



**West Moreton  
Anglican College**  
Ipswich Queensland

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Edition 4, Term 2 2018

## Principal

### A sense of pride – and breeding success

Grit and inner motivation are building blocks to success, yet we sometimes struggle with how to instil these qualities in children. The arrogance of feeling superior to others was once considered to be one of the seven deadly sins. But researchers have focused on a healthier, more productive type of pride. Authentic pride — the deep personal satisfaction of hitting a valued goal — can encourage the kind of self-discipline and hard work it takes to stay motivated, overcome challenges and achieve.

A study last year by German researchers found students who reported feeling positive emotions such as pride and enjoyment in their work achieve better results. Over time, these students achieve more highly than students who had the same level of ability but fewer positive emotions. On the other hand, feeling a lack of pride in our work can motivate us to work harder, too. One study found that students who did poorly told researchers that they planned to study more in the future and then went on to perform better on the next exam.

Pride acts as a barometer of achievement. Pride makes you value long-term goals more than short-term ones and builds self-control and grit from the bottom up.

Parents and teachers play a critical role in building their child's sense of pride. Our brains don't come hard-wired to know what to take pride in. So children initially look to parents and then to teachers and peers to find out what's valued by those around them and therefore what goals are worthwhile to pursue. Therefore, our role modelling through words and actions, has a significant influence on young people.

When young people are engaged in areas where they feel confident and proud, it creates a ripple effect. This gives them

the motivation and encouragement to take on new challenges in other areas of their lives.

To teach children how to use pride as a motivational tool, point it out: Did you notice how you felt when you aced your test, built that model plane or sang that song? If they're feeling a lack of pride over a test score or performance, talk through the actions they can take to avoid feeling that way in the future. To stay intrinsically motivated, children must feel as if they're improving toward a goal, so point out the pride they should feel in the small successes along the way.

When we withhold genuine praise or downplay authentic pride, we deprive children of a powerful source of motivation that can help them persevere in the face of challenges today — and throughout their lives.

**Acknowledgment:** Jennifer Breheny Wallace in Washington Post 17 May 2018

Geoff McLay - Principal  
Phone: 3813 4555

Whole School

## Deputy Principal

### 2018 Founders' Day Service

This year the College will celebrate our annual Founders' Day Service in Week Two of Term Three on Thursday 26 July. All members of the extended College Community, including parents, friends and alumni alike, are warmly invited to attend this special Prep to Year 12 event which will commence at 11am in the Lostroh Centre. It is anticipated that the service will conclude by 12pm.



If you would like to attend this special occasion, please contact Mrs Susan Bails on 3813 4548 or [sbails@wmac.com.au](mailto:sbails@wmac.com.au) so that seating can be reserved.

Janelle Lecinski - Deputy Principal  
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Whole School

## Chaplaincy

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As mentioned in the last edition, the College Executive and Board met together for a Day Retreat, facilitated by Reverend Steve McMahon. It was a chance for us to think more deeply and intentionally about how our faith informs the decisions we make and the relationships we make, as well as ways we can let others know about the love and compassion of God.

I can't believe how quickly we seem to be charging towards the end of Term 2. The 11s and 12s are in the middle of their exam block and many of the other years are finishing up important assignments. I had a request from some of the 12s for a de-stress/relaxation type of chapel and I was more than happy to oblige. It's incredible how some simple techniques and a chance to relax and have a little fun can help towards bolstering ones resilience and sense of well-being. We wish them well in their endeavours.

Last week, as I mentioned, Mrs Phyllis Marsh, our Indigenous Liaison Officer, helped the Chapel Captains and Cultural Attaché to create some really meaningful and moving service for all the age groups across our College. Phyllis shared something of her story and the story of her people and encouraged us to work towards reconciliation by focussing on what we have in common, while acknowledging the hurts of the past. Students and Staff were very engaged in the services and appreciated Mrs Marsh's openness and honesty.

On Sunday June 3rd, I celebrated the 26th anniversary of my ordination to the priesthood, which took place all those years ago in St John's Cathedral, Hong Kong. Reverend Brenda made me the most delightful card and the Hogan's presented me with a scrumptious cake, the left-overs of which have been very popular in the Well-being centre.

Even Worship @ WestMAC is almost over for another term. This coming Sunday, 10th June will be our last formal service at chapel. The following Sunday (17th) we'll be meeting at around 10:30am for a BBQ/Picnic/Walk/Bask in the sunshine at Kholo Gardens. There isn't a coffee shop or café so you'll need to bring anything you want to eat, drink or cook but we'd love you to join us.

