



"Peace cannot be kept by force; it can only be achieved by understanding."
 - Albert Einstein

PRINCIPAL'S REPORT

As Term 1 quickly draws to a close, it provides for an opportunity for us to reflect on our trials and tribulations, what we could do better for the remainder of the year and what has worked. The impending deadline for the publication of our newsletter together with our other communication platforms provides for that rare opportunity for me to pen my emerging thoughts, thoughts that are designed to challenge, to reaffirm what has been fantastic start, and what we need to improve on for the success of our children and students.

Our College is committed to providing an environment where "every student can learn and achieve success". At times such statements are perceived by a small number of individuals as having little if any substance or impact, a phrase often "thrown around" and often referred to as having little if any real meaning.

We can sometimes forget because it becomes the norm, just how much of great significance goes on in our College each day and which serves to build the agility, capacity and richness of each of our students. From class excursions, Bush Kindy, Sports Days, Ice Factor, Harmony Day, Student Leadership and SRC, Duke of Edinburgh Program, student wellbeing programs, Pedal Prix, Vocational Education and training opportunities, career education and work experience programs, Outdoor Education camps, homework centre, a range of numeracy and literacy programs, special education programs, NAIDOC week, competitions, holiday programs, programs with other schools and much, much more.

None of this would happen without the teachers who guide, inspire and encourage students in these many opportunities. None of this would happen, without our dedicated support staff, office staff and volunteers. These people work to support our students and our school and I know that our students appreciate them. At times I am in awe of the staff and students at MOC as they navigate the trials and tribulations that they have

and yet more often than not go above and beyond what can be reasonably expected of them.

Such commitment to learning is reflected in our student achievement with 86% of our students demonstrating a year's progress across the College. A significant number of students have in fact demonstrated up to two years progress in our primary sector. A number of staff have spoken at local, state and national forums in recognition of their expertise. Staff have taken steps to improve their teaching with a whole of College focus on student agency in learning. This has and will challenge many but as the research suggests such practices have a significant impact on student achievement and progress.

This term is indicative of the great start we have had as a school and I hope this will be the case for the remainder of the year.

In saying this, I have in recent times, witnessed some behaviours that have the potential to detract us from our core business of teaching and learning. I refer particularly to when we as a school administer consequences for inappropriate behaviours of students.

In any incident requiring the school to apply consequences for inappropriate behaviour there will always be some angst from both the student and the teacher concerned. At times, however, this can be compounded when Parents/Carers unconditionally believe their child's version of events without attempting to gather all of the relevant information leading up to the incident. This can lead to further distraction from learning as time is spent dealing with unproductive reactions from the Parents/Carers, which is often termed "rescuing". The article on the following page, written by a retired Adelaide Principal some years ago outlines the notion of rescuing and reflects our school's position. That is, Parents/Carers need to support rather than rescue their child by closely working with the teacher concerned to ensure they are fully informed as to the circumstances

UPCOMING DIARY DATES

Friday 29th March

- EY/PY Sports Day

Wednesday 3rd April

- Year 1 Grandparent's Day
- Year 11 - Street Smart High Driver Education program
- Parent/teacher Interviews (7-12)

Friday 12th April

- End of term – **Dismissal 2pm**
- Reports distributed directly to students

Monday 29th April

- First day of Term 2



surrounding the incident and accept that the school will not retract from applying fair and logical consequences for inappropriate behaviour.

A behaviour management process is integral to the learning process of any school and we are constantly reviewing this to further improve on it. For students to become successful and productive citizens they need to gain awareness from within of their responsibilities to both themselves and others in the community in which they live.

An effective behaviour management process enables this development to occur in a supportive environment. Rescuing is counterproductive as it sends a message to the student that there is no necessity to take responsibility for their actions thus prolonging or even preventing the development of the social behavioural skills necessary for a successful life beyond school.

(Continued over)



PRINCIPAL'S REPORT (Continued)

PARENTS AND SCHOOL DISCIPLINE:

Do you rescue your kids?

In the old days, I recall that boys were caned for just about anything, girls never seemed to do anything wrong and parents were kept "in the dark" about their children's behaviour. It wasn't a bad system really. I got away with very little at school. I was punished for my indiscretions and, in most cases, my parents never knew. If and when they did find out though, it was "heaven help me". There were no questions asked of the teacher, no challenging of the decision, no blaming of other students and no looking for excuses. My parents delivered additional punishment in customary style. I didn't think it was all that fair to be punished twice, but, there you go, that was the old days.

