



# Benalla P-12 College

Executive Principal - Tony Clark

Monday 9<sup>th</sup> December, 2019

Edition #37

## 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*

### Statewide Transition Day

Tomorrow, all students in Years Prep to 6 will have their transition day to their next year level. In the majority of cases students, will be with their teacher for next year. We have a few new staff joining us for 2020 and they will be at transition day tomorrow to meet their new grades. I would like to welcome Eliza Axten to Grade 3/4 at Waller, Kathryn Clark and Brittany Annikan to Prep at Waller and Phil Brown to Grade 5 at Clarke St. Noreen Akhtar will move from 1/2 at Waller to Grade 6 at Clarke St. Other than that staff remain relatively unchanged. We have a strong and dedicated team of teaching and support staff ready to ensure your children gets the best education possible.

### Year 10/11 Presentation Night

Well done to all the award winners from Thursday night at the PAC. There were a range of students recognised for excellence and achievement in all subject areas across VCE and VCAL.

Student of the Year Awards went to the following students:

Year 10 – Charlie Patterson and Jessica Patterson

Year 11 – Chelsea McKinnon, Ebony Mathieson and Maddison Woods.

VCAL – David Button and Sky Trethowan.

Anika Wilmott took out the Grace and Albert Stoltz award, kindly presented by Chris Stoltz from the family. Lachlan Sands won the Weary Dunlop Trust Scholarship and Zoe Thompson the Les Heywood Award. Ed Mentiplay-Smith won the Weary Dunlop Oration and delivered his speech to the audience with his trademark confidence. Congratulations also to Year 10 student Cheyane Vaughan for taking out the ADF Long Tan Youth Leadership and Teamwork Award and Jessica Patterson the University of Melbourne Kwong Lee Dow Young Scholars award. Molly Ferwerda took out the CWA Scholarship, while Rhianna London and Anika Wilmott both received the Jenny Milner Foundation Scholarship.

As usual, the band played and were outstanding.

This Wednesday the Grade 5/6 presentation ceremony will take place at Avon Street at 5.30pm, followed by the Year 7-9 ceremony at 7pm.

*Continued.....*

**TERM 4 DATES, MON 7<sup>TH</sup> OCTOBER- FRI 20<sup>TH</sup> DECEMBER**

## DATES TO REMEMBER

### TUES 10<sup>TH</sup> DECEMBER

Statewide Transition Day

### WED 11<sup>TH</sup> DECEMBER

5.30pm- Year 5 & 6

Presentation Night (Avon St Campus)

7pm- Years 7-9 Presentation Night (Avon St Campus)

Yr 12 ATAR Release

### THURS 12<sup>TH</sup> DECEMBER

Year 7 & 8- University of Melbourne Science delivery program

Years 7-9- Success Integrated Presentation

### FRI 13<sup>TH</sup> DECEMBER

Year 1 & 2- Party in the Park

Year 9- University of Melbourne Science delivery program

Year 10 (Headstart)- Final Day of Term

### MON 16<sup>TH</sup>-FRI 20<sup>TH</sup> DECEMBER

Years 7-9- Activities week

### FRI 20<sup>TH</sup> DECEMBER

End of Term Dismissal 1pm

## Our College Values

Respect  
Responsibility  
High Expectations  
Integrity

## PRINCIPALS MESSAGE CONTINUED.....

### Grade 6 Graduation

Congratulations to all our Grade 6 students for a great year and for completing 7 years of primary schooling. Thankyou to all the parents and family members who attended to help celebrate this achievement. A special thankyou to Mr. Steve Winkler and all the students for the amazing song at the end. I hope you all enjoyed this finale as much as I did.

### Final Day Arrangements

Friday the 20<sup>th</sup> of December is the final day of school. All students will be dismissed at 1pm. A reminder also that the first day of school in 2020 will be Thursday January 30<sup>th</sup> for all students.

Tony Clark  
Executive Principal

## THE RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS CURRICULUM THAT IS TAUGHT ACROSS OUR COLLEGE IS MADE UP OF EIGHT TOPICS.

1. Emotional Literacy-the ability to understand, express, and manage our own emotions, build empathy and to respond appropriately to the emotions of others.
2. Personal Strengths-learn to recognise strengths and positive qualities in themselves and others. Strength based approaches promote student wellbeing, positive behaviour and academic achievement.
3. Positive Coping-provide students opportunities to identify and discuss different coping strategies so they are more likely to utilise a range of productive coping strategies and diminish the use of unproductive coping strategies.
4. Problem Solving-assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas.
5. Stress Management-Recognise personal signs and symptoms of stress and to develop strategies that will help deal with stress effectively, will help students cope with future challenges.
6. Help Seeking-discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone. This helps to de-stigmatise and normalise help seeking behaviour.
7. Gender and Identity-this promotes respect for diversity and difference. Assists students to challenge stereo types and critique the influence of gender stereotypes on attitudes and behaviour. Examine key issues relating to human rights, gender and identity and focus on the importance of respect within relationships.
8. Positive Gender Relations-understanding the effects of family violence and focus on the standards associated with respectful relationships. Develop the skills needed to solve problems, set boundaries within relationships and play an active role in the prevention of family violence.
- 9.



