

From the Principal's desk



Many years ago, one of my sons, devoted as he had always been to his mother, began to do the unthinkable. That is, resist her attention and charms and quietly but firmly

started to say 'no'. Not the stamping of feet 'no' that can come from a toddler, but the 'no' of the 12-13 year old coming in the form of resistances, doing things 'the other way', and by that, I mean - our tried and true 'family way', The most hurtful thing was that for a few years at least, he stopped following her and no longer desired in the same way, the love, joy and wisdom that was such a wonderful feature of her parenting. He also said 'no' to me, but with me, he didn't disengage. In fact, he did something I was not ready for.... he wanted more from me. And to begin with I wasn't sure what that more should be. This is because he had always been his mother's child – they both had been.

What we hadn't realised is that in our family at least, the era of 'mother' was passing and we were entering a new era, that of 'father'. It is always risky talking about this, because our experience might be a generational one (being early 1990's parents of teens) and now, for you, parents of the 20 teens this may be not such a relevant thing. Also, I wouldn't want to presume to generalise – it could be just a thing our family went through.

That's if it wasn't for the very clear feedback I receive week in week out, that this was not just our story but many peoples'.

I want to talk about this a bit further because the dynamic of the 'switch' from mother to father may only be relevant to a certain percentage of families. But if the switch is on, in your family, fathers wake-up! you're really needed! Women, please don't go quite yet because like all things this has many layers, and I certainly don't want to create the impression that the era of mother in boys' adolescence is really over – that's just part of the story.

But at first, I need to digress. Often I meet single parents, mostly mothers, and I quickly understand how brilliantly they have been able to keep the era of mother alive right through the teenage years, Sometimes it's assisted by a son who craves less that masculine guidance and in other cases it's just because she's so smart, so capable as a parent – that she's found a way through it. This is where generalisations are dangerous. And sadly, because I'm not writing a book, I do have to generalise a bit.

When I have conversations with parents, many (but certainly not all) confirm that It is usually women who seem to exert a considerable – often extraordinary amount of influence in parenting roles in the first decade. Again, I recognise though, that this is a generalisation, and one of the things that my wife is fond of doing, is pointing out the number of men she sees pushing toddlers around in pushers, pulling stupid faces at them and/or taking little ones on bike rides through the park. Thankfully, men are far more engaged than they ever have been. But again, speaking to many CBC parents, the era of mother (in that first decade) is still powerfully, compellingly strong.

As Julius Sumner Miller would say, "Why is this so?" The answer to this is both simple and complex. Starting with the complexity, any of us who have been to university over the last 30 years will know how contentious an area of study is gender theory.

Diary Dates to Remember

20 March	College assembly – Walkathon launch and SRC Investiture
21 March	ACC Senior Finals
22 March	Year 12 Retreat 3
23 March	Year 7 Retreat Day
26 March	P&F Meeting 7.15pm All welcome
28 March	ACC Athletics Carnival
29 March	Holy Thursday CBC Easter Liturgy End of term. 1.00pm dismissal
30 March	Good Friday Public Holiday
1 April	Easter Monday
2 April	Easter Monday Public Holiday
16 April	Staff Professional Development Day
17 April	First day of Term 2 – classes resume

Some argue, as Simone De Beauvoir did 60 to 70 years ago, that gender is not at all fixed, but fluid and determined purely by the social conditions. Others see essential distinct characteristics (of maleness or femaleness) to each gender with considerable variations across the spectrum – from the tomboy to the very feminine in the case of girls and from the robustly physical to highly sensitive in the boys. Our two boys definitely encapsulated very different models of masculinity.

Falling into the latter camp, that supports the idea that there are certain distinct male characteristics, I am therefore able to present a fairly straight forward argument concerning the importance of fathers for their sons in the teenage years. That being, that as they go through puberty and begin that five to 15-year journey of becoming an adult male, (we hope it will be that short) they look to their fathers to not only see how it is done - but also how it should not be done (thus the critical comments about dress, general outdatedness, jokes and all sorts of mannerisms).

If you're a family like ours, and perhaps have not prepared yourself for this change in your son's outlook, then I respectfully advise that serious thought is given to how much time and thought the man/men in the family give their son/young man. And it is *time* that is the critical element.

For many men this can be hard to accept. We do like a short cut! But its more than that. I think most decent men spend a lot of time working out how to be a good man. We develop little philosophies, rules and habits for ourselves that keep us in the right place, doing the right things. And many of us don't share them that much. But when we see our teenager beginning to make the same/similar mistakes we did it's natural to want to help by offering that little rule or truism about how you get around this.

Critical warning! Unless they ask for your advice – don't give it. Be silent. Here I'm not talking about household rules. This is about philosophies and beliefs and how you should live your life... he does not want to be told!

