



Benalla P-12 College

Executive Principal - Tony Clark

Monday 18th November, 2019

Edition #34

A MESSAGE FROM OUR PRINCIPAL

COLLEGE VISION

BENALLA P-12 COLLEGE ENSURES THAT EVERY CHILD LEARNS AND IS PREPARED FOR THE FUTURE THROUGH A COMMITMENT TO EXCELLENCE IN TEACHING, HIGH EXPECTATIONS AND POSITIVE RELATIONSHIPS IN A SAFE AND INCLUSIVE ENVIRONMENT

Year 10 Nepal CEDA Students

On Friday I attended a presentation at the 15 Mile Creek Camp, where 5 of our Year 10 students gave a short presentation on their recent trip to Nepal. Alex, Cheyene, Molly, Jess and Andre all gave very personal and insightful presentations about how this trip had impacted them personally. The students from the other participating schools did the same. It is a wonderful opportunity for our students to be involved as a follow on from the Year 9 Futuremakers Camp, and I would strongly encourage all students in Year 10 next year to give this some thought. Well done to each of our students for taking on the challenge and for representing Benalla P-12 College in such a positive way.

End of Year Music Concert

Last Thursday the music department put on a fantastic show to end the year. The 4 College bands all played a series of pieces – the Stage Band, Symphonic Band and the Year 7 and 8 Bands. All students performed extremely well and put on a great show. Well done to our dedicated music staff – Barry Roberts, Bryce McMurray, David Roe and Rolf Koren for the work they all put in to prepare for the evening.

PNG Aus Connect Program

Currently we have 3 staff in Melbourne with the staff and students of Kerevat National High School, as part of the Aus Connect Program. Tomorrow evening they will all arrive back in Benalla and spend a week with us, getting to know the school and the local community. Staff and students will be introduced at a Year 7-9 assembly on Wednesday morning, and then spend time in classes as well as some activities exploring the local area. This is also a great opportunity to share our knowledge and experiences with them as well as for our students and staff to learn more about another culture.

HeadStart

All Secondary students will begin the Headstart program next Monday, meaning they will move up a year level and begin work on their new subjects with their new teachers (as much as possible). This is a very important time to set all students up for success in 2020 and we expect all students to be ready to learn and at school each and every day.

Continued.....

TERM 4 DATES, MON 7TH OCTOBER- FRI 20TH DECEMBER

DATES TO REMEMBER

MON 18TH NOVEMBER

YR 10 & 11 exams commence

TUES 19TH-TUES 26TH NOV

PNG School visits Benalla P-12 College

WED 20TH- FRI 22ND NOV

Year 8 Camp

Introduction to Futuremakers, Lake Nillahcootie

WED 20TH NOVEMBER

Uniform Shop- Faithfull St Campus- D1

10am-4pm

Final Uniform Shop for the year

FRI 22ND NOVEMBER

Year 9 Formal

6pm- Faithfull St Stadium

MONDAY 25TH NOVEMBER

Headstart commences

TUESDAY 26TH NOVEMBER

Year 6 transition into Year 7

9am-1pm

Our College Values

Respect
Responsibility
High Expectations
Integrity

PRINCIPALS MESSAGE CONTINUED.....

Wow Work Award

At the Waller Street assembly this afternoon I presented the weekly Wow Work Award to Grace Harrington for her fabulous poetry portfolio. There were a number of students in that class who had also completed some excellent work.

Well done also to Ms. Akhtar's class for taking out the weekly attendance award at Waller Street with 98.3% attendance for the past week. As the end of the year comes closer it is important that all students continue to attend school all day every day (unless they are unwell). There is still plenty of learning going on.

Tony Clark
Executive Principal

UNIFORM SHOP NEWS

Due to unforeseen circumstances, production on school dresses may be delayed.

Please place your order now, ready for the new school year.

The Uniform shop is open on Wednesday 20th November and Judds will have dresses available to try on and order.