RESILIENCE  
RIGHTS &  
RESPECTFUL  
RELATIONSHIPS

## ATTENDANCE...EVERY DAY COUNTS!

**Did you know that being away from school for one day a fortnight is the same as missing school for 4 weeks a year. From prep to grade 6 that adds up to 7 months school missed and all the way up to year 12 is a huge amount of 1.5 years of missed school. Does your child have a day off a fortnight? Going to school is the single most important part of your child's education.**

**Students learn new things at school every day - missing school puts them behind.**

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](mailto:benalla.p12@edumail.vic.gov.au)

Web: [www.benallap12.vic.edu.au](http://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



Well done

Isabelle, Thomas, Alex, Emily Sebastian and Leah who were all this week's students of the week!

### GOLDEN SHOVEL AWARDS



Our Golden Shovel winners for garden this week are Taylah Watts and Talydia Williams.

### RED APRON AWARDS



This weeks Red Apron awards go to Sophie and Alex.

### WOW AWARD

Mr Clarks WOW award goes to Aeryn McGinn who has produced a sensational piece of procedural writing. Well done Aeryn



### STEM- HOUR OF CODE

Over the past two weeks, students in STEM in Foundation to Year 4, have been coding on computers and iPads, as part of the international movement, Hour of Code. They have LOVED it!!

The Hour of Code started as a one-hour introduction to computer science, designed to demystify "code", to show that anybody can learn the basics, and to broaden participation in the field of computer science. It has since become a worldwide effort to celebrate computer science, starting with 1-hour coding activities but expanding to all sorts of community efforts! Over the past years since its inception in 2014, the Hour of Code has reached tens of millions of students in 180+ countries. This grassroots campaign is supported by over **400 partners** and 200,000 educators worldwide. You can check out statistics on the global impact of the Hour of Code at <https://code.org/about/evaluation/hourofcode>.

To find all of our Hour of Code activities, visit [code.org/learn](https://code.org/learn). These are updated each year with new and exciting tutorials from new partner organizations. Two sites that the students have visited are [www.hourofcode.com](http://www.hourofcode.com)

[www.tynker.com](http://www.tynker.com)



## WALLER ST CAMPUS NEWS

### STUDENTS OF THE WEEK

#### YEARS F-2



The **Students of the Week in F-2** were:  
L-R: Tiffany, Mason, Steele, Tyler, Jai and Annie

#### YEARS 3 & 4



The **Students of the Week in 3/4** were:  
L-R: Kyle & Amber

## GOLDEN SHOVEL AWARDS



The **Golden Shovel** awardees were:  
L-R: Zara, Hannah, Tallulah, Amy, Barry, Arni & Jackson

## WOW AWARD



Mr Clark presented his **WOW Award** to Iza-Bella Reid for her outstanding recount writing.

## 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



Emma and Torah holding the new chicks that were hatched at school.



Drawing and relaxing in their cubby that they made with chairs and blankets.

## FAITHFULL ST CAMPUS NEWS

### INTRODUCTION TO FUTUREMAKERS CAMP

On the 20<sup>th</sup> -22<sup>nd</sup> of November around thirty students from Benalla P-12 College went to Lake Nillahcootie for the Introduction to Future Makers Camp.

We left school at 9:30am on the bus to get to Lake Nillahcootie.

When we got there we were split into two groups. Group one set up their tents before leaving on another bus to go bush walking. Group two stayed at the campsite and went canoeing in the lake.

When we got back we had an hour break to have a shower and free time. Then we all enjoyed spaghetti for dinner made by three students and three teachers. After dinner, we watched a movie which was Alexander and the terrible horrible no good very bad day while having chocolate cake for desert. By 10pm we had to be in bed and sleeping.

On the second day, we got split up into four groups to do a range of activities. Each group got to rotate around doing archery, cooking skills, mental health activity and future maker activities.

It was a memorable time for us to gain the knowledge and skills that will prepare us for Future Makers Camp next year.

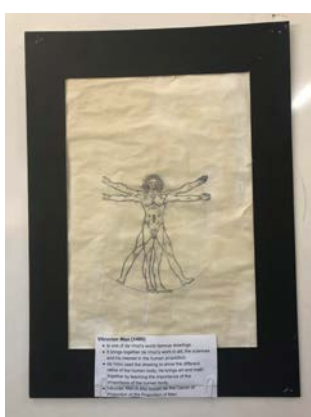
-Charlize Thomson



### YEAR 8 MUSEUM DISPLAY

In our Humanities classes, we as groups designed and crafted models of historical objects. Some groups focussed on a medieval theme, such as war weapons, farming tools and a couple of groups made a castle. There was also a few displays like the Rapa Nui rocks from Easter Island. Others created Renaissance art work that depicts Leonardo da Vinci's sketches and the famous Mona Lisa. The whole Museum expo turned out well and many teachers and students alike came to see it at recess and lunch time.

It was a fun time for us to showcase our creativity and understanding of our History lessons.



### 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.**

**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

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.

### FAMILY RELATIONSHIP ADVICE LINE



**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

### PARENT & RELATIONSHIP EDUCATION PROGRAMS

#### POSITIVE PARENTING TELEPHONE SERVICE

Venue: Free call telephone service

Date: ongoing

Time: day & evening appointments

Phone: 1800 880 660



# 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.