Times have changed of course. In schools, we don't "belt" kids any more. In addition, parents demand more information from schools about their children's performance, both academic and behavioural.

And rightly so of course! Schools now run a behaviour management policy based on the application of logical consequences in a highly supportive learning environment. Students contribute to the determination of the rules and the consequences are based on behaviour which has been witnessed by a responsible person or on the basis of thorough investigation.

No-one complains about positive consequences, but some parents get concerned about the concept of "Time Out" or "Withdrawal". They see it as a serious consequence. I don't know why. It's really just a new word for an old strategy. Students who misbehave on the yard miss some play to think about what they have done or if they are disruptive in class they can

expect a fair and logical consequence. The only real difference is that parents are informed.

Negative consequences like suspensions and exclusions are far more serious sanctions. Parents are advised of these consequences which are applied because students:

- Are violent (e.g. assaults, fighting, hitting)
- Act illegally (e.g. theft)
- Threaten good order by acting defiantly, or refusing to accept consequences
- Harass, bully or threaten others
- Interfere with learning and teaching (chronic interruptions)
- Show persistent inattention or indifference to work

Parents have demanded that the school informs them of their children's misdemeanours and schools have responded positively. Most parents appreciate knowing what their children are doing and support the teachers by talking to their children about expected behaviour. This process works well as it unites parents and teachers and provides consistent messages to children.

But all too often, we have experienced an unproductive reaction from some parents which we call "rescuing". It's the parent response which says that "my child is not to blame", "my child is a scapegoat" or "it's someone else's fault". This response usually results from a child's version of an incident being unconditionally believed by parents. Sometimes the child is clever enough to shift the blame for their behaviour to someone else, and manipulative enough to get their parent to "go into bat for them against the "baddies". It's an interesting play which often works. Sadly, it results in grown-ups taking responsibility for their children's affairs rather than helping the child wear the consequences of their actions.

"Rescuers" come to the school at inconvenient times and demand to talk with teachers or the Principal. Rescuers hardly ever make an

appointment. They employ an "attack strategy" in which they insinuate that teachers unjustly applied consequences, they abuse teachers for "picking on their innocent victim", they demand to know what punishment has been dished out to the children who "provoked" their child, or they assert that their child is to be exempted from the school's behaviour management code. This approach merely results in the child perceiving that she/he has won the game of pitting parent against teacher.

Parents obviously want and need to believe their children, but not all costs and not without checking the whole story. We want parents to know how their child is behaving in school, and we appreciate parental support in helping children to develop good social behaviour skills. In terms of achieving a positive outcome, it's usually enough for children to realise that their parents know that a child has broken a rule and have learned from the consequence.

I urge parents to support rather than rescue their children. If parents want more information about an incident, simply call the school and ask the question "is there more that I need to know about this issue or is it over and done with?" We'll get back to you with an answer. If you would prefer to meet, we could make an appointment.

Know that in our deliberations, we will not retract from applying logical consequences for behaviour. It is part of children's learning. We also accept that kids misbehave and make mistakes. Our expectation is that they will learn from the mistake, gain from the experience and develop some responsibility and self-discipline.

Regards,

Kym Grant, Principal



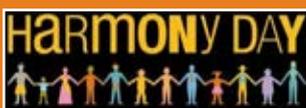
FROM THE BUSINESS MANAGER

Materials and Services fees are due and payable now. School Card needs to be applied for every year. If you have NOT applied this year, please go online and submit your application.

HARMONY DAY

Harmony Day is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values. Held every year on 21 March, the day coincides with the United Nations International Day for the Elimination of Racial Discrimination. As part of our celebrations, children from our Children's Centre, Early and Primary years formed a peace symbol. It was wonderful to see our community come together in recognition of Harmony within our community. A huge **thanks to Mrs Demasi** for her efforts in organising this event.

(Pictured front page)



MOC is once again participating in the **Woolworths Earn & Learn program**.

For every \$10 spent at Woolworths a sticker will be given out. All Early Years and Primary Years students will be given a sticker sheet to stick their stickers on. There will be spare sheets available from the front desk or from Sue in Building 6.

All students are welcome to join in so let's all stick together and give MOC a chance to win Musical instruments, Maths equipment, Sporting gear, Art materials and Science kits.

Happy sticking.

