



SMC

PRAY AND PERSEVERE

The Monican

ST MONICA'S COLLEGE, EPPING

FAITH 

Volume 36 Number 2 MAY 2026



ANZAC DAY SERVICE

The Monican

ST MONICA'S COLLEGE, EPPING

MISSION STATEMENT

St Monica's College, Epping is a Catholic secondary coeducational faith community of welcome. The school values the unique sacredness, personhood and wellbeing of all students, staff and parents and is committed to serving the young people of the northern suburbs of Melbourne.

We promote the truths of Jesus Christ and the Gospels through the values of compassion, forgiveness, humility, generosity, peace and love of neighbour. Through prayer and perseverance, we nurture genuine and harmonious relationships.

Our contemporary curriculum and pedagogical approach is global in perspective and aims to inspire lifelong learning. We seek to stimulate and develop learning through critical and creative thought, whilst always being respectful of individual abilities and learning styles. We support each Monican to reach their full potential with dignity and confidence.

Student-centred educational programs and extra-curricular offerings foster respect of self, others and all creation. The College provides extensive well-maintained facilities, resources and technologies which reflect an ongoing commitment to excellence and innovation.

St Monica's College, Epping is enriched by and celebrates our cultural diversity and our Good Samaritan Benedictine heritage. We endeavour to empower Monicans to flourish and contribute positively to Australia and the world, now and in the future. We proclaim, 'Once a Monican, always a Monican'.

OUR STRATEGIC INTENT

St Monica's College is a School of Educational Enterprise. The College is committed to adopting international perspectives focussing on global citizenship and social justice for all. There is an ongoing commitment to the development of programs and facilities including a Trade Skills Centre. The College aims to be a leader in innovation, the use of Information and Communication Technology, with state of the art resources and encouraging digital leadership. The College will continue to expand the repertoire of effective teaching practices and use of data, in order to strengthen curriculum pathways and achievement. Contemporary learning opportunities will be provided for all community members, including students, staff and parents.

EDITORIAL TEAM

Principal Mr Brian Hanley OAM
Corina Ragona

COVER

ANZAC Day Service

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PRINCIPAL

▶ **Brian Hanley OAM** | *College Principal*

As the College community moves forward into the second term, so too shall we move forward with more prayer, consideration and discussion on the College Theme for 2026 'Faith'. This beautiful theme was introduced with the phrase that, 'Faith can move mountains' should it be strong enough, and equally we reflected on the fact that from small things big things can and do grow. The same with faith.

Our thoughts have been centred on faith in God, faith in goodness as lived as a Monican, and faith in oneself. We shall pursue these thoughts to a deeper level between now and the end of semester one.

It is with great joy and a sense of relief to be honest that I inform Monicans that work has commenced on the MacKillop Centre in Coulstock Street adjacent to our Davison Street Campus. This centre will be the home of Year 12 for their general subjects. All necessary documentation has been made ready and approved, Murwell Constructions company has been appointed as our builders, and actual reconstruction internally has commenced, progressing at the required rate to see completion in October 2026.

This is indeed a very exciting and necessary project for the future of the College. Somehow, we always seem blest by the Holy Spirit when opportunities present themselves that facilitate our dreams and needs. Examples are multiple but I list the availability of the nursing home soon to be the MacKillop Centre, the chance to create St Stephen/Gaudete Campus with the amalgamation of schools in Reservoir parish, a fortuitous discovery one day of a beautiful property in Strath Creek (now Ostia), Monica's Cottages adjacent to the Dalton Road Campus, even back to the early 1990s when the Sisters of the Good Samaritan withdrew from Epping and their convent became available to be used by SMC. There are numerous other Holy Spirit events in our history.

The title School of Educational Enterprise has gone into the identity of our College throughout several decades now. Our enrolment has increased because of our reputation, increases in neighboring suburbs, campaigns to attract students, alumni loyalty, a committed staff, and consistency in approach to management of the College.

Consciously and with enthusiasm we have based our development over the past 30+ years on our Mission Statements and on our Strategic Plans, 'Towards the Future'. Both documents remain as our compass and commitment to service today. Planning has been important, evaluation too along with the readiness to change or alter, introduce or abandon, embrace or take risk, prudent financing, and the living out of the College motto, 'Pray and Persevere'.

I believe that our College has always been led and support generated through the energy of being forever young in what we do and how we think. Indeed, we value and honor our traditions and history, we stand on the shoulders of our founders and those Monicans who have gone before us today, and our faith in God, adherence to his Church on earth, and our Benedictine values. Everlasting positivity has brought SMC to where it stands in 2026. Most importantly though, we are young orientated always so as to remain contemporary and modern.

The people of the northern suburbs have always trusted this school to educate their children well. The immense support

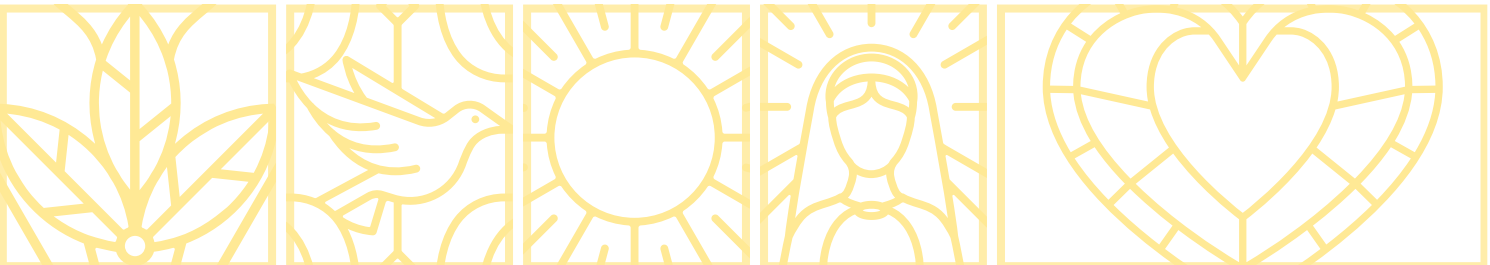


we have received from local clergy and their parishioners has been extraordinary, the Catholic Primary Schools have stood shoulder to shoulder with SMC, and respect for each individual Monican has been fundamental in ensuring that no child ought to be left behind.

This school is always aware of financial demands, and we work hard to remain accessible to as many families as we responsibly can. Our resources are well cared for, and they are functional, safe and numerous. Our curriculum is designed to meet the educational needs of all students with all intellectual capacities, our campuses are quite beautiful with gardens, art and facilities that students appreciate. Our impressive student/staff ratios reflect our commitment to providing the best educational provision.

For these and many other reasons, our retention rates are high, enrolments are such that waiting lists exist at most year levels, we are rewarded with prizes and recognition across a broad range of areas, our co-curricular life flourishes, and we happily state that the world is bigger than Epping whereby Monicans aspire to take their place in society with this confident attitude as they enter adulthood.

Faith inspires hope, offering reassurance and stability, despite any moments of darkness and doubt. Monicans pray and persevere.





EXECUTIVE DEPUTY PRINCIPAL

▶ **Paula Di Maria** | *Executive Deputy Principal*



Educating in Relationship: A Vision for Respect, Dignity and Engagement

Within Melbourne Archdiocese Catholic Schools, education is understood as a relational, dialogical and hope filled endeavour. At St Monica's College, Epping, we are committed to forming young people through meaningful relationships that honour the dignity of every person and reflect the Gospel call to justice, compassion and mutual responsibility. In doing so, we actively embrace the principles articulated in the MACS *Vision for Engagement*, which places relationships, voice and participation at the heart of Catholic schooling.

