

Principal's Bulletin

ST MONICA'S COLLEGE, EPPING



Volume 34
Number 10

Monday,
22 July
2024

A School of Educational Enterprise | Serving Catholic Education Today and Tomorrow

BIRDS – SPECIAL SPECIES GIFT OF GOD

PART 1 OF GOD'S CREATION SERIES



How often do we stop and listen to birdsong, that most pleasant melody that comes upon us unexpectedly? For example, as I exercise on my spin bike of a morning, I hear the welcome and welcoming sound of a kookaburra, resident in some tree along the Moonee Ponds Creek. That chuckle is a source of 'good morning', 'have a nice day'. On the morning of our son's wedding some years ago, a trio of kookaburras perched on the balcony and joyfully laughed, a very lovely wish for him and his wife-to-be.

The Bible makes special mention of birds, and we are reminded that if God finds a safe haven for sparrows, what more will God do for humans whom He created and loves infinitely?

A quick list of a variety of Biblical birds to demonstrate that birds of all breeds have relevance and status, no matter their present-day reputation: vultures and doves; sparrows and eagles; peacocks and chickens; ravens and swallows; a crane and an owl.

In a sense, birds teach us a lot about life. They generally associate with close companion birds, teaching us about the importance and warmth of community living, sharing what we have, caring for fellow members of our community.

They teach us the necessity to care for self. Unless caged (probably not a preference were the bird to have its way) they must fossick for food, construct their own nests (place for hatching and nurturing chicks), migrate for better conditions by fleeing hot summers and icy winters, being protective and ready to stand up for their family and the safety of themselves and their offspring.



Birds bring happiness to people in every country of the world – they are international (some exclusively on one continent: others everywhere). Thus, they warble, and the melody is enchanting. They carol as Australian magpies do, and the sound is magical. They cluck like a chook, quack like a duck and whistle like a canary.

Birds are useful for humans apart from companionship. They eat insects that might have eaten our rhubarb or pecked at the fruit of our apple tree. They eat all manner of unwelcome inhabitants in our seas and pools like the diving swan, the hungry gull and the curious crane searching for food. Of course, humans choose to consume them too – roast chicken, Peking duck, Christmas goose, luscious quail.

We sing about a partridge in a pear tree (representing the birth of Jesus on the first day of Christmas); we fly like an eagle as we reach for higher things in life; we parade like peacocks in our finery; we are as wise as an owl and as home-loving as a pigeon on its return journey.



There is so much more Monicans could consider about the birds in the sky as a new school term commences. Let us give thanks to God for creating our feathered friends on the fifth day of creation. Let us care for birdlife as we steward this planet. May we be kind caregivers as we cage them; may we be thrilled by the raucous galah, outwit the swooping magpie, and teach the budgerigar to speak simple (not too crude) phrases and words.

Matthew's Gospel uses sparrows to remind Monicans of the most wonderful fact:

'Are not two sparrows sold for a penny? And yet not one of them will fall to the ground without your heavenly Father's will. As for you, he takes every hair on your head into his reckoning. Do not fear then: you are more valuable than a host of sparrows.' (Matthew 10: 29 – 31)

B.E. Hanley OAM

B.A., Dip. Ed. Grad. Dip. Ed. Admin., M.Ed., MACE, FACEL
College Principal

FROM THE DESK OF THE EXECUTIVE DEPUTY PRINCIPAL

Small changes can make a big difference in adolescent mental health

As we know, there are several lifestyle behaviours that can influence adolescent wellbeing either positively or negatively. Increasingly, we are informed of the trials and difficulties associated with extended screen time and usage. This however is but one factor, and we must not discount the other levers that may be influencing or impacting how a young person feels about themselves and the world around them.

A recently published Australian study tracking in excess of 4,400 high school students from 71 schools across New South Wales, Queensland, and Western Australia, found that over time, improvements in sleep, physical activity, and fruit and vegetable intake, were associated with small yet significant enhancements in adolescent mental health presentation. The opposite was noted in reference to unhealthy or risk associated behaviours like excessive screen time, junk food and sugary drinks consumption, and alcohol or tobacco use.

In summary, the research suggested increases over time in healthy behaviours, correlated with lower psychological distress. Conversely, increases in identified health risk behaviours, were associated with higher levels of psychological distress. Whilst this may come of no surprise to us, the results below may be of interest.

The study found that on average, for students in Years 7 through to Year 10:

- ❖ every one-hour increase in sleep per night was linked to a 9% reduction in psychological distress
- ❖ each added day including 60 minutes of moderate to vigorous physical activity per week, showed a 3% reduction in psychological distress
- ❖ each increase in a daily serve of fruit or vegetables was linked to a 4% reduction in psychological distress
- ❖ each additional hour of screen time was linked to a 2% increase in reported psychological distress
- ❖ each unit increase in sugary drinks or junk food consumption was linked to a 2% increase in reported psychological distress
- ❖ a switch from not drinking alcohol in Year 7 to drinking alcohol in Year 10 was associated with a 17% increase in psychological distress
- ❖ switching from not smoking to smoking, demonstrated a 36% increase in psychological distress, for those participating in the study.

