PRINCIPAL’S REPORT

Welcome to the End of Term 2 Magazine. It was another incredibly busy term at MOC and the highlights are featured throughout this publication. I would like to take this opportunity to update you about some key developments at the college.

At the end of last term we surveyed our community about options for receiving newsletters. Not surprisingly the overwhelming number of responses were from our Early and Primary Years families. What was surprising was that many (over 40%) stated they would be just as happy to receive a fortnightly electronic newsletter (via Facebook or email) as a printed copy. There were far fewer replies from parents of Middle and Senior Years students however even in this smaller number most were not averse to receiving their fortnightly newsletters electronically.

To that end we will begin the transition to e-newsletters. From the beginning of Term 3 we will no longer print Senior Years newsletters. Every student in the Senior Years has 24/7 access to a computer and the newsletters will be sent to them via email. In addition we will continue to publish on the web and notify all our families of their publication via the Senior Years Facebook page and the main Facebook page. For those families who want to pick up a hard copy these will always be available for pick up from the Front Office.

Given feedback on that process it is our aim that in Term 4 we will move to electronic newsletters for the Middle Years and from the beginning of 2016 the whole college will move to electronic newsletters from Term 1. The End of Term newsletter will continue to be printed and sent home in the mail-out.

Another significant initiative that is strengthening our partnership with families is the work of the task force formed under the auspices of the Governing Council to develop a collaborative infrastructure for well being at MOC. This is a joint parent, staff, student and community working party.

The concept is that through looking at the services we already provide, the areas of concern and examples of best practice, the working party can then determine how best to provide a systemic approach to wellbeing that supports learning from Preschool to Year 12 for all our students. This approach will consider the different levels including whole of college requirements, sub-school differentiation, classroom culture and programmes, specialist small group work, individual student and family support (including emergency assistance). Updates will be provided regularly.

The other work that is a major priority is in finding a satisfactory resolution to the enrolment pressures that the college continually finds itself under. As most know we are once again over capacity and our predictions show that without action that situation will only worsen in 2016 through 2018. There are a number of options being considered.

However one of the most critical aspects is to work with our partner schools such that each and everyone of us is a school of choice and can more equally share the enrolments. To that end I am going to work intensively across the partnership in the first four weeks of Term 3 to lead our effort in that work. Whilst I am undertaking that role Dean Clark will be my replacement as principal.

Finally as always thank you to everyone for your ongoing support of the college.

Lynne Symons
Principal
DEPUTY PRINCIPAL’S REPORT

I would like to congratulate the students and staff of Mark Oliphant College on the way that they have approached their learning and teaching during 2015. The students have achieved some wonderful educational outcomes and personal growth.

It is a challenging task to fully demonstrate the depth and breadth of staff and student achievements. Many of these achievements are evident in the high standards achieved in assessments, in sporting competitions, or in the quality of the products produced for Exhibitions of Learning. There are many other achievements less obvious but equally valuable that we recognise and applaud as part of our assemblies.

While it is difficult to imagine summer is coming as we awake to very cold mornings, we have ordered 5 major shade structures for the school which we expect to be installed next term. Below is a photo of the type of shade structures we have purchased.

As you would have read in the Principal report, I will be acting as Principal for the first 4 weeks of next term. I recently read a quote from Dorothy Dix ‘You never saw a very busy person who was unhappy’ so you can expect to see me with a big smile on my face for 4 weeks!

Dean Clark
Deputy Principal

FUNDRAISING NEWS

The Governing Council will be holding another fundraiser and this year it’s for yummy slices. Order forms have been sent home in this mailout. Governing Council members will be collecting money and order forms in the front office Monday 10th and Tuesday 11th August 8.30am - 9.15am.

Thank you for your support.

TRAFFIC NOTICE

Please be aware and take care now that the traffic lights on the corner of Peachey Road and Light Ave are in operation.

GUINNESS WORLD RECORD ATTEMPT

Our 2015 Guinness World Record attempt will be the ‘most people balancing books on their heads’. The most people balancing books on their heads is 998 and was organized by Danielle Di-Masi (Australia) in North Sydney, New South Wales, Australia, on 13 November 2012.
STAFFING
At the end of this term we farewell Steve Prior and Deanne Olston and I thank them for their work during the term. We also farewell on Long Service Leave Pirooska Biro and Natalie Clifford. We welcome back Barry Solomon and Amy Hunjet. In addition, we welcome Kyle Jenner, Katie Hoppo, Rhiannon Davis and Natalie Van Loghem.

As outlined in my article I will be undertaking partnership work for the first four weeks and Dean Clark will be Principal. Flow on appointments will also occur for those four weeks.

