



Mark Oliphant College B-12

"The future is now..."

MOC

NEWSLETTER

TERM 4, WEEK 9

13 DECEMBER 2019



Pictured (from left): Children's Centre, Year 2 Science & RAAF Astro-STEM Day

"Children just need the time, space, and permission to be kids."
- Angela Hanscom

PRINCIPAL'S REPORT

Last Monday night I was privileged enough to watch the first MOC B-6 Production. This was an incredible night and whilst the production was outstanding I began to reflect on just what this event has highlighted to me as Principal of this College. Firstly, the courage shown by many of our students to simply get on stage and perform. Some of these students have experienced significant learning difficulties or significant trauma in their lives yet they demonstrated the resilience to get up and have a go and were rewarded for this in no uncertain terms by the audience. There were of course the technical hitches that occurred, however minor, but again, the students demonstrated agility and flexibility as they continued with their performance unabated. The learning of lines, coordination of dance moves, experiencing the rigors of practice and constant rehearsals, working collaboratively with other students, all of which requires self-discipline and again resilience, critical and creative thinking and risk taking. These skills and dispositions that they have exhibited encompass true learning and we must remember that real and authentic learning comes from a variety of experiences - many of which are not in the classroom but can be drawn upon in our daily teaching and this was just one of them.

Much research suggests that up to 80 % of student learning comes from the community in which they live outside of the normal school environment. *"It takes a community to raise a child"* is often quoted in the world of education and I was heartened by the support of the community, our parents, carers, friends, grandparents all of whom attended this sell out performance with nearly 1000 people in attendance. Community interest in our students is remarkable and the question is, if we are to believe the research, how do we further harness this collective capacity to make the learning experiences of our students even better and more productive at MOC?

As I have said on numerous occasions in various forums, never in my entire career have I witnessed such a hardworking, dedicated group of professional staff. Our teachers and SSOs are determined to ensure students achieve to the best of their abilities. I see this in the relationships that students form with the staff at MOC, their relentless focus on ensuring they are doing everything they can to maximise student chances often at their own expense and again this was clearly evident on the night of the performance.

I do not normally single out individuals as this in itself can be risky however it would be remiss of me not to mention Tahlia Neale who is just one example of the calibre of staff we have at MOC. To write an original piece, align it to music in collaboration with the students, choreograph it with the students, as well as continually giving up her time to ensure it will be "all right on the night" all in 7 weeks is a credit to her and I thank her for it. I'm sure these sentiments would be supported by our entire community. Our Heads of School, Ella Ailmore, Linda Rich, and Candice Horton too should be thanked for the background work that has been done both in terms of logistics and support of staff and students, not the most glamorous of jobs but absolutely crucial in the success of the night. Thank you also to Lee Russell our Governing Council Chair and Sue Bennett who sold tickets during the weeks leading up to the night.

Our focus for 2020 is to further explore how we can further improve the learning experiences and achievement of our students through student agency. Enhancing their critical and creative thinking through intentional teaching practices that further develop the dispositions mentioned previously in the classroom and through experiences such as the performance we have just witnessed.

I am looking forward to 2020 as MOC progresses further in our improvement journey and wish you all a safe Christmas and happy New Year.

Kym Grant, Principal

DIARY DATES

REMINDER -

First day of school for 2020

STAGGERED STARTS

Tuesday 28 January 2020

First day back for Preschool, Foundation - Year 6, Year 7, 8 & 12

Wednesday 29 January 2020

First day back for Year 9, 10 & 11

2020 TERM DATES

Term 1:

Tuesday 28th January to Thursday 9th April 2020

Term 2:

Monday 27th April to Friday 3rd July 2020

Term 3:

Monday 20th July to Friday 25th September 2020

Term 4:

Monday 12th October to Friday 11th December 2020



Wishing all families a safe and happy holiday break!



Government of South Australia
Department of Education

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TRANSITION TO SCHOOL

"Starting school is not just about the first day. It's a process that begins when children and families start to prepare in the year before, and continues as children experience their first days, weeks and months of school" - Kidsmatter

Is My Child Ready?

Families often worry about whether their child is ready for school. Traditionally, school was very different to preschool. Children became stressed during this transition, and many experienced difficulty with waiting to eat at certain times, sitting for long periods, staying inside most of the day and having to show their learning in restricted ways (tests, worksheets). Things have changed. Environments are more home-like, learning may occur through play and children are observed through various contexts so that teachers know what they are truly capable of. There will be parts of the day which are more structured than at preschool, and more formal learning will begin to be introduced, but the transition between preschool and school will not be as different as it once was.

