

DOMINIC COLLEGE NEWSLETTER

21 June 2024



From the Principal

St John Bosco and St Dominic Savio Feast Day

Next *Friday 28 June*, we will joyfully celebrate our first *Feast Day* for 2024 dedicated to our two Salesian patron saints: St. John Bosco and St. Dominic

Savio. These remarkable saints represent the core values that guide our community.

St. John Bosco, affectionately known as Don Bosco, devoted his life to the education and empowerment of youth. His unwavering commitment to love, hope, kindness, patience, and innovative educational methods transformed countless lives. Don Bosco's belief in the potential of every young person remains a cornerstone of our mission at Dominic College.

St. Dominic Savio, a student of Don Bosco, is a beacon of youthful holiness and role model for the qualities of friendship and joy. Despite his short life, Dominic's deep spirituality and commitment to providing selfless love for others left a lasting mark on so many. His famous motto, *'I am not capable of doing big things, but I want to do everything, even the smallest things, for the greater glory of God'*, reminds us of the importance of doing ordinary tasks each day with extraordinary love and affection.

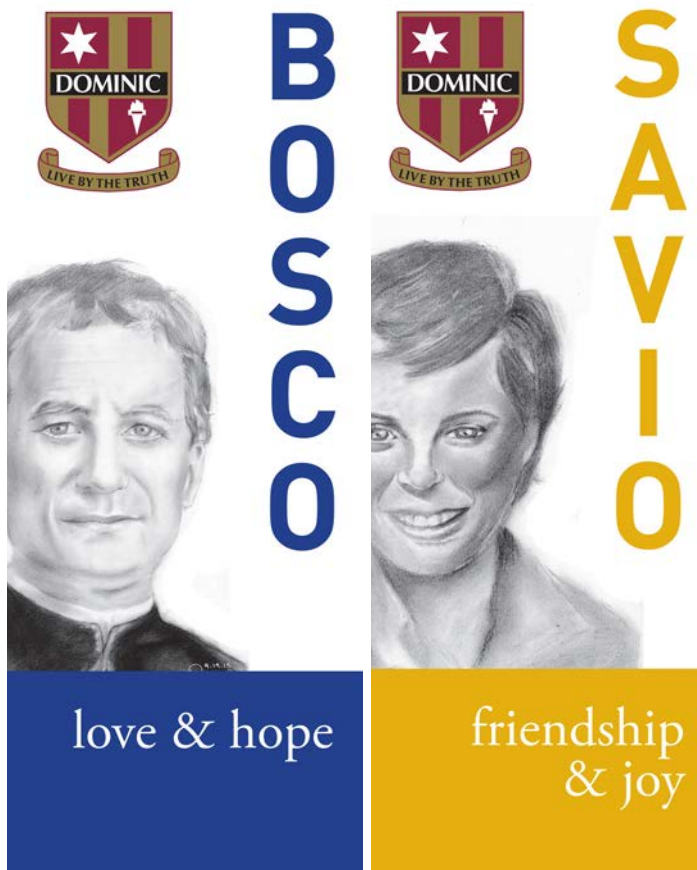
As a Salesian community, we draw inspiration from these saints. Their lives remind us to nurture the young with compassion and to strive for personal growth and success. We look forward to gathering for Mass to pray and celebrate, to share a meal as community, and to play games and enjoy the company of friends next week to honour their legacy and reflecting on how we can embody their values in our daily lives.

St John Bosco and St Dominic Savio, Pray for us!

Sunday Gospel Reflection - *'Rediscovering Calm and Caring for Each Other'*

Give thanks to the Lord, his love is everlasting. (Psalm 106: 23-26, 28-31)

Have you ever been caught in a storm or saturated by rain? Have you ever been engulfed in a morning fog that restricted your visibility? Living in Hobart our answer to these questions is probably YES! Big wave surfers who attempt to surf monster



waves always prepare themselves for the possibility of being held down by these waves in a 'wipe out'. In the Gospel reading for this coming *Sunday 23 June* (Mark 4: 35-41), the common feature mentioned is water and the weather conditions. We read that Jesus instructs the disciples to cross the lake and then falls asleep to be woken by panic and cries for help. The disciples – understandably – become frightened and frozen in fear by the gales and the waves. You would imagine that most people would enter panic mode when such a catastrophe presents itself. However, Jesus encourages an increase in patience and trust in his presence – later rebuking the conditions and creating a peace. This calmness is only realised once **listening** is undertaken, and **trust** is practised. When have you experienced storms that seemed to overwhelm? How do you rediscover calm? Jesus teaches us to weather such storms, a deep trust in his presence is vital and lifesaving. As we continue to work together as community at Dominic College, I encourage you

The dream that makes you dream. A heart that transforms "wolves" into "lambs". - 2024 Strenna

From the Principal continued...

to take a moment to reflect on how you **rediscover calm** in your most challenging moments and take some time to share and talk about this with your families as we navigate our way towards the end of the school term. Remember, there is always help available in times when navigating the storm can seem challenging. Sharing ways on how we can navigate storms can help support us **individually and collectively**. Know that help is always available even in the most challenging times.