I am hopeful that barring illness our staffing is settled for Term 3.
Lynne Symons - Principal

UNIFORM
Please remember that the wearing of the Mark Oliphant College uniform is compulsory for all students in Reception through to Year 12.

By attending this school, students are agreeing to wear school uniform, and parents are agreeing to ensure that their students have access to the school uniform.

School uniform is important because:

- we know immediately if there are strangers on campus
- the colour coding ensures that we know to which sub school a student belongs
- it encourages student pride in themselves and their school.

The Governing Council has endorsed our Uniform Policy.
Lynne Symons - Principal

LIBRARY
The library has become a very busy place, often with 2 or more of the spaces in use at any one time. This is exciting.

Chinese Culture and Language Experience immersion sessions have been held in a working space with every EY and PY class having 2 sessions over the second half of the term. This set up will continue in Term 3.

Our ‘Maker Space’ has been a ‘work in progress’. Mr Zankov and Mr Sharer have been organising resources and setting up an area that will be more fully used next term with lunch activities and all EY and PY classes invited to participate in a lesson involving computer programming and robotics.

The MOC Cinema is being enjoyed by a broader spectrum of MOC’s population. In addition to classes booking in to use the space during lesson, lunchtime movies are now entertaining students across all sub schools.

We have also welcomed the arrival of an impressive model from Playford Council. It has created quite a lot of interest as students of all ages work out the features and where their homes are on the model, Ideally, this will be incorporated in class programs next term.

The Year 12 study area has been used well, with students signing in and out and working beautifully through assignments. The recording room has been quite heavily used, especially in recent weeks as students record work in preparation for assessments and Exhibition of Learning.

Celia Williams - Third Space Activist
GOVERNING COUNCIL

On May 7, the AGM was held and new Governing Council for 2015/2016 was elected. Our parent members are Sue Bennett, Tania Berman, Lee Russell (Chairperson), Cassie Ween, Jade Tait, Paul Gray, Kayla Cluse, Andrea Salisbury, Drew Bennett, Marsha Newell, Mandy Sager, Lisa Thompson and Fiona Coulter. Community members are Glenn Docherty (Playford Council), Shirley Harris (Playford Alive CRG) and Alex Cotes for Hon Jon Gee, MHR. Member for Napier. Staff representatives are Lynne Symons (ex-officio) Dean Clark and Chan Welfare. Two Student representatives attend as members and these positions are rotated through the Senior Student Leadership team.

Please contact any of the above for information about the Governing Council. Also please consider liking our Facebook page https://www.facebook.com/MOCgoverningcouncilfeedback?fref=ts

It is a great way to hear about the operations of the Council and also inbox any questions you may have.

As one of its many roles the Governing Council leads the fundraising efforts for the college. One of the initiatives we had enormous positive feedback about was the Business Directory of 2013/4. As such we are preparing to do another – to send to every member of our community (over 1200 families) for 2016.

As such we are currently working on the new Business Directory. Any expressions of interest to be in the directory can be messaged through the Governing Council facebook page. Advertising in 2016 will be $100 for one A5 page, $160 for 2 A5 pages and $65 for half an A5 page. If you would like to see a copy of our previous business directory please message the page to request one.

Thank you once again to all members of the community in your support of the college.

Lee Russell - Governing Council Chairperson 2014 - 2015

COMMUNITY PROGRAMS

Cancer Council Biggest Morning Tea

This event was the highlight of the term and incorporated the skills of our student population in providing beautiful artworks, hospitality and food for the day.

Almost $500.00 was raised and our memory garden demonstrated how we are all affected by this disease in some way, whether it be through a family member or a friend. Everyone pulled together and supported this special day and we hope this will become an annual event. Let’s try to raise even more money next year!

Friday forums

There were some very successful sessions this term, providing useful information and knowledge on a diverse range of topics. The most successful session was our Legal Services commission forum for members of our community seeking information around immigration and the current laws around obtaining visas.

Centacare Who’s in Charge Parenting Program

Thursday’s 10.30am to 12.30pm in the Pilates room

Centacare’s 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 9.30am to 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. Cheryllyrne Cataranzarii Aboriginal Community Education Worker provides cultural enrichment via her extensive skills in Nunga stories and song.

Tracey Alexander - Community Development Coordinator

WELL BEING

In-School Psychology

We currently have Rachel Lehavi who is the school psychologist. Rachel is here at MOC for 1 day per fortnight at the moment. I am hopeful that we can expand this service as demand grows.

If you would like to access this program for your son/daughter, please send me an email with your contact phone number, and I will return your call and outline the process for you.

School Dental Programme – Grow Up Smiling

This program has been continuing this term and will flow over into Term 3. It is a valuable service as it is preventative and helps maintain oral health.

