracs involving skills to how to make certain foods in certain ways. **Christian***

**Mrs Jacqueline Murphy**  
**Leader of Learning - TAS**





## MATHS UPDATE

Practical Representations of mathematical problems enable the students to gain a deeper understanding of the theories involved. They also allow for the development of mathematical concepts across a range of topics and are generally based on real life scenarios. This gives students a different perspective on the mathematical content and are therefore more meaningful.

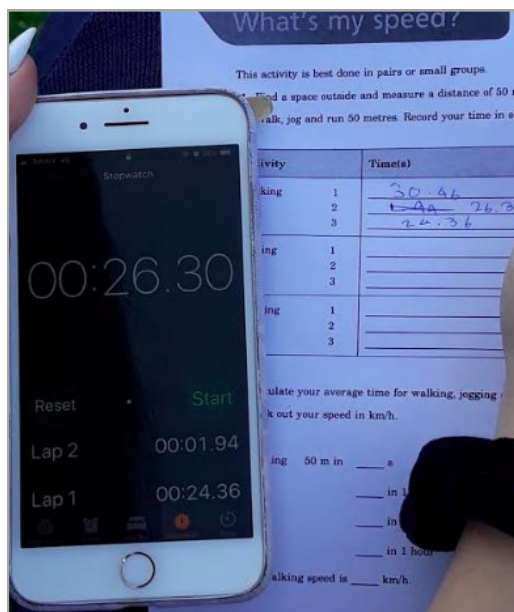
Recently, our Year 11 students were asked to determine their walking, jogging and running speed as part of the *Rates and Ratios* topic from the new *Standard Mathematics* syllabus. They were asked to go out onto the oval and complete a number of experiments to calculate their average speed.

Once back in the classroom, the students had to use their measurements of distance and time to determine speed in both kilometres per hour and metres per second. This involved understanding the relationship between distance and time as well as methods to convert between different units of measurement which was a concept previously studied early in Term 1.

The results generated a meaningful discussion about speed. The class agreed that when walking, they were moving at a constant speed right from the start which meant that a graph of distance versus time would result in a linear relationship. However, when Usain Bolt completes a 100m race, he starts relatively slowly and then picks up speed. We noted his average speed is around 36 km/h and we were able to complete some quick research that showed his maximum speed to be 44 km/h. Therefore, the distance versus time graph of a 100m race would result in a curve or non-linear relationship.

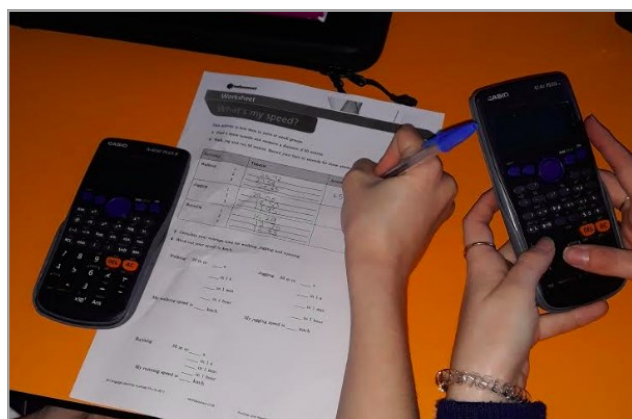
The students enjoyed the activity and were able to complete a number of mathematical outcomes during the lesson.

**Mr Ed Cross**  
**Mathematics Teacher**



## MATHS HELP

Every Monday in the Library  
3:10pm - 4:00pm



## HSIE REPORT

In Weeks 1 and 2 of Term 4, the first-ever and much-awaited **Teachers v Students Mock Trial** was held at McCarthy Catholic College. The Trial concerned one of the most extraordinary murder cases in Australia's history. A tale of misunderstanding and unrequited love as documented in Mark Tedeschi QC's book "Eugenia" (2012). The Felleni case formed part of the Law in Practice topic for the Year 11 Preliminary HSC Legal Studies course. Students, therefore, were able to bring to life their knowledge of the criminal justice system through this Mock Trial opportunity, formulating legal arguments, weighing up evidence and engaging in cross examination.

