Dear Parents and students

An Irish missionary, St Columban, once said “a life other than your own can be your teacher.” This is the inspiration for immersion activities which are promoted by the College. Over many years there have been groups of girls who have travelled to Tanzania. The reason is to visit the School of St Jude which was founded by Gemma Rice (Sisia). This woman was a boarding student at St Vincent’s College who was inspired by the example she saw in the Sisters of Charity who taught her, and the story of the Sisters when they came to Sydney. This story is one of service of the poor which the girls and staff know very well as one of our key values.

Another important aspect of the work of the Sisters of Charity is the education of women. Where a woman is educated the society is educated. The Sisters have an unfailing belief in the power of education to change the circumstances of the individual and the family. This sentiment is reflected in the words of the Pakistani girl, Malala, who was shot earlier this year when she spoke about the importance of education.

She continues to champion the rights of all children to an education. Some of her comments are controversial, when asked that if she were faced with the Taliban again threatening to kill her she would say that whatever you do to me I am still going to demand an education.

The inspiration of Gemma Sisia to go to Africa and adopt a new land and start a school, whilst not as confronting as Malala’s situation, was challenging. She saw that the provision of education for children is a way to fight poverty, indifference and ignorance. It is a way to give the next generation the freedom to choose a life that has options and exciting possibilities. In Tanzania fewer than thirty per cent of children go into high school and a small number reach tertiary study.

Through schools like St Jude’s, there is an expectation among the poorest of families that the child who goes to this school from their family, will have the capacity to change the lives of every member of the family, as they will have a greater opportunity to gain employment and have a career.
We at this College support the School of St Jude through sponsorship and our immersion program. Also, last week we hosted the Day in the Life of program where Kim and Felix from the School of St Jude visited us and shared the story of the school and their own personal stories. We shared a meal and then heard more of the perspective of Felix who works for the school. Many students, parents and staff attended and were entranced with the candour and enthusiasm shown by both Felix and Kim.

Our girls, who are preparing for the Tanzanian immersion this December, are getting excited and we wish them all the best. They will have first hand opportunities to walk in the steps of the poor and have a greater understanding of the inspiration which urged Gemma on to start her school.

HSC Exams
Last Monday the Year 12 girls began their exams with English. There were faces of apprehension and excitement as they entered the hall and looks of relief when they left the exam room. The girls have taken a mature and calm approach to their exams which reflects the comprehensive preparation they have had by their teachers. They are an excellent example to the other students for their leadership and commitment whilst students here, and their diligence towards their exams.

All of the College community wish them well as the exams continue into the next few weeks.

Building Update
If you have had an opportunity to visit the College this week you will see that the builder’s fence is gone and the Tarmons building is finished. I spoke with a number of House groups yesterday about how to RESPECT the buildings when we move into them. The rooms are large and bright with lovely colours and with the most modern technology in them.

There is a beautiful Dance and Drama studio and of course the new kitchen, textiles and woodwork rooms. Altogether this building offers the College space and flexibility in learning opportunities which we haven’t had for many years.

I expect that we will move into these spaces during next week when the girls will receive a new timetable with the new rooms on it. The subjects which will be taught in the building are Religion, Languages and TAS. There will also be English classes there and other subjects from time to time. I know that this will be a strong statement to our families about the commitment we have to modern education and the provision of superior facilities.

Many thanks to the parents, both present and past who have donated to the Foundation and the building levy. It is in large part your generosity which has helped the College to pay for this building. Also, we have been very fortunate in receiving Federal Government funding through the CBGA and this has meant we have not had any debt with this building. The Tarmons project is the first part of the Masterplan which has been accepted by the College Board. There will be opportunities soon to share with all of our families the complete Masterplan, so as to hear from you how this longer term plan meets our needs. It meets our needs in learning for the future and is an exciting step into the remainder of this century.

Farewell to Ms Hennessey
During the holidays I advised our boarding parents by email that the Director of Boarding, Ms Madonna Hennessey, was leaving to take up a position at St Peter’s College in Brisbane. She has been the Director of Boarding here for eight years, and in that time has led many changes in boarding which has created a vibrant and modern boarding house.

We all wish Madonna well for the future. There is a Mass and gathering afterwards on Sunday October 27 at 6pm for Madonna in the College Chapel, and then a gathering with food and drinks afterwards on the terrace in boarding. All boarding parents and students along with our staff are welcome to come.

I wish the girls participating in the Festival of Speech this weekend and everyone in sport all the best for success.

Regards
Fay Gurr
Principal

In Sympathy
The College community offers its condolences to the following who have lost a loved one recently:

Evangeline (Evie) Melrose (Year 12 2013) - Father;
Alexandra Wright (Year 10) Grandfather.
Day in the life
The *School of St Jude* was founded by an ex-student of the College, Gemma Rice (Class of 1989) who, after completing her Science Degree and Diploma in Education travelled to Uganda to volunteer for three years as a teacher in a rural village. It was here that Gemma honed a fervent belief that a free, high-quality education should be the right of all children, and that this form of education is the strongest weapon in the fight against poverty, corruption and political instability. Gemma began the School of St Jude with the support of her husband (Richard) and his family in Tanzania and the wider international community. Individuals, rotary clubs and corporations continue to support the School of St Jude which is now in its twelfth year.