So how can we (males) make a difference? It's quite simple really but it does require what might seem to be significant sacrifices – you have to give up your time! The simple fact is that most young men learn by doing things, and occasionally (when the time's right) talking things over. A father who can share any one of his own interests, or even more importantly take up an interest of his son, and journey with him through his adolescence doing stuff together, will have a colossal impact - not only on his outlook on life but (if things are going well) his emotional state of mind. And, these are the two things a father can really help to build – emotional resilience and developing the right outlook. And you do it by doing stuff together – not fixing the car when he hates that, not raking the leaves together, but sitting at the skate park, or other such things.

Occasionally I have conversations with our young men and their dads, and in the most well-meaning way, the Dad tries to tell his son how things 'should be', and most times, I see the boy's eyes glaze over. It is not that when fathers do this they are saying anything wrong, it is just that the age of telling is over - and instead, in the teenage years, they are searching for authenticity and instinctively know homilies do not equal authenticity. For them, it is *how you act* that counts. Think about it this way; how many of us are looking upon many priests in the Church now and saying they've lost our respect because 'they don't practice what they preach'. The stupid maxim 'Don't do what I do – do what I say', is a disaster for teenage development.

Sadly, there are many frightening things about being male. The most recent revelations about the Lord Mayor of Melbourne, the tarnished reputations of some of our favourite actors, and the failing of the Catholic Church in relation to abuse scandals continues to highlight the dreadful, predatory behaviours of too many men. As well, the high representation of men in violent incidents, (especially domestic violence) crime, suicide, drug usage and accidental deaths indicate that there are still real problems with masculine culture, and genuine risks for young men as they grow up. Obviously, this does not have to be so. Mostly when these sorts of things do go wrong, the cause is either a very unsettled mental/emotional state or a terrible moral outlook. And these usually are mostly brought about (but not always) by a lack of real interest (listening and time) and care for that person as a child. If you combine this with very poor guidance and inappropriate role modelling and a young man can be in serious trouble.

We have so many marvellous fathers here at CBC that give their sons this most precious gift of their time - whether it be watching the footy game he is playing in, or going to a St Kilda match with him, bush walking, camping, making things together, bike riding, concerts, experimenting, and so on.

But here is the hard part. Can you help him make something all the way through to the end of the job? Or do you get bored or worse, get annoyed and lose your temper? Will you go to the football without displaying too much male aggression? Can you take a bush walk and let him lead the way? Will the concert be the one he wants to see? The role of the dad is not to talk about how it is done, but to show how it is done. To set the tone - to show the way.

Nevertheless, there is more to this, and this is where our masculinity gets so challenging. What sort of emotional environment do we foster in our home? Are we gentle, loving and considerate, or do we bristle too quickly or always let it be known that we want to be 'left in peace'? Growing up in what was a violent environment myself, I did something my sister can never quite forgive me for. And that is on the week-ends, I visited other families and stayed there as long as they would let me. What was my measure for a good place to be at? It was a place that had emotional warmth, a strong sense of right and wrong, and a calmness. Too often men have been poor at contributing in the right way emotionally to their home environments. The traditional view has been, I work all these hours and now I deserve some 'me time' or 'peace and quiet' or 'having it my way for once!'. More and more, thankfully, I see men recognising that that is not good enough. That like the women in the family, they must be positive emotional contributors.

Can this be too hard? No, it doesn't have to be that hard at all.

I think it is easy when men look at things differently – shift from a 'I must get that done' focus to looking into the beautiful faces of their children, to see their precious souls and love them simply, and gushingly for who they are. The act of loving changes us – that is where it must all start. Loving dissolves any notion of sacrifice or loss of my time – love demands we take time and it offers growth. Men, those of us who don't know how to do this - or be this, then we have work to do. And we have much to learn from our women.

Finally, if you read this and you find yourself saying 'I've bugged things up – bloody hell' Don't despair – just find that love, quietly change and do things differently. Trust might be low – but that's OK, because they crave your love and your respect – and because of this, they'll start to join in.

Note: I appreciate that there are many families where the men have always been the peace makers, and love givers – and sometimes it has been the woman who has brought emotional harm to family life. But generally, in my experience, having had numerous encounters with countless families, too often still, it is often us men who are letting the team down.

Mr Gerald Bain-King
Principal

Reflection

Lenten Re-visioning

Lent is a time where we are asked to challenge how we see the world around us, our relationships and ourselves. Fr Ron Rolheiser invites us to shift our eyes over the coming weeks to see things in a new way.

Please join our community in prayer as we focus on these two themes in the coming weeks.

Week 3:

By shifting our eyes from seeing through bitterness to seeing through eyes purified and softened by grief.

