PRINCIPAL’S REPORT

It is considered that there are three key points to improving the school-home partnership. These are providing parents with information; giving parents a voice; and encouraging parental partnerships with schools.

At MOC we are consistently trying to improve our communication to the parent community both as a whole and to individual families. The evidence is overwhelming that the stronger the home-school partnership is then the better the outcomes for the child. All in the partnership need to constantly strive to improve communication such that it is as positive and meaningful as possible. One of the examples of that has been our involvement with social media, particularly Facebook where we have seen a continual increase in active participation and the delight around the photos and events.

The question is do we do as well in other areas of our communication stream. The newsletters are one such example – • Are they being read? • Do they even get home? • Would there be a better way? The cost of printing over 800 in any one week is a costly exercise – if they are getting home and being read, well worth it, if not then we need to think of better ways. To that end we have a short survey accessible at https://www.surveymonkey.com/s/K6V27PZ. This link will also be directly available via Facebook and our website. The survey will close at the end of week one (May 1).

However, newsletters are only a conduit for information so we must keep looking at all our avenues to enhance the parent partnership. A simple way was to have DECD remove the number blocking from our phone system such that everyone knows the school is calling if the phone begins with 8209 16...

To encourage the partnership we have Exhibitions of Learning and Parent-Teacher-Student conferences throughout the college. During Term 1 we have had EY/ PY Exhibitions of Learning and the Year 12 conferences. In Week 2 of Term 2 is the first Middle Years interviews and that will be followed by SY (Year 10 and 11). In the mail-out all Middle Years families should find a letter inviting them to the evening and an explanation of the process for booking in. It would be great to have over 80% of our Middle years families either able to attend in person or via phone link.

As well as information flow and parent conferencing next term we begin a full series of Friday Forums, please see Page 4 for more information. Our aim, as well as having as many families as possible attend, is to tape the “information sessions” either as podcast or video casts and post them via our website.

Finally, I encourage as many parents as possible to join us for the Annual General meeting of the Governing Council on Thursday 7 May, it is a real opportunity to hear about the school from a different perspective and consider becoming involved.

Lynne Symons
Principal
The schoolyard is an important place because outdoor activities are critical for growth, health, education and enjoyment. All children should experience pleasant and well-equipped outdoor environments on a daily basis.

Interesting and inviting outdoor areas support healthy growth by providing a variety of ways -

- It increases the environmental awareness
- It contributes to health promotion
- It helps children contact and interact with the natural environment, as a combination of both entertainment and creative play
- It improves the students’ physical activity

We want our school yard to foster children’s social, physical, and intellectual growth by providing settings for imagination, exploration, adventure, and wonder, and dynamic environments in which to run, hop, skip, jump, twirl, eat and play in active, challenging, and creative ways.

This term has seen further additions to our yard -

- the installation of mosaics between Buildings 2 and 5
- the planting of mature trees
- an irrigation system for our orchard installed
- more Buddy Benches in shaded areas
- the extension of the ‘Board Walk’

Excitingly, we are now in the final planning stages for some large shade structures around the College. Keep reading the newsletters for further details.

Next term a focus of my work will be classroom visits. The focus of this classroom work will be to provide feedback to our teachers about their teaching through short observations. This may be general feedback or it may be related to the implementation of our teaching framework. These visits also provide a great opportunity to celebrate learning and the great work of our teachers!

Thank you to everyone - our students, staff and parents for your support, hard work and cooperation this term. It is my hope that our students, staff and their families are able to have a safe and relaxing first term break. We look forward to a wonderful Term 2.

Dean Clark
Deputy Principal
STAFFING

I am delighted to report that for the beginning of Term 2 we have minimal classroom changes. We farewell Kristy Getgood (PY) to Maternity Leave, Luke Smoker (SY) to two terms leave and Olivia Brett (SY) to four weeks Long Service Leave. Replacing them will be Bianca Geradis (Kristy), Samantha Wesson (Luke) and Kayla Stephens (Olivia). To support Kayla’s move to the SY from MY Tom McDonough is joining the MY team. I am delighted that all the replacement teachers have been working at the school for a significant portion of Term 1 and as such are well known to students and staff.

In addition we will welcome
- Beatrice Casbarra to the College staff - Beatrice has been on Long Service Leave for Term 1 and she will now join the SY teaching in the Home Economics team.
- Ella Ailmore, who is returning after a term’s absence and for the remainder of 2015 her role will be as Dean of Students.

