

## Dear Parents and Friends

I welcome all community members to the 2024 school year at Emmanuel, and I am very much looking forward to meeting all students and their families in coming weeks. I extend a special welcome to new students and parents. Best wishes to our Year 7 students as they commence their secondary studies.

Classes for all students commenced today. There is something very special about the energy that comes with the return of the students to the College. Year 7 students have undertaken an initial transition, and this will continue over the coming days as they settle in.

With the continuing growth of the College, and with some colleagues taking leave over this year, we welcome new members of staff to the College:

### **Notre Dame Campus:**

Teaching Staff: Adaleta Altun, Harry Armstrong, Pouya Bagheri, Siva Balakrishnan, David Bernard, Kon Bouzikos, John Cassar, Clarice Caube, Anthony Di Battista, Chris Doyle, Robert Goldspring, Noelle Hynes, Tim Kelleher, Felicity Kett, Damien, Lees, Tongtong Li, Christine Lockey, Sarah Loft, Elsie Matthews, Francesco Melli, Steve Meers, Manvi Nirula, Sean O'Mahoney, Holly Rose, Victor Salloum, Neetu Sharma, Cynthia Skruzny, Samantha Sokolis, Adrian Xue, Lauren McFarlane, Mai Le.

### **St Paul's Campus:**

Teaching Staff - Bronwyn Allen, Daniela Bombardieri-Szabo, Matthew El-Khoury Reed Jeffery, Manjinder (Mani) Johal, Macaulay Kirsopp, Mihara Mascarenhas, Jennifer Molloy, Chris Mundy, Denis Palanci, Luay Paulis, Donya Rajabian Tabesh, John Richards, Rachael Swatman

**Support Staff-** Emilia Baquero and Makayla Zulumovski as AFL Trainees, Enea Biba, Gisele Blackhurst, Aimee Verberne, Shaahida Nizar as Learning Support Officers, Sian Toney as Psychologist, Julie Garcia as Speech Pathologist and Joseph Baker, Rhoda Lai, Stefan Tsagaris as Intern Counsellors

We had the opportunity earlier this week to formally welcome and bless the new staff at the Mass. Having now spent my first year at Emmanuel College, I know that the new staff will feel as blessed as I do to be joining such a vibrant and welcoming school community.

Emmanuel College affirms its adherence to the principles and practices of Australian democracy, including a commitment to:

- Elected government,
- The rule of law,
- Equal rights of all before the law,
- Freedom of religion,
- Freedom of speech and association,
- The values of openness and tolerance.



Issue No. 01 02 Feb, 2024



The safety of members of our community and the security and integrity of our college assets is of utmost importance. The Closed Circuit Television (CCTV) system at Emmanuel College operates with the intention of providing staff, students and visitors with a safe environment in which they can work and study. Those attending the College are notified of the operation of CCTV through signage indicating that each campus is protected by video surveillance.

It is wonderful to see the impressive quality of construction over the Christmas break. The refurbishment of the Ranson Building at Notre Dame is completed to Stage 1 and students will have access to two woodwork rooms and two science rooms to begin the term. Stage 2 of this building, when the remaining rooms will be released is on track for part way through Term 1.

Preparations are also underway for the Marianist building works at St Paul's. The building will be demolished, and works will begin on the new building which includes the new music classrooms and instrumental spaces later this year. Portable classrooms have been placed on campus in preparation for when they are needed for classes in Semester 2.

Pope Francis is calling for 2024 to be a year of Prayer prior to the Jubilee in 2025. This provides a focus for us all as we work with our students on our theme for the year to 'have the courage to replace our doubts with dreams.'

The feast day of Blessed William Chaminade, founder of the Marianist Order, was celebrated on 22 January. May we imitate him as we follow Mary's example in bringing the Good News of her son, Jesus, to our world.

I look forward to working with you all in the exciting year ahead.

**Dr Janine Biggin**  
**Principal**

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## Deputy Principal (Student Wellbeing)

With the beginning of a new year comes new opportunities and fresh starts and 2024 will be no different. We would particularly like to welcome our newest members to the Emmanuel community with the arrival of our Year 7 students, new staff and new students joining us in different year levels. We trust that everyone has had a restful break and is looking forward to what 2024 brings. Please read the information below carefully to assist in your preparation for the year ahead.

Please note that significant time and consideration was put into developing the Year 7 and 8 Roll Classes. Movement from a Roll Class will only be considered if supported by medical advice. Other classes are determined by student subject preferences.

### **Homeroom Teachers, House Leaders, Pastoral Leaders and Deputy Principals (Student Wellbeing) 2024.**

As a first port of call, your Child's Homeroom Teacher is the appropriate person to contact with any concerns. Homeroom Teachers are supported by the House Leaders, Pastoral Leaders and Deputy Principals. Please refer to the listings at the end of the newsletter detailing the staff in each role, relevant to your child, some of whom are updated from last year.

