ISSUE 2-4

30th May, 2008

FROM THE PRINCIPAL

Our Vision
Mercy Regional College serves a wide rural community which values growth and diversity in Catholic Education in the Mercy tradition.

Our Mission
In the Spirit of the Gospels we commit ourselves to the core values of community, inclusiveness, learning, care, justice and mercy, excellence and achievement.

Our Goals
Community
Through the Mercy tradition we promote the uniqueness of the community and its heritage.

Catholic Education Week

Catholic Education Week Prayer
Spirit of god, with joy we celebrate your loving presence in our lives; with hope we know that your love will transform our world.

We believe that
peace will come,
justice can be realised,
compassion will endure,
forgiveness is possible.

We commit ourselves to
following the example of Jesus Christ
as we strive to bring
your transforming
love to others.

We pray that we may
be signs of Joy and Hope.

Sunday saw the conclusion of Catholic Education Week which was marked by a number of celebrations throughout the Diocese. Last Friday I attended the Annual Catholic Education Dinner in Ballarat which, amongst other things, celebrated the contributions of staff members throughout the Diocese who have contributed thirty years or more to the Catholic Education system. As stated in the last newsletter, we were proud to have Mr Dinny Ryan, Mrs Jenny Phillips and Mr Tony Wynd recognised. Another highlight of the night was hearing from Sr Luke (Damascus College, Ballarat) who was presented with a special award for fifty years’ service.

On Monday afternoon Mercy hosted a gathering of staff from St Patrick’s, St Thomas and St Colman’s for a collegial celebration of Catholic Education. This was followed by our Annual Network Day which saw all Year 5, 6 and 7 students, on Wednesday, converge on the O’Keeffe campus for a day of fun and activities.

It is important that we give thanks for our staff across both Primary and Secondary schools and their dedication to our students.

Funding of Catholic Schools

Last week I took the opportunity to write about the impact on Catholic Education of the recent State Government Budget. Catholic Education was ignored in this Budget. It is extremely disappointing when a government ignores a substantial number of families (working families!) simply because they elect to exercise their right to choose the type of education their child will receive. One can only hope that such discrimination, by a government, will change sooner rather than later.

To assist families to understand more about the current situation, in terms of funding of Catholic schools and to counter some of the inaccuracies that have appeared in the media, about Catholic Education, from the Labor Party, I have provided for you a number of questions that have been put to State Members of Parliament and the correct information relating to these questions. I would encourage parents to speak with, or write to, local Members of Parliament about this issue.

Unfortunately, it appears that we also may be fighting the Federal Government about funding, in the very near future, after the announcement from the Deputy Prime Minister Julia Gillard about a comprehensive review of
Questions and answers in relation to the funding of Catholic schools in Victoria.

1. Are you aware that Victorian Catholic education is the lowest funded education sector throughout Australia?

Catholic schools in Victoria receive less from their state government than Catholic schools in other states/territories. This is despite the additional funding for needy non-government schools announced in 2005 until the end of 2009. State government funding in Victoria continues to languish at the bottom of the funding table compared with all other states. Catholic schools in Victoria receive about $578 less per child each year from their state government than children being educated in Catholic schools in NSW receive from their state government.

2. Are you aware that State grants are indexed by only 2.5% per annum for the past four years when the increased cost of education averages 6% per annum?

The State Government refuses to maintain the real value of the funds it provides to Catholic schools. It is not unreasonable to ask that the value of our funding is maintained.

3. Why can NSW Catholic schools afford to pay Catholic teachers the same as NSW government school teachers, the highest paid teachers at all levels in the country?

The NSW Government provides additional funding of $578 per pupil to its Catholic schools than the Victorian Government. On Victorian Catholic enrolments this equates to an additional $100 million per annum. It also provides adequate annual indexation based on the actual increased costs of NSW government school education. Because of this NSW Catholic schools are able to afford wage parity.

The recent agreement between the Victorian Government and its state school teachers that lifts many teachers to pay levels in excess of those in NSW will place extreme financial stress on Catholic schools if they are to meet their commitment to wage parity. The fact is the Victorian Catholic schools receive far less state government support and may have to rely on increased school fees or program cuts to meet this commitment.

4. How is the Victorian Government paying its teacher salary increases?

We have been advised that the State Government is funding teachers' pay increases from a State Treasurer's advance account. Given the Catholic sector will find it very difficult to fund its increased salary expenses, will it be able to also obtain access to Victorian Treasury advances to meet its responsibilities?

5. Is it true that grants to Catholic schools have increased by 60% since 1999?

Yes, 2008 estimated State grants to Catholic schools have risen by almost 60% since 1999. However an increase of 69% per pupil was actually required to maintain real value as the cost of education has been increasing by 6% per annum over that time.

6. Did the State Government not provide an additional $115 million dollars to help needy non-government schools meet educational targets around literacy, numeracy and retention rates over four years to non-government schools in its 2005/2006 State Budget?

The State Government has provided targeted additional assistance to "needy" non-government schools which will expire at the end of 2009. The Catholic share of the funding over the four years is approximately 80%. Again, this funding is not indexed adequately. It is already losing value, and because it is targeted cannot be used to pay teacher salary increases. Even with this additional funding, State grants to Catholic schools are worth less today than they were in 1999. There is no guarantee of this funding package continuing after 2009.