"Children do not 'magically' become different kinds of learners as they move from prior-to-school settings into the first years of school."
- (ECA-ACARA Foundations for Learning, p. 6, 2012)

Another change is that we no longer talk about children being 'ready for school'. We prefer to ask is the school 'ready for the child?'. If you have a concern about this, please make a time to speak with one of our educators. Teachers are very focussed on individuals, and care very much about meeting the varied needs of each of their students.

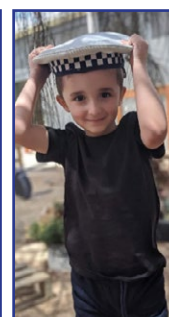
We have enjoyed this year with our 2019 pre-schoolers so very much. We have continually been in awe of their creative, resilient, persistent, confident and collaborative learning dispositions. This group has demonstrated outstanding STEM thinking, constantly posing questions, hypothesising, experimenting and theorising. We wish them a successful transition to school, and will miss them very much. We know that they can achieve great things!

How can I help?

There are many ways you can support your child as they transition to school:

- **Ensure strong communication with your child's preschool/school** - Read all notes and talk with teachers. Make sure you attend special events and meetings
- **Support your child's independence** - encourage your child to put on their own shoes, put away belongings, open lunchbox etc.
- **Encourage friendship skills such as sharing, taking turns, waiting and problem solving** - Children who exhibit such 'prosocial' behaviour often experience success at school
- **Ensure your child has good attendance** - It is very hard to form relationships, confidence and learning when attendance is irregular
- **Talk with your child's teacher or Linda if you have any concerns - we are here to help!**

Linda Rich



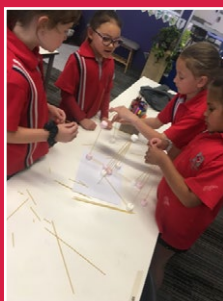
EY SCIENCE & P.E.

This term in Science, the Year 2s have been learning about Chemical Sciences and how different materials can be combined for particular purposes. They have participated in investigations around ingredients and what can happen when you mix these ingredients together. They have worked in collaborative teams to create slime and have participated in discussions around the different types of mixtures they might find in their daily lives.

The Year 1 students have been investigating how everyday materials can be changed in a variety of ways. They have participated in investigations around how foods such as pasta, chocolate and ice blocks can be changed through heating and cooling. Students have discussed the solids, liquids and gases they might find at home and at school and have used technology to research different foods that can change.

In Physical Education, Year 2s have been participating in a variety of activities to strengthen their fundamental skills. They have played cricket and have been able to explore other sports such as tennis and hand ball and have proposed effective ways to complete an obstacle course.

Lauren Neal



Mark Oliphant College B-12

First day of school for 2020

STAGGERED STARTS

**Tuesday 28
January 2020**

First day back for students in:

- ✓ **Preschool**
- ✓ **Foundation – Year 6**
- ✓ **Years 7 & 8**
- ✓ **Year 12**

**Wednesday 29
January 2020**

First day back for students in:

- ✓ **Years 9,
10 & 11**

If you require further information please visit the Front Office, phone 8209 1600 or email info@moc.sa.edu.au.

PRIMARY YEARS

What a truly sensational year it has been in the Primary Years! I am so proud of all staff and students, the growth that has occurred academically, socially and emotionally and the successes that we can build on in 2020, and beyond.

Some of my personal highlights this year have been:

Sports Day

Children's University Graduation

Our First Music Concert

Monte the Therapy Dog

Year 6 students attending Bush Kindy

SAPSASA Winter Carnival

Pedal Prix

Bike Education

Growth in Reading Level Data

The Attendance Disco

Non-Googable Questions

The Right of Our World's Future

Year 6 Camp

Science and Book Week

Harmony Day

Action against Bullying



What a long list of achievements and I could continue to add more however I must make special mention to Happily Ever After; our first B-6 Production of which over 400 children performed, 60 staff members supported, and an astonishing 1000 family and friends attended. I am sure you can all agree with me that the evening was one not to be forgotten and again, I thank you all for your support!

As the year comes to a close, we celebrate Year 6 Graduation, Splash Day at WaterWorld and sadly, we farewell a number of staff members.

Karen McCall, Amy Price and Barry Solomon will not be returning to MOC in 2020 and with this comes a mixture of emotions. All three individuals have been members of our community for many years and will be sadly missed by us all. We wish them all the best in their endeavours and know that their new schools are very fortunate to be gaining such passionate and committed teachers.