This year, the School of St Jude sent Felix Mollel (volunteer coordinator) and Kim Saville (director) to share the story of the power of education in Tanzania. On Thursday 10 October the College, in conjunction with the School of St Jude Arusha Tanzania, hosted *A Day in the Life*. This is the third year that the College has run these events as an opportunity for the community to engage in dialogue with people who have lived in and worked in developing world contexts. Felix Mollel and Kim Saville from the School of St Jude’s were guest speakers on the evening. Students from SRC and Caritas Christi hosted and prepared the meal for the guests which was a delicious combination of wali na mboga (rice and vegetables) and brown nut stew (chicken in peanut sauce) followed by a scrumptious upside down cake. There were many highlights of the evening for the students: the Year 11 students explored the scope of their cooking skills; while the Year 7 students enjoyed teaching Felix all they thought he needed to know (like the importance of OMG and how to high five!).

For me, the most powerful aspect of the evening was when Elizabeth Parker (Head of Religion) facilitated a conversation with Felix about his average day as a young student in Tanzania. The room was silent as we listened to Felix recount his disappointment in not being able to attend school because he had to look after his father’s cattle; his hurt when he was chased from the school because his parents didn’t have enough money for the school fees; his hunger when he didn’t know when his next meal would come. Students and guests wanted to know more, like:

- How do arranged marriages work and how much would a daughter be worth?
- How many wives can a Maasai man have and where do they all live?
- Why can’t women have more than one husband?
- What difference does education make to the government and international relations?

These questions could have continued all night but with Kim and Felix tired at the end of their fourth day in the country (of a month long tour), we ended the Q&A with Felix restating how glad he was to have the opportunity to be in Australia to share the story of his people (the Maasai) and the School of St Jude.

The evening further cemented the College’s ongoing commitment to working with and supporting The School of St Jude’s which is also evidenced through: the Tanzania Immersion in December 2013 and January 2014 (which will be attended by thirteen students and four teachers); the SRC support of a Year 10 student at Usa River campus Tanzania; and the Language Department support of a Year 8 student at Moshono campus.

The College community is encouraged to continue the support of Gemma and the School of St Jude by visiting the website and exploring ways that they can make a difference to the world - [http://www.schoolofstjude.co.tz/index.html](http://www.schoolofstjude.co.tz/index.html).

*From the Director of Faith and Mission*
As the prayer that concluded our Day in the Life states, we must come to understand change and our role in ensuring inequities and injustices are reduced in Australia, Tanzania and the whole human race.

God help us to change. To change ourselves and to change the world.

To know the need for it. To deal with the pain of it. To feel the joy of it.

To undertake the journey without understanding the destination.

Lord, let us learn to be a star in the dark night; Water for those in the desert

A signpost when the way is rough and confusing.

A lighthouse for those in rough seas; And a rock when all around is unstable.

Give us strength to stand up when everyone else sits down, to smile when everyone else cries and to have faith when everyone else doesn’t.

We ask this in Jesus’ name. Amen

Student contribution to the College

There are a number of ways that students are able to be involved in the College and wider community including social justice programs, outreach opportunities and participation in the many College co-curricula activities. Student engagement in these activities is recognised in Year 8 and 10 with the presentation of an Outreach Portfolio. These portfolios recognise student leadership and participation throughout a Stage (ie Years 7 and 8 or Years 9 and 10) and articulate the variety of experiences and opportunities that students are offered at the College. At our last assembly I celebrated the Garraway Dance Troupe, the Choir, Wind ensemble, individual performers and members of the liturgy committee who gave of their time and talents at the Mary Aikenhead Ministries Conference and Mass. These students exemplify what it means to be a member of a community: someone who shares their talents; engages in conversation; and continues the tradition of this College. I look forward to extending more opportunities like this to our students and celebrating them through the Outreach Portfolios.

Rachel McLean
Director Faith Formation and Mission
Classes for 2014

Earlier this year I outlined the process that the College employs to ensure that students are in the most appropriate learning environment. Everyone wants the best for each student and a great deal of time and effort is undertaken to ensure that girls are placed in suitable class sets. This process is reviewed each year based on the information we know of the student. This includes information about capacity, learning styles, performance and social factors that might impact on learning. All Heads of Department gather information from current teachers as well as having record of past achievements. The Heads of House will also be involved to ensure we are aware of things that may have impacted on learning and/or performance. This process will commence after the results of the junior exams are finalised. What follows is the basis of how classes were arranged in 2013 as published in February.

