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Term 2-Issue 4-23rd June 2023

From The Principals

As we come to the end of term two, we reflect on the blessings that God has bestowed upon us. The Church always celebrates the works of God's plan of salvation, most notably in her feast days. But in this Season of Pentecost, we celebrate God's ongoing work of salvation in our lives which connects us spiritually to the life and mission of Jesus Christ two thousand years ago. This ongoing work is the work of the Holy Spirit in our lives and in the life of the Church. The Holy Spirit guides us, directs us, inspires us and sanctifies us in ways which we cannot necessarily see, but its effects are definitely tangible and real. We see the Church as the manifestation of the Holy Spirit in us, bringing us together as one community, one people, one Body in Jesus Christ. We see the results in our families which pray, work, grow and love together as one, bringing joy and peace through sacrifice and trust in God's work with us and among us. May the Holy Spirit inspire you, guide you and fill your lives with peace and joy.

This term has been eventful. We are happy to report that both students and staff were involved in a variety of events and activities and once again we celebrated many successes. Our teachers and staff are committed to building a College of excellence in our students' learning. We ask that you too participate in your child's education and take the time to meet with your child's teacher to discuss the progress of your child. Parent/teacher interview sessions are scheduled for Monday 17th of July and we look forward to seeing all of our parents

making the time to come in to meet with our teachers.

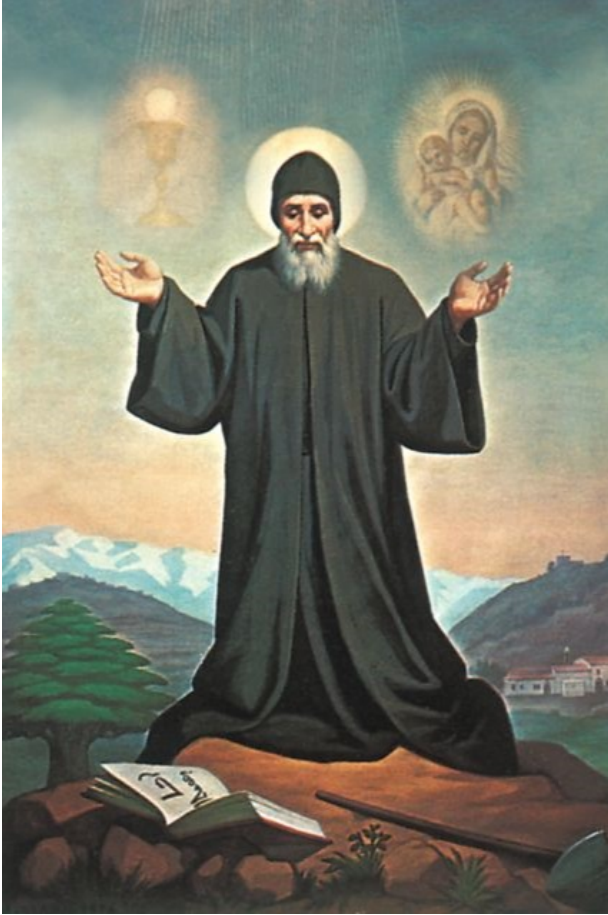
In this term, the sporting talents of our primary and secondary students were put on show at their annual Athletics Carnival. It was a great opportunity for the students to showcase their skills and compete in various track and field events. These events not only promote physical fitness but also foster a sense of teamwork, sportsmanship, and healthy competition among students. The carnivals provided a platform for students to demonstrate their athletic abilities, set personal goals, and strive for success. It was also a chance for students to cheer on their classmates, creating a supportive and energetic atmosphere.

We take this opportunity to wish all of our families a safe holiday period. There will be quite a few teachers at school during the school holidays running revision classes for Year 12 students to assist them with preparations for the upcoming trials. We are grateful for their care and generosity and hope that our Year 12 students will make good use of these opportunities.

As July the 16th marks the Feast day of our Patron Saint, St Charbel, the Church and Monastery will be holding many events in celebration over the week prior to St Charbel's Feast Day. The relics of the Saints will also be visiting our Church and community for the feast between the 14th of July till the 23rd of July. It will be a time to venerate our Saints and ask their assistance and intercession. The church and monastery will also hold its annual BBQ celebrating the feast of its Patron Saint on Saturday the 15th of July after 5:30pm mass. Please take the time to join the parish with your family and friends to participate in unity of prayer and reflection. we take this opportunity to wish all families a

safe and blessed holiday period.