Education extends well beyond academic achievement. Schools are places of encounter where students develop their sense of self, learn to engage respectfully with others, and grow in resilience, wellbeing and social responsibility. For young people, school communities are formative spaces where attitudes, values and expectations are shaped over time. As a Catholic school, we understand this as a shared mission. It is one that calls us to model and nurture right relationships grounded in respect, dignity and care for the common good.

Contemporary research affirms what the Church has long proclaimed: cultures that foster respect, equality and non violence are more likely to promote human flourishing. Schools, particularly those guided by a strong moral and ethical vision, have a unique capacity to contribute to this cultural formation. In alignment with the *Vision for Engagement*, we at St Monica's College understand education as a partnership between students, staff, families and the wider community, where each voice matters and each person has a role in shaping a safe and respectful environment.

Within the Australian context, family, domestic and gender based violence remains a significant social issue, disproportionately affecting women and children. Preventive education that is values based, developmentally responsive and sustained is essential. Catholic schools are well placed to engage students in conversations that foster understanding of respectful relationships, personal boundaries, consent and accountability, always within a framework that upholds the dignity of the human person and the sanctity of positive relationships.

At St Monica's College, respectful relationships education is embedded in our culture rather than solely confined to individual programs. In keeping with the principles of engagement, subsidiarity and shared responsibility, we work to ensure that students are active participants in their learning and in the life of the school. According to students' developmental stages, we commit to practices that:

- affirm each student as a valued and respected member of the community
- promote equality, compassion and mutual respect in all relationships
- maintain high expectations for behaviour that reflects Gospel values

- explicitly teach and model positive conduct and relational responsibility
- provide opportunities for student voice, reflection and dialogue
- embed shared values into daily practices and school routines
- utilise restorative approaches that emphasise relationship repair, empathy and accountability
- deliver Pastoral Care programs grounded in social and emotional learning
- engage external partners to support the understanding of consent, digital citizenship and online safety
- ensure students can access trusted adults through safe, respectful and non judgemental processes
- provide integrated wellbeing, academic and spiritual supports.

These practices reflect the *Vision for Engagement* principle that strong relationships are foundational to learning and wellbeing. When students feel heard, known and valued, they are more likely to engage deeply, act responsibly and contribute positively to their community.

Looking forward, St Monica's College remains committed to deepening curriculum and pastoral learning that explores gender equality, respectful relationships and non violence in ways that are faithful to Catholic teaching and responsive to contemporary realities. Students are invited to encounter these themes across learning areas and community experiences, enabling them to develop moral discernment, agency and a strong sense of social responsibility.

Families are central partners in this work. In the spirit of engagement and shared mission, parents and carers play a primary role in shaping the attitudes and understandings that young people bring to school. Addressing gender stereotypes and modelling respectful relationships within the home strengthens the consistent messages students receive across their worlds. When families and schools work together, the formation of young people is enriched and sustained.

Public conversations across Australia regarding respect, equality and violence remind us that cultural change is ongoing and requires collective commitment. Catholic schools are called to be communities of dialogue, hope and action. We are called to be places where courageous conversations occur, where dignity is upheld, and where young people are equipped to contribute to a more just and compassionate society.

As we continue to live out this shared vision, I extend my best wishes to all Monican students and families, for a faith filled Term 2. May it be a time of growth through relationship and encounter, and may respect continue to be modelled, nurtured and strengthened in all aspects of our community life.



ASSISTANT PRINCIPAL – DALTON ROAD CAMPUS DIRECTOR

► **Alicia Xerri** | *Assistant Principal – Dalton Road Campus Director*

As we commence a new term, we reflect with appreciation on the achievements, growth, and rich experiences that have defined the months behind us. Anchored in our College theme of *Faith*, we have approached the year with a strong commitment to high standards across all aspects of school life, encouraging each student to engage fully and strive for their personal best.

A particularly warm welcome goes to our Year 7 students, who have approached their first term of secondary school with enthusiasm and openness. Starting at a new school is a significant step, and it has been pleasing to see how quickly they have settled in – forming friendships, engaging in their classes and becoming part of the College community. They have made a great start.

The beginning of a new term brings with it fresh opportunities for learning, connection, and discovery. It is encouraging to see that Term 2 has begun with a clear sense of purpose and a positive, focused tone across the Dalton Road Campus.

Perseverance is a key value of a Monican education. I commend all Dalton Road and St Stephen/Gaudete students who have

embraced the opportunities of a new year, demonstrating commitment, a positive attitude, and diligence in their studies as they work towards excellence in their learning.

We also recognise the importance of fostering a strong connection, and empathy within our community. This term, I encourage our students to come together to support one another through acts of kindness, friendship, and inclusivity.

During Term 1, we were pleased to welcome many families to events such as Grandparents Morning Tea, Morning at St Monica's, and the Year 7 Parent Information Evening. These opportunities to strengthen our partnership with families are vital, as a strong connection between home and school supports student growth, wellbeing, and a sense of belonging. At St Monica's College, we recognise that when students feel connected, known, engaged, and supported by both their families and their school community, they are best placed to thrive in their learning and personal development.

Many of our students have embraced a wide range of co-curricular opportunities this term, demonstrating enthusiasm, commitment, and school spirit. Our sporting

programs, in particular, have seen strong participation alongside notable success. A highlight was our Year 7 students' first Athletics Day – an outstanding occasion marked by exceptional attendance, wholehearted participation, and admirable effort. Their willingness to engage, support one another, and give their best was truly commendable, and a source of great pride for our community.

Looking ahead, we remain committed to strengthening the collaborative partnerships between students, staff, and families that are essential to student growth and success. Through ongoing reflection, purposeful goal setting, and open, transparent communication, we will continue to build a culture of continuous improvement. Central to this work is our commitment to ensuring that every student is both supported and appropriately challenged within their time on the Dalton Road Campus, whether it is in the classroom or out in the yard, we aim to empower each student to make meaningful progress and achieve their personal best.



ASSISTANT PRINCIPAL – DAVISSON STREET CAMPUS DIRECTOR

► **Nicole Meade** | *Assistant Principal – Davisson Street Campus Director*

Habits Do Not Require Talent, Only Repetition and Intent

At St Monica's College, we speak often of what it means to be a Monican. Ours is a community built on the values of prayer and perseverance, values that call each student not only to achieve, but to grow. This growth does not happen in sudden moments of brilliance. It happens quietly, deliberately, and daily through habits. *Habits do not require talent to begin, only repetition and intent*, and in this truth lies powerful encouragement for every student.

It is natural, particularly in the senior years, to believe that success belongs to those who appear confident, gifted, or effortlessly capable. Yet the reality is far more hopeful. The progress that shapes character, confidence, and capability is available to everyone. It begins with a choice to act today, then to repeat that action tomorrow. Habits ask not for perfection, only commitment.

Consider exam preparation. No student begins revision already prepared. Confidence comes after effort, not before it. The student who commits to a simple habit of revising

content for a short period each evening gradually replaces anxiety with understanding. Knowledge deepens. Self-belief grows. *Habits do not require talent to begin, only repetition and intent*, and even small, consistent actions can transform outcomes over time.

The same is true in sport. Improvement as a footballer or athlete of any kind does not rely on natural ability alone. It is shaped by habits such as turning up early to training, practising skills consistently, and choosing effort when comfort would be easier. These decisions may seem ordinary, but repeated daily they build excellence. Perseverance is not proven in a single performance, but in the discipline of returning to the task.

