



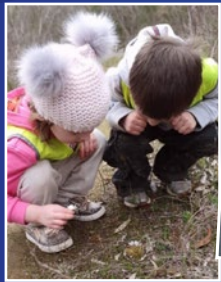
# Mark Oliphant College B-12

*"The future is now..."*

# MOC

## NEWSLETTER

TERM 4, WEEK 3  
1 NOVEMBER 2019



*"The beautiful thing about learning is nobody can take it away from you."*  
- B.B. King

Pictured (from left): Bush Kindy; Primary Years Festival of Music Choir; The ARA Youth Ambassador Program; Year 12 Visual Arts

## PRINCIPAL'S REPORT

The end of the year is approaching at a rapid rate with only 6 weeks left of this term. Year 12 exams and final assessments are looming, excursions are being organised and assessment of student learning is being finalised. Despite all of this, we as a school need to take a moment to enable us to look towards 2020 with the view to further improving the learning experiences of our students.

Schools do not work in isolation. A school is only as good as the quality of connections it makes with its community, parents and students. As international research suggests, the connections the school possesses does have a significant and positive impact on student achievement and progress. Yet the research also shows that for every one positive comment a school receives, on average, there are 33 negative ones which more often than not manifests themselves in unfounded negative perceptions of a school and its students. It is only working closely with all in a positive and constructive manner that we can combat such perceptions and be acknowledged for the great things that happen at our school.

As with any progressive organisation there will always be a level of criticism as things change, more often than not in ways which are counter to what we experienced in our own education, or what we believe a good education should look like, based again, on our own experiences whether they be good or bad.

In saying this I would like to hear your opinion on how as a school we are progressing and have provided you with a link below which is a short confidential survey with the aim of giving us an indication of your level of satisfaction with the school at this point in time. I greatly appreciate it if you could take the time to complete this as it will provide us with valuable information as to how we can further improve through building stronger connections with our families and the wider community.

### Parent Opinion Survey:

[https://docs.google.com/forms/d/e/1FAIpQLSdlbtDzgUHRxqPJ5NmeT6pHEKFR1I\\_QYkqW4CTmq-\\_5FYyAag/viewform?vc=0&c=0&w=1&usp=mail\\_form\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdlbtDzgUHRxqPJ5NmeT6pHEKFR1I_QYkqW4CTmq-_5FYyAag/viewform?vc=0&c=0&w=1&usp=mail_form_link)

If you have any difficulties with this please contact the College.

Kym Grant, Principal



## DIARY DATES

### TERM 4 2019

#### Week 4:

Year 12 Exams commence

#### Week 6:

Tuesday 19 November

Year 12 Graduation

Wednesday 20 November

Foundation 2020 Twilight Night

#### Week 6-7:

Year 11 Exams

#### Tuesdays Week 6-8:

B-6 Transition

#### Week 8:

Monday 2 December

B-6 End of Year Concert

Monday 2 - Wednesday 4 December

Year 10 Exams

Thursday 5 December

Year 2 Graduation

Year 10-11 Workshop

#### Week 9:

Friday 13 December

Last day of Term 4

### TERM 1 2020

#### Week 1:

Tuesday 28 January 2020

First day of Term 1, 2020



Government of South Australia  
Department for Education

Ph. (08) 8209 1600  
www.moc.sa.edu.au | info@moc.sa.edu.au  
99 Douglas Drive, Munno Para SA 5115

## CHILDREN'S CENTRE

In Term 3 we established our butterfly garden, thanks to the funding we received from Roots and Shoots and the professional development and support we received from 'Bringing Back Butterflies.' We also grieved the loss of our fruit trees on the entrance into our centre and extended our butterfly garden there as well!

Our children enjoyed their final term at Bush Kindy and are now looking forward to Beach Kindy in Weeks 3 and 5 of this term. As the weather warms up we look forward to allowing our children further sensory exploration through water play, both at Beach Kindy and onsite. Our little green thumbs continue to be driven to protect our Mother Earth by watering and caring for our new butterfly gardens and caring for her smallest creatures, mini-beasts, including the worms in our worm farm. We feel confident that through our onsite and offsite programs we are supporting our Environmental Stewards in their interest and inquiry into Mother Earth. Our children have loved the freedom and exploration they have had at Bush Kindy and we are sure Beach Kindy will be no different.

*"Human nature is such that we develop a love and a passion for something we are familiar with and have knowledge of, and it is with this passion that the desire comes to protect what we love." (Niki Buchan, 2015).*

Our children have demonstrated their independence and desire to take a leadership role in the creation and transformation of our environment. In Terms 2 and 3 we noticed our children's capability to resource their own learning and challenge themselves through loose parts, adjusting height and difficulty of the rope swing, engage in verbal risk assessments and recognising how they feel, and engaging in conversations about what they want in their environment at kindy. We believe that the environment is the third teacher (with our educators and the children themselves as the other teachers) in our space. We held a planning meeting last term with our children to consult them on what they want in our environment for our final term.



*'Environments that are respectful of children's emerging skills and competencies provide opportunities for them to make their own decisions and to act independently.' (ACECQA, 2018)*

Due to a big interest in sports and through consultation with our children we have designed a sports club next to our butterfly garden and in the first week of term one of our children lead the design of some change rooms behind the sports club. We also look forward to developing "a swing we've never seen before" this term with the children using STEM thinking as requested in our planning meeting. We have recognised and honoured our children's inquisitive experimentation of mixing potions in our craft area and created a potions lab in the back corner ready for our little scientists to explore and experiment with.

## A MESSAGE FROM THE HEAD OF EARLY YEARS

### Term 4

As we fly through Term 4, there are a number of events/notable occasions that need to be remembered.