There will be some minor additional movement through leadership appointments that are being finalised. I am confident these will not only cause minimum disruption to the classroom operation but will also enhance our overall operations.

UNIFORM

With colder months approaching, all families are reminded that “hoodies” and any other outer wear that is not part of approved school uniform cannot be worn. There are now plentiful supplies from our Uniform Shop and as such we urge all parents to ensure their children are appropriately outfitted.

The Uniform Shop is also awaiting the delivery of a range of fleece lined pants that have been added to the approved uniform. We will keep you updated on the expected arrival time of the stock.

LIBRARY

There have been many exciting developments in the Library in the last few months. Many have been in direct response to student, parent and staff suggestions obtained late in 2014.

The Year 12 Study Room is being used well, with students signing in and out and behaving respectfully. Open Access students have been particularly studious, making great use of this opportunity.

The Recording Room is being booked and used by students in PY through to SY. Students rehearse and record across curriculum areas to produce work using a range of software in order to meet goals and expectations set in line with desired subject outcomes.

Our ‘Maker Space’ is a work in progress. Emil Zankov is developing this area as an area to work with classes B-12 with Lego and Robotics. It is also used by Children’s Uni providers, for example Sarah Russell runs a Craft Club in this area.

Our “yellow” work area has been increasingly booked and used for large group work in PBL, for Drama and for presentations.

The MOC Cinema has proven very popular. It has been booked by teachers for class work and is also heavily patronised during lunchtime with G rated movies being shown.

In addition to the much improved utilisation of space, students have become more independent borrowers with the implementation of Student ID cards. Many books have been relocated and are now housed in Buildings, increasing access especially by MY and SY students.

Celia Williams - Third Space Activist

(Below: Thanks to Craig Brown and his photography students)
**COMMUNITY PROGRAMS**

**Children’s Centre Community Development update**

**Friday forums**
This program will be very exciting in Term 2 with many great sessions in store including: Special Education DECD changes, Habitat for Humanity Housing for low income earners, Literacy concepts for the early years, Legal Services Commission Migration services, Immunisation information session, CAMHS Toddler Eating issues and Fatherhood inclusive Practice. The Parenting program “Bringing up Great Kids facilitated by Inclusive Directions Natalie Phillips will also be offered over 5 weeks in Term 2.

Above you can see the lovely results of our Easy Quick Quilting Group.

**Centacare Who’s in Charge Parenting program Thursday’s 10.30am–12.30pm in the Pilates room.**
Centacare Family Counselling team are delivering this program for parents who face challenging behaviours from their children. The group will have their final session next week.

**Owlet’s Playgroup Monday mornings 9.30–11.00am.**
This program is supported by a group of parents who help with setup and pack up as well as song and story time.
Cherylynne Catanzariti Aboriginal Community Education worker provides cultural enrichment via her extensive skills in Nunga stories and song.

**Tracey Alexander**
Community Development Coordinator

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**WELL BEING**

**In-School Psychology**
We currently have a psychologist who visits the school 1 day per week. I am hopeful that we can expand this service as demand grows. If you would like to access this program please send me an email with your contact phone number, and I will return your call and outline the process for you.

**Positive Education**
One of the 4 pillars of MOC is Empathy. This means the ability to understand and share the feelings of others. In relation to students this means knowing and understanding about ourselves, others and ourselves in the world. There are many initiatives and strategies used throughout the school which support the students. Please see the article by Colette Bos for more information.

**School Dental Program – Grow Up Smiling**
This program has been continuing this term and will flow over into Term 2. It is a valuable service as it helps maintain oral health and is preventative.

**Breakfast & Food Program**
We are very grateful to “Kickstart for Kids” as this organisation provides yoghurt, sandwiches, bread, margarine, spreads and fruit for our students. Each week we receive a free delivery of these foods that are then handed out to subschools for distribution.

**Pastoral Support Worker – Jason Aitchison**
This is the official title of our School Chaplain. Next term we will be pleased to welcome back Jason from parental leave. This program is funded by the Federal Government and is another layer of support for the students at MOC.

**Maryjane Tenison Woods**
Coordinator of College Well Being

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**GOVERNING COUNCIL**

The Annual General meeting will be held on Thursday 7 May at 6pm.
The meeting is held in the Library. Please consider coming along. The 2014 Finance report, Annual Report and Chairperson’s Report are presented. In addition we hold the elections for the 2015/2016 Governing Council members. Copies of the Constitution, Nomination and Declaration forms will be available from the Front Office from the beginning of Term 2.