7. Are you aware that the Rudd Labour Government has committed funding its grants to government and non-government schools using the Average Government School Recurrent Costs (AGSRC) Index until 2012?

The AGSRC consistently rises by an average of 6% per annum since 1999, reflecting the real increases in education costs. The State Government refuses to consider a similar mechanism for indexing Victorian Government grants.

8. Are you aware that the State Government Budget 2008/2009 failed to continue Internet access funding of $1.95 million to Catholic schools, yet announced $1.3 billion worth of initiatives for government schools?

The State Government provided funds to assist in the provision of bandwidth to Catholic schools, to meet its goal of providing equitable Internet
access to Victorian schools. The removal of this funding has placed increased pressure on Catholic primary schools to provide every student with adequate access to technology resources.

This in reality is a further drop in state government funding support for Victorian Catholic schools.

9. **What benefit do Victorian Catholic schools provide to the Victorian budget?**

One in five children throughout Victoria is educated in a Catholic school. Catholic education makes a significant contribution to the public purpose of education.

Many of the 486 Catholic schools in Victoria have a similar social, economic, student and parent profile to government schools. Students in Catholic schools come from a variety of social and economic backgrounds, and have a wide range of abilities, interests and needs. In recent years, they have included increasing numbers of refugee students.

The school fees paid by families choosing a Catholic education for their children save the Victorian Government almost **$500 million** each year.

10. **Do Catholic schools provide an education at lower resource levels than government schools?**

Even when school fees are taken into account, there is a significant gap of 23% on average (33% for primary and 19% for secondary) in the resources available to Catholic schools compared with Victorian government schools (and a 30% gap compared to the average government school in Australia).

Even when fees are taken into account, most Catholic schools operate at a significantly lower level of resourcing than government schools. There is a significant gap between the amount of government funding received and the cost of running a Catholic school.

11. **Should students with disabilities receive the same level of funding regardless of the school they attend?**

Catholic students with disabilities are funded at only one third of the funding level of a similar student in a government school. Catholic schools must allocate the remaining two thirds from resources that should be supporting a school’s general operations.

A student with a disability in a Catholic school receives $5,000. The same student in a government school receives $15,000. Because of this disparity the Catholic sector has requested an increase of $25.5 million per annum to assist students with special needs. There are now over 6,200 students with disabilities in Catholic schools.

Both the State and Federal governments have committed to social inclusion to ensure that all students can succeed. Likewise, Catholic schools continue to be challenged to respond to the needs of all students and particularly those with disabilities.

12. **How does Victoria compare in provision of support for Catholic school capital expenditure?**

The State Government is providing $1.9 billion over four years for capital works in government schools. For the same period, the State Government has committed the equivalent of 1% of this total for capital support to Catholic schools, yet 22% of students attend Catholic schools.

Many state governments provide substantial support to Catholic schools for assistance with capital costs either by capital grants and/or substantial interest subsidies on borrowings. A similar capital assistance scheme to that provided by the Queensland Government to Queensland Catholic schools would result in additional $42 million for Victorian Catholic schools over four years if applied in Victoria.

Tasmanian non-government schools receive the same level of interest subsidy support from their state government (being $1 million per annum) as Victorian non-government schools, despite them having 275,000 less students.

13. **What support is the State Government providing to the Catholic sector to assist with government compliance regulations and accountability reporting?**

The cost of compliance and administration of State Government accountability and reporting requirements have been ignored; yet initiatives such as the Victorian Registration and Qualifications Authority (VRQA) school registration and school review processes require extra resources both in financial and human terms.

14. **Are you aware of what the Catholic sector is asking from the State Government?**

The Catholic sector has asked the Victorian Government to make commitments to ensure the ongoing provision of high quality education that raises achievement, reduces inequity and leads
to opportunities. On the basis of fairness and equity, the Victorian Catholic education community is seeking an increased commitment from the Victorian Government to help narrow this funding gap with particular recognition of the following five key areas highlighted as part of the CECV submission to the Victorian Cabinet’s Expenditure Review Committee (ERC):

a) That the State Government commit to the full indexation of all State recurrent and targeted grants to the Catholic sector on the basis of the increase in the cost of education in Victoria. Inadequate indexation means that the real value of our State grants is continually diminishing. Even the 2005 State budget announcement of $115 million over four years for needy non-government schools and the carried forward of $20 million from a previous Labour Financial Statement (LFS) announcement have not been indexed.

b) An increase in the base Victorian State grant to the Catholic sector be increased to 25 per cent of the cost of educating a student in a government school, in alignment with the average state/territory contribution across Australia and that this approach be incorporated into State legislation.

c) An allocation to the Catholic sector of an additional $25.5 million to ensure funding equity. A student with a disability in a Catholic school receives just $5,000 compared to a student with a disability in a government school who receives $15,000. This means that over two-thirds of funds have to be provided by CECV to these students from recurrent grants. There are over 6,500 students with disabilities in Catholic schools in Victoria and a further $25.5 million is required to adequately address their needs.

d) Adequate capital investment in existing and new schools. The Catholic sector is receiving just $20 million out of $1.9 billion over four years being earmarked for government schools.

e) An increase in Internet provision from $1.95 million to $5.9 million per annum to enable needy Catholic schools to have the same bandwidth connection as government schools. The State Budget showed, however, that the Victorian Government had decided not to renew the $1.95 million previously provided, meaning that the overall State contribution will decline from 30 June 2008.

