

Benalla P-12 College

Executive Principal - Tony Clark

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'

Dear Parents and Carers,

Welcome back for term three, I hope you all had a safe and relaxing break. It has been fantastic seeing the students back at school, refreshed after the break and ready for the term ahead.

For those who I am yet to meet, I am Assistant Principal at the Faithfull Street campus. Our Executive Principal, Tony Clark, is on leave until the 25th July and during this period I will be Acting Principal.

We have welcomed back some staff returning from leave, Susan Bennett and Tegan Vogel, and welcomed a new staff member Kat Mennen. All three have joined the team at Faithfull Street.

Wednesday 20th July

A reminder that this coming Wednesday is a student free day, all staff will be participating in professional development on the day.

COVID

The following is the latest Departmental advice;

The Victorian Government is providing up to three further deliveries of rapid antigen tests in Term 3 and again in Term 4 to schools.

It is recommended that rapid antigen tests are used by students and staff when symptomatic. Household contacts are required to test negative using a rapid antigen test on at least 5 out of 7 if they are attending or working at a school onsite.

Wearing a face mask is strongly recommended, it can help protect you and those around you. Face masks stop droplets spreading when you talk, cough, sneeze and laugh, which lowers your chance of spreading or catching the virus. Students who report a positive result must isolate for 7 days and not attend school during that period.

Where a student is a household contact of a positive case (that is, they have spent more than four hours with someone who has COVID-19 inside a house, accommodation, or care facility) they must inform the school. Household and household-like contacts are no longer required to quarantine if they take additional safety measures in the 7 days that would have been their quarantine period. If household contacts do not undertake the safety measures, they are required to isolate and test on Day one and Day 6 of isolation. Household contacts are required to inform the school that they are attending during the 7-day period.



DATES TO REMEMBER

Wednesday July 20

Student Free Day

OHSC will be available at the Waller Street Campus only. Bookings are essential.

Uniform Shop

Uniform Shop
Opening Hours
Faithful Street
Campus
every

Wednesday

2.30-5.30pm

&

Friday

8am-12pm

Extra days will be scheduled at the start of the year and change of season

Our College Values

Respect

Responsibility

High Expectations

Integrity

Where a student is a household contact of a positive case (that is, they have spent more than four hours with someone who has COVID-19 inside a house, accommodation, or care facility) they must inform the school. Household and household-like contacts are no longer required to quarantine if they take additional safety measures in the 7 days that would have been their quarantine period. If household contacts do not undertake the safety measures, they are required to isolate and test on Day one and Day 6 of isolation. Household contacts are required to inform the school that they are attending during the 7-day period. Parents/carers can leave isolation if other arrangements cannot be made to transport their non-infectious child via private vehicle to and/or from school. The person leaving self-isolation must travel directly to and from the location, making no stops, unless there is an emergency or as required by law. They must always remain in the vehicle, unless it is reasonably necessary to leave the vehicle to deliver the person to and from school and must wear a face covering whilst outside the place of self-isolation.

Victoria's senior secondary education is changing.

From 2023, the new VCE Vocational Major will replace Intermediate and Senior VCAL. This means the VCE will recognise different students equally.

The new Victorian Pathways Certificate (VPC) will replace Foundation VCAL.

Students will have more education choices, a higher-quality curriculum and better workplace experiences – preparing them for further study, training at TAFE or work.

From 2023, more students will study the VCE. That is because the VCE will include the Vocational Major, a 2-year program that sits within the VCE. There will also be the Victorian Pathways Certificate for those who need flexibility in their learning.

A new information and awareness campaign, Many Talents, One VCE will roll out explaining the changes. The changes are a result of the Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling (the Firth review). The review found we needed to improve vocational learning in schools.

As we currently offer VCAL we will switch to the VCE Vocational Major from 2023.

There will be more information in the Senior School Course Handbook and teachers and careers counsellors are available to answer questions and to support students as they make decisions about their final years at school. Now students will have greater access to high-quality, relevant vocational education and applied learning opportunities.

For more information, go to vic.gov.au/oneVCE

PIVOT

Late last term our Grade 5 to Year 12 teachers/students completed the first cycle of the PIVOT Student Survey on Teaching. The results provided excellent, evidence-based and valid insights about our teaching practice. Student voice is a crucial data point in gathering evidence for teaching; and research has demonstrated that students' perceptions of their teachers' practices correlate with student achievement gains. It has been fantastic hearing the professional conversations that have been occurring around these results. The second cycle will be towards the end of this term.

