



Mark Oliphant College B-12

"The future is now..."

MOC

NEWSLETTER

TERM 1, WEEK 2

8 FEBRUARY 2019

"When learning and teaching continually improves, everything improves."



TERM DATES 2019

- Term 1** 29 January - 12 April
- Term 2** 29 April - 5 July
- Term 3** 22 July - 27 September
- Term 4** 14 October - 13 December

UPCOMING DIARY DATES

Tuesday 12th February
"Meet & Greet" Breakfast from 8:30am
 DUX Assembly
 Building 16, 9:30 – 10:30am

Wednesday 20th February
 Senior School Information Evening
 (Years 10-12)

Thursday 7th March
 Sports Day

Friday 8th March
 Student Free Day

Monday 11th March
 Public Holiday - Adelaide Cup Day

Friday 22nd March
 Whole School Photos

Wednesday 3rd April
 Parent/teacher Interviews (7-12)

Friday 12th April
 End of term – *Dismissal 2pm*
 Reports distributed directly to students

PRINCIPAL'S REPORT

Welcome back to what is shaping up to be an exciting year for our College as we build upon the many new initiatives that have taken place over the past 18 months. Welcome to all of our new students and their families, I trust your time with us will be both rewarding and enjoyable. Our key focus for the 2019 year is Student Agency i.e. providing students with tasks and learning experiences that both challenge them and further develop their critical and creative thinking regardless of their ability level.

Towards the end of last year our school underwent a successful External Review, reaffirming that we are travelling in the right direction. As with any review there were a number of welcomed suggestions as to how we can further improve which we have incorporated into our site directions. A copy of this review can be found on our website for those wishing to view one of the documents that will influence the directions of our school.

There was much activity at the school over the holidays. We had a very successful Open Day held on the 14th January with a number of parents and potential students provided with tours of the school. I would like to thank Judy Giles for organising this. I would also like to give a special mention and personal thanks to Shawn Lock and Thomas O'Donnell who volunteered their services to be tour guides for the day. By all accounts you did an excellent job.

We have been buoyed by our Year 12 results and it is important for us to recognise the fantastic achievements of students who completed their journey at Mark Oliphant College last year. Our students have excelled and our Class of 2018 should be proud of the hard work they have undertaken throughout the year in the completion of their SACE. I would also like to acknowledge and congratulate Louse Trudgett-Klose who was our 2018 DUX.

We will be celebrating our **DUX Assembly** on **Tuesday the 12th February from 9:30am-10:10am** in Building 16. Parents/caregivers of invited students are welcome to this event.

Other outstanding achievements included:

Crystal Carpenter	A	Research Project B
Sarsha Carrol	A-	Workplace Practices
Kayla Marie Cooper	A-	Photography
Shannon Dodds	A-	Solo Performance
Tayler Fisher	A-	Food and Hospitality
Tayler Fisher	A-	Business and Enterprise
Tia Gill	A-	Integrated Learning
Jade Howse	A-	Essential English
Mikhaela Icarro	A	Research Project B
Julia Leeflang	A	Research Project B
Bonnie Mosley	A-	Research Project B
Bradley Newman	A	Integrated Learning
Giselle Pinheiro-Arias	A	Photography
Owen Prout	A	Integrated Learning
Chloe Roy	A	Research Project B
Louise Trudgett-Klose	A-	Psychology
Keisha Wall	A	Research Project B (Merit (A+) for school assessment)

Congratulations also to Emily Avery who has had her artwork entitled *"Imperfect Perfect"* selected for exhibition at the 2019 SACE Art Show. This is a fantastic achievement and reflective of Emily's hard work and dedication in creating this high standard of work, supported by her teachers.

I would also like to take this opportunity to welcome all of the new staff to our College and trust that their time with us will be enjoyable and professionally fulfilling.

(Continued over)



Government
of South Australia
Department for Education

Ph. (08) 8209 1600

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PRINCIPAL'S REPORT

(Continued from page 1)

Communication

We believe it is important that all people in this community feel safe, secure and happy.