- Foundation Excursion – Migration Museum: 18th and 20th November
- B-6 Transition – Tuesday's Weeks 6,7,8
- Twilight Night – for 2020 Foundation Children: 20th November
- B-6 End of Year Concert: 2nd December
- Year 2 Graduation: 5th December
- Year 1 Excursion – Para Wirra: 6th December
- Year 2 Excursion – Flip Out: 10th December
- Foundation Excursion – Walk to the Park: 12th December

With so many events on, please make sure you have put the relevant ones into calendars. As you may well be aware Departmental expectations around Volunteering for our excursions has changed. As such all volunteers need to have a child related screening clearance and Responding to Abuse and Neglect certificate. Please feel free to discuss this further with your child's teacher or myself.

Late this term we will farewell our Wellbeing Leader, Melissa Demasi as she goes on Maternity Leave. Expecting the arrival of her baby 'Christmas Day'. Fingers crossed a little earlier than that. In Mel's absence we will have new Wellbeing Leader for 2020, until her return later in the year.

**Candice Horton**  
**Head of Early Years**





## EARLY YEARS REMINDERS TERM 4

Welcome to Term 4. It has been a wonderful year so far and we still have many more exciting things to end the year. On a personal note I will be finishing the term early as I am expecting my second child around Christmas. Thank you to everyone for your well wishes.

**Events:** We have lots of events happening this term. In Weeks 4 and 5 we have the Living Safely with Pets Incursion for our Foundation to Year 3 students. On Monday 2nd December we have our very first B-6 End of Year concert held at Starplex. Thursday 5th December, we have our Year 2 Graduation. This event is dedicated to the Year 2s to celebrate their achievements throughout their time in the Early Years.

**Uniform:** This term students are required to wear hats. Hats are to protect students during outside activities so it is important all students have a school hat, during terms 1 and 4. If students don't have a hat, they will be directed to play in a shaded area. Hats are available from the Uniform Shop for \$11.70. The opening times are Monday 2:00 pm–5:30 pm and Wednesday 8:30 am–11:00 am.

**Attendance:** Our attendance across the EY averaged 96% for Term 3. This is another fantastic effort and thank you to all our families for valuing the importance of attending school. Last terms efforts saw every class attend the Attendance Disco on the 25th September. The students had a wonderful time and displayed some fantastic dance moves.

*Melissa Demasi, Wellbeing Leader*



## YEAR 2 NEWS

At this point in the year the Year 2's are spending a lot of time working towards their transition to Year 3. They are very keen to be Primary Years students and embark on the next part of their learning journey. We have begun visiting the Primary Years learning and play spaces and talking about the expectations of Primary Years.

Students have been working hard on drafting and improving their T-Shirt designs for their Year 2 Graduation T-Shirts. They have also been practicing their performance piece for the Graduation Ceremony. We look forward to seeing as many family members as possible at the graduation on Thursday 5th December at 9:30 am. The Year 2's have also been working hard at practicing their roles in *Happily Ever After*, the B-6 end of year performance.

In Literacy we have been looking at how to construct a persuasive text. This includes why we might use a persuasive text, how to decide on your opinion and how to write convincing for and against arguments. This term we have also been focusing on ensuring all students practice the 404 Oxford sight words, phonics and phonemic awareness.

Maths has been busy with consolidating all of our number knowledge and extending this to learn about multiplication and division. We have been exploring data and graphing and students have been enjoying learning ways to display and represent graphs. We have been excited to see a 'growth mindset' towards maths and the challenges that come with it.

In Geography the students have been exploring the seven continents and five oceans of the world. We have visited continents and looked at their landmarks and key features. In technology, students have also been exploring coding through a range of apps, online sites and hands on investigation.



The Year 3 students have been reading, *Wonder* by R.J. Palacio. *Wonder* explores the theme of bullying as it tells a story based on real life events about a boy called August, who was born with facial differences, and how he is treated by other students at his new school. Through reading *Wonder* in our classes, we have learnt about the difference between being mean and bullying, and the importance of and what it means to be an upstander instead of a bystander when we see bullying in our school. We highly recommend reading this book!





## YEAR 4 NEWS

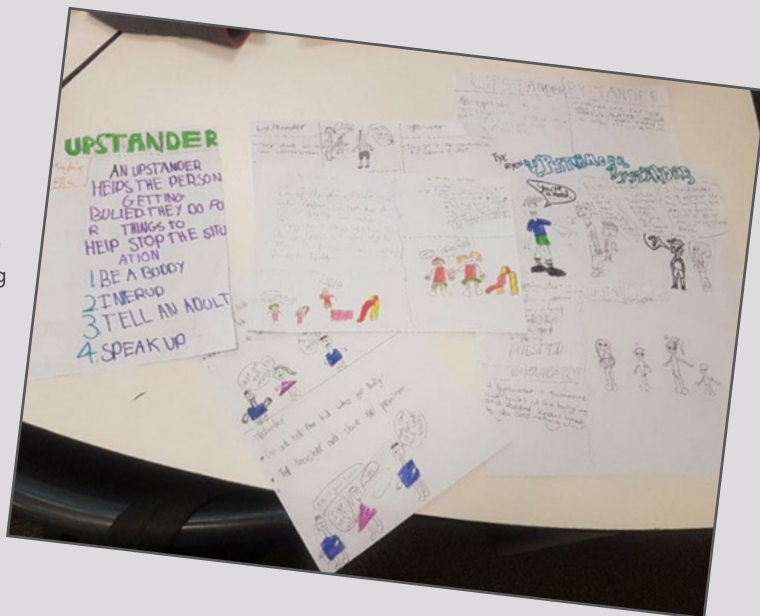
### Developing our understanding of bullying in Literacy

Our learners in Year 4 have been recently reviewing how to manage bullying situations. Those behaviours that are unwelcome and make an individual feel uncomfortable.