JANUARY UNIFORM SHOP DATES

Tuesday January 21 st	10.00am to 4.00pm
Wednesday January 22 nd	10.00am to 6.00pm
Wednesday January 29 th	10.00am to 6.00pm
Thursday January 30 th	8.30am to 11.30am

The Uniform shop is open on the Faithfull St Campus, located in D1

ATTENDANCE....EVERY DAY COUNTS!

We are now in week 7 of term 4 and it is just as important to attend school for the next 4 weeks, than it is at the start of term 1 of the year. **Going to school every day is the most single important part of your child's education**..... missing school puts them behind. There are no safe days for missing school. School is better when you attend. Your friends and your teachers notice that you're away and wonder if you are ok. Why is regular attendance important? Right now, being at school is the most important thing you need for your future. School helps you build good habits for later on in life. You might think that school is just about Maths and English but your also learning about how to work with other people and how to solve problems. If you are having trouble getting your child/ ren to school every day, please pop in to see one of our student wellbeing team:

- Avon St/Clarke St Campus -Scott Greig 5762 1646
- Waller St Campus -Bron Greig 5762 2600
- Years 7-9, Faithfull St Campus -Lou McCloskey 5761 2777
- Years 10-12, Faithfull St Campus -Craig Carley 5761 2777

We would love to support and work together with you to get your child back on track attending every day.

Email: benalla.p12@edumail.vic.gov.au

Web: www.benallap12.vic.edu.au

Avon St
Yrs F-4
P: 035762 1646

Attendance Hotline
035762 1646

Waller St
Yrs F-4
P: 035762 2600

Attendance Hotline
035762 2600

Faithfull St
Yrs 5-6 Hub
P: 035761 2752

Attendance hotline
035761 2747

Faithfull St
Yrs 7-12
P: 035761 2777

Attendance Hotline
035761 2747

AVON ST CAMPUS NEWS

STUDENTS OF THE WEEK



Congratulations Kristy, Talydia (absent), Lashaya, Jolene, Josh and Max

FOUNDATION STUDENTS CREATE ART



The Foundation students had fun creating colour using their fingers only.

SARGEANT SCRUFFY'S ADVENTURE

Sargeant Scruffy enjoyed spending the night at Cheyanne's house and riding the motor bike.



WOW AWARD



Congratulations Cheyanne on receiving Mr Clarks WOW award.

SCHOLASTIC BOOK ORDERS

**Scholastic Book Club Loop
Orders close Wednesday 20th
November 9.00am**

Dear Families,
Please note Avon Street Campus will not be accepting cash or cheques for book club orders. All books can now only be ordered via the LOOP orders online

www.scholastic.com.au/LOOP

Details re ordering are located at the back of your current Book club catalogue.

For more information
contact Scholastic Book
Club
1800 021 233



WALLER ST CAMPUS NEWS

STUDENTS OF THE WEEK



Our Students of the week were:

Emma Williams, Noah Norman, Kiki Fitzgerald-Baboussouras, Elly Decker, Connor Haxby, Maycee Pratt, Ellyse Ludvigh

BENALLA FESTIVAL AWARDS

Congratulations to the following students who participated who all received awards at the Benalla festival.

Amy Lowe: 1st place in skateboarding

Tayn Symes: 2nd place for writing

Payton Fowles: Highly commended for writing

Willow Stocker: 2nd place for colouring

Emily Milner: Highly commended for writing



GOLDEN SHOVEL AWARDS



WOW AWARD



Congratulations Trae Hopgood on being awarded the WOW Award this week.

YEAR 3 & 4 COMPLETE A PASSION PROJECT

This term Year 3/4 students are completing a multi-genre writing project. Each student has to select a topic that they are interested or passionate about and write about this topic in 4 different genres. The first genre we wrote in was informational writing. The students have researched their topic and presented their work in a variety of formats.



CAMPUS LEADERS

Congratulations to our Campus Leaders who represented the College at the Remembrance day service.



FAITHFULL ST CAMPUS NEWS

FESTIVAL FUN



On Wednesday the 30th and Thursday the 7th a group of students from year 7 to 10 participated in a creative workshop to build sculptural artworks for the Benalla festival.

The students worked with artist Daniele Poidomani to create a larger than life cake out of bamboo and tissue paper. The cake slices are to be worn as puppets in the parade on Saturday the 9th of November.