Year 7
Year 7 classes are grouped based on data from Allwell and psychometric testing and students’ NAPLAN and primary school reports. This information allows the College to group students according to their learning strengths as well as their pastoral needs. Students who require learning support are clustered in two classes, while students who require extension are clustered in another two classes. All classes have a variety of student learning needs which allows for students to grow and develop their learning styles.

Year 8
The streaming of classes occurs by using internal and external testing results as well as knowledge of students observed behaviours and working patterns.

Subject groupings: Languages, English, Geography/History, Tech,

Subject groupings: Maths, Science, Music, Visual Arts, PD/H/PE.

Years 9 and 10
Both Year groups are streamed using internal results as a starting point. Knowledge of students observed behaviours and learning styles as well data from external testing about potential is used to place students appropriately. We can’t have classes of forty students, so consideration of class sizes needs to be given. Limitations of the timetable structure provides some restrictions on how specific the streaming can be for every individual differences.

Term 4 Examinations
Year 10 students are about to embark upon their yearly examination with Years 7-9 scheduled for Week 5. Students have the responsibility to turn up for each examination and adhere to the examination rules. It is most important that we are informed and the necessary paperwork is completed is a student misses an examination. This is indicated on each of the assessment notifications that students receive prior to the examination.

Parati Programme
After completing their examinations, Year 10 students will be involved in a programme we call Parati. The programme has been devised and developed over the last few years to act as a transition programme from stage 5 to stage 6. All Year 10 students were informed of the programme and will receive further details on Monday 28 October.

The programme has a variety of experiences that are designed to engage and enthuse them in the final weeks of the school year. However, the programme is ultimately designed to provide students with experiences that will assist them in finding the greatest success in stage 6 coursework. The hope is that the experiences meet the needs of the students in subject specific areas by providing a series of academically rigorous open and structured activities that allow students to develop skills and confidence within specific areas. This is balanced with a broader perspective to see the meaning and value of learning.

By the end of the Programme students will have produced work that will be of a stage 6 level and have feedback throughout that replicates the type of feedback stage 6 students receive.

Robert Graham
Director of Teaching & Learning
From the English Department

The International Competitions and Assessments for Schools (ICAS) are independent skills-based assessments with a competition element.

Over one million student entries are accepted from over 6,300 schools in Australia and New Zealand annually. In addition, students from over twenty countries including Hong Kong, India, Malaysia, Singapore, South Africa and the USA participate in ICAS each year.

In Term 3, twenty of our students from Years 7-10 entered the ICAS English Competition, testing themselves against other students from a range of countries. Fifty per cent of our students received a Credit or Distinction. I am delighted to announce the following outstanding results:

**Distinction Awards**
Rachel Iorfino Year 7
Scarlett Kroon Year 7
Georgia Locke Year 9
Maisie Watkins Year 9
Emma Rickert Year 10
Isobel Smith Year 10

**Oratory Finals**
The English Department Oratory final was held in the last week of Term 3. The Year Group finalists were:
- **Year 7:** Ellie Sabados
- **Year 8:** Ellena Constantinou
- **Year 9:** Henrietta Gruzman (absent)
- **Year 10:** Gabrielle Stapleton

I am delighted to announce Gabrielle Stapleton as College Oratory Champion for 2013.

Ms Deborah Quigley
Head of English

Gifted Education

After weeks of preparation in Term 3, seven students and I attended the inaugural Confronting Concepts Day, held this year at the Kings School. This is a co-curricular event organised by the Gifted and Talented Secondary Teachers Association (GATSTA) to offer enriched learning opportunities to high ability students. To follow is an account of the day and the students’ comments on what they enjoyed most.

The day began with an opening address from Ms Sylvie Sloane a barrister who spoke about the value of exploring ideas which confront and inspire us to think more deeply about who we are and what motivates our actions. She encouraged students to be bold, show leadership and participate in the debates that society must have if it is to progress.

Following this introduction to the idea of challenging commonly held beliefs, groups of student speakers from the ten participating schools took the floor to explain, persuade, exhort and challenge the audience on the various concepts which they had chosen. St Vincent’s College took a collaborative approach to the development of their presentation. Annabelle Donkin, who spoke for the College on the confronting concept that ‘school is not the best place for learning’, enjoyed the opportunity and presented the views of the group in an engaging and humorous way, which provoked a great deal of discussion from the audience.

After each group of speakers, the audience were offered the opportunity to discuss the topics further. This was interesting and stimulating and allowed all the students to participate and express their opinions. Students felt that they learned a great deal through listening and discussing their points of views with their peers on the various concepts that were raised by the presentations. Important discussions around topics such as the negative impact of social beliefs around body image, the influence of social media on self-perception, the issue of how we discuss and deal with mental health and gender equity provoked a great deal of interest and some very mature and well considered responses from a wide range of students. As an observing teacher, I was surprised and delighted at the depth of thought and the high level of engagement displayed by the attending students. Several of the discussions were bought to an early close due to time restraints when clearly students had a great deal more to contribute.