Whilst such studies cannot definitively attest that lifestyle behavioural variations caused the change in distress levels; the longitudinal design of the research did assist in illustrating possible changes in the relationship between the variables over time. In other words, the research shows that healthy lifestyle changes, do not need to be an all or nothing approach. Relatively small alterations in behaviours such as an extra hour of sleep, eating more nutrient rich foods, adding in some physical exercise, and cutting back on screen time, are positively linked to improvements in adolescent mental health and wellbeing.

Some simple self-care inclusions may include:

- ❖ going for a 10-minute walk outdoors
- ❖ unfollowing any social media accounts that make you feel bad about yourself
- ❖ using a meditation app for 5 minutes a day
- ❖ enjoying some time out to listen to music, watch a tv show or movie
- ❖ doing something creative – cooking, drawing, writing, designing, etc.
- ❖ going to bed earlier

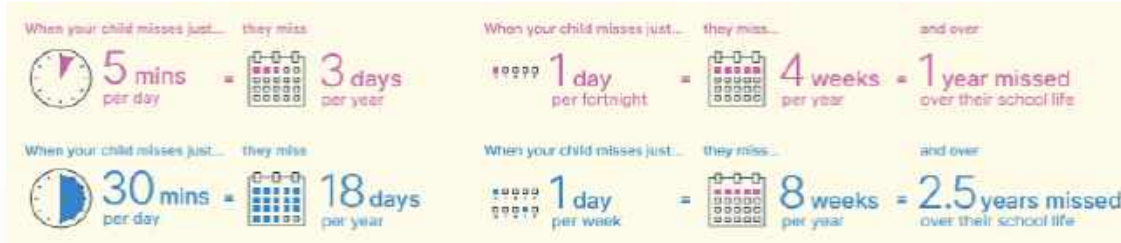
Such lifestyle changes can support improved adolescent mental health however, in some cases, additional and more specialised support may be required. Students at SMC are strongly encouraged to access the numerous supportive measures and resources available to them at the College. They are encouraged to reach out to staff, their peers and family members who are all willing and able to walk alongside them in order to access the assistance they need.

Miss P Di Maria
Executive Deputy Principal

The Importance of School Attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day. Attending and participating in school will help your child develop important skills and knowledge to help them learn, and further develop their social and emotional skills such as good communication, resilience, and teamwork.

There is no safe number of days for missing school – each day a student misses puts them behind and can affect their educational outcomes and their social connectedness. The best thing you can do is support your child to get to school every day.



A positive attitude towards school, healthy habits and routines, and parental involvement can support your child's regular school attendance and prevent chronic absence patterns.

Establish positive habits to promote attendance

- ◆ Set good bedtime and morning routines to make the process of getting to school smoother for everyone. Try to prepare as much as possible the night before, e.g. school uniform, school bag packed.
- ◆ Ensure your child gets enough sleep and exercise to support their physical and mental health.
- ◆ Talk positively about the importance of school attendance with your child. Explain that it is an important part of growing up, a legal obligation and that you expect them to attend every day.
- ◆ Show an interest in your child's school and become involved where possible. Read Principal's Bulletin and Monican publications, be familiar with your child's progress by checking PAM regularly and know about upcoming College events. Talk about school activities in a positive manner with your child.
- ◆ Discuss any changes to usual routines in advance with your child, such as alternative drop-off and pick-up arrangements, to ensure clarity and minimise anxiety.

Changes in your child's attitude towards school

We all have those days when it is just too hard to get up and feel motivated to go to work or school, but if this occurs regularly, it may be a sign that your child needs support. Early intervention is vital to address physical, emotional or social reasons for school avoidance before it progresses to chronic absence problems and on to school refusal.

Signs of school avoidance to look out for may include:

- ◆ Feeling sick before school, e.g. waking up with a headache, stomach-ache or sore throat
- ◆ Tearfulness, clinginess and dawdling before school – struggling to get out of bed, leave the house or get out of the car
- ◆ Complaints about attending school and reluctance to talk about school
- ◆ Missing classes and being late for class.

What can you do when you see the signs?

- ◆ Work with your child to understand what is happening and so that they feel supported and empowered. Listen with compassion but be consistent in expectations.
- ◆ Speak with your child's teacher(s) about your concerns.
- ◆ Consider taking your child to the GP to rule out or address any physical or emotional health problems.
- ◆ Attend school meetings with your child to develop strategies to support increased attendance.

St Monica's College will remain consistent with our expectations of students to arrive on College grounds by 8:50am each morning, ensuring students have time to collect their books and required resources prior to the commencement of classes. This is an important step in the routine of each day and allows for students to be ready to learn when classes begin.

In the event students are absent, parents/guardians must notify the College via PAM or by calling campus reception on the morning of any absence.