Breakfast and Food Program

Once again, 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 which are then handed out to sub schools for distribution.

Pastoral Support Worker – Jason Aitchison

This is the term given to what was called our School Chaplain. This term we have been 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.

Watch this space!

There is still a plan to have eye testing next term so please be prepared to refer your son/daughter when the time comes if you see a need!

Well-Being and Happiness Conference

Apart from seeing and hearing the Dalai Lama I was fortunate to hear several eminent speakers. Here are 2 snippets:

Professor Paul Gilbert – research on compassion – “teach compassion for others, learn to accept compassion from others, and learn to have compassion for yourself.” Gretchen Rubin – author of a book “The Happiness Project” – “Technology is a good servant and a bad master.”

Maryjane Tinson Woods

Coordinator of College Well Being
EXECUTIVE LEADER (EY/PY) REPORT

Our Kindness Curriculum for Term 2 has been such a positive experience. It builds on the principles of Positive Education, which is one of the 4 pillars of MOC: EMPATHY.

The children have enjoyed their Kindness Challenges and celebrated their success in a disco. It was such a pleasure watching staff and students dance together and enjoy themselves.

There is lots of evidence that suggests that participating in regular, small acts of kindness is beneficial to your health, longevity and well being. Making the decision to be a little kinder will bring more pleasure and direction to our students’ lives – we believe that our students can change the world with kindness. We encourage our students to relax, enjoy, be friendly, laugh, be playful and help others. Some of the Kindness missions that students have created provide unexpected pleasurable moments in our lives: finding a Kindness bookmark hidden in a library book or coming across one of the inspirational pebbles scattered throughout the school grounds.

At our last assembly for the term, each child in Ms Byrne’s class was able to say one way to be kind to others – and, incidentally, members of the audience were able to be kind listeners, listen with respect and appreciation and celebrate the achievements of their classmates for regular attendance and attainment of reading levels.

Kim Cooper
Executive Leader (Birth-Year 6)

ATTENDANCE

One of the most important things your child can do to achieve academic success is also one of the most basic: coming to school every day. This term we had 59 children who achieved perfect attendance during Weeks 1-8 of Term 2 and received an Attendance Superstar award at assembly. What a fantastic achievement! We have also had several classes complete their ‘Perfect Attendance’ letters and enjoy their reward of a Subway lunch. Regular attendance at school is essential to assist students to maximize their potential.

Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Thank you to those families, who support their children in being regular attenders at school. If you need any support or assistance in getting your child to school, please feel free to make a time to come and meet with me, as I am more than happy to help.

Jodie Molitor - Leader (Learning and Well Being)
PRESCHOOL

We introduced the children to Zumba and ArtVenture this term. Rhionna leads Zumba classes and the children not only benefit from the physical activity involved, but experience absolute joy. Michaela leads the ArtVenture program that involves following instructions given by an artist through online art classes. The products children have created are amazing and they have shown great pride in their work.

We have celebrated a number of special events including Volunteers Week, Families Week, Reconciliation Week, Refugee Week and Mud Day. A highlight was travelling to the Festival Centre to participate in the Come Out Arts Festival. Children were involved in collage and viewed a performance that has inspired our learning direction for next term (stay tuned).

The children have experienced a wide-range of learning through play based upon their interests and needs. Our Superhero Hideout project is nearing completion. The children have developed a city from recycled materials, a sensory garden and a vegetable garden. Our dramatic play in the shoe shop has extended to a small shopping mall including a clothing shop, supermarket and taxi rank. Ladder painting in the art studio has been extremely popular, along with easel painting on ‘the hill’. We have also created a stage to perform our very own productions of Frozen!

Linda Rich
Senior Leader (Learning and Early Childhood)

KINDNESS

This term classes have been focusing on ‘Kindness’. In the first few weeks of this term classes completed the ‘Class Kindness Challenge’. This involved students completing a particular act of kindness each day. In Weeks 5-8 of this term, students began their own individual kindness challenges. Each day, students tried to complete one act of Kindness from their challenge board. On Wednesday the 24th of July we held our first Early Years Kindness Disco. This was a celebration to recognise and congratulate children on completing the Kindness Challenge. It was great to see children smiling, being kind to another and displaying some fabulous dance moves.

Jodie Molitor
Leader (Learning and Well Being)
PROJECT BASED LEARNING

Classes have been working hard this term in Project Based Learning. Although there is no Exhibition of Learning this term, all classes will produce a final product related to their year level topic. Our teaching teams work in year levels to collectively choose a theme for their year level from the Australian Curriculum. They then develop a project that ensures students are active and engaged in their learning.