Further to this the learners became familiar with what an Upstander and Bystander's role are in a bullying situation. In teams of two, learners have had conversations about how they would problem solve different bullying situations. We discussed the feelings of the person being bullied as well as the bully's feelings and the effects of being bullied. The learners are currently using their Drama skills to act scenarios, using scripts, related to bullying.

These experiences which connect to bullying are about educating our learners and providing the necessary skills and actions to take when put in an uncomfortable situation involving bullying.

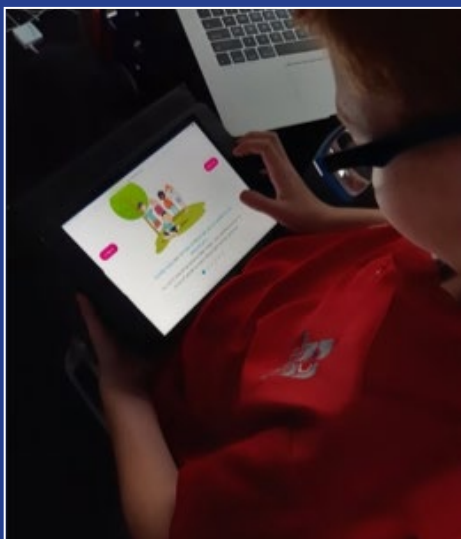
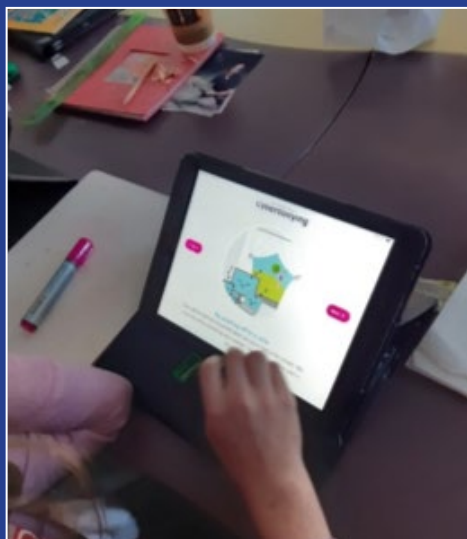
In Literacy Miss Marino's class read the book, "The Juice Box Bully". The learners discussed the text, interpreting and evaluating the scenario presented from the book. They completed comprehension questions which connected with the, "The Juice Box Bully" as well discussing their own opinions of the scenario, they were presented with and the different character traits.



## YEAR 5 NEWS

A Term 4 PY initiative to re-visit the concepts of bullying and harassment has resulted in Year 5 students viewing and discussing age appropriate video clips. Some clarification as to what harassment and bullying actually are, and what they are not has followed. Using personal experiences and examples as stimulus for discussions and exploring the concept of power in relationships, a clearer understanding has developed. Strategies for responding and managing harassment and bullying will continue to be explicitly taught and practiced.

In addition, this term all the Year 5 classes are learning about cyber bullying. Students have been looking at the Kids Helpline website and checking out all the services available to them for support. Lisa Glanville has also organised a visit from S.A. Police for Thursday 31 September to talk to the Year 5's about Cyberbullying and safe practices while using the internet and social media. This has proven really interesting and useful in previous years.



## OUT AND ABOUT IN THE MIDDLE YEARS

Term 4 already, and what a fantastic year we have had so far we have had an extremely busy time in the Middle Years. The Middle Years leadership consisting of Brenton Meir – 7/8 Year Level Manager, Elle Penekelis – 9 Year Level Manager, Nigel Herbert – Wellbeing Leader and myself Jacky Smith Head of Middle Years have had the opportunity to work with your students in a huge variety of different ways. You may wonder our roles entail. We work with your students to provide support in areas such as education, social, emotional and behavioural needs. We do this with individuals, small groups of whole classes. We also work collaboratively with families, the school community and external agencies to support your student in becoming a well-rounded young person. We always aim to work proactively as a team to respond to students needs within the principals of prevention and early intervention.

We have a range of different skills that we put into practice that enables us to assist students, parents and teachers with issues that can affect your student's educational progress. This can range from learning difficulties, behaviour management, social skills, family relationships, grief and loss, personal development, protective behaviours, transition, conflict resolution and restorative meetings. We achieve this through a number of ways including; social and emotional assessment and recommendations for support, counselling (individual and group), referral's to and liaison with community agencies and other professionals, in-servicing and consultation with school staff, parent education and discussion groups, curriculum development, mediation and negotiation and confidential discussions.

### PAT AND NAPLAN results in the Middle Years

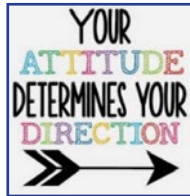
Results from both sets of testing have now been published and made accessible to the teachers. This results from these testings are valuable in the fact that they are able to be utilised as a whole year level cohort to help inform and constantly improve our teaching practice. Students in the Middle Years on a whole have made improvements in results and we are definitely displaying an upward trend in outcomes. Middle Years teachers will continue to use these results to plan for the remainder of the term and beyond. Whilst students often feel overwhelmed in taking these tests, it is not a reflection of their abilities, more rather a tool for supporting our teaching practice. Thank you to all the families that encouraged their students to complete the tests.