The root of bitterness is wound and the way out of bitterness is grieving. Tears clear our eyesight because they soften a heart hardened by wound.

Week 4:

By shifting our eyes from seeing through anger to seeing through forgiveness.

Nothing taints our eyesight as much as anger. It's the most debilitating of all cataracts. And nothing cleanses our vision as much as forgiveness. Nobody holding a grudge sees straight.

Mr Damien Keady
Director of Identity

Deputy Principal's Talk

CBC St Kilda Student Hair Policy

It is with a great deal of satisfaction that we will confirm at the College Assembly on Tuesday 20 March, that an amendment to the standards regarding student hair styles has been made. After a proposal from students was brought to the Leadership Team of CBC and shared with the staff, it was decided that student hair is permitted to be grown over the ear however must be tucked behind the ear. At no stage is it allowed to be longer than the bottom of the earlobe. Several elements remain unchanged; Hair must still be above the collar, off the face, without colour changes and must not be extreme (Number 1 blade, undercuts, mohawks, and so on).

Whilst recognising that many students have worn this hairstyle previously, the rule that was in place- in that it must be cut above the ear- was somewhat outdated and difficult to enforce. Additionally, it was recognised that if the students are to have ownership and voice around shaping the school, they must have a say in what form the standard takes.

It allows many of us - students, families and staff, to move forward with a greater understanding of what is expected by the CBC community. A key principle is that hair styles of students must be neat and reflect the image of the fine young men of CBC. And although the College reserves the right to be the arbiter of what is acceptable, it will always be our practice to consult the students so that their views will be heard.

Particular thanks must go to the students who have lead a very civilized and co-operative approach to bringing about change. From the students who put together a petition that garnered the support of 350 students and staff, to the Prefects for their

support and production of the proposal, we express our gratitude on behalf of the community. Their actions are representative of a collective who understand the power of their voice whilst endeavouring to create a productive and cohesive school. We thank them for their energy and persistence.

National Day of Action Against Bullying and Violence- 16 March

Today was the National Day of Action Against Bullying and Violence. At CBC we recognised the day with a short activity during homeroom that highlighted the prevalence and nature of bullying in schools in Australia. Disturbingly, Australia has one of the highest rates of bullying in the developed world, with around 20% of students aged between 7 and 17 experiencing bullying on a weekly basis.

At CBC St Kilda, we have a zero tolerance approach to bullying and intimidation of students. In 2018, we are looking to foster a culture whereby harmful behaviours are not tolerated by any members of our community, and encourage all students to act to do what is right. In relation to bullying, this is addressed through providing strategies for all members of our community to combat these sorts of behaviours. These include;

For the person being bullied:

- Talk to someone you trust about it- friends, parents, teachers
- Try to address the behaviour directly, telling the person to stop what they are doing
- Commit as a peer group to not treat each other in a way that makes you feel diminished

For the bystander:

- Say something to support the person being bullied
- Say something to the person bullying- tell them to stop
- Tell someone- a support person, friend, parent or teacher

For the Bully- It's been found that a significant number of students who bully others have been bullied themselves.

- You need to stop
- Take responsibility for your actions
- Apologise and repair the damage
- Think about why you bully others

Stopping bullying and intimidation requires us all to act, not just those directly involved.

Mr Brenden Mair
Deputy Principal

Counselling Corner

Managing Stress in Teens and Adolescents: A Guide for Parents

In the last newsletter, I wrote about anxiety in response to a number of our students experiencing anxiety in their transition to a new school or a new year level.

In this newsletter, I am presenting a helpful article on how parents and care-givers can assist in supporting their young people in managing stress. It has a range of helpful ideas. See what you think!

The early teen years are marked by rapid changes — physical, cognitive, and emotional. Young people also face changing relationships with peers, new demands at school, family tensions, and safety issues in their communities. The ways in which teens cope with these stressors can have significant short-and long-term consequences on their physical and emotional health.

What is stress?

It is the body's reaction to a challenge, which could be anything from outright physical danger to asking someone for a date or trying out for a sports team.

The physical response to stress kicks in much more quickly in teens than in adults because the part of the brain that can calmly assess danger and call off the stress response, the pre-frontal cortex, is not fully developed in adolescence.

The stress response prepares a person to react quickly and perform well under pressure. It can help teens be on their toes and ready to rise to a challenge. The stress response can cause problems, however, when it overreacts or goes on for too long. Long-term stressful situations, like coping with a parent's divorce or being bullied at school, can produce a lasting, low-level stress that can wear out the body's reserves, weaken the immune system, and make an adolescent feel depleted or beleaguered.