Mr Testa (First Barrister), Mr Nekić (Second Barrister) and Ms Lewin (Solicitor) acted as the Prosecution, together with Mr Conway and Mrs Hughes as their witnesses. The Defence team comprised Year 12 students Gabrielle Gregory (First Barrister), Kaylee Robson (Second Barrister) and Rachel Cole (Solicitor), with witnesses Raquel Bugeja and Justin Cooper, who took the role of Harry Crawford, alias Eugenia Felleni. Given the criminal nature of the case, a jury was also purposely convened, made up of both teachers and students. While the jury found the accused not-guilty, the judge ruled in favour of the Prosecution, with teachers scoring more points than the Defence team.

The 2018 Teachers v Students Mock Trial was well received by the school community and by the new Year 12 Legal Studies class, as they now endeavour the study of the first HSC Unit, Crime. Words of appreciation go to the court managers, Siosi Kaufusi (Court Officer) and Mr Rochfort (Magistrate's Clerk), who assisted Mr Potts in his first adjudication of a trial. Thank you also to the College Executive, teachers and students on the jury panel, the very helpful library staff and Mrs Stephanie McCully for her support with timetabling. We hope to meet again for a new teachers v Students Mock Trial in 2019.



**Mr Marco Testa**  
**HSIE Teacher**

*"On the 30th of October, I had the honour of attending the Australian Constitutional Convention in New South Wales. The event was held at the exquisite NSW Parliament House, allowing 175 student participants to discuss particular issues about one of Australia's most important and significant body of law, the Australian Constitution.*

*The day focused on the rather interesting Section 44, which provides the disqualifications for individuals to be nominated or elected as members of parliament or holding the position of minister in the federal government. This section has been recently discussed at length for particular Ministers, specifically Barnaby Joyce and Peter Dutton. The particular subsection that was heavily debated for the day was Section 44(i), not allowing any member to hold dual citizenship as a minister either for nomination or elected running.*

*Students were welcomed from all across NSW, spanning from Byron Bay to Wollongong. Each individual represented not only their school but valid opinion on Section 44. This provided an insightful day for all students, including myself, listening to a variety of opinions and being able to further develop my knowledge of Constitutional Law. The morning began with a guest speaker extensively explaining the workings of Section 44 and its five subsections, allowing time for students to progressively build notes and arguments for or against.*

*Afterwards, we went into smaller group discussions which were given opportunities to bounce off ideas and views on the various subsections. After lunch, we all gathered again to vote on a faux referendum in regards to allowing dual citizenships for ministers. Surprising the referendum passed with  $\frac{2}{3}$  of the array of students voting, 'yes'. The day then included a heated 'Soap box' or debate in regards to the particular subsection.*

*Overall the very eventful day concluded with a sense of achievement. This day brought me new profound perspectives on section 44 of the Constitution. It was a very exciting, insightful and enjoyable day which allowed me to be immersed in new information that may impact my own campaign to become, one day, Australia's Prime Minister."*



**Justin Cooper**  
**Year 12 student**

## HEAD OF INNOVATION AND DIVERSITY

Last week we held our annual Head Start Program for a small number of Year 6 students beginning their High School journey at McCarthy Catholic College in 2019.

We always look forward to this day as we build friendships, get to know new and important members of our community and foster relationships between some of our school leaders from Year 10 and our soon to be Year 7 cohort.

The day was an incredible success. Our Year 10 leaders shone and our new Year 7 students were full of enthusiasm and the 'right kinds of questions' to help get them ready for high school. I would like to extend heartfelt thanks to the many remarkable people that helped today be a success. The spirit of McCarthy was in full flight and the teamwork and collaboration was central to the day. Such a day would not be possible without: **John Durkin, Cynthia Maruziva, Nada Nenadic, Jess Austin, Kathy Gadzev and Annie O'Toole**. Thank you. You were all integral in planning the program, preparing resources and running sessions throughout the day with authenticity and a focus on the wellbeing of each and every new Year 7 student. I'm so very proud of this amazing team.

To **Julie Petrovski** - who was interviewed by each of the Year 6 groups in an interview situation, capably answering their questions of curiosity and nerves. The Year 6 students learnt so much from the insights she offered, they learnt about her role and about the McCarthy Community.