Lee Russell - Governing Council Chairperson 2014 - 2015
The first term of 2015 has sped by! As usual, much of first term has been devoted to creating a classroom culture of motivation, engagement and success. It is important throughout the year for students, teachers and the school to acknowledge and celebrate success as it becomes evident and sustained. It is satisfying to see that one’s hard work has paid off, and that sense of satisfaction translates into continued engagement and increased motivation for both students and teachers. At MOC, individual students are recognized for achieving personal learning goals in many ways: we celebrate 100% attendance, achievement of learning goals, citizenship (Bucket Filling), achievement of behaviour goals, creativity and excellence. As families and carers you are invited to share some celebrations with us at assemblies, Exhibition of Learning, Sports Day, Praise Pod and other sub school and whole school events. As well, teachers celebrate success with children many times a day, sometimes with tokens such as stickers and certificates. These celebrations are in fact a reminder of the good feeling that the child has experienced when they have achieved a goal – small or large.

Each teacher works hard to create a successful environment for each student. In order to do so, not every child is treated, taught and celebrated the same way and with the same frequency. As we support every child at his or her point of need it becomes evident that what is fair for one student is not necessarily fair for another student. The concepts of equality (treating every child the same), equity (recognition of merit) and need underpin the structures and responses we put in place to celebrate student success.

Kim Cooper
Executive Leader (Birth - Year 6)
A NOTE FROM EARLY YEARS LEADERSHIP (PRESCHOOL)

The Early Years Learning Framework for Australia is the document that guides our preschool curriculum. The concepts of ‘belonging, being and becoming’ are fundamental to this Framework. At the beginning of this term we met 103 new children and their families, many for the very first time. Our core focus has been to develop safe, secure and supportive relationships in which to build a sense of belonging among our new community. We are now in the process of meeting with all families to develop an individual learning plan for each child.

A highlight of our term has been the introduction of Positive Education to the preschool. Our children have wholeheartedly taken on the ‘Bucket Filling’ concept. We are now encouraging children to share their knowledge of this concept through the ‘Book in a Backpack’.

We have been delighted to welcome many new volunteers to our Centre, whose contributions through cleaning, working with children, sharing their culture and supporting new families has been invaluable. We hope to gain even more volunteers next term, particularly as we begin our new Parent Engagement group.

Linda Rich
Senior Leader (Learning and Early Childhood)

PARTNERSHIP WITH PARENTS

Here at MOC it is our vision that families and school work together as partners in the education of children and young people. Effective partnerships are based on mutual trust and respect, and shared responsibility for the education of the children and young people at the school. Families are the first educators of their children and they continue to influence their children’s learning and development during the school years and long afterwards. This is why it is important for families and schools to work together in partnership. In the early years teachers love having families come in each morning to support their children with reading and sight word practice. Listening to your child read each night has a positive influence on their reading ability and can help them to reach their reading goal.

We would like to thank families for their continued support with their child’s learning.

Jodie Molitor
Leader (Learning and Well Being)
A NOTE FROM EARLY YEARS LEADERSHIP (JUNIOR PRIMARY)

In each classroom there are students who have learning difficulties (students who experience difficulties with their learning) and students who have specific learning disabilities (students with average or above intelligence who have developmental and academic skills significantly below expectation for their age and/or general ability). Teachers in the Early Years collaborate with DECD service providers to ensure these students access a modified curriculum to suit their individual needs. Teachers and Student Support Officers (SSOs) work with these students to ensure the specific skills are learnt through the implementation of the Student Support Plan (SSP). This plan ensures goals are measured and adjusted when needed to promote continual learning.

Parents meet regularly with teachers to discuss the SSP and make any required changes or additions. The SSP meeting allows parents to play a vital role in ensuring all of their child’s needs are met.

Candice Horton - Senior Leader (Learning and Achievement)

AMAZING ATTENDANCE

On Friday March 27th children who have not missed any days of school will be receiving attendance awards at the Early Years Assembly. We are so proud and excited that there are 79 children who will be receiving these awards. Well done to all the classes who are working collaboratively to earn letters in our ‘Perfect Attendance’ initiative. Ms Angie’s Class has already earned all their letters and enjoyed their Subway lunch. Many classes are now extremely close to earning their reward too. We would like to thank our families for their continued efforts in ensuring their children attend school every day. Please remember to contact the school if your child is going to be absent.

