



SAINT MARK'S

COPTIC ORTHODOX COLLEGE

To live is Christ



NEWSLETTER



Wednesday, 22 July 2015

Volume 20 Edition 5

Head of College (Acting)

Upcoming Dates

TERM 3

- 21 Tue K – 12 Lessons Commence
- 22 Wed Yr 10 Excursion: "Of Mice & Men"
Seymour Centre
- 23 Thu Australian National Chemistry Quiz
Vaccination #2: Yrs 7 & 9
- 28 Mon ICAS English Competition Yrs 3-12
- 31 Fri Sem 2 Examinations Yr 11 & Yr 12
TRIALS (31 Jul – 11 Aug)

AUGUST

- 7 Fri Theotokos Fast Commences
- 9 Sun Music Festival Camp, Stanwell Park,
Yrs 5 – 8 (3 days)
- 11 Tue ICAS Maths Competition, Yrs 3 – 12

P & F Meeting, 7pm
- 12 Aug HICES MUSIC FESTIVAL, Sydney
Town Hall, 7 pm
- 13 Aug Whole School MULTICULTURAL
Day
- 31 Mon Father's Day Stall

SEPTEMBER

- 1 Sep K-6 Parent-Teacher Interviews
Father's Day Stall
Sports Photos Day 1
- 2 Sep Father's Day Stall
Sports Photos Day 2
- 3 Sep Father's Day Stall
- 4 Sep Pupil Free Day for Yrs 7-12 ONLY
Father's Day Stall
- 6 Sep HAPPY FATHER'S DAY
- 7 Sep Annual Sports Presentations
- 10 Sep HICES Grand Finals
- 11 Sep Yr 12 Valedictory Liturgy & Lunch
- 12 Sep El-Nayrous Coptic New Year (1731)
- 16 Sep Yr 7 Swimming Program (Wed/Thu)
Yr 11 Community Service
Yrs 5, 6, 8, 10 Camps (Wed-Fri)
- 17 Sep Yr 11 Camp (Thu/Fri)
- 18 Sep Lessons Conclude K-12
Yr 12 Valedictory

A warm welcome to everyone! I hope that everyone had had the opportunity to spend some time with family and friends and re-energising for the demands of Term 3.

Whilst all terms have their own 'busy', Term 3 is especially busy in the preparations that continue in our Year 12 student's preparation for their upcoming Trial exams and Valedictory events later in the Term.

Whilst most of the school has been on break, our Year 12 teachers and students have been undertaking Supplementary Study Sessions for most courses each day during the three week period. I would like to take this opportunity to firstly thank all Yr 12 students for attending these daily sessions (according to their Study Timetable Courses) and for taking as much advantage of this tremendous opportunity to catch up, clarify, investigate, reinforce and extend themselves in their preparations for their upcoming HSC.

Additionally, and of equal importance is the commitment and effort that our dedicated and committed Yr 12 teachers have offered our students in agreeing to attend over the three week period to support, assist and supplement our students requirements. This effort is greatly appreciated by the school and I know is also greatly appreciated by each student and their families.

Regarding the removal of demountables and the intended Landscaping projects: As much as we carefully plan and set times and tasks in place for this over the three week break so everything would be ready for the start of this term, the reality is that these two projects are totally dependent on fine weather in order to be undertaken, and completed.

Try as we might, we cannot control this and as such this project will now continue to move into the first couple of weeks into the term. The cranes that are required to lift the remaining demountables cannot gain access due to their weight on soft earth. We must wait for a few fine days for the earth to harden so this can continue. Landscaping therefore cannot commence properly until the area is totally cleared. As frustrating as it may be to all, we must be patient and supportive during this time. It will be somewhat difficult for our staff and students, however we will continue to be

positive knowing that the outcome will be greatly worthwhile.