Students worked very hard during these workshops and learnt some valuable new skills surrounding

environmentally friendly construction techniques. Thank you to all students who participated!

DR & NURSE SERVICE

The Dr & Nurse service is available every Tuesday from 9am-12.30pm.

To make an appointment, just call or text 0427 752 398.

Alternatively, you can arrange an appointment by contacting Craig Carley or by attending the surgery during the walk in sessions from 10.30am -11.15am.

Dr & NURSE SERVICE

EVERY TUESDAY

9AM – 12:30PM

CALL OR TEXT MESSAGE FOR
APPOINTMENT:

0427752398

Private, confidential & free



Alternatively you can arrange an appointment by seeing Craig Carley or turn up to the surgery during the walk in sessions from 10:30 to 11:15

AFTER SCHOOL CARE NEWS

UPCOMING ACTIVITIES

To view the activities and afternoon tea menu, click on the following link:
<https://benallap12.vic.edu.au>

HOW TO BOOK:

Bookings can be made by contacting:

Waller Street Campus:
57622600 or Mob 0407 715 660

Avon Street Campus:
5762 1646 or Mob 0428 014 133

The Vacation Care program for January will be available on December the 1st.



STUDENTS HAVING FUN WHILE AT AFTER SCHOOL CARE ON ALEX'S CAR.



STUDENTS EATING SOME YUMMY FRUIT FOR SNACK.



1800 050 321

- Strengthening family relationships
- Helping families stay together
- Assisting families through separation

Monday to Friday 8am to 8pm local time
Saturday 10am to 4pm local time
Closed Sundays and national public holidays

FAITHFULL ST CAMPUS NEWS

CONSTRUCTION INDUCTION CARD COURSE

Another group of our students successfully completed their Construction Induction Card qualification last week. This full day course was conducted by Brett Van der Burgh who is a Plumbing Trainer from the Building Construction Department of Shepparton GOTAFE. A third group of students will undertake training on 29 November which will mean nearly 50 students will have completed this course in 2019.

This course details the legal health and safety regulations of construction work together with construction hazards and risk control measures. Students also learnt about health and safety communication and reporting processes. Students require this card if they are seeking work experience or a School Based Apprenticeship in the Construction Industry. This includes building, plumbing or electrical work. The course also provides students with an advanced knowledge of OHS in other industries.

The Tomorrow Today Foundation continue to assist many students with funding to complete this qualification. Thank you also to Doris Arendt (Geared4Careers) who helped students to complete the application process and supported their participation on the day.

Once again, all our students participated enthusiastically in all aspects of coursework and achieved a 100% completion rate.

-**Sue Oakley** (Pathways to Retention Coordinator) and **Molly Craig** (School-Based Apprenticeships, VET and Work Experience Coordinator)

Students complete written assessment



Pictured with trainer, Brett, Nathan Winton, Will Stickland, Toby Condron-Tippens and Kayne Clark learn how to fit Personal Protective Equipment correctly



Brett Van Der Burgh explains risk management on building site

Outdoor School Future Maker EXTENSION PROGRAM



These programs are for students who will be in Year 10 in 2020, and who have participated in the Outdoor School's Future Makers program during the 2019 school year. Application forms and sample videos can be found on our website at <http://www.outdoorschool.vic.edu.au/extension-programs/2455/>, or use the links listed below to directly access the online application form.

We currently offer three extension programs to Year 10 students who have completed the Future Maker Program in Year 9:

Summit to Sea

One of the best wilderness journeys possible in Australia, a twenty-one-day expedition from our highest mountain, Mt Kosciusko, all the way to the ocean at Marlo. We move through some of the most scenic and diverse environments in South Eastern Australia, using snowshoeing, bush walking and white water rafting as modes of transport.

<https://www.surveymonkey.com/r/NKK77K3>

CEDA Nepal

The CEDA (Cultural, Environment, Development & Adventure) Nepal program provides students with a rounded experience in a developing country with some of the most spectacular mountain scenery in the world.

The four aspects of the program that are addressed are:

Cultural – students experience world heritage listed cultural sites both within the cities and countryside of Nepal.