### **Drop Off and Pick Up:**

#### **Notre Dame Campus**

Parents are encouraged to drop off and pick up their child **at a distance** from the College, in Inverloch Drive, or other nearby streets. Foxwood Drive will be very congested at these times, as both Notre Dame and the school adjacent have similar start and finish times. Please be aware that the Foxwood Drive car park **is not to be used** for dropping off or picking up students, however you may park there if you have other College business. Parents may enter the Dunnings Road Carpark to pick up their children.

#### **St. Paul's Campus**

Parents are reminded that parking is not permitted in the College car park. Pick up and drop off points are on the southern end of Chambers Road. Traffic regulations apply.

Please be vigilant with safety while dropping off and picking up students. Students will be supervised by a Yard Duty teacher from 8.25am; please do not arrange for your son or daughter to arrive earlier.

### **Information Meetings**

Evening Information Meetings are planned at both St. Paul's and Notre Dame Campuses for Monday 12 February for Year 7 and 12 parents as well as parents of students new to Emmanuel College across the other year levels. This session will provide the opportunity for parents to meet with their child's Homeroom Teacher/House Leader and hear details of what is in store for their child in the year ahead. Please mark this date on your calendar now and use this time to make a positive start to the year ahead. Further information will be distributed closer to the date.

### **Year 7 Camps**

St. Paul's Year 7 Camp is running from Wednesday 14 to Friday 16 February. Notre Dame Year 7 Camp is running from Wednesday 6 to Friday 8 March. Forms for these camps will be accessible through Operoo in the coming days. More information will be published closer to the date.

## Deputy Principal (Student Wellbeing)

### It's Not OK to Be Away – or Late

The College Pastoral Team will be specifically focused on lateness and absences this year. In order for students to learn, they need to be here at school. We would ask parents to ensure that they support student to get to school on time each day, ready to start by 8.45am. We know that every minute counts and that those minutes can quickly add up! Morning Homeroom is also an essential part of the day for connecting with teachers, being organised, greeting classmates, and being informed about special messages, arrangements and events.

When your child misses just...	That equals...	Which is.....	And from Prep to Year 12, equates to...
10 minutes a day	50 minutes of learning each week	Nearly 1½ weeks per year	Nearly ½ a year of school
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2½ weeks per year	Nearly a year of school
30 minutes a day	½ a day of learning each week	4 weeks per year	Nearly 1½ years of school
60 minutes a day	1 whole day of learning each week	8 weeks per year or nearly a term a year.	Over 2½ years of school

### Attendance Follow Up

As occurred in previous years, absence from Homeroom will be confirmed via SMS message to a mobile phone number where the College has not been notified regarding a student's absence. In order that this system works most efficiently, and to ensure prompt contact with families, it is imperative that the contact details recorded at the College are correct at all times. Please ensure that your details are correct and notify the Office promptly if you change your mobile telephone number and/or update your Operoo profile. The Attendance Officer will continue to contact families who do not have access to a mobile phone.

### Late Arrivals/Early Departures:

A reminder that students arriving late to school are required to sign in at Student Services before promptly making their way to class. Students who need to leave school early are required to provide written notification from parent/guardians, or email/phone call notification prior to departing. All students leaving the campus early are also required to sign out at Student Services.

### Uniform

Emmanuel College takes great pride in our school and our students. All students are expected to demonstrate adherence to the Uniform Policy. The Uniform Policy is contained in the Student Handbook, which your child will receive at school. Please read this, and all other information, during the first week of school to ensure that both you and your child are fully aware of all the responsibilities and obligations of being an Emmanuel College student. Students are required to wear the uniform correctly. As many of the girls have grown taller, they need to ensure that their dresses/skirts sit on the knee. Students are reminded that they should not wear their jumper/cardigan as an outer garment to and from school; if the jumper/cardigan is worn, the blazer must also be worn. Students may also wear the shirt/dress and blazer, but the jumper/cardigan must not be worn as an outer garment.

### Hair/Piercing

A reminder to students to ensure that their hair style and colour is appropriate for returning to school. No remnants of any extreme experiments left over from the holidays should be in evidence. Students and families are also reminded that the only piercing that is permitted at school is a single plain stud earring worn in the ear lobe only. No other piercings are permitted. The only jewellery permitted is a watch and a simple gold/silver cross necklace.