Every blessing to you all,

Mr Steve Casni - Dominic College Principal



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The dream that makes you dream. A heart that transforms “wolves” into “lambs”. - 2024 Strenna



Deputy Principals

Dear Families,

As today marks the shortest day of the year, it was great to see so many students and staff participate in *Speak Up Stay ChatTY's Shorts Day*. Various activities were organised throughout the day focused on looking after our well-being, promoting kindness and reaching out for support if needed.

It has also been wonderful to see so many students and families taking the opportunity to visit the *Scholastics Book Fair* over the past weeks. We thank our wonderful library staff who undertook the management of this event and ensured there was a wide range of books on offer.

St Dominic Savio & St John Bosco Feast Day

The **Feast Day** will be held next week, *Friday 28 June*. This is a day where we gather as a community to commemorate our Salesian tradition and do so by celebrating Mass, sharing a meal and playing games, just as Don Bosco did with the youth of Turin in the 19th century. We will be serving our famous Feast Day Salad Rolls for lunch. Students should wear their sports uniforms and can wear their House polo tops if they choose. We are looking forward to an exciting day!

K-10 Pyjama Day - 5 July

This year the annual *Pyjama Day* will take place on the last day of Term, *Friday 5 July*. Students are asked to bring in a gold coin donation with all money raised going to Samoan Missions.

Year 10s Visit GYC - 24 June

As part of our transition process, all Year 10s will be visiting **Guilford Young College** to undertake course counselling for Year 11. The visit will include course selection information with GYC staff, a tour of the College, a careers information session and morning tea. The information from this visit will enable them to make informed decisions about their subjects as they plan their next stage of education.

Assessment and Reporting Parent Workshop - 25 June

There will be a parent workshop on our approach to assessment, feedback and reporting procedures on *Tuesday, June 25, 5:30pm-6:30pm*. This will take place in the **College Library**.

During this workshop, we will once again go over the ongoing feedback expectations and share the new report format for 2024.

We look forward to seeing you there!

Speed Limit

Please be aware that the speed limit at Dominic College is **10 km/hour** in Shared Zones and **20 km/hour** on the driveway prior to reaching the Shared Zone. The speed limits were set by an external traffic engineer, and they must be adhered to as a matter of safety.

Mrs Alicia McMahon - Deputy Principal: Primary and Mrs Jan Marcenko - Deputy Principal: Secondary





Creative Arts Captains Report

As we approach the end of Term 2, we like to remind everyone that there are still many ways to get involved with the Creative Arts for the rest of the year. There is Stage Band and Concert Band on Tuesday and Thursday nights, Senior Choir on Tuesday morning. There is also Junior and Senior

Drama club, After School Art and Theatre Sports club plus plenty more.

On Friday 14 June brass students from Years 6-10 got to participate in a workshop with Melanie Wilkinson, a TSO trumpet player. This workshop was amazing and a great way for brass players to get a fuller understanding of how to play their chosen instrument. Players practised using distributed airflow to get a better quality of sound without using as much breath and learnt how different brass instruments need to be heard at different times depending on what is dominant.

We would like to congratulate the Senior Choir, Valdocco and Junior Choir for placing in the eisteddfod. Senior Choir placed an amazing first in their category and Valdocco and Junior Choir received merits. Well done everyone, for trying your absolute best. A special thank you to conductors Mrs Denholm, Ms De Calmer and Mr. Budgeon.

We are happy to announce that this year Dominic College Senior Choir is going to be a part of the Festival of Voices as a guest choir. This is an amazing opportunity and privilege for the school. You can book tickets to see the choir as they are performing on the 2 July in the Young Tasmania Sings Concert.

This term for Feast Day we are happy to announce that Theatre Sports is up and running again. This is a friendly competition that involves drama and creativity. Students will compete in drama based games in front of their peers to earn points in selected categories. It is a great way to get competitive with your house whilst also having a great time.