The staff of St Monica's College pay attention to attendance as it is an important predictor in positive student outcomes. We work closely with students and families to support them where school attendance improvement is required.

Ms A Xerri
Campus Director DRC

Miss N Meade
Campus Director DSC

THIS MONTH IN *Mission*

2024

9 July	Alumni Archives Committee Meeting
15 July	Staff Spirituality Day
18 July	DRC Be More Meeting
19 July	DSC Be More Meeting
22 July	Community Service Oxa Care Program
22 July	Junior Council Meeting
23 July	St Peter's Literacy Program
24 July	Mission Team Meeting
25 July	DRC Be More Meeting
26 July	DSC Be More Meeting
26 July	Junior Council Training Day at Ostia
29 July	Community Service Oxa Care Program
30 July	College Assembly
30 July	DSC Student Archives Committee Meeting
31 July	Spirituality Seminar

Student early departure from the College

Parents and guardians are reminded that timely delivery of messages and/or personal items is not always possible due to constant student movement across both campuses.

If a student needs to leave school early, it is expected that the following process is followed by parents/guardians/students:

- Students **MUST** present to Campus Reception if they enter the College after 9.00 am or leave the College prior to 3.25 pm
- Parents can enter an early leave pass on PAM (Parent Access Module) for the time the student is required to leave and the reason. This option is open daily until 9.00 am and can be entered up to 5 days in advance.

In the event this cannot happen,

- Parents must send a signed note with the student, advising what time they need to leave and the reason for the early departure. This note needs to be signed by Year Level Leader during Homeroom. When leaving school this note must be presented to Campus Reception and the student must sign out using the Kiosk.
- In the event there is an unplanned early departure, parents must call the College to advise student's name and time they are required to leave.

We remind parents and guardians that Campus Reception cannot page a student during class time and that it can take up to 50 minutes to collect a student.

Parents and guardians who arrive unexpectedly, requesting to collect their child for an urgent appointment, may face a delay. Please ensure you allow sufficient time prior to the appointment.

We would also like to take this opportunity to remind parents and guardians that students involved in offsite activities (excursions, sport, etc.) are expected to return to the College for dismissal.



COMING SOON ~ JULY AND AUGUST 2024

Open days are a fantastic opportunity to experience uni life and explore the campus facilities and what they have on offer.

- | | |
|------------------|--|
| 28 July | <u>Swinburne University (Hawthorn)</u> |
| 4 August | <u>La Trobe</u> ; <u>Monash (Clayton)</u> and <u>RMIT (Bundoora)</u> |
| 11 August | <u>ACU</u> and <u>RMIT (City and Brunswick)</u> |
| 18 August | <u>Melbourne Uni</u> and <u>Vic Uni (Footscray and Sunshine)</u> |
| 25 August | <u>Deakin</u> and <u>Vic Uni (City)</u> |

For more information on each uni, please check their website!



SUBJECT EXPO

Thursday, 1 August

THE ANNUAL SUBJECT EXPO FOR PARENTS AND STUDENTS OF YEAR 9 AND 10 WILL BE HELD ON THURSDAY, 1 AUGUST. THIS EVENT WILL TAKE PLACE IN THE BUILDING OF THE SACRED HEART, DAVISSON STREET CAMPUS, COMMENCING AT 4.00PM AND WILL CONCLUDE AT 7.00PM.

THERE ARE NO FORMAL PRESENTATIONS ON THE EVENING, INSTEAD THIS EXPO PROVIDES FAMILIES WITH THE OPPORTUNITY TO VISIT SUBJECT DISPLAYS AND ASK QUESTIONS OF KEY PERSONNEL ON ISSUES RELATING TO SUBJECT SELECTION FOR YEAR 10 & VCE. EACH FACULTY WILL HAVE A SEPARATE DISPLAY STAFFED BY THE FACULTY LEADER AND RELEVANT TEACHERS. STAFF FROM CAREERS, VCE MANAGEMENT AND DEVELOPMENT, VOCATIONAL MAJOR, VET AND EDUCATIONAL SUPPORT WILL ALSO BE AVAILABLE FOR YOU TO CONSULT.

APPROXIMATELY 60 MINUTES IS SUFFICIENT FOR FAMILIES TO RECEIVE THE GUIDANCE AND INFORMATION REQUIRED.

Parent/Teacher Conferences Years 7 – 12

Parent/Teacher Conferences for Years 7 – 12 will be held on Wednesday, 7 August and Tuesday, 13 August from 2.30 pm – 8.00 pm.

All Year 7-12 Conferences will be held online via PAM using MS Teams video conferencing. Using PAM (Parent Access Module), you will be able to book the conference times that suit you best from any internet-connected device. Access to the booking system is available from 9.00 am Monday, 29 July 2024.



To facilitate setup for the conferences all students will be dismissed at 12.55 pm on both days.