Good relationships between people are essential so that we can all get on with achieving our best in all areas Academic, sporting and cultural. When our relationships are respectful, happy ones we can expect:

- Quality learning outcomes for students
- Quality teaching programmes
- Positive role modelling in behaviour and work ethic
- A safe, secure and happy school climate for everyone

In large schools such as ours, it is at times inevitable that individuals will have concerns which they wish to resolve in a timely manner. We have a clear leadership structure in the school along with a newly approved Grievance Procedure that all members of our community are expected to follow. This can be found on our web page or if you would like a hard copy please contact the school.

At times there is a tendency to go "straight to the top" in the belief that issues will be resolved in a more timely manner. More often than not quite the opposite occurs as information needs to be gathered, individuals interviewed etc. when having discussions directly with the relevant teachers or individuals will quickly resolve concerns and re-establish ongoing productive working relationships. This is the premise upon which our Grievance Procedures are based.

Depending on which Sub School your child is in I would encourage to contact the Head of School when concerns arise following your initial contact with the Teacher concerned, particularly if you are not satisfied with the outcome. These leaders will have a greater understanding of your child, and the context. Partnerships between school and parents is paramount for the education of our students and ongoing positive communication can only help to improve the learning outcome for the students.

Our Heads of Schools for 2019 are:

Children's Centre	Linda Rich
Early Years	Candice Horton
Primary Years	Ella Ailmore
Middle Years	Jacky Smith
Senior Years	Angie Corbo

Kym Grant
Principal



SCHOOL FEES

THE IMPORTANCE OF PAYING YOUR SCHOOL FEES

WHY Material and Services Fees are charged...

- ★ Printed and electronic materials related to educational programs
- ★ Stationery items
- ★ For the use of materials or taking ownership of a finished article
- ★ Provision of resources related to education programs
- ★ Fees are charged at the Government Recoverable amount

SCHOOL CARD APPLICATIONS

School Card must be applied for EVERY year. School Card applications are now online. There is a dedicated School Card computer at Reception for your convenience. Friendly staff are there to support you OR you can go online @ <https://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme>

NOW AVAILABLE Online Payments & Payment Plan

If you are experiencing an unfortunate circumstance including bereavement, redundancies, family separations and believe that full payment of fees will be difficult, please complete an Instalment form and submit to Reception.

PAYMENT

of scheduled payments can be made at

BSB: 105-198

Account: 061917340

Ref: family code from your statement

Centrepay is available through Department of Human Services or by contacting the College.

WIN A DAY AT THE ROYAL ADELAIDE SHOW

Pay, apply or submit a payment plan to be in the draw to win a Family pass, metro tickets and \$100 spending money at the Royal Adelaide Show

ST. GEORGE PAYWAY
Mark Oliphant College B-12 (353471)
Direct Debit Request (DDR) forms are available from our website.

COLLEGE DIGITAL TECHNOLOGY CHALLENGES

This year, MOC students will have several fantastic new opportunities to put their digital skills to the test.

Firstly, all students in Years 3 – 6 will be taking part in the Commissioner for Children & Young People's "Commissioner's Challenge" this year. The Challenge is to complete four free digital thinking Challenge Activities at school between the start of Term 1 and the end of Term 3 in 2019. It's a bit like the Premier's Reading Challenge, but instead of reading books, students will be writing code and showing off their Digital Technology thinking. This will take part during PY Digital Technology lessons with Ms Liu (Years 3 & 4) and Mr Page (Years 5 & 6).

Students from Years 3 – 12 will also have the opportunity to voluntarily form a project team of up to 4 people to take part in the Smith Family Young ICT Explorers Accelerator Program and compete against students from other schools in SA and nationally. This free program will run in Terms 2 & 3. Please talk to Mr Page (3 - 6) or Ms Thompson (7-12) if you are interested in this.