As always, I thank you for your continued support of our College and wish you a safe and replenishing summer break.



Ella Ailmore

PY WELLBEING

Dear Parents and Caregivers,

All of sudden... this year really seems to have flown by! We've had forty weeks of school and many great days of learning, challenges and even some funny moments along the way.

With the school holidays coming up it's especially important for children to be aware of the need to stay safe and take care. That means everywhere: in the home, online, at the shops, playgrounds, near water and travelling around the community. Also as pedestrians or riding scooters and bikes they have a responsibility for their own safety. Please reinforce the importance of safe behaviour wherever they go.

Lastly, I've decided it's time for a change in 2020 - so after nine years I'm moving on.

I feel privileged to have been at MOC since day one. I still have vivid memories of kids excitedly running in on our first day after transferring from the old Smithfield Plains Primary School.

Over the years it's been absolutely fantastic to keep a connection with students as they progress through the College. It's also been great to attend Year 12 graduations of children I've known since they were in Year 3!

I've learnt that the two most demanding and rewarding "jobs" are being a parent and a teacher!

I'd like to sincerely thank all of you that have worked in partnership with me over the past few years.

All the best wishes to you and your children for the holidays and next year.

Barry Solomon, Primary Years Learning & Wellbeing Leader



FAREWELL!

YEAR 3 STUDENT HIGHLIGHTS

In Year 3 we have asked some students to share their highlights from 2019.

Amelia - "Art because I get to spend time with Miss Huddy."

Amber - "Playing connect four in Maths because I like addition."

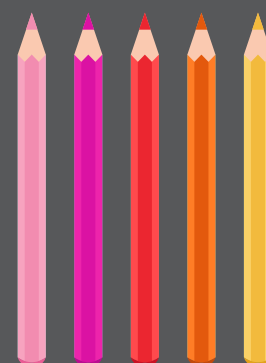
Diana - "Happily Ever After because I like singing and dancing and because I get to see my friends have fun."

Fatima - "Spelling because I get to learn new words and their meanings."

Tanika - "HASS because it is really fun making dioramas and brochures."

It has been great watching all the Year 3 students grow this year.

Ella Ailmore



2019 YEAR 4 REFLECTION

As the 2019 school year draws to a close we reflect on the learning achievements of our learners and how we can continue to support their growth in 2020. 2019 has been filled with many new experience: Mud Day, Sports Day, Harmony Day, Exhibition of Learning and the biggest event, the curtain closer Happily Ever After school concert.

The Year 4 team collaborated in many different ways. Our learners demonstrated strong engagement in all areas of learning. The Sustainability focus this year has inspired students to be more involved in ensuring the care of our environment. Miss Russell/ Ms Dennee's class collected cans/plastic bottles and made connections with the local Scout Recycling Centre. Miss Barnett's class implemented a worm farm and are continuing to collect compost from each of the classrooms to support their compost bin. Ms McCall's class went out into the community to spread the message about the importance of maintaining our drainage systems and keeping them clean. Miss Marino's class worked towards building action plans for specific community events involving sustainability. These included a walk to school day, 30min lights off whole school approach, development of compost management of soft plastic, nude foods and whole school clean-up day. These initiations were inspired by learners and can hopefully be considered for action into the school community in 2020.

The Year 4 team wish you all a safe and happy break. We look forward to working with you and your children in 2020. Well done to all 2019 Year 4 learners.

Learners in 10.16 were asked how they would describe 2019:

Alaylah "Teamwork, we were always supporting each other"

Pulsak: "Fun"

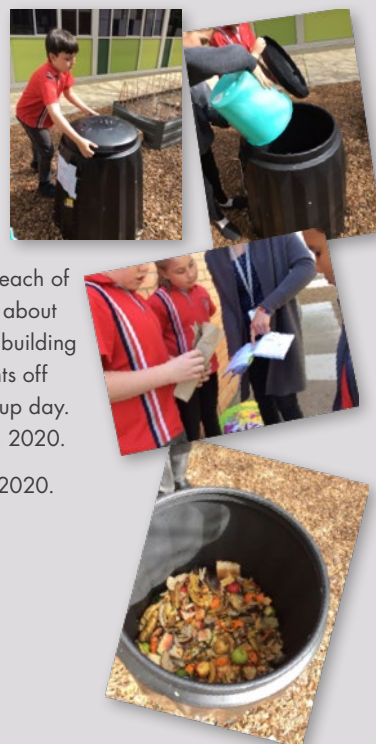
Patrice "Challenging" "Turn taking to question people about their answers"

Tahlia "Creative"

Cruz: "Challenging and all about problem solving"

"Children must be taught how to think, not what to think." - Margaret Mead

Ella Ailmore



PY SCIENCE HIGHLIGHTS

In PY the Science curriculum covers Biological Science, Chemical Science, Physical Science and Earth & Space. Here are some student highlights for 2019 from Mr Page's Year 5 & 6 "Super Scientists".