## Deputy Principal (Student Wellbeing)

Please note specifically the following:

- Hairstyle and colour should reflect a neat and moderate image; hair should be one, natural colour
- Mullets, shaved or severe undercuts, shaved sides and lines are not acceptable; clippers should not go below a number three.
- Fake eyelashes and nails are NOT permitted.
- Piercings, including nose rings, are NOT permitted. One plain ear stud may be worn in the ear lobe. Plastic studs are not permitted.
- Please note that school shoes must be black leather, lace-up school shoes only; some buckled/t-bar styles have been seen recently but these are NOT permitted. Black leather runners are also not permitted with the formal uniform.

Please note the required sock colour with the uniform:

- Girls- black (note this change)
- Boys- grey
- Boys' and girls' socks must be 10-15 cms above the ankle or knee highs.
- PE uniform - white socks (sports socks permitted only with PE uniform).

A reminder that these expectations are clearly communicated to parents and students and agreed to as a part of your enrolment. It is important to the community that everyone is treated equally in this regard and that the rules apply to all.

### **TIPS for return to school**

- In the days leading up to recommencing, begin resetting an appropriate sleep schedule with a set time to go to bed and get up ensure your uniform and shoes fit and you have all items you need.
- Find your school bag, school hat, water bottle and lunch box.
- Pack your books and stationery for the year.
- Find your lock for your locker and ensure you remember the combination.
- Remember you do not need to bring every book on the first day, but make sure you have something to write with and on
- Make sure your laptop is charged and ready to go (7s and 10s will get a new laptop!)

Be at school by 8.45am to ensure you can be in class by 8.50am.

### **Operoo**

As you know the College takes the health and safety of our students very seriously and in order to support this, we use the parent-controlled electronic medical/excursion permission form for schools known as Operoo. An email has been sent to all new students at the College with instructions on how to set up Operoo for the first time. For students who already have a profile in Years 8-12, it is important that parents update this with any new medical conditions that the College needs to be aware of. Thank you for your support.

### **SunSmart Policy**

All students participating in Health and Physical Education, ACC/SACCSS competition, excursions and outdoor activities are required to wear the approved College head wear. Students are also encouraged to be protected when walking to and from school and at recess and lunchtimes.

The College has several options available to students: baseball cap, bucket hat or wide brimmed cricket hat. Students who do not wear the appropriate head protection will not participate in these activities, as the College approved head protection is an integral and important part of the Emmanuel College sports uniform.



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## Deputy Principal (Student Wellbeing)

As you are aware the College subscribes to the 'Parenting Ideas' website. In each newsletter we include articles of interest from 'Parenting Ideas'. This week's article is about supporting your child to develop a growth mindset. Parents can help their children feel confident to learn new things through their words and encouragement, especially when trying something new. This is a great reminder as we begin a new year. Parents are encouraged to refer to this website for future reference.

### Communicating with Teachers

Finally, a note to parents about communication with teachers. The College always encourages parents to communicate with us at your earliest convenience if you have a concern. You may direct a concern to your child's Homeroom teacher, Subject Teacher, or House Leader, depending on the situation. Parents and guardians should contact the relevant teacher by telephone or via email. Parents and guardians visiting the school without an appointment to speak to a teacher are advised that they may not be immediately available to discuss the concern. However, details regarding the concern can be taken by the office staff, and an appointment time can be made to meet with the appropriate College Leader. Parents and guardians are reminded of the need to be respectful, confidential, and courteous to all College staff.

Finally, our staff feel privileged to work with you in the very important task of educating your daughters and sons. If you have any queries or questions, please contact your child's Homeroom Teacher on 8325 5100, or alternatively write a note in your child's Student Handbook. We look forward to the year ahead and hope that 2024 is a successful and enjoyable year for all.

Sincerely,



Victor Salloum

**Deputy Principal**

**Student Wellbeing (NDC)**



Denis Palanci

**Deputy Principal**

**Student Wellbeing (SPC)**

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## Leader of Mission Integration

### Opening Staff Mass

On Monday 29<sup>th</sup> of January the staff celebrated our opening staff mass. The mass was a wonderful opportunity to celebrate our first sacred gathering for the year. The readings focused on our Mission Theme for 2024, 'Have the courage to replace your doubts with dreams' (Pope Francis). The readings emphasised the importance of our belief that God has created us with wonderful intentions for our lives. We also recall the words of Jesus that he has come so that we may have life to the full. This year our hope is that all in our community are filled with optimism and hope for their future. At the conclusion, our new staff members received a Marianist Cross and blessed with a traditional Marianist blessing for teachers.

Lord, let these new staff be just what their students need.  
If the students need someone to trust, let them be trustworthy.  
If the students need sympathy, let them be sympathetic.  
If the students need love, let them love in full measure.  
Let the staff not anger easily, Lord but let them be just.  
Permit their justice to be tempered in your mercy.  
When they stand before the students, Lord, may they look strong, good, honest & loving.  
Help them to care for the anxious, crack the covering of the shy,  
temper the rambunctious with a gentle attitude.  
Permit them to teach only the truth.  
Help them to inspire the students so that learning will not cease at the classroom door.  
Let the lessons they learn make their lives fruitful and happy.  
And, Lord, let them bring the students to You.  
Teach the students through them to love you.  
Amen.