Clayton Page, F-6 STEM Learning Improvement Coordinator

LEARN TO SPEAK ROBOT

A brand new digital thinking challenge for children in South Australia



Our school is an official Commissioner's Digital Challenge registered school so our Year 3-6 students can take part in the Challenge at school.

There are also options to take part in the Challenge at home with family or in the community for children of all ages.

Learn more at CommissionersDigitalChallenge.net.au

CHILDREN'S CENTRE: 'The Environment as the Third Teacher'

Starting a new year brings with it a sense of freshness and excitement. As we begin our journey with the families and carers of our dear children, and the children themselves, we hope you both instantly feel something about our environment. We hope you walk into our Children's Centre and feel welcomed, comfortable and inspired. We want you to know we have a purpose- to know everything we do is intentional and thoughtful. We want you and your child to feel this is a safe space to talk, to explore, and most importantly, to learn, together.

The Reggio Emilia educational approach talks about the environment as a "third teacher". I guess you've figured out that one of the other two teachers are the educators themselves, but you may be wondering who the second is? It is the child! Our children are amazing teachers; they teach each other and they even teach us! I love the ideas children have: they are innovative (like a boy whose friend taught him to tie his shoes by sticking the tip of the shoe lace into the top hole of their shoes- creating two loops- and tying them together to create a double knot, and voila! The shoes were tied!), they are scientists (as they create ideas, or hypothesize, and challenge themselves to find out if the hypothesis was correct), they are inventors, engineers and architects (as they build something and make modifications until it works just right) and they are our inspiration (when we see them give a flower to a friend or help someone up when they've hurt themselves). When we watch life through their eyes we can learn a lot about them, about ourselves, and about the world!

But what about the environment? How can something that is not alive, bring life into our children (and ourselves) and encourage learning?

The environment's influence on us has been recognised by many. Nature Play SA and many others (including Stephen Kellert, Richard Louv, Claire Warden and Niki Buchan, to name a few) have noticed and advocated for the importance of nature and natural environments for our children's learning, growth and development. The environment can provide a buffet of learning experiences and possibilities to meet the needs and interests of many (yes in our site 40 plus) children at once!

The environment can inform parents and carers, as well as the child, what our priorities as educators are for them. For example, educational and curriculum priorities of literacy through spaces for writing, reading and oral language development, or numeracy through blocks, loose parts, cooking, playdough, music and even the space itself.

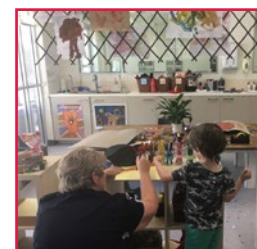
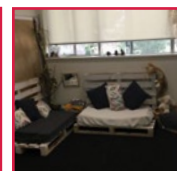
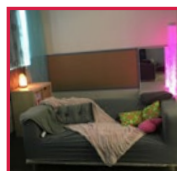
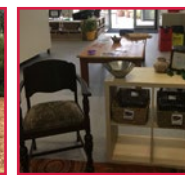
The environment may also recognise the child's independence by having everything within reach or ladders to help them reach where things are too high. This tells a child "you are capable", "we trust you" and "this is your space." The environment can support a child's socio-emotional needs and development by having spaces and times where we come together, and others where we move apart to explore on our own.

In our environment, we have all the above as well as spaces to explore through the senses, including: loud spaces and quiet spaces, different textured spaces, soft spaces and hard spaces, spaces to mould and spaces to build, spaces to create and spaces to investigate. We have indoor spaces and outdoor spaces, and the freedom to roam between them freely. The environment can therefore be flexible and allow for child-led transformation to meet the needs and interests of each child; or it can be rigid and inflexible.

We as educators may set the stage but our children are the directors of their own learning. They are the artists, the architects, the scientists, the engineers, the explorers, the play writers and our inspiration.

We are looking forward to the year ahead. A year of learning with your special little people. Thank you for entrusting them in our care. We would love to hear your thoughts on our stage design; what does our environment say to you?