Being a Monican also means striving to grow in character. Habits shape not only what we achieve, but who we become. Being a reliable friend is the result of repeated choices: listening with attention, offering support, keeping promises, and showing respect. These habits strengthen community and reflect the compassion at the heart of

our College. Once again, *habits do not require talent to begin, only repetition and intent*, yet they help shape the people others rely upon.

There will be days when habits feel difficult and progress seems slow. This is where prayer and perseverance come together. Prayer invites reflection and purpose. Perseverance calls students to continue even when improvement is not immediately visible. Each return to a habit is a quiet decision to keep moving forward.

Now is the moment to begin. Choose one habit, one small action, and commit to it with intent. It may be revising regularly, training with discipline, or showing greater care for those around you. Begin today, return to it tomorrow, and trust the process. To be a Monican is to believe that growth is possible through faithful effort. *Habits do not require talent, only repetition and intent*, and by choosing to begin, every student takes a meaningful step toward becoming their best self.





CAMPUS LEADER – ST STEPHEN/GAUDETE

► **Damian Monaghan** | *Campus Leader (St Stephen/Gaudete)*



As we reflect on the first term of 2026 at St Stephen/Gaudete Campus, staff and students are asked to reflect on our time together and consider what makes the Gaudete experience unique. Some may say it is the close-knit cohort, others may note the tailored and contemporary curriculum, the small and dedicated team of teachers or even the precise focus on Literacy and Numeracy each day. As a proud Catholic College, we must not look past the important role our Parish Masses play in creating a sense of identity and community in Reservoir.

Once a week, one homeroom joins the local St Stephen of Hungary parish and Fr Greg Pritchard to celebrate Mass and share in the Eucharist. During the service, students have the opportunity to participate in the Mass by reading from the gospel and leading their class, teachers and community in prayer. In preparation for the Mass, students work with Sr May Flor to understand the importance of their reading and their role in the celebration. Parish Masses at St Stephen/Gaudete Campus are formative experiences that shape our students' sense of belonging within our Monican community and local neighbourhood. Students of all faiths are welcomed into the church to gather in reflection and develop an understanding of what it means to be a part of a faith-centered community. When students come together in prayer, music, and

reflection, they are reminded that they are part of something larger than themselves - a community grounded in compassion, respect, and service. Parish Masses help students to see themselves as contributors to a collective Monican identity rather than individuals who merely attend the same school.

Year Level Assemblies and Campus events, such as the St Stephen/Gaudete Campus Pin Presentation and ANZAC Day Memorial Service, play a complementary role in reinforcing these values and our Monican identity. While assemblies often celebrate achievements and communicate important messages, they also echo the themes explored during Mass - community, responsibility, and respect. Together, these gatherings create a rhythm in school life that balances celebration with reflection, encouraging students to consider how their actions align with the values of St Monica's College.

It is our hope that during each students' time at St Stephen/Gaudete Campus, their sense of belonging to St Monica's College is enhanced and that they further develop a sense of pride in what it means to be a Monican. I hope that in the final weeks of the first semester, our students take the opportunity to reflect on this and carry it with them throughout their time at the College.

SGC PIN PRESENTATION



DEPUTY PRINCIPALS

▶ **Kirsten Hodgson** | Deputy Principal (Professional Practice)

▶ **Michelle Keele** | Deputy Principal (Curriculum and IT)

Low Variance, Knowledge-Rich Curriculum at St Monica's College

Our Monican community may recall the various articles that have been published in recent years in regard to our Pedagogical Framework and approach to using evidence-based practices throughout all year levels and subject areas at St Monica's College. Significant progress has been made in this area and following intensive professional learning, we are seeing greater consistency in the way that we engage our students and deliver explicit instruction – an approach that we declare is *beneficial to all and harmful to none*. To complement our pedagogical practices, our curriculum leaders are embarking on a comprehensive process of refining our curriculum objectives. This involves enriching our existing programs through the adoption of a consistent, low-variance approach – one that prioritises structure, clarity, and equity in order to enhance both student learning and engagement.

Furthermore, we draw upon the most recent developments in contemporary educational research to deepen our understanding of the importance of embracing and delivering a knowledge-rich curriculum. Such curriculum is carefully aligned with evidence from cognitive science regarding how students learn most effectively. A substantial body of research demonstrates that a knowledge-rich approach is among the most effective means of addressing and narrowing disparities between students, particularly those arising from socio-economic differences and variations in language proficiency. For this reason, we are confident that this approach effectively supports the learning of all students within the classroom. When complemented by a well-established model of differentiation,

Multi-Tiered Systems of Support, we are well positioned to meet the needs of every learner, regardless of ability.

AERO have also outlined the features of knowledge-rich curriculum and an acknowledgment of effective teaching practice being at the core of this curriculum approach.

A knowledge-rich curriculum is selective, coherent, carefully sequenced and clear

AERO has identified the 4 key features of a knowledge-rich curriculum that enable students to progressively build and master essential subject-specific knowledge and skills:

- 1. Selective** – Content is chosen purposefully for each subject, in alignment with a vision of education.
- 2. Coherent** – The curriculum ensures content is interconnected across topics, subjects and stages.
- 3. Carefully sequenced** – The curriculum is designed to develop deep and broad knowledge over time by building on prior content and gradually increasing complexity.
- 4. Specific and clear** – The curriculum explicitly outlines what students are expected to know, understand and be able to do for subjects and topics across all stages.

Effective teaching practices are essential to enact a knowledge-rich curriculum in schools

Teachers must be supported to use effective teaching practices to enable a knowledge-rich curriculum to have its intended impact on student learning. AERO identified 3 key enablers for a knowledge-rich curriculum in schools:

- professional learning to develop pedagogical content knowledge (the 'what and how' of teaching)
- quality support materials
- whole-school approaches to curriculum delivery.

With the above in mind, on the final day of Term 1, all educators and learning support staff gathered for a day of Professional Learning to build a shared understanding of what low variance, knowledge curriculum look like in practice. The day had a clear purpose, that was framed and shared to staff by Mr Luca Finanzio, Director of Learning:

- **To build a collective understanding** of what low-variance instruction and a knowledge-rich curriculum truly mean, and what they do not mean
- **To explore the practical implications:** how this will shape planning, teaching, and assessment in our context
- **To continue to work together** and enhance the collaborative culture we are all striving for.

To enhance staffs' understanding further, the College engaged the services of renowned educator Dr Nathaniel Swain, a teacher, instructional coach, and writer. Nathaniel produces a blog for teachers called *Dr Swain's Cognitorium* and is co-host of the *Chalk Dust Podcast* with Rebecca Birch. Nathaniel works directly with schools and systems and through an online learning platform called *Luminary*.

Having worked at universities and government school systems in Victoria, Nathaniel has taught a range of learners in schools and tertiary settings. Dr Swain founded a community of teachers committed to the *Science of Learning: THINK FORWARD EDUCATORS*, now 30,000 members and growing. Dr Swain is a sought-after speaker on educational circuits, and has a best-selling book entitled "*Harnessing the Science of Learning: Success stories to help kickstart your school improvement.*"

We were fortunate to secure Nathaniel for the day, just prior to his departure to Canada where he was booked to present at a national education conference. This day of learning marked the formal commencement of a period of curriculum reform and transformation at St Monica's College – a journey we are confident will strengthen our capacity to support all students, irrespective of their abilities.