Fr Michael Sandrussi & Fr Anthony El-Kazzi
Co-Principals



From 2P

During English this week, 2P students were learning about websites, how to use them and how to recognise the reliable and trustworthy ones.

They were very lucky to see and use a typewriter from the 'old' days. The students made lots of connections between the past and present



Stage 2 Incursion – World of Maths

Our Stage 2 students recently participated in an incursion that offered lots of opportunities to apply mathematical problem-solving skills to everyday real-life situations. Students, and their teachers, had a wonderful time working in teams and exploring the various games across all mathematics strands.



From Year 5

Year 5 have studied Peter Cromer's art work this term, an Australian artist famous for his bold collages and paintings.

The students were given the task to create their own water coloured piece of artwork. Great talent was on display by the year 5 students.



“Play on Shakespeare” – Year 9 English Incursion

Actors from the Australian Shakespeare Company brought the works of William Shakespeare to life for Year 9. Following are some student responses to the experience, and wonderful images showing the joy the students experienced as they got to act alongside the professionals.

“The year 9 English incursion that our grade attended was quite entertaining and interactive. Students volunteered to play various roles in famous and fantastic plays by Shakespeare such as 'The Tempest', 'Macbeth' and 'Twelfth Night', which we studied in class this term. The dramatic scenes made the performances quite humorous and enjoyable. Overall, it seems that our grade really enjoyed the show, the opportunity to be part of it all and have some laughs.”

- Emma Hassarati

“Year 9 attended an interactive and interesting English incursion on famous plays by Shakespeare. Three amazing actors performed three entertaining plays to deepen our understanding of Shakespeare’s works, which is our topic for this term. Dramatic and romantic scenes were performed which made this performance enjoyable and full of humour. Moreover, the Shakespearean actors were kind enough to give students opportunities to ask questions about the performances, which further enhanced our understanding of Shakespeare.”

- Chloe Aaraj



From the LOTE Department

Report outcomes have changed– K-6:

Based on the 2019 NSW Arabic syllabus, Arabic language studies allows for opportunities for students to communicate effectively in Arabic and develop an appreciation for language and culture, both in their personal lives and in broader contexts. To cater to the specific needs of students learning Arabic in Australia, the syllabus emphasises three main objectives known as strands:

- Communicating
- Understanding
- Values and Attitudes

The following table will be included in the Semester 1 reporting as it aligns with the aforementioned objectives and provides a more detailed assessment of student progress within these areas.

Objective	A	B
Interacting (speaking)		
Accessing and Responding (responding to a range of spoken, written, digital and/or multimodal texts- reading and responding)		
Composing (writing)		
Systems of Arabic Language (grammar and sentence structure)		
The role of Arabic Language and Culture (role of culture and language)		

If you have any questions or require further clarification, please do not hesitate to contact Mrs Adeline Dargham on adargham@stcharbel.nsw.edu.au

Talent show – Term 3 – K-6

Last year, the Arabic Department successfully organised an Arabic talent show

K-6 showcasing the student identity culturally, traditionally and religiously. Witnessing the joy of students, parents, and staff was terrific. With an overwhelmingly positive response, we are excited to announce that another talent show will be held towards the end of Term Three. This will provide the students with ample time to adequately prepare well. Stay tuned for additional information, which will be provided closer to the date.

Differentiations in Arabic classrooms:

In our Arabic classes, we recognise that each student has unique strengths, areas to develop, and learning styles. To ensure that we meet the diverse needs of our students, we have implemented differentiation strategies in our teaching approach in Arabic classes.

In our differentiation approach, we group students into colours based on their language abilities, providing personalised tasks and assignments, offering additional support or challenges, and adjusting the pace and complexity of lessons to ensure optimal learning for each student.

Each child is aware of their assigned group colour. These colours are utilised in the following manner:

Yellow – Beginners in Arabic

Green – Intermediate in Arabic

Blue – Advanced in Arabic

Arabic Reading and Library

We are happy to announce that in Term 3, your child will have the opportunity to borrow an Arabic story. This will run on a three-week cycle. We encourage you to assist your child in reading the books they borrow from our school library.