New Mobile Phone Policy

The Mobile Phone Policy was updated over the school holidays, please ensure that you familiarise yourself with the changes.

<https://benallap12.vic.edu.au/wp-content/uploads/2022/07/Mobile-Phone-Student-Use-policy-July-2022.pdf>

Regards,
Kylie Cotter
Acting Principal



Please note
Student Free Day
Wednesday 20th July

OHSC will be available at
the Waller Street Campus
only.

Bookings are essential
Ph Waller 0407 715 660 Avon 0428 014 133



CONGRATULATIONS TO OUR STUDENTS OF TERM 2

Pictured above are our PBS awards winners: Piper Henry and Andre
Above left are our Ray White award winners Archie and Evie.

Left are Chloe, Dustin, Emma, Angus, Jed, Alarna Angus, Haley, Estella, Charli, Henry and Estelle who were last terms students of the term.

Below left are our Attendance awards winners. Pictured below are Haley, Alarna, Becky, Harry and Darcy.



On Wednesday 22nd June, Waller Street F-4 students came to school out of uniform in support of *MND Victoria*. They were encouraged to come dressed in their footy/sporting colours and wear a beanie. It was certainly colourful in the classroom and playground, with lots of teams from lots of different sporting codes being represented.

As part of our Footy Colours Day, all students were served a free sausage sizzle lunch. Thanks to Bron, Layla and the SLG team for cooking and serving the hot lunch on a very cold day!

Unfortunately, due to the wet and slippery conditions our planned activities at recess and lunch were unable to go ahead, but we are hoping to try again in term 3.

The SLG held this event to raise money for MND Victoria. People with MND can have trouble moving, speaking, breathing and swallowing and MND Victoria support people who live with MND and their carers.

As a result of the generous donations of students, families and staff we raised **\$160!!!**



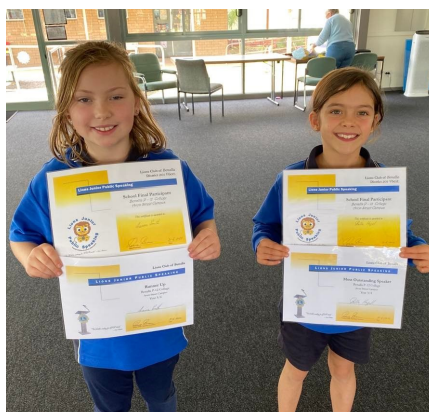
Thank you to everyone who generously supported our fundraising event



JUNIOR LIONS CLUB SPEECH COMPETITION

Last term, Students in years 3 –6 once again entered the Junior Lions Club Speech Contest. Students had to write and deliver a 3 minute speech on a select topic. The topic for the speech was; 'A place you would like to visit outside the state of Victoria'. All student did an amazing job, demonstrating great writing skills and confidence.

Avon Street most outstanding speaker was Bella Hazell pictured right.
Runner Up– Sienna Smith



Clarke Street Lion's Club most outstanding speaker was Xavier pictured above.
Runner Up – Ben



Waller Street Lions Club most outstanding speaker was Mikayla Noyes pictured left.
Equal 2nd- Drazick Ross and Danni Fahey



Pictured above are our Avon Street students of the week. Congratulations Scarlett, Scarlett, Joshua, Josh, Alaric, Esme and Vienna for Ms Hanna's class



Congratulations Scarlett, Rebecca, Riley, Tyler , Isabelle and Sophie for 100% attendance

CLARKE STREET CAMPUS NEWS

Welcome to Term 3!