To our **Year 10 Leaders**. What compassionate, forward thinking, generous and capable young men and women. A real highlight of the day was watching rich relationships form between the Year 10's and the Year 6 groups. These students represented what leadership is. They were incredible. To **Carissa Jones, Demi Field, Annabelle Burrell, Isabella Newman, Ethan Henfling, Raymond Limbaga, Max Prendergast, Jai Lane, Jasmine Flanagan and James Patterson**.

To our Principal Leader, Mrs **Tania Cairns** who welcomed our small group and visited throughout the day to get to know our new students, making them feel known and reassuring them. For also checking in with our Year 10's at the end of the day, thanking them, seeking honest feedback, encouraging their natural leadership and highlighting the attributes she saw in action. This meant so much to them all.

To all those who offered help or completed jobs in the lead up, whether it be creating name tags, ordering catering, receiving phone calls from parents, setting up IT, setting up rooms and furniture, photocopying, welcoming parents, collecting data and so on..... without you, McCarthy wouldn't shine, nothing would be seamless and most importantly, our Year 6 students would not have felt as well supported.

**Sharon Clarke, Steph McCully, Cheryl Wattman, Marie Hewett, Pam Annear, Brayden Hall, Sean McNally, Linley Duval, Jim and Ben**.

Lastly, to the teachers who generously opened their classrooms doors, prepared brilliant learning experiences and welcomed the students so they could experience what it is to learn and collaborate in a high school environment. They returned 'buzzing' about what they saw, did, realised, enjoyed and were 'wowed' by. Thank you to; **Jacob Waldon, Ryan Elston, Marian Samuel, Lani Brookfield and Julie Petrovski**.

It truly takes a community. This small group, I can confidently say, is ready for their journey at McCarthy. It is now our privilege to harness the energy, positivity and openness they presented last week, build on it during Orientation day and nurture and celebrate it throughout next year.

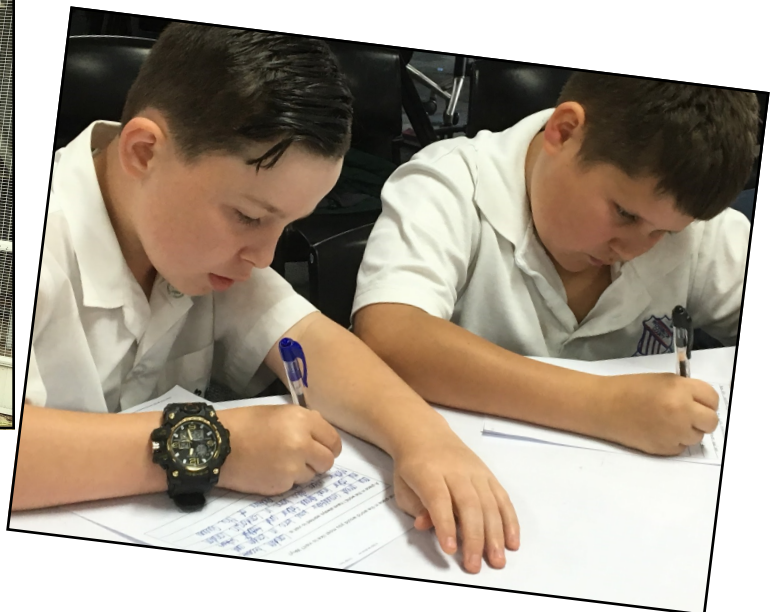
Well done everyone. And welcome Year 7 2019. McCarthy is a wonderful school!

**Mrs Anna Keogh**

**Leader of Innovation and Diversity**



## HEAD START PROGRAM—YEAR 7 2019



## **APPLICATIONS FOR 2018 HSC DISABILITY PROVISIONS ARE NOW OPEN**

### **DISABILITY PROVISIONS INFORMATION FOR PARENTS OF STUDENTS COMPLETING THE HSC IN 2019:**

The NSW Education Standards Authority (NESA) grants Disability Provisions to some students for the Higher School Certificate. Please read the following information carefully, it may relate to your child.

#### **Who should apply for disability provisions?**

Students with:

- A hearing or vision impairment
- A physical disability; a back problem; a writing-hand issue, etc.
- A learning difficulty – dyslexia or other problems with reading or writing
- Difficulty with reading or slow handwriting
- An intellectual disability
- A medical condition – diabetes, ADD/ADHD, serious headaches or other illness, etc.
- Anxiety, depression or other mental illness.