Welcome to Term 3

A warm welcome to Term 3. We would like to start by thanking our families for their continued support in meeting their financial obligations over the past two terms. At St Monica's College, we pride ourselves in being a leader of Catholic Education in the northern suburbs. We aim to be more than a school, but to be an Educational Enterprise, and this starts with our valued families and our loving community.

Re-Enrolment is around the corner for you to confirm your child/children's place at St Monica's College in 2025. More information will be provided in time.

We are looking forward to seeing how we can assist you in meeting your fee commitments in Term 3.

July Statements

Tuition Fee Account Statements were emailed to all families on Tuesday, 9 July and posted on the 10 July.

This is a friendly reminder that if you are not on a school administered payment plan, your third quarterly instalment is due 26 July, 2024.

If you have not received a copy of your tuition statement, here are some tips to correct the issue:

- ❖ Check your spam/junk folder: Often legitimate emails end up getting incorrectly marked as spam. Check these folders and ensure you mark emails from St Monica's College as "not junk" or whitelist the email address to prevent from happening again.
- ❖ Check your email storage: If your inbox is reaching capacity, it can prevent you from receiving new emails. Be sure to review your inbox often and delete unnecessary emails. You may also wish to consider increasing your storage limit.
- ❖ Review any email filters in place: Check to see if you have any filters in place that may be incorrectly diverting or deleting emails.
- ❖ Verify your contact details: Contact the Fees Office to see which email address we are sending your statements to. Our system is limited and generally only sends your monthly statement to the primary debtor on the account, we can update/override this email address as requested.

Additional Charges invoices/statements were emailed to relevant families on Monday, 28 June. Extra-curricular activities do not appear on your Tuition Account Statement, these charges are billed via a separate Tax Invoice as and when they fall due, whereby different terms and conditions apply.

Tips to Stay on top of your School Fees

Staying on top of Tuition fees is essential to ensure a smooth academic journey, it can however feel daunting at times.

Please find some tips & tricks to making this journey as seamless as possible:

- ❖ Sign up for a school administered payment plan: Your payment plan will be opted into for future years until your child graduates and fees are finalised. You have the choice to sign up for a quarterly, monthly, fortnightly, or weekly plan. You can opt out of a payment plan at any time.
- ❖ Make note of Deadlines: Tuition Fees payments are due and payable in four equal instalments by the second week of each term. Should you opt to pay more frequent instalments, this is welcome. Note, if you have not paid a second instalment on your tuition fees account, this is now considered overdue.
- ❖ Keep up to date: Most correspondence is sent via email so please ensure that you check your email regularly for communication as well as the latest Principal's Bulletins

Most importantly the Fees office is here to assist you in any way we can, please do not hesitate to reach out to talk to one of our knowledgeable staff.

Welcome to the LIBRARY



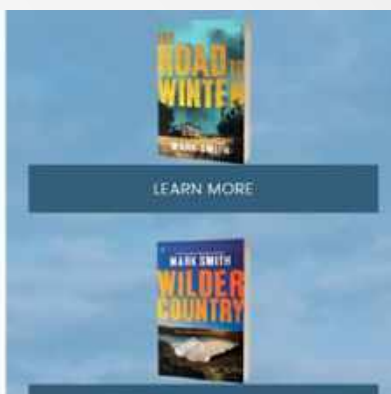
Mark Smith, Special Author visit to SJOL

Mark Smith, author of the dystopian series beginning with 'The Road to Winter', visited SJQ Library on the 20 June.

He told stories about his own journey after a fatal accident and his road to recovery. He also shared with students about his writing journey and his road to publication.

Students were enthralled and asked Mark some insightful questions. It was a highlight for everyone involved.

Mrs B. Hiho
Library Services Faculty Leader



Induction of new Library Monitors Term 2, 2024

It has been extremely pleasing to see our group of Library Monitors in the PCL continue to grow. This term we added another 7 students to our group and enquiries have been received again by several other students, wishing to commence training in Term 3.

Our Junior Library is so fortunate to have a wonderful team of dedicated and reliable students to come and assist our Library staff in the PCL.

On Tuesday, 25 June, we came together to present Library Monitor pins to our newest team members. Certificates were also presented to two Monitors whose attendance went above and beyond expectations. Congratulations to Evana and Marcus!





St Monica's College, Epping

Enrol Now for Year 7, 2026

Dear Parents/Guardians & Carers,

Applications for **Grade 5 students starting Year 7 in 2026** are now open and will close on **Friday, 16 August 2024**.

Application for enrolment is available on the St Monica's College Website: www.stmonicas-epping.com/apply. Click on the apply button to complete your online form and submit with documentation required.

If you would like to attend a school tour, please visit our website to make a booking.

For enquiries, please contact the College Registrar, Mrs Lina Sirianni on 9409 8800 or email registrar@stmonicas-epping.com.



Sustainability News

This month we sent a massive amount of batteries for recycling.