Jodie Molitor - Leader (Learning and Well Being)

ABORIGINAL CULTURAL STUDIES

In Aboriginal Cultural the students have been learning about culture and identity. They have participated in a variety of activities ranging from making Popstick families, going on a nature walk, designing an Aboriginal flag and illustrated a Dreaming story.

Karen McCall

EY MATHS

The EY Teams have been delivering engaging warm ups that focus on previewing and revising mathematical concepts at the beginning of each math lesson. This will assist our students at retaining and comprehending math concepts throughout the year. The reception students have been working on recognising numbers 1-20 on number lines, dice, collections, ten frames, tallies and clocks. Year 1 students have counting with numbers beyond 20. Number patterns and money have also been a focus. Year 2 students have been concentrating on number patterns with money, and recognising quarter to and past times. Keep an eye out for exciting math incentives set to begin in Term 2.

Sallyanne Lowe
A NOTE FROM PRIMARY YEARS LEADERSHIP

We began 2015 with much anticipation and excitement. It has been a term filled with learning, activity, experience and achievement. Some of the highlights have included excursions to the South Australian and Migration museums and a historical walk along North Terrace where the Year 5 students could further explore the learning undertaken in their History lessons. Year 4 students enjoyed their time at the Chocolate Factory and were able to make some interesting comparisons with Roald Dahl’s much love children’s novel ‘Charlie and the Chocolate Factory’ and the latest movie version. Year 6 students had the opportunity to combine their learning in Science and History with a trip to Adelaide University, the South Australian Library and the Art Gallery. On this occasion students watched Chemistry experiments conducted by members of the Compass team. These reinforced processes learned at school and expanded to the students’ knowledge of chemical reactions. Making the best of every moment students continued touring North Terrace, learning about its historical features and contributions to the making of our state. Our Year 3 students have concentrated on transitioning from the Early Years to the Primary Years, exploring the ‘superhero’ within each one of them. Many of the Year 3’s have earned the title of ‘Superhero of the Week’ and are now feeling very comfortable with the Primary Years and its processes. As a sub-school we have thoroughly enjoyed Swimming Week where the students showed themselves to be excellent ambassadors for MOC. We have been delighted in the achievements of students at Assemblies competently and confidently hosted by Grades 3 and 4. Students competed with grace and skill at our recently held Sports Day, joined in whole College Harmony Day and Smile Day activities and completed interesting projects demonstrative of their abilities for Exhibitions of Learning.

Chan Welfare
Senior Leader (Learning and Achievement)

LEARNING

Literacy Pro- Powerful Reading Opportunities in PY

Literacy Pro is an online program that PY uses to assess student’s reading ability, as well as enabling students the opportunity to practice their reading skills. Powerful reading opportunities are opened up when students log in to their account. They read short passages of text and answer multiple-choice questions about what they have read. If a student answers correctly they are given an item with more challenging text. If they answer incorrectly, they are given an easier text. In the Literacy Pro system, students are able to sit quizzes on books they have just read too. Teachers have immediate access to all data student’s create. For example, teachers are able to look up how many words students have read, their quiz scores and their Lexile test score. When students improve on their Lexile test score, they are so proud of themselves, and we are proud of them too!

Ashlee Button
Leader (Learning and Teaching)
ADELAIDE COMPASS

Since 2012 the Primary Years students at MOC have had the opportunity to participate in the Science based Adelaide Compass Program. This program is run through the University of Adelaide and aims to point students to the path that is higher education. Reaching out to students at a younger age has been shown to improve the goals set by students for themselves and help them reach greater attainment levels later in their education. Through participation in the program students have the opportunity to visit the university and be on campus building their familiarity and sense of ease. Whilst there, students are shown a number of experiments which they then explore back at school throughout the term. Students not only develop their scientific skills but also their presentation skills, teamwork and the ability to apply learning in one situation to learning in another.

Chan Welfare
Senior Leader (Learning and Achievement)

NATIONAL YOUNG LEADERS DAY ADELAIDE

One of my personal highlights of this term was when I accompanied 14 of our Year 6 students to attend the National Young Leaders Day at the Adelaide Convention Centre. The following students were nominated by their teachers: Jacob Shaw, Caitlyn O’Leary, Ethan Follen, Layla Mackie, Josh Nelson, Taylor Channel, Malakai Stewart, Cora Gentle, Aline Altemon, Matthew Devenish, Thomas O’Donnell, Tiernan Ween, Arabella Santoro and Lilly Styles.