PRINCIPAL'S ADDRESS TERM 2, 2026

► **Brian Hanley OAM** | *College Principal*

Miss Harris, Staff, and Students of St Monica's College, Epping,

I share with you this morning a sad and tragic story which I truly hope leads you to take a different path from the two characters in the story and instead lead your life today differently from them, throughout your years as a student of St Monica's College, Epping, and eventually into the adult world in which you will live. The story concerns a twin brother and sister named Tom and Maud, and it is related not to our College Theme of 2026, 'Faith' but to its opposite: no faith, no trust in others, no belief that any goodness is found through living.

This story will conclude on a positive note, do not fear.

So let me start at the beginning. Tom and Maud, true identity not revealed, were the children of two loving parents whose care for them was immense and totally faithful. One foggy night whilst driving home quite late to their home in Kinglake, near Ostia, a huge kangaroo bounced out from the bushes and shrub and clashed and crashed into the headlights of their car. Tragically, the parents died yet the twin children survived.

Let us step forward a few weeks after that shock: the funeral, the grief and sadness. The third cousin of Tom and Maud was Jeff Thingmabob from a town in far-off Gippsland in Victoria. A home must be found for the orphans who were only four years old. The decision Jeff took was to hand the children over to Government authorities who enrolled them in an institution called the Gippsland Lodge for Orphans and Homeless Teenagers.

As a most awful consequence, Maud and Tom virtually never had faith in, or trusted, or had any belief in or formed a positive relationship with any other person for the remainder of their lives.

The Lodge for Orphans and Homeless Teenagers was located on a small farm, a relatively spacious though simple house had been built which provided living and sleeping space for approximately eighteen children aged from four to sixteen years of age. There was the matronly Superintendent Whatshername, one cook, one cleaner, one carpenter, and a nurse, Miss Phyllis, who was also the children's tutor.

Whilst safe, clean and secure, the children were discouraged from forming relationships and deprived of communication skills, affection, fun and games, singing

and laughter. Order was indeed the Order of the Day, every day for twelve years for Maud and Tom.

A snapshot of the Lodge follows: long empty corridors, a boys' dormitory and one for the girls, dinner at five pm, lights out and into bed by a quarter to seven. Daily duties included mopping the floor, setting and clearing the dinner tables, washing and drying the dishes, tutor school for five hours across six days a week, weeding the garden, feeding the cows, the chooks and a turkey called Gobbler, collecting the mail, and making their bed daily.

No birthdays were celebrated, Christmas was a mere Granny Smith apple and maybe a tennis ball or book for each orphan, Easter was one hot cross bun. Life was mundane and isolated, and Maud and Tom survived independent of each other as if they were robotic. Unlike St Monica's College, no religious items; unlike your home, no television; unlike your bedroom, no trinkets that have special meaning to you.

On 1 July one year all this dramatically changed for Maud and Tom and they turned sixteen, packed a few possessions into a brown suitcase, and Cousin Jeff Thingmabob drove them to his servo where they worked pumping petrol, toasting sandwiches, and always retreating to their cabins exhausted each night.

Now, Monicans, here follows the lessons about the beauty of faith in God, in goodness and in yourself that Maud and Tom were denied. What follows is the message of our College theme.

Faith in God: With a few exceptions here this morning, I contend that Monicans have faith that there is a god in their lives whose teaching they and their family follow in life. Most of us are Catholic or belong to a Christian denomination so God the Father is our Creator, Jesus Christ is the Messiah, our Saviour, and the Holy Spirit imbues us with hope and reaching out to others. Our recent Easter was the pinnacle of our Faith when Jesus died for our sins and three days later rose from the dead and won salvation for us when our earthly life ends.

In class, we read the Bible and learn the Good News of Jesus Christ who brings love and hope into our spiritual life. We belong to the Church on earth, so we trust the words and actions of the Pope, Archbishops, patriarchs, pastors, priests etc. Faith in God gives our life purpose.

Monicans of non-Christian religions like our Hindu, Sikh, Buddhist, and all other respected non-Christian Monicans also have faith in their particular god with religious beliefs, symbols, feasts and traditions which enable them to be educated comfortably within this Catholic College and be full community members.

Tom and Maud had no faith taught them, no connection with God whom they did not know, no faith community with which to belong. Tragic, isn't it?

Faith in goodness: regardless of our particular faith, Monicans are urged to embrace goodness. Goodness is being kind, honest, caring, sensitive, and believing in and living Kingdom values of compassion, forgiveness, generosity, humility, peace and love of neighbour.

At our school you will be punished if you discriminate on the basis of a fellow Monican's religion, sexuality or race. You will be told off well and truly if you steal others' property, damage others' items, destroy another's reputation and wellbeing through bullying and physical violence. We have faith in goodness as the best source of happy, wholesome and satisfying Monican life.

Tom and Maud later inherited a servo of their own using money from their deceased parents' will, but in the community where they conducted that business, they only worked long hours, paid taxes, employed people your age, and nothing else. They were devoid of feelings and relationships because they were never shown or met good people in their childhood. How sad, don't you think?

Faith in yourself: To be a Monican is the best gift that you should never take for granted. Your parents and teachers are committed to accompanying you in love and hope, developing you into a person who believes that trust is stronger than doubt and confusion, that faith will build you up, not bring you down.

Monicans, never believe yourself, or allow others make you believe, that you are unworthy, stupid, inferior or weak. Rather, have faith in your mind, in your courageous heart, in your learned values and in your ability to love others.

Value your family and remember that no family is perfect. Maud and Tom lost their family. Be good through learning from others. Maud and Tom were deprived of role models. Know your inner self and do not judge yourself harshly. God never creates rubbish human beings so do not beat yourself up!



TERM 2 COLLEGE ASSEMBLY

As I bid farewell to Maud and Tom on your behalf, how tragic and sad their lives were. They lost their Mum and Dad in a car accident at age four, they endured twelve years of childhood and adolescence in a cold and restricted environment, they spent their adult years as workers not community members.

Monicans, in this year when one word 'Faith' is our College Theme, I leave with you for thought during this second term, three fundamental truths:

1. Faith in your God will always strengthen you with Hope.
2. Faith in Goodness will always make you a welcomed person in the lives of those who meet you.
3. Faith in Yourself is power, pride and peace each day of your life – from this moment forward.





INTERNATIONAL WOMEN'S DAY 2026

► **Bernadette Harris** | Deputy Principal (Identity, Mission & Community)

International Women's Day is celebrated globally on 8 March and serves as a powerful reminder of the achievements of women across all nations, cultures, and traditions. It encourages women to come together in solidarity, fostering greater understanding and inspiring meaningful action in support of women's rights, equality, and empowerment worldwide.

In recognition of this important occasion, the College hosted a Young Women's Breakfast on 6 March. Centred on the global theme **'Balance the Scales'** the event provided an opportunity for reflection, connection and fellowship. We were honoured to welcome back 2010 College Captain and Vice Captain, Belinda De Vincentis and Celeste Coscarella, who shared their personal journeys and professional experiences in the fields of Audiology and Osteopathy.

As leaders in their respective professions, Belinda and Celeste offered inspirational insights into the impact women can have on the lives of others. Their stories highlighted the importance of resilience, the strength found in friendship, and the guiding role of faith in both personal and professional life. Their testimony and example inspired those gathered to consider their own potential to contribute positively to the world and to strive for balance, justice and compassion in all they do.

'The Young Women's Breakfast was a great opportunity to celebrate and reflect on the achievements of the amazing women in our community. Our 2010 College Captains' stories were truly inspirational, with their beautiful friendship since Year 7 making their message even more special.'