Feast Day Celebrations
Mercy Regional College celebrated its Feast Day last Wednesday, the Feast of Our Lady Help of Christians.

The Eucharist provided the school community with the opportunity to celebrate the wonderful work of the Sisters of Mercy over many years which allowed the College to begin in 1973 and continue to grow and develop. The Feast of the patron of Australia, Our Lady Help of Christians was a fitting day to remember the work of these extraordinary women. Fr Denis Dennehy celebrated the Mass for the Mercy community. At the conclusion of Mass a presentation was made to Caritas Australia for money raised by our students during Project Compassion. The College was also very pleased to be able to recognise Fr Denis’ 40th Anniversary of Ordination and to be able to make a small presentation to Fr Denis to assist with his travels over the next two months. We wish Fr Denis all the very best as he celebrates this milestone with his family and friends in Ireland. Particular thanks are extended to Mrs Margaret Leahy, Director of Religious Education and the other staff who assisted her in preparing for this liturgy.

HSSSA Cross Country
Monday 19th May saw Mercy Regional College for the third consecutive year, take out the HSSSA Cross country title. This was a great team effort. Well done to all members of the Cross Country Team.

This victory means that Mercy Regional College has achieved the trifecta in the Hampden Secondary School Sports Association, winning the HSSSA Swimming, Athletics and Cross Country competitions. The first time in the history of the College. Congratulations to all our athletes and the Sports staff lead by Mr Darren Cheeseman.

East Timor
Mrs Helen Kenna will be taking leave from Mercy Regional College for term 3. Rather than taking the opportunity to rest and relax during this period of leave, Helen is embarking on what I am sure will be an experience of a lifetime, while at the same time, taking the opportunity to help the people of East Timor as they continue to struggle to build their nation after gaining independence. Below, I have provided a few details from Helen about what she will be doing during Term 3.

The Ballarat- Ainaro English Support Program.

The relationship between Ballarat Diocesan Catholic Schools and the Ainaro district of East Timor has been on-going since 1999. After gaining independence from Indonesia, the people of the district requested some English classes for adults. The first group of English support teachers spent 3 months in Ainaro in 2006. The second couple went late last year and the third Term 1 of this year. At the moment 80 adults are enrolled in 3 daily classes (advanced). It is anticipated that by the end of 2009 the local people of Ainaro will be able to run the program themselves.

East Timor is a Third World country. The district of Ainaro is 5 hours (approximately), by truck south of
Dili, in the mountains. Conditions are primitive by our standards. The militias destroyed much of the infrastructure when they devastated the country after the 2002 elections. Therefore, electricity is sporadic—perhaps a couple of hours per day. There is no running, or hot water and basic sewerage systems have proven too expensive for most people to replace.

Our classes are held in the Community Centre, and necessitate us returning to ‘basic’ teaching techniques. There are no computers or smartboards! Funds raised in Ballarat supply paper, pens and more recently a whiteboard and some support booklets. All reports suggest that the East Timorese are very enthusiastic and quick language learners and most already speak Tetun, Bahasa Indonesian and Portuguese. They believe that English will open up education and job opportunities for themselves as their young nation develops.

I am delighted to be given the opportunity to take part in this program and would like to thank Andrew for allowing me to take Leave for the Term. I also wish Clare Younis well as she undertakes my teaching load for the Term.

‘Ate logu’- Helen Kenna

**Year 7 2009 Information Night**

The annual Mercy Open Night was held last Wednesday. Well over 90 families visited the College and sampled a little of what we have to offer potential Year 7 students for 2009. The improved facilities and sense of community impressed many of our visitors. The success of the Open Night is due in no small part to the efforts of many people.

Staff members of the College ensure, through their hard work and dedication, that the school is presented in its best possible light. This effort included not only the setting up of subject displays and the conducting of tours, but also the co-ordination of cleaning efforts, the preparation of supper and speaking to parents and students about what we have to offer at Mercy Regional College.

My thanks go to each and every one of our staff for their enthusiasm and commitment to our College. Thank you to the many student helpers and tour guides. As I have mentioned on many occasions, there is no better advertisement for our College than our students. I am extremely thankful for the voluntary efforts of our students and the pride that they take in our College.

Mrs Jenny Phillips and Mr Kerin Glennen played an important role in co-ordinating and overseeing the activities of the night. Along with Ms Lisa Pope, Mr Tony Wynd, Mrs Jo Place (VCE parent) and Mr Peter Conroy (Year 7 parent) all spoke during the course of the evening. A special mention also needs to be made of Genevieve Lee and Peter Ryan, both Year 7 students who spoke at the Open Night about life in Year 7. They did a great job!

**PTFA Meeting**

The next PTFA Meeting will be held on Monday, 2nd June commencing at 7.30pm at the O’Keeffe Campus. Please come along to support the PTFA Executive as they work for the benefit of all families.

**Exams**

A reminder to all families that the examination period for our senior students is quickly approaching with Year 10, Unit 1 and Unit 3 commencing in the next few weeks. Exam timetables have been sent home and also appear in this edition of the newsletter. Words of encouragement for your child may be required at this time as each student should be in the throes of a consistent revision pattern.

**Along the Track**

I have attached to this newsletter, for your interest, a reflection titled “Along the Track” written by Jim Quillinan from the Diocesan Catholic Education Office in Warragul. Jim takes the opportunity to reflect on the daily practice of peace. I hope you enjoy reading this reflection.