Students were also required to provide the adjudicators for each of the three sessions and Poppy May represented the College as a member of a panel for a group of three speakers. For her this was the most interesting part of the day where she was able to provide well thought out constructive feedback to the speakers and also direct the audience discussion which followed.

Gabrielle Stapleton, College Oratory Champion 2013 with Ms Deborah Moir (English Teacher)
Students who attended as audience members, and who were also part of the development of the College presentation, spent a stimulating day considering the entertaining and confronting views on concepts that were presented, and enjoyed expressing their responses to their peers. As the girls said “everybody took it seriously”, “it wasn’t boring at all” and “can we do it again next year?”

At the end of the day a parliamentary style debate discussed whether graffiti could be considered art or not. This was a raucous affair enjoyed by the students and declared a draw by the adjudicator, who was perhaps afraid to side with either side of the house, who were as passionate and vociferous (but a lot more polite than our politicians) in the defence of their beliefs.

Today was a wonderful opportunity for high ability students to meet and interact with their peers in a stimulating and supportive atmosphere. While a large thank you must go to Mr Nick Green and his students at the Kings School who developed and hosted the day, it is also important to recognise the enthusiasm and maturity of the students who attended and participated so readily in making the day a wonderful success.

With thanks to Lilianne Hatfield, Sarah Blencowe, India Wyvill, Tess Steven, Isabel Holborow, Annabelle Donkin and Poppy May for attending and contributing their thoughts and opinions for this article.

Ms Cheryl McArthur
Gifted Education co-ordinator
Changes to Education Entry Requirements

The NSW Institute of Teachers is working with universities to ensure high quality entrants to teacher education programs. As a result, from 2014 a literacy and numeracy test based on the NSW curriculum will be implemented in all universities before students attend their final practice teaching placement. All current and commencing education students across NSW must successfully pass this test in order to register with the Institute of Teachers. Another fundamental change is the achievement of a Band 5 in three Higher School Certificate (HSC) subjects, including English. Although there is no set date for the implementation of this new requirement, it may affect applicants wishing to commence their studies in Semester 1, 2015.

For more information please visit the NSW Institute of Teachers website, or go to: http://www.nswteachers.nsw.edu.au/DownloadDocument.ashx?DocumentID=905

NIDA: HSC Video course

Consider screen language, direction and design which inform the making of a video project for HSC subjects. The focus is on how to tell a story on screen. This course is designed for secondary school students about to undertake a video project for Drama, English or Visual Art.

Dates: Monday 9 to Friday 13 December, 9.30am-4.30pm.
Cost: $565 (earlybird cost: $515, until 8 November).
Bookings at www.nida.edu.au/short-courses or email open@nida.edu.au

Gap Medics Australian Summer Special in Thailand and Tanzania

Aspiring medics, dentists, nurses and midwifes between the ages of 16-25 can join them this summer in Thailand or Tanzania from 5 January 2014! Here they will shadow healthcare professionals in a variety of departments, getting a real-life insight into the work of medical professionals in a new and exciting country. Visit www.gapmedics.com.au for more information.

Billy Blue College of Design is running a series of free workshops covering the various exciting areas of Digital Media Design as well as a Portfolio Preparation workshop for all prospective students. You will get to take an active part in some thinking and making activities and will get a real taste of Billy Blue.

Portfolio Prep workshop - Saturday 7 December, 10am-1pm. More coming soon.
To book: 1300 851 245 or info@billyblue.edu.au

UNSW

COFA Alternate Admissions Scheme

Students interested in COFA degrees and who may rank within 10 points of a projected ATAR cut-off are encouraged to submit a portfolio of work or short essay to supplement their UAC application.

New Dual Degrees Options

Dual degrees broaden student’s opportunities and allow them to study different areas simultaneously. New dual degrees offered by Arts and Social Sciences in 2014 are:
- Media (Communication & Journalism) / International Studies
- Media (PR & Advertising) / International Studies
- Music / Commerce
- Music / Engineering

UNSW Preparation Program

If you know a student who is facing significant challenges to achieve the HSC results you know they are capable of (perhaps due to economic, health or social issues), UNSW Prep may be just the pathway they need.

UNSW Bridging Courses in Mathematics, Chemistry and Physics open for registration online on Friday 3 January 2014 at the UNSW Science website. More information is at science.unsw.edu.au/bridging.

MedEntry

Students interested in pursuing medicine and other health courses need to sit the UMAT on 30 July 2014. MedEntry is a government accredited registered training organisation specialising in UMAT preparation. MedEntry offers discounts of 30% for groups and numerous scholarships. For more information visit www.MedEntry.edu.au.

C A S Hawker Scholarship

The 2014 CAS Hawker Scholarships open on Monday 9 December 2013 and close on Friday 3 January 2014. It is one of the most generously privately funded scholarships available to undergraduate students in Australia. Each residential scholarship is valued at up to $45,000 over three years. Information and an application form are available at www.hawkerscholarship.org or by contacting the secretary to the Trustees on 08 8127 1654.