Good luck also to the 9/10 Dance Class who will be competing in the Southern Tasmanian Dance Eisteddfod on the last day of term.



Jaryd Cordwell, Laura O'Reilly, Mia Berry, Mingus Breslin - Creative Arts Captains 7-10





Learning & Wellbeing - Learning Diversity 7-10

The Learning Diversity 7-10 Team is led by Kate Le Rossignol and Ailsa MacFie. Our role includes: developing Learning Plans for students with additional learning and language needs, assisting teachers and LSAs with implementing support strategies, developing and running intervention programs, and conducting testing and data collection. We work closely with the Wellbeing Team to help connect students to the supports they need.

Introducing the 7-10 Learning Support Assistants (LSAs)

LSAs support Year 7-10 students in a number of ways across classrooms, labs, design spaces and in small group interventions.

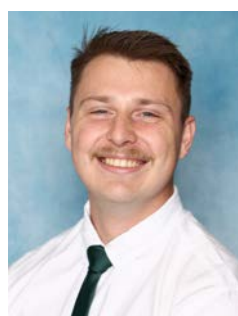
We have a team of 5 classroom and literacy intervention LSAs: Vicki Logan, Sandra Saad, Lachlan Gray, Lachlan Bacon and Lucy Glidden. These LSAs run MacqLit literacy intervention groups for selected students in Years 7 and 8, as well as Flourish Program groups to support social, communication and organisational skills. They also provide support in the classroom alongside the teacher by assisting students with understanding instructions and providing reading and writing supports.



Vicki Logan



Sandra Saad



Lachlan Gray



Lachlan Bacon



Lucy Glidden

Specialist LSAs help to provide additional learning and safety supports in specialist learning areas: Campbell Ship (Design Technology LSA), Gill Hull (Food Technology LSA) and Jess Pasanen (Animal Husbandry LSA).



Campbell Ship



Gill Hull



Jess Pasanen

Ms Kate Le Rossignol and Ms Ailsa MacFie - Lead Teachers: Learning Diversity - Secondary



Learning & Wellbeing



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.



WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the [Disability Discrimination Act 1992](#).

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.



HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.



Learning & Wellbeing - Learning Diversity Team



Dear parents, guardians and carers

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines* (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards

Principal

***Ms Catherine Coventry, Ms Anne Duigan, Ms Kate Le Rossignol and Ms Ailsa MacFie - Lead Teachers:
Learning Diversity K-10***



Faith Mission and Identity - K-6

Mini Vinnies

This year the Mini Vinnies group are an amazing and dedicated group of students who are always willing to lend a hand.

We are currently collecting for St Vincent de Paul's Winter Appeal. We have created posters, distributed baskets, collected donations and looked at case studies of families that use this service. The students displayed both empathy and disbelief when we discussed this and ways they could help.

The families have been amazing in donating to this appeal every year and this year is no different. I have taken a load to St. Vincent de Paul already and still have many more items waiting to be collected.

The appeal will finish on Monday 1 July.

Our next fundraiser is Pyjama Day. It is on Friday 5 July, the last day of term. Students are encouraged to dress warmly with pyjamas, oodles, dressing gowns and slippers. We are asking for a gold coin donation. These funds will go to the Samoan Missions.

Class Masses

This term, classes have been using the Mary Help of Christians Chapel to partake in class liturgies or masses with Fr Abilio.

It has been wonderful to see the students engaged through readings and responses, making use of our amazing Chapel and Fr. Abilio.

Mrs Bradi McGee - Religious Education Coordinator Primary





Faith Mission and Identity - 7-10

Mission Captains Speech on Ozbosco:

Four weeks ago, fifteen Year 10 students attended OzBosco in Sydney for a weekend. For those who don't know, OzBosco is a youth gathering of Salesians from all around Australia to focus on a particular theme. We had the opportunity to meet and interact with students from many different Salesian schools and youth organisations. The theme for 2024 was based on this year's Strenna, "The dream that makes you dream: a heart that transforms wolves into lambs." We were all allocated into our Oratory groups, each named after one of Don Bosco's many dreams, which became the groups we spent the majority of our weekend with.

Throughout our three days, we engaged in a variety of activities, including listening to inspiring guest speakers and participating in team-building exercises that helped us form connections. Each day began and ended with Salesian Good mornings and Salesian Goodnights, providing us with a spiritual foundation and moments for prayer and reflection.