Every blessing  
Mother Julie

Mother Julie Craig-Leaves - Chaplain  
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Whole School

## Middle School

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We're entering an exciting, yet challenging time of the term with students either currently immersed in assessment or approaching deadlines in the coming week. I have spoken to the Middle Students about the importance of providing themselves with the best opportunity to succeed through thorough preparation and using their time effectively. It's my expectation that students are working hard in class and managing their study at home towards achieving their potential. Importantly, this is not a journey they need to take in isolation. I encourage all Middle School students to engage with their teachers and actively ask questions rather than possibly creating a closed mindset. I encourage parents and carers to also check in with their children and offer encouragement and help towards achieving positive outcomes.

Furthermore, I would like to congratulate all Middle School students who have actively contributed to their school community through sport, music, dance or other co-curricular activities over the course of the term. I strongly encourage all students to end the term by participating in all remaining games, rehearsals and/or activities with a strong sense of WestMAC spirit.

Finally, I'd just like to raise some general housekeeping notices:

### Student Absence

In the scenario of a student being absent for the day, please call our absentee line on 3813 4580 before 8am. Calling this direct number before 8am streamlines our ability to notify our teachers quickly and efficiently of absences.

### Lost Property

Our lost property is always full of a whole range of uniforms, books, lunch boxes and other paraphernalia. Please have students check this before the last day of term as this will be cleared over the June/July holidays. Can I also remind you to clearly label all student property to ensure that items can be clearly identified?

John O'Sullivan Williams - Head of Middle School  
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Middle School

## Junior School

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## Building healthy friendships

Healthy friendships provide children with a sense of connection and belonging as well as a source of pleasure and fun. Through healthy friendships, children learn important life skills such as turn-taking, acceptance of differences, negotiation of different needs and empathy. Families can support children to develop the skills to connect with their peers in ways that are healthy and positive, as well as how to identify an unhealthy relationship and how to manage these effectively.

So what defines a healthy friendship? Emily McDonald, Senior Manager Practice Development for Relationships Australia Victoria says, "A healthy friendship comprises:

- **Equality:** Both people in the relationship feel they can speak about their experiences or speak their minds without feeling worried, scared or criticised. There is a sense of general fairness about how decisions get made and the compromises are pretty even.
- **Mutual respect:** Respect in a friendship means that each person values who the other is and understands the person's boundaries. You don't have to agree on everything to have a healthy relationship.
- **Good communication:** Good communication is about talking and listening, and listening and talking.
- **Experiencing insight:** Knowing yourself and empathy are important aspects of good communication in friendships. It is important to try and talk about experiences that you feel uncomfortable with, rather than bottle it up inside. Sometimes you have to take a risk, feel a little bit vulnerable and speak your mind.
- **Separate identities:** Friends should be able to be themselves whilst still being together. There are sometimes compromises that people will make for their friends, but you shouldn't feel that you are always the one making the compromises and that you are struggling to be yourself. Don't attempt to control or change someone.
- **Support and having fun:** This is important in both the hard times and good times. Make sure you're supporting your friend to pursue their interests."

As children get older, friendships can become more complex. Parents can help children navigate the twists and turns of their relationships with their peers right from birth through the development of social skills and empathy. There are many ways families can support children to develop empathy and social skills, and they vary depending on the child's age.

## Younger children

- Name feelings to not only help young children manage their own feelings, but start thinking about what other children may be feeling.
- Socialise widely by arranging plenty of opportunities to meet lots of different people
- Praise your child for being friendly or caring with others

- Play games with them to learn about co-operation and consideration
- Model positive social skills, say 'hello', and 'thankyou'

## Older children

- Teach social skills for co-operative and respectful friendships, such as listening to others, taking turns and resolving conflict
- Talk about values, such as respect, responsibility and caring for others
- Acknowledge caring and helpful actions of the child, which will give them a sense of pride and confidence in caring for their friends

Supporting children, through modelling and teaching, to build healthy friendships lays the foundation for later interpersonal relationships. Children who have experienced healthy friendships in their early years are more likely to have healthy friendships later in life. Healthy friendships provide children with a source of social support which can be accessed when children meet stress and challenges. Forming and maintaining healthy friendships supports children in their development of resilience and coping skills.