### Opening College Mass

On Friday 9<sup>th</sup> February we will have our opening college mass at Notre Dame Campus. This sacred gathering will be met with great enthusiasm as we look ahead to celebrate all that 2024 offers at Emmanuel College. The celebration has been designed with significant input from our students, particularly those in the Mission leadership team. We look forward to officially welcoming our year 7s, new staff and students at this mass, particularly the commissioning of our new leadership team. It is also an opportunity for our student leaders to make their public leadership pledge.

Throughout 2024 the Mission Integration Team (MIT) and Mission student leaders will work hard to create opportunities for our community to live out our theme through weekly social justice opportunities and weekly masses for faith formation.

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## Leader of Mission Integration

### Milestones in our Marianist Family

On the 10<sup>th</sup> and 22<sup>nd</sup> January we celebrate the Feast Days of Blessed Adèle de Batz de Trenquellèon and Blessed William Joseph Chaminade, respectively. Bl William Chaminade founded the Marianist Family in 1801 and the Society of Mary in 1817. He was born in 1761 and died on January 22 in 1850. In 2000, Pope John Paul II declared Chaminade “Blessed.”

Bl. Adele formed a spiritual union called the "Little Society" which had as its goal to create a network of women who would support each other in their faith. The association grew rapidly with Adele writing correspondence to the distant members, whilst also visiting the sick and inviting poor children from the country to her home to care for them and teach them about the fundamentals of the Christian faith. In 1816, Adele renounced her inheritance and rented part of an ancient convent in the local capital of Agen. In 1816 the Little Society and female members of Chaminade's group formed the Marianist Sisters that combine an impulse for mission work with a contemplative nature. The mission work was heavily focused on care for the sick and the education of the poor. Adele De batz de Trenquellèon died in 1828 and was buried at the convent; her final words were: "Hosanna to the Son of David!"

Today, members of the Society of Mary are in ministry throughout the world. As a school community, let us recommit ourselves to living out our Marianist tradition today and throughout the year. As Marianist's it's our calling to be world changers through innovation, adaptation, and loving compassion. Let us pray that all in our community help change the world, or the world for one person, as Blessed William and Adele dreamt, we would.

Peace and blessings for the new year,

**Mark Sciberras**

**DP – Mission Integration**

[‘Have the Courage to Replace your Doubts with Dreams’ \(Pope Francis\)](#)





## Athletics Carnivals at Emmanuel College—Then and Now



1987

1997



2007



2017



## Calendar Term 1 Weeks 1A & 2B

29 January	Staff Return
1 February	Berry Street Education Model (Staff Learning)
2 February	Students Return—Term 1 Begins Year 7 Transition Day 1
5 February	Year 7 Transition Day 2
6 February	Year 7 Transition Day 3 SPC College Assembly
8 February	Photo Day for Year 7 students, new students & missed staff
9 February	Opening School Eucharist @ NDC

*We acknowledge that we are gathered on the traditional land of the Kulin Nation. We recognise the First People's relationship to this land, water and culture and offer our respect to their elders, past, present, emerging. Emmanuel College commits itself to reconciliation.*