★ YOUR HELP IS NEEDED ★
DONATE NOW

HAPPY HAVEN CHARITY NIGHT

supporting
LITTLE HEROES
Foundation
Supporting seriously ill children

Once again, Happy Haven OSHC is hosting their annual
Charity Dinner & Auction
17th April 2019.

We are **seeking donations & vouchers** for our
Charity Auction
100% of funds will be donated to Little Heroes Foundation.

For more information...
email our events co-ordinator Coletteyn at coletteyn.smith@happyhaven.com.au
or speak to staff at your local OSHC service.

Locally Sourced Auction
donated and organised

CHILDREN'S CENTRE

Our Guinea Pigs

Meet our guinea pigs, Malteser and Twix! Our preschool and occasional care children are very curious and fascinated by Malteser and Twix and love to give them pats, cuddles and food!

Our children have been learning about what guinea pigs like to eat (grass, fruit, vegetables, hay and grains/pellets). They have also been learning about the important responsibility of looking after animals and are developing their understanding of the interdependence between land, people, plants and animals (EYLF Outcome 2.4).

Sam was lucky to have some wonderful, enthusiastic helpers to help her clean out the guinea pig hutch the other day and replace the old newspaper and hay. The children made sure Malteser and Twix had enough food and water by filling up their food bowl with grains/pellets and checking their water bottles. Malteser and Twix are so lucky to have our caring children looking after them!

By caring for our guinea pigs, children learn how to be respectful, kind and gentle towards animals. Through identifying how Malteser or Twix might be feeling (scared, happy etc), children develop their compassion and empathy and increase their capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others (EYLF Outcome 3.1).

Linda Rich, Head of Children's Centre



FROM THE HEAD OF EARLY YEARS

To our EY Families,

It has been an incredibly busy term in the Early Years with our Meet and Greet breakfast earlier this term, our Harmony Day celebrations this week and our **EY/PY Sports Day on the 29th of March** and the **Year 1 Grandparent's Day on Wednesday the 3rd of April** just to name few. I wanted to take a minute to thank all the families for their amazing support of each and every event. Without your continued support these events would not occur.

Candice Horton, Head of Early Years



WELLBEING IN THE EARLY YEARS

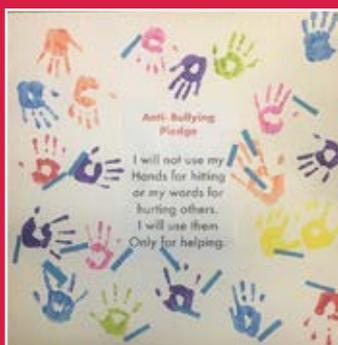
What a wonderful start to the year! Students have settled into new classes, new teachers and routines and are enjoying the engaging learning environments created for them.

On the 15th March, it was the National Day of Action against Bullying and Violence - *Bullying. No Way!* Early Years classes participated in a number of activities which helped students understand what bullying means, what they can do and who they can tell. Each child made a wrist band to signify taking a stand against bullying.

I am happy to announce we have a new Student Representative Council (SRC) for 2019. The SRC comprises of 2 students from each class within the Early Years. The group meet once a week, where items are discussed about school matters, organising events and involvement in decision making processes for certain topics or items within the school.

Week 9 will be the last assembly for the term which is hosted by the SRC. We have 3 assemblies a term with different classes hosting and showcasing items. In this assembly, students will be awarded for attendance, nights of reading and the presentation of a Super Yard Star! Please keep a look out on Facebook for the week of each assembly (3, 7, 9) to see which classes are showcasing and hosting as well as what awards are presented.

Melissa Demasi, Early Years Student Wellbeing Coordinator



FOUNDATION

As a team, the Foundation teachers have been involved in a Continuity for Wellbeing project over the past 2 years. We have reflected on our "Transition to School" program and made many changes to our pedagogy and methodology, our classroom set up and our third environments. We believe that adopting a Play Based pedagogy in the Early Years will support our children to develop strong skills in identity, connectedness, wellbeing and active learning.

In Foundation this term our theme in play has been centered around 'Families'. Our common area has been set up as a home, to support a smooth transition to school. We have dedicated time throughout the day to engage in student led play which allows us to build relationships, discover student interests and observe students to support our future planning.