The Reception teachers have had the fabulous theme of fairy tales this term. Children were immersed in a variety of popular fairy tales we are all familiar with from our childhood. Many opportunities were provided for children to become confident in retelling each fairy tale. Each child has produced their own puppet box and a range of puppets to perform the tales as their final product.

The Year 1 teachers have focused on natural and built environments and Australian animals in art. This project has given many opportunities for children to learn the features of different environments and equip them with the vocabulary to describe these words orally and through their writing. Art has given students the opportunity to develop their critiquing skills through their drawings of Australian animals. Multiple drafts enable students the opportunity to reflect upon their work and look for areas to improve.

The Year 2 students have been busy learning about Animals and their habitats. Their project was to create a friarama or diorama for an animal to live. This enabled students to research what was needed to make a suitable habitat for their animal to live in. Each draft of their animal enclosure ensured more detail and refinement was added, which then resulted in an improved final product.

Candice Horton
Senior Leader

ABORIGINAL CULTURAL STUDIES

Sorry Day and Reconciliation 26th May - 3rd June

The Early Years and Primary Years combined to commemorate National Sorry Day and united for Reconciliation Week. Students acknowledged the two significant milestones in the Reconciliation journey by making Indigenous ribbons and designed a “Let’s Walk the Talk” poster. ‘Once there was a Boy,’ by Dub Leffler was read to the students which touched on friendship, temptation and reconciliation.

Karen McCall

EY MATHS

The EY team have been extending their math warm ups by revising all mathematical concepts covered each day.

This term was particularly exciting because we presented watches to Year 1 students who could identify their “Rainbow Facts”. Rainbow facts are two numbers that we add together which add up to 10! The Year 1 students will be celebrating their accomplishments at the “Tentastic Day” at Adelaide University on Thursday, week 10.

This term’s focus also featured work on subtitising, counting on and problem solving. If you would like to find out more information on how you can support your child with learning a variety of mathematical strategies, please see your classroom teacher!

Sallyanne Lowe
Leader (Learning and Teaching Mathematics)
A NOTE FROM PRIMARY YEARS LEADERSHIP

This semester has seen the introduction of Our Mutual Obligations @ MOC in the Primary Years. These obligations are taken from a study conducted with students from years 5 to 10 – their responses to survey questions were collated to identify the things that matter most to students. The posters outlining these obligations are up in every classroom and learning common. Student and staff obligations are clear and concise. Students understand that they:

- Are to be on time to lessons. In PY, this includes lining up at the outside door of their classroom when the bell goes and entering quietly when everyone is ready.
- Are to be ready to learn. This includes listening to and following teacher instructions, making sure their learning materials (pencils, books, etc.) are collected and ready, choosing to sit with students that support them in their learning and being ready to engage.
- Will have a go. This means participating to their best ability in all learning activities, including warm ups, bookend reading, specialist lessons and regular class time.

Staff obligations are:

- To be in class and greet students on their arrival.
- To display the learning intentions of every lesson on the board at the start of each lesson.
- To provide feedback regularly in the form of comments during lessons, marking work, formal critical comment on work, reports, etc.

Some of these obligations have been taught using the principles of Positive Behaviour for Learning. As a result, we have seen a much more settled beginning to lesson blocks as well as an increased focus on learning in the primary activity at school.

Kim Cooper - Executive Leader (Birth-Year 6)

POSITIVE EDUCATION

At Mark Oliphant College, we are committed to developing our learners holistically therefore placing equal importance on academic success and student wellbeing.

By teaching Positive Education we are educating our students on the research and application of wellbeing and implementing interventions aimed at increasing the optimal functioning of our learners, thus hopefully reducing the incidence of mental illness.

This term saw students engage in Mindfulness in May and Positive Relationships in June. In keeping with our focus on Positive Relationships, we participated in National Buddy Day on June 12th. This day saw Student Voice representatives from across the College supplying students with Buddy Bands to illustrate our stand against bullying.

We look forward to continuing our journey with Positive Education acknowledging the need to take a more proactive rather than reactive approach to mental health.

Ella Ailmore - Dean of Students

LEARNING AND WELL BEING

It has been a productive term for our learners in the Primary Years!

Despite the change in weather, we have maintained attendance rates of above 90% and students are getting closer to receiving their reward of a shared Subway lunch when all ‘Perfect Attendance’ letters have been earned.

We know that there is a direct correlation between attendance and achievement and students who attend school every day are setting themselves up for future success. We appreciate that there may be daily struggles which impact on a parent’s ability to maintain their child’s school attendance and ask that if you are finding any difficulty, you contact a member of the Primary Years Leadership Team.

We are committed to working in partnership with our families and look forward to further increasing our attendance rates next term.