## 2024 Homeroom Listings & House Teams

### St Paul's Campus

Deputy Principal, Student Wellbeing: Denis Palanci Pastoral Leader: Cate Toebelman				
<b>CASSIDY [CAS]</b> Nidhi Chhibber - CHH	<b>CHAMINADE [CHD]</b> Thomas Meegan - MEE	<b>McCLUSKEY [MCK]</b> Michael Gray - GRM	<b>McCOY [MCY]</b> Jennifer Molloy - MOJ	<b>WINTERS [WIN]</b> Matt Shiell - SHI
Steve Chaperon [CHA] <b>Flynn [FLN] 46</b>	Aaron Zahra [ZAH] <b>Bradman [BRD] 12</b>	Elizabeth Buckley [BUC] <b>Burnet [BUR] 22</b>	Andrew Babb [BAB] <b>Barton [BAR] 32</b>	Donya Rajabian Tabesh [RAJ] <b>Daniel [DAN] 1</b>
Leo Li [LIL] <b>Hollows [HOL] 40</b>	Victoria D'Alton [DAL] <b>Fraser [FRA] 14</b>	Matthew Farrugia [FAM] <b>Lawson [LAW] 21</b>	Chris Terzakis [TEC] <b>Deakin [DKN] 33</b>	Chris Mundy [MUN] <b>Exodus [EXO] 4</b>
Kristi Johansen [JOH] <b>John [JON] 42</b>	Diana Barac [BRC] <b>Namatijira [NAM] 19</b>	Aaron Joyce [JOY] <b>Mannix [MAN] 23</b>	Heather Barlow [BAR] <b>Elliott [ELL] 37</b>	Mani Johal [JOA] <b>Joshua [JOS] 2</b>
Reed Jeffrey [JEF] <b>Matthew [MAT] 41</b>	Bill Burns [BUR] <b>Roberts [ROB] 16</b>	Maxwell Tarrant [TAR] <b>Simpson [SIM] 24</b>	Matthew El Khoury [ELK] <b>Flinders [FLI] 39</b>	Adrian Xue [XUE] <b>MacKillop [MAC] 6</b>
David Biggs [BIG] <b>Romero [RMO] 48</b>	Edwin Bowers [BOW] <b>Tasman [TAS] 13</b>	Nola Hamilton [HAO] <b>Walker [WLK] 20</b>	Liam Gilbee [GIL] <b>Laver [LVR] 35</b>	Hannah Terry [TER] <b>William [WLM] 7</b>
Jenna Borg [BOJ] <b>Mark [MRK] 44</b>	Georgina Solano (SOL) <b>Paul [PAL] 10</b>	John Richards [RIC] <b>Chang [CHA] 26</b>	Adele Mehmet (MEH) <b>Melba [MEL] 34</b>	Jack Cairns (CAI) <b>Solomon [SOL] 3</b>
		Keenan Gatens [GAT] <b>Freeman [FRE] 25</b>		
Nikolaos Kiannies (KIA)	Stephen Lunardelli [LUN]	Daniella Bombardieri-Szabo (BOD)	Maria Strachan (STR)	Marc Nicolas (NIC)
Jen Wagner (WAG)	Nicola op't Hoog (OPT)	Stephen Summers [SUM]	Jenny Tocchetto [TOC]	Rosie Smith (SMI)
Tania Vranes (VRA)	Mihara Mascarenhas	Feerouzeh Ghaemi (GHA)	Rebecca Eldridge (ELD)	Susy Sutherland [SUT]
Rose DiFabrizio (DIF)	Karla Emerson (EME)	Simone Traglia (TRA)	Rachel Swatman (SWA)	Michael Pichner (PIC)
Rosa Kalka F/T	Doris Veleviski	Sneha Kadam (KAD)	Carmelo Puglisi (PUG)	Daniel Velardo (VEL)
Mujahid Hussain F/T	Chiara Ravnik M,T,T	Sarah Dowling F/T	Rose Penfold (PEN)	Robert Patterson M,T,W
Abigail Dinan F/T	Joanna Christou M,T,F	Aimee Verbene F/T	Malcolm Willets (WIL)	Louise McGeown M,W,F
	Shaahida Nizar		Vicky Kuiper F/T	Louis Oosthuizen (OST)
			Hifla Anver F/T	