### Uniform

As the weather gets warmer and the sun is shining, students are starting to wear shorts, please ensure your student is wearing appropriate shorts to school. School uniform is an important part of being at school, it is an equalizer amongst students, and it keeps our students safe and creates a sense of pride in our identity as a school community. Please encourage your students to wear the correct school uniform which consists of a school jumper, a school polo shirt and black or charcoal grey pants (no leggings, ripped or blue denim jeans). Our uniform shop has a range of school uniform options available, *for families that are in financial difficulties you are invited to complete a uniform funding application form for financial assistance through the Governing Council. This application form can be provided to you at your request.*

### Mobile Phones

Mobile phones are not permitted in class as they are a distraction to the students learning and can often lead to inappropriate mobile phone use. Whilst students need mobile phones for safety reasons, walking to and from school for example, they are not required for your students' success in class. Students will be asked to put their mobile phones away in class and non-compliance with this will result in the school's behaviour management process being followed by teachers and leadership. Please work with us to encourage your students to do the right thing. There is an option for your students' mobile phone to be locked in the school safe during school hours, please advise us if you would like your student to access this option. We thoroughly enjoy working with your students and giving them the support that they need to have a strong sense of self and identity so they can flourish within our school community. If there is anything you would like us to support your student with, please feel free to make an appointment with us and come in for a chat. We have an open door policy in the Middle Years and are looking forward to working with you and your student next term.



## Be Safe + Be Respectful + Be Responsible = Be Successful

### What Every Parent Must Know about your Kids' Cyber-Sexual World!

Wendy Tuohy – Advertiser October 15th

#### A 10-point plan to keep your children safe

Disturbing news reports this year have given Australian parents much to worry about the potential for trouble that is in the palm of their children's hands.

Children expelled from school for sharing nude photographs of other children; children stalking children for their photos disseminating them without consent; reports of children being groomed by online predators who find them through the most harmless and age-appropriate online games, have troubled many parents.

Tech-safety can be addressed as plainly as any other form of personal safety including road or sun, say experts, including former police woman Susan McLean author of *Sexts, Texts and Selfies*. Here is a list of 10 things to help you navigate our increasingly complex parenting times.

#### 1. How to talk about nude-pic sharing

Experts emphasise that teens are less conservative about sharing images of their bodies than previous generations, and sharing selfies is considered part of communication, flirting and relationships. Simply telling girls not to take selfies and blaming them when photos are inappropriately shared is not the answer and they will shut down dialogue. McLean said the best way to raise an issue is a part of a general safety discussion.

"With intimate photo sharing, it can't be a silo conversation, you just don't launch into it and say, 'Let's talk about nude photos today', It's got to be part and parcel of a holistic communication you're having with young children about all areas online."

Children must be taught to ask themselves about everything they do online or via text or file sharing. "Is this action respectful to myself, is it responsible use of technology?"

Cyber safety expert Leonie Smith agrees that as soon as a child is handed a camera, parents and children need to set up rules. Given many children as young as seven or eight use iPods with phones and wifi access in the home, she says they need to have this talk at an age-appropriate level, which includes references to always making sure someone knows when you are taking their photo, where in the house it's OK to take a photo and in what state of dress people should be, and most importantly: "If anyone asks you to send a photo of yourself to them where you're not fully dressed, you need to tell me straight away."

Social researcher Dr Anastasia Powell, from RMIT University, says rather than take a prohibitive approach, it's more useful to remember that.

"Taking and sharing intimate photos, most often with a trusted sexual partner, is a modern-day form of flirting and sexual experimentation." "We shouldn't demonise young people, who are still developing their sense of self and sexual identity." But we do need to be very clear about where the harm lies.

#### 2. Nude photos and the law

Parents need to help children understand that a photo is worth something to someone else where there is a possibility it could be used to humiliate, bully, harass or extort money, which makes the risk around sharing that photo greater. "We know especially with websites that have featured (nude photos of) schoolgirls on them this year, those photos were shared by the people who took them of themselves with trust and that trust was betrayed," McLean says. In SA, the law says you can consent to both sex and sexting at age 17. But SA law is not the only law that applies. When you use the internet or a mobile phone, the national law of Australia also applies, even though you are in SA. The National law bans sexting for anyone under 18.

#### 3. What to do if your child's photo is distributed

"When the horse has bolted remain calm and let the child know you will support them no matter what," McLean says. First, try to work out what has happened, as in who shared the picture and how it was distributed to others. Contact the school rather than try to contain the issue yourself, and potentially contact the police.



## OUT AND ABOUT IN THE MIDDLE YEARS (Continued)

### 4. Online games

Popular online games such as Minecraft, have facilities for players to participate in shared “worlds” as well as to play solo. If your child wants to play online with friends in a shared world, Leonie Smith warns it is vital to make sure they play in closed, private worlds and not on public forums. Private realms are a paid extra but are absolutely worth it. “While some games like Club Penguin, are heavily moderated, a lot aren’t. A lot of sand box games (games in which characters can roam and interact rather than completing structured levels) are not moderated”, she says. Even with creative games such as Minecraft, parents need to make sure that children are not playing in areas where strangers can contact them. She recommends parents check-out games their child plays on not-for-profit tech education website Commonsense Media. “You’ve got to do your research,” she says.

### 5. Messaging apps

Messaging apps are difficult for parents to watch over and if children under 10 are wanting to message, it should be via Skype, which can be shared and monitored. Commonsense Media also has a good guide to the pluses and minuses of popular message apps under the heading “Snapchat, Kik and Six More Iffy Messaging Apps Teen Love.” Smith says the important thing is to know which apps your child is on and to research how they work and always keep a dialogue open with children about anything that makes them feel uncomfortable on messaging apps, as you would in any other context.