Week 3 we introduced a new philosophy in Foundation called 'explorative play'. Students have had the opportunity to engage in play indoors and outdoors in all areas of the curriculum. When children are offered long uninterrupted periods of play, research has shown that the learning is more deeper and complex. This is crucial to the development of their physical bodies and brains and their cognitive, emotional, and social well-being.

Foundation Teachers - Miss Angie, Miss Stacey, Miss Vanessa and Mr Barnes



NEWS FROM THE YEAR 1 TEAM

This Term the Year 1 students have been happily participating in Integrated Study and Oral Language Through Play sessions.

These lessons are happening every Wednesday afternoon. Students have a choice to participate in a STEM lesson in the Makers Space, where they are designing and creating board games. They can participate in cooking and playdough making. Box construction and creative play in the sandpit is also popular.

Through these activities, students develop their oral language skills, creative problem solving and social skills. We extend these activities the following day during Literacy, where students give an Oral Recount of their activities and try to construct scintillating sentences by using the new words they have learnt during these sessions.

Year 1 Team



CONGRATULATIONS!

Year 1 student, Tai Crispe 6.13 won a gold medal in Taekwondo blue belt division on the weekend at the Arnold Schwarzenegger Sports Festival in Melbourne. ★

We are all very proud of Tai! ★



FROM THE HEAD OF PRIMARY YEARS

NAPLAN Online

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance.

This year our children will sit the tests online with the exception of Year 3 students who will **complete the writing test on paper**. Feedback in the first

year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

For more information about NAPLAN:

- *Speak to your child's Home Group Teacher or a member of the Leadership Team*

- *Contact your local Test Administration Authority at nap.edu.au/TAA*

- *Visit nap.edu.au For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy*

Ella Ailmore, Head of Primary Years

PRIMARY YEARS

In 9.8 we have been learning about Aboriginal dot painting and story

telling with the use of Aboriginal symbols. Children have shown high engagement in learning about the culture and have excellent recollection of the symbols and what they mean. With the use of symbols and dot painting, children tell a story which are placed within the boomerang. In addition to this, children have used their iPads to type the story so they can be read to others. To ensure optimal success, we sat down as a class and discussed what would distinguish an excellent, good and average story. Here are some photographs of our final projects which are well underway.

Kayla Russell, Teacher



YEAR 5 EXCURSION

On Friday, 15th of March we went to the Adelaide Gaol, the second oldest building in South Australia. We went on a tour of the Gaol and learnt its history. We found out that prisoners had to sleep on a wooden bed and it had to be deadly silent. We were lucky because they were filming a movie at the Gaol starring Harry Potter (Daniel Radcliffe). We got to go inside one of the sets and have our photo taken. We went inside the cells, they were small and cold. They had to cook dinner for the whole Gaol in a large, stinky kitchen.

Imajen McInnes-Fewings, Year 5 student



PY WELLBEING

Our diversity makes Australia a great place to live. **Harmony Day** is a celebration of our cultural diversity – a day of cultural respect and fairness for everyone who calls Australia home.

Our students will be involved in a variety of great activities in their classrooms to help everyone develop a sense of belonging and acceptance - no matter which background they come from. Learning to be able to getting along with others is a key life-skill which will help them be successful not just in school - but throughout their future adult life.

With the help of Mel Demasi and all the staff on the Harmony Day Committee, this year we celebrated Harmony Day across the College in several different ways:

- Approximately 600 Staff and children from B to 6 will be formed a peace symbol on the Village Green for a photo
- A shared "bring a plate" morning tea for parents, students and staff on the Village Green
- Wearing orange on Thursday 21st March
- Having Middle Years students help our children with Harmony Day activities in classrooms

You can find out more about Harmony Day at: <http://www.harmony.gov.au/>

Barry Solomon, Leader Learning and Wellbeing



BULLYING. NO WAY!

Dear Parents & Caregivers,

At Mark Oliphant College we aim to create a safe and supportive school community for everyone. To support this idea we celebrate National Day of Action against Bullying and Violence during the third week of March each year with activities and presentations about ways to prevent bullying as part of our Personal Development Program.

You are an important part of our work to prevent bullying and to respond effectively if it happens. **Stopping bullying involves everyone.**

This article includes information from *Bullying. No Way!* with tips on what to do if your child talks to you about bullying.

Parents know their children best and know the best way to tailor communication to their needs. Adapt these tips to what works for you and your child.