## 2024 Homeroom Listings & House Teams

### NOTRE DAME CAMPUS

### MARIAN HOUSE

Deputy Principal, Student Wellbeing: Mr Victor Salloum

Pastoral Leader Yr 7 & 8  
Ms Rebecca Chester

Pastoral Leader Yr 9 & 10  
Mr Nick Blassis

Pastoral Leader Yr 11 & 12  
Ms Maree Cody

CASSIDY [CAS] MARIAN Martin Joncevski - JOM	CHAMINADE [CHD] MARIAN Sean O'Mahoney - OMS	McCLUSKEY [MCK] MARIAN Stephanie Dervan - DER	McCOY [MCY] MARIAN Joel Salmond- SAL	WINTERS [WIN] MARIAN Lavinia Setini - SET
Xianhan (Siena) Ma [MAX] <b>Cassidy [A] B21</b>	Sudha Rao [RAO] <b>Chaminade [A] L11</b>	Tania King [KIT] <b>McCluskey [A] AC01</b>	Bronwyn Allen [ALB] <b>McCoy [A] Z34</b>	Greta Aranha [ARA] <b>Winters [A] ART01</b>
Kristina Stefanovska [STK] <b>Cassidy [B] B22</b>	Sivakumar Balakrishnan [BAS] <b>Chaminade [B] L12</b>	Nicole Evans [EVN] <b>McCluskey [B] AC02</b>	Kon Bouzikos [BOU] <b>McCoy [B] Z35</b>	Trevor Blackhurst [BLT] <b>Winters [B] ART05</b>
Daniel Caplan [CAP] <b>Cassidy [C] B23</b>	Terry Manoussakis [MAN] <b>Chaminade [C] L13</b>	Dan O'Boyle [OBL] <b>McCluskey [C] AC03</b>	Maria Dance [DAN] <b>McCoy [C] Z36</b>	Alistair Watts-Lyons [WAA] <b>Winters [C] T01</b>
Harry Armstrong [ARM] <b>Cassidy [D] B24</b>	Brodie Amor [AMO] <b>Chaminade [D] L14</b>	Carly James [JAM] <b>McCluskey [D] AC04</b>	Francis Romano [ROM] <b>McCoy [D] Z37</b>	Emily Liu [LIU] <b>Winters [D] T02</b>
Smitha Sunil [SUN] <b>Cassidy [E] B25</b>	Daniel Hindmarch [HIN] <b>Chaminade [E] L15</b>	Matt Farina [FAR] <b>McCluskey [E] AC05</b>	Linh Phan [PHA] <b>McCoy [E] Z38</b>	Brad Robertson [ROR] <b>Winters [E] T03</b>
Louis Toney [TON] <b>Cassidy [F] B26</b>	David Bernard [BER] <b>Chaminade [F] L16</b>	Shirley Dagmang [DAG] <b>McCluskey [F] AC06</b>	Taranjeet Kaur [KAU] <b>McCoy [F] Z39</b>	Michael Green [GRE] <b>Winters [F] T04</b>
Alexandra Genovese [GEN] <b>VCAL Marie N48</b>				Hannah Terry [TER] <b>VCAL Jakob N46</b>
Claudia Hall [HAL]	Sean Worrall [WOR]	Vince Crimi [CRI]	Gianna Galea [BER]	Christine Lockey [LOC]
Manvi Nirula [NIR]	Milad Pinnone [PIN]	Rachel English [ENG]	Brooke Clark [CLA]	Diannie Martin [MTN]
Constantine Lazos [LAZ]	Lauren McFarlane [MCF]	Angela Tomazic [TOM]	Felicity Kett [KET]	Nicolas Seow [SEO]
Melissa Millikan	Juline MacMahon- Reyes [MAM]	Neetu Sharma [SHA]	Lauren Baxter [BAX]	Kyle Chavarria
Enea Biba	David Walker [WAD]	Francesco Melli [MEL]	Elsie Matthews [MAE]	Jurine Tanuhardjo
Shaahida Nizar	Sarah Derrig	Anthony Di Battista	Danielle Steenkamp [STE]	Steve Meers
Tongtong Li [LIT]	Gisele Blackhurst	Emily Viskovic	Vindy Reinaldi	
			Anna Klar	

## 2024 Homeroom Listings & House Teams

### Notre Dame Campus

### Callahan House

Deputy Principal, Student Wellbeing: Mr Victor Salloum

**Pastoral Leader Yr 7 & 8**  
**Ms Rebecca Chester**

**Pastoral Leader Yr 9 & 10**  
**Mr Nick Blassis**

**Pastoral Leader Yr 11 & 12**  
**Ms Maree Cody**

CALLAHAN Amy Philippou- PHI	CALLAHAN Gerard Neenan - NEE	CALLAHAN Krystal Holzer - HOL	CALLAHAN Tess Blassis – BLA	CALLAHAN Rachael Schmidt-Seifrim – SCH
Melanie Treherne [TRE] <b>Cassidy [G] B27</b>	Yumi Yoshida [YOS] <b>Chaminade [G] L17</b>	Jessica Daaboul [DAA] <b>McCluskey [G] R04</b>	Cerys Merrett [MER] <b>McCoy [G] N40</b>	Marko Ivelja [IVE] <b>Winters [G] T05</b>
Tim Kelleher [KEL] <b>Cassidy [H] B28</b>	Yichen Wang [WAY] <b>Chaminade [H] L18</b>	Sarah Lyons [LYS] <b>McCluskey [H] R05</b>	Michelle Stokie [STM]/Rebecca Dunn [DUN] <b>McCoy [H] N41</b>	Maily Pham [PHM] <b>Winters [H] T06</b>
Dennis Dujic [DUJ] <b>Cassidy [I] B29</b>	Mikkel Blomley [BLO] <b>Chaminade [I] L19</b>	John Cassar [CAS] <b>McCluskey [I] R06</b>	Sian O'Neale [ONE] <b>McCoy [I] N42</b>	Hannah Bridges [BRI] <b>Winters [I] T07</b>
Sinead Horgan [HOR] <b>Cassidy [J] B30</b>	Diane Delia [DEL] <b>Chaminade [J] L20</b>	Pouya Bagheri [BAP] <b>McCluskey [J] R07</b>	Matthew Lever [LEV] <b>McCoy [J] N43</b>	Elizabeth Vidovic [VIE] <b>Winters [J] T08</b>
Adriana Agosta [AGO] <b>Cassidy [K] B31</b>	Connor Longhurst [LON] <b>Chaminade [K] Z31</b>	Mathew Niemczyk [NIM] <b>McCluskey [K] R08</b>	Nicholas Maynard [MAY] <b>McCoy [K] N44</b>	Tanya Jones [JON] <b>Winters [K] T09</b>
Jaryd Prentice [PRE] <b>Cassidy [L] B32</b>	Chris Roux [ROC] <b>Chaminade [L] Z32</b>	Carla Solarino [SOC] <b>McCluskey [L] R09</b>	Joyce Molloy [MOL] <b>McCoy [L] N45</b>	Jessica Alger [ALG] <b>Winters [L] T10</b>
			John Murphy [MUR] <b>VCAL Adele N49</b>	
Lina Abdi [ABD]	Adeleta Altun [ALA]	Mollie Wyatt [WAY]	Martyn Bence [BEN]	Daniel Taylor [TAD]
David Barr [BAD]	Michael Vidovic [VID]	Leah Elmer [ELM]	Jaclyn Taylor [TAJ]	Jodana Mac [MAJ]
Leanne Matheson [MAT]	Jordan Marion-Jon	Aliejana Harris [HAR]	Claire Wen	Sol Di Maggio [DIM]
Lorena Lesna-Maranello [LES]	Mai Le [LEM]	Avinash Thind [THI]	Sue Debney	John Donaldson [DON]
Amy Liu [LIA]	JannPaul Martin [MAR]	Beijia Sun [SUB]	Kate Henderson	Kaitlyn Murphy [MUK]
Kendra Latham [LAK]	Damien Lee [LEE]	Lorna Latham	Adrian Xue [XUE]	Rebecca Corry [COR]
Lisa Van Dort	Nicole Murphy	Georgia Sarpi		Larissa Lever
Matt Tiffen	Nicola Donaldson	Ellie Bonavia		Elizabeth Splatt
Katherine Branch	Jack Merington			