### 6. Porn: What your kid will see

Many parents remain unaware how pornography has changed since they were teens, according to adolescent sexuality educator and co-producer of the documentary *The Porn Factor*, Maree Crabbe. “Contemporary pornography commonly depicts high levels of aggression, and the aggression is overwhelmingly directed at women,” says Crabbe, whose website *It’s Time We Talked* is used by school and parents.

### 7. Porn: messages for parents to send

Young people look up porn intentionally (out of curiosity, to learn about sex, to rebel or for a joke) they also see it unintentionally because of aggressive marketing online. Explicit pop-ups, games that include porn elements, unsolicited links sent from friends and accidental redirection to porn-related material all expose kids to material for which they need to be prepared. Research suggests about three-quarters of 16-year-old boys are using pornography weekly or more often and the mean age at which they first look for it is at 12 years. Over 60 per cent of girls have seen porn by the age of 16, but they are “much less likely to be active and enthusiastic consumers”, Crabbe says. “children and young people need support understanding that pornography is not realistic. It often shows rough male-dominated sex with no negotiation or consent.”

### 8. How to talk about porn and sex-related online content

While it is a sensitive issue many children would prefer not to discuss with parents Crabbe warns “we can’t afford to avoid it”. “Although young people often say they understand that porn is not realistic, evidence indicates that it is shaping sexual understandings and experiences,” she says. Conversations need to be age appropriate but do need to start “quite young”. “As soon as they have access to devices there is a much higher likelihood that children will be exposed to pornography – or to other material they may find confusing, disturbing, fascinating or shocking. As they get older our conversations need to be more explicit.”

### 9. What your kids want you to know

Relationships and self-esteem educator Catherine Manning says “kids absolutely want to be able to talk to their parents about what is going on in their lives.” She says denying online access to a child or with drawing a device does nothing to stop children engaging with it and instead shuts down discussion with parents. The best chance to foster useful and open discussion is to start a relaxed chat asking children what they’re seeing, what they think of it, suggesting “we have to be a team on this” and explaining that technology is changing so fast ‘we’re all learning how to deal with it together’.

### 10. Apps, sites and safety tips

Experts recommend regularly checking the website of the Office of the Children’s eSafety Commissioner especially its page called Games, Apps and Social Networking. Yellow is a popular app with teens according to McLean, and some kids are using it in a similar way to Tinder, which shows you the profiles of users who are near you and whose image you ‘swipe’ left to dismiss or right to get in touch. Snapchat is an instant messaging app that allows users to send pictures or videos, all of which self-destruct after a few seconds. New users may not understand the images are never really gone and can be saved through a variety of Snapchat imaging saving apps. With Facebook, always ensure your child’s “friends” list is private: experts warn that public friends lists are used by people who have obtained nude photographs from minors to blackmail them into providing more, on threat of distributing the existing material to everyone on a child’s friends list. Be extremely wary about letting children under the age of 13 join Instagram.

**Jacky Smith**  
*Middle Years Head of School*



## A MESSAGE FROM THE HEAD OF SENIOR YEARS

Welcome back to Term 4! I trust that all enjoyed the holiday break, and a chance to refresh in preparation for a positive term ahead. Well done to the students who attended holiday sessions to improve their learning outcomes. The pursuit of excellence is a focus of the Senior school, and an expectation for our students both in the classroom and in the wider community.

As the end of school year approaches, our focus on excellence is aimed directly on end-of-year assessment and examinations. This can be a stressful time for students and their families, particularly for those completing their SACE studies. These next few weeks however provide a great opportunity for students to make one final effort towards achieving their very best in their academic studies. I encourage students to take full advantage of their study time during this period. Work hard, be well organised and use the school resources on offer to ensure you meet your goals.

Term 4 moves very quickly, so it is vital that all students begin the term with a sense of urgency and purpose. The focus is both on finishing this year as well as possible, while also reflecting and preparing for 2020 for either post school for our Year 12’s, or the next year level for other students. This is also the case for the Senior School Leadership and Staff. Term 4 is a time for us to effectively plan and implement our strategic vision for 2020 and beyond. Even though it is Term 4, we are energised by the exciting times ahead.

**Angie Corbo**  
*Head of Senior School*



## YEAR 10 NEWS

With Semester 2 concluding over the coming weeks, it is time for the Year 10 students to sit their end of year exams.

Besides being a part of their assessment, examinations provide students with necessary experience in preparing for and sitting an exam. There is evidence that both studying for and sitting exams deepens learning. The process of thinking and retrieving information strengthens memory pathways for future uses

During Monday, Tuesday and Wednesday of Week 8 (2nd, 3rd, 4th December) Year 10 students will be completing exams in the following subjects:

• Mathematics • Science • English • HASS

On Thursday of Week 8, Year 10 students will be undertaking a Year 10–Year 11 workshop, leaving Friday for any last minute intervention.

Monday	Tuesday	Wednesday	Thursday	Friday
EXAMS	EXAMS	EXAMS	Year 10–11 Workshop	Intervention/ Final Work Completion

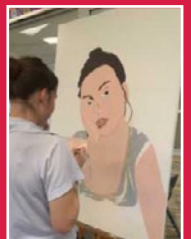
Friday of Week 8 will be last day of the year for Year 10 students, pending they have completed all of their SACE requirements for PLP and Research Practices. **Students will be returning to school in Week 9 if they have not met these requirements.**

## VISUAL ARTS

The Year 12 Visual Arts class have been working tirelessly for many hours, trying to finish their major artworks for the year. With their final, they also need to attach a folio with all their experimentation and idea generation.

Artworks are to be personally relevant and innovative and students are working in a range of medias such as film, watercolour, acrylic paint, graphite and photography. With only a few weeks left, stay tuned to see these completed pieces.