**End of Term 2**

Term 2 will conclude on **Wednesday 25th June** at 3.10pm. Term 3 will commence for students on **Tuesday 15th July, 2008**.

The early conclusion to term 2 allows the staff of Mercy Regional College to gather for a two-day, Staff Retreat. This retreat is being facilitated by Fr Chris Gleeson SJ. This time away will provide our staff with a wonderful opportunity to reflect upon our role as Catholic educators working within Catholic Education. It will also be a welcome opportunity to spend some time on the religious dimension of our school.

**PUBLIC NOTICES**

**Lost** – One deck chair belonging to Bronson Whytcross went missing from the Year 8 Camp, if anyone has mistakenly taken the chair could you please return it to the rightful owner.

**Uniform Items**

At the moment we have a considerable number of uniform items in lost property. If your son / daughter has lost anything could you please send them to the office to check through what is there.
Week 9
Monday 2nd June
- Year 9 Camp commences

Thursday 5th June
- Year 9 Camp concludes

Friday 6th June
- Board Holiday (no classes)

Week 10
Monday 9th June
- Queens Birthday Holiday (no classes)

Tuesday 10th June
- Year 10 Exams

Wednesday 11th June
- VCE Exams
- Year 10 Exams

Thursday 12th June
- VCE Exams
- Year 10 Exams

Friday 13th June
- General Achievement Test

Week 11
Monday 16th June
- Year 11 Exams

Tuesday 17th June
- Year 11 Exams

Wednesday 18th June
- Year 11 Exams
- Instrumental Music Evening

Week 12
Wednesday 25th June
- Term 2 concludes at 3.10pm

Thursday 26th June
- Staff Retreat Anglecres

Friday 27th June
- Staff Retreat at Anglecres
- 2009 Year 7 enrolments close
- Semester 1 reports posted home

TERM 3
Week 1
Monday 14th July
- Staff Professional Development Day

Tuesday 15th July
- Students commence Term 3

Week 2
Tuesday 22nd July
- Parenting Teenagers 7.30pm
  St. Thomas’ Community Centre Terang

Thursday 24th July
- Australian National Chemistry Quiz

Week 3
Tuesday 29th July
- Board Meeting
- ICAS Mathematics Competition
- Catholic All Schools Netball

Wednesday 30th July
- MRC Oratory Competition

Thursday 31st July
- Mathematics Competition

Mercy Awards

VCE (Yr 11 & 12) Mercy Award

Curtis Sonnet for his consistent application to his studies during the course of the semester.

Middle School (Yr 9 & 10) Mercy Award

Caleb Kissick for his enthusiastic and thoughtful involvement in the Year 9 Retreat activities.

Junior School (Yr 7 & 8) Mercy Award

Genevieve Lee and Peter Ryan both Year 7 students for speaking brilliantly at our Open Night.

FREE
IDENTITY MARKING
OF

WHEN: Sunday 1st June 2008
WHERE: Craft Market, Manifold Street, Camperdown
TIME: 10.30 am to 2 p.m
WHO: NEIGHBOURHOOD WATCH VICTORIA INC.
On Wednesday of this week we had our annual HSCN Network Day. Over 200 students were involved. Throughout the day students moved through a combination of activities. These included a PE session, an IT class, a Quiz, some maths challenges, an imagination/creativity class and a home economics. Students were asked at the beginning of the day to be open to meeting new people and making new friends as they were mixed into six large groups.

To their credit, the students from across three year levels and five different schools blended brilliantly. In fact, if it wasn't for their varied uniforms it could have been believed that they were all from the same school and year level.

I would like to say a huge thank-you to the staff who assisted with the running of the day and to our year 9 PALS students who helped out with the BBQ and the running of each session.

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REMINDER

MRC PARENTS & FRIENDS
CADBURY CHOCOLATE FUNDRAISER

The date to return all money from the sale of chocolates (in the envelope provided) or unsold chocolates has been extended to -

Friday 13th June

REMEMBER

For every family who sells all the 48 chocolate bars in their box, your name will go into a draw to win a $200 Coles Group & Myer Gift Card.

Extra boxes may be requested, but only with parental permission, either in the form of a note or phone call to the office.

I appreciate the fact that all our families will endeavour to sell as many chocolate bars as they can and this, in turn, will help the PTFA in their fundraising activities which ultimately benefit all our students at Mercy Regional College.

Andrew Watson - Principal

Wellbeing Report

Kerin Glennen

Mobile, Friend or Foe?..

With our reliance on mobile phones these days it continues to be incumbent on parents / guardians to educate their son / daughter about good phone practices.

“It is important that young people protect their mobile phone number and only give it to trusted friends and family. It is also important that they don’t respond to texts or calls from people they do not know” (Chris Chapmen, ACAM Chairman.)

- If your son / daughter receives unpleasant messages, keep the message and report it to your mobile provider and if necessary, the police as well. Almost all malicious calls can now be traced.

- If your son / daughter have a new mobile phone, it’s likely it has access to the internet. Discuss with the provider to ensure about appropriate levels of internet access and prevent access of adult content.

- If a phone is handed down from a parent, you may need to speak to your provider to ensure access to services that require age verification are appropriate, now that the user is a minor.

- From 20th of January 2008, complaints about offensive content on mobile phones can follow the same process as internet content complaints, in that they can be reported to ACAMA via www.acma.gov.au/hotline

- Your son / daughter’s mobile service provider can also block access to 1900 and premium rate services.