► **Sehajta Kamboj**

'It was uplifting to hear everyone's stories and to feel encouraged in my faith and in my wider school community. I felt supported, understood, and reminded that I am not walking my journey alone.'

► **Julia Pougoukas**



▶ **Belinda De Vincentis** | *SMC: 2005-2010*

I am honoured to have been invited back to the College to speak to you all today. This was a place that once graciously watered the many seeds of my dreams before they became realities in my life, and helped shape me into the empowered woman I am today.

Hard to believe it was 16 years ago that I represented the school as College Captain of 2010. As I look back, I have nothing but fond memories of the College, and I have come to realise just how grateful I am for the opportunities this College gave me in preparing me for what was to come.

St Monica's for me was so much more than just educational development, it also grew me creatively, and spiritually. It shaped me into a woman whose internal world is just as rich and profound as her external world.

St Monica's taught me to be a multidimensional person. In my final years here, I was passionately studious but I was also active on College Boards, Senior Leadership teams, College Productions and performance evenings, Sport, Debating, Poetry Competitions and pretty much just as many extra-curricular activities I could physically get my hands into. I had a fire inside me for so many things and I just wanted to soak it all up before it was gone. Looking back, it is these skills which have set me a part both professionally and personally as someone who is not only skilled and employable but authentically passionate.

Remember those who stand by you. Many of you may not know this, but Celeste and I met on our first day of high school in 2005. We were in the same home group. We bonded over Netball and ended up becoming College Captains together. And over two decades later, we are still the best of friends to this day. Over that time, we have evolved together and supported each other through many different versions of ourselves. And I have St Monica's to thank for bringing me one of my greatest friends. So, take a moment to look at the women beside you, honour them. You may just need each other one day.

When it comes to your career, I want to say yes do follow your passions and your dreams. It is so important to remember why you keep those dreams alive in your heart, because God is always listening. It is in those moments when you are truly lost, where you find your faith. All it really takes is some Prayer and Perseverance and I promise you; you will get there.



▶ **Celeste Coscarella** | *SMC: 2005-2010*

Today, I want to share my journey: the highlights, the challenges, the doubts, and the determination – with the hope that you leave feeling inspired, empowered and reassured that your dreams are absolutely within reach.

I am now a Senior Osteopath and Director of a multi-disciplinary clinic, Excel Body and Health. It has been 16 years since I graduated and I can honestly say the path has not always been easy. But I have learned that the most meaningful achievements rarely are.

After graduating from SMC, I was fortunate to gain entry into the five-year Osteopathy program at RMIT in Bundoora. University was challenging, but those years taught me resilience, discipline, and the importance of staying curious.

One thing that stood out to me during my degree was that out of around 50 students in my cohort, roughly 40 were women. I felt incredibly proud to be entering a profession where women were not only present but leading. Today, more than half of osteopaths in Australia are female. We are clinicians, business owners, researchers, academics, and leaders – and that representation matters.

When I first began practising, as a young female practitioner, I also faced moments of doubt – sometimes from patients, sometimes from myself. I would hear comments comparing me to larger, more experienced male practitioners, questioning whether I was “strong enough” or capable enough.

Instead of letting that discourage me, I used it as fuel. I refined my technique. I strengthened my communication. I learned how to use my body effectively and safely. I leaned on incredible female colleagues who supported and encouraged me. Over time, confidence replaced comparison. But that growth did not happen overnight, it came from perseverance, humility, and a commitment to continuous learning.

In 2022, after seven years in private practice, I took a leap of faith and co-founded Excel Body and Health in Rosanna. Today, we are a team of 14 staff, nine of whom are women. I am incredibly proud to lead a space that is inclusive, empowering, and community focused.

On this International Women's Day, I want you to remember: You are capable of more than you think. You belong in any room you choose to step into. Your voice, your perspective, and your leadership matter. The journey may not be linear. There will be setbacks and self-doubt. But if you are willing to work hard, stay resilient, and back yourself- incredible things are possible.

Sixteen years ago, I was sitting where you are now. I could not have predicted every twist and turn. But I had a dream, and I kept showing up for it and so can you.





COLLEGE CONVERSATION

► **Bernadette Harris** | Deputy Principal (Identity, Mission & Community)

Second term commenced with a meaningful College Conversation that celebrated how we live our core commitment to 'Reach Out and Welcome In'. Central to our call to mission is faith in action, and this College Conversation was a wonderful affirmation of what it truly means to be a Monican.

With a strong focus on our connection to the Philippines, Sr Veronica Quinn sgs explored the origins of the Good Samaritan Mission in Bacolod, its ongoing work, and its enduring commitment to the Gospel call to Go and do likewise.

Mr Denis Zucchet reflected on the College's Immersion experiences in support of the Good Samaritan Mission, highlighting the formation of Head, Heart and Hands. He spoke passionately about enacting the principles of Catholic Social Teaching and living our core Kingdom Value of Love of Neighbour.

Sr May Flor Gedalanga op provided an overview of the Dominican Sisters of the Holy Rosary, detailing their work in Reservoir Parish and at St Monica's College. The power of prayer, devotion to the Holy Rosary, and the special blessings the Sisters bring to our community were gratefully acknowledged and celebrated.

Our Director of Football, Mr Mark Torcaso, shared insights from his role as Head Coach of the Philippines Women's National Football Team. Mark spoke eloquently about encouraging players to connect with the global Filipino diaspora and emphasised the pride of representing the Filipino community worldwide. His reflections on faith, commitment, and sport were inspiring to all present.

All who attended the College Conversation deeply appreciated the speakers' faith, commitment, and conviction.

As we reflect on our annual theme of Faith, may our friendships and shared connections with the Philippines community, both locally and abroad, continue to grow and flourish for many years to come.

'I felt genuinely moved following the Term 2 College Conversations. Hearing our distinguished guests share their experiences with the Filipino culture and the struggles they have faced, simply opened my eyes, it was a truly insightful event. I am grateful for the strength and courage of these guests in being able to share their empowering stories.'

► **Matteo Demarte** Year 12

'Attending College Conversation was truly a heart-opening experience. I left feeling inspired to bring that same sense of community, service and faith that the Good Samaritan Sisters have, to my own life.'

► **Theresa Yan** Year 11

'Our devoted guest speakers reflected their faith, wisdom and experience in supporting The Philippines. For those with Filipino heritage who joined us, it was the recognition of success in overcoming setbacks, that was the essence of pride. For the Monican community holistically, this Conversation was the recognition of where quiet work is the foundation for visible change.'

► **Shreyas Moudgil** Year 12

'The College Conversation about the Philippines was really meaningful. It was inspiring to learn how our school works with communities there and supports their development. We also heard from the Philippines Women's Soccer Team coach, which added another perspective. Overall, it helped me better understand the importance of our school's global connections.'

► **Alannah Livingston** Year 12



YEAR 10 RETREAT





COLLEGE COUNSELLORS

Managing Stress During the Mid-Year

As the second term of the school year gets underway, many adolescents begin to experience a shift in their daily rhythm. The motivation of a fresh start may fade, academic demands increase, extracurricular commitments accumulate, and exams may be added into the mix. Alongside these changes, stress can begin to build. For parents, this is an important time to check in and support your teen in maintaining consistent routines that promote both wellbeing and resilience.