April Vanderaa, Baby Playgroup Coordinator



EARLY YEARS

What a great start to the year in EY. Firstly welcome to our new families I hope these first two weeks have allowed you to see what a caring and welcoming environment we endeavour to create in the Early Years. The EY educators work hard to foster strong relationships with both children and families in the first few weeks to ensure positive foundations are established for the year. In the Early Years we have a number of new staff members, who include Sam Harris in Room 6.11, Steph Viscione as a Specialist Teacher in the Red Building, Vivian Asadi and Alex Warner as a Specialist Teachers in the Purple Building and Marc Fumberger who you may know from the PY.

Next Tuesday we will be having our first "Meet and Greet" Breakfast from 8:30am onwards. During this time we would love for families to join us for a low key breakfast before you join your child on a student led visit around our buildings. This will provide you with an opportunity to meet the educators that will be working with your child this year. Looking forward to seeing you there.

Candice Horton, Head of Early Years



**Join our
"Meet & Greet"
Breakfast
Tuesday 12/2
from 8:30am**

WELLBEING IN THE EARLY YEARS

Hello and welcome to all our new and continuing families,

Welcome to 2019! My name is Melissa Demasi and I am the Early Years Student Wellbeing Leader. This is my second year in this role, and I am enjoying meeting all our new Foundation Students, and seeing many familiar faces. I have a variety of roles including, promoting student wellbeing, attendance and connecting families with services. I am based in Building 6 so please come in and say hello.

At the start of every term, our teachers begin with explicitly teaching our 3Bs; Be Safe, Be Respectful, Be Responsible. This is a common language amongst all staff in the Early Years and constantly reinforced through play times and in the classroom. Students have engaged in many fun activities so if you hear your child talking about the 3 Bs, they have been immersed in this language.

I also run the Student Representative Council which comprises of 2 students from each class. This is a wonderful opportunity for students to not only gain confidence of speaking in front of an audience, but builds their capacity as a learner and allow opportunities to be involved in decision making.

We hope you have all settled in and I look forward to a wonderful Term 1!!!

Melissa Demasi, Early Years Student Wellbeing Leader



PRIMARY YEARS

Parent engagement in education is about parents and carers, schools and communities working together to ensure that every parent can play a positive role in their child's learning, school community, sport, and social life.

Parents and families play a crucial role in supporting their child's education. Research has shown that when schools and families work together, children stay in school longer, are more engaged with their school work, go to school more regularly and have better social skills. Parent engagement also results in longer term economic, social and emotional benefits.

This year I invite and encourage you to play a greater role in your child's education. For some ideas on where to start:

Learning Potential app

Learning Potential is a free app for parents, families, and carers packed with useful tips and inspiring ways parents can be more involved in their child's learning. It is designed to help parents be part of their child's learning and make the most of the time they spend together, from the high chair to high school.

Learning Potential Resources

Learning Potential Resources is a website for parents of primary school children that provides ideas, activities, games, and videos to help parents support their children with literacy and numeracy skills. It shows how to turn everyday activities—like cooking, watering the garden, or walking the dog—into fun and interactive learning opportunities. It supports the Australian Curriculum for primary school.

<https://www.learningpotential.gov.au/>

<https://australiancurriculum.edu.au/>

Parent engagement project

The Australian Research Alliance for Children and Youth's parent engagement project is developing and promoting a shared understanding of parent engagement and why it matters; encouraging a consistent and ongoing approach to the measurement of its impact on learning; and building and sharing evidence about 'what works'.

<https://www.aracy.org.au/projects/parent-engagement-project>

Expansion of Learning for Life Program

The Australian Government is investing \$48 million to expand The Smith Family's Learning for Life Program to support a further 24,000 disadvantaged students and their families.

The program provides financial, practical, and emotional support to help children and young people with their education. Support is provided in the early years of learning and continues through primary and high school to help students to stay at school, complete Year 12, (or equivalent) and successfully transition from school to work, or to further education and training.