The good news is that all the classes that were originally held in the classroom demountables will now be conducted in OUR NEW PERMANENT BUILDING!! This is certainly a very exciting time for all and we sincerely thank everyone that was involved in building our latest permanent accommodation. Not all rooms in the new building have been fully outfitted (i.e. Science labs) however these are minor issues that will be addressed in time – our main concern were to be able to occupy our general learning classrooms.

SPIRITUAL CORNER

Fr George Nakhil Guides Us:

The Martyrdom of Saint Panteleimon, the Physician (26 July)

On this day of the year 45 A.D., St. Panteleimon (Pandeleemon, Bandleamon), who was from the city of Nicomedia, was martyred. His father worshipped idols but his mother was a Christian. They educated him well and taught him the profession of medicine. He met a priest whose name was Hermolaus (Armolas) who taught him the facts of the faith of the Lord Christ and baptized him. He reached a high standard of virtuous life. God wrought great wonders through him. Once, a blind man came to him to be treated by his medicine. He made the sign of the Cross over his eyes in the Name of the Father and the Son and the Holy Spirit and his eyes were healed and he regained his vision completely.



When the Emperor heard the news of his healing this blind man, he had the blind man brought to him and asked him about how his eyes were healed. He told him St. Panteleimon healed them by laying his hand on them and by saying, "In the Name of the Father and the Son and the Holy Spirit." He confessed before the Emperor that he was a Christian, so the Emperor immediately had his neck cut off.

The Emperor ordered that St. Panteleimon be brought to him and asked him about his belief. He confessed that he was a Christian. He tried to persuade him by all means and promised him many things, but he would not change his confession. Then he shouted out to him and threatened to inflict upon him different kinds of tortures. But he did not move. The Emperor inflicted upon him severe tortures on different days, sometimes beating and suspending him and often times casting him into the sea or into the fire. The Lord Christ appeared to him in the form of Hermolaus, the priest who baptized him and taught him the facts of faith, to strengthen him, and walked with him as if He was sharing with him every punishment which befell him.

Later on, the Emperor ordered to behead him. When St. Panteleimon went to the place of execution, he prayed to the Lord Christ and supplicated Him. He heard a voice from heaven announcing to him what had been prepared for him from heavenly joy. The soldiers also heard

that voice and immediately believed. They went forth to the Emperor and confessed their faith in the Lord Christ. The Emperor ordered his men to cut off their necks, too, and they all received the crown of martyrdom.

Their intercession be for us and Glory be to our God, forever. Amen.

Fees

Our thanks to all families that have forwarded their payments towards their school fees. Your cooperation and promptness is greatly appreciated as it is only through your prompt payments that the College is able to function effectively, and meet its own financial obligations.

Parents with outstanding fees or late periodic payments are requested to act on this at your earliest convenience. Numerous letters have already been forwarded and this is a task that I do not look forward to, however your decision to enrol your children was undertaken with a clear understanding of your financial commitment and obligations. I urge all parents with outstanding fees to please ensure that a reasonable periodic plan is instigated and maintained. Unfortunately, failure to do this will result in quite unpleasant notifications and demands which we should all try to avoid as much as possible.

House Points

ST ANTHONY	ST DEMIANA	ST GEORGE	ST MARINA
1925	2185	1831	1996

FROM THE JUNIOR SCHOOL

Dear Parents/Guardians,

Welcome to Term 3 and we pray that you had a wonderful break. This term is full of great learning experiences inside and outside the classrooms with camp for your 5 and 6 fast approaching.

Thank you for attending the parent teacher interviews at St Mark's College, as we highly regard that our students learning is a partnership. We would also like to thank you for your continuous support and look forward to working together this term.

Please ensure that you child/children are dressed in the correct full school winter uniform and the boys have appropriate haircuts.

What a healthy and an unhealthy lunch box looks like

Diet

by: KATHLEEN ALLEAUME, from: news.com.au

This is what an unhealthy lunch box looks like.

WITH a third of a child's daily food intake consumed at school, it's worth making sure that parents get the lunch box balance right.