The scholarships are available to all Australian students. The majority have been awarded to students entering their first year of university study. Selection is largely based on personal qualities and demonstrated leadership as well as academic ability. Undergraduate Hawker scholars are able to attend a range of Australian educational institutions and Cambridge University in the United Kingdom.

Ms Helen Marshall

Careers Adviser
This term is a short one so we are very busy preparing everything we want to do in the next few weeks. One of the particularly rewarding and enjoyable events will be a presentation of students’ work done in Level Up and iTell workshops. This year we offered iTell at the end of Term 3 and some “old” and new iTellers took the opportunity to create some wonderful digital stories and meet new friends. Parents will be able to see most of these stories on the College website.

See below an article from Sarah Collinson, Year 7, about her experiences with iTell.

Dr Suzana Sukovic
Head of Learning Resource Centre

iTell was a great experience. We created our own movies based on a story we developed. The mini movies varied from being a stop motion movie, to slides of pictures shown to represent a voice over. There were 8 others students that were involved in iTell, and each of their movies showed their creativity and effort.

iTell went for the last three days of Term 3. At first I thought that iTell would be boring, I thought that all we would do was write, and write, and write. But on the first day, I was so surprised at what we did, and how much fun I had. I never wanted to walk out of the library even for recess and lunch - and to be honest, recess and lunch are some of the best parts of my day!

Firstly, we played a few games related to storytelling. Then we wrote our individual stories. The story could be based on a book, or it could be one you made up. After that, we shared each of our stories and gave feedback. Then we developed our story board, and looked for pictures, or in my case designs for the characters, for our story. I did a stop motion movie so I had to design what the characters looked like and how they would be constructed.

After that I took multiple pictures with Ms Rogerson, so I could develop my stop motion movie. Then we put all the pictures in a sequence on Movie Maker, and to do the opening slide and the credits, as well as fancy transitions. The final stage was to record our story on Audacity and to transfer it to Movie Maker, and to make slight changes to the movie.

After we had completed our movies, Ms Bailey cooked the popcorn, and we watched each other’s movies. All of the movies were great, and I would like to thank Dr Sukovic for organising iTell and Ms Rogerson, Ms Rose, and Ms Bailey for helping us out over the three days. The library will be showcasing our movies in Term 4.

Sarah Collinson, Year 7
REPRESENTATIVE ATHLETICS
The Combined All Schools Athletics carnival was held Friday and Saturday, 11 and 12 October.

CONGRATULATIONS to the following athletes on the results listed below. All the girls performed wonderfully and represented the school with pride. Well done girls.

- Samantha Kiss made 4th place in high jump
- Ines De la Vega made 14th in hurdles
- Mia Gastelaars placed 13th in 200m and 14th in 400m
- Isabel Di Paolantonio (Year 7) for winning a bronze medal in 100m and also a bronze for the 200m. In the 100m, Isabel just missed out on silver medal by 0.01 of a second.

FITNESS SESSIONS OFFERED
TERM 4
I think all of the girls found out that getting fitter could be a goal in order to cope with the speed of basketball, touch, futsal and water polo! So we offer a fitness session now on Wednesday afternoon, 3.30pm (possibly on Monday afternoon as well). The session is run by Tash, an accredited fitness trainer and badges athletics coach. Only $5 per session and is billed at end of term.

SPORTS PRESENTATION ASSEMBLY
A Sports Awards Presentation will be held in front of the entire College in an assembly this year. This will be followed by morning tea for award winners and their parents/carers.

We are excited to announce that Ellyse Perry will be attending as our special guest. At only 22 years of age, Ellyse holds the rare distinction of being a current dual international, representing Australia in both cricket and football (soccer).

DATE: Thursday 28 November 2013
VENUE: College Hall for the presentations followed by morning tea in the Dining Room
TIME: 9.30am for a 9.45am start; expected 10.30am finish, followed by morning tea.

Invitations will be sent out to award nominees and parents/carers, however, all families are invited to come and help us celebrate Sport within the College. Captains of Sport will be helping set up and run the event.

RSVP: By Friday 22 November 2013 to mcgrathk@stvincents.nsw.edu.au

TERM 4 SPORT
I hope all students and parents enjoyed the holidays.

On Saturday 12 October, over 380 girls commenced Week 1 of the Term 4 Sports season. All went really well and the teams played with St Vincent’s spirit. We had some good wins and close losses. Most importantly, the girls worked well with our dedicated coaches and everyone is now revved up for the season.

It’s wonderful to see such a large number participating in sport, however, girls must give commitment to training sessions. Please support in seeing that girls turn up on time, are courteous, enthusiastic and organised! That way personal performances will improve as well as team spirit and results.

TOUCH
The Easts draw is now available on their website and below is some important information about the competition. http://www.eaststouch.com.au.