Recycling batteries is crucial for several environmental, economic, and health reasons. Here is why we should recycle batteries:

1.Environmental Protection

Preventing Pollution

- ◆ **Toxic Chemicals:** Batteries contain heavy metals and toxic chemicals like lead, mercury, and cadmium. If disposed of improperly, these substances can leak into the soil and water, causing environmental pollution.
- ◆ **Resource Preservation:** Many batteries contain valuable materials such as lithium, cobalt, and nickel. Recycling helps recover these materials, reducing the need for mining and the associated environmental impacts.

Reducing Waste

- ◆ **Landfill Reduction:** Batteries contribute to electronic waste (e-waste). Recycling helps keep these hazardous materials out of landfills, reducing the volume of waste and preventing land pollution.
- ◆ **Conservation:** By recycling, we conserve natural resources and reduce the energy required to produce new batteries from raw materials.

2. Economic Benefits

Cost Efficiency

- ◆ **Raw Material Recovery:** Recycled batteries provide a source of valuable metals. This can be more cost-effective than extracting new materials from the earth.
- ◆ **Manufacturing Savings:** Using recycled materials often requires less energy than producing new materials, leading to cost savings in manufacturing.

Job Creation

- ◆ **Recycling Industry:** The recycling industry creates jobs in collection, processing, and management, contributing to the economy.

3. Health and Safety

Preventing Exposure

- ◆ **Toxic Exposure:** Improper disposal of batteries can result in toxic substances contaminating the air, water, and soil, posing health risks to humans and wildlife.
- ◆ **Safe Handling:** Recycling facilities are equipped to handle hazardous materials safely, reducing the risk of exposure and accidents.

Fire Prevention

- ◆ **Risk Reduction:** Batteries, especially lithium-ion, can cause fires if damaged or improperly disposed of. Recycling reduces the risk of fires in waste facilities and landfills.

How to Recycle Batteries

- ◆ **Drop-off Locations:** Use designated battery recycling drop-off points, in the libraries on Dalton Road or Davisson St Campus.

Mr M Gowers
Faculty Leader Technology and Engineering



The Debaters Association of Victoria — Competition



The fourth round of The Debaters Association of Victoria Schools Debating competition for 2024 continued at Loyola College on Monday, 17 June. The results were:

A Grade

Topic: *That it should be compulsory for all university students to complete at least 3 months of full time unpaid placement.*

SMC 1 affirmative 224 lost to Ivanhoe Grammar 2 negative 226

C Grade

Topic: *The Australian government should make homework optional in schools.*

SMC 1 negative 225 lost to Ivanhoe Grammar 2 positive 227

D Grade

Topic: *That Australian elections should be conducted online.*

SMC 1 negative 226 defeated Mill Park Secondary College 1 affirmative 225 (Best speaker Gracie Registro)

We thank all students for their time and effort in preparing for their debates and for the high quality of their debating skills.

Next round of debating is scheduled for Monday, 29 July.

Plain English Speaking Awards

Well done to Anika Nicholapillai on her performance in the semi-final of the Plain English Speaking Awards semi-final held on Friday, 21 June. The award is conducted by the Victorian Curriculum Assessment Authority.

Anika has been selected to represent the college in the state final of this event to be held at the Wheeler Centre, in Melbourne. A wonderful achievement!



IMPORTANT DATES – TERM 3

August

- 1 – Subject Expo
- 7 – Parent Teacher Conferences
- 13 – Parent Teacher Conferences
- 14 – Teaching and Learning Day (Student Free)
- 30 – St Monica's Day

September

- 2 – Principal's Cup for Song
- 20 – End of Term 3

REMINDER

LOST PROPERTY

Please make sure that all your child's belongings (Uniform, Books and Stationery, Lunch Boxes, Drink Bottles etc), are clearly labelled with your child's name.

Labelled Property can be easily returned to its owner.

Mathematical Steps: GAIT Analysis is a fun Science Experiment



The 7 HORIZONS Mathematics students started their STEM learning by measuring steps and strides with rulers and timers, using spreadsheets and calculators to automate speed and kinetic energy calculations. They identified errors in their methods and decided to use digital systems for accuracy. By programming a Lego Spike Prime pedometer, they visualized acceleration and energy expenditure. However, they realized the importance of accurate step length for precise data. Mr Pawley and his students embarked on GAIT analysis to achieve more precise measurements.

GAIT analysis is a method used to study the patterns of human walking or gait. This technique can be applied for a variety of reasons, such as medical diagnostics, rehabilitation, enhancing sports performance, and conducting biomechanical research. In this instance, the students utilized this experiment to trace their steps and accurately determine each student's step length. Moreover, GAIT analysis also yielded results on force distribution, symmetry analysis, and postural control during walking. Guided by Mr Pawley, the students engaged in critical thinking about the mechanics of human walking and how GAIT analysis could uncover information beneficial for biomechanical research, sports performance improvement, or medical diagnostics.

Stay tuned to read the concluding article of the 7 HORIZONS STEM-Mathematics project, where students conducted experiments with their Pedometer and answered questions that necessitated mathematical reasoning and thought processes.