The aim of the event was to “… inspire students to begin a life-long journey of leading themselves and others according to good leadership values”.

I have to say that our students were extremely motivated. As I arrived on Newton Boulevard at 7am - 3 students and several parents met me! By 7:25 we were all ready to board the bus on the journey to join over 1400 students from all over Adelaide and South Australia.

We listened to a range of great speakers who have become extremely successful in their fields: Andrea Boyd, International Space Station Coordinator, Rachael Leahcar, singer/songwriter from ‘The Voice’, Matthew Cowdrey, champion Paralympian swimmer, Victoria Cox, Doctor, champion swimmer and volunteer.

Each speaker told their personal story – their struggles, disappointments, hard work and eventual rewards. Our students listened intently and joined others in the audience to eagerly ask questions of each speaker.

I look forward to helping this group of students to continue to develop their personal leadership potential in our school community. They will be involved in a range of different projects throughout the year.

If you would like to get some more details about this event and the organisation behind it, you can visit: http://halogen.org.au

I was very proud of the way our students represented MOC throughout the day.

Barry Solomon
Leader (Learning and Well Being)
EXECUTIVE LEADER (MY/SY) REPORT

As the Executive Leader of 7-12 there are many fabulous aspects to my role, but without a doubt one of the most rewarding is to watch the development of students as they journey through childhood, adolescence and into adulthood. This year there have been three transition points that I have been very impressed by.

The Year 12 students have certainly matured and settled into their role as ‘leaders’ of the school and I am very positive that they will exceed the achievements of past graduates as the Class of 2015. Not only are they managing the difficulties of studying Year 12 subjects, but many are also successfully balancing the demands of part-time work and VET courses as well.

The Year 10 students have been amazingly confident and focussed as they have entered the final phase of their schooling. They have thrown themselves headlong into their studies and in particular the Personal Learning Plan and the complex task of finding work experience in the last week of this term or the first week of next term. I am really looking forward to hearing the work experience reflections at panel interviews on Tuesday Week 3 next term.

The Year 8 students have settled into daily life at MOC with amazing ease and speed, for many, like they have always been here! Starting a new school, navigating a new set of buildings and rules, making new friends and learning new ways of doing things can be challenging for some, of little consequence to a few, and exhilarating to others. I am pleased to say that as a group of students, the Year 8’s are now on track, engaged and productively working through their curriculum.

Wednesday 6th May Week 2 Term 2 will be Year 7, 8 and 9 Parent/Teacher Interviews, where all Middle Years staff will be available to talk with parents about individual student’s progress. Please make an appointment to come and chat with your child’s teachers. The following Tuesday 12th May, there will be no classes for Year 10 and 11 students. All students will be asked to arrange an individual appointment for themselves, a parent or guardian and their home group teacher. The focus of these interviews will be the Term 1 Report, the subject choices for Semester 2 and for Year 10’s a Work Experience Reflection and for Year 11’s the Research Project Discussion.

The continued conversations between school and home are vitally important to ongoing success for all students. The more adults that support positive learning conversations with students, the better the chances of improving results and maintaining success. I look forward to seeing many of you at the interviews and presentations in the coming weeks.

Next term in Middle Years we will be introducing a new reward program to acknowledge the many moments of positive behaviour that occur here every day. Teachers will enter students name into a lucky dip raffle that will be drawn at assemblies for behaviours they witness that are positive. The new “Caught in the Act” rewards will be published in the newsletter after each assembly. Good luck and I hope your child is “caught in the act” of something good!

Kathleen Hoare
Executive Leader (Years 7-12)

PROJECT BASED LEARNING AT MOC

Project Based Learning (PBL) has become a big part of many successful learning environments today in Australia and throughout the world. It takes students on a journey of creativity and exploration with real-world connections. Students learn problem-solving skills by successfully navigating learning challenges. PBL gives students and teachers more time to spend on specific topics that are cross curricula, which enhances engagement and develops deeper understanding.

At Mark Oliphant College Term 1 has seen 15 projects implemented across Middle and Senior Years with more being developed for Term 2. All projects will be presented at the Exhibition of Learning evening held in Week 10 next term.