NB: EASTS have a wet weather Facebook page - Eastern Suburbs Touch Association.

Saturday 19 October Games: All divisions play games on both Queens Park and Centennial Park reservoir fields. Reservoir fields are off Oxford Street. You can enter via the Paddington gates and park inside the park, Carrington street, or park on Oxford Street, Paddington.

VOLLEYBALL
Volleyball training for all teams is on Monday afternoons, 3.30pm-4.45pm. All teams really enjoyed week 1 at Santa Sabina, especially because most of the SVC teams won! Thank you to the parents who attended and provided transport.

The season draw will also be uploaded onto the St Vincent's College website as soon as we have it.

BASKETBALL
Basketball training for teams 5 and 6 is on Tuesday afternoon, 3.30pm-4.45pm. Training for Teams 1, 2, 3, 4 is on Thursday afternoons, 3.30pm-4.45pm. Wear your basketball singlet and PE shorts for the Saturday games at Santa Sabina, Strathfield.

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→ All draws are up on the Sports noticeboard (as always!). Take a photo! The season draws will also be uploaded onto the College website.
→ All games for volleyball and basketball are held at Santa Sabina, 90 The Boulevard, Strathfield.
→ If you require a touch or basketball singlet, we may be able to help with second-hand singlets for $40. See Ms McGrath.
FUTSAL

Futsal competition games are held on Friday (between 4.30pm-9.30pm), at Indoor Central, 5 Kent Road, Mascot. The girls played superbly. 3 wins, 3 losses and 3 draws. A great start!

For games students need to wear St Vincent’s football socks, PE shirt and PE shorts. Socks can be purchased from the uniform shop. Phone: 9331 1693 Wednesday or Friday.

WATER POLO

Games all went well in the first week, Saturday 12 October and the SVC girls held their own in the pool!

For games, girls need to wear the St Vincent’s College swimming costume. They can be purchased from the uniform shop.

The draws for futsal and water polo are on the Sports noticeboard (as always!). Take a photo. The season draw will also be uploaded onto the St Vincent’s College website.

TILDESLEY TENNIS

The Tildesley tennis squad has kicked off with training sessions from week 2. We wish our talented tennis athletes well in their mission to win the ‘Most Improved School’ trophy at the tournament next year!

Cardio Tennis and Tennis Lessons

Cardio Tennis is a fun and active fitness program designed around tennis but incorporates fitness drills that build cardiovascular fitness, leg muscle strength and agility around the court. For Term 4, cardio classes are being held at Rushcutters Bay Tennis Centre every Thursday morning 7am-8am.

Tennis lessons are also available for girls looking to improve the technical side to their tennis game. Stroke techniques, improved biomechanics and game strategy are all components of each lesson. Lessons are held on Tuesday mornings at 7am-8am at Rushcutters Bay Tennis Centre.

For more information on all of these tennis activities please contact Christian on 0416 071 033 or email tennisworldgroup@live.com.au

Four St Vincent’s College football players were selected to play in the IGSSA team in the Tristate Challenge on the first weekend of the school holidays at Pymble. They won the final in a penalty shoot out after extra time which still kept Victoria and IGSSA drawn at 2-2.

The girls were: Liz Doherty, Winnie Gruzmam, Nyari Morales and Shannon Tevardy. Congratulations girls!

Ms Kat McGrath and Ms Jacinta Jacobs
Sport Co-ordinators

Website: www.stvincents.nsw.edu.au

Scholarship Information 2015

ACADEMIC SCHOLARSHIPS

The St Vincent’s College Board makes available academic scholarships to students entering Year 7 and Year 11.

These scholarships cover part remission of tuition fees and are awarded on the basis of the ACER Scholarship Examination with your supporting application to the College and an interview. All scholarships will be awarded at the discretion of the College Principal.

To sit for an academic scholarship you must register online and submit an application for enrolment. Please visit our website to register: www.stvincents.nsw.edu.au go to Scholarships/CSTP testing.

Performing Arts Scholarships available to students entering Year 7 to Year 11

The Madame Christian Scholarship is awarded to a student of singing. The Annie McParland Scholarship is awarded to a student of instrumental music and the St Vincent’s College Ex-Students’ Union Drama Scholarship is awarded to a student of outstanding ability in Drama.

These scholarships cover music tuition fees and part remission of College tuition fees and are awarded on the basis of an audition and interview. Please contact the Registrar to obtain a Music or Drama scholarship form and return it to the College Registrar with a cheque for the fee payable. NB: There is a fee of $100 for each audition for instrumental and vocal scholarships.