We all lead busy lives, especially parents of school-aged children, and often it's easier to resort to prepackaged, processed items as a way of saving time. Seeing the contents of the lunch box return home untouched can be disheartening for many parents, let alone children not getting the nutrition they require for optimal growth and development.



On top of this, new research reveals an alarming number of primary school kids heading to school with no breakfast or what parents worry won't be enough breakfast to power them through a morning.

Studies have proven the link between eating a balanced diet and improved cognitive and academic performance. Not receiving the right fuel can contribute to poor mental health and a lower IQ, and cause more disruptions in the classroom. This affects their ability to thrive and learn. What's more, poor eating habits at a young age is also a key contributor to child obesity and the disease-promoting eating habits that may carry over into adulthood.

The lunch box formula

A nutritionally balanced lunch box has four key components according to Nutrition Australia, which recently updated the Healthy Eating Pyramid.

1. A main item. For longer-lasting energy, include a combination of low-GI (glycaemic index) carbohydrates, such as wholegrain bread; a roll or flat bread; fruit bread; or crackers. Mix them with a protein-based filling to keep busy kids full and at optimal concentration levels for the entire school day. This includes lean meat (poached chicken, roast beef, lean ham, turkey and for example), eggs, legumes or beans, or nut spreads (provided the school does not have a nut-free policy).

2. Fruit or vegetable. Include whole pieces of fruit; chopped, crunchy veggie sticks; canned fruit in natural juice; or a small mix salad for fibre and an array of vitamins, minerals and antioxidants.

3. A snack. Include a nourishing snack based on a core food to top up energy levels and avoid the afternoon slump. Sensible choices include either a dairy-based snack, such as reduced-fat yoghurt, cheese, plain milk or milk alternatives (such as calcium-fortified soy), or carbohydrate-based foods including grainy crackers, plain popcorn, whole meal fruit muffin, or protein-rich foods, such as a boiled egg, hummus or canned fish.

4. Drink. For optimal hydration, always include bottled or tap water. Plain milk is also acceptable.

A good lunch box: A balanced variety of nourishing snacks (such as yoghurt, wholegrain crackers and hummus), with fruit and veg and wholegrain wrap with baked leftover chicken. *Source:* Supplied



What to avoid

Sugar-sweetened beverages: fruit juices, fruit drinks, cordials, sports drinks, energy drinks, artificially sweetened or flavoured waters, iced teas and soft drinks. These are high in energy (kilojoules) and sugar, and can lead to weight gain and oral health problems in children.

Packaged snacks: cheese and dip snack packs, coated muesli bars, oven-baked savoury biscuits, muffins, rice crackers, crisps and biscuits are often high in salt or fat, along with highly processed carbohydrates, including starch or sugar. Dried fruit straps tend to be low fibre and high in sugar, which can stick to children's teeth, causing tooth decay.

Processed meat: salami, bacon, pastrami sausages are highly processed and salty. They can also be fatty. Save these for every now and then, rather than packing them every day.

A bad lunch box: Snacks with added sugar and fat, refined carbohydrates (such as bread and crackers) with processed meat and a sugar sweetened beverage.

Daily lunch box dilemmas solved

Involve the kids. Parents can encourage their kids to eat healthy foods by involving them in packing decisions. Not only does this encourage healthy habits from a young age, it also increases their likelihood to eat those foods, preventing lunch box leftovers.

Be patient. It can take up to 15 times before new foods become familiar and are accepted, so constant exposure is critical. It's important not to give up as this is key to forming healthy habits that last a lifetime. Make sure the environment is always relaxed and avoid bribes where possible.

Plan ahead. To ensure you get through busy times a little easier, plan in advance what foods to include for the week. This includes cooking a little extra dinner for leftovers, and having enough fruit, vegetables and portion-controlled snacks that are quick to prepare and fun to eat.



Food safety. When packing a school lunch, it is important to consider how the lunch will be kept cool to prevent foods and drinks from spoiling. Include a frozen drink bottle or use an insulated lunch box with an ice brick.