Barry Solomon - Leader (Learning and Well Being)
PROJECT BASED LEARNING

Term 2 has been a time of excitement, engagement and endeavour. Students have participated in a range of learning activities and sub school initiatives. Year 4 students trialled a new method of recording their learning and understanding, using Scrap Books for their Project Based Learning focussed on Continents and Habitats. They have been delighted with their progress and level of achievement, often coming over to share what they have been doing. Excitement in Year 6 has been mounting as the students focus on achieving their perfect attendance goal each day. It has been tremendous seeing students working as class teams, encouraging and supporting one another to be at school every day. Happiness and the sense of success has been achieved in Year 3 through their concentrated efforts in Handwriting. The Year 3’s have incorporated Handwriting into their Literacy as a focus four times a week. In doing this the students have been able to build great skills and habits that will enable them throughout their schooling. Emphasising the breadth of education today is the shift from the detailed focus of the Year 3’s to the global focus of the Year 5’s. In a demonstration of empathy, compassion and organization, students committed to raising money for the Earthquake victims in Nepal. They did through a ‘Bake Sale’ held in the Pop-up-Patch of the Primary Years. It was truly heart-warming to see students dedicated to helping others and raising awareness of the need to do so.

Chan Welfare
Senior Leader (Learning and Achievement)

PY TERM 2 LITERACY CHALLENGE

Throughout Term 2, Primary Years ran a highly engaging and successful Literacy Pro challenge. Students were to increase the words they read on a daily basis and sit Literacy Pro quizzes to test their understanding of the story they had read. Most students partook in the challenge and were able to read a great number of books at their level. The challenge helped students to further engage in reading and it helped students to improve their ability to comprehend texts.

Individual Prize Winners
- Chloe V  •  Shaye A  •  Duran B  •  Tori T  •  Bianca O  •  Teegan B  •  Sam R  •  Taylor C  •  Ethan F

Reading Encouragement Award Winners
- Hayden T  •  Pira D  •  Jayden B  •  Mitchell S  •  Couper D  •  Natasha K  •  Tahli G  •  Bella L  •  Yuri I  •  Mohdi N
- Summer P  •  James L  •  Tyson G

Overall Class Winners
Ms Chittleborough’s class read 87897 words
Mrs Salter’s class read 29254 words
Ms Schinella’s class read 359292 words
Mr Page’s class read 1665944 words - the highest in the sub-school!

Congratulations to all award recipients and best wishes for a fabulous Term 3 full of reading!

Ashlee Salter – Leader (Learning and Teaching)
EXECUTIVE LEADER (MY/SY) REPORT

One of the four pillars that underpin everything we do at MOC is ENGAGEMENT.

When we talk about teaching and learning we often measure the success of this via student levels of engagement. Three questions arise whenever I think about engagement:
1. What do we mean by engagement – how do we know?
2. What are we doing at school to improve student engagement?
3. What can parents do to support engagement?

What is engagement?

When we talk about engagement with school we are usually referring to how involved a child is with their learning. How enthusiastic they are about what they are doing, how long they are happy to spend on a task, how much they talk about what they are doing or even how willing they are to continue the task when they are no longer required to. As such it is very hard to measure engagement.

Quality Learning Australia (http://www.qla.com.au/) defines engagement as “enthusiastic commitment of attention, effort and care”.

What are we doing at school to improve student engagement?

We have many structures in our curriculum designed to support greater engagement, including integrated curriculum, longer time to immerse in tasks and Project Based Learning. Project Based Learning is a curriculum model that allows students to explore areas of passion and create projects that have specific real world purpose therefore presenting a meaningful connection with the learning.

The Projects that students produce, the care they take with their work and the effort and attention they pay to the completion is a measure of their engagement. To this end we hold an Exhibition of Learning twice a year, at the end of Terms 2 and 4. The first newsletters next term will show case this work. The Exhibition of Learning is a perfect time for parents to support engagement by coming along to see and discuss the extent of their child’s engagement in their learning.

What can parents do to support engagement?

Parents can have most impact on their child’s engagement with school by setting the scene at home. While it is important for parents to be involved in school, “the key to facilitating positive change in a child’s engagement in schooling is the engagement of parents in learning outcomes in the home.” www.aracy.org.au/.../Parental_engagement_in_learning_and_schooling

A few easy ways to support this are by asking questions about the learning that happens in a day, talking about the learning that happens in everyday situations for adults, talking about schooling in a positive way and encouraging conversations about shared experiences. Everyone conversation we have about learning can impact a child’s engagement, the more positive the conversation, the more positive the impact may be on engagement.

When you are reading your child’s report these holidays, ask a few questions that will start a conversation to see what aspects of their learning this term were engaging. Happy Holidays!