If your child talks to you about bullying:

1. Listen calmly and get the full story. Your calm response is important to allow your child to tell you all about the situation. After they've told you their story, ask questions to get more details if you need: who, what, where, when. Although you may feel some strong emotions about your child's experience, try to keep calm to avoid more distress to your child.
2. Reassure your child they are not to blame. Many children blame themselves and this may make them feel even worse. You could say things like, 'That sounds really hard to deal with. No one should have to put up with that.' or 'I'm so glad you told me. You should be able to feel safe at school; that's not fair at all'.

3. Ask your child what they want to do and what they want you to do. A critical part of your response is to avoid jumping in to solve the problem. While it is natural to want to protect your child, helping them to find their own solution is a better option. It helps them feel they have some power in the situation.

4. Visit www.bullyingnoway.gov.au to find some strategies. The website has tips and ideas for different bullying situations. One idea is to practise strategies at home to help your child feel more confident.

5. Contact the school. Your child may be reluctant for you to do this, so discuss the idea and reassure them that the school would want to know and is able to help. Make an appointment to meet with your child's Care Group teacher and, if you need to, ask to talk with the House Coordinator. Contact the College immediately if you have a concern about your child's safety.

6. Check in regularly with your child. Keep the conversation going. It can take time to resolve issues, so check in regularly with your child about their experiences and their feelings.

Your ongoing support is important. If you are looking for support for yourself to deal with a bullying situation, you will find ideas on the *Bullying. No Way!* website for parents. As well, please feel free to contact the school if you would like to discuss any aspect of our approach to preventing bullying.

Thanks for your continued support to make Mark Oliphant College a great school for everyone.



MIDDLE YEARS

It has been a whirlwind start to the year, as I am slowly familiarising myself with our wonderful students and families from the Middle Years at Mark Oliphant College. I have enjoyed my first term in the role as the new Head of Middle Years as it has amplified the importance of the relationships we have developed as school community. Our Middle Years community is one that works together positively, I find that parents and caregivers are very supportive and extremely proactive in working with us to resolve issues quickly and fairly. Caregivers, parents and Middle Years staff have a shared understanding that we have the same common goal and that is one of making Mark Oliphant College a successful place for all students.

The Middle School model is working well as the home group program is successful in a differentiated approach to being a part of the school community, students feel a connection to their home group teacher and their voice is being heard. This model has enabled students to work autonomously, enjoy learning relationships with their teachers and they feel they are competent to achieve their own goals. In addition, teachers are now more readily able to create educational experiences that are challenging and enriching, and that extend individual academic abilities. The positive ongoing outcome of the case management program was achieved through teachers, students, parents and caregivers working collaboratively to be part of an inclusive, flexible process that ensures individual success.

Interim reports have been sent home for students that require a bit of extra support in ensuring they are successful this term. If you receive one of these reports, please do not hesitate to contact your child's subject or home group teacher to find a way to support your child at home and at school. This could involve a quick discussion with the subject teacher or you can arrange a joint meeting with your child, the subject teacher and yourself to develop a plan that will ensure success. If you have any concerns regarding interim reports please feel free to give me a call.

Has your child turned into a Teenage Alien?

How many of you have looked at your child like you don't know who they are anymore? You find yourself wondering where on earth your child has gone and who replaced them with this teenage alien. Take heart you aren't the only parent feeling this way, in fact your teenage alien is the norm. Often I will have teenagers visiting my office feeling down or sad about themselves and not being able to explain why they are feeling this way. Teenagers today are

under a lot of pressure to match up to expectations that are placed on them by society, media, families and school. Add that to hormones, growing, changing and establishing their own identities, it is a pretty tough 'gig' to be a teenager. Often teenagers will feel sad or anxious and find it extremely difficult to verbalise as to why they are feeling this way.

You can reduce your teenager's risk of feeling depressed and anxious.

Establish and maintain a good relationship with your teenager:

- **Show affection:** It is important to show your teenager that they are loved and respected. Express your affection for your child verbally, such as telling them regularly that you love them.
- **Take time to talk:** Make time to chat with your teenager about their day and what they've been doing. Try to start conversations with them at times when they appear most open to conversation. Encourage your teenager to notice and enjoy the lighter and funnier side of life. Let them know that you are there for them whenever they need it and that they can talk to you about anything, even difficult issues.
- **Be involved in your teenager's life:** Regularly engage in enjoyable activities that allow you and your teenager to spend one-on-one time together. Regularly eat dinner together as a family. Get to know who your teenager's friends are. Monitor your teenager's performance at school. Take an active interest in what your teenager is doing at school and extra-curricular activities. Encourage your teenager.