Environment – students will address the competing environmental issues in some of the most spectacular locations in the world.

Development – students will have the opportunity to contribute to a local Nepalese development project and make a real difference to a community and its people.

Adventure – students will be a part of a multi-day trek, camping in tents and exploring the local environment in the Solo Khumbu region of Nepal. This area will enable students to access the Himalayan mountain range.

<https://www.surveymonkey.com/r/CEDA2020>

Kimberley

'A cultural learning experience of a lifetime'

Outdoor School is offering an exciting educational learning adventure in the form of a eighteen day extension program at JARLMADANGAH BURRU ABORIGINAL COMMUNITY. As well as having the opportunity to go 'bush' and experience the history and culture tied to living on the land students will be immersed in the daily workings of this remote Indigenous community in the Kimberley region of Western Australia.

<https://www.surveymonkey.com/r/LPNYQ5W>

WELLBEING NEWS

RESOLVING FAMILY CONFLICT

Disagreements are a healthy part of family life. We're all individuals with different ideas, personalities and ways of doing things, and we all want to control the TV remote!

And while we shouldn't expect to agree all the time, ongoing conflict and tension can cause stress and damage our relationships. Resolving family conflict effectively also teaches kids how to negotiate and reach compromises, setting them up for strong relationships throughout life.

IT STARTS WITH YOU

As an adult, you set the tone for your home, and the children and young people in your family will mirror your behaviour. If you shout or use physical aggression to deal with conflict, kids will think this is the way to get their point across or win a disagreement.

If you have an argument with another family member, try to model anger control by taking time to calm down before revisiting the issue. It's important to show kids that although conflict is inevitable in life, it can be dealt with effectively.

DEVELOPING CONFLICT MANAGEMENT SKILLS

Cooperation: Get kids to help solve conflict together. It's important that you help them approach conflict in a positive way, and believe that they can work together to solve it.

Managing emotions: It can be really difficult for kids (and adults) to keep their cool in a conflict situation – especially if they feel they're being accused or blamed. Reacting aggressively or withdrawing from the situation are common responses. It can help to take a bit of time out to let everyone calm down before returning to the problem.

Empathy: Teach kids how to listen to, and understand, the needs and concerns of other people. Help them to ask why the other person wants something and consider what it might be like to be 'in their shoes'.

Communication: Learning to speak clearly and respectfully takes practice. You can help kids practise positive ways to ask for what they want: "I would like you to ask before using my things."

When enough is enough: Some issues are too big for kids to work out and the conflict continues to escalate. If the conflicts become very intense or lead to physical aggression, then it is important for you to step in. When a mutual solution is not possible, you can still help your child to think through the alternatives that are available to him or her and choose the best one.

SIX STEPS TO CONFLICT RESOLUTION

Try this step-by-step approach to working through an issue. You can also use these principles to sort out disagreements with your child or young person.

Step 1. Help kids see conflict as a problem they can sort out fairly with help. For example, you might say: "It looks like there's a problem here. I'm sure if we talk about it we can sort it out."

Step 2. Get each child to explain how they see the conflict. Get them to focus on what they want or need, and what their concerns or worries are, rather than blaming the other person.

Step 3. It's helpful to restate each person's concerns so everyone's on the same page. For example, "So, you're worried that you won't get a turn; and you're trying to make it to the next level of the game and you're worried that if you stop now you won't get to it."

Step 4. Get each child or young person to suggest at least three different solutions. For example, "What are some ways to solve this so you can all feel OK about it?" If they can't think of any, offer some ideas for them to think about.

Step 5. Help them agree on a solution that will work and put it into action.

Step 6. Praise them for sorting it out.

CHRISTMAS TOY DRIVE

Benalla P-12 College is assisting Vinnies Benalla with their Toy Drive.

The toys will go with the Christmas Hampers, and will go to families in need in our Benalla Community in time for Christmas.

If you would like to assist with this worthy cause, please drop your toy/s to any of our Campuses before Friday 6th December 2019.

There is no need to gift wrap, Vinnies will do this.