READING:

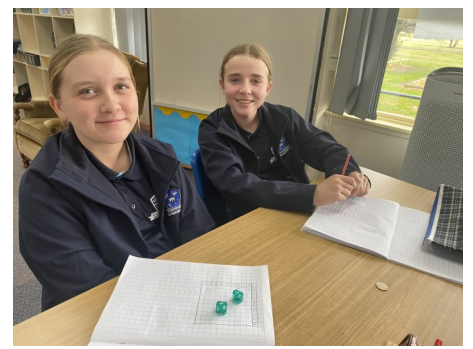
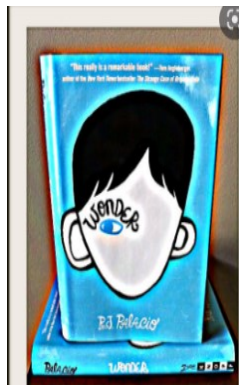
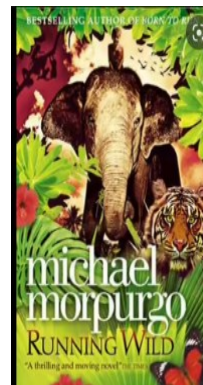
In Reading, we will be unpacking our novels. There will be a strong focus on developing comprehension skills such as vocabulary development and extension, summarising and expanding our knowledge base through cross-curricular themes.

MATHS:

In Math, students will expand our number knowledge of multiplication and division.

SPELLING:

This term, students will be continuing with our Spelling Mastery program. Our students will improve their spelling through exposures to spelling patterns and regularity – with an emphasis on meaning and vocabulary development.



Follow us on
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TERM 3 DATES, MONDAY 11TH JULY – FRIDAY 16 SEPTEMBER



Student of the Term 2 award winners; Jai, Georgia, Xavier, Charlie, Amy, Harry, Tiffany

100% Attendance: Charlie, Jack, Xavier, Hayley, Torah, Hannah, Harry, Morgan.

Kindness Award Week 9: Charlie

Cross Country Boys: Edward, Harry, Liam, Sebastian, Lucas, Jack

Cross Country Girls: Hayley, Alia, Hayley, Charli, Carlissa, Torah

Student of the week – week 9: Zane, Sophie, Tallulah, Charlie



Follow us on
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TERM 3 DATES, MONDAY 11TH JULY – FRIDAY 16 SEPTEMBER



On the last day of Term 2 we acknowledged the students who were nominated for students of the term. Term 2 was challenging, many students acknowledged for their hard work in Term 2 and I urge all students to have a renewed focus for learning in Term 3. Congratulations to the recipients of nominations and the Students of the Term.

Congratulations

Alex Briggs Yr 7

Bronti Mustey Yr8

Emily Hedt Yr 9



Gemma Mathieson pictured below was student of the term for Year 10, Oliver Hall for Year 11 and Del Mills for Year 12. Zeinab



STUDENTS OF THE WEEK



Year 10 Lincoln Terry



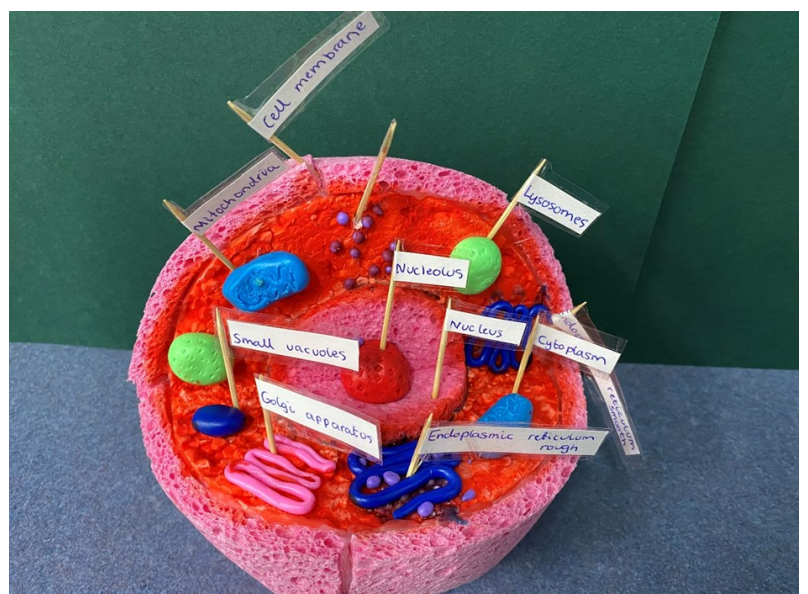
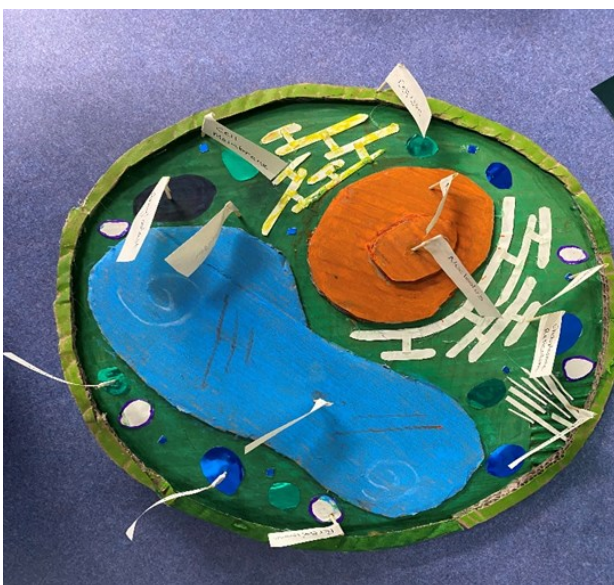
Year 11 Erin Quin