Support includes:

- financial assistance to pay for school supplies like a school uniform, shoes, textbooks and excursions
- support from a coordinator who works directly with the family and student
- access to out-of-school educational opportunities, including The Smith Family's learning and mentoring programs.

<https://www.thesmithfamily.com.au/programs/learning-for-life>

We also welcome volunteers and invite you to end the school day **reading with your child from 2.45pm** in their classroom.

I look forward to working in partnership with you and hope to see you at our **"Meet and Greet Breakfast" at 8.30am on Tuesday 12th February!**

Ella Ailmore, PY Head of School

**Join us for
reading from
2.45pm**



WELLBEING IN THE PRIMARY YEARS

Our students have made a super start to 2019 for attendance and learning in Primary Years!

The vast majority of our 460 children from Years 3 to 6 have attended every day, arrived on time and ready to learn with genuine enthusiasm. There's a very positive buzz around Buildings 9 & 10 this year. I look forward to meeting as many of you as possible at our Meet & Greet Breakfast (invitations were sent home last week) on Tuesday 12th February. Children who attend school regularly and engage in learning will have a greater chance of achieving success now and later in life.

By attending school regularly, your child will have opportunities to develop:

- Essential academic skills in literacy and numeracy
- Self-discipline and organisational habits
- Social skills and positive relationships
- A sense of belonging and connectedness to school

Please inform the school or your child's teacher ASAP by phone or note if your child has to be absent due to sickness (or for appointments that cannot be arranged out of school hours). For more than two consecutive days of illness - please supply a medical certificate when your child returns to school. Class teachers and I will continue to follow-up absences and offer any support we can.

For a variety of reasons, children sometimes go through stages when their anxiety levels increase and they can feel overwhelmed. If your child is reluctant to attend school please contact their teacher or myself as soon as possible so we can deal with any issues and get them back on track for learning.

Barry Solomon, Learning & Wellbeing Leader - Primary Years

**ATTENDANCE
MATTERS**
every school day counts.



A MINDFUL CLASSROOM INSPIRED BY INDIA

The students of 9.6 are engaging in daily mindful moments and practices which aim to help them to become resilient, focused and mindful learners. Over the holidays, I travelled to India and built connections with remote Indian schools and a children's home, immersing into the spiritual heart of India and participating in daily mindfulness practices.

The enthusiasm to connect what I learnt into the classroom is my 2019 focus and I immediately started to make plans for my class and to create a calm classroom environment. Here are some photos.



MIDDLE YEARS

My name is Jacky Smith and I am the new Head of Middle Years. I am extremely honoured to become such an important part of the Middle Years and school community here at Mark Oliphant College. Middle school for your child is an exciting and dynamic part of their school life. It is in the Middle School where we lay the foundation to the building blocks for senior schooling and beyond. I have a strong belief in developing the whole student, academically, socially and behaviourally and look forward to working with you and your child to provide them with many opportunities.

Transitioning from one stage of life to another can be difficult for everyone, but for young people the most difficult transition is from Primary Years to Middle Years. At the same time your child is adapting to hormonally induced physical, emotional and cognitive changes, they suddenly enter new educational environments that are typically less nurturing, larger, more competitive and more demanding more academically. Middle Years' students are generally expected to be more independent and responsible for their own assignments as well as their commitments.

Here in the Middle Years at MOC we are a great team of staff: Home Group Teachers, School Support Officers, Wellbeing Leader (**Nigel Herbert**), two Year Level Coordinators (**Stella Reid and Elle Penekelis**) and the Head of MY ensuring that all students entering the Middle Years have access to a variety of support networks. We work together as a team to ensure a smooth transition for your child which includes stress/time management, peer mediation and conflict resolution skills. We work with individuals and small groups, we address special needs of individual students and we catch up with our newbies to the middle years on a regular basis to gauge how they are travelling.

I come from a Wellbeing background from Ocean View College in Taperoo, which is a fantastic school like this one, only half the size. I have three great children of my own aged 19, 15 and 12, so I know how busy school, work and life can be. I am here to work with you and to support your child through their middle years of schooling at Mark Oliphant College. I feel one of the most important aspects to the success of your child at school is for us to establish a working relationship and a shared vision for your student. Please feel free to make an appointment and come and get to know me and your student at school.