Gifts do not have to be expensive, just whatever you wish to donate.

We thank you for generosity and assisting this worthy cause.





THE UNIVERSITY OF
MELBOURNE

“It takes a village”

Department of Rural Health

Public Event

Preparing young people and the community for wellbeing

Professor Lindsay Oades
Director of the Centre for Positive Psychology, MGSE,
The University of Melbourne

The University of Melbourne, Department of Rural Health bring you a Public Lecture by Professor Lindsay Oades.

Lindsay is an internationally recognized wellbeing scientist and wellbeing public policy strategist. He is a board member for Action for Happiness Australia and has consulted to the Australian Mental Health Commission and NSW Department of Education and he won an Australian Government citation for contribution to student learning. Lindsay's vision is for every Australian school child to have a personalized wellbeing plan.

With the emergence of wellbeing science, including positive psychology, there is increasing evidence of what leads to wellbeing; economically, socially and psychologically.

After providing an introduction to wellbeing and positive psychology, it

will be argued that we need to help prepare our young people for wellbeing by:

- Working with communities (including schools, families, workplaces, sports clubs etc.) rather than only individuals
- Adopt approaches to wellbeing that include positive functioning and not only the absence of illness
- Move beyond the present to the future
- Focusing on how we communicate about wellbeing as a key enabler (i.e. wellbeing literacy)

The example of positive psychology in classrooms from Maroondah City Council (near Melbourne) will be described.

Young people and communities can be prepared to experience wellbeing. This is an alternative to focusing only on removing the bad.



Event Details

Date:
Thursday 21st November, 2019

Time:
5:30pm - 7:00pm

Venue:
The University of Melbourne
Department of Rural Health
49 Graham Street
Shepparton VIC 3630

Enquiries:
Di Doyle P. 5823 4512 or
E. ddoyle@unimelb.edu.au

Bookings:
Bookings are essential for this free public lecture. Register at www.trybooking.com/BGIQM

insights



Why validation is the best parenting skill of all

by Michael Grose



At a time when the mental health and wellbeing of children and teenagers is firmly in the spotlight, validation is an essential parenting skill.

When a child or teen comes to you when they are struggling emotionally, they want you to understand their dilemma. They don't want to be dismissed or told to 'get over it'. They generally want someone to acknowledge that their concern is real with comments such as:

"I see you're worried about going to camp. I can understand that."

"Thanks for telling about the scary monsters in your bedroom. Let's see what we can do about them."

"I'd be afraid too if I was left alone on my own for that long."

Validation of a child's struggles helps them

Validating a child's struggles helps in a number of ways. It works to:

Build deep connection

Relationships built at the time of vulnerability go deep and are hard to break.

Promote a child's wellbeing

Validation helps kids feel safe, which is what 'worry warts' and anxious kids want. Lack of understanding rather than fear itself often impacts negatively on a child's happiness.

Overcome disappointment and build resilience

Validation encourages kids to give voice to their concern or disappointment and either takes steps to rectify it or move on.

Develop emotional intelligence

Parental validation models emotional intelligence for children and teens. It requires you to identify the emotions that may be behind their language or behaviour.

Encourage empathy

Validation requires you to stop, listen and get on the same wavelength as your child.

Four steps to validating your child's emotions

Follow these steps when your child comes to you with their worries or concerns to make sure they feel understood.

Attend

Stop what you are doing and give your child full attention.

Observe

Listen with your eyes as well as your ears.

Reflect back their worries

Get down to their eye level if necessary, saying something like, "I see you're really concerned about this."

Touch

If appropriate, gently touch their shoulder or give them a hug when you speak to them. This will help them feel safe and comforted.

There's no better feeling for a child or teen who is struggling than knowing someone they value truly understands them.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 12 books for parents including *Spoonfed Generation* and the best-selling *Why First Borns Rule the World and Last Borns Want to Change It*. His latest release *Anxious Kids*, was co-authored with Dr Jodi Richardson.

Policy: Homework Policy
School: Benalla P-12 College
Section: Student 3.11
Version: Two

School Council Approval Needed

PURPOSE

The purpose of this policy is to outline to students, parents/carers and school staff Benalla P-12s expectations for homework and at-home learning.