There are times when friendships change and can become a source of tension and stress for children. "Conflict is normal", says Emily. "It's how you manage conflict that matters." Families can support children to navigate these challenges by listening to their child's concerns and supporting them to work through the issue. This may involve acknowledging the child's feelings and helping them to practice empathy with their friend's feelings. It may also involve talking about what friendship means to the child and whether their behaviour or that of their friend reflects their idea of friendship.

When children are younger it is appropriate for families to have a higher level of involvement in their child's friendships, to support them to work through friendship issues. As children get older, the role of families changes. In cases of conflict within friendship groups, the role of families shifts to supporting their child by providing them with skills to manage issues independently.

For older children, families can provide support in a number of ways to assist with friendship conflict resolution. Help your child to articulate their concerns by using "I" statements like "When [event] happens, I feel [emotion]", and help them to avoid using "you" statements about their friend, which can result in feelings of blame. Support your child to articulate their needs and feelings with their friend, and encourage them to take on an active listening role when their friend is expressing their needs and feelings. Finally, families can support their child to reflect on what their friend has said, to see their perspective, which is a key ingredient in resolving conflict.

Sometimes, even with the best conflict negotiation, some friendships end. In these cases, families can support children to process their feelings of grief and loss and look for opportunities to connect with and foster other friendships.

Source: <https://www.kidsmatter.edu.au/families/enewsletter/supporting-children-build-healthy-friendships>



Kirsten Mullan - Head of Junior School  
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Junior School

## Enrolments

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### Admissions for 2020

Admission interviews are commencing these school holidays for places in Year 7 2020.

If you have any students commencing in 2020 (in any year level), could you please complete an Enrolment Application and lodge it at Main Reception as soon as possible.

Enrolment Application Forms can be downloaded from our [website](#) and hard copies can be picked up from Main Reception.

### Leaving the College?

Please remember that as per the College [Fees Policy](#), **one term's notice is required if a student is leaving the College**. In the absence of such notice, a term's tuition fee is payable in lieu. If you have a child who would be leaving the College at the end of Term 3, notice of this will be required to be received in writing by **Monday 8 October 2018**.

Please send these notifications to Gayle Moore, Enrolments Officer at [gmoore@wmac.com.au](mailto:gmoore@wmac.com.au)

**Gayle Moore** - Enrolments and Community Engagement Officer  
Phone: 3813 4520  
Email: [gmoore@wmac.com.au](mailto:gmoore@wmac.com.au)

Whole School

## Creative Arts and Extra-curricular

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### Term 2 Extra-Curricular Events

Tues 19 June	FOTA Meeting, 5.30pm Staff Common Room
Thurs 21 June	Yr 5 and 6 IP Concert, 2pm OLA
Thurs 21 June	Studio and Small Ensemble Recital #2, 6pm MD17/18

### Music

Our musicians have been extremely busy in the past few weeks with performances at the Ipswich Junior Eisteddfod and Open Day. Students from a range of ensembles competed at the Ipswich Junior Eisteddfod, with many of them achieving some outstanding results.

#### Bella Voce

Third Place in the Ipswich Chorale Society Cup

#### Clarinet Choir

First Place in the Instrumental Ensemble Open section

#### Flute Choir

Second Place in the Instrumental Ensemble Open section

#### Brass Ensemble

Third Place in the Instrumental Ensemble Open section

#### WestMAC Chorale

First Place in the Secondary Choral section, and the Adjudicator's Award for best choir of the week

On Saturday 26 May, the College held its annual Open Day and our musicians and dancers staged virtually non-stop performances in the Lostroh Centre and outdoors adjacent to the Music Block. Apart from showcasing the College's performing arts programs for visitors to the College, it was also a welcome opportunity for our students to perform for their families. While they were performing, members of our Cattle Show Team was busy competing at the Esk Show.

On Saturday 3 June, the Brass Ensemble presented a joint performance at Bundamba Salvation Army with the Cambrian Youth Choir and the Bundamba Salvation Army Band. The performance was warmly received by an enthusiastic audience.

On Tuesday 5 June, Years 11 and 12 Music Students presented their Semester One Recital, representing the culmination of their formal music studies for the first half of the year.

Neil Flottmann - Director of Creative Arts and Extra-curricular Programs

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Whole School

## Languages

### LANGUAGES OPEN DAY

#### ASIAN GARDENS WORKSHOP

The elements of Chinese and Japanese gardens are quite similar but the actual structure and nature of the gardens are different.