**Ashleigh Kelly**  
**Visual Art/Design**  
**Teacher (7–12)**



## VET

### Student VET Story

*Certificate III in Early Childhood Education and Care - Kira Rippon*

Over the past two years, I have been in a traineeship to complete my Certificate III in Early Childhood Education and Care. I initially applied for the VET course, however, this led to an interview opportunity for the traineeship which I was successful in. This has taught me so many skills and given me workplace experience related to child development and how they learn. This has also helped me to grow professionally as a person, as prior to my traineeship I had no experience in working in the work force. After having this training, I feel more prepared and confident in the workplace. I'll be honest, there were times that I felt like just giving up on the course and not bothering with it because things were hard at home, I had school work to do and the course work was hard. But I got through it and now I've completed my certificate. I am proud of myself for getting this far and being able to work through everything. So please, if you want to do something, regardless of how nervous you are about it or how hard it may be, do it, go for it! What's the worst that can happen? You have to persevere to get the certificate that you want and then, even if you decide that you don't want to do it, it will give you further options and you will be able to have it as part of your resume portfolio showing your motivation to stick with something. I am now proud to say that I will finish this year gaining my SACE certificate and a qualification that will allow me to continue to work as a childcare worker.



## DISABILITY EMPLOYMENT SERVICES (DES)

Job Prospects is a leading jobactive and Disability Employment Services (DES) provider. We have years of experience helping young people with disability to set and achieve their employment goals. You may be eligible for our support if you are a full-time student who is leaving school this year or moving into your final year next year and you have been receiving support at school due to disability or a permanent health condition. There are a few other requirements, so please contact us to find out more about how we can work with your specific situation.

What we can offer:

- Resume and career advice
- Ongoing on-job support and training
- Suitable work experience placement that matches your skills and abilities
- Help with identifying, applying for and accessing suitable tertiary studies
- Support securing entry level employment while studies are being completed
- Mentoring throughout the process of gaining learner's driving permits
- Funding for short courses such as Barista, Responsible Service of Alcohol and Responsible Service of Gaming licences
- Help identifying opportunities for traineeships and apprenticeships
- Benefit from our close relationships with thousands of employers

Our services are funded by the Commonwealth Government. You don't need to be receiving a government payment to access our help.

For more information please contact: Ms Corbo at school or Kristy on 0429 492 008 or visit [www.syc.net.au/des](http://www.syc.net.au/des)





## 2020 TRAINING OPPORTUNITIES FOR STUDENTS

### Vocational Education and Training (VET)

As part of their SACE, students can complete vocational education and training (VET) enabling them to build meaningful pathways in the SACE through VET. The recognition arrangements for VET in the SACE include recognition of partly and fully completed qualifications. The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

An extensive number of courses in a wide range of industry areas are offered to students in years 10, 11 and 12 on behalf of the 11 public schools in the Northern area. In 2020, Certificate III in ICT (Cyber Security) and Certificate III in Individual Support (Disability) will be hosted by MOC on site. MOC will also host Certificate III in Community Services, however this will be delivered off site.

Students who have applied for VET in 2020 will receive a letter of acceptance before the end of the year. There may still be enrolment opportunities for your child. If you would like more information, contact the VET Coordinator, Angie Corbo.



Visit the link for VET course information:

<http://nasssa.eschoolsolutions.com.au/pages/public/viewcourses.aspx>

### Considering a Career in Policing?

The Australian Federal Police (AFP) has a register for people interested in a policing or protection career. You may be more suited than you think!

To find out more visit our Entry Level Recruit career page to review:

- candidate information;
- understand the recruitment process;
- fitness and eligibility requirements;
- training at the AFP College, and;
- to gain a better understanding of Police and Protective Service Officer roles.

Register your interest today for programs commencing in 2020 or contact our helpful Recruitment Team via the AFP website > [www.afp.gov.au](http://www.afp.gov.au)

*Females are particularly encouraged to apply!*



Policing for a safer Australia

### Defence Industry Pathways SACE Stage 1 Program



Invitation for Students to Apply  
Defence Industry Pathways Program (DIPP) 2020  
Outline

**As part of the semester course, students complete a SACE Stage 1 accredited Design and Technology 10 credit unit course including CAD design and 3D printing.**

**Applications are due by COB Friday 22nd November, 2019 (Term 4, Week 6)**

#### Course Details

**Timeframe and Fees:** Semester 1 2020, **Tuesdays** 9:00am - 3:00pm, starting Tuesday 4/2/2020 to 1/7/2020. No course fee (Funded by ASC Shipbuilding Pty Ltd). Students will be provided with WHS safety boots, top and pants

**Venue:** TAFESA Regency campus, Advanced Manufacturing Building

**Lecturer:** Anthony Tonkin 8348 1979 or [anthony.tonkin@tafesa.edu.au](mailto:anthony.tonkin@tafesa.edu.au). Delivered by TAFESA Regency campus, funded by ASC Shipbuilding Pty Ltd through Commonwealth funding and supported by the Advanced Technology Project managed within DfE.

**Applications:** Due by **Term 4: Week 6, Friday 22nd November, 2019.**

**Graduation:** Tuesday 1st of July, 2020 2-3 pm (location to be advised)

#### Information Evening

Parents, students and teachers are encouraged to attend an information evening:

**When:** Wednesday 6/11/2019

**Time:** 6:00 to 7:00pm

**Where:** TAFESA Regency Park campus, Computer room H07

**RSVP:** by COB Wednesday 6/11/2019 to Anthony Tonkin 8348 1979  
[anthony.tonkin@tafesa.edu.au](mailto:anthony.tonkin@tafesa.edu.au) or Leigh White 8348 4422.