We all experience both "good stress" and "bad stress." Good stress is that optimal amount of stress that results in our feeling energized and motivated to do our best work. Good stress encourages us to develop effective coping strategies to deal with our challenges, which ultimately contributes to our resilience. Bad stress occurs when our coping mechanisms are overwhelmed by the stress and we do not function at our best. The same event can affect children and adults in very individual ways—one person may see a carnival ride as thrilling and another may see it as a major stressor.

Stress can become distress when we are unable to cope or when we believe that we do not have the ability to meet the challenge. The solution is to adapt, change, and find methods to turn that bad stress into good stress.

What are some causes of stress in teens and adolescents?

- School pressure and career decisions.
- After-school or summer jobs.
- Dating and friendships.
- Pressure to wear certain types of clothing, jewellery or hairstyles.
- Pressure to experiment with drugs, alcohol or sex.
- Pressure to be a particular size or body shape (with girls, the focus is often weight; with boys, it is usually a certain muscular or athletic physique).
- Dealing with the physical and cognitive changes of puberty.
- Family and peer conflicts.
- Being bullied or exposed to violence or sexual harassment.
- Crammed schedules, juggling school, sports, after-school activities, social life and family obligations.

What are some signs that a teen or adolescent is suffering from stress?

- Increased complaints of headache, stomach ache, muscle pain and/or tiredness.
- Shutting down and withdrawing from people and activities.
- Increased anger or irritability (i.e., lashing out at people and situations).
- Crying more often and appearing teary-eyed.
- Feelings of hopelessness or chronic anxiety and nervousness.
- Changes in sleeping and eating habits (i.e., insomnia, nightmares, or being “too busy” to eat).
- Difficulty concentrating.
- Experimentation with drugs or alcohol.

Teen stress -- Strategies for coping

- Talk about problems with others.
- Take deep breaths, accompanied by thinking or saying aloud, “I can handle this.”
- Perform progressive muscle relaxation, which involves repeatedly tensing and relaxing large muscles of the body.
- Set small goals and break tasks into smaller, manageable chunks.
- Exercise, eat regular meals and get proper sleep.
- Practice consistent, positive discipline.
- Visualize and practice feared situations.
- Focus on what you can control (your reactions, your actions) and let go of what you cannot (other people's opinions and expectations).
- Work through worst-case scenarios until they seem amusing or absurd.
- Lower unrealistic expectations.
- Schedule breaks and enjoyable activities.
- Accept yourself as you are; identify your unique strengths and build on them.
- Give up on the idea of perfection, both in yourself and in others. Give yourself permission and cultivate the ability to learn from mistakes.

How can parents help children and teens manage stress?

- Be aware of your child's behaviours and emotions.
- Build trust with your child.
- Be available and open to talk with your child when he or she is ready.
- Encourage the expression of feelings.
- Teach and model good emotional responses.
- Encourage your child to tell you if they feel overwhelmed.
- Encourage healthy and diverse friendships.
- Encourage physical activity, good nutrition, and rest.
- Teach your child to problem solve.
- Remind your child of their ability to get through tough times, particularly with the love and support of family and friends.
- Keep your child aware of anticipated family changes.

- Monitor television programs that could worry your child and pay attention to the use of computer games, movies, and the Internet.
- Use encouragement and natural consequences when poor decisions are made.
- Help your child select appropriate extracurricular activities and limit overscheduling.
- Make your child aware of the harmful effects of drugs and alcohol before experimentation begins.
- Monitor your own stress level. Take care of yourself.
- Contact your child's teacher with any concerns and make him or her part of the team available to assist your child.
- Seek the assistance of a physician, school psychologist, school counsellor or school social worker if stress continues to be a concern.

Sources:

Johns Hopkins Bloomberg School of Public Health, Centre for Adolescent Health;
National Association of School Psychologists.

This article first appeared in the April 2014 Brown University Child and Adolescent Behaviour Letter supplement.

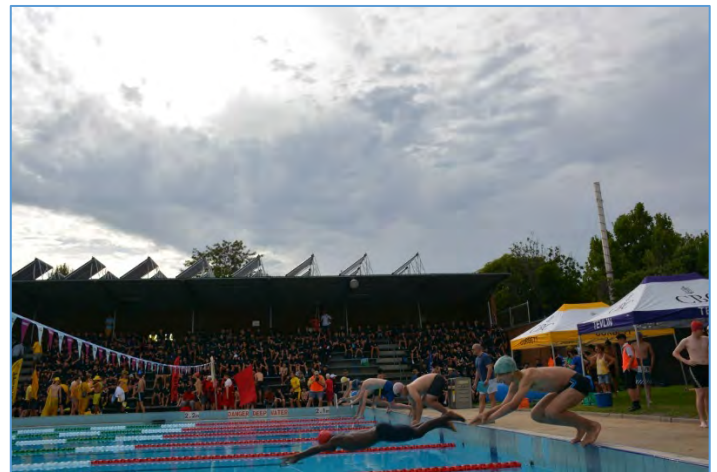
Ms Catherine McMahon
Student Counsellor

SPORT

CBC House Swimming Carnival 2018

Friday 9 February marked the much anticipated annual House Swimming Carnival of 2018, where the CBC boys passionately competed and fired up their teammates in pursuit of the House Cup.