As tough as it is being a teenager, it's just as tough being a parent. But remember be kind to yourself – you are learning, changing and growing with your teenager too. There is no one stop shop perfect solution to this parenting 'gig' either. Don't be afraid to tell your teenager you are learning too. Before you know it, your teenage alien will have left for whatever planet they came from and you will find yourself living with a pleasant, mature young person.

Jacky Smith, Middle Years Head of School



ARTS NEWS

It has been a very busy start to 2019 for the Arts Faculty. Firstly we would like to congratulate Emily Averay (one of our Year 12 students from 2018) who has had her body of work selected to be a part of the 2019 SACE Art Show! This is a wonderful achievement considering only a very small amount of students' work is exhibited each year. We also take this opportunity to recognise and appreciate the support of her teacher Ashleigh Kelly.

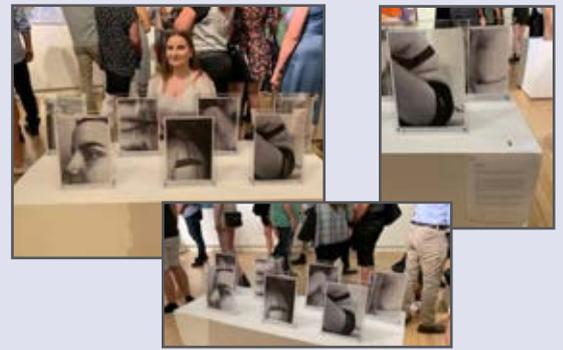
In other Art news, our Year 9 students visited the Ben Quilty Exhibition at the Art Gallery on Friday March 15th. Not only were students able to view the work of one of Australia's most socially engaged artists, they also had the opportunity to participate in a workshop run by the Art Gallery Education Program Staff. The students will be following up this amazing opportunity by continuing to study the techniques and styles of Ben Quilty in their classroom assessment tasks. Thank you to Julia Cricelli for organising such a fantastic opportunity for our students. You can see some of the Tonicity Paintings Miss Cricelli's class have been working on. This involves harmonizing or unifying colour in terms of the overall light or atmosphere of the work; so the painter uses a somewhat limited palette, relying more on value, temperature and hue.

We're also really looking forward to the upcoming Photography excursion where our Year 11 students will be going to the Adelaide Zoo to undertake a Photography Masterclass with an Industry professional where they will be introduced to complex photographic techniques used to capture animals. This is a great chance to capture unique subjects and extend the variety of photographs in their folios. Well done to Ashleigh Stevenson for organising this wonderful excursion for our senior students.

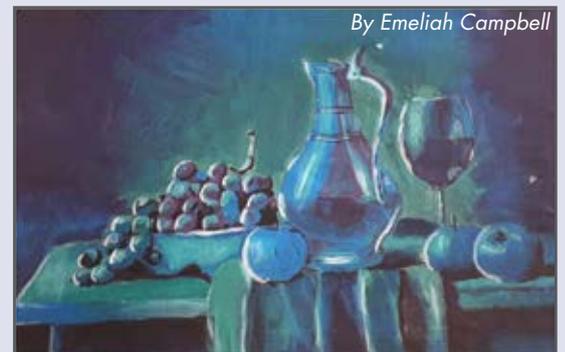
Our Music students are already well underway in forming their ensembles and we look forward to sharing their work with you in the coming terms. The Music Department are also busy rehearsing with the Year 5/6 Festival of Music Choir and our Secondary Choir as well as having started a whole range of Instrumental Music Lessons. Similarly our Year 8 students are experiencing Drama lessons as one of their elective subjects for the first time and we are seeing vast improvements.

"Arts learning experiences benefit students in terms of social, emotional, and academic outcomes," write researchers Dan Bowen of Texas A&M and Brian Kisida of the University of Missouri. I think you will agree with me when I say we are so lucky to have a team of dedicated Arts teachers at MOC providing our students with enriching learning activities each and every day.