Kathleen Hoare - Executive Leader (Years 7-12)

MOC - STAR AWARDS

Teachers have been busily observing and acknowledging the various 24 VIA (Very Important Attributes), Character Strengths that the students have been displaying during lessons. Students names have been placed and tallied on their classrooms “MOC-STAR” chart. During Block 3 Friday, the student/s whose name appears on the “MOC-STAR” Chart most often is awarded the MOC STAR of the week. They are given a certificate to take home and rewarded with a “lucky dip” from items such as stationary, headphones, card games or novelty items. Well done to the 72 Year 7, 8 and 9 students who have been awarded the ‘MOC-STAR of the Week’ Award. Keep up the great work MOC- STARS :)

Tina Prizzi

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. During our Thursday Tech session with Phillip Hind, every student created their own Laptop Table. From cutting the templates, to using the glue, to putting it all together, to the painting - all steps were enjoyed by all. Both the Middle and Senior Years students enjoy using their laptop table as they made with Phillip. A big thank you to Phillip for leading the project and well done to all students for your dedication to the project. In addition students took part in community service within the school by assisting with the breakfast program.

The Area Resource Class

PROJECT BASED LEARNING

Why do we do Exhibitions of Learning at MOC?

There are three major reasons why we hold Exhibitions of Learning at Mark Oliphant College.

The first is to allow students to create public products. “Products” are tangible things or presentations that solve problems or answer essential questions that the teacher has presented to them. Creating products that are public develops authenticity, adds to Project Based learning’s motivating power and encourages higher quality work. When students have to present or display their work to an audience beyond the classroom, the performance bar raises.

Secondly, products make what the students have learned tangible so that they can be shared publicly. Instead of being a private exchange between student and teacher, it adds a social dimension and the learning becomes more important because a learning community can discuss the students performance.

Finally, making student work public is an effective way to communicate with parents, community members, and the wider world about what PBL is and what it does for students. When a school opens itself up to public scrutiny, the message is, “Here’s what our students can do.” When the public sees what high-quality products students can create here at MOC, they’re often surprised and eager to see more.

Katrina Axford - Leader (Project Based Learning)
MIDDLE YEARS LEADERSHIP

After having a term to settle in, the Middle Years cohort started to show their full colours and potential during Term 2. As students became more comfortable with their place in the school community, the learning began to flourish. The Week 6 ‘Celebration of Learning’ assembly as well as the Week 10 Exhibition of Learning evening displayed the high quality of work our students are capable of creating. The projects being displayed demonstrated a wide range of current and real world topics. Whilst it was very pleasing to see the amazing work students had completed, it was also a very proud moment watching the Middle Years students appreciating and showing support to other students for the work they had completed and presented.

Whilst Term 3 will continue to be a significant learning curve for all Middle Years students in the classroom, we will also be shifting to a strong focus on life skills; with a specific focus on how to make choices that are positive for both themselves and other people involved. All of the Middle Years leadership and teachers are very proud of the amazing work shown by the students this term and are looking forward to sharing their continued growth and development next term.

Nathan Elliott - Senior Leader

EVERY DAY ATTENDANCE MATTERS EVERY DAY!

In previous newsletter articles, I have made mention of the DECD’s State Attendance Target. The Target is 93%. We had 183 students in the Middle years who have attended 90% or above in Weeks 1-8 of Term 2. In the Middle Years throughout Term 2, we have focused on celebrating, acknowledging and tracking Attendance rates for every Home Group. We have done this by the following:

• Our home class teachers are asked to contact parents every day a student is absent. They are also required to complete a weekly follow up on students who are late and any other unexplained absences.
• Every Middle Year’s home class calculates, discusses and publishes their daily attendance rate.
• VIVOs, our reward system, are given weekly to students who have achieved 100% attendance.
• Weekly attendance rates for every home class is published to all teachers in the Middle Years and members of the Executive Leadership Team via the Middle Years update.
• Attendance Support Plans are created for individual students in consultation with their families.

WHAT CAN FAMILIES DO TO SUPPORT THEIR STUDENTS ENGAGE WITH THEIR LEARNING AND ATTEND EVERY DAY?

• Rethink allowing your student to have “a day off”
• Encourage them to have a regular routine in relation to going to sleep and waking up on time.
• Encourage them to have healthy habits – eating healthy foods, exercising and limiting sugary beverages
• Communicate with your student’s home class teacher in relation to any absences, especially if they begin to increase.

Kylie Christians - Leader (Learning and Well Being)

YEAR 9 LEARNING AND ENGAGEMENT

This term Year 9 students have been engaged in a number of personal development activities. The students all listened to the Youth UN Ambassador for Australia give a motivating talk. In Week 6 i had the pleasure of taking 13 of our Year 9 students who have demonstrated leadership skills to the Ylead Altitude Day at Playford Civic Centre. We had a great day listening to some inspiring Australians talk about how they overcame adversity to become happy and healthy citizens. I was exceptionally proud of the way that MOC students represented the school in a variety of activities that saw them out of their comfort zone and introducing themselves to students from other schools in the area.