By Term 2, teens often notice changes across different areas of their lives. Assessments may become more frequent, social dynamics can evolve, and fatigue may begin to set in. As pressure increases, established habits such as regular sleep, balanced meals, physical activity, and downtime can start to slip. When routines become inconsistent, young people may find it harder to manage stress effectively, stay focused, and keep up with daily responsibilities.

You might notice signs that your teen's routine is becoming disrupted or that stress

is beginning to take a toll. This could include irregular sleep patterns, low energy, difficulty concentrating, reduced motivation, or falling behind on schoolwork or chores. They may also seem more irritable, overwhelmed, or withdrawn. Recognising these early changes provides an opportunity to gently guide your teen back toward supportive routines while also addressing any underlying stress.

There are several practical ways you as parents can support your teen during this time. Keeping communication open is key; creating a home environment where your teen feels comfortable discussing both their workload and how they are feeling can make a significant difference. Encouraging structure in their day such as setting regular times for homework, relaxation, meals, and sleep, can provide a sense of stability, which in turn helps reduce stress.

Supporting small, sustainable habits can have a powerful impact. Encouraging your teen to break tasks into manageable steps, plan ahead for upcoming assessments, and

balance study with rest can help prevent stress from becoming overwhelming. Consistent sleep routines, limiting late-night screen time, and incorporating regular movement, such as a walk or sport can all support both routine and emotional wellbeing.

Modelling these routines in your own life is also valuable. Demonstrating how you organise your time, respond to pressure, and maintain balance can positively influence how your child approaches challenges. If stress begins to significantly interfere with your teen's daily life or their ability to maintain routines, reaching out to the School Counselling Team for additional support can be an important step.

Term 2 can be a demanding period, but it is also an opportunity to strengthen habits that support long-term success. With guidance and consistency, adolescents can build routines that not only keep them organised and engaged, but also help them manage stress and feel more in control as the year progresses. Your support plays an important role in helping them maintain this balance.

CAREERS

What do you want to be when you grow up?

How often are young people asked this question?

Here in the Careers Department, we do not ask this question directly. Instead, through our lessons, activities, resources and opportunities, we support students to build the knowledge and skills they need to find the answer for themselves.

One valuable resource, that it appears many more students (and parents) are now accessing, is our Careers Newsletter which Miss Parisi does a wonderful job in producing. Having just looked at Issue 2 (20 March 2026), I am hoping that many of you have done the same, and perhaps even acted on what you found interesting. As an example, the Girls' Programming Network at the University of Melbourne on Saturday, 9 May – there is a link in the Newsletter that you can use to book a session.

Many students meet with us and talk about their goal of attending University. Who accessed the links from the Careers Newsletter and registered for a Campus tour in the Term 1 holidays. La Trobe University, ACU, Deakin University and RMIT, all had campus events scheduled.

And how many students who are looking for a part time job, applied for one or more of the jobs advertised. It is too late to go back to the Issue 2 Newsletter and click on the job links as the positions have been filled. Student job seekers need to keep an eye on upcoming Newsletters for future part time work opportunities.

JOB OPPORTUNITIES

The Careers Department are eager to provide interested students with opportunities to attend off campus events for them to explore career options and connect with industry representatives. In March, we attended the Future Skills and Career Expo at the Plenty Valley Arts and Convention Centre, and the Careers and Employment Expo. Coming up in May we have the VCE and Careers Expo and the Trade and Tech Careers Expo at the Melbourne Convention and Exhibition Centre.



NATIONAL GALLERY OF VICTORIA VCE EXCURSION

► **Ann Ives** | *Visual Arts Teacher*

Year 12 Art Making and Exhibiting visited the NGV on Thursday, 5 March 2026 to explore the Westwood-Kawakubo. This was a striking exhibition of two fashion visionaries. Westwood's punk charged rebellion in dialogue with Kawakubo's sculptural, boundary pushing designs.

Moving through each gallery space felt like watching a dialogue unfold in fabric and form. The show was bold, imaginative, and unforgettable, leaving us inspired long after we stepped back into the city.

Art making and exhibiting students will explore the exhibition's design, concept, and curatorial intentions back at school and use this exhibition as a foundation for upcoming assessments and the end of year exam. It is a chance to learn from the work, think critically, and let the exhibition spark new creative ideas.



TERM 2 – NEW STAFF

START DATE

Prakhar Verma	20 April 2026
Haowen Zhang	20 April 2026
Helen Zaikis	20 April 2026
Lauren Stevens	20 April 2026
Daniel Hennequin	21 April 2026





JAPANESE HOMESTAY

On Saturday, 14 March, the College was delighted to welcome Takada High School back to our community. This much-loved tradition continues to hold a special place in Monican life. Since its beginning in 1994, the Takada Homestay Program has now spanned more than three decades, a remarkable testament to the enduring friendship between our schools. It remains one of the longest-standing homestay partnerships in Australia, alongside Parade College, Bundoora.

This year, we were pleased to host 12 students and 4 staff from Japan, supported by the generosity of our co-host families. Programs like this provide authentic opportunities for cultural exchange, far beyond what can be learned in a classroom. Our students and families experienced firsthand the values that underpin Japanese culture, including respect, humility, and consideration for others, while also sharing the unique aspects of Australian life.

Opening your home to an international guest is no small gesture. It requires trust, flexibility, and a willingness to embrace the unfamiliar. Our families did this with warmth and generosity, creating welcoming environments where students could feel comfortable and included. While language differences occasionally presented challenges, they were met with patience, creativity, and good humour, often becoming some of the most memorable moments of the experience.

The ongoing success of this program reflects the strong partnership between the College and our families. During their stay, our guests were immersed in both school life and the wider Melbourne experience. From participating in classes and workshops to exploring the city through excursions, students engaged in a wide range of activities that highlighted Australian culture. Whether learning the basics of AFL, trying classic Australian foods, or interacting with native wildlife, these experiences offered meaningful insight into life in Australia.

Beyond the formal program, our host families went above and beyond. Students enjoyed additional experiences such as trips to the beach, visits to local attractions, and time exploring the many offerings of Victoria. These moments of connection often leave the most lasting impressions.

We sincerely thank the following families for their generosity and support:

- **Sasha Coleman**
- **Nakula Pillai**
- **Addison Bui**
- **Alize Vrtanoski**
- **Krishna Savaliya**
- **Mr Marco Lori**
- **Mr Linden Koodrasev**
- **Mrs Amber Dal Cin**
- **Mrs Margerita Bechelli**

We also acknowledge the dedication of our staff, whose planning and care ensured a smooth and enriching experience for all involved. To our wider community, thank you for the warmth and hospitality shown to our guests.

Looking ahead, our international programs continue to grow in both interest and opportunity. Many families and staff have participated in multiple exchanges, reflecting the value and enjoyment these experiences bring. Due to high demand, opportunities to host or travel can be limited. Expressions of interest for the 2028 Japanese Homestay program will soon be released, while opportunities to host a French student in 2027 will open shortly and are not planned again until 2030.

Further information will be shared at upcoming information evenings, and families are encouraged to contact Mr Joseph Registro to express interest. With demand continuing to rise, early registration is strongly recommended to avoid disappointment.





STATEMENT BY THE PRINCIPAL OF ST MONICA'S COLLEGE, EPPING, MR BRIAN HANLEY OAM, REGARDING THE SISTER SCHOOL RELATIONSHIP BETWEEN ST MONICA'S COLLEGE AND TAKADA JUNIOR AND SENIOR HIGH SCHOOL.

Since 28 March 1995, St Monica's College, Epping, has been honored and privileged to have a sister school relationship with Takada Junior and Senior High School.