SCOPE

This policy applies to students in years Foundation to Year 12 and to staff responsible for setting homework.

POLICY

Benalla P-12 College expects students to further develop and consolidate their independent learning skills by completing homework tasks. Homework has a positive effect on learning and is an important part of reinforcing the concepts that are introduced in class. It also plays a significant role in building work ethic, self-discipline and responsibility.

Teachers at Benalla P-12 College are encouraged to exercise their discretion in assigning tasks that are appropriate for their students. Homework assigned across different learning areas will be coordinated by class teachers to avoid unreasonable workloads for students.

Foundation to Year 4

In the early years, the objective of homework should be to practise and consolidate the concepts that have been introduced during class time. It is also intended to introduce the concepts of self-discipline and responsibility and prepare them for the upper grades.

Assigned homework tasks will build on concepts explored in the classroom and encourage students to use their initiative by gathering additional information or materials.

Homework will mainly consist of daily reading to, with, or by parents/carer or older siblings.

Students are generally not expected to complete more than 30 minutes of homework per day and no homework tasks will be assigned over the weekends or during the holidays.

Year 5 to Year 6

In the upper year levels, the objective of homework is to build on the concepts of self-discipline, responsibility and initiative to prepare students for secondary school.

Assigned homework tasks will include daily independent reading and may include extension assignments, class work, essays and research.

Students are generally not expected to spend more than 45 minutes per day on homework and no homework tasks will be assigned over the weekends or during the holidays.

Years 7 to 9

Homework tasks at these year levels may include daily independent reading, extended classwork, projects, essays, exercises and research.

Generally, students will be expected to spend between 45 to 90 minutes per day on homework tasks. Some tasks may be assigned to be completed during weekends and on the school holidays.

Years 10 to 12

Generally, students can expect homework tasks in these year levels to increase to take into account the expected level of independence and initiative of students.

At Year 11 and Year 12, students are expected to spend an increased amount of time completing homework tasks in preparation for VCE and VCAL.

Students can expect to spend between 1 to 3 hours of homework per weeknight, and further study on weekends during assessment periods.

Shared expectations and responsibilities

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Benalla P-12 College will support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and providing them with a copy of the homework policy
- ensuring students are equipped with homework diaries to provide a regular communication between parents and the school. Diaries may be electronic.

It is expected that teachers will:

- equip students with the skills to solve problems
- encourage real-life problem solving, logical thinking, creativity and imagination
- set varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- give students enough time to complete homework, considering home obligations and extracurricular activities
- assess homework and provide timely and practical feedback and support
- help students develop organisational and time-management skills
- encourage students to complete their homework diaries
- ensure parents/carers are aware of the school's homework policy and the purpose of homework diaries
- develop strategies within the school to support parents/carers becoming active partners in homework
- offer a wide range of opportunities for families to engage in their children's learning

It is expected that students will take responsibility for their own learning by:

- being aware of the school's homework policy
- completing homework diaries
- discussing with their parents/carers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

It is expected that parents/carers will support their children by:

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- regularly consulting with their child about their homework tasks
- talking to teachers about any concerns they have about the homework
- attending the school events, productions or displays their child is involved in

- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community
- ensuring there is a quiet study area for students to complete their homework tasks.

Support for students, parents and carers

Teachers at Benalla P-12 College understand that students have different learning styles and interests, and may approach learning activities and homework differently. If you are concerned that your child may not understand the homework tasks that have been set for him or her, or is spending a long period of time completing their homework, we encourage you to speak to their Year Level Coordinator.

Students who may benefit from support to complete their homework tasks are encouraged to attend study periods in the Senior Centre on Monday afternoons between 3:10 and 4:30pm.

FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide:
 - [Homework Guidelines](#)
 - [Homework Expectations](#)

Basis for discretion:

The basis for discretion lies with the Principal as an operational matter.

Date ratified by Benalla P-12 College Council: 28 October, 2019

Recommended date for review: October, 2022

Date Implemented:	October 2019
Reviewed and Amended Version One:	August, 2019