Ms Lesley Knight
Registrar

St Vincent’s College is a Catholic educational community committed to developing confident, independent women.
We are inspired by the tradition and values of the Sisters of Charity, including:
Generosity of Spirit | Hope | Justice | Respect | Service of the poor

Locked Bag 270, Peters Point NSW 1315
ph: (02) 9349-1611; fax: (02) 9355-2118
www.stvincents.nsw.edu.au
Recommended Reading

I like "One for the Murphys" by Lynda Mullaly Hunt because it has lots of loose strands at the end. After almost fatal abuse from her step-father, both Carly and her mother are rushed to hospital and is uncertain if her mother will live. Carly is placed in a foster home which she treats with disbelief and disdain because the mother especially seems too good to be true. Gradually, Carly comes to trust the family and enjoy her new life. However, her mother does recover and Carly has to return to her. This is about how some people can love unconditionally and why they are capable of such generosity of spirit.

One of the delights of downloading books - and yes I am a convert to this system when travelling - is what hard to find books you can access. I am a great admirer of Gloria Whelan's historic novels, so I was delighted to find some out of print ones on Kindle. "After the Train" is set in West Germany ten years after the end of World War II. Peter is bored in his history class because their teacher is talking about anti-Semitism in Germany. This is a lesson the children have had many times and he does not believe it is relevant. He is startled when a boy in the class mutters an anti-Semitic remark. Little does he realise at the time just how relevant this lesson is to him. Soon after he discovers the extraordinary circumstances of his birth. The rest of the book deals with his adjustment to his new reality. This would be an especially good book for students in Years 7 and 8 who are curious about religion and history.

I have been excitedly waiting for "The Lowland" by Jhumpa Lahiri to become available. One of the reasons is the fascinating political history of West Bengal. For much of the last thirty years, this state has had a Communist government. However, as many of my Indian friends have reminded me, this was Indian Communism. For example, the freedom for people to practise their religion was upheld. This form of Communism began in a village called Naxalbari. Ironically, I visited it last month, to help to begin the slow process of developing justice for the tea pluckers and their families. There has been some criticism from Western reviewers that Lahiri has to include too much political background but it is fascinating background. I also love the descriptions of modern Kolkata. My reaction to this novel is completely subjective because of my time in West Bengal. I love this book and it certainly would be useful as a Related Text for Discovery. I would be interested in the reaction of those who have not spent the last three months here.

"Something Like Normal" by Trish Doller is a novel for seniors. It is about a high school graduate who, not sure what to do next, enlists in the Marines and spends a year in Afghanistan. The story begins as he arrives home. The homecoming is complicated by the stresses in his family and his grief at the death of his best friend while they were on patrol. He has changed forever and finds it hard to adjust to what is supposed to be his home. He is very angry and his rage is reflected in his language, so please be warned if such language offends. However, it would be a good Related Text, either for Belonging and Discovery.

Inevitably, Matthew Crow's first novel, "In Bloom" is going to be compared with the hugely popular novel by John Green, "The Fault is in Our Stars." Both are about adolescents suffering cancer. However, this book is set in England and so aspects of life like the impact of social class are considered. Francis' mother is a hard working woman who has sent both her sons to private schools. The only daughter in the family was killed in an accident when she was seven. The tragedy ended the parents' marriage. However, the reduced family is very close and supportive; Francis' older brother, Chris, is funny and lovely and gay. The love interest is supplied by Amber, a witty and intelligent girl whose mother is fond of crystals and chants as cures for cancer. This is the story of how a group of people reacts to the horror of terminal illness. One of the star-cross'd lovers does not survive. The conclusion I came to was that although these books have the same subject and offer thoughtful reflections on that subject, they are also profoundly different.

"Reckless Courage" by William Fuller and Jack Haines is the true story of a young Norwegian boy who was nine when neutral Norway was invaded by Germany at the beginning of World War II. He watched his older brothers take part in carefully planned and more foolhardy acts of resistance against the hated occupiers. Gunnar was especially gentle looking and this characteristic helped him evade punishment when being questioned about stolen weapons and a radio. Although the boys enjoyed infuriating their enemy, such acts, if detected, were punished by either being sent to a concentration camp or the instant deaths of the whole family. This is a very good, non-fiction Related Text for Belonging.

"The Wall" by William Sutcliffe is an excellent novel. It is relatively brief and, like "The Boy in the Striped Pyjamas", can be read at a number of levels. Joshua lives with his mother and step-father in a brand new town in Israel. The town is on the border with Palestine and is protected by a massive, heavily guarded wall. Joshua finds a way to the other side of the wall and is appalled at the poverty of the people who live there. He starts to help one family and, in doing this, finds what he wants to do with his life. However, the situation is more complex than making contact with ‘The Other’ and he pays a terrible price for his innocence. This is a superb Related Text, either for Belonging or Discovery. It is also a book that everybody should read.
I guess because so many people I meet in Kolkata want to talk about cricket, I downloaded "The Taliban Cricket Club" by Timerin Murari. It is a cheerful novel in which the good people triumph but only by fleeing from the country of their birth, Afghanistan. The narrator is an energetic, resourceful girl who has graduated from an Indian university while her father had been an ambassador there. Her father is now dead, her mother is dying and she and her brother are trying to survive in Kabul. This is an excellent way for students to learn about how hard it was and is for women to exist in Afghanistan. Despite the positive and happy ending of the novel, there has not been the same neat conclusion to the regime in reality. The Taliban has not been completely defeated and life for many Afghans continues to be unbearable.