Tahlia Neale, Arts Coordinator



By Roger Osterdahl



By Emeliah Campbell

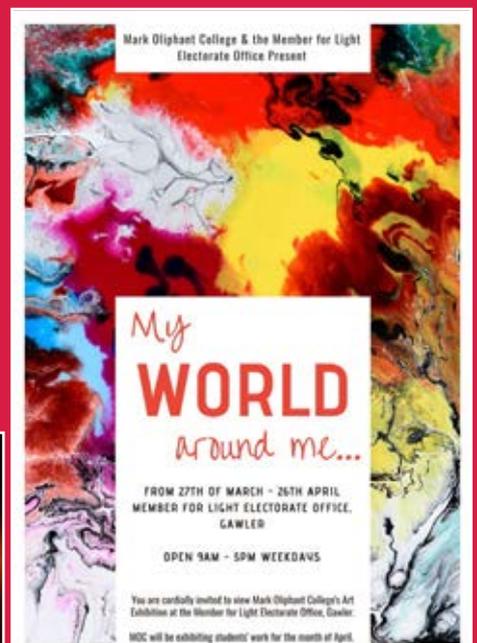


MY WORLD AROUND ME EXHIBITION

The Light Electorate Office and Mark Oliphant College presents My World Around Me; an Art Exhibition displaying students' artwork across Year 9-12. Submissions included photographs, paintings, watercolours and more.

The exhibition will be on display for the public from March 27th to April 26th, at the Office for the Member for Light, Tony Piccolo, Gawler. We would like to thank our Mark Oliphant Community for supporting students in this venture and encourage everyone to pop in and visit – our students have once again done an exceptional job. Congratulations and well done!

The Arts Faculty



SPORTS DAY

On Thursday March 7th, Mark Oliphant had Sports Day at Munno Para Athletics Club. Thankfully, the weather was perfect and so too were the students. Those who attended contributed to a fantastic atmosphere and competitive spirit. The staff at MOC would like to congratulate and thank the students for helping to make Sports Day 2019 a great event. Special thanks also go to the parents who attended. Having so many parents attend the event was excellent for the students and helped to contribute to the positive atmosphere throughout the day.

We had some outstanding individual performances from our students. It was evident throughout the day that their sense of house spirit and competition was strong. These outstanding performances will be acknowledged with selection to represent the school at our Northern/NE Vista Track and Field Carnival to be held at Athletics SA Stadium.

Overall, the winners of the two awards are as follows:

Participation Shield: Peachey

This shield is awarded to the largest number of people participating in events across the day.

Sports Day Winners: Beaumont

This is the fourth time in five years that Beaumont have won this trophy. All houses need to rally their troops and make a huge effort to beat them - Blue need to be defeated!

Matt Ames



Peachey House Captains Brittany Ryles and Jayden Lamp holding the Participation Shield with Mr Irvin and Mr Cousins



Beaumont House Captains Abigail Thomas and Jack La with the overall Winner Trophy.

SENIOR YEARS - Outdoor Education Chatter

It has been an eventful start to the year in Outdoor Education across the senior school. The year started with Year 12 students developing their leadership skills. Year 12 students used their knowledge of communication, leadership skills and group dynamics to lead the Year 6 classes through some active problem solving games. The games were a raging success, although some of the Year 12's claimed exhaustion after 45 minutes of teaching, as the reason for defeat by the Year 6's in a tug of war.

The warm weather greeted the Year 12 students who travelled to Victor Harbor for their 3 day surfing practical. Students developed their outdoor skills and surfing proficiency over the three-day camp. All students who attended the camp demonstrated great resilience in hot conditions and an unrelenting seaweed attack on their leg ropes. Instructors and teachers alike, were impressed with their progress and grades at the conclusion of the camp.

The Year 11 students travelled to Port Noarlunga to take part in surfing practical and research on the sand dune system bordering the Onkaparinga River mouth. Students demonstrated great skill and enjoyed the pristine conditions of Southport beach. This is the first half of a two part surfing practical for the Year 11's and all showed great promise for next time they paddle out for some salt sliding fun.

Year 10 students have been developing knowledge of nutrition for outdoor recreation activities. After planning a menu which would have pleased Bear Grylls and Gordon Ramsay equally, the Year 10 students headed out to the oval for a practice run of their menus before going on camp next term. Students needed to plan menus which could be packed and transported in a human powered journey, were nutritious and not prone to food spoiling and able to be cooked on Trangia fuel stoves. Some of the dishes cooked by students were vegetable curry and tuna bake with a potato twist.

Matt Ames



FROM THE HEAD OF SENIOR YEARS

We are continuing the learning journey in the Senior Years with a number of exciting and eventful activities underway. We commenced the year celebrating our 2018 high achieving students and dived straight into a planning day at the University of South Australia to provide our current Year 12 students with the tools for success.