A Chinese garden is like a collection of tiny 'secret gardens'. As you wander along the corridor or across the zigzag bridge, each twist and turn leads you to view these secret gardens through windows and doorways each giving a different perspective to the same scene. The doorways and windows are like picture frames with an ever changing view. Chinese gardens seem to be quite 'busy' but if you sit quietly, the weeping willows and flowing water feels like music to soothe away your worries.

Probably the most famous Japanese garden style is the 'sand and rock garden'. In this garden, plants and water are replaced by gravel, stone and sand. It is a garden to sit and contemplate rather than to view. In other gardens, there is an air of calmness as you wander along the tranquil walkways with silence interrupted only by the soft sound of water gently flowing through bamboo pipes into stone water basins strategically placed around the garden so that guests can scoop up water to cleanse their hands (and their minds).

Well, our gardens were not quite like these but here is a sample of the wonderful gardens created by some of our students and visitors at their workshop. The students looked very proud of themselves as they headed home with their gardens held very carefully in their hands.



Kay Bence - Head of Languages

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Whole School

## Library

It has been fantastic to see so many students using the library facilities in the past week to work on a variety of assignments. While students across the College have nearly finished with their assessment this term, we are very pleased to introduce some new online services to support them in their future tasks. All of these tools are readily accessible from home and school through the library's Infiniti portal. We encourage students to take advantage of these tools when they are investigating topics and undertaking research.

1. Britannica School: Don't be fooled by the name, Britannica School is far more than your old Britannica encyclopedia! This online resource is a fully searchable encyclopedia (easily adjusted to the reading level appropriate to the user) that also holds a wealth of primary sources, including images, video, and curated web and database content. An excellent place to get an overview for new topics.



2. Australia and New Zealand Reference Centre: A full-text database of a huge range of academic and professional journals, periodicals and newspapers, offering depth and breadth for examining current issues, topical tasks and historical evidence.
3. Science Reference Centre and History Reference Centre: both extensions of the ANZ Reference Centre, but with more specific focus and the added benefit of being able to refine searches by Lexile reading level, which is a fantastic option, particularly for younger researchers.

In other library news, last week we hosted the auditions for positions on the Write-A-Book-In-A-Day competition. This national competition takes place each year, with teams of up to 10 students working together over a single 12 hour day to create an illustrated book for a specified audience, given certain parameters. WestMAC teams have done exceptionally well in this event over the past few years, and the standard of writing, illustration and editing displayed by students auditioning was amazing. We look forward to working with Mrs Googe and the teams in the weeks ahead on their training and the event itself.



Tehani Croft - Head of Library Services  
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Whole School

## Indigenous Liaison Officer

### Reconciliation Week

Last week; 27 May to 3 June the college celebrated Reconciliation Week. The theme for Reconciliation Week this year was "Don't Keep History a Mystery". All students from Prep to Year 12 took part in a Reconciliation theme Chapel services, where the message was about Reconciliation and how we all have a role to play in "sharing and caring" with each other.

Junior School celebrated Reconciliation as part of the Under Eights Day, here they experienced Boomerang design, Dot painting and writing Message Sticks.



Middle School celebrated in sharing their thoughts by answering: "What does Reconciliation mean to you?" It was wonderful to see these students embrace this activity and share their thoughts.





Phyllis Marsh - Indigenous Liaison Officer  
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Whole School

## Career's Advisor

### 2021 and Vet Qualification for University Entry

#### QUT

QUT supports the inclusion of a VET qualification in the calculation of a Queensland ATAR. They will also assess an eligible VET in schools (VETiS) qualification independently for admission where the school leaver has obtained an ATAR.

For entry to QUT from 2021:

- An ATAR or a complete International Baccalaureate Diploma (IBD) will be an essential criteria for school-leaver entry to QUT.
- School leavers who obtain an ATAR will be assessed on their ATAR and, if they have completed an eligible VETiS qualification at school, then that VETiS qualification can also be assessed for entry independently.
- School leavers who pursue only a VETiS qualification as a secondary school outcome will not be eligible for entry to QUT on the basis of their completed VETiS qualification alone for a period of two years following their secondary studies.
- School leavers with neither an ATAR nor a VETiS qualification (ATAR-ineligible applicants) will not be eligible for entry to QUT.
- Performing arts qualifications will not be assessed for admission for any applicant.