#### **What are some of the provisions?**

- A reader and / or writer
- Extra time allowance
- Rest breaks
- Separate supervision
- Special seating within the exam space
- Diabetic provisions.
- Individual provisions for students with a hearing or vision impairment (including colour blindness).

#### **How does my child apply?**

- They go to the office of the Leader of Diversity and Innovation in the Mary courtyard and speak with Ms Keogh or Mrs Nenadic.
- There will be specialist reports and student statement forms they need to obtain for completion.

Applications are due into NESA by the end of Term 1 2019 but may be submitted from Term 4 2018. The earlier the application is completed, the sooner we know the outcome. Students who are granted HSC Disability Provisions have them for the whole of Year 12 (assessment tasks and all examinations).

There is no notation for marking of papers or on the Higher School Certificate itself that indicates provisions have been used.

If you have any questions, or are unsure whether your child may be eligible to apply, please contact the Leader of Innovation and Diversity through the school office: 02 4728 8100.

**Mrs Anna Keogh**

**Leader of Innovation and Diversity**





## *SCHOOL CAPTAINS REPORT*



At the end of Term 3 the members of the 2018/19 College leadership team were announced to the students who had nominated and those who had watched the speeches. The emotion that filled the room of future leaders was very special when the actual Captains and Vice Captains were announced. I felt the overwhelming pride and received congratulations from every person in the room as the Captains Emerson and myself, as well as the Vice Captains, Gabby and Ethan were announced. This term, the leadership team member were placed in ministries and we were all badged at a ceremony with family and friends. Since the badging, the leadership team together with Mrs Lewin and with the help of the TAS students, conducted out first official duties at the Remembrance Day ceremony. The group of people I am lucky to work with throughout the next 12 months are all hardworking and dedicated to making differences whether they be big or small within our college community. The HSC is fast approaching with mainstream students beginning their first assessments and the TTC students completing their preliminary year and beginning the HSC year. The year group as a whole are dedicated to their studies and are striving to achieve all of their goals through this final year. There are many different emotions for each individual, some feel overwhelmed, others feel scared and some are excited that in the blink of an eye we will have finished our final year of school.

### ***Lily Meyer-Gleaves***

It was with great pride that I received the College Captain badge, along with Lily, and the rest of the leadership team in a unique and intimate ceremony. Our leadership team were invited along with relatives, to our College library. Seeing the smiles on everyone's face as a result of the event was priceless. From then on, things haven't stopped with our leadership team taking over past duties in an exciting way. To be given the opportunity to captain our College, is well and truly an honour that I will always cherish. I believe the upcoming 12 months will be memorable, in regards to the memories our cohort will continue to create, and the positive impact we will have on McCarthy's future.

The class of 2019's HSC journey is already five weeks old, and having the transition from Year 11 into Year 12 happen weeks ago, it is frightening to acknowledge that we will be quickly coming to the end of our schooling. We continue to stay well focused, acknowledging the importance of each of our subjects, as they all matter. I sense that my Year 12 peers are very motivated and I believe we can strive to achieve our dreams in terms of further careers, ATAR goals and school relationships. I can see the class of 2019 doing big things.

The Year 12 Fast Forward Team were given the opportunity to go to University for a day. Thanks to Western Sydney University, we travelled to the Parramatta South Campus by ourselves to get a taste of further education. Previous to this day, we were required to select a range of lectures to attend according to what we were interested in. We attended the variety of lectures ranging from Policing, Architecture, Medicine, Psychology, Business and many more. At the conclusion of the day, we all reflected and realised that the day really opened our eyes for the future, which is really exciting. I am looking forward to the future and I hope and dream that all in year 12 will be able to do so with open arms.

### ***Emerson Rovere***





## YEAR 7 REPORT

Last week saw the launch and commencement of our Learning Prep sheet. To support your child at home please make sure to sign the sheet where required by the parent. The reading, subject specific words and numeracy section of the sheet is there to assist and support our students with our overarching College numeracy and literacy goals.

We hope the assessments due section and parent information assist with both family planning and building students organisational skills. At the end of the term when parent teacher interviews take place we will welcome feedback from the parents to get an insight as to whether you found this to be a useful tool to be able to assist and support your child at home.