Jacky Smith, Head of Middle School



SENIOR YEARS

Introducing the Senior School Leadership Team for 2019

Craig Brown	Executive Leader 7-12, Data & ICT
Adam Calnan	Assistant Principal: Daily Organisation, Behaviour Management, Timetable & Reporting
Angie Corbo	Head of Senior Years & VET Coordinator
Tegan Cox	Student Intervention & Support B-12
Daniel Quinlivan	11/12 Year Level Coordinator SACE/RP Learning Area Coordinator
Elle Penekelis	9/10 Year Level Coordinator & PLP Learning Area Coordinator
Caitlin Videon	10- 12 Student Wellbeing Coordinator & FLO
Lesley George	10-12 Student Services Officer

IMPORTANT DATES & STUDENT PROGRESS CHECKS

Please take note of the **Upcoming Diary Dates** on the front page of this newsletter.

In addition, **Student Progress Checks** are sent every 5 weeks – an SMS is sent to all parents indicating on track or (Years 10-12) not on track. A support meeting will be organised if not on track.

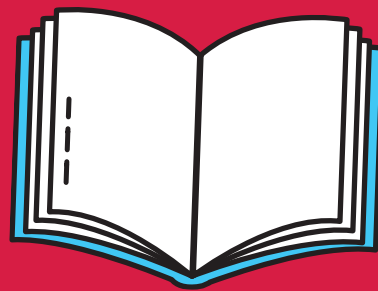
OUR WORK IN MY & SY

School Culture: Building a positive school culture with our staff, students, parents/caregivers and the wider community is very important to us as a school community and as a productive teaching and learning team. We invite our community to communicate ideas on how we can improve your child's experiences at school, positive news stories and/or concerns as soon as they arise. We have also placed a Senior Year's suggestion box in Student Services for your convenience.

Pedagogy: Continuing our work to improve our pedagogy to increase student learning is most important. Our foci link with our site improvement plan and include; transforming tasks, student agency, explicit instruction, differentiation, moderation, improving the literacy and critical & creative thinking capabilities, effective feedback and much more.

Pathways: Pathways are a major focus in the senior years. Students have choices around the subjects they choose to ensure they achieve their pathway aspirations. Our aim is to support all our students to achieve the South Australian Certificate of Education (SACE) by the end of Year 12. This provides our young people with greater opportunities to move from school to work or further training and study. Vocational Education and Training (VET) also plays an important part in the pathways opportunities for our young people. Nationally recognised competency-based training is delivered and successful students can have this learning recognised as part of their SACE. We have 62 students completing VET courses while they study at school this year with the number set to rise as other courses get underway.

School policies: Visit the MOC website to view our school policies.



HELPING YOUR CHILD TO SUCCEED

Attendance: Research shows that attendance at school is linked to good grades. It is important that your child attends school every day and is on time. Please call the school on the morning your child is going to be absent.



Uniform: This is an identification that your child is part of and proud of their school community. Please ensure your child is in full school uniform every day. If you have any concerns regarding the uniform, please contact the relevant Year Level Coordinator.

Homework: Ensure your child has an appropriate space to complete school work at home and support your child to keep up to date with their work. Teachers will be using DayMap and/or google classrooms to upload assessment tasks and you will be able to view these. Teachers will also be supporting your child through our 5-weekly progress checks and the Study Hub which will be in operation soon.

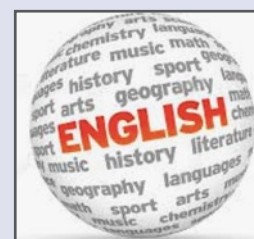
Students with a Verified Disability: Please call the school to organise a meeting with your child's home group teacher if you would like to discuss your child's personal and learning goals.