"I enjoyed doing the STEAM photo task because it was fun and interesting." Mia A. (5C)

"I enjoyed it when we went to the MakerSpace and learnt about all the chemicals in the periodic table, because they are all different and unique." Ali A. (5C)

"I liked learning about Space, especially the planets, because it was very interesting." Leah H. (5C)

"I loved learning about the how the planets were made because I wanted learn more about The Solar System." Keira H. (5B)

"I liked learning about the planets and stars, because they're interesting and I wanted to know how they were made" Hayley D. (5A)

"I enjoyed learning how Dynamite was invented when we learnt about the Nobel Prize." Leohans I. (5A)

"I enjoyed doing experiments like exploding the bag in Chemistry, because it was really fun." Brian B. (5C)

"I enjoyed putting together my STEAM presentation because it gave me a chance to exercise my brain and get a new outlook on nature." Jarrod S (6B)

"I enjoyed a lot things, especially when we did experiments" Willow M. (5B)

"I liked doing chemical experiments because I'm quite interested in Chemistry right now." Theodore A. (6A)

"I really liked the experiments we did, like the copper coins in acid, because we didn't do many experiments last year." Kaylar S. (6A)

"I enjoyed the fun experiments and going outside to take our STEAM photos" Chloe E. (6A)



YEAR 6 HIGHLIGHT

Camp

The highlight of the year for me and many others was Year 6 Camp at Arbury Park. We went and stayed for 3 days and 2 nights in the middle of Term 2. The drive there took about an hour and that was very boring! Even though it was cold and wet while we were there, it couldn't stop us from having so much fun! The activities were awesome, including the night time ones where we had a talent show, went for a night walk and learnt about Indigenous culture. My personal favourite activity was discovering life in a pond. It was really interesting! It was fun to stay away in cabins with our friends except for it being so cold! The food was really good as well with lots of variety. Even though we were excited to see our family and friends, we were sad to leave on the last day due to it being so much fun.

Emily Craig



SENIOR YEARS - ADMINISTRATION NOTICES

Senior School Uniform

Thank you to families for supporting us to ensure all of our students are in full school uniform. Please continue to check your child's uniform and let us know if there are any issues. We may be able to help. Wearing full school uniform is an important sign of pride in your school. Students get upset when some students don't follow the school policies.

Uniform Donations

I would like to say a very big thank you to our families who have begun donating uniforms that don't fit their child anymore. We have families that are already benefiting from your generosity. Please continue to donate. You can leave your uniform items in the front office.

Senior Years Facebook Page

Visit our 'Senior Years at MOC' Facebook page and stay up to date with senior school events, student and parent information and student success stories.

Angie Corbo, Head of Senior School



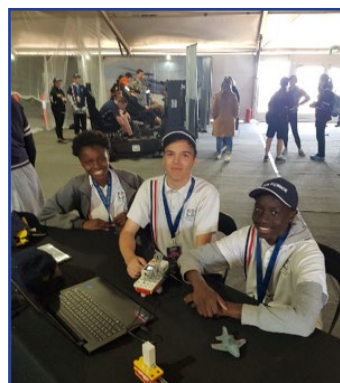
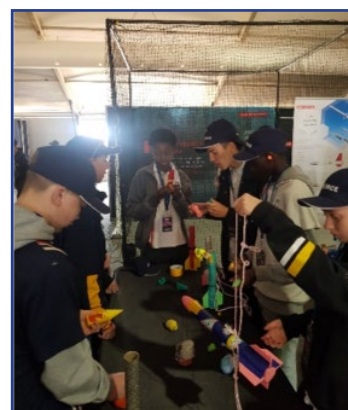
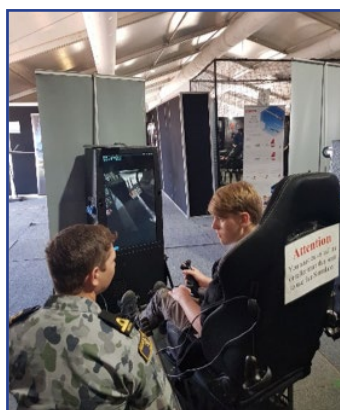
THANK YOU!