Some of the amazing projects in progress include:
- The ‘Draw Like an Egyptian’ project with Miss Kelly & Mrs Dudek’s Year 7 Visual Art/History class demonstrating Ancient Egyptian communication methods by designing a unique iPad cover.
- The ‘Shark Tank: MOC’s Next Big Thing’ project running in Year 8 Maths classes solving the issue of providing more affordable seating for students at MOC.
- The ‘McHealthy’ project with Ms Prizzi, Mr Smoker and Mr Dissanyake’s Year 10 PE/Science/English class questioning how teens and adults in the local Playford community can improve their wellbeing through eating a healthier version of fast food.

Katrina Axford
FROM THE ARC
Throughout the term students in The ARC have taken part in many activities across the curriculum areas. All activities have been designed to enhance and develop the students ICT and Life skills. This term our focus has been on Medieval England. The students have been working with Phillip Hind to create a community feature in the form of a castle keep. In addition students took part in community service within the school by delivering messages and assisting with the breakfast program.

The Area Resource Class

CATALYST
Catalyst is the name of our Pastoral Care program in the Middle Years and incorporates Positive Education. This term, our focus within Catalyst has been Positive Accomplishments. Students have explored topics such as What is Happiness? Character Strengths, Develop a Growth Mindset and Goal Setting. It has been wonderful to see students develop their skills in improving their personal wellbeing and building their tenacity and resilience. Next term, our focus will be on Positive Emotions and Positive Relationships. One of the activities students will do is complete a task about Gratitude. In Building 13, we are creating a Gratitude Garden, which will also incorporate A Kindness Tree where students can write a note about a Random Act of Kindness they have experienced. I look forward to sharing a photograph of a very full “tree” next term.

Kylie Christians - Leader (Learning and Well Being)

LEARNING AND INCLUSION
This term it has been fantastic to see the Middle school students settle into 2015. Over the term we have been exploring the topic of gratitude through our Catalyst program. We started the year with students looking at what a good community looks like and what elements are needed to make a good community. This work has been displayed in the learning common and is being embedded in the language we are using with students to promote a safe learning environment. We also linked Harmony Day with gratitude by looking at what the students are grateful for in their lives on a daily basis. Some of the reflections that the students decided on were really thoughtful and showed a fantastic recognition of the good things in their lives.

Next term we will be changing our focus to positive emotions and how we can find the positive elements in each day, I look forward to seeing what our students will do with the activities we have planned.

Janna Lewis - Leader (Learning and Year 9)

HEALTH & PE
In the last fortnight of term we have seen the conclusion of the 2km Challenge during Catalyst on Fridays. All Middle Years students had an opportunity to take part in the Championship race to see who was the fastest in each year level across the 2km track. The winners and awards will be presented with trophies and prizes during the end of term assembly in Week 11. A huge thank you to Miss Daniel for all her work in setting up and running the event and to Amart All Sports in Munno Para for their kind donations for the winners.

Nathan Elliott - Leader (Learning and Year 8)
A NOTE FROM SENIOR YEARS LEADERSHIP

This term has been settled with Senior Years routines and relationships well established and with the students well on their way to achieving their learning goals.

In the space of a term so much has already been achieved –

• Year 12 Day and Interviews – a time to set goals for the year and to prepare for the year ahead.
• VET and Work Experience – preparedness for the future and looking towards employment and our students’ journey to the workforce.
• Engagement in Project Based Learning projects – with the finished products to be on display in our Term 2 Exhibitions of Learning.
• Sports Day

These crucial years of school require attendance and punctuality so that lesson content is not missed and relationships are not affected which can lead to isolation.

Colette Bos
Senior Leader (Learning and Achievement)

YEAR 12

The class of 2015 have had a very busy and productive term. We started with Year 12 day where students were involved in many activities to help prepare them for the year.

Over the course of the day and throughout the term, students have been involved in many activities to help them in their studies and future pathways, which included:

• Team building challenges
• Improving study techniques
• Balancing school/work and life
• Mental and Physical health
• Pathway preparation

These activities have given the students skills in leadership and teamwork that have helped them become innovative and creative problem solvers. So far this term, these skills have been put to good use across all the subject areas and can be seen in the many projects the students have produced.

Craig Brown - Leader (Year 12)

POSITIVE EDUCATION

Mark Oliphant B-12 College continues to have our students and staff on their path to flourishing through ongoing Positive Education teaching and learning. Positive Education is an approach to education that brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. Flourishing is a combination of ‘feeling good and doing good.’ Throughout MOC, we aim to foster engagement amongst our students, encourage them to achieve and equip them with the qualities to enable them to fulfil their life purpose. Our students and staff continue to immerse themselves in Positive Education language and skills; we talk about and act upon filling each others buckets, an attitude of gratitude, being kind to one another, love bombing and how to develop happiness.