See the website for more information about [entry in 2021](#). If you have questions, contact QUT Admissions on [qut.applications@qut.edu.au](mailto:qut.applications@qut.edu.au)

#### UQ

Changes to the Vocational Education and Training (VET) selection rank schemes

With the introduction of the new senior assessment and tertiary entry systems (SATE), there are changes to how Vocational Education and Training (VET) is treated as part of the senior curriculum.

Under the new system, a completed VET award (eg. AQF Certificate III, Certificate IV or Diploma) may be used in the [calculation of a student's ATAR](#) where this is one of the student's best eligible study results. Currently, VET awards do not contribute to the calculation of the OP.

From 2020 onwards however, UQ will no longer allow school-leaver applicants to receive a standalone selection rank on the basis of a VET award alone. This change will only impact students applying for tertiary entry in the year immediately following Year 12.

Non-school-leaver applicants will still be able to use their VET qualifications to apply for entry to UQ in subsequent years, and this change will not impact students completing their OP in 2018 (current Year 12 students) or 2019 (current Year 11 students).

UQ have made this decision in support of the recommendation from the Minister for Education's Senior Secondary Assessment Taskforce to preserve the integrity of the ATAR by encouraging young people to stay within the secondary education system and not seek early exit. UQ will therefore not be considering 'alternative' qualifications from current school leavers for tertiary entry in the year following Year 12, with the exception of an IB Diploma.

#### Questions?

Contact UQ Admissions on [admissions@uq.edu.au](mailto:admissions@uq.edu.au) or call us on 3365 2203.

Kym Hayes - Career's Advisor

Phone: 3813 4631

Email: [khayes@wmac.com.au](mailto:khayes@wmac.com.au)

Senior School

## Kindy

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## Up to **40% off** these brands & others!

**West Moreton Community Kindergarten**

**invites you and your friends to attend  
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**ONLY \$10 per ticket**

**WHEN: SATURDAY 16th June 2018**

(Any time that suits you between 10am-4pm)

Level 2, 33 Park Road Milton.

**TICKETS MUST BE PRE-PURCHASED  
VIA THE KINDY TO GAIN ENTRY:**

Contact: Carolyn Symonds 38134540



**West Moreton  
Community Kindergarten**



Movie Night Fundraising Event



**Limelight**  
CINEMAS

**WHEN:**

FRIDAY 22ND JUNE 2018 @ 6PM

**WHERE:**

LIMELIGHT CINEMA IPSWICH @ RIVERLINK

**TICKETS:**

ADULTS \$10 & CHILDREN \$10  
(CHILDREN UNDER 3 FREE ON YOUR KNEE)  
POPCORN & DRINK COMBO: \$6

ALL TICKETS TO BE PRE-PURCHASED @ KINDY  
3813 4540 OR [CSYMONDS@WMAC.COM.AU](mailto:CSYMONDS@WMAC.COM.AU)



Carolyn Symonds - Director/Teacher - Kindy  
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Glenda Boike - Uniform Shop Convenor  
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Whole School

Whole School

## Uniform Shop

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### Uniform Shop Opening Times – School Days only

Day	Terms 2 and 3
Monday	7.30am to 3.30pm
Wednesday	7.30am to 11am
Friday	7.30am to 3.30pm

#### The Uniform Shop will:

- close for Term 2 trading on Friday 22 June 2018 at 3.30pm
- only be open over the school holidays on Friday 13 July between 7.30am to 3.30pm
- open for normal Term 3 trading from Monday 16 July 2018 (first day of Term 3) at 7.30am

### Blazer pockets

The cutoff dates for embroidery this term are:

- Monday 11 June, back Wednesday 20 June
- Friday 22 June (last day of Term 2), back at start of Term 3

### Junior TAS & TAS Sport Borrowed Uniforms

Any outstanding Junior TAS and TAS sport uniforms borrowed for Term 1 must be returned as soon as possible otherwise students could be charged \$75 for each item not returned.

All uniforms borrowed for Term 2 Junior TAS and TAS sport should be returned before the end of this Term.

### Uniform Issues

- Students in Years 7 to 12 can only wear the Middle/Senior track jackets (navy with red and yellow sections) when they are wearing a sport uniform. They cannot be worn with a formal school uniform or under a blazer.
- Girls' skirts should come to below the knee.
- Girls are required to wear plain white fold down socks with their formal uniform. Anklets and WestMAC sport socks are not acceptable.