RAAF ASTRO-STEM DAY

On a bright and sunny Friday, a group of MOC STEM students attended the RAAF base at Edinburgh to see the use of technology in a variety of fields. We were treated to a Drone Racing performance and our earplugs came in handy with the large number of aircraft taking off and landing throughout the day.

Inside the main tent, a large number of activities awaited us: VR simulators, helicopter construction, rocketry and programming, to name but a few. Our students represented our school well and it was a great day out utilising Science, Technology and Maths skills in a range of areas. A big thanks to Ms Thompson for organising the day!

N. Russell and T. Trenaman



YEAR 10 NEWS

Year 10 Exams

The Year 10 students of 2019 have concluded their time in the bridge between Middle Years and Senior Years. In Week 8, students underwent their end of year exams, wrapping up their subjects of Math, Science, English and HASS. This year's cohort can hold their heads high knowing that their year level had one of the highest SACE completion rates at Mark Oliphant College. The Senior Years leadership team are very proud and wish them well for 2020 and the beginning of their Senior Year Stage of schooling.

Year 10 Long Tan Award

This Year's, Year 10 recipient of the Long Tan Award was Shawn Lock.

The Battle of Long Tan holds a special place in the hearts and minds of Australians. The ADF Long Tan Leadership and Teamwork Awards started in 2006 to recognise students who demonstrate leadership and teamwork within both the school and the broader local community. At the same time, they recognise those who display strong values, such as doing one's best, respect for others and "mateship", characteristics that are integral to Australian society.

Shawn has demonstrated these characteristics through his endless endeavour to help students at Mark Oliphant College through SRC. In addition to this, as part of his community service component for The Duke of Edinburgh Award, Shawn has been a positive role model and has assisted other students to meet their goals for the award as well as showing initiative and leading activities on adventurous journeys.

Shawn has made the most of his educational opportunities in 2019 and is a well deserving of this award.

Elle Penekelis



SENIOR YEARS UPDATE

I would like to begin by congratulating the senior students who have remained committed to their studies over the final few weeks of Term 4. I am positive that many of them are now looking forward to having a relaxing summer break.

Term 4 is always such a busy term in the Senior School for both students and staff. Our students are completing final assessments, and in many subjects preparing for exams. Thank you to the staff who were involved with academic recovery, supporting many students complete their compulsory SACE subjects. We also have to thank the UniSA preservice curriculum support team, UniSA connect team, Flinders University, The Smith Family and Barkuma Better Pathways who have all played a significant role in supporting the success of our Senior Students this year. We look forward to working with them all again next year.

SACE results will be released at 8:30am on Tuesday 17th December and as you can imagine, the students from our Year 12 graduating class are looking forward to receiving their SACE results. Our experience at Mark Oliphant College is that the vast majority of our students make a successful transition into their preferred course at universities and training organisations or directly into the workforce. With this in mind, we wish our graduates well and look forward to sharing stories of their success with you in early 2020. Thank you to the staff who work with Year 12 students during the term, in and out of instruction time and during the holidays.

Year 11 students have concluded their year successfully. Their final week consisting of end of year examinations and Year 12 workshops. Speaking with some students last week as they came and went from examinations, I was thoroughly impressed by their commitment to doing their best in the final assessments of 2019. It was obvious in their comments that they had been working diligently in preparation and were feeling confident in their ability to demonstrate their knowledge of the different subjects. The Year 12 workshops were also valuable as students were able to look over their subject outlines and assessment tasks in preparation for Year 12 in 2020.

Year 10 students participated in a Transition to SACE workshop on Thursday 5th December. Sessions allowed students to finalise their 2020 timetables, plan their SACE to Year 12, reflect on 2019 achievements, and discuss, reflect and report on their attitudes towards school, learning, self and others. The information collected will be used to drive changes to further support the success of this cohort in 2020 and beyond. Students also participated in activities aimed at developing empathy and resiliency to build a culture of respect, determination and achievement. Students expressed their gratitude around the fact that the results would be shared early in 2020 and any changes will be made collaboratively with them.

We want our students to leave Mark Oliphant College as powerful, lifelong learners who succeed as active global citizens

While our teachers have had busy weeks marking exams, writing reports and preparing for 2020, I would like to publicly thank them and our support staff for their work throughout the year. It takes a diverse team of creative, committed and generous people working together, to respond to the needs and aspirations of our students.

Thank you to our many parents, caregivers and friends of the College who provided such generous support in 2019. Your feedback, encouragement, donations, time and expertise have been integral to the achievements of the students and the development of the Senior school this year.