Lastly I would like to thank parents, students and staff for supporting the trial of this program as we are always looking at ways to better transition our Year 6 students into high school and keeping McCarthy on the move.

**Mrs Julie Petrovski**

**Leader of Learning - Year 7**

**WHAT A DAY**

**THE OLD MAN WHO MADE FLOWERS BLOOM**

**HANASAKA JIISAN**

**POSITIVE VIBE**

8/11/18	
Red Bean Mochi	Plum Mochi
- A Jamington	- Purple raw chicken
- Hoopy Substance	
- Marsh Mallow	- No smell
- Jamington	
- Marsh Mallow with goo inside.	- Didn't swallow

What social norms are they trying to teach?  
Can you list any Western Fables that have similar social norms?  
What is your favorite fable?  
What social norms are they trying to teach?  
How do you like it?

Red bean mochi  
looks like - a sausage roll with coconut.  
Smells like - Sweet coconut.  
Tastes like - a finger bun with coconut.

Plum mochi  
looks like - raw chicken  
Smells like - corn popcorn  
Tastes like - Nott

MOCHI KHORAT Ube Mochi

## YEAR 8 REPORT

Welcome to Term 4! Our last term as a Year 8 Cohort! As you know sometimes Term 4 right from the start signals, for some, the end of the school year and a time to wind down into the Christmas holidays. Mrs Petrovski and I would like to remind all Year 8 students that Term 4 is an integral part of their learning experience and should be approached with the same engagement and enthusiasm as the previous three terms.

This term will see each key learning area engage with an assessment task as well as reports and parent teacher interviews. This is a great opportunity to engage with your child's learning. We encourage you to take the opportunity to discuss with your child what is going on in each of their classes. Please do not hesitate to ask for Google classroom codes so that you can view the work that your child is completing in each subject.

Pastoral Care this term will see Year 8 engage in activities that continue with the theme of the year, 'Striving for Success'. This will include activities relating to motivation, engagement and team building. We will also have 'BrainStorm' productions come to Year 8 to discuss a range of relevant issues.

### **Student Learning Profiles / Levels.**

As with terms one through three, students will be bringing home their student learning profiles later in the term. Please keep an eye out for these.

We would also love to see more of our Year 8 students applying to move up a level. Please see the Year 8 Pastoral Care classroom for application forms.

### **Attendance:**

So far this term our attendance for Year 8 is sitting at 70.7%. It is vital that your child attends school everyday. "Being at school allows your child to engage in their learning fully and maintain healthy relationships with their peers and teachers"

**Mrs Shannon Matthews**

**Assistant Stage 4 Leader of Learning**

---

## YEAR 10 REPORT

Once again, Year 10 have had a fantastic end to Term 3 and a great start to Term 4, with a series of different exciting initiatives and opportunities that they have been and still will be a part of. They continue to shown maturity and growth in their mindset towards school and towards their learning.

On the 29th of August, Year 10 participated in a Formation Reflection day at Benedict XVI Retreat Centre where they were given the opportunity to participate in a series of workshops and activities, as well as listen to Sam Clear's journey and mission about unity. It was really evident that Year 10 really enjoyed this experience.

Year 10 will also be completing the All My Own Work program available to them on Google Classroom and will ensure they are ready and prepared to start their senior years.

Similarly, Year 10 is also in preparation of their Year 10 Formal on the 10th December, and have started to put together some great ideas for what promises to be a brilliant night. I'm certainly looking forward to it.

Once again, a big congratulations to Year 10 for continuing to show resilience and hard-work across their learning. Keep up the fantastic work.

**Mrs Marian Samuel**

**Leader of Learning - Year 10**



## YEAR 9 REPORT

Year 9 Visual Arts have been studying a unit on 'Masks', looking at masks used in different cultures for various celebrations. In Week 3 we learnt about the Mexican celebration of "Dia de los Muertos" or Day of the Dead, a celebration that stems from Christian commemoration of All Souls Day and All Saints Day. This is celebrated in many parts of the world on November 1st and 2nd and features families creating an 'ofrenda' in their home with items of significance including incense, photos of deceased loved ones, orange marigold flowers, coloured paper flags, food and drink for the returning spirits and the well recognised, Sugar skulls. To help understand this celebration at a deeper level, Mrs Herps created an "ofrenda" (altar) in the classroom and baked "Pan de Muertos" or Bread of the Dead, which has aniseed inside it and an orange sugar glaze on the outside. The class celebrated by painting their own unique designs of sugar skulls on river stones, whilst watching the Disney movie, Coco and eating the Bread of the Dead. It was a lovely, in-depth, cultural study with some wonderful art produced, testing our fine motor skills on such a small scale artwork.