# Work Experience at Government House Victoria

[Home](#) > [All News](#) > Work Experience at Government House Victoria



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## Hear from two students about their time in the Office of the Governor.

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Earlier this month Government House hosted students as part of their work experience program, joining the team at the Office of the Governor for the week.

The two students – Sienna and Jonathan – met with teams across the Office to learn about how their work supports the program of the Governor of Victoria.

From meeting with participants in the Kitchen Garden Program, to assisting with the Governor's Performance Series hosted at Government House, it was a diverse week of engagements in their program.

### **Working In the Office of the Governor.**

Both students applied for work experience at the Office of the Governor to gain experience and exposure to a workplace as part of their Year 10 curriculum.

For Jonathan, the historical nature of Government House made the Office a good option for his work experience, making the Office unique compared to other government departments.

Sienna, on the other hand, was interested in learning more about the Office due to the extensive range of opportunities on offer across a variety of sectors.

### **A week of diverse engagements.**

The students began their week of work experience with a meeting with the Community Engagement Coordinator, who introduced them to participants in

the Kitchen Garden Program. For Sienna, this would become the highlight of her week.

*'The tight-knit community formed through this program was evident from the beginning where the personable, exuberant women shared their journeys and convinced us to dance with them prior to lunch.'* - Sienna

In the days following, the students met with teams across the Office to learn about how their work supports the program of the Governor of Victoria.

This included Transport Officers, Aides to the Governor, Garden Curators and House stewards – as well as a meeting with Her Excellency the Governor of Victoria.



The week was also an opportunity to discover more about the history and the maintenance of Government House, as the students enjoyed a tour of the State Apartments.

Jonathan's highlight was capping off the week with a journey up the tower at Government House to see the flagpole and the spectacular view over the Melbourne skyline.



*'The highlight of the week was going on top of the tower and overlooking the city of Melbourne. It was so much fun seeing the city from a different angle that I previously never knew.'* – Jonathan

Learning about the work of the Office also offered some surprises for the students – whether that was the diverse range of work undertaken by staff, or the fact that the House is also the Governor's place of residence.



Attending the Governor's Performance Series was a chance for the students to see firsthand all the elements of the Office coming together to deliver an



engaging public event hosted by the Governor.

### **Looking forward.**

An important part of work experience is helping students to better understand their study interests or potential career paths.

For Sienna, this experience helped her to gain a clearer vision of what she may wish to pursue in the future.

*'...this experience has also taught me to be open to new opportunities and not to focus too much on maintaining a linear career path, but rather pursuing what I find engaging and what I have a natural tendency for.'* – Sienna



Jonathan's experience during the week enabled him to develop a better understanding of what it's like to work in a professional workplace as a public servant in the Victorian Government.

*'Going forward into the future I have much more confidence in the areas I want to study and work at after secondary school.'* – Jonathan

The Office of the Governor thanks the students for their contributions throughout the week and wishes them all the very best for their futures at school and beyond.