Year 12 Imogen Quilliam

YEAR 8 SCIENCE

The focus of year 8 Science last term was in the building blocks of life – Cells. To demonstrate their knowledge, students were tasked with the much-anticipated assessment of creating a 3D model of either a plant or animal cell. Students utilised an array of various materials ranging from baked goods and lollies to cardboard. The resulting models were exemplary! Not only did students reveal their imagination and creative talents, but they also showed their expertise on the topic. The students did a fantastic job and we hope to continue this enthusiasm and dedication throughout the rest of the year.



Last term's Winter appeal, hosted by the student leadership group was an incredible success. Each year the school encourages its students to donate any non-perishables in order to aid the Salvation Army in providing for those in our community who may need a little extra support. This year the school has managed to amass an amazing number of donations from all year levels and we could not be prouder of all your efforts! On behalf of the school community, we would like to thank everyone who has kindly donated any food items and we hope that you continue to participate in other similar fundraisers and appeals to continue our school's generous spirit. Furthermore, the school would like to extend our appreciation and gratitude to the student leadership group for their diligence, enthusiasm, and hard work, without which this appeal would not be possible.



Student leadership group 2022
(Absences: Tayissa Gray, Amanda Ward, Mia Fazl)



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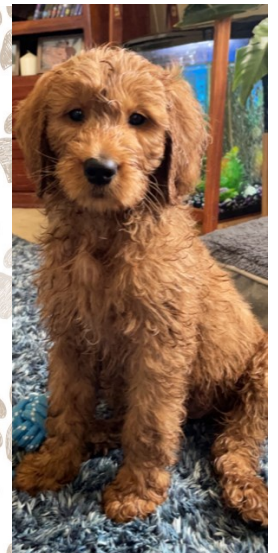
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Year 7-12 students were presented with their athletics medals at a recent assembly.

1. House Champs – Buffalo. Captains Darcy and Madison
2. 16 – 18 Aged Champs L-R: Gemma, Tayissa, Darcy, Tim, Cooper, Jennifer
3. 13-15 Aged Champs L-R: Cooper, Angus, Hamish, Nikita, Bronti, Amali
4. Fastest 100m female: Nikita



Poppy our school's well-being dog is growing quickly!! She is now 12 weeks old and has been in her new home for 4 weeks already. Poppy loves snuggles, playing fetch with her ball and splashing in her water bowl.



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TERM 3 DATES, MONDAY 11TH JULY – FRIDAY 16 SEPTEMBER

Year 7-12 Words of the Week: Term3 Week 1

Dear Parents and Guardians, Thank-you for supporting our Words of the Week. The feedback for this has been positive and so we will be continuing our Words of the Week for the second semester! To celebrate we will be running a competition using the words of the week. See details below. (Christa Rembold - Learning Specialist Literacy)

Discriminate	Liberal
<p>The word discriminate is a verb. When we discriminate between two or more things, we can tell the difference between them and can tell them apart.</p> <p>For example: <i>A farmer needs to be able to discriminate between turnips and parsnips.</i></p> <p>Another example is: <i>Unfortunately, however, some people discriminate against other people by treating them differently based on their gender, ability, or appearance. This is unfair and unjust.</i></p>	<p>The word liberal is usually an adjective, but sometimes also used as a noun and has many meanings.</p> <ol style="list-style-type: none"> 1. If a person has a liberal attitude, she is broad-minded and tolerant of others' beliefs and behaviour. She is also more accepting of change in social values. A person can also be called a liberal if they are a supporter of policies that are socially progressive and promote social welfare. 2. A liberal society, such as Australia, gives all its citizens equal opportunities and is accepting of many different religions and cultures. 3. Being liberal can also refer to being generous in giving a lot of something, such as money for a donation. So, a liberal donation involves a lot of money. 4. In Australia we also have the Liberal political party, with a capital L. People who support this party can also be called Liberals.