## NASSA DEBATING COMPETITION

It has been a terrific year for the MOC debating team in 2019. Although we weren't able to take home the competition, team captain Shawn Lock led Thomas O'Donnell, Malakai Stewart, and Luke Channell all the way to the quarter finals. The boys all put in a great effort, and should be proud of how well they performed!

Joe Barbaro



## CELEBRATING SAASTA STUDENT LEARNING OUTCOMES

We would like to congratulate our 2019 SAASTA students who have successfully completed their Cert III in Sports and Recreation after three terms of hard work and dedication. At the end of each term, students undergo a full week of practical lessons that not only put students' knowledge and skills to the test, but also give them the opportunity to connect with SAASTA students from all over Adelaide.

Congratulations again, you have made MOC proud!



## YEAR 12 BUSINESS AND ENTERPRISE

Late last term the Year 12 Business and Enterprise class visited the Haigh's Chocolate Factory at Parkside. The tour included a history of Haigh's, and a viewing of the production and packaging floor. Students were pretty amazed by the delicacy and time taken with the making and decorating of each individual chocolate, and enjoyed some free samples as well (I'll leave it up to you to guess which part they were more pleased with!)

Joe Barbaro





## LIGHT ELECTORATE YOUTH ADVISORY PANEL FORUM

**Light Electorate Youth Advisory Panel forum, hosted by Local MP, Tony Piccolo.**

On Wednesday, 18th September Mwangaza Milunga (11A), Rabani Shukuru (11C) and former MOC student Claudetta Niyera attended the inaugural Light Electorate Youth Advisory Panel forum, hosted by Local MP, Tony Piccolo.

The students gathered at the Salvation Army Riverside Centre in Gawler, along with student representatives from other schools in the Light Electorate to discuss all matters that are important to the young people in this area.

The panel members outlined issues which they thought were important in the community and ways in which young people can make a difference. The conversation was passionate and the students found the experience very worthwhile.

The students will meet monthly with the panel at Parliament House in the city.

*"Being part of a group that share the same vision of engaging the youth in the community is amazing. Yesterday's meeting was very successful and I am very excited to be an active part of the change in the Community."*

- Mwangaza Milunga

**Mr Bennett**



## AREA RESOURCE CLASS

Senior ARC students spent much of Term 3 preparing for a 2 night camping trip to Thomas Hill Study Centre. They planted, nurtured and sold tomato and sunflower seedlings to sell as a means of raising funds for the excursion. Students raised nearly \$200 with their plant fundraiser that afforded them much of their camping (junk) food and a torch for each student. Students did the budgeting and shopping for the trip by working as a group to identify what they needed, pricing it out and then walking to the local Woolworths to make their purchases. They spent 2 fantastic nights at Cudlee Creek with some students enjoying the tenting experience and some much happier with the warmth and security of an indoor bed.

Middle Years ARC students are looking forward to an excursion to Zhu-Lin, a Chinese Buddhist Temple this week as they have been studying Australia's engagement with Asia in their HASS lessons. Middle Year's students are also in the midsts of turning their classroom into a Theme Park scene for Term 4. Exciting!

Senior ARC students are into their final weeks of a very successful semester of work experience at Bedford. The Bedford Personal Training Officer frequently remarks about the excellent behaviour, resilience and effort from our students. Much of their work has been in small packaging including Maggie Beers cheese, labelling pasta, sorting apricots (everyone's favourite) and wrapping cutlery for a variety of international airlines.

This term, one of our prised Year 12 students will be attending his graduation for a Cert II in Retail through a student transition program with Barkuma. He has already secured employment upon year 12 completion with Barkuma. This Certificate II is in addition to his Certificate II in Food Processing that he completed in Year 11. Congratulations Connor!!! We are so proud of you.



All ARC students are looking forward to their annual St Kilda day BBQ/Year 12 farewell party in Week 4 and a laser tag excursion in Week 5. Term 4 is shaping up to be lots of fun while learning in the ARC.

**Deanne, Senior ARC Teacher**



## SRC REPORT

Throughout the year the 2019 SRC have been working hard to not only improving the school but also student interactions and our own leadership abilities. Over the year we have supported several events including the ARA Fashion Show amongst more. We have also begun to modernise the uniform even getting opinions from different sources on a new jacket design.

We have begun planning the stepping stone for 2020, planning shade over lockers and around the outside of the school also gaining ideas and support from students and teachers for different lunch time activities. We have also had an input on potential ideas for the school's technology usage for the following years

We have been involved in the structure of South Australian education system, attending the Children and Young People's Charter summit at the Adelaide Zoo, and the Attendance Forum with other schools in the NASSSA Network. We also developed our leadership and communication skills at a Youth Leadership Day held by NASC. Overall the 2019 SRC have begun the progression of the future of Mark Oliphant College. We are so excited to see the future representatives of the students and watch as the school develops!

**Ella Frampton 11B**



## STAGE 1 CHILD STUDIES

Stage 1 Child Studies students have had opportunity to participate in 'Student Agency' which has allowed them to take ownership and responsibility for their learning assessment. They decided to work in groups with designing, planning and creating different Healthy eating activities, which they taught to 100 Year 1 and Year 2 students in Early Years. It was a great experience for the Stage One students who worked incredibly hard and everyone enjoyed their fun healthy eating activities. To finish off the lesson Stage One students served their delicious fruit salad and a certificate signed by our principal to all children."