Mr S Bagh
Senior Teacher (Future Technologies, STEM Education)



Stellar Performance by SMC_DJ24 in the 2024 UNSW ProgComp National Programming Competition

SMC_DJ24
St Monica's College Vic

Senior Competition

Task 3: Waypoint Indexer

The competition finishes in 1 hour, 6 minutes and 30 seconds

Description (teamtask/70/description) Assessment (teamtask/70/assessment)

Task Level: Intermediate, Moderate

Difficulty: 3.0

A GPS navigator is a device that shows the user's current location and allows them to record their position every few tens of metres as a track, and to mark individual features as waypoints as they are visited. Existing tracks and waypoints can be preloaded as well.



After returning, the user can download the data, tidy up the waypoint descriptions, write up a journal or whatever. One handy tool in writing walking guides is a waypoint indexer, which lists all the waypoints that lie on or close to the track, in order of distance from the start.

The 2024 edition of the ProgComp, a prestigious national problem-solving and programming competition, witnessed an impressive participation of over 239 teams from 49 elite schools across Australia. The competition challenged each team to solve and program seven computationally complex mathematical problems within a stringent two-hour limit. The top-performing team earns an invitation to the final rounds at the University of New South Wales (UNSW), with the winning team receiving scholarships to pursue a Computer Science Degree at this institution.

Representing St Monica's College (SMC) was the dynamic team SMC_DJ24, also known as **Diamond Jubilation**. The team comprised of Matthew James, a proficient Python Programmer, and Mathematics wizards, Liam Gambin and Justin Taturan. Each member brought a unique skill set to the table, demonstrating the transferability of skills across disciplines and the importance of critical thinking in the future. Their collaborative approach, fuelled by their passion and diverse skill sets, was instrumental in their success, enabling them to tackle challenging problems from various perspectives.

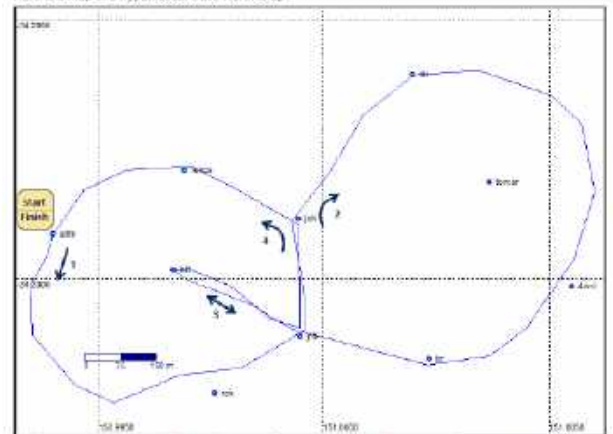
Competing against the nation's top schools, SMC_DJ24 not only achieved a **distinction** but also secured an impressive overall ranking of 19 out of 239 teams, marking SMC's best-ever performance. Furthermore, SMC_DJ24 clinched the 3rd position in the Victorian Schools Senior Category, surpassing their previous performance from 2023 and finishing among the top three in Victoria.

The team's unwavering dedication to problem-solving was evident in their commitment to tackling challenging problems during their recess and lunch breaks in Terms 1 and 2. SMC extends its heartfelt congratulations to team SMC_DJ24 for their remarkable achievement. As we bid farewell to this dedicated team that has been a part of the Co-Curricular (DSC Problems Solvers) for the past four years, their legacy of excellence and teamwork continues to inspire us all.

Mr S Bagh
Senior Teacher (Future Technologies, STEM Education)



Here is a map of a hypothetical walk. North is up.



The numbers on the left are degrees of latitude, at the bottom are degrees of longitude. (Numbered arrows are just to help you visually trace the route, the data is self-sufficient without them.) The walk starts at the gate and proceeds anticlockwise, follows the common track between junctions jn5 and jn11, then continues clockwise around the right-hand loop, diverts up to the hill summit and back, then anticlockwise again to the gate.

If you follow the path you'll be able to list the waypoints as they are encountered, with a calculated distance from the start. Some are visited more than once, such as jn5 (3 times). (Waypoints such as rck, tower or dwd are more than 30m from the track and are not listed, they will have been preloaded to help with navigation)

The data that describes the walk is shown below. It's a very simple CSV-based format supported by the GPS TrackMaker application that generates the maps shown here. You only consider lines beginning w_ (waypoints, in no particular order), and then t_ (track points, in order of travel). You will need to remember the name, description and coordinates of each waypoint, and just the coordinates of each track point.

STEM

SCIENCE | TECHNOLOGY | ENGINEERING | MATHEMATICS

Exploring Solar Activity and Sustainable Design in Year 9 STEM

Year 9 STEM education provides students with an immersive exploration of solar activity, sustainable design principles, and cutting-edge technologies. Recent lessons have focused on solar radiation, renewable energy applications, and the potential for designing environmentally friendly homes and habitats for future space settlements.