- It is also important that your son/daughter is aware that subscribing to ring tones advertised on television may lead to large bills in a few days. These tones are expense to operate.

The Australian Communications and Media Authority (ACMA) developed a Mobile Phones...Child Safety Checklist in 2007 with Internet children’s charity, Childnet International.

The Checklist gives parents information to help protect their children when giving them a mobile phone and ensures they use their mobile phone safely. It includes advice on avoiding risks such as accessing offensive content on mobiles and a “stranger danger” contact in mobile chat services.

The checklist is available online at http://www.acma.gov.au/mobilesforkids
Year 7N O’Keeffe Report  
Report by: Jacqueline O’Bryan and Matthew O’Brien

Last Thursday all the year 7’s from O’Keeffe and McAuley went to the Noorat Community Centre for our Retreat. Chris Doyle conducted the retreat. We had fun playing activities. We sang songs, played the guitar and bonded with the McAuley year 7’s. We did activities like; crowd surfing, making pyramids, doing a fashion catwalk and making choices. The theme for that day was “Life Choices”.

Recently, Gen Lee spoke on behalf of the year 7’s at the Mercy Open Night. At the HSSSA Cross Country, Jason came 9th, Sam came 15th, Gen came 6th, Sharni came 8th and Emmelie came 15th. Mercy won the event with our year 7 runners doing really well.

We have been enjoying our time in year 7 and look forward to the rest of the year.

School Community Approach to Drug Education program  
Vicki Askew-Thornton

This year the school is conducting a ‘School Community Approach to Drug Education’ (SCADE) program. The SCADE program team comprises four year 11 students, who have support from the School Student Welfare Team. The team members are Emily Baird, Michael Harney, Jackie Heffernan and Jacob Monk. Late in 2007 the team decided that they would focus on the issue of alcohol for the 2008 SCADE program.

The activities that the team have completed so far include:

- Conducting a survey and class activity with year 11 students
- Feeding back results of the survey to Yr 11 homeroom groups
- Planning a Forum for all year 11 students

The Forum will take place on Tuesday 24th June, and involve a range of guest speakers and activities. The style of presentation will be informative as well as promotion of open discussion about alcohol related issues. The range of topics are being formulated in response to the information we have gained from survey results and anecdotal feedback about what areas students would like to learn more about.

As the Forum is still in the planning stage, we will keep you informed as the program develops.

From the Head of Sport  
Darren Cheeseman

HSSSA Cross-Country

On Monday 19th May, Mercy Regional College competed against the other Hampden Schools in the HSSSA Cross-Country. A number of students put in excellent performances including Roseleen Lenehan (2nd in Senior Girls), Declan O’Connor (1st in Junior Boys), Lewis Taylor (3rd in Junior Boys), Bernard McLeod (1st in Senior Boys) and Chris Baxter (3rd in Senior Boys).

MRC won the Junior Girls, Junior Boys and Senior Boys.

The overall results were MRC in first place, with 373 points, from Terang College (288 points), Camperdown College (225 points), Cobden Technical College (186 points) and Timboon College (185 points).

Well done to all the students who represented the College and this win gives Mercy Regional College a triffecta of wins in the major HSSSA Competitions.
VCE Information Night for 2009
Lisa Pope - Director of Learning and Teaching

On Wednesday night the annual VCE information night was held at the McAuley campus. This night showcased the VCE subjects and alternative programs that Mercy has to offer, in the senior school. This year, the format was altered to enable the parents and students, greater time to talk to individual teachers regarding their subjects. Each student was given a VCE pack which outlines the subjects we have to offer at Mercy. The Mercy Handbook which outlines every VCE subject offered at Mercy, can be obtained by going to the following link: www.mercy.vic.edu.au/handbook.pdf

All Years Ten and Eleven parents were sent a copy of the subject selection sheets which need to be returned by Wednesday 11th of June. This sheet is not the final subject selections for our students. This information is to determine the numbers for subjects and blocking arrangements (subjects that are timetabled at the same time). It is important that students return these sheets so that we can decide which subjects run - dependent on demand.

To further help making subject selection decisions, please remember the following:

- Think about what interests you have and what you like doing
- Investigate the VCE studies Mercy is offering - i.e. read our Handbooks and subject brochures
- Talk with your teachers, careers teacher and/or VCE coordinator
- Think about what you currently like doing, are good at, or have an interest in
- Keep your options open
- Log on to VTAC CourseSearch to start researching the types of courses you will be eligible to apply for. www.vtac.edu.au
- Attend Open Days. (Dates are printed in the school newsletter)

Finally - Year Tens, remember that each student will be interviewed before final subject selections are made from the VCE Blocks. Parents will be invited to attend these interviews which will occur early in term 3. A date is yet to be confirmed!

Thanks to the parents who attended this night. It was great to start the conversation of your child’s future with you. I would also like to thank the staff of Mercy who contributed to making this night a success. Well done!
From the Director of Learning and Teaching  
Mrs. Lisa Pope

CAREERS REPORT

THE AGE JOURNALISM SEMINAR 2008
Wednesday, 16th July 2008 6.00pm - 8.00pm at BMW Edge, Federation Square Melbourne - $12.50 per person.
This is an ideal event for students interested in a career in media.