There are a number of astonishing aspects of Alan Johnson's memoir, "This Boy". The really astounding aspect of the book is his description of the extreme poverty he, his sister and mother suffered AFTER the end of World War II. They lived in derelict, bombed out buildings in inner London suffering from a brutal father until he deserted them. Johnson writes with love and awe about the strength of his mother, Lily, and his older sister, Linda. Despite their hard work and courage, he recounts his constant hunger and discomfort living in unheated, unlit rooms without running water or sanitation. That the writer eventually become so important later in life is probably a tribute to HIS fine qualities. This is obviously the first volume of his memoirs: it begins with his parents' wedding and ends with his own. This is an excellent book which could be used for either Belonging or Discovery or just read for its sheer interest.

"Tell the Wolves I'm Home" by Carol Rifka Blunt sounds like a really interesting book about the nature of love. It would also be a strong Related Text for either Belonging or Discovery.

I have been postponing my reading of "Ketchup Clouds" by Annabel Pilcher because I thought her first novel "My Sister Lives on the Mantelpiece" was so extraordinary. I finally began it yesterday and, thanks to the nocturnal dogs of Panighatta keeping me awake, I finished it last night. It is very, very good. A young girl is inspired by a talk given by an activist nun visiting her Religious Education class, about capital punishment. She writes to a man in America who is a convicted murderer waiting on death row. She tells him she too is guilty of murder and slowly recounts her story. Just who she has murdered is not clear until the end of the book, as well as the fate of her one true love. HSC students could use this text as a Related Text for Discovery because both characters and readers undergo the process during this novel. Other students may relax and merely be enthralled by the story.

"The Red Umbrella" by Christina Diaz Gonzalez is a novel based on the experiences of the author's parents and parents-in-law as children in Cuba. When Fidel Castro became dictator in 1961, many middle class people left the country. Many others stayed, believing previous regimes had been corrupt, that reform was needed and perhaps the process could be gradual. Very soon but too late, they realised they were wrong. Castro allowed some children to leave the country but the parents had to stay behind. Lucia and Francesco's parents make this awful decision: their daughter is fourteen and their son is eleven when they leave. For a brief time, they are cared for in a hostel for Cuban children in Miami, until they are fostered by an older couple with a farm in Nebraska. Into this completely alien setting the children go. They are very fortunate that their welcome is loving because they have all sorts of adjustments to make at the same time as grieving for their parents. This novel would be an excellent one to introduce students in Years 7 and 8 to an awareness of twentieth century history from a personal point of view.

Ms Suzanne O'Connor
English Teacher
Next P&F Meeting
The next P&F Meeting will be on Tuesday 29 October. This will be the Annual General Meeting. If you are interested in holding a P&F Executive position in 2014, please come forward! Voting on all positions will be held at the AGM. There are five “Executive positions” in the P&F: President, Vice President, Secretary, Assistant Secretary and Treasurer.
Any queries, please contact any of the current P&F Executive - see contact details below.

News
On behalf of parents, thank you to the College for organising the dance and soccer tour of the US that took place during the school holidays. What a great opportunity for our dancers and footballers! And thank you to the College staff who accompanied the girls on this successful tour.

Year 10 girls will have their social event on Wednesday 30 October, which is being run by Year 10 parents. Time is running out so please make sure you send in your form and payment as soon as possible!

Canteen Duty - Volunteers Always Welcome
Would you be able to help out in the College canteen? Please call Reception on 9368 1611 and ask for Vicky in the canteen.
Canteen volunteers who use Kings Cross Parking Station are eligible for a special rate. Call in to Reception on the day of your canteen duty to have your ticket validated.

P&F Webpage
Check out our webpage on the College website. You can find us in the Our Community tab, Parents & Friends. We welcome any comments or suggestions. Here’s the link: http://www.stvincents.nsw.edu.au/page/our-community/parents-and-friends-association/

Inspired! The SVC Cookbook
The SVC cookbook, Inspired, makes a lovely gift or a great keepsake of your daughter’s years at St Vincent’s. Inspired is still available for sale, now at a special price of $25, or two for $40. Simply download the order form on the P&F webpage (see above) or contact Rebecca Hugonnet (rebecca@hugonnetdesign.com).

Year Group Parent Coordinators
Each Year group has one or more designated volunteers to keep parents informed particularly on College P&F events such as the Fair or Year events for families in your year group. You can opt to have your details included in the class contact list. Perhaps if you have not received any emails, it is because the P&F does not have your details. Please contact any of us if you want to stay informed. Contact: Sally Ayto (sallyhux@tpg.com.au), or your year group coordinator - see below.
Year 7 (Trish Pryke & Zoe Sabados) svc.class2018pf@gmail.com

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