Words of the Week Competition

We will also be running a competition for the Words for the week. Year 7-12 students are invited to write a short story using all 20 of the Words of the Week used so far. The story should not be longer than one A4 page. All the words must be used correctly. Submit a hard copy of your story to the Faithfull General Office for judging. You can be as imaginative as you like in your story. There will be an exciting prize for the winner. All stories must be submitted by Friday 22nd July.

Principle, Civil, Source, Strategy, Comprehensive, Notion, Cite, Deviate, Unique, Concurrent, Abstract, Phase, Intervene, Empirical, Facilitate, Virtual, Federal, Perceive, Discriminate, Liberal.

Words of the Week: Term3 Week 2

Institute	Function
<p>Institute can be either a noun or a verb depending on the context.</p> <p>As a noun it means an organization having a particular purpose, especially one that is involved with science, education, or a specific profession.</p> <p><i>For example: All teachers in this state must register with the Victorian Institute of Teaching.</i></p> <p>As a verb, it means to introduce or establish a scheme, undertaking, or policy.</p> <p><i>For example: The Victoria Government decided to institute a system of remote learning for Term 2</i></p>	<p>The word function may also be a noun or a verb and has a variety of meanings and will have special meanings in individual subjects.</p> <p>In everyday language, the noun may refer to either the purpose of something or a large gathering of people for an event.</p> <ul style="list-style-type: none"> • <i>For example: We attended a function to raise money for the local primary school.</i> • <i>An example of the second is: The function of veins is to take blood to the heart.</i> <p>As a verb it means how an object or person works.</p> <p><i>For example: I'm too tired to function properly today</i></p>



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TERM 3 DATES, MONDAY 11TH JULY – FRIDAY 16 SEPTEMBER

GREAT START TO WORK



WHAT IS GREAT START TO WORK?

A 6-week work-readiness program designed for all young people either looking for a part-time job or wanting some guidance in their existing part-time job.



WHO CAN COME ALONG?

Anyone living in Benalla aged 14-18 years old.

HOW MUCH DOES IT COST?

The program is absolutely FREE!

WHY JOIN THE PROGRAM?

You will learn how to:

- develop your resume
- get your tax file number and bank account
- 'dress to impress'...on a budget
- gain confidence to go out and find work
- understand what employers' expect from their staff
- perfect your interview techniques in our mock interviews
- learn about your rights and your responsibilities
- connect with local business owners who hire young people



Do you already have a job but have some questions or need advice about your current work conditions?

Well this program is perfect for you, too!

WHEN?

4pm - 7pm
Tuesday nights
19 and 26 July
2, 9, 16 and 23 August



WHERE?

At Tomorrow Today
66 Nunn St



SEE YOUR CAREERS ADVISOR TO APPLY!



Connect9



Calling ALL Year 9s

Connection, discovery, fun new experiences and living a great life!

WHAT IS CONNECT9?

A 10-week program just for Year 9 students. You are matched with a local mentor to explore some of the wonderful things that Benalla has to offer. You'll also make new friends and have the chance to consider your future.



SO WHAT HAPPENS IN CONNECT 9?

Every week we explore a new activity, there is so much to do here in Benalla!

- YMCA
- Masterchef Night
- Lakeside Scavenger Hunt
- Art
- Venturers
- Robotics
- Flight simulation
- New hobbies like archery, blacksmithing, fishing, sports and fitness, photography and more!
- Volunteering opportunities in the community
- A FREE GLIDER FLIGHT!

WHO CAN COME ALONG?

Any Year 9 student living in Benalla Rural City.

HOW MUCH DOES IT COST?

The program is absolutely FREE!



WHEN?

5.30pm - 7.30pm
Wednesday nights
in Term 3

WHERE?

Tomorrow Today
66 Nunn St



SEE YOUR YEAR 9 COORDINATOR TO APPLY!