The seminar will include insights and comments from a number of experienced journalists. Bookings are essential and places are limited. No payment will be accepted on the day. For more information please visit education.theage.com.au

UNIVERSITY OF MELBOURNE
Uni Experience: Thurs 10th July - Friday 11th July.
The University of Melbourne invites applications from Year 11 students in rural Victoria interested in participating in a two-day residential program designed to deliver a personalised insight into university life.
Features of the program include:

- Onsite accommodation at one of the University’s residential colleges
- Guided campus tours
- Detailed information on the Melbourne Model and course offerings at the University
- Sessions and workshops covering the transition to university, student support services, accommodation options, scholarships, study skills and exam tips
- Social activities and the opportunity to meet both peers and current university students.

The cost is $95.00, which covers all meals, overnight accommodation in the college and all materials relating to the program. Applications for UniExperience close on 4th June and for more information contact Kerryn Skinner on 8344 4736 or email school-programs@unimelb.edu.au

MELBOURNE UNIVERSITY
VCE Residential for 2009
Whitely College is residence for Melbourne Uni [or any other Uni such as RMIT]. The website is www.whitely.unimelb.edu.au You need to be pro-active and start looking at residences now. Ms Davies also has paper copies.

LA TROBE UNIVERSITY
Talk and Tour – Thursday 10th July & Tues 23rd September 9.30am – 12noon
Would you like to find out more about La Trobe University? Would your parents like to find out more too? Talk and Tour is a neat little holiday event that allows you and your parents to spend a morning getting to know La Trobe; s Melbourne (Bundoora) campus.

To book your place use the online registration form at www.latrobe.edu.au/register. For more information: Phone 1300 135 045 or browse the website www.latrobe.edu.au/study. If you wish more information about La Trobe University you can sign up for news at: www.latrobe.edu/keepintouch

Undergraduate and Medicine and Health Sciences Admission Test (UMAT) – Wednesday, 30th July
Year 12 students will need a UMAT score to apply for 2009 undergraduate admission for most medicine courses in Australia. This includes Dental Science, Physiotherapy, Oral Health (Therapy or Hygiene) and Optometry at the University of Melbourne and Medicine, Pharmacy, Pharmacy/Commerce, and Physiotherapy at Monash University.
Registrations close on 6th June.

For more information: http://umat.acer.edu.au

For further information on Careers, applications forms etc please see Mrs Lisa Pope.
Tuesday 15th July, 2008
6.30pm-9.00pm
Deakin University, Geelong Waterfront Campus
Gheringhap Street, Geelong

Geelong
Careers
Expo

Presented by the Geelong Careers Expo Committee & Major Sponsors.

FREE ADMISSION

- Seminars
- Careers
- Open to all ages
& more...

Geelong ACC is part of a national network of Area Consultative Committees, an Australian Government Initiative
Last week approximately 19 of our students attended the Careers Expo in Melbourne with a “Try a Trade” wing attached to it.

The idea behind this was to give student’s a hands on feel to a number of trades available.

Westvic Workforce arranged the day for our students as well as for other students from a number of schools in the district.

They provided the buses and some of their staff to attend on the day. We would like to thank Westvic for the invaluable experience they provided for our students who attended this day.

Below are some photos from the day of staff and students from Mercy.
<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Week</th>
<th>Subject</th>
<th>Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 w/e 6/6</td>
<td>Home Eco</td>
<td>Folio</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Textiles</td>
<td>Major Project</td>
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</tr>
<tr>
<td>10 w/e 6/6</td>
<td>Music</td>
<td>Class Performance</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Maths</td>
<td>Decimals &amp; Percentages</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>Week</th>
<th>Subject</th>
<th>Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 w/e 6/6</td>
<td>Science</td>
<td>Topic Test</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Music</td>
<td>Class Performance</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Textiles</td>
<td>Project 2</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Maths</td>
<td>Algebra &amp; Equations</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Info Tech</td>
<td>Corel Draw Computer Graphics Folio Due [completed in class time over the last weeks]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>Week</th>
<th>Subject</th>
<th>Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 w/e 6/6</td>
<td>Textiles</td>
<td>Display book / evaluations</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Maths</td>
<td>Chapter Test: Factorising</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Science</td>
<td>Test</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Music</td>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>IT</td>
<td>Completed Animation Folio due</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Health / PE</td>
<td>Theory Application Task 2</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>PE</td>
<td>Volcanoes / Earthquakes Topic Test</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>SOSE</td>
<td>Practical Report</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Science</td>
<td>Folio Submission</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Music</td>
<td>Soap Opera Parody Performance</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Drama</td>
<td>Completed folio of robotic programs due</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Media</td>
<td>Ag / Hort Folio due [completed in class time over the semester]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Week</th>
<th>Subject</th>
<th>Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 w/e 6/6</td>
<td>PE</td>
<td>Silent Enemies Poster Presentation Theory Application Task 3</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Outdoor Ed</td>
<td>Revision</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Music</td>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Science</td>
<td>Prac Report</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>English</td>
<td>Newspaper Tasks</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Hospitality / Food</td>
<td>Folio / Workbook</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>PE</td>
<td>Revision</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Outdoor Ed</td>
<td>Unit Examination</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Maths</td>
<td>Statistics Test &amp; Review</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Business Management</td>
<td>Business Evaluation – Outcome 2</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Music</td>
<td>Folio Submission</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>English</td>
<td>Year 10 Exams</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Drama</td>
<td>Performance of Scripted Play</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Robotics</td>
<td>Completed folio of robotic programs due</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>Week</th>
<th>Subject</th>
<th>Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 w/e 6/6</td>
<td>Biology</td>
<td>Area of Study Test [Ch 9 &amp; 10]</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Psychology</td>
<td>Counseling Video</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>RE</td>
<td>Task 1, Outcome 1 – Islam due</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>PE</td>
<td>Unit 1: Outcome 2 Coaching for Enhanced Performance: Assessment 2</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Biology</td>
<td>Revision for Exams</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>Week</th>
<th>Subject</th>
<th>Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 w/e 6/6</td>
<td>Outdoor Ed</td>
<td>SAC 3</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Further Maths</td>
<td>SAC 2 – Matrices</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Business Management</td>
<td>SAC Task – Outcome 3</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Legal Studies</td>
<td>SAC Task</td>
<td></td>
</tr>
<tr>
<td>9 w/e 6/6</td>
<td>Physics</td>
<td>Project SAC</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Studio Art</td>
<td>SAT due</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>PE</td>
<td>SAC 4</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Biology</td>
<td>Mid Year Exam</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>Psychology</td>
<td>Mid Using Language to Persuade SAC Oral Presentation Year Exam</td>
<td></td>
</tr>
<tr>
<td>10 w/e 13/6</td>
<td>English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend: w/e [Week Ending]. Please note that changes may occur and students will be notified by subject teacher of any changes.
# EXAM TIMETABLES

