



### HOME ECONOMICS

Year 7 students participated in their first cooking practical this week, they cooked Ham and Leek Quiches. They were all super stars in the kitchen! Well done mini Masterchefs, looking forward to more creations.

Rebecca Ramm

*“No one can make you feel inferior without your consent.”*

- Eleanor Roosevelt,  
This is My Story

### KEY DATES...

**Monday 3 - Friday 7 August**  
Indigenous Culture Week

**Tuesday 4 August**  
Mural Assembly  
11.15am - 12.45pm Building 2

**Tuesday 4 - Wednesday 5 August**  
Aboriginal Children's Day Celebrations

**Thursday 6 August**  
Governing Council 6pm

### COLLEGE WELL BEING

#### THE LEGAL SERVICES COMMISSION

The Child Support Unit provides free legal advice on:

- Completing Child Support forms
- Changing your Child Support Assessment in Special Circumstances
- Child Support Agreements
- Adult Child (over 18) Maintenance
- Spousal Maintenance
- Court applications

Contact phone numbers are:  
8115576 or 1300366424

They are located in the Windsor Building, Elizabeth Shopping Centre or at 1 59 Gawler Place Adelaide.

[www.lsc.sa.gov.au](http://www.lsc.sa.gov.au)

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

### A NOTE FROM MIDDLE YEARS LEADERSHIP

In my first week as Acting Executive Leader 7-12 I have experienced a great appreciation of the Middle Years students, parents and staff. Students have returned to school, settled into new routines and are engaged in their learning. We are continuing our focus on Positive Education throughout the College this term with a focus on Gratitude. In Middle Years we are beginning the term with a focus on a Positive Education Intervention for the first four weeks.

Positive Education is the study of 'what makes life worth living.' It is about 'doing good and feeling good.' I urge you to share this journey with your child/ren. Ask them about their learning. Our students are focusing on the following;

#### Year 7 - Mindsets and Teamwork

Each week students will complete a challenging task with a different Year 7 teacher. Students will complete a reflection journal that will have questions relating to;

- language praise
- growth mindset language

#### Year 8 - Gratitude

Each classroom will have a 'What Went Well' wall. This will support in building positive relationships, staff will also be sharing their 'Specks of Gold.' It is important to share these positive experiences with each other. These walls will grow and flourish much like we want our students too.

#### Year 9 - 30 Day Positive Engagement Challenge

Students will choose a skill that they want to improve on or refine and spend 30 days working on it, they will be documenting each stage of improvement or success and in catalyst lessons they will reflect weekly on the progress.

Share in this journey with your child/ren, ask them questions and enjoy the flourishing path with them.

**Colette Bos - Acting Executive Leader (Years 7-12)**

### SUBJECT CONTRIBUTION - Samara Churchett

Over the last two weeks, my class and I started the study of digital technology.

In these two weeks we have studied and learnt how to code to a basic level.

Over the next term we are hoping to use our coding skills to create our own personal game.

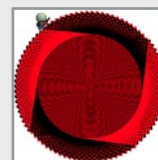
We are currently using a website called 'Code.org', there are various levels with many challenges that we solve by putting together codes. Once the code is correct, we are able to see the end result - which can be a character moving, drawing being created or following a set route.

In the times we are not learning to code, we are studying the vocabulary of computational thinking.

Throughout this little time, I have learnt various different things about coding, expanded my vocabulary and watched my progress advance.

I am eager to expand my knowledge this term.

By Jack Dawes, 8E



Artwork above by  
Chloe (left) and  
Charlie (right)



# THE UNIFORM SHOP

## OPENING HOURS

Monday 2.30 - 4.30pm

Wednesday 8.30 - 10am

Thursday 8.30 - 10am

## MEET THE STAFF

### Mark Prokopec

"My name is Mark Prokopec and I have been involved with education of young people for about 38 years. I have three children, two of whom are teachers and one who is a diesel mechanic in the mining industry. I also have three fantastic grand children who keep me busy on most weekends.



I have fulfilled many roles at a variety of schools in the northern areas of Adelaide and appreciate the opportunity to contribute to the success of students at Mark Oliphant College. My last role was as assistant principal at St Patrick's Technical College.

I have also had a variety of jobs in between teaching roles including being a licensed builder, a playground consultant, a lighthouse keeper, a professional driver and working for the Playford Council in establishing the first Food Cooperative in Elizabeth.

I enjoy fishing, football, cricket (in fact all sports), canoeing and camping.