On behalf of our Senior staff, I wish each of you a merry Christmas and a very happy new year.

Angie Corbo, Head of School (Senior Years)



VET

VET STUDENT OF THE YEAR – Congratulations Cameron Thomas

Cameron has worked diligently throughout the last 2 years to successfully complete his SACE whilst participating in the VET for schools' program. He began this journey in 2018, successfully completing the Certificate I in Automotive, before continuing with the Cert II in Automotive this year. Cameron has completed 140 hours of work placement which has helped him to develop on the job skills and build his resume in preparation for an apprenticeship.



Feedback from his employers was always positive, he was very well mannered, presented well, always showed initiative and had the ability to fit in with the team. His trainer has also commented about this student's commitment at always aiming to perform at his best, ensuring his theory work was always up to date, even when he struggled, he always made the effort to seek out help to ensure he was successful.

Cameron always showed respect for his school and led by example, always in uniform and always at school. He respected everyone around him including his teachers and other students in his classes. Completing a VET course enabled him to include what he learned from his course and use it to complete his school subjects. His teachers comment that he was willing to take on board feedback and use this to his advantage, we believe this to be his strength. Even when he found the assessment requirements challenging, he never gave up and he demonstrated significant perseverance throughout the year. Over the year he became more confident and this was evident in his conversations he had with his teachers and his ability to be able to articulate his learning and his goals for life beyond school.

He has now completed the SACE and is committed to continuing his quest in getting a full-time apprenticeship using the skills developed through his Certificate. We are very proud of Cameron and wish him all the best of luck in the future.

SCHOOL-BASED APPRENTICE OF THE YEAR – Congratulations Steve Wills

Steve commenced the Certificate I in Automotive in 2018. After completing a very successful work placement the Employer offered him a school-based apprenticeship. This meant that he was able to earn money working for Peter Kittle, while completing his Certificate III in Automotive Body Repair Technology qualification through TAFE SA. He also benefited from working in an area of interest and has had the opportunity to gain the skills and knowledge needed for his chosen occupation in a real-world, practical setting. The employer informed him that they would only take him on as a full-time apprentice if he completed his SACE, showing all passing grades.



The positive and supportive relationships developed between the school and Steve, his parents, the trainer and the employer ensured he was supported to complete his SACE using various options.

Steve worked very hard at school, at training and at work because he was determined to continue this apprenticeship post school. He thanks Mark Oliphant College, is grateful to his teachers for believing in him and helping him to achieve his goals.

We are very proud of the resilience Steve has shown over the last 2 years and his commitment to developing into a great mechanic. He has now secured a full-time position with Peter Kittle and looks forward to the next journey, working full-time in a job he loves.

SENIOR SCHOOL – WHAT'S NEW IN 2020

NASSSA VET courses hosted by Mark Oliphant College

- **Certificate III in ICT (Cyber Security) and Certificate III in Individual Support (Disabilities)**

Both of these courses will be offered to our students as well as other students belonging to our 10 Northern Adelaide alliance schools and delivered from our site from the newly developed computer suite in the library.

- **Certificate III in Community Services**

This course will also be hosted by Mark Oliphant College, however this one will be delivered offsite by the Australian Institute of Social Relations from their Elizabeth Office.

All of the courses above are full qualifications and will therefore contribute to SACE completion and can be used as a subject towards their ATAR for university entry.

We currently have 50 approved VET enrolments for 2020 across

Years 10 to 12. All students should receive their acceptance letters by next Friday, if you have not received your letter, contact Lesley George in the front office for a copy.

These courses have a very practical focus preparing our students with skills for work. Many of our VET courses incorporate a period of on-site learning, which means you don't just learn in a classroom, but you also get industry experience in a genuine work environment. It's real-world industry experience that ensures your qualification fully prepare you for employment in your chosen industry.



Student Learning Support Hub

The student Learning Support Hub will be allocated in the school's Library and will be an extension of the current Year 12 study room. It will be staffed fulltime by 2 teachers, a curriculum student support officer and UniSA preservice teaching staff will be present on a part-time basis. The benefits of this Hub will be that it will act as an academic support space for senior students who require extra learning support. The focus, in the first instance will be to support students with a disability or learning difficulty, our Aboriginal students and our Year 12 students with academic support and social skill building.