This term we celebrated the International Day of Happiness with our 1,500 Smile Challenge. We set the challenge to have every child and staff member photographed SMILING. The smiles certainly fill us with happiness; please have a look at our smiling faces on our PERMA trees in the Front Office. We also awarded students points at Sports Day for exhibiting the VIA Character Strengths. These are just a few of the many Positive Education Initiatives that support our students on their flourishing paths.

Colette Bos
Senior Leader (Learning and Achievement)

“It’s your place in the world; it’s your life. Go on and do all you can with it, and make it the life you want to live.”
- Mae Jemison
The inclusion of a country school in the MOC South Australian Aboriginal Sports Training Academy has proved to be a success this term. Each Friday the classes from Quorn Area School and MOC have attended the same class, though video and telephone link. The highlight of the term was when the students finally had the opportunity to meet each other face to face on our recent trip to Quorn. The students from both schools have completed a number of tasks for the Power Cup that include:

- Designing a road safety campaign in the form of a billboard.
- Designing a Guernsey and a Polo Top for the team to wear during the Power Cup.
- Draft camp football tests.
- Designing a banner that combines our schools logos and represents our Academy.
- Creating Player Profiles

Stephen Cavanagh - Leader (Year 11 and SACE)

### STUDY SKILLS

#### Planning for success

The end of the term allows time to reflect on the learning of the previous term and the holidays give you time to look after yourself and set goals for the next term.

Some strategies for better study to plan for a successful Term 2 include:

- **Get in the zone:** Create a study space free of distraction and technology.
- **Break it down:** Write a list of things to do and break down assessment items into manageable tasks.
- **Get together:** Organise to attend study hub, work with a buddy, study with a group of friends.
- **Treat yourself:** Reward your self for completing small tasks. Most importantly set your self goals, beat the distractions and aim for balance!

For more specific surviving year 12 tips visit [http://www.youthbeyondblue.com/do-something-about-it/surviving-year-12](http://www.youthbeyondblue.com/do-something-about-it/surviving-year-12)

Jerelle Steer - Leader (Learning and Well Being)

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The application process for VET will begin next term with a 2016 VET Expression of Interest application form so students need to make sure they are on track to meet these requirements because the RTO’s will not consider applications from students who do not.

Students are welcome to come see me in Building 11 at recess or lunch if they have any questions about VET or work experience.

Olivia Brett
Leader
(Year 10 and VET)

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### VET

**2016 VET Application Process**

What YOU need to do to successfully apply for a VET course

In Year 11 and 12 at MOC, students can apply for a VET (Vocational Education and Training) course, which can be counted towards their SACE Certificate at either Stage 1 or Stage 2. There are a range of different Certificate II (Stage 1 credits) and Certificate III (Stage 2 credits) courses offered and they are delivered by a variety of RTO’s (Registered Training Organisations) both on and off site.

**To be eligible to apply for a VET course students MUST:**

- Achieve a pass in English, Maths, PLP and, if relevant, any industry related subject they are studying (For example, if you want to study Certificate II in Hospitality as a VET course, you would need to have passed Food & Hospitality at school).
- Complete a successful work experience placement in the industry area (For example, if you want to study Certificate II in Automotive you would need to have completed work experience with a mechanic and received a good work placement report from them).
- Demonstrate the ability to be successful in an adult environment by attending school regularly, complying with uniform expectations, and displaying a positive attitude and behaviour.

The 2016 VET Expression of Interest application form will be available from next term.

Students are welcome to come see me in Building 11 at recess or lunch if they have any questions about VET or work experience.

Stephen Cavanagh - Leader (Year 11 and SACE)

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### YEAR 11

The Year 11 students have had a busy term working on their Research Projects. This term students have chosen a topic, refined a question, selected a capability, learnt how to evaluate, studied instruments that collect data, investigated the terms validity and reliability and planned an interview.

Students are drafting their Proposals, which formally outline the direction of their Research Project. We look forward to seeing how all these projects develop throughout the semester.

Stephen Cavanagh - Leader (Year 11 and SACE)
CHILDREN’S UNIVERSITY

We are delighted to have been able to offer Children’s Uni to students at MOC again for 2015. It is an amazing program whereby teachers volunteer to offer Clubs as learning destinations before and after school. Students can nominate to attend Clubs that interest them. Time spent in these Clubs is recorded in a very official looking passport. The time accrues ultimately resulting in the students graduating in an official ceremony held on the University of Adelaide campus later in the year.