There was a fierce and competitive atmosphere in the air, with the stands full of the boys draped in their house colours singing and chanting. The day was kick-started by a stellar performance from Year 7 young gun Stefan Holmes who put in an outstanding performance for U13's freestyle and butterfly. Seth Shaw also had an outstanding day, dominating the U16 Freestyle. Tommy Smith remained the College's top swimmer, ready to lead the boys at the upcoming ACC swimming carnival on Friday 23 February at MSAC.



The event concluded with a nail biting margin between the top two scoring houses, with Tevlin coming out victorious with a score of 1111, followed closely by Corbett in second place with a score of 1044. McMahon finished in third place with an overall score of 1017, followed by O'Shea scoring 983 for the day. With such a close margin, the next House Athletics Carnival on 9 March will without a doubt, be a very competitive and exciting event.

	TEVLIN	McMAHON	CORBETT	O'SHEA
Under 13	235	288	211	170
Under 14	234	127	208	220
Under 15	181	180	144	243
Under 16	113	155	160	100
Under 17	196	135	127	147
Senior	152	132	194	103
Totals	1111	1017	1044	983



ACC Swimming Carnival 2018

Friday 23 February saw the stage set for our CBC students to take part in what was a successful ACC Swimming Carnival at Melbourne Sports and Aquatic Centre (MSAC). CBC St Kilda finished the event in 2nd place for Division Two, with a score of 368 points behind Mazenod College, who took out first place with a score of 431 points.

Leading CBC from the front, and cementing his place in the College history books was Tommy Smith, who beat the Under 16 50m freestyle record of 27.00 seconds set by I. Brewer in 1966 with a new record time of 26.56 seconds. In addition, not only did Tommy Smith beat a 52-year record but he also won 7 out of 7 events, an exceptional performance.

However, Tommy was not the only athlete setting records, with the under 16 4x50m freestyle relay comprised of Callum Brett, Tommy Smith, Seth Shaw and Dylan Vanderzee beating the 2006 record. The boys achieved a time of 1m 56.41 seconds beating the old record of 2m 03.77 set by T. Matherson, O. Taylor, A. Dang and J. Briguglio.

Similarly, to Tommy, Stefan Holmes also dominated the night, winning every individual event he entered. The under 13's successfully took out the Division 2 age group flag.

Watch the full ACC video at www.accmelb.com.au

We believe that on the back of such a strong performance our CBC boys will continue this wave of form and represent the College proudly in the up and coming ACC Athletics Carnival on 28 March.

Section Winners

Division 2 Junior		
Place	School	Points
1 st	Mazenod	136
2 nd	CBC St Kilda	127
3 rd	St Joseph's FTG	98
4 th	Simonds	79.5
5 th	Emmanuel	73.5

Division 2 Intermediate		
Place	School	Points
1 st	Mazenod	134
2 nd	CBC St Kilda	116
3 rd	Emmanuel	106
4 th	St Joseph's FTG	104
5 th	Simonds	55

Section Winners

Division 2 Senior		
Place	School	Points
1 st	Mazenod	161
2 nd	CBC St Kilda	125
3 rd	St Joseph's FTG	122.5
4 th	Emmanuel	86.5
5 th	Simonds	28

Aggregate Results -- Division 2

Division 2 Intermediate		
Place	School	Points
1 st	Mazenod	431
2 nd	CBC St Kilda	368
3 rd	St Joseph's FTG	324.5
4 th	Emmanuel	266
5 th	Simonds	162.5

House Athletics Carnival

The CBC House Athletics Carnival was held last Friday at the world class Lakeside Stadium athletics track. With the temperature set to reach 33 degrees, the boys were in for a tough challenge. There was outstanding participation across the board from our CBC students including experienced competitors such as Nick Burgess and Juma Ater and students who competed in an event for the first time.

There were some exceptional performances on the day with U14's Sam O'Brien winning the open 3000m with a time of 10:58. In addition, Atu Bose and Saxon Davidson were outstanding in the senior events; Saxon ran the fastest 100m of the day closely followed by Atu. Saxon was also fastest in the 200m, 400m and 800m. Atu posted the best hurdles time just ahead of Ubil Chol. Furthermore, Owen Pepper and Matt Gibbons were outstanding in the U14 age group. Matt won the 200m, long jump and triple jump. Other great performances were achieved by Aidan Williams, Brenden Hoang, Liam Conway, Telly Apostilidas, Ricardo Esposito, Will Corrigan and Nick Burgess.