On Monday of Week 9 we were privileged to have the 2015 Australian Youth Representative to the United Nations, Shea Spierings visit and meet with some of the Year 9s in a small group. He then presented to all Year 9, 10 and 11 students at a special assembly.

Both of the opportunities have been awesome experiences for our Year 9 students to help develop their connections with the wider community and global issues.

Janna Lewis - Leader (Learning and Year 9)

HEALTH & PE

Students have learnt about the importance of regular physical activity and exercise through completion of the Term 2 Challenge. At the beginning of every lesson, students participated in a fitness circuit designed to challenge students and provide a good warm up for the lesson by working a variety of different muscle groups. The response from the students was great and we saw some good improvements from students during the 8-week period. During the Week 8 assembly, some outstanding performers were selected to go on an excursion to the Elizabeth Aquadome to complete a fitness class run by a professional instructor. The PE staff would like to congratulate the students that were selected and hope they enjoyed the experience.

Additionally, after school sport has also run as a part of Children’s University. Girls’ fitness is continuing strongly with regular high numbers and participation. Boys’ fitness was a new addition this term and has had some good fitness sessions after school in the gym. Both girls and boys fitness have room for more students, so if you want to be a part of them, grab a permission slip and get active.

Matt Ames
A NOTE FROM SENIOR YEARS LEADERSHIP

This term has been busy term in the Senior Years with a large number of excursions, some special visitors sharing their expertise and knowledge and our students getting on with the daily grind of their learning and achieving their goals. The Senior Years of school are crucial. It is the culmination of learning begun in the Early Years, and worked on throughout the primary and middle years. These years are a time to dedicate to achieving learning goals while maintaining a balance in life.

Much was achieved in Senior Years throughout Term 2. Our SAASST students participated in the Power Cup with the Boys’ Team making the Grand Final and our Academy winning the Curriculum Excellence Award. Year 10 students worked in all subject areas towards their final product for their Exhibition of Learning celebrated in Week 10. Work experience for many Year 10’s and 11’s allowed the students to spend time outside of formal education learning about particular aspects of work.

We continue to focus on attendance and will celebrate 100% attendance of students and their classes. These crucial years of school require attendance and punctuality for a number of reasons so that lesson content is not missed. We will also continue to ensure all students are in Mark Oliphant B-12 Senior Years uniform. This is mandatory.

This time of the year can be particularly challenging with the work requirements of SACE, but students need to be proud of their achievements, keep their heads held high and continue to put in 110% effort. They will be rewarded for their efforts.

Colette Bos
Senior Leader (Learning and Achievement)

POSITIVE EDUCATION

On Thursday, July 2nd students were engaged in the inaugural Senior Years Positive Education Day. The focus specifically was “What is your flow?”

“Flow is the state of intense absorption and optimal experience that results from taking part in intrinsically motivating challenges” Mihaly Csikszentmihalyi

Staff were asked to think about an activity where they may experience Flow and then create a workshop for the students. All students were able to choose their learning for this day.

We look forward to sharing some of the students’ experiences and photos with you next term.

Jerelle Steer
Leader (Learning and Well Being)
SAASTA
Congratulations go to the students in the MOC South Australian Aboriginal Sports Training Academy. The students combined with Quorn Area School for the successful completion of a number of tasks such as designing a road safety campaign in the form of a billboard, designing a Guernsey, completing draft camp football tests and creating Player Profiles. The Academy was awarded for Curriculum Excellence.

As a result of their attendance and the completed tasks, the boys’ team made the final of the Power Cup and played on the Adelaide Oval. They narrowly went down in a hard fought encounter with Ocean View/Coober Pedy. The students will receive 10 SACE credits for the successful completion of the Integrated Learning subject. We look forward to continuing to work with students from Quorn as we continue our studies into the SAASTA Shield next term.

Stephen Cavanagh – Leader (Year 11 and SACE)

YEAR 11
Year 11 students completed formal discussions this term, as part of their folio for the Research Project. The formal discussion provided students with the opportunity to present their Folio and receive individual feedback and direction from their teachers based on the performance standards. We look forward to seeing the outcomes of these projects.

Year 11 students completed work experience in Week 9 from 22nd – 26th June. We would like to thank all the employers who provided our students with the opportunity to complete some work place learning. Students will use their work experience as part of Integrated Learning in Semester 2. Students who have not completed work experience will receive another opportunity in Term 4 to complete this task.