The event was filled with fun and engaging activities, ensuring that everyone had an opportunity to enjoy themselves while also learning and growing. We played multiple games, participated in workshops, and enjoyed social events that encouraged us to meet new people and build friendships. The atmosphere was fun and welcoming, making it easy for everyone to feel included and valued.

OzBosco is an annual event, and we strongly encourage next year's students to fully consider attending and applying for it.

Vinnies Winter Appeal – 7-10

As part of the Religious Education program, all year levels participate in a class mass each term. The theme for Term 2 for 7-10 class masses is "Generosity".

In the spirit of giving, we kindly encourage each student to bring a non-perishable food item to donate as a symbolic action during mass if possible. All contributions will go towards the Vinnies Winter Appeal, helping those in need in our local community.

Information will be emailed regarding schedule for 7-10 class masses.

Mr Adam Lapolla - Director of Faith, Mission and Identity K-10



Learning and Curriculum - Kindergarten

This term in Kinder our numeracy learning has focused on patterns.

Pattern recognition is a key step in developmental learning and is an important aspect of early mathematical thinking. The Kinder children have learnt that patterns are things that repeat in a logical sequence and can be found in music, art and nature.

Through planned experiences and outdoor play, the children have practiced making their own patterns and are learning to recognise patterns in the world around them. From clapping to colouring, patterns are everywhere.

Ms Ellie Matheson, Ms Rachel Mackonis and Ms Linda Douglas - Kindergarten Teachers





Learning and Curriculum -Year 6

Year 6 News: Exploring History, Culture, Science, Math, and Community Outreach

This term in Year 6 has been an exciting journey of learning and discovery across various subjects. In English, we have been delving into the novel *Us Mob Walawurru*, which beautifully portrays the lives of First Nations characters and the historical

significance of the Australian 1967 referendum. This book has provided us with profound insights into the rich culture and history of Australia's Indigenous peoples and has sparked meaningful discussions in our classroom.

In Geography, our focus has been on *Diverse Asia*, where we have explored the vast and varied landscapes, cultures, and economies of this vibrant continent. Our studies have taken us through bustling cities, tranquil countryside, and everything in between, highlighting the unique characteristics and contributions of each region. As part of this unit, we also had the delightful experience of learning to make sushi and curry, giving us a taste of the culinary diversity found across Asia.

Meanwhile, in Science, we have been diving into the fascinating world of *Chemical Sciences*. We've conducted experiments, learned about different elements and compounds, and discovered how chemical reactions impact our daily lives. This hands-on approach to learning has made science both engaging and informative, encouraging us to think critically and creatively.

In Math, we have been investigating *shapes, angles, and problem-solving*. Through various activities and challenges, we've explored the properties of different shapes, measured and calculated angles, and applied our skills to solve complex problems. This has not only enhanced our mathematical understanding, but also sharpened our logical thinking and reasoning abilities.

We were also fortunate to have an incursion from the *Speak Up Stay ChatTY* organisation, which provided us with valuable insights into mental health awareness and the importance of speaking up and supporting one another in times of need. This session was incredibly impactful and reminded us of the significance of community outreach and empathy.

Overall, this term has been filled with enriching experiences and knowledge that will stay with us for years to come. We look forward to sharing more of our learning adventures with you in the future!

Ms Rebecca Meissner, Mr Alexander Firth, Mr Benjamin Crick - Year 6 Teachers





Learning and Curriculum -Primary HPE

There are many ways to add value to a curriculum, one of these is to build the knowledge of the staff teaching the content. As an HPE Department, we have made this a real focus for 2024. At the start of the year, all HPE staff participated in and completed a rigorous accreditation process through ACPE (Australian College of Physical Education) and the International Liverpool Academy to be accredited as a Liverpool coach.

This process helped all staff launch the in-school program of the Liverpool Way in Year 7-8 classes. Students learned the key values of Liverpool: Ambition, Commitment, Unity, and Dignity. Students then participated in practical sessions to improve their skills and how these can be utilised in game situations.

In early Term 2 Outdoor Education, staff went to Blue Derby to complete a PMBIA (Professional Mountain Bike Instructor Association) Level 1 Course. Staff were then able to bring back their learnings to the Outdoor Education students. This has been particularly helpful during excursions to the Glenorchy MTB Park that have happened all through Term 2. The students at Dominic College have benefited greatly from the newly refurbished park that the GCC completed in 2023 and students have been able to make some great progress with their riding ability through the unit.