We have over 90 students participating in certificate courses and 14 students undertaking school-based apprenticeships so far this year. These students are enjoying hands on and engaging activities which will also contribute to SACE achievement. Students are also engaged in programs such as Empowering youth, Ice-Factor, SAASTA, Barkuma and more. We are working in partnership other community providers such as, the universities, Playford Council and the Smith family to bring a number of new learning programs into the senior years this year.

We have high expectations of our students and have set new targets for learner achievement in 2019, as part of our continuous improvement plan. In addition to learning targets, we have set ourselves an improvement plan focusing on literacy, numeracy and student agency so that our students can learn in a way that will help move their grades up at least one level. Our staff will continue to improve their learning too, with each staff member having individual development meetings and learning plans.

The Senior School Representative Council will be announced next week and we look forward to their contributions to improve student culture and voice. They will have real opportunities to be involved in the decisions relating to the growth and development of the school, its policies and pedagogies.

Year 10 students are discovering their career pathways through the personal Learning plan. Students have been meeting with UniSA Connect team to discuss possible pathways and future subject choices. A trip to the Career Expo in the near future will complement this. On Wednesday 3rd April, Year 11 students will attend the Streetsmart High Driver Education program at the Adelaide Entertainment Centre. Year 12 home study is now available to Year 12 students who are achieving satisfactorily in all their subjects. Please see Student Services for an application form.

Parents/caregivers should have received the parent/teacher interview letter from their child by now. If you are unable to go online to book your meetings please call the school for assistance. The school holiday letter for our Year 12 students and students studying compulsory subjects will be available on the night of the parent/teacher Interviews. We encourage our parents to support students to attend these compulsory sessions.

Interim reports conducted during Week 5 have supplied us with information needed to identify and ensure all groups of students are supported to

reach their full potential. Meetings to support our students in need are being held by their subject teachers and goals are negotiated together. A thank you to our parents/caregivers for being involved in these meetings. The collaborative partnership between you, your child and the school is extremely valuable to all parties. The Learning Centre is also available to all secondary students every Thursday form 3pm – 4pm. Meetings to support our high achieving students to reach their full potential will begin this Thursday during lunchtime.

A reminder to keep in touch with our Senior Years Facebook page for current news, events and student achievements. Please feel free to email any articles/adverts you would like to see up on the page especially any activities your child may be or has been involved in.

2019 will be an exciting year and we look forward to working with you.

Angie Corbo, Head of School (Senior Years) & VET Coordinator



UNISA ORIENTATION DAY

On Tuesday 5th February (Week 2) our Year 12 students attended an orientation day at the University of South Australia, City West Campus. The focus of the day was preparing students for a successful year ahead. The program included a UniSA tour, and presentations from key staff about wellbeing, study skills and SACE. Students were also presented with information about the programs on offer at the university. The feedback from students indicates that the felt this information was invaluable in preparing for the demands of Year 12.

Daniel Quinlivan, Leader Year 11, 12 and SACE



YEAR 12 DUX ASSEMBLY

On Tuesday 12th of February the entire Senior Years subschool attended the Year 12 Dux Assembly. The assembly was an opportunity to celebrate the success of our 2018, Year 12 students. The entire college community is very proud of the results achieved by the our 2018 Year 12 students.

Congratulations to **Louise Trudgett-Klose** who was announced as Dux of the College for 2018. Louise received a new MacBook Laptop, presented by Lee Russell, Governing Council Chair.

At the assembly, we also celebrated our students who have been accepted into university courses. Some of the courses our 2018 students are studying include: Psychology, Primary Teaching, Engineering, Nursing and Foundation Studies.

The successes of the class of 2018 serves as an inspiration for our current SACE students and we wish our 2018 graduates every success in their future pathways,

Daniel Quinlivan, Leader Year 11, 12 and SACE



Barkuma

Community Information Session

Do you have developmental disability and looking for work?

Do you support or know someone with disability who would benefit from support to find a job?

Come and meet with our friendly team to find out how we can help you!

When: Wednesday 10 April 2019

Where: Cafe Nova
19 Murray Street, Gawler

Time: 3 – 7pm

RSVP: Kaye 8414 7100

Barkuma is a Specialist Disability Employment Service (DES). DES is a government funded program that assists people with a developmental disability to find and keep a job.