Mental Health/Medical Action Plans and Medications: Please contact Reception on 8209 1600 to provide updated Mental Health/Medical Action Plans, drop off required medications/supplies or to collect and replace outdated medication.

SECONDARY AREAS OF STUDY

Message from English/HASS/EALD & Languages

Hello, my name is Shari Bray and I am really looking forward to the opportunity to be the Area of Learning Coordinator for English/HASS/EALD and Languages at MOC this year. Thanks to the hard work of our teaching staff last year, there have been some exciting new changes to HASS in the Senior Years with the introduction of Stage 2 Geography and Legal Studies. It has been a very positive move for those subjects and we look forward to building on these curriculum areas in the years to come. In English, we had some positive SACE results in 2018, and will be looking to further improve on this in the future. As a faculty, we will be looking at our curriculum mapping over the middle years in order to find new ways to prepare our students for the challenges of Stage 1 and 2.



EALD (English is an Additional Language or Dialect) will be an area of focus this year and already there is a lot of planning and preparation going on. We will be looking at increasing staff numbers in this area focusing on improving current EALD levelling processes and looking at ways in which we can provide greater support to our EALD students.

There are a lot of changes on the horizon at MOC this year, with the introduction of a new schoolwide language program set to happen in the next year. In the meantime, there are still some opportunities for senior students to undergo a language. This year, we currently have three Year 12 students who will be studying a language as part of their SACE.

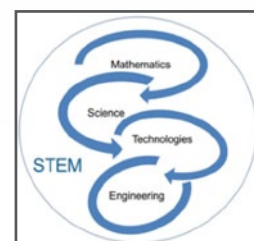
2 students will be returning for their second years of Spanish and Korean respectively, after successfully completing Stage 1 last year; While 1 student will be taking up Italian. This shows a great level of commitment from these students who are undergoing these studies outside of school hours at the Adelaide High School Campus. I would like to congratulate them on their dedication and achievements so far and wish them the best for the year to come.

Shari Bray

English/HASS/LOTE/EALD Learning Area Coordinator 7-12

Message from Science, Technology, Engineering and Mathematics (STEM)

Hello and welcome to the 2019 school year. My name is Sandra Thompson and I am the newly appointed Numeracy/STEM Coordinator for Years 7-12 at MOC. Welcome also to Troy Kingham and Tegan Trenaman who are new to MOC this year teaching mathematics and science in the secondary school. Our faculty are looking forward to working as a collaborative team to review our curriculum mapping with a capabilities focus in order to prepare our students for senior schooling and beyond.



To begin the year, we will be working with the University of Adelaide to expand our Science Academy participation from Years 10-12 to include Year 8 and above along with forming our Pedal Prix teams. Meetings for Pedal Prix will be held in Building 20 on Thursdays, for more information on how to get involved please contact Luke Ames.

Looking forward to an exciting year ahead! Keep an eye out for announcements around STEM events throughout the year and please don't hesitate to contact me if there is anything you wish to discuss.

Sandra Thompson

Numeracy/STEM Learning Area Coordinator 7-12.



SECONDARY AREAS OF STUDY (Continued)

Message from the Arts

My name is Tahlia Neale and I am really excited to be the new Arts Coordinator for 2019. I'd also like to welcome Sheree Whitmore and Julia Cricelli to the Arts Faculty. Sheree is teaching Music and Julia is teaching both Visual and Performing Arts.

There are so many different ways your students can engage with a variety of Arts Programs offered at Mark Oliphant College and we encourage them to do so by talking with their teachers about their interests and talents. Studies show that when participating in quality Arts Programs, "students achieve better grades and overall test scores, are less likely to leave school early, rarely report boredom and have a more positive self-concept than those students who are deprived of arts experiences" (Ewing, 2010; Australian Council for Educational Research). *So please encourage your child to put their name down to join choir, to undertake instrumental music lessons or paint, draw and create during their Art lessons!*

As a team, we are hoping this year will be full of opportunities to share our learning with you and strengthen our parent and community partnerships while continuously working towards raising the profile of The Arts at Mark Oliphant College.