Another focus of the HPE Department has been trying to integrate physical activity and health. This has been accomplished this term by participating in the Push-up Challenge. This is a national initiative to highlight people who are struggling with mental health. Each class in Years 7-10 is trying to complete 3,249 repetitions of either push-ups, sit-ups, or squats in the month of June. This number signifies the lives lost to mental health in Australia in 2021. The message being delivered to the students is that one way to help with mental health struggles is exercise, and students have been discussing the links between physical fitness and good mental health.



Mr Philip Hyatt - Lead Teacher: Health and PE





Technologies - Applied Studies - Mamma Margaret's Kitchen

The Design Technologies Learning Area of the Australian Curriculum encourages students to learn how to work to find solutions against design criteria. This semester in MMK, all year levels have been challenged to work both in a group and independently to design their own dish.

Prep classes have been learning how to safely use knives and they have used these skills to design their own Fruit and Marshmallow Kebabs. Students chose

their own fruit (at least 2 different ones) and cut them to the same size as their marshmallows to thread onto skewers.

Year 2 classes have been learning knife skills and safety and stovetop safety. Their design challenge was to make their own Taco Bowls. Students worked as a group to prepare a meat or vegetable filling, then choose and prepare their own salads and toppings for their ideal Taco Bowl.

Year 4 classes have been focussing on independent problem solving and being able to work well without the direct help of an adult in the kitchen. Students worked as a group to prepare and cook chips and burger patties before selecting, preparing and cooking fillings to create their own ideal Burger. Some students even created their own sauces.

Year 6 classes are almost at the end of their MMK journey. Students have developed lifelong skills in the program, some since Kinder. Students have learned to make a meal from start to finish, using only fresh ingredients. Students were tasked with creating, preparing, cooking and presenting a curry of their choice.

Thank you to all of the family members who have helped with MMK this semester. We look forward to having the other year levels in the kitchen next semester, including the Kinders for the first time. Letters about session times and volunteering for the program will come out towards the end of the term.



Mrs Natalie Davey and Mr Cameron Golding - Mamma Margaret's Kitchen Teachers





Sport K-10

Term 2 sport at Dominic College has been sensational. With the induction of boys' soccer into the JSSATIS roster with two teams participating, and outstanding results in all our Cross-Country events. All students have done a great job.

Secondary Schools Cross Country

We had six secondary students, and three primary students compete in the Tasmanian All Schools Cross Country this year. All nine students finished their races in the top eighty athletes, with one high school student finishing 5th overall and one primary student finishing 1st. Congratulations to all students.

Primary Cross Country

Both the STCPSSA and JSSATIS Cross Country events have been run. Our Year 3-6 students ran with a heart of gold over these two events with so many students finishing with place ribbons or certificates. Congratulations to all these students.

2024 Year 7-10 Swimming Trials

Registrations for students wishing to be a part of Dominic's 2024 swim team will open soon.

The trials are for highly capable swimmers only with the trials running in conjunction with St Virgil's College, Mount Carmel College, St Mary's College and Guilford Young College.

The 2024 swimming trials will take place at the Doone Kennedy Hobart Aquatic Centre on Friday 2 August, starting at 7.15pm and concluding by 9.00pm. Students must make their own travel arrangements to and from the pool.

Students who are unable to attend trials must let Mrs. Chivers know. Your selection into the team will be based on past performances and commitment to sport at Dominic College.

Reminder, you must swim in the correct age group based on your year of birth.

- Year 7 – U13 (Born 2011)
- Year 8 – U14 (Born 2010)
- Year 9 – U15 (Born 2009)
- Year 10 – U16 (Born 2008)

Term 3 Sport

Friendly reminder registrations for Term 3 sporting teams will close next Thursday 27 June at 5pm.

Year 3-6

Year 3-4 & Year 5-6 Boys Basketball – Played Tuesday's starting 30 July.

Year 3-4 & Year 5-6 Girls Basketball – Played Thursday's starting 1 August.

Year 7-10

Year 7-8 Girls Basketball – Played Monday's starting 29 July.

Year 9-10 Girls Basketball – Played Wednesday's starting 31 July.

Year 7-8 Boys Soccer – Played Wednesday's starting 31 July.

Year 9-10 Boys Soccer – Played Thursday's starting 1 August.

Term 3 Sporting Dates

Friday 2 August – Year 7-10 Swimming Trials- Doone Kennedy Hobart Aquatic

Friday 6 August – Southern SATIS v Northern SATIS (basketball and soccer) – St Patrick's College, Launceston.