Although the day was full of close and competitive finishes, in the end McMahan were victorious with a score of 203 points, a comfortable lead in front of second place O'Shea, with a score of 177 points. Following O'Shea was Tevlin in 3rd place with a score of 173 points and Corbett in 4th with a score of 148 points.

The CBC house athletics carnival was a great success, and we believe that our boys will be able to extend their performances to the ACC Athletics Carnival on Wednesday 28 March at Lakeside Stadium.

Written by Conor Daly

Ms Lucy McKeown

Learning Leader H&PE and Director of Sport and ACC

VCE Update

Below is a copy of the first term assessment dates for Unit 01 and Unit 03 subjects. However, as you can appreciate, due to circumstances beyond our control, some of these dates may change. Please encourage your boys to establish a home study program and to record when the assessment tasks are to be completed so they are aware of their responsibilities. Any changes will be notified in their classes.

If a student is absent on the day of the School Assessed Coursework they will be required to fill in an Application to Reschedule the SAC form which is located outside of my office (located at the back of the library). The students need to ensure that they complete the form and provide a medical certificate or statutory declaration explaining the reason for the absence. Students must have the form signed by all necessary parties otherwise they will not be permitted to re-sit the SAC.

All SAC reschedules are completed in the library every Thursday from 3:15 – 4:30pm

Unit 1 Learning Outcome Calendar

Week	Week Beginning	Subject	Outcome	Teacher
6	5/03/2018		House Athletics Carnival	
		Vis Com	OC2: Drawing as a Means of Communication	Ms Valentino
7	12/03/2018		LABOUR DAY	
		Media	Outcome 1 Representation	Mr McLean
		Legal Studies	Outcome 01 - Sources of Law	Mr Sweet
		Economics	Outcome 1 Task B	Mr Wantrych
		Physics	Thermodynamics: Theory test	Ms Lindsay
8	19/03/2018	Global Politics	AOS 1 Power and Ideas	Mr Vassiliou
9	26/03/2018	English	Analysis SAC	Ms Vandrine
		Economics	Outcome 1 Task C	Mr Wantrych
		Computing	Research SAT Due	Ms Pastore
		Business Mgt	UNIT 1 AOS 2- Case Study Analysis	Ms Makris
		Biology	Logbook of Practical activities on Cells	Ms Blassis
		Computing	Outcome 01 - Networks Test	Ms Pastore

Unit 3 School Assessed Coursework Calendar

Week	Week Beginning	Subject	Outcome	Teacher
7	12/03/2018		LABOUR DAY	
		Business Mgt	UNIT 3 AOS 2A - Case Study	Ms Makris
		Accounting	Outcome 01 SAC 3	Ms Bleeser
		Physics	Unit 3 Outcome 3 - Part 1: Annotation of practical activities	Mr Afkari
		Psychology	Unit 3 Outcome 1 - Visual Presentation	Mr Williams
8	19/03/2018	Physics	Unit 3 Outcome 3 - Part 2: Data Analysis of Physics concepts	Mr Afkari
		Legal Studies	Outcome 2 SAC 2	Mr Vassiliou
		Economics	Outcome 01	Mr Wantrych
		Literature	Outcome 01	Mr Wynne
9	26/03/2018	Media	Unit 3 AOS 1- SAC	Mr Jesson
		EAL	AS3 Outcome 3: Listening to Text	Ms Lim
			EASTER THURSDAY 1pm finish	

Teaching and Learning

Parents of boys studying VCE, VCAL and VET courses across Year 10, 11 and 12 are thanked for their attendance and engagement in the Senior Studies Information Evening. The start of these important academic years is the ideal time to communicate with home expectations of boys' study habits and how best to prepare for the rigours of their studies over 2018. As ever, the challenge for students is to translate excellent intentions into excellent and sustained actions.

The support for boys at school inside and outside of the classroom, communication with homeroom and subject staff, and in private study periods will give them the best chance to meet their aspirations. Boys are reminded of the need to arrive promptly, well organised and with a focused mindset to make the most productive use of time available. The SAC calendar has now been circulated and should form the basis of revision and time management plans over the coming semester.

Please do get in touch with any issues in advance of these important SAC dates if there are significant issues to resolve. Boys in Year 7 – 10 will be aware of their assignment deadlines for this first semester. The ability to balance the demands of several subjects and several deadlines at a similar time is something many younger students struggle with.