Flexible Learning Options Program on-site – Mark Oliphant College Alternative Program (MAP)

Mark Oliphant College is excited to announce the integration of FLO back onto our site. MAP (FLO onsite) will initially host 50 students from Years 10 to 12. This is an exciting opportunity for our students as they will now be able to remain connected to our school. MAP and FLO case management will support our students and families to address barriers to engagement and to assist our young people to re-engage with learning and successfully return to school, or move to further education, training or employment.

YEAR 12 GRADUATION

On Tuesday 19th November the Mark Oliphant College community gathered to celebrate the achievements of our 2019 Year 12 cohort at Starplex in Gawler. This event marked a significant transition in the lives of these young people. Each of our graduating Year 12 students was individually honored with a graduation certificate signifying the conclusion of their time at Mark Oliphant. Individual Awards were also presented for consistent achievement in each Year 12 class as well as community service, Vocational Education and Training and leadership awards.

We congratulate the following individual award winners:

Long Tan Leadership Award - Crystal Carpenter

Caltex All-rounder Award - Josh Elemo

Vocational Education and Training Award - Cameron Thomas

School Based Apprenticeship Award - Stephen Wills

Governing Council Award - Chloe Roy

Commitment to Learning Award - Julia Leeflang

Indigenous Student Award - Jacob Turner

We are all so proud of the achievements of this group. During this term Year 12 students have held exit meetings with members of leadership to plan their pathway and discuss post school options. During these meetings a comment I have heard many students make is how proud their parents and families will be of their achievements. These are significant achievements and it was a pleasure to celebrate this significant milestone with family and friends.

On behalf of the Senior Years Leadership Team and the 2019 Year 12 Cohort I would like to thank all of the teachers and support staff who assisted with the organisation of the Year 12 Graduation. It was an extremely successful celebration of our students' achievements. I would also like to thank everyone who has supported the class of 2019 throughout their many years at the College.

We hope that these students will remain connected to our community into the future. We also eagerly await the release of Year 12 results, on Tuesday 17th December, where students will receive information on their SACE completion and ATAR University entrance rank.

Daniel Quinlivan, Leader Year 11, 12 and SACE

STUDENT SUCCESS STORY

Mark Oliphant College 2017 SACE Completer - Gemma Phillis Where is she now?

I completed Year 12 at Mark Oliphant College in 2017 where I was presented with countless opportunities to work with Children's University as well as complete volunteer work within the Primary Years. By utilising these opportunities, I discovered my passion for teaching and am now studying a Bachelor of Education with a specialisation in primary years. Since graduating from high school, I have continued to work with Children's University Australia, assisting with holiday workshops and volunteering at the end of year graduation ceremonies. I have also volunteered in a number of schools throughout the Northern Suburbs and I am excited with the prospect of working with your school community again in the coming year supporting the learning of students with disabilities in the Senior School. **In October of 2019, I attended The Playford City Councils Local Heroes Awards Night where I was awarded the Positive Playford Award – Youth Award for my work within school communities and with Children's University. My passion for working with young children continues to grow and I encourage you to take every opportunity you are given; you never know where it will lead you! - Gemma**



Congratulations Gemma! The MOC community is very proud of your accomplishments post school. We look forward to working with you in 2020 and wish you every success as you continue your journey towards your career aspirations.

YOUR PATHWAY TO UNIVERSITY

FLINDERS FOUNDATION STUDIES



THE FLINDERS FOUNDATION STUDIES PROGRAM CAN HELP YOU ACHIEVE YOUR GOALS.

Our program equips you with the skills to be a successful university student and introduces you to some of our major fields of study.

You will explore

- Introduction to University Study through Academic Writing
- Developing the Skills of Academic Literacy
- Developing the Skills of Academic Numeracy
- An Introduction to Different Areas of University Study

It provides you the opportunity to prepare yourself to find a new direction in life

WHO CAN APPLY?

This program is open to anyone who has not studied at university.

Applicants who are Australian citizens, those with Australian permanent residency status or New Zealand citizens are eligible to apply.

ENTRY REQUIREMENTS

There are no prerequisites or entry requirements.

It is not available to students eligible to be enrolled in Year 12 studies – South Australian Certificate of Education (SACE) or equivalent – in the year that they wish to commence this course.

FEES

Students accepted into the program do not pay any fees for their study. The program is funded by the Commonwealth Government for the purpose of enabling more students to undertake university study. This funding applies to anyone accepted into the program who is an Australian citizen, New Zealand citizen residing in Australia, permanent resident of Australia, or holder of a Permanent Humanitarian visa.



NEW LOCATION IN 2020 NORTHERN ADELAIDE

In partnership with the City of Playford we are excited to announce the Flinders Foundation Studies program will be offered at the Stretton Centre, Munno Para in 2020. The program will be available at this location in both semesters.