**Rebecca Ramm**





## AUSTRALIAN REFUGEE CULTURAL CELEBRATION & R U OK? DAY

On Thursday the 11th September, our Australian Refugee Association (ARA) Youth Ambassadors organised an amazing multicultural celebration for our school community. They were joined by Youth Ambassadors from five other participating schools who all attended to support the event, to reconnect with their Youth Ambassador peers and to gain some inspiration for their own school event.

The whole school event included a multicultural fashion parade, traditional dishes, live music, dancing, guest presenters and a hip-hop music performance. The ambassadors also took place in a leadership workshop during lunchtime. Staff from ARA were invited to speak, raising awareness about ARA's important work in the community.

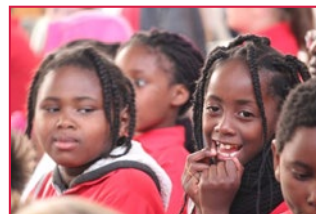
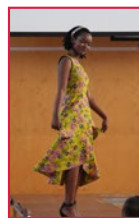
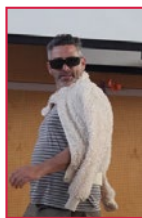
A guest speaker also promoted awareness of mental health and suicide and encouraged our students to reach out to those at risk in their community. Looking out for one another and lending support is a key life skill for any age group and students were encouraged to look out for their classmates by asking R U OK?

### The ARA Youth Ambassador Program

The ARA Youth Ambassador Program is a leadership development opportunity for high school students in Years 10-11 who are passionate about refugee issues. The program provides young people with leadership training and experience to advocate for refugees and asylum seekers, as well as guide them in engaging the broader community to promote harmony and understanding.

Young people face unique challenges throughout settlement. With hopes and aspirations for their future, they are learning to define who they are. It is a critical time as they lay the foundation for their future lives. The ARA Youth Ambassador Program helps set young people up for success in their community, empowering them to become leaders with a strong voice.

If you would like to be an ambassador or part of this event next year, contact Mr Herbert.







## YEAR 12 END OF YEAR INFORMATION

The end of the year is fast approaching for our Year 12 students. Year 12 students are currently finishing their final assignments and many students will commence exams in Week 4.

### End of Year Process

A letter has been provided to students with information around the end of year processes for their final weeks at Mark Oliphant College. This year there is no official exit day. To finalise students time at Mark Oliphant College we will be conducting "exit meetings". These meetings will occur over the first 5 weeks of Term 4. Students need to have completed a "Subject Completion" form before this meeting can take place.

When a student has completed a subject completion form they are to book an Exit Meeting with a member of the Senior Years Leadership Team. This meeting is required and will ensure all students have successfully completed all the requirements and have returned all school property (laptop and charger, library books and car park swipe card). Students should refer to the letter provided to them for more detailed information.

### Graduation

We will officially farewell the Class of 2019 at Graduation on Tuesday November 19 at 6.45pm for a 7pm start. We are holding the Graduation at Starplex this year. Invitations will be posted separately to students who are graduating. Invited Year 12 students are requested to attend and are reminded that they must be in **FULL** school uniform to take part in the Ceremony. If you are attending Graduation please contact Lesley George on 8209 1600 or email [lesley.george@moc.sa.edu.au](mailto:lesley.george@moc.sa.edu.au) by Monday November 14, to indicate the number of guests per student.

### Exams

Finally, all Year 12 student studying a subject with an exam have been provided with an Examination Attendance slip. This slip provides information on the dates and times of end of year exams as well as information on rules and procedures. Students should read this information carefully and ensure they bring this with them to all exams. A full copy of the SACE exam timetable is available at: <https://www.sace.sa.edu.au/documents/652891/ddb4a5dc-0c02-4287-adbd-70944a6cb66c>

All Year 12 end of year exams will take place in Room 3.06 in the Library with the exception of General Maths which will be held in the Building 17.

On behalf of all leadership and teaching staff I wish our Year 12 students every success in their final weeks of schooling.

**Daniel Quinlivan, Leader Year 11, 12 and SACE**



## YEAR 11 EXAMS

During Weeks 6 and 7 of Term 4 Year 11 students in selected subjects will be completing end of year exams. Exams will be held for the following subjects:

- All Mathematics subjects
- Psychology
- Biology
- Chemistry
- Physics
- Legal Studies
- Geography

**GOOD LUCK!**

**Students in Music and Art are also required to attend sessions in Week 7, to complete their projects.**

Besides being a part of their assessment, examinations provide students with necessary experience in preparing for and sitting an exam. There is evidence that both studying for and sitting exams deepens learning.

An exam timetable will be distributed with more detailed information on times, locations and procedures. Students not completing exams, who have completed their compulsory subjects, will not be required to attend lessons during the exam week.

**Daniel Quinlivan, Leader Year 11, 12 and SACE**

## YEAR 12 EXAM PREPARATION

### Healthy Study Habits for Exam Preparation

Our Year 12 students will be undertaking the final exams in the coming weeks. This is both exciting and nerve-racking!

While it can be overwhelming, organisation and preparation is key to help conquer those feelings. You all know more than you realise and you are 100% capable.

In preparing for exams, a healthy routine is essential. Set aside time to study, eat well and get enough sleep. Beyond Blue have a great resource about study habits at <https://www.thedesk.org.au/about>, also take note of the 'Beat the Weapons of Mass Distraction' which are simple tips to help curb your habits of procrastination.

While you can - use your teachers, they are there to support you and want you to achieve your best.

Inhale, exhale and good luck. You've got this.

**Caitlin Videon**

**Senior Years Wellbeing Leader and FLO Coordinator**



For more practical tools and advice on beating procrastination visit [www.thedesk.org.au](https://www.thedesk.org.au)  
Your free toolbox for success and wellbeing while you study