Reviewed 15/12/2023

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Requests and Invitations for the Governor  
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Patronage organisations  
Speeches  
Lieutenant-Governor's role  
Congratulatory Letters  
Office of the Governor  
Working in the Office of the Governor

**Events and tours**

Virtual Tour of Government House  
Events  
Tours and Open Days

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Government House heritage and history  
State Apartments  
Government House garden and grounds  
Government House furniture  
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## Riding the Waves

Anxiety in our young people is at an all-time high. It has been rising for decades, and since COVID the numbers have exploded.

Why the huge rise?

Social media is the common scapegoat. There are good reasons to blame Facebook, Instagram, Snapchat, and TikTok, but they are not the most convincing reason. A majority of kids use social media (and screens) at surprisingly high levels with no mental health difficulties.

No. It's not social media. Or friendship issues. Or a lack of outside play. Or not enough physical activity. They all contribute to anxiety. They always have. But they don't explain the huge rise.

What does? Parenting. For two reasons:

1. Parents are more invested in their children, and as investment in children goes up (emotionally and financially), so do expectations – and those expectations are generally unrealistic. And...
2. Parents with high expectations are often overly critical of their children (which leads to lower resilience and increased anxiety), and they are more controlling of their children.

These parenting practices make sense if you believe we live in a world that is an increasingly competitive, dog-eat-dog, zero-sum world. Taking control is the only option to assure success in an environment like this.

But it's wrong. And it's creating anxious kids. Let's add a third challenge here as well:

Parents become anxious about their children's anxiety, which feeds control, which amplifies anxiety (theirs and ours). We're uncomfortable with our children's emotional discomfort which leads us to try to stop them feeling uncomfortable and exacerbates anxiety about anxiety.

Our children need more models and less judges. Solutions require a reset of our parenting practice. Less control and criticism. More empathic exploring and ebullient empowering.

### “But what have they got to worry about?”

It can be easy to look at our children's lives and think that they've got it made, especially if they're being raised in a significantly improved situation than yours was. But their anxious responses may not be as excessive as you think. This is due to the very real result of “worry stacking”.

Over time, small, even seemingly insignificant worries or concerns can accumulate and build upon each other, ultimately creating a larger and more overwhelming sense of anxiety or stress than the sum of their parts. (And considering how much we're cramming into our kids' lives now, is it any wonder?)

By learning how to effectively manage each worry as they arise, our kids can keep the stack from growing too high and maintain a sense of control over their anxiety. This is essentially like hitting the “reset” button on their nervous system.

## How to push the “reset” button

A healthy reset requires relationship and connection, a feeling of competence and capability, and a real sense of control.

In addition, we can teach our children about regulating anxieties and worries. It's essential to process worries, reset between challenges, and ensure concerns don't accumulate.

### 1. Balance the body

Recognise the physical sensations of anxiety. Where does your child feel it? Is it in their chest, shoulders, or stomach? Somewhere else? Identifying these sensations helps manage them effectively.

Rather than saying, “I am feeling anxious,” which can intensify anxiety, have your child say, “I’m beginning to notice anxiety in my chest.” This simple shift in language helps create distance from the anxiety and it's processed more effectively.

Deep breathing is a powerful tool for regulating emotions. Try box breathing (Inhale, 2, 3, 4. Hold, 2, 3, 4. Exhale, 2, 3, 4. Hold, 2, 3, 4.) A splash of cold water, or a brief cold plunge or a cold shower can help with a reset and refocus on the here and now.

Nature is an anxiety balm. Touch the grass. Breathe fresh air. See the sky. Soak in the sun.

### 2. Re-calibrate cognitions

The mind magnifies threats when we're anxious. Remember, thoughts are thoughts, not facts. Challenge unhelpful, unkind, or unproductive thoughts.

Question assumptions and beliefs that amplify anxiety.

### 3. Create capacity

Your child can't control the curriculum, can't trash the timetable, can't end exams, and can't save the planet. But they can hug their parent, can be present, can breathe, can play or run or be active, can cook dinner with you, can wrestle with you on the carpet, can read a book.

They can study, can call a friend, can help someone struggling.... There is so much they CAN do. They just need help seeing it.

Unhealthy anxiety is embedded in our culture. But it doesn't have to be embedded in yours. Or your child's. Let go of control. Recentre, rebalance, rethink, and recreate.

And trust that things will work out. They almost always do.



**AUTHOR**

**Dr Justin Coulson**

Dr Justin Coulson is a dad to 6 daughters and grandfather to 1 granddaughter. He is the parenting expert and co-host of Channel Nine's Parental Guidance, and he and his wife host Australia's #1 podcast for parents and family: The Happy Families Podcast. He has written 9 books about families and parenting. For further details visit [happyfamilies.com.au](http://happyfamilies.com.au).