Follow us on
Instagram

TERM 3 DATES, MONDAY 11TH JULY – FRIDAY 16 SEPTEMBER

INSIGHTS

Parenting introverts and quiet kids



Many parents worry when their child is shy, quieter than others or not the outgoing type. The thought that their child may be a loner turns parents into social organisers who arrange playdates and parties or friendship coaches. They may upskill their kids to start conversations, manage conflict and play with others. This flurry of activity can be exhausting, and they cause a great deal of angst for kids. However, it may be that their child is introverted by nature, and they are trying to make them fit the extrovert mould.

It's genetic

Introverts are wired differently to extroverts. Introverts have closer links to the para-sympathetic nervous system, which is responsible for calm and relaxation, so they feel more at home in quieter, less stimulating environments. Extroverts, on the other hand, are more closely aligned with the sympathetic nervous system, which is responsible for high arousal levels, so they seek stimulating environments to keep their energy levels high.

Extroverts work hard to get their dopamine hits, those little shots of happiness the brain releases to reward behaviour and keep them coming back for more. Introverts, on the other hand, who only have to read a book to get a dopamine hit, feel more comfortable in low stimulus environments.

Birth order plays a role

While nature plays a huge part in temperament development, genetics can't claim all the credit for creating introverts and extroverts. In birth order studies, eldest borns repeatedly score higher on introversion than children in other birth order positions, while later-borns consistently lean towards extroversion. Being born last in a family usually means time alone is a rarity, while eldest children usually spend a great deal of time in their own company in the early formative years when personality is being shaped.

The world is skewed toward extroverts, so knowing how to raise introverts means that you may need to discard many parenting rules of thumb you've taken for granted. Here are some parenting ideas to get you started.

Welcome introspection

Introverts like to go within to process daily events and find solutions to their problems. In an era when we encourage kids to discuss rather than bottle problems up, introspection can be disconcerting for parents. But giving introverts space to think through adverse events before they seek help, enables them to get their thoughts in order and feel more in control of their lives. Welcome quiet times and remember that introverts need time to refresh and replenish away from the hustle and bustle of school and family life.



parenting*ideas

Provide silence and solitude

Extroverts like to keep company of others, while introverts like to keep their own company, or keep friendship circles small. Introverted kids appreciate quiet time and spaces away from others to recharge, reconnect and relax. This may seem strange to extroverted parents, or siblings who want to hang out or play with their siblings. Giving kids permission to seek solitude, balanced with activity to prevent brooding, is an introvert-friendly family habit.

Use stepladders not escalators

Extroverts tend to jump boots and all into new social situations. School camp coming up. *"Great. It'll be fun."* Family holiday approaching. *"Terrific! I hope we go where there's heaps of other kids."* Joining a new sports team. *"I can't wait. I bet I'll know heaps of kids already."*

Introverts, on the other hand, are more tentative entering new social situations. School camp. *"I hope some of my friends are going."* Family holiday. *"Who else will be there?"* Joining a new sports team. *"Will I know anyone?"*

Give introverts plenty of information about new situations and don't expect them to immediately embrace the whole scenario. Give them time to make new friends and become comfortable in social situations.

Quietly celebrate quiet achievers

Introverts can easily feel that something is wrong with them. Mainstream entertainment and social media celebrates extroverts in all walks of life. Brain surgeons don't receive standing ovations, yet they do their best work on their own. When introverts do well in any field shout it out (but quietly!) as they need someone to aspire to as much as extroverts.

Chess anyone?

Help your introverted child discover their strengths and interests and resist pushing them down common leisure paths such as sport or drama that may not hold strong appeal. When they join clubs and groups they may be really interested in, such as chess, crafts or reading, they will more than likely form friendships with like-minded souls... as birds of a feather really do flock together.

It's a balancing act

Too much solitude can lead to depression so introverted children and teenagers need to be challenged at times to leave the comfort of their own company and spend time with friends, or even the rest of the family. Firm but gentle persuasion and nudging works better with introverts than heavy-handedness so work on your persuasion skills to ensure your introvert lives a socially balanced life.

In closing

Parenting introverts can be a challenge particularly if you are an extrovert yourself. Adopt the mindset that introversion is normal, indeed a strength, and put steps in place to help an introverted child feel both comfortable in their own skin and confident navigating the world at large.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