Exploration through Virtual Reality: In innovative classroom sessions, students use VR sets to explore celestial bodies like the Sun and Mars. This virtual experience allows them to study surface features and atmospheric conditions, enhancing their understanding before real-world observations.

Hands-On Observations: Recently, students utilized telescopes equipped with specialized filters to photograph the Sun and Moon. Timed strategically, this activity preceded the appearance of the Aurora Australis by two days, providing a context-rich learning experience on solar phenomena and their influence on Earth's atmosphere. Students observed sunspots and magnetic regions on the Sun's surface coinciding with solar flares, releasing solar radiation into space.

Designing Sustainable Environments and Harnessing Solar Energy: Practical applications involve optimising homes and habitats for solar energy efficiency. Projects integrate solar panels into architectural designs, consider factors such as orientation, efficiency, and energy storage. This prepares students to contribute to eco-conscious living on Earth and in future Moon and Mars missions. Students explore the conversion of solar radiation into electricity using photovoltaic cells, gaining hands-on experience crucial for sustainable energy production.

Future-Ready Skills: By integrating theoretical knowledge with practical applications, Year 9 STEM education equips students with critical skills in problem-solving, collaboration, and innovation. They are prepared for careers in fields such as renewable energy, environmental science, and space exploration, inspiring them to develop sustainable solutions for global challenges.

Year 9 STEM education empowers students to explore the dynamic relationship between solar activity, sustainable design, and technological innovation. Through immersive learning experiences and practical projects, students are motivated to become future leaders in creating a more sustainable and technologically advanced society.

Mr S Kalantzis
Senior STEM Educator



BECOME A HOST IN 2025

SATURDAY, 15 - FRIDAY, 28 MARCH



JAPANESE HOMESTAY PROGRAM

ST MONICA'S COLLEGE, EPPING IS EXCITED TO PRESENT THE 2025 JAPANESE HOMESTAY PROGRAM. AFTER A SUCCESSFUL 2024 PROGRAM WE INVITE YOU TO REGISTER INTEREST TO BE PART OF THIS INCREDIBLE EDUCATIONAL EXPERIENCE.

HOSTING A JAPANESE STUDENT IS OPEN TO ANY MONICAN STUDENT. STUDYING JAPANESE IS NOT A REQUIREMENT.

HOST STUDENTS WILL BE GIVEN PRIORITY TO TRAVEL IF THEY WISH.

INFORMATION EVENING

TUESDAY,
3 SEPTEMBER
7:00 PM

PLACES ARE STRICTLY LIMITED.
RSVP IS ESSENTIAL,
CONTACT MRS ENZA SINOPOLI
(E.SINOPOLI@STMONICAS-EPPING.COM)
NO LATER THAN
2 SEPTEMBER





Year 7 Premier League Competition Semi Final Results

Boys Basketball vs Salesian: 43-37
Girls Basketball vs St Francis: 72-33
Girls Volleyball vs Caroline Springs: 1-2
Boys Football vs CRC NK: 9-1
Girls Football vs Marymede: 3.3.21 - 5.7.37



Year 7 Premier League Competition Grand Final Results

Boys Basketball vs Marymede: 57-39
Girls Basketball vs Marymede: 36-29
Boys Football vs Salesian: 1-0
Girls Football vs Caroline Springs: 4-0