## YEAR 12 Exam Timetable - SEMESTER 1 (June 2008)

The reading period is included in the times shown in the timetable below.

<table>
<thead>
<tr>
<th>DAY</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. 11th June</td>
<td>Biology Exam 1 9:00 am - 10:45 am</td>
<td>Physics Exam 1 11:45 am - 1:30 pm</td>
<td>Accounting Exam 1 2:45 pm - 4:30 pm</td>
</tr>
<tr>
<td>Thurs. 12th June</td>
<td>Psychology Exam 1 9:00 am - 10:45 am</td>
<td>Chemistry Exam 1 11:45 am - 1:30 pm</td>
<td>All exams for Wednesday and Thursday will be held at the Uniting Church Hall.</td>
</tr>
<tr>
<td>Friday 13th June</td>
<td>General Achievement Test (GAT) 10:00 am - 1:15 pm at Camperdown College. The GAT is for all students studying a Unit 3/4 subject.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB. - School uniform is to be worn to the exams.

## YEAR 11 Exam Timetable - SEMESTER 1 (June 2008)

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Time: 9:20 – 9:30 am</td>
<td>Reading Time: 11:20 – 11:30 am</td>
<td>Reading Time: 1:20 – 1:30 pm</td>
</tr>
<tr>
<td>Writing Time: 9:30 – 11:00 am</td>
<td>Writing Time: 11:30 – 1:00 pm</td>
<td>Writing Time: 1:30 – 3:00 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY</th>
<th>EXAM</th>
<th>ROOM</th>
<th>EXAM</th>
<th>ROOM</th>
<th>EXAM</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 16th June</td>
<td>English (The English exam finishes at 11.30 as it is a 2 hour exam)</td>
<td>MPA</td>
<td>No exam periods 4 and 5 as normal (most students will be in Unit 3/4 subjects)</td>
<td>Normal class rooms</td>
<td>Physical Education Physics Studio Arts</td>
<td>MPA</td>
</tr>
<tr>
<td>Tuesday 17th June</td>
<td>General Maths Maths Methods</td>
<td>MPA</td>
<td>Chemistry Health &amp; HD Study</td>
<td>MPA</td>
<td>Biology Woodwork Study</td>
<td>MPA</td>
</tr>
</tbody>
</table>

NB. - School uniform is to be worn to the school for the exams.
- Students will need to bring looseleaf to exams.
- Exam conditions apply for all exams.
- Students will not be permitted to leave the room until the designated finish time.
- Students may bring a novel (not the newspaper) to read if they finish early.
- Unit 3 classes will run as normal.
- Students will, as always, require a signed note to be anywhere other than the hall or the school.
- Most students will need to bring their lunch to the hall during these days.

## YEAR 10 Exam Timetable - SEMESTER 1 (June 2008)

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Time: 9:15 – 9:20 am</td>
<td>Reading Time: 11:15 – 11:20 am</td>
<td>Reading Time: 1:25 – 1:30 pm</td>
</tr>
<tr>
<td>Writing Time: 9:20 – 10:50 am</td>
<td>Writing Time: 11:20 – 12:50 pm</td>
<td>Writing Time: 1:30 – 3:00 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY</th>
<th>EXAM</th>
<th>ROOM</th>
<th>EXAM</th>
<th>ROOM</th>
<th>EXAM</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 10th June</td>
<td>Mathematics</td>
<td>MPA</td>
<td>Agricultural Studies Art Photography Hospitality Music</td>
<td>MPA/Normal Rooms</td>
<td>English</td>
<td>MPA</td>
</tr>
<tr>
<td>Wednesday 11th June</td>
<td>Science</td>
<td>MPA</td>
<td>Business Studies Psychology Outdoor Ed</td>
<td>MPA</td>
<td>Community Visiting (Classes as normal)</td>
<td>Normal Class rooms</td>
</tr>
<tr>
<td>Thursday 12th June</td>
<td>Physical Education</td>
<td>MPA</td>
<td>Drama Wood Food Robotics</td>
<td>MPA/Normal Rooms</td>
<td>Period 6 and 7 Math’s classes as normal</td>
<td>Normal Class rooms</td>
</tr>
</tbody>
</table>