Nutritionist and exercise scientist Kathleen Alleaume. *Source:* Supplied

Samples from our Classrooms

Here are three samples of Narrative writing from Yrs 5/6 students that were noteworthy for the Newsletter. We hope you enjoy reading them as much as the students enjoyed writing them. It is hoped that each Newsletter we will be able to include various samples of work produced within K – 6 classrooms, with various ranges of ability so as to encourage our students to constantly wish to improve.

THE POWER TO MAKE A DIFFERENCE – SCI FI NARRATIVE

Boom! A strong piercing light beamed from the sky. Many of Earth’s inhabitants were curious but at the same time anxious...

It became clear that a fast approaching meteor was heading directly towards Sydney now making it a meteorite. All media channels covered the arrival of the unexpected meteor and scientific experts were determining the time it would hit!

6:00 pm

Nine News reporter, Tony Frost, alerts all Sydney residents to evacuate... People began to panic, train stations stopped operating, motorways and roadways were blocked with people running frantically in the streets searching for shelter. It was absolute *mayhem!*

Suddenly something appears in the sky flying as fast as the meteorite. At first many including myself, thought it was a jet. However, as the figure began to approach Earth I could see a bright coloured cape trailing behind ‘it’ – everyone froze to look up at the figure that flew nearer and nearer the meteorite which was certain to destroy Sydney. Before we knew it we could see her long beautiful hair, rubber boots and muscly arms; it was Amal, Wonder Woman!



Amal (W.W) made many attempts to redirect the deadly ball of space rock. It sent her flying through the sky like a slingshot; it was truly horrifying to watch. Amal (W.W) persevered! I watched intently before realising I had the power to help! The power to make a difference...

I quickly sent her a powerful magnet we’d been working on some time ago. This would surely attract the iron in the meteorite and move it to a safer landing position! Seconds later she stopped, looked at me and gave me the ‘thumbs up’ before giving one almighty blow with the magnet! We all waited in anticipation. Before we knew it, the meteorite was directed to the Pacific Ocean...

One mighty explosion followed and the interstellar threat was dissolved. Amal (W.W.) looked at me and called out, “Thanks Samy, Wonder Samy! I taught you well!”

By Samy Israil

BOB THE ARTIST

Bob is a person on my street but I think he is creepy because he has paintings of devils and skulls, his house is dark-grey and I think his house is haunted. He lives in a lighthouse by shore. He always goes scuba diving and he always comes out with a nasty smile.

Bob is always knocking on everyone’s doors to sell something. I followed him today. I got a scuba diving suit and I went under water and I saw lots of sharks, treasure chests and of course seaweed and sea animals.

As I went deeper into the water I found Bob with an underwater camera. It was as big as a stingray. I was scared because I thought he was going to see me. I then found him take something out of his scuba diving suit, was it a knife. No it was an underwater camera, what is going on. Then I saw him take a photo of a shipwreck, and guess what it was the titanic, then he came out of the water as I followed, I saw him with a canvas and he got a paint brush

and paint. He started drawing the photo on his camera. Then I realised that he was going to people's houses to sell his drawings.

He came to my house and told me, "I saw you underwater and I want to give you the picture I painted and it is my best drawing." I was shocked because I thought he wasn't a lovely person. Now he always comes to my house to sell painting, we draw and we play ball games together.

By Jennifer Greiss

THE LEGEND OF JANE

This is the legend of Jane Grant. She was an evil sorceress who had hypnotic eyes. So for some reason I couldn't help walking into the creepy woods and found that it was fun. After a few metres of walking I came to a wooden cottage with a KFC smell coming from it.

Quite interested I opened the door and saw a fat witchy looking woman eating a large KFC chicken drumstick. When she saw me she quickly stood and threw the bone to a red eyed guard dog named Digby and then asked what I was doing there. I explained that I was just walking around the creepy woods for fun this shocked her and she said that I could spend the night with her. She led me to a spare room with a bed right in the corner.