Tahlia Crickmar, Arts Learning Area Coordinator 7-12



Message from Health & PE

Hello everyone and welcome to 2019! As a faculty, we are excited to provide students with as many opportunities to participate in Physical Education that we can. Last year was a HUGE success, not only for secondary students but for primary students as well. We're hoping that the passion shown by everyone last year, carries over to 2019 and continues to improve throughout the year. Our teachers also look forward to delivering engaging Health and Home Economic programs which are aimed at providing a combination of healthy eating and positive and safe life style habits for our young people.

Some important dates for Term 1:

- Week 6 - Sports Day (Thursday 7th March, more information to come).
- Week 8 - Open boys and girls European Handball
- Week 8 - Open beach volleyball
- Week 9 - NE Vista track and field

Matthew Ames, Health & PE Learning Area Coordinator 7-12



ARC

Senior Area Resource Centre students had a great start to the term beginning with negotiating classroom practices and expectations, discussions about their Modified SACE, practicing Kindness, and jumping straight in to their beloved Budgeting lessons. A few eager students began planting sunflowers in the class garden, some enjoyed measuring and comparing their heights, and everyone has been working hard to come up with an idea for their Research Project. It's going to be a terrific year for Senior ARC students!



ICT at MOC

ICT, unlike the majority of the school start preparations for their new year three weeks prior to the school, breaking before Christmas and recommence preparations three weeks prior to the new school year starting. Of course, planning for ICT devices and infrastructure is ongoing and throughout 2018 some elements of the ICT rollout programs were staged as were a few other major and minor projects along the way.

Wi-Fi

One of the projects commenced and continued over the course of 2018 and continuing throughout 2019 is the refurbishment of our wireless infrastructure. This is to replace aging 8-year old Cisco Wi-Fi equipment. 8 years is an eternity for IT equipment and the replacement of this important infrastructure well overdue. Parts of MOC have now had a refit with new Cisco Meraki Wi-Fi equipment, installed to improve coverage in some areas, and, as the project progresses, the intention is to improve Wi-Fi coverage across the entire site.

Chromebooks

The exciting news for the 2019 Year 8 and 9 classes has been that 360 new Lenovo

Chromebooks were purchased for them last December supplementing 150 Chromebooks introduced mid 2018 to Year 9 classes. Those Year 9 students from 2018 have now progressed to Year 10 and are now able to take their devices home with them. The vision for the future is that each student will keep this one device until, at least, they complete Year 10 and each subsequent year, as a student commences Year 10, their device will also be able to be taken home with them. These Lenovo Chromebooks not only represent a considerable investment to the school, they are a considerable investment in each student who receives a new Chromebook.

To house our new Chromebooks, 8 new PClocs laptop charging carts were purchased, adding to the 8 MOC purchased for Year 9 last year. The intention is to buy more of these carts to replace outdated carts as the year progresses.

iPads

iPads previously used by Year 7 and 8 students have been redeployed to Years 1, 2, 4 and 5 and 100 new iPad 6th Generation purchased for Year 3 along with 100 new covers. The vision for these new iPads is that they will follow their student through to Year 7 in 2023.

In total, some 600 iPads have passed through the ICT office, all requiring some form of refresh or onboarding ready for use in the 2019 school year.

Macbooks

Approximately 270 existing Macbook Pros were refreshed for 2019. 150 of these Macbooks were also retro fitted with Solid State Drives (SSD) to improve performance, adding to the remainder of the Mac fleet that had previously had these drives installed.

Over 600 Macbook and Chromebook laptop chargers were also tested and tagged over the school holiday break making sure that the school complies with the DfE Electrical Tagging Policy. So, to say we have been busy is probably understating things a little. These projects along with a whole heap of other smaller side projects and issues such as refurbishing cables in iPad carts, installing laptop chargers for Chromebook carts etcetera take up what little time is left before everyone returns on site. On behalf of the MOC ICT Team, we wish you and all of our students a happy and successful 2019.