Here are some suggestions to inspire your child to read books in a language other than English:

1. We will provide your child with a book that suits their reading level and is engaging for their age group.
2. Read together if you know Arabic: Make reading a shared activity by reading the book with your child. Take turns reading aloud and pause to discuss the story, characters, and any unfamiliar words or phrases. This will enhance comprehension and make the experience more enjoyable.

4. Establish a reading routine: Dedicate specific times for reading Arabic language storybooks regularly. Incorporate it into your child's daily or weekly routine to create consistency and cultivate a habit of reading in the target language.
5. Recognise progress and achievements: Celebrate your child's efforts and advancements in reading Arabic books. Acknowledge their achievements with praise, small rewards, or even a special outing related to the language or culture they are exploring.

Remember, the key is to make the experience enjoyable and engaging. By providing support, creating a positive environment, and demonstrating enthusiasm for foreign language learning, you can inspire your child to develop a love for reading.

Congratulations to the following students who have been acknowledged for their

ongoing commitment to Arabic studies.

Class	Student's name	Class	Student's name
KG	Michaela Habib	3M	Giuseppe Sama
KH	Maroun Ayoub	4G	Anthony Turk
KM	Joumana Tannous	4H	Alexia Succar
1G	Jacov Nasr	4M	Elena Turk
1H	Raphael Hadchiti	4P	Evelyn Chayna
1M	Mikayla Youssef	5G	Theresa Mary Tannous

From The Wellbeing Team

2G Rafael Saade 5H Rita Chidiac

2H Peter Akkari 5M Antonia Al-Aaraj

2M Nichola AbouJamra 6G Jad Abboud

2P John Mauad 6H Rafqa Tannous

3G Jacob Doueihy 6M Christina Nsaire

3H Christian Challita 6P Marie Kathy Massih

FIVE TIPS ON HOW TO RECONNECT

Here are some tips on how to reconnect and change how your living life:

- Be more mindful – before you can truly start believing in yourself and doing what you love, you need to become aware of how you're not believing in yourself and doing what you love right now. You can do that simply by becoming more mindful. Mindful people have the capacity to look at their lives objectively. Slow down and start paying attention to what's happening – right here, right now.

- Embrace being vulnerable – You need to accept your human, and not going to be great at everything. Being vulnerable builds trust in relationships, it gives you room to grow and it provides the opportunity for you to ask for help as you move toward your dreams.

- Discover your strengths – When people spend their days doing things that they're naturally good at, they are more likely to feel engaged and happy. Write down everything you love doing and when you last did it. Can you try to do more of them on a regular basis.

- Understand your purpose – People who know their purpose or the reason they are doing what they are doing feel more deeply connected to their goals. They can usually tell their story in a more compelling way and they find it easier to get others on board to help them.

- Stop people pleasing- Think hard about the decisions you make. Are they helping to build your self-belief or are they making you feel like an imposter? Catch yourself when you're in people pleasing mode and learn to get comfortable with the uncomfortable.

Learning Enrichment News

In Term 2, students in the Primary and Secondary have been writing a variety of poems for submission in the Dorothea Mackellar Poetry Awards. This competition is held annually and is a unique national project, giving students the opportunity to strive for excellence in literature.

Our Year 5 and 6 Numeracy Enrichment students, together with students in Year 7 and 8 participated in their second Maths Olympiad on Wednesday, 14th June. Maths Olympiad provides opportunities for students to be challenged and extended through problem solving.

We wish our students well in these opportunities!

Mrs Serrano, Mrs Karis & Mrs Del Favero

From The Careers Department

Please navigate through the College's Careers/VET weblink to explore Career options with your children. Please feel free to contact me via the school office or email if there are any Careers related issues you would like to discuss.

Careers in the Spotlight

How to become a UX Designer

UX (or User Experience) Designers create easy, efficient, relevant, pleasant experiences for the end-user. UX Design can be applied to any product or service, from websites to vegetable peelers, or even a visit to the local supermarket.

If you're practical but creative, have great all-round communication skills and are looking for a job which is fast paced, full of variety, and requires lots of human interaction, then a career in UX Design could be really rewarding.