With this in mind, Learning Leaders have worked together and have adjusted the deadlines for some assignments where possible to spread the workload.

On a final note, it is wonderful to see our Year 10 boys have settled back into the Westbury Street campus following a year of experiential learning at Balaclava. As they move through the rest of this year, it will be important for them to reflect on 2017 and ensure that they continue to build on the skills sets they have been developing as learners: collaborating, problem solving, creative thinking and thoughtful questioning - these are the important skills that will also help them to navigate the VCE successfully, supported by their teachers.

Mr John Walter
Head of Teaching and Learning

Music Centre News March

CBC ANZAC Drum Corps

For the last four years the CBC Concert Band has been the official band for the Dawn Service at the Caulfield RSL and the commitment of the boys and parents to this event has been wonderful. This year the RSL asked if we could provide a drum corps as their members are going to gather in Sandham Street and march down to St George's Road. Last year I mentioned to Angus Stanyer Year 10 Treacy, our principal drummer in the Concert Band, that we should look at getting some of the marching drums out and practising for the CBC ANZAC Service. Angus was keen and sorted out the drums and the drummers so when the RSL asked me I told them we were already rehearsing!

I took the boys out and taught them the basics of military drill and they did extremely well marching and playing whilst mostly staying in step! The Drum Corps members are: Angus Stanyer, Ethan Taifernopoulos, Oliver Rudd and Paul Parnis.

At the CBC ANZAC Service all our drummers will be playing the military solos that the drum corps are featuring on ANZAC Day. A reminder to parents of Concert Band members that all band members are required at the RSL on ANZAC Day at 6.15am. A Care Monkey with more information will be in your inbox soon.

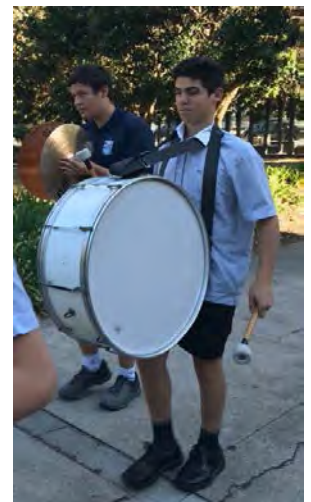
Rock Groups at Rotary Family Fun Day Sunday 25 March

For the last two years CBC has provided rock groups to perform at the Rotary Family Fun Day in Central Park East Malvern. This event is also part of the Stonnington Council's 'Pets in the Park Day' and is well attended - by dogs and humans! This year we have two groups performing: a Y11/12 group led by Jarrod Daniels Y11, and a Y10 band with Ben Pucci on lead vocals. The boys are rocking the house (park!) from 1.15pm – 2.00pm so come along and support them and you can bring your furry friends as well.

Auditions for CBC/PCW Musical Production

Auditions for our musical production 'Joseph and the Amazing Technicolour Dreamcoat' will be held in the CBC Music Centre on Monday 26 March, Tuesday 27 March and Wednesday 28 March from 3.30pm – 5.00pm. ALL students are invited to apply and participate in this great event showcasing the many talents of our two Colleges. Please encourage your son/charge to apply by having them see myself or Ms Deirdre O'Doherty.

Information will also be in the school memo and announced at the next Assembly.



Instrumental lessons

All instrumental lessons have commenced and students are enjoying their lessons on the guitar, drums and piano.

If you'd like your son/charge to commence having lessons, enrolment forms are available from the Administration Office of both campuses, or your son can collect one from the Music Centre.

'Never underestimate the power music has to change lives'

Mr David O'Meara
Director of Music

Camps, Sports and Excursion Fund – 2018 Applications now due

The CSEF is a Victorian Government initiative directed at breaking the link between a student's background and their outcomes. It helps to ensure that eligible students can participate in school trips and sporting activities.

Applications for the CSEF program are now open, and the application form and other communication materials can be accessed from the CSEF website www.education.vic.gov.au/csef.

Families holding a valid means-tested concession card are eligible to apply. A special consideration category also exists. Completed application forms are to be lodged with myself, Andrew O'Brien, at your earliest opportunity.

Mr Andrew O'Brien
Business Manager

CBC St Kilda 2018 Japanese Study Tour

CBC is planning a study tour to Japan in September 2018 as a part of our commitment to cultural education and international student exchange. This trip is open to all students from Year 8 to Year 11, and although this trip is organised as part of our Japanese language program, students who are not learning Japanese are also invited to participate.

The dates of the tour are Thursday 13 September to Thursday 27 September and our students will be staying with Japanese host families selected by the host school, Taisei University High School, in Osaka.

The cost (including home stay, train travel, accommodation when travelling in Japan, airfare, Tokyo Disneyland, meals and travel insurance) is approximately \$3,500 per student.