NB. - School uniform is to be worn to the school for the exams.
- Students will need to bring loose-leaf to exams.
- Exam conditions apply for all exams.
- Students will not be permitted to leave the room until the designated finish time.
- Students may bring a novel (not the newspaper) to read if they finish early.
The Daily Practice of Peace

If you take a moment to google ‘if you went peace...’, it is interesting to see what comes up. The most popular responses were:
- If you want peace, work for justice,”
- If you want peace, prepare for war,”
- If you want peace, look after the poor,”
- If you want peace, turn off your radio,”
- If you want peace, make yourself a garden.”

There is probably some truth in all of them but the one I was looking for was the following:

If there is to be peace in the world, there must be peace in the nations.
If there is to be peace in the nations, there must be peace in the cities.
If there is to be peace in the cities, there must be peace between neighbours.
If there is to be peace between neighbours, there must be peace in the home.
If there is to be peace in the home, there must be peace in the heart.

Lao Tse, 5th Century BCE

We all know the feeling of peace but how we define or describe it may be very different. For most of us in Australia it may be a quiet time with a cuppa, a walk on the beach or through the bush, time with a good book, the absence of noise or even some form of conflict. There are, however, people in our own country who feel oppressed, deprived of rights and who experience hidden violence. I suspect the feeling or experience of peace for someone in Iraq or Afghanistan or the Sudan might be quite different. What we share in common, however, is just how much we value peace. But peace is not a given, it is not a gift. We will not have peace if we do not treasure it. Peace is something we must work towards and something we must develop strategies to preserve by working for justice, by cultivating a culture of non-violence, sensitivity and thoughtfulness.

Some years ago, I worked with a principal of a very large primary school who undertook a campaign to stamp out the language of violence across the school. It was particularly rife, though not exclusively so, in the context of sport (Annihilate them! Crush them! Trash them! etc). While removing the language of violence was largely successful, she discovered that eliminating the negatives did not necessarily create the positive. It is a big first step but not the whole journey. Eliminating conflict and aggression does not automatically bring peace. That’s why working for peace, among other things, means working positively for justice (Pope John Paul II) and taking initiatives to ensure that we care and protect those who are poor or vulnerable (Pope Paul VI). Bullies, be they in schools or workplaces or wherever are able to thrive where others are vulnerable – bullying is not stopped by legislation but by making our communities safe and secure for those who are vulnerable – making our communities places where all people are valued and protected.

Peace begins in our own hearts. Peace is a daily practice – in how we act, in how we speak, in how we treat each other, in what we do to build justice and fairness in our own relationships, our homes, our places of work, our schools, our neighbourhoods. Being nonviolent people, being people who practice peace daily begins with a recognition of our belief that God is present in all people. The courage and persistence needed to practice peace daily comes from the belief that God lives in the hearts of all people, and that there need be no fear in the presence of God. This belief, this conviction challenges us to respect even the lives of those who may be called ‘enemies’. The daily practice of peace calls on us to at least try to understand their point of view, what motivates them. We may not necessarily agree but at least we can try to walk in their shoes for a while. Secondly, recognising this presence and power of God within, inspires us to resolve our anger, engage our fears, and relate to others without the desire of retaliation.

The daily practice of peace means developing a keen sense of thoughtfulness. Taking some quiet time to be at peace within ourselves is an essential daily practice. That slows us down, it encourages thoughtfulness and sensitivity. It is not by accident that ancient monastic orders always begin the day with a period of meditation – it is part of the wisdom and practical advice they offer us. While we may not be able to spend as much time in such quiet meditation, like them we can become people who spend even a short time each day in an intimate relationship with the God of peace in our solitude and quiet meditation, we put before God our violence, hostility, resentment, anger, bitterness and brokenness, and allow God to disarm our hearts, heal us and transform us into instruments of God’s peace.

This prayer from one of the daily Masses just before Christmas could start our quiet time:

Come Lord Jesus,
Alert us to your quiet presence
Attune us to your silences,
Show us your hidden ways

Amen

The daily practice of peace also means taking a little time to think before I answer or say something. Some teachers make that a practice in their classes – if they ask a question, no-one answers before a few moments of silence. That encourages not rushing to solve a problem but listening deeply. Then we can find it is possible to disagree respectfully. If we are truly able to listen to people who are very unlike ourselves, we can often find more in common than we expected. It means thinking about and developing ways in which I might practice peace with those with whom I disagree or dislike.

Through the daily practice of peace we can do our part to inspire and give hope to others. None of us can do everything, but all of us have to do something for justice and peace.

Regards
Jim Quilliman
NATIONAL RECONCILIATION WEEK 2008

27th MAY – 3rd JUNE

Corangamite Reconciliation Group
and
Corangamite Arts

Invites you to an
Ecumenical Get-Together
for National Reconciliation

Sunday 1st June at 2:00pm

St Thomas’ Community Centre
Lyons Street, Terang

The theme this year is

“Reconciliation: It’s all our story”

Join us for stories, music, art, conversations
And afternoon tea

Enquiries Josie Black 5592 5333