**Mrs Shannon Watt**





## YEAR 12 REPORT

At the time of writing, Year 11 final reports are being finalised for distribution. In reading the reports, I have been pleased with the overwhelmingly positive attitudes students have towards their classes. Teachers are talking about the positive classroom environments that the students are allowing teachers to develop. They are developing an excellent name within our school. The challenge in Year 12 is to dedicate the time at home that is required to achieve success. The HSC is not easy. It requires significant application in terms of ensuring understanding of classwork, completion of assessments and study of key terms and concepts in order to be able to remember them and use them in the final HSC examinations.

Results achieved in the preliminary final reports are indicative of what will be achieved in the HSC unless learning behaviours change. That means, for those who are achieving the highest standards, your work ethic and procedures are sound but there needs to be a building of intensity as we move throughout the final year. For those whose marks have disappointed, now is the time to address this. Students need to work with family to determine what is needed at home. I often tell the students about my friend Frank who would do his study at the kitchen table. He felt that if he did his work in his room, he would be distracted by music or simply sleep. Today, our teenagers have so many more distractions that are very powerful! My daughter has just completed her final HSC examination and she has been particularly good at being able to put her technology in a different room when she studies. She has also followed the advice given in "Ask the Doctor: Sleep" (Season one in the series) I strongly recommend that you watch it.

<https://iview.abc.net.au/show/ask-the-doctor/series/1/video/DO1625V003S00>

Of course, students need to try their best so teachers can help them to improve their weaknesses. This requires students to be vulnerable in trying their best and then not succeeding but we can learn from our mistakes and so this level of application is critical. I look forward to working with them as their Year 12 Leader of Learning throughout 2019.

**Mr Martin Stein**

**Leader of Learning - Year 12**



**Year 12 Studies of Religion 2 Class**

# ***Personal Development Health and Physical Education***

## **HSC Examination**

Yay! That was the feeling students had when walking out of the PDHPE HSC Examination on Tuesday 30 October. Of course, naturally there was some worry amongst the students as to how tough the task was, but this is normal. Congratulations to PDHPE class of 2018 for this amazing accomplishment.

## **Year 9 Physical Activity and Sports Studies Safe Surfing Excursion**

Wednesday 21 November  
Venue: Manly or Long Reef Beach

This event has been organised with Manly Surf School. Students will learn the dangers of the ocean, rips, currents, tides and surf related skills. Students will be involved in three categorised activities:

- Ocean Safety Talk
- Body Boarding in the water
- Surfing in the water

Last years excursion went very well and we have decided to run it again.



## **Year 7 PDHPE, 10 PASS and 11 SLR Year 7 Swimming & Lifesaving Excursion**

**10 PASS and 11 SLR will facilitate with the leading of activities**

Monday 10th December 2018: Year 7 PDHPE classes 7.1 and 7.2

Tuesday 11th December 2018: Year 7 PDHPE classes 7.3 and 7.4

Venue: Penrith Ripples Swimming Centre

The focus of the day at the pool is to improve every students ability to respond to emergencies in and around water environments. First Aid will be a focus. Students will be utilizing manikins when performing DRSABCD and practical application will be assessed. Students will also complete the RLSSA Apply First Aid Examination before they attend during one of their PDHPE lessons.

We also aim to enhance their current swimming ability. All levels of ability will be specifically catered for as they progress through the Royal Lifesaving Society's (RLSSA) levels of achievement at a pace that is appropriate for their swimming ability. This level will be decided during the first session on the day during the grading component and they will be placed in a group corresponding to their level of capability.

We have a special program for those children who cannot swim and they do not have to enter the water unless they feel comfortable. They will engage in the dry water rescue activities. Any other student who cannot swim for personal reasons will fulfil life saving activities outside the pool that does not require them to enter the water. Year 10 PASS and 11 SLR students will facilitate the leading of the activities with the guidance of the teachers.