This relationship has brought about genuine understanding between Japanese and Australian youth and many firm friendships have developed.

The linking of a Catholic school and a Buddhist school clearly proclaims tolerance, mutual respect and harmony.

May both our communities – students, staff, and families – continue to be blest by this homestay program and may it continue to bring joy to the hearts of our young people for many years to come.



SPORT

SACCSS Swimming Competition

SACCSS SWIMMING INDIVIDUAL CHAMPION:

Levi Robertson
– 15 Year Old Boys
SACCSS Champion
Division 1



Levi Robertson



SACCSS SWIMMING AGGREGATE CHAMPIONS:

SMC Intermediate Boys Team
– SACCSS Aggregate
Champions Division 1



Intermediate Boys Team



SACCSS Senior Netball

Marymede	13	–	12	St Monica's
St Monica's	31	–	11	Thomas Carr
St Monica's	16	–	42	Salesian
St Monica's	12	–	59	MacKillop
St Monica's	21	–	30	CRC Sydenham



SACCSS Mixed Netball

SACCSS JUNIOR MIXED NETBALL

St Monica's	18	–	11	Thomas Carr
St Monica's	28	–	0	CRC North Keilor
St Monica's	11	–	3	CRC Caroline Springs
St Monica's	14	–	13	Marymede Doreen
St Monica's	15	–	8	Penola

Semi Final

St Monica's	7	–	20	MacKillop
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SACCSS INTERMEDIATE MIXED NETBALL

St Monica's	7	–	15	Salesian
St Monica's	35	–	0	Penola
St Monica's	10	–	6	Marymede Sth Morang
St Monica's	17	–	4	Kolbe
St Monica's	21	–	9	CRC Caroline Springs

Semi Final

St Monica's	13	–	11	Marymede Doreen
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Grand Final

St Monica's	6	–	20	Salesian
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SACCSS SENIOR MIXED NETBALL

St Monica's	12	–	17	CRC Sydenham
St Monica's	8	–	12	MacKillop
St Monica's	13	–	17	Emmanuel
St Monica's	16	–	12	Marymede Sth Morang





SPORT

SACCSS Senior Open Girls Cricket

St Monica's	95 — 50	St Francis
St Monica's	90 — 62	MacKillop
SACCSS Senior Girls Open Cricket Semi Final		
St Monica's	85 — 48	Marymede Doreen
SACCSS Senior Girls Open Cricket Grand Final		
St Monica's	1/100 — 8/99	Thomas Carr

Voted Best on Ground: **Jessica Aquilina**



SACCSS Senior Boys Cricket

SACCSS SENIOR CRICKET

St Monica's	10/141 — 10/112	Marymede
Selesian	Cancelled	St Monica's
Thomas Carr	10/64 — 3/66	St Monica's
St Monica's	5/168 — 10/94	CRC Sydenham
Caroline Chisholm	10/137 — 7/206	St Monica's
SACCSS Senior Cricket Division 1 Grand Final		
St Monica's	4/184 — 10/124	Marymede

Voted Best on Ground: **Yash Balyan**
Awarded Peer Award: **Urvish Jagia**

SACCSS SENIOR CRICKET B

St Monica's	6/116 — 1/117	Emmanuel
St Francis Mel	2/213 — 8/85	St Monica's
St Monica's	4/76 — 4/99	Penola
Kolbe	7/111 — 10/110	St Monica's
St Monica's	9/61 — 5/128	MacKillop



SACCSS Senior Futsal Competition

SACCSS SENIOR GIRLS FUTSAL

St Monica's	11	–	1	Kolbe
St Monica's	7	–	2	CRC Sydenham
St Monica's	4	–	0	Mackillop
St Monica's	4	–	4	Emmanuel
St Monica's	26	–	0	Salesian

Division 1 Senior Girls Grand Final

St Monica's	8	–	4	Emmanuel
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Voted Best on Court: **Jessica Aquilina**

SACCSS SENIOR BOYS FUTSAL

St Monica's	6	–	0	Kolbe
St Monica's	2	–	0	CRC Sydenham
St Monica's	7	–	3	Mackillop
St Monica's	2	–	2	Emmanuel
St Monica's	3	–	2	Salesian

Division 1 Senior Boys Grand Final

St Monica's	1	–	3	Emmanuel
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**BEST ON COURT:
Jessica Aquilina**





SPORT

Athletics House Carnival 2026

The 2026 Athletics House Carnival was a fantastic day filled with energy, participation and outstanding performances across all year levels. Students demonstrated exceptional sportsmanship, determination and House pride throughout the day.

OVERALL HOUSE RESULTS:

1st – Alkira: 1314 points

2nd – Glenora: 1214 points

3rd – Barinya: 1182 points

4th – Larapinta: 1148 points

RECORDS BROKEN:

Amaliya Alessi (Year 7)

100m (13.43)

800m (2:40.00)

Long Jump (4.53m)

Shanai Hale (Senior)

Shot Put (10.78m)

Ela Uzun (Year 9)

800m (2:33.00)

Kiasi Fualau (Year 8)

Discus (39.93m)

PRINCIPAL'S GIFT CHAMPIONS:

Year 11 – **Sohani Sidhu**

Year 12 – **Peter Garavelos**

800M CHAMPIONS:

Ambrose Njokui – Junior

Amaliya Alessi – Junior

Ela Uzun – Intermediate

Johnny Menelaou – Intermediate

Kiara Calafiore – Senior

Luka Lazovski – Senior

YEAR LEVEL CHAMPIONS:

Year 7 Female – **Amaliya Alessi**

Year 7 Male – **Ambrose Njoku**

Year 8 Female – **Charlotte Darmanin**

Year 8 Male – **Kiasi Fualau**

Year 9 Female – **Mary Nomikos**

Year 9 Male – **Harvey Atwill**

Year 10 Female – **Bella Bernays**

Year 10 Male – **Andrija Saletic**

Year 11 Female – **Sohani Sidhu**

Year 11 Male – **Luka Lazovski**

Year 12 Female – **Olivia Capetola**

Year 12 Male – **Jamie Dodevski**







SPORT

Year 10 Premier League Competition

ROUND 1

Girls Basketball	34	—	37	CRC CSP
Boys A Basketball	59	—	58	CRC CSP
Boys B Basketball	97	—	28	CRC CSP
Girls Netball	19	—	25	CRC CSP
Girls Football	1	—	1	CRC CSP
Boys Football	2	—	1	CRC CSP
Girls Volleyball	3	—	0	CCCC
Boys Volleyball	0	—	3	CCCC

ROUND 2

Girls Basketball	39	—	42	Marymede
Boys A Basketball	54	—	40	Marymede
Boys B Basketball	68	—	17	Marymede
Girls Netball	13	—	23	Marymede
Girls Football	3	—	0	Marymede
Boys Football	9	—	1	Marymede
Girls Volleyball	0	—	3	Marymede
Boys Volleyball	3	—	0	Marymede

ROUND 3

Girls Basketball	20	—	49	MacKillop
Boys A Basketball	48	—	69	MacKillop
Boys B Basketball	64	—	33	MacKillop
Girls Netball	8	—	28	MacKillop
Girls Football	5	—	1	MacKillop
Boys Football	11	—	2	MacKillop
Girls Volleyball	0	—	3	MacKillop
Boys Volleyball	1	—	2	MacKillop