In the middle of the night I awoke to hear thunder as loud as a banshees shriek. Then I heard muffled footsteps and Digby the dog came in. He snarled at me and promptly fell asleep. Two minutes later Jane came in and noticed I was awake she stared at me and it hit me she had hypnotic eyes, I quickly jumped under the covers and they vanished into thin air. She stared harder and harder and just before I popped into a trance I jumped through the window and into the pouring rain. Suddenly she appeared by my side, I ran she created a magical rope and tied me to a tree. I got so angry a strange feeling came over me my hands fizzed and blue beams shot out of them they headed straight for Jane then she exploded. WHAT! I DIDN'T KNOW I HAD MAGIC! All I could hear after that were Jane's cries fading away. So I seized this opportunity to run away home and never return. So here's the myth: Jane was a sorceress with a soul filled with pure evil until the light of good shone upon her and away she went but some say she still roams the creepy woods searching for a chance of revenge!

By Angelina Mrakic

From Our College Counsellor Mrs J. Tsangarides via <http://www.generationnext.com.au/>

Helping Students Tackle Bullying: 6 Tips for The Classroom

Posted on **July 20, 2015** by [Shridevi](#)

Bullying remains a troubling issue in our schools. In 2013, one in three Australian children aged 10-11 reported being bullied (Lodge & Baxter, 2013). Children who are bullied at school are at a greater risk of experiencing serious psychological problems later in life (Ronning et al 2009, Rigby 2015). Children who engage in bullying behaviour are more likely to become involved in criminal activities as adults (Ttofi et al. 2012, Rigby, 2015). This far reaching impact is too great for us to ignore – effective school responses to bullying incidents are essential. However, there is also a great deal that can be done in the classroom to assist students in creating a safe and supportive environment where all may thrive.



How to empower students in your school:

1. Promote healthy relationships

Develop students' social and emotional skills through classroom activities and special programs. Teach students to appreciate diversity, as well as encouraging them to look for what they have in common with others. Provide opportunities for students to interact with other classes/year levels. This will help them to extend their social circle.

2. Develop students' strengths

Assist students in recognising and reflecting on their personal strengths. Guide them in how they may use these strengths to face their challenges and to help make the school a better place.

3. Develop common understandings across the school

Ensure the school's definition of bullying is widely understood. Discuss other types of behaviour/conflict and provide guidance on what strategies students could use in each different case. For example, explain what students could do in the case of an argument with a friend, or how they could respond to a one-off act of meanness or spite.

4. Assist students who bully in changing their behaviour

Encourage students to reflect on why they might be bullying. Is it because they want to entertain their friends? Is it because they have been bullied themselves? Assist students in acknowledging and taking responsibility for their actions. Some students stop bullying when they become aware of the hurt they have caused (Rigby, 2015). Develop students' empathy and guide students in using this empathy to change their own behaviour.

5. Provide students with strategies to use when confronted with bullying behaviour

Teach students techniques, such as 'fogging', to enable them to cope more effectively when students try to bully them. Fogging is where students use calm, verbal responses to distract or discourage the person bullying them. Encourage students to ask for help when they need it and to seek out supportive, rather than destructive friendships.

6. Empower bystanders to intervene

Let students know what they can do if they witness bullying. Explain that intervening effectively means helping to resolve the situation, not make it worse through retaliation, further conflict or silent approval by doing nothing. Let students know that if they don't feel comfortable intervening directly, there are lots of other ways they can help. For example, they can report the incident to a teacher or support the person being bullied through kindness and encouraging them to seek help.

By Miranda McCallum

Education Program Consultant, Peer Support Australia

Miranda McCallum is a researcher, educator and presenter with 9 years' experience working in secondary and tertiary education settings in NSW, Victoria and overseas. Miranda is currently working on the development of a new Peer Support Anti-bullying module and online training resource for teachers which will be available in Term 4 this year.

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Yr 7 Visual Art Class