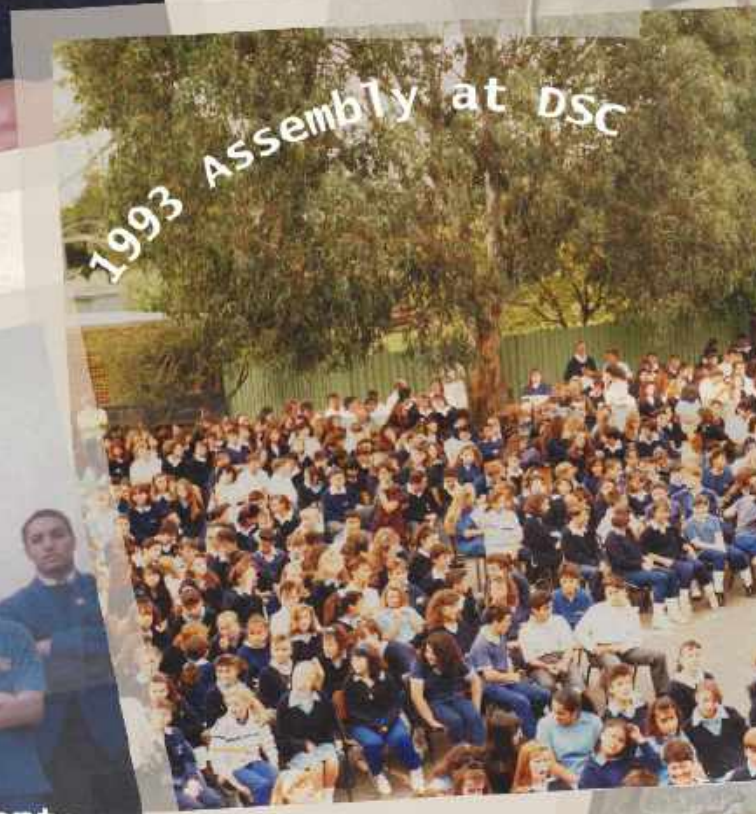


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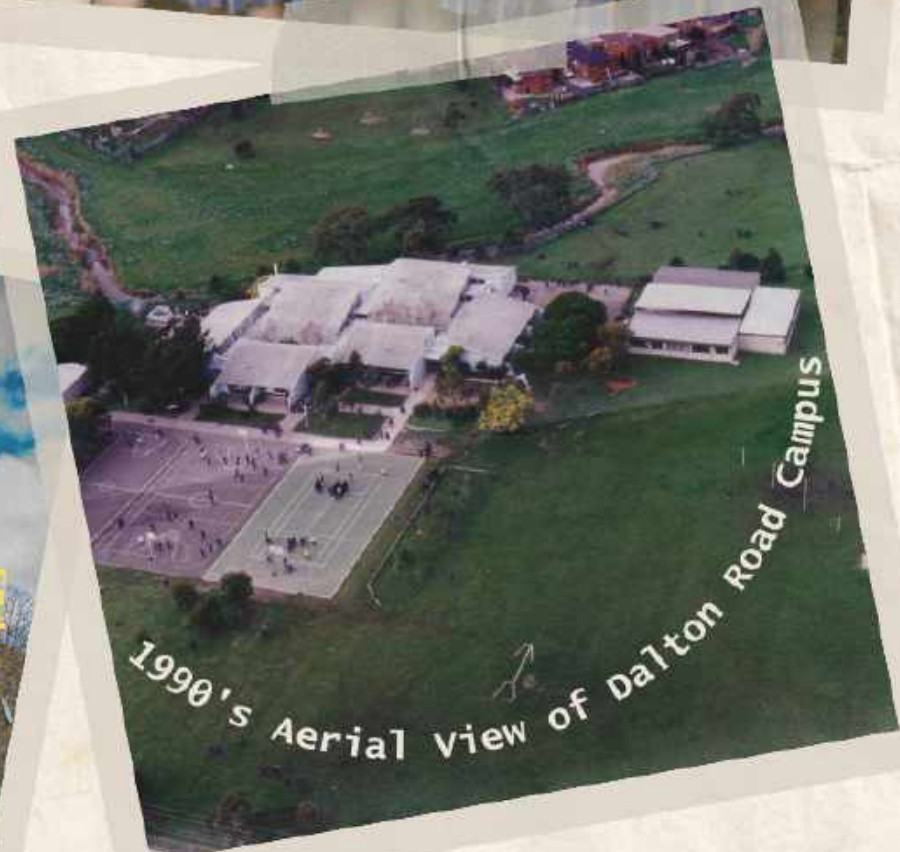
OF THE PAST



1990's MS Stolz and Community Service students



Strain Creek Campus



1990's Aerial View of Dalton Road Campus

Congratulations from Artvo Melbourne

To whom it may concern,

We are delighted to share the exciting news that Kabir Sidhu has been selected as the winner of the Artvo competition for May 2024.

In recognition of his stunning photographs, we will be sending a \$200 gift card to you, which we kindly ask you to pass on to Kabir. His hard work and creativity truly stood out.

Thank you once again for attending Artvo, and please extend our congratulations to Kabir for his remarkable work. We hope he continues to pursue his passion with the same dedication and talent.

Kind regards,

Team Artvo



MARVELLOUS MONICAN



Dean Wu (11 Blue) is a respected student who demonstrates a commitment to hard work and dedication in all aspects of his studies, co-curricular participation and community involvement.

Dean is known to be always polite, respectful and is commended for the manner in which he presents himself as a Monican. He is a role model for younger students in both his actions and genuine care for others.

Dean is passionate about music and has been playing clarinet and saxophone in the College music program since commencing his studies as a Year 7 student. He currently contributes as a senior member of the Concert Band, Stage Band, Wind Ensemble and Jazz Combo. Dean recently had a key role as a musician in the College production of "Hairspray", playing the saxophone part in the production band. In addition to this, Dean has developed an extensive solo repertoire. He has participated in external music competitions and is currently working towards the completion of his VET Music Industry Certificate.

Dean is also passionate about chess. His most recent achievements include winning the Year 11 Award at the 2024 Principal's Shield for Chess, winning five matches at the recent Zonal Tournament at St Leonard's College, and qualifying for the State Secondary Chess Finals later in the year.

Dean is congratulated for his commitment to all areas of the College community and his studies. He exhibits true Monican values and is the perfect candidate to be a Marvellous Monican.

B.E. Hanley OAM
College Principal



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