Sport K-10

Thursday 29 August – Southern SATIS swimming – Doone Kennedy Hobart Aquatic

Wednesday 11 September – Year 6 Doran v Webb Football and Netball – Hosted by Dominic

Wednesday 18 September – SATIS Swimming- Doone Kennedy Hobart Aquatic

Student Acknowledgement

Congratulations to two of our secondary students who have been selected to represent Tasmania in the state U15 boys' hockey team. The boys will be heading to the Gold Coast at the end of July. Good luck!

Mrs Kylee Chivers - Sports Administrator



Dominic Old Scholars News

Old Scholar Artwork in New GYC Development

Guilford Young College has an Academic Resource Centre (ARC) on each campus, Glenorchy and Hobart. The Hobart ARC was redeveloped recently. ARC Leader Dr Demelza Hall explains that the new space is a contemporary educational area where staff are available to support students in their research and studies and in meeting standards in their work, with guidance in particular with locating, evaluating and referencing information. They also assist students to become confident users of ICT and digital technologies. IT, careers and support staff are available for students as well.



GYC's ARC on the Hobart Barrack Street campus was officially opened, blessed and named The Sr Pamela Davis OP Centre on 13 June 2024 in honour of Sr Pam, the first principal of Guilford Young College in 1995. Sr Pam was also the first head of the new Dominic College Senior School (Years 10-12) in the first year of the formation of Dominic College. Before that she was Principal of Holy Name and had taught there as Sr Mary Benignus.

Dominic old scholar Cathy Edwards (nee McAuliffe 1991) has been working on a wonderful art project and the first work 'Memoryhood' in a series has been installed in the new Davis Centre. Cathy is a professional artist who often works with schools and has been exploring with GYC students concepts of recollection and community. Cathy says that this first artwork shows selected childhood houses courageous memory sharing, reinterpreted and rearranged into a giant street-scape.

Congrats to Sr Pam and to Cathy!



Mr Mark Dillon - Old Scholars Coordinator

A PLAYGROUND WHERE FRIENDS MEET



P&F Report

We had a wonderful evening of grooving away last Friday with Kombi Krew. They did a fantastic job of keeping the students dancing away, as well as playing some games. We hope they all slept well for you that night! Brother Barry had a lot of fun as our paparazzi photographer, getting lots of snaps of people holding the award statues on our red carpet and showing us their dance moves inside. A huge thank you needs to go out to the few parent volunteers who helped set-up, run the canteen, and then clean-up and pack-up. We would also like to thank the staff that came along to groove with their students. Without the staff and parent volunteers, the disco would not happen. We hope that all the students that were able to attend thoroughly enjoyed themselves.

Planning as already started towards our *Father's Day Stall* next term. There is a lot of fun gifts making their way to the school for the students to purchase from. The stall will be held on Wednesday 28 August. Further details will be given at the beginning of next term. We will be holding a *Community Fair Meeting* during these last few weeks of term. If you would like to come along, please email parentsandfriends@dominic.tas.edu.au and we will send you the details.

Ms Fiona Laycock-Taylor - P&F President



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NOTICE OF STUDENT DEPARTURES

We would like to remind families that the College requires **ten school week's written notice** of a student's departure from the College. In accordance with our General Terms and Conditions, where ten week's notice is not provided, fees in lieu of notice period are payable. If a student (other than a Year 10 student graduating at the end of the year) will not be returning to the College in 2025, written notice will be required by no later than *Friday 27 September 2024* to avoid additional fees being incurred. Written notification can be sent to: enrolments@dominic.tas.edu.au

College Uniform Shop's

A reminder that the College Uniform Shop last day of trade for Term 2 will be Week 10

Friday 5 July. It will be closed over the break, and reopening in Term 3 on *Wednesday 24 July*.

Upcoming Events

25 June	Assessment & Reporting - Parent Workshop
28 June	St Dominic Savio & St John Bosco Feast Day
4 July	K-10 Term 2 Progress Reports Available
5 July	P & F K-10 Pyjama Day
	Term 2 Ends
7-14 July	NAIDOC Week
22 July	Term 3 Commences
	Student Free Day for Parent Teacher Interviews K-10
31 July	P & F Meeting
1 August	Year 8-9 Academic Pathways Planning Evening
2 August	Year 7-10 Swimming Trials
7 August	Year 6 Canberra Parent Meeting
	Year 9 Retreat
8 August	Saint Mary of the Cross
10-18 August	National Science Week
14 August	Year 5 Camp Parent Information Evening
16-17 August	Festival of Bright Ideas
17-23 August	CBCA Book Week