About you:

- Empathetic, curious and an excellent communicator
- A critical thinker with a flair for visual design and great analytical skills
- Collaborates well and has good writing skills with at least a basic understanding of coding

The job:

- Meet with clients to gain an understanding of their product or service
- Conduct market and user research
- Design and develop prototypes/drafts/mock-ups based on user needs
- Collaborate with Designers and Developers to polish the product ensuring the best experience for end-users
- Present the final solution to the client and help with its delivery

Lifestyle impact: Low

- Part Time opportunities: Moderate – around 30% of UX Designers work part-time (source: labourmarketinsights.gov.au).
- Average hours for full-time workers: 43 hours a week, which is average (source: labourmarketinsights.gov.au).
- UX Designers' salary (median) \$75,000* per year (source: ato.gov.au). *Salaries vary depending on your skills and experience.

- Future career growth: Very strong (source: labourmarketinsights.gov.au).
- You will be most of your work indoors, and working with computers and other technology.
- Most of your work will usually be done during regular business hours.

How to become a UX Designer in Australia

There are no formal qualification requirements to become a UX Designer in Australia, and there are many pathways into this career. However, obtaining a degree in a related field could jump-start your career and make you eligible to apply for more senior positions, faster.

Step 1 – Study English, Maths and IT at high school. Creative subjects could also be beneficial.

Step 2 – Do some reading about UX Design and work out which of the many career options in UX Design would best suit you.

Step 3 – Develop your eye for design (not just the visual but how processes work and connect) and gain more understanding of human psychology. A good way to make this happen and boost your CV is to get some related work experience.

Step 4 – Check out short courses and degrees in UX, coding or visual design.

- [User Design Experience at RMIT](#)
- [Coding Bootcamp at the University of Adelaide](#)
- [User Interface and Experience Design with Open Universities](#)
- [Diploma of Graphic Design](#)
- [Bachelor of UX and Web Design at Torrens](#)

Step 5 – Create your portfolio (include any mock design projects, blogs, websites, etc., that showcase your work and skills), and keep it updated. Stay up to date with new trends, user expectations, software, and don't forget to network.

Step 6 – Consider further qualifications to upskill and keep you competitive, e.g. [Graduate Certificate of UX and Web Design](#).

Frequently Asked Questions (FAQs)

What is the difference between UX and UI?

They are both elements of the consumer experience. User Interface (UI) Design is all about creating an appealing look or layout – you'll need to understand coding and visual design concepts like colour schemes, fonts, etc. Whereas User Experience (UX) focuses on functionality, how

the end users will interact with the product or service, how to streamline them to make it easy to use but get a specific job done. The main goal is to provide a good or pleasant experience for the end-user.

Do I need to learn programming to become a UX Designer?

Not necessarily, but knowledge of HTML, CSS, and coding will help you do better in your job and could be advantageous when applying for jobs.

Where do UX Designers work?

UX Designers can work anywhere; in offices, Design firms, with companies who design and produce products and or services of any description, financial organisations including banks, large accounting firms, government departments, museums, or even freelance.

Do I need to go to university to become a UX Designer?

Not necessarily. Portfolios and work experience probably count more when you're applying for jobs, but relevant qualifications could also work in your favour and help you to get interviews more easily.

Hope you have a safe break.

Mrs Dianna Chedid
Careers Coordinator

Upcoming Events

Friday 23 June

- Last Day Term 2
- Yr 10 & 12 Careers Expo Excursion

Saturday 15 July

- St Charbel Feast Day BBQ- Mass 5:30pm - BBQ- 7:00pm

Monday 17 July

- K-10 Parent Teacher Meetings

Tuesday 18 July

- First Day Term 3
- Year 10 subject information night

Wednesday 19 July

- Year 7 & 10 Vaccination Catch up day

Friday 21 July

- Patron's Day

Wednesday 26 July

- Year 10 Subject selections

Wednesday 2 August

- 100 days of Kindergarten

Thursday 3 August

- Year 11 & 12 Judaism incursion

Monday 7 August

- Year 12 HSC trials Begin

Monday 14 August

- Fr Michael Talk with Year 12 Catholic Studies
- Year 12 HSC Trials Continue

Tuesday 15 August

- Feast of the Assumption