ROUND 4

Girls Basketball	22	—	42	Thomas Carr
Boys A Basketball	69	—	31	Thomas Carr
Boys B Basketball	71	—	33	Thomas Carr
Girls Netball	14	—	27	CRC North Keilor
Girls Football	1	—	0	CRC North Keilor
Boys Football	8	—	0	CRC North Keilor
Girls Volleyball	0	—	3	St Francis
Boys Volleyball	2	—	1	St Francis

ROUND 5

Girls Basketball	26	—	27	Salesian
Boys A Basketball	52	—	57	Salesian
Boys B Basketball	50	—	54	Salesian
Girls Netball	8	—	37	Salesian
Girls Football	1	—	0	Thomas Carr
Boys Football	2	—	2	Thomas Carr
Girls Volleyball	0	—	3	Kolbe
Boys Volleyball	0	—	3	Kolbe

ROUND 6

Girls Basketball	40	—	40	Emmanuel
Boys A Basketball	57	—	33	Emmanuel
Boys B Basketball	53	—	50	Emmanuel
Girls Football	11	—	0	Emmanuel
Boys Football	2	—	1	Emmanuel
Girls Volleyball	3	—	0	Emmanuel
Boys Volleyball	3	—	0	Emmanuel

SEMI-FINALS

Boys A Basketball	59	—	55	MacKillop
Boys B Basketball	71	—	47	Emmanuel
Girls Football	0	—	1	CRC North Keilor
Boys Football	3	—	0	CRC Caroline Springs
Boys Volleyball	1	—	2	Caroline Chisholm

GRAND-FINALS

Boys A Basketball	39	—	34	Salesian
Boys B Basketball	51	—	60	Salesian
Boys Football	3	—	2	Emmanuel



YEAR 10
Girls
Basketball



YEAR 10
Boys
Basketball



YEAR 10
Boys B
Basketball



YEAR 10
Girls
Football



YEAR 10
Boys
Football



YEAR 10
Girls
Volleyball



YEAR 10
Boys
Volleyball



Melbourne Archdiocese
Catholic Schools

SMC

PRAY AND
PERSEVERE

ST MONICA'S COLLEGE, EPPING
PRODUCTION OF

Disney

HIGH
SCHOOL
MUSICAL

ON STAGE!

SAVE THE DATE!

11, 12, 13 JUNE 2026

Plenty Ranges Arts and Convention Centre

Licensed exclusively by Music Theatre International (Australasia).

FAITH



ALUMNI NEWS

Congratulations to...

ENGAGEMENT



Lisa Cardamone (Class of 2013) became engaged to Aaron Westwood on 18 April 2026.

WEDDINGS



Celeste Gusman (Class of 2017) and **Stefan Kalcovski** (Class of 2017) married 28 February 2026



Christian Moltisanti (Class of 2016) married **Vanessa Markovic** (Class of 2016) on 28 February 2026 at Immerse in the Yarra Valley.

St Monica's College, Epping

Class of 2006 – 20 Year Reunion

Friday, 29 May 2026
7:30pm



The Republic Tavern
at the Mantra Hotel
250 Cooper Street, Epping VIC 3076



Finger food provided. Drinks at bar prices.
RSVP via QR code Thursday, 21 May
All enquiries to alumni@stmonicas-epping.com

<https://alumni.stmonicas-epping.com/20yearreunion>

Save the Date

2026 Alumni Reunions

20 Year Reunion
Class of 2006



Friday, 29 May

30 Year Reunion
Class of 1996



Friday, 23 October

40 Year Reunion
Class of 1986



Friday, 23 October

Showtime

Jaclyn DeVincentis (*Class of 2006*) has loved performing since her SMC days. She is appearing in one woman cabaret show, **PRIMA NONNA**.

PRIMA NONNA is a bold, funny and heartfelt tribute to her Nonna Serafina. It celebrates the experience of growing up as a third-generation Italo-Australian and the cultural identity that shapes not only our lives, but the communities around us.

Jaclyn and the show are described as:

Passionate, creative, emotional and stubborn are just some of the words used to describe Jaclyn DeVincentis... and that is just at a casual family dinner. But when it comes to dramatic flair and unsolicited advice, there is another diva stealing the spotlight: her Nonna.

For 90 years, Nonna Sera has reigned over the Costanzo family. Now, Jaclyn lifts the lace curtain on what she has learnt about life, love and receding hairlines from the Queen of the North... Fitzroy, that is.

Expect powerhouse vocals, laugh-out-loud anecdotes and a soundtrack that screams '90s wedding reception. A must for anyone who has ever loved a Nonna.

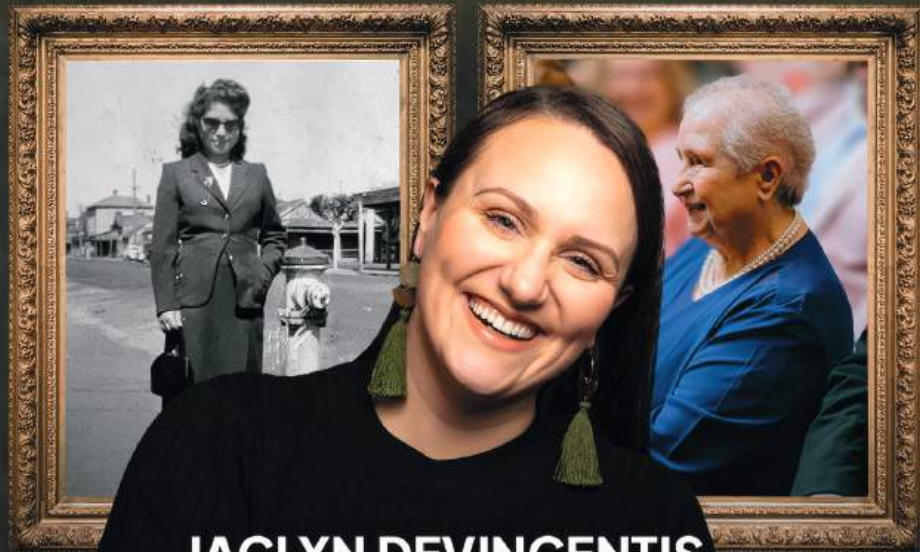
Jaclyn, a proud Monican, invites the SMC community to her show.



CHAPEL OFF CHAPEL

BIG MAY CABARET

'A powerhouse performer who bombards you with charisma.' Stage Whispers
'A fast talking riot...what a find!' Theatre Matters
'But-a...why you talking about-a my business?' Nonna Sera



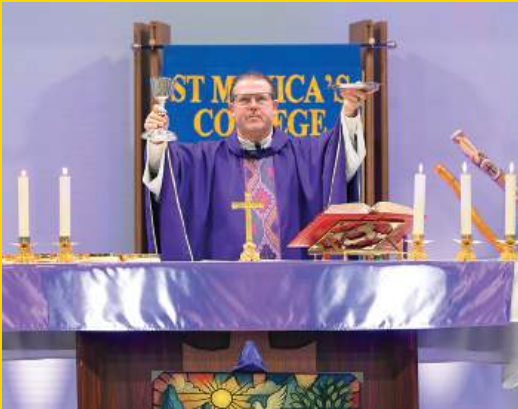
JACLYN DEVINCENTIS

PRIMA NONNA

FRI 29 & SAT 30 MAY | 7PM

LIMITED SEASON. TICKETS AT
CHAPELOFFCHAPEL.COM.AU

TERM 1 COLLEGE MASS



Melbourne Archdiocese
Catholic Schools

SMC

PRAY AND
PERSEVERE

ST MONICA'S COLLEGE, EPPING

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