**Mr Ben Hunt**  
**Leader of Learning - PDHPE**



# **SPORTS REPORT**



Term 4 is continuing with some fine sporting performances from McCarthy students and teams.

- ♦ **Chaya Ott** (Year 7), **Ashton Gibson** and **Yasmine Baker** (Year 8), **Riley Wenban** and **Isaac Bartolo** (Year 9) all competed at the National Oz Tag Championships, with Ashton's team winning the title.
- ♦ **Brock Tutton** (Year 8) refereed at the National Oz Tag Championships, having earlier refereed at the City vs Country Challenge.
- ♦ **Keely Marsh** (Year 7) made the Lower Mountains U/14 Representative Touch Football Team to contest the Junior State Cup.
- ♦ **Chloe Kericopolas** (Year 7) and **Ryan Koenig** (Year 9), both won Silver medals at the Sydney International Judo Championships, defeating competitors from across Australia and also overseas. Ryan and **Blake Grennell-Buckley** (Year 7) are heading to Western Australia to compete in another International Tournament.
- ♦ **Yasmine Baker** (Year 8) made the Penrith Panthers U/15 League Tag team, despite being only 14 years of age.
- ♦ **Cooper Halfpenny** (Year 10) has received a trial off Professional English Football Club Swindon Town.
- ♦ **Janaya Bent** (Year 11) played in the Opens Division of the Koori Knockout for Rugby League, being beaten in the Semi Finals by the eventual winners from Newcastle.
- ♦ **Elissa Lee** (Year 9) and **Corey Doyle** (Year 9) competed in the NSW All Schools Athletics Carnival, recording impressive performances.
- ♦ **Zion Tauasa** (Year 10) and **Jai Wynbergen Titoko** (Year 11) have commenced training with Penrith SG Squad for the 2019 Season. **Aman Singh** (Year 12) has received a trial with the Canberra Raiders.
- ♦ Ex student **Madison Higgins-Ashby** has signed a contract with the Australian Rugby 7s Open Women's team.
- ♦ **Sarah Blair** (Year 12) was a member of the Australian Oz Tag Team that won the World Championships recently at Coffs Harbour. Sarah had a great tournament, defeating the Cook Islands 5-0 in the Grand Final.
- ♦ **Joshua Car** (Year 12) finished 4<sup>th</sup> in the US Formula 4 Race Car Championships. He placed 2<sup>nd</sup> in the final race, which was held at the precursor to the American F1 Grand Final race in front of 150 000 people.

The College Cricket team is currently undefeated in the PDSSSC Competition, as are the Junior Boys and Intermediate Girls Oz Tag teams. The Junior Girls Oz Tag and Intermediate Boys Oz Tag teams are playing very well and heading towards the semi finals. Both the Junior and Intermediate Girls Basketball teams are playing very well and improving each week.

**Mr Craig Beacroft**  
**Sports Coordinator**

## DATES FOR YOUR DIARY...

<b>NOVEMBER</b>	
Friday 16th	Year 12 Formal - 6:30pm Penrith Leagues Club
Wednesday 21st	Year 9 PASS Surf Safe Excursion
Friday 23rd	Year 12 (2019) Picnic Day
Monday 26th-Friday 14 December	Year 11 TTC Industry/VET Placement Block
<b>DECEMBER</b>	
Wednesday 5th	Stage 4 and 5 TAS/CAPA Showcase - 4:00pm-5:30pm
Monday 10th	Year 10 Formal - Penrith Leagues Club Year 7 Swimming and Lifesaving Program: 7.1 and 7.2
Tuesday 11th	Year 7 Swimming and Lifesaving Program: 7.3 and 7.4
Wednesday 12th	Commendation Awards - Year Assemblies: Periods 1-3 Levels 5, 6 and 7 Reward Afternoon: Periods 4-6
Thursday 13th	M Factor Showcase Rehearsal
Friday 14th	Year 7-11 Semester Two Awards Ceremony
Monday 17th	M Factor Showcase
Tuesday 18th	Year 7 - 10 Picnic Day
Wednesday 19th	Parent Teacher Interviews: Years 7-11 <b>Last Day of Term 4 for students</b>