## MIDDLE YEARS LEADERSHIP

### Colette Bos

Acting Executive Leader (Years 7-12)

E: [Colette.Bos@moc.sa.edu.au](mailto:Colette.Bos@moc.sa.edu.au)

### Nathan Elliott

Senior Leader

### Kate Eadsforth

Senior Leader (Learning and iMOC)

### Kylie Christians

Leader (Learning and Well Being)

### Janna Lewis

Leader (Learning and Year 9)

### Matt Ames

Leader (Learning and Year 8)



[www.facebook.com/MOCMiddleYears](https://www.facebook.com/MOCMiddleYears)

## BULLYING – Record and Report

Bullying and harassment are an abuse of power, where a person or group uses behaviour to upset, scare or shame another person.

Bullying can present in multiple ways, these can include:

- Physical, Verbal or written forms
- Directed or indirectly targeted at another person
- Can involve internet activity, Social Media and texting
- Both facial or body signals
- Personalised graffiti.

During the adolescent years students will often encounter situations where bullying presents. Most students will experience bullying as the bully, the victim and also a bystander at some stage through these years. In the Middle Years this year we have seen an increase in the amount of bullying occurring over the internet, particularly with the use of facebook.

Whilst the school has a strong stance against bullying and specifically cyber bullying, it can be a very difficult issue to solve. From a school perspective it can often be difficult to establish who initiates bullying scenarios as there are a number of cases where the bully actually target students by encouraging reaction and then attempting to get them in trouble.

Tackling bullying needs to take a school community approach, where parents, students and teachers work together to record and report concerns. Often as teachers we are presented with students and parents both reporting that the other student is the bully. So together we need to record what is happening and help our children understand what bullying is and how to record and report it.

Here are some tips that have shown to be effective in solving bullying issues.

- Take photos or screen shots of cyber bullying, and then block the person.
- Keep a small journal to write in and record details of bullying activity. The more specific the information is the more effective it is to work with, time, place, bully, bystanders and what happened.
- Report information to a teacher as soon as an issue starts, before reacting.

The leadership team appreciates the continual support of parents in what is an issue that disappoints everyone.

Nobody wants bullying to occur at school and working together, as a community, is the only way to limit its impact in our community.

**Nathan Elliot** - Senior Leader

## MATT AMES – Yr 8 Coordinator

Hello, my name is Matthew Ames and I am the Year 8 Coordinator this term. One aspect I will focus on this term will be raising the identity of the Middle Years culture, a significant part of this is ensuring that students are in correct school uniform. Please support this by making sure your child does not wear a hooded jumper to school and that they are wearing correct colored pants. If a child is wearing incorrect uniform, I will be asking them to swap their incorrect jumper for a school jumper.

The other focus for this term is curriculum based through the catalyst program. This term, I will be introducing a series of challenges for the students to participate in. These challenges will be completed in home group classes and will encourage communication and teamwork.

I look forward to a very successful term and seeing success experienced across all curriculum areas by Year 8 students. If you have any questions or concerns about your child, please don't hesitate to call me and have a chat.

## JANNA LEWIS – Yr 9 Coordinator

Year 9s and the 30 day challenge

"People who lead the achieving life are often absorbed in what they do" (Seligman, p.19, 2001, Flourish)

This term all Year 9s have chosen a skill to develop over 30 days. The purpose of this is to encourage students to engage in an activity that builds their positive engagement. Within positive psychology, positive engagement encourages individuals to master a task through building on their skill base in small steps, hopefully leading to an experience of 'flow' which is a state of intense absorption in the experience. Students have worked with their Catalyst teacher to create their own plan to follow.

We are looking forward to celebrating the end of the 30 day challenge!

## SCIENCE

"We have been learning about energy in Science, I had to make a rollercoaster that made it the whole way to the end without crashing. Learning about kinetic energy and gravitational potential energy helped me to make the highest scoring rollercoaster in the class. I enjoyed working by myself to make the rollercoaster."

**Zackary Crozier**

## ENGLISH

As an English cohort in Year 9 we have had an enthusiastic start to Term 3. Our warm up of speed writing has continued from Term 2 and many different writing techniques are now being portrayed. For grammar skills and content from previous terms to evolve, we have introduced a homework booklet for students to further their learning. Report writing will be our focus up until Week 6. Students have already become immersed in discussion with the structure and elements of report writing.

**Kirsty Williams** - Yr 9 English

## GEOGRAPHY

This term in Geography, classes are investigating biomes and the different ways in which they affect food production around the world. Many students in the class have been surprised and intrigued by the different ways that our climate and environment affects the way food is grown – including the different problems that people face in light of issues such as climate change and natural disasters. In class they will be developing their own website on a biome of their choice, including their own research and the ways in which these change. Students are already becoming heavily involved in class discussions and analyzing the issues that the earth is facing.

**Tom McDonough**



		Sunday 16 Aug 20 15	<b>ELDER PARK - SUNDAY 16 AUGUST</b> <b>START: 10am-12pm FINISH: 4pm</b> Register at: <a href="http://www.naturefoundation.org.au">www.naturefoundation.org.au</a>
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