LOCATION

There are several different options available for you to commence your studies at a time and location that best suits your needs.

Adelaide metropolitan locations

- TAFE SA Adelaide
- TAFE SA Noarlunga
- Flinders University Bedford Park
- Stretton Centre Munno Para

Regional locations

- TAFE SA Mt Barker
- TAFE SA Barossa (Nuriootpa)
- TAFE SA Berri
- TAFE SA Kadina
- TAFE SA Mt Gambier
- TAFE SA Murray Bridge
- TAFE SA Port Augusta
- TAFE SA Port Lincoln
- TAFE SA Port Pirie
- TAFE SA Victor Harbor
- TAFE SA Whyalla

We offer Foundation Studies in Semester 1 (late February entry) and Semester 2 (July entry). Applications open a few months prior to the start date and the program runs for one semester. It is offered in both metropolitan and regional areas with our partner TAFE SA.

Alternatively, in Semester 1, there is an additional option of undertaking Foundation Studies entirely on campus at Flinders University (evening classes). This is suited to those with day-time commitments and will run for seven months, allowing you to begin your university degree in Semester 1 the following year.

YOUR FIRST STEP TO FLINDERS STARTS HERE

At the completion of the program, you can apply for entry to a range of Flinders undergraduate courses if you have:

- successfully completed all four topics
- attended at least 75% of the classes in each topic.

In the final part of the program we will provide you with information on how to begin your university studies. We will guarantee your entry to a range of undergraduate degrees and depending upon your Foundation Studies results you will be eligible to apply for entry to most of our degrees.

HOW TO APPLY

To begin your application please visit flinders.edu.au/foundation

CONTACT US

Office of Student Recruitment
1300 354 633 (Option 1)
askflinders@flinders.edu.au
flinders.edu.au/foundation

In partnership with TAFE SA
The Flinders Foundation Studies Program has been developed by Flinders University and is delivered by staff from the University and our partner TAFE SA.
CRICOS NO. 00114A



BUSHFIRES *START* WHEN WE *STOP* PAYING ATTENTION

Dear Resident,

South Australia Police is committed to preventing deliberate, reckless or negligent lit fires in your local area.

Fires caused by deliberate, reckless or negligent behaviour not only destroy communities and properties but have the potential to kill. South Australia Police is committed to identifying and apprehending people within our community and ask for your assistance.

If you see a fire, immediately call Triple Zero (000).

If you see anything suspicious immediately call the Police Assistance line on 131 444.

Helpful details to make note of include:

- **Location** i.e. road name, nearest side street, identifying landmarks, Rural Property Address number and property name.
- **Vehicle** details i.e. registration number, make, model, colour and any distinguishing features (e.g. dents, stickers).
- **Characteristics** such as their age, gender, weight, height, hair colour or clothing.

If you have any information about who is deliberately lighting fires or engaging in reckless or negligent fire lighting behaviour contact Crime Stoppers on 1800 333 000 or online at www.sa.crimestoppers.com.au. You can remain anonymous.

Let's work together to prevent the devastation of bushfire this season.

Yours sincerely,

Tanya Leonard

Senior Constable First Class
Northern District

27/11/2019



positive partnerships
Working together to support school-aged students on the autism spectrum

Free
to attend

2 Day Autism Workshop for Parents and Carers



Join other local families to learn more about autism and ways to strengthen the home-school partnership

Learn about:

- Autism: characteristics, impacts and strategies
- Understanding behaviour
- Sensory processing
- Working together with your school

Location:

Elizabeth RSL
70 Midway Rd
Elizabeth East SA 5112

Morning tea and a light lunch are provided

Elizabeth

Tue 17 & Wed 18 March 2020
9.30am - 2.30pm

Registrations open 05 December 2019



Interpreters available



To register, visit
positivepartnerships.com.au



For help, call:
1300 881 971

UniSA Men's FC Seniors would like to invite potential players to trial for positions in U18s, Reserves and First Team for season 2020.

Under new leadership UniSA Men's FC is looking to become a progressive and successful club based around the development of our players.

For further information please contact:

Joerg Ehmann – 0407 398 491

Paul Solomon – 0466 254 010

Pali Besa Dodaj – 0433 577 915

The Positive Partnerships initiative is funded by the Australian Government Department of Education and Training through the Helping Children with Autism package and is delivered by Autism Spectrum Australia. The views expressed in this publication do not necessarily represent the views of the Australian Government or the Department of Education and Training.