If you are interested in your son joining this study tour of Japan, please contact **Mr Ananda Perera** as soon as possible on 9529 6611 to obtain the *Expression of Interest* slip.

Holiday Trading Hours

CBC Uniform Shop will close for the school holidays on Thursday 29th March at 4.00pm.

Additional Term 2 holiday trading hours

Tuesday 10th April	9.00 am to 4.00 pm
Thursday 12th April	9.00 am to 4.00 pm
Saturday 14th April	9.00 am to 1.00 pm
Monday 16th April	8.00 am to 4.00 pm

The uniform shop will return to normal hours on Tuesday 17th April.

Throughout the school term our opening hours are:

Tuesday	8.00 am - 4.00 pm
Thursday	8.00 am - 4.00 pm
First Saturday of the month	9.00 am - 1.00 pm

You are welcome to purchase from the online uniform shop at your convenience and your order will be filled when the store is next open.

Please contact the uniform shop:

Phone: 03 9510 3715
Email: cbc.stkilda@midford.com.au



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CBC Parents & Friends Association (P&F)

CBC P&F Aims

- Foster community spirit and fellowship, ensuring that all members of the CBC family feel connected to, and valued by, the College.
- Provide feedback to the College Leadership Team and Staff through consultation and input.
- Raise funds (e.g. the Annual social event and the establishment of a P&F Secondhand Uniform Shop) for a number of purposes; these may include the provision of resources for equipment and activities which support and enhance the students and their families and/or teaching and learning programs at the College, and which are not covered by school fees.
- Support College events and assist with their effective promotion and delivery.
- Provide social opportunities for and between families and other members of the CBC community.

P&F Meetings – 2018

P&F meetings are from 7.15pm for a 7:30pm prompt start, and the venue is the College Boardroom at the Westbury Street Campus (entrance via main Reception). Refreshments provided. No regular commitment is required and all are welcome.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Mon 26/03/18 	<ul style="list-style-type: none"> • Mon 14/05/18 • Mon 25/06/18 	<ul style="list-style-type: none"> • Mon 06/08/18 • Mon 03/09/18 	<ul style="list-style-type: none"> • Mon 29/11/18 (including AGM)

Annual Social Justice Walkathon (Fri 04/05/18) - save the date

Once a year our entire College community walk the ~16km journey from Sandringham to Port Melbourne to raise funds for our sponsored schools and communities overseas. Our parents are encouraged to walk together in a group to support our boys. Prams, pushers, dogs are welcome, so please save the date. Another great way to meet others in our community.

If you would like to become involved with these with events (or assist on an adhoc basis from time to time), you would be most welcome, so please contact Ms Jane Balme, Community Liaison, jbalme@cbcstkilda.com.



Coles Sports for Schools

CBC P&F are collecting these vouchers for Sports & PE equipment for our boys. Please support us by sending these to Student Reception.

P&F Secondhand Uniform 'Shop 19'

A reminder that the College changes to the Winter Uniform at the end of Term 1.

The need for initial winter uniform items and upsized items is common between now and the end of March. The P&F 'Shop 19' accept items for donation, as well as items for 'sale on consignment' (meaning that we will take items for sale and the seller is paid once the items have sold, minus a selling fee to P&F). If these items are in good condition and washed and ironed (or, for Blazers, dry cleaned with the tags still on), they can be left at main reception during school hours, with a completed sale/donation form (see Secondhand Uniform Shop Donation &/OR Sale Form in this Newsletter).

'Shop 19' is generously staffed thanks to our diligent volunteers, Pam, Julie and Angie, and is next open on the below dates and times. Helpers are required on shop opening days - as well on adhoc days to assist with the cataloguing of items, so if you can help in any way at all, your input would be most welcome.

Please contact Ms Jane Balme, Community Liaison, jbalme@cbcstkilda.com.

Term 1

- Sat 7th Apr (*extra opening*) 9:00am – 11:30am

Term 2 (Winter Uniform)

- Sat 21st Apr 9:00am – 11:30am
- Sat 5th May 9:00am – 11:30am
- Sat 2nd Jun 9:00am – 11:30am
- Sat 7th Jul 9:00am – 11:30am

Ms Jane Balme - Community Liaison | jbalme@cbcstkilda.com or (03) 9529-6611

Call in and stock up on your **secondhand uniform items**

Shop 19 is open in term time the first Saturday of the month; see above for dates and times.

We accept payment for goods with cash or bank transfer. We'd love to take your good quality out-grown items off your hands to sell on consignment. Don't forget your sale/donation form when you drop your goods either at the shop or at school reception. See below. **Email queries to Jane at jbalme@cbcstkilda.com**