Stephen Cavanagh – Leader (Year 11 and SACE)

VET

2016 VET APPLICATION PROCESS - REMINDER

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 is 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 done 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 behavior.

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)
CHILDREN’S UNIVERSITY AND MOC+

Due to the commitment of staff members who have volunteered their time and energy, we have again been able to offer some exciting and interesting programs throughout Term 2. Students have been able to select from a broad range of opportunities to engage in activities before school, during lunch break and after school. We even had a lovely lady connected to Playford Council who came and ran an ANZAC Club for 6 weeks.

We now have over 100 students enrolled in Clubs from Years 4-11. Sporting Clubs such as basketball, netball, football, Boys and Girls Fitness and most recently, Grid Iron have proven really popular. Dance, yoga and meditation, singing, baking, kitchen garden, ‘Around the World in 8 Days,’ science, homework, ‘numerals and letters’ and pallet furniture have all been offered and well attended.

Minecraft and Chess have proven very popular during lunchtimes, next term Lego League and craft will also be offered.

In addition, sub schools have offered some activities for break times that have supported students in experiencing settled and interesting breaks and being able to engage more effectively with afternoon learning.

During the coming school holidays, as with the last term holiday break, we have been invited to take part in an excursion organized by Children’s Uni, Adelaide. Thirty students, at no cost, will be travelling to Adelaide Uni for a day to take part in a variety of activities, all of which will be able to be added to their passport hours, contributing to the possibility of graduating in November at a ceremony held at Adelaide University.

It is anticipated that a new timetable of offerings will be available early in Term 3, some Clubs will continue while others may be introduced. If this sounds interesting and something your child may be interested in, look out for the details early next term.

Celia Williams
Third Space Activist
CHINESE CULTURE AND LANGUAGE STUDIES

During Term 2 we introduced a new Chinese Culture and Language Studies program for both EY and PY. This is an immersion experience where students rotate through a range of short activities twice a term. Students have come to the library accompanied by their teachers. They have experienced Chinese songs, conversations, paper cutting, making Chinese flags and practicing chopsticks, activities enjoyed by all students.

Jing Liu

“Artistic creativity is magical not magic. It is a product of the brain.”
- Charles Limb
## Key Dates for Term 3

**Term 3 Commences Monday 20th July**

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<thead>
<tr>
<th>Week 1</th>
<th>22.7</th>
<th>Bike Ed Program Yr 5</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>28.7</td>
<td>SY Assembly 11.15-12.45</td>
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<td></td>
<td>29.7</td>
<td>Bike Ed Program Yr 5</td>
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<td>31.7</td>
<td>MY Assembly 11.15-11.45</td>
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<td>Week 3</td>
<td>3.8</td>
<td>Indigenous Culture Week</td>
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<td>PY Incursion – Jack Flash &amp; The Jumping Beanstalk</td>
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<td>4.8</td>
<td>Reception and Yr 1 Responsible Pet Education Program</td>
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<td>5.8</td>
<td>Bike Ed Program Yr 5 Aboriginal Mural unveiling</td>
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<td>6.8</td>
<td>Governing Council Meeting @ 6pm</td>
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<td>7.8</td>
<td>EY / PY assembly 10.15 -10.45</td>
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<td>Week 4</td>
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<td>Yr 2 and 3 Responsible Pet Education Program</td>
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<td>12.8</td>
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<td>Week 5</td>
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<td>EY Book Week Incursion Performance</td>
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<td>19.8</td>
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<td>Week 6</td>
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<td>Bike Ed Program Yr 5</td>
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<td>27.8</td>
<td>Yr 11-12 SACE Council</td>
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<td>28.8</td>
<td>Yr 11-12 SACE Council EY / PY Assembly 10.15 - 10.45</td>
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<td>EY / PY Book Week Parade</td>
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<td>MY Assembly 11.15 - 11.45</td>
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<td>Week 7</td>
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<td>SY Assembly 11.15 - 12.45</td>
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<td>2.9</td>
<td>Bike Ed Program Yr 5</td>
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<td>4.9</td>
<td>Show Day Premier’s Reading Challenge finishes</td>
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<td>Week 8</td>
<td>10.9</td>
<td>Governing Council Meeting @ 6pm</td>
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<td>Week 9</td>
<td>16.9</td>
<td>EY / PY Exhibition of Learning</td>
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<td>18.9</td>
<td>EY / PY Assembly 10.15 - 10.45</td>
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<td>Week 10</td>
<td>24.9</td>
<td>End of Term</td>
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<td>25.9</td>
<td>Pupil Free Day</td>
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**“Often, a school is your best bet-perhaps not for education but certainly for protection from an undead attack.”**

- Max Brooks, The Zombie Survival Guide

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Mark Oliphant College B-12

**“The future is now...”**

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