We are currently offering 15 Clubs with 70 students registered, often for multiple Clubs.

Ideally, we will be able to offer these same Clubs including Basketball, Fruity Fitness Fitbit, Craft, Chess, Health & Fitness, Reading, Science, Paper Planes, Card Making, Yoga & Meditation and Maths Homework again in Term 2, possibly with additional learning destination opportunities. Perhaps, this might be something that you would encourage your child to engage with.

Celia Williams - Third Space Activist

MOC+

As the name suggests, these programmes are an addition to the regular curriculum offerings at MOC. These are activities provided by staff who volunteer to provide opportunities before and after school, but also in the break times during the day. Activities include structured outside games, running club, soccer, basketball, dance, art & craft, computer time, movies, card club and study hubs.

Students engage productively in these clubs, which often support the students in experiencing a settled break time and then be better able to enjoy a calm and productive learning block following the break.

Celia Williams - Third Space Activist
EY/PY SPORTS DAY WINNERS
Newton

MY/SY SPORTS DAY WINNERS
Beaumont
### TERM 2

**TERM 2 COMMENCES MONDAY 27th APRIL**

**Week 1**
- 27.4.15 Year 10 work experience all week
- 27.4.15 Dental Program continues all week

**Week 2**
- 4.5.15 Dental Program continues all week
- 5.5.15 SY Assembly 11.15-12.45
- 6.5.15 John Fleming visit
- 7.5.15 Annual General Meeting
- 8.5.15 MY Assembly 11.15-11.45

**Week 3**
- 11.5.15 Dental Program continues all week
- 11.5.15 EY swimming at the Aquadome all week
- 14.5.15 EY Year 1 Tentastic Uni of Adelaide School of Mathematical Science

**Week 4**
- 18.5.15 Dental Program continues all week
- 22.5.15 Excursion – Preschool to Children’s Festival @ The Festival Centre

**Week 5**
- 26.5.15 Excursion – Preschool to Children’s Festival @ The Festival Centre
- 27.5.15 National Simultaneous Storytime
- 27.5.15 National History Competition

**Week 6**
- 5.6.15 EY PY Assembly 10.15-10.45

**Week 7**
- 8.6.15 Queen’s Birthday (Public Holiday)
- 9.6.15 SY Assembly 11.15-12.45
- 10.6.15 Immunisation Program Year 8 boys and girls – catchup only from 2014
- 12.6.15 MY Assembly 11.15-11.45

**Week 8**
- 17.6.15 School Photos
- 17.6.15 Operation Flinders
- 18.6.15 Governing Council 6pm

**Week 9**
- 23.6.15 Photos Catch Up Year 1 & Preschool
- 24.6.15 MY Exhibition of Learning
- 24.6.15 Operation Flinders
- 25.6.15 Photos Catch Up Year 2 & Preschool
- 26.6.15 EY PY Assembly 10.15-10.45

**Week 10**
- 30.6.15 Excursion – Year 2 Zoo Sleepover
- 1.7.15 Excursion – Year 2 Zoo Sleepover
- 2.7.15 Excursion – Year 2 Zoo Sleepover

### KEY DATES FOR TERM 2

#### R-6
- Exhibitions of Learning

#### 7-9
- Written reports with grades and comments for Term 1
- Acquaintance Night (Yr 8)

#### 10
- Written reports with grades and comments for Term 1
- Parent interviews

#### 11-12
- Written reports with grades and comments for Term 1
- Reflection Interviews

#### Yr 12 Interviews
- Written reports with grades and comments for Term 1

### TERM 3

#### R-6
- Written reports (Reception) Semester 1
- Parent interviews (Week 2)

#### 7-9
- Written reports with grades and comments for Term 3
- Reflection Interviews

#### 10
- Written reports with grades and comments for Term 3
- Subject Selection Interviews

#### 11-12
- Written reports with grades and comments for Term 3 (Yr 11)
- Reflection Interviews (Yr 11)

### TERM 4

#### R-6
- Written reports (Reception) Semester 2
- Written reports with grades and comments (Yr 1-6) Semester 2

#### 7-9
- Written reports with grades for Term 4
- Exhibitions of Learning

#### 10
- Written reports with grades for Semester 2
- Exhibitions of Learning

#### 11-12
- Written reports with grades for Semester 2 (Yr 11)