

Benalla P-12 College

Acting Executive Principal - Kylie Cotter

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,

It has been a wonderful term, I am excited for the events that we still have coming up. There are graduations, award nights, transitions and carols still to come.

Currently our 2023 Year 11 and 12 students have been participating in Headstart, the opportunity to get a kick start on their subjects they will be doing next year. It is fantastic seeing how the students have engaged in this process, they are definitely setting themselves up for success.

Our Year 9 students sit their first exams this week, a great opportunity to start getting the experience of an exam setting. High expectations is one of our school values, it is an ideal time for students to engage in this.

Just a final note on attendance at school. Attending school every day is important for all students all of the time, it will be great to finish the school year strong.

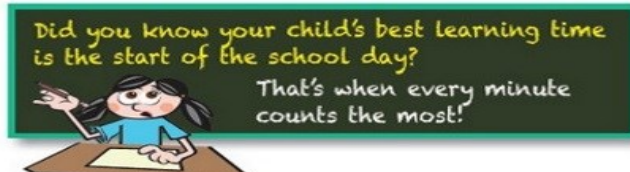
Regards,
Kylie Cotter
Acting Principal



EVERY MINUTE COUNTS

Just a little bit late doesn't seem much but....

He/She is only missing just....	That equals....	Which is....	over 13 years of schooling. That's....
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly HALF A YEAR
20 minutes per day	1 hour 40 minutes per week	Nearly 2.5 weeks per year	Nearly 1 YEAR
Half an hour per day	Half a day per week	4 weeks per year	Nearly 1 AND A HALF YEARS
1 hour per day	1 day per week	8 weeks per year	Nearly 2 AND A HALF YEARS



Contact Benalla P-12 College 5761 2777
Email: benalla.p12@education.vic.gov.au



DATES TO REMEMBER

Thursday December 1

- Year 7 Transition
- Year 9 Exams

Friday December 2

- Year 10/11 last day

Monday December 5

Student Free Day
OHSC available Waller only
Bookings essential

Thursday December 8

- Year 6 Graduation

Monday December 12

- Activities Week Year 7-9

Uniform Shop Opening Hours

Faithful Street Campus
Wednesdays 2.30-5.30pm
&
Fridays 8am-12pm
Last Day for 2022 December 13th
9.00am-12.00pm

Our College Values

Respect
Responsibility
High Expectations
Integrity



Year 7 Transition

There are two transition sessions coming up the Year 7 students of 2023 on the following dates:

- Thursday 1st December 9am – 11:15am
- Tuesday 13th December All Day

The students will have the opportunity to meet some of their teachers and engage in some of the lessons they will experience as part of their Year 7 experience. They will also be supported by current Year 7 students who will be able to show them the ropes of the Faithfull St campus.

Year 9 Exams

Students in Year 9 will be sitting end of year exams this year on the 1st and 2nd of December. The subjects that have exams are English, Mathematics, Science and Humanities. Over the next few weeks, students should aim to complete some study at home whereby they revise content from Term 3 and 4 in order to perform to the best of their ability.

Year 10 and 11 Headstart

Year 10 and 11 students are commencing their Headstart classes on Monday 21st November. This is a valuable opportunity for students to engage in the subjects they have chosen for 2023 and is a vital part of their transition into their senior education.

Please note that students are only attending on Monday to Thursday of each week and that students in the 2023 VCE VM class will continue to be exempt on a Wednesday.

BENALLA P-12 UNIFORM SHOP



2023 OPENING DAYS

JANUARY

Thursday 19th	8am to 4pm
Friday 20th	8am to 4pm
Monday 23rd	8am to 4pm
Tuesday 24th	8am to 4pm
Wednesday 25th	8am to 4pm
Friday 27th	8am to 4pm
Monday 30th	8am to 4pm

FEBRUARY

Wednesday 1st	2.30 to 5.30pm
Friday 3rd	9am to 12pm



**LAST DAY
FOR 2022**

Tuesday December 13th 9am to 12pm

Dear Parents & Carers,

As you are probably aware of already, Benalla P-12 College has a Wellbeing dog called Poppy, who will be working across our school. For the safety and well-being of Poppy, other dogs /animals are not permitted on our school grounds. We appreciate your patience and support to make this a rewarding program for our school community.

If you have a service dog or guide dog, please contact Benalla P-12 College Principal.

If you have any other questions, please contact the Core Team.

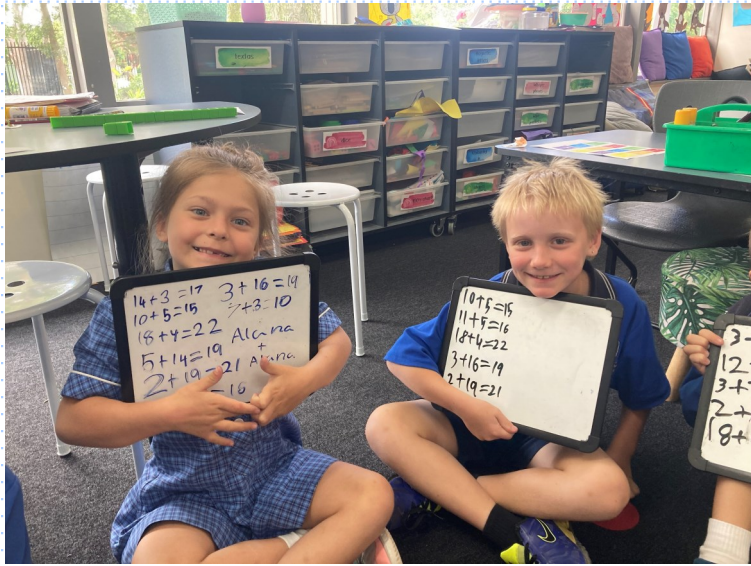
Thank you,

The Core Team

Lou McCloskey,
Bron Grieg, Scott
Grieg, Meagan
Stratford and Sarah
Mundy.



Students in Prep/1 Smith have been revisiting the skill of addition in the classroom over the last two weeks. We have learnt about the different strategies we can use to solve addition problems and practiced using them to solve our number sentences. We started off using hands on manipulatives and our fingers to add, or count on from the bigger number. We have also learnt about doubles! After identifying what double meant, we then sorted through our dominoes to find which ones represented double and not double. They students absolutely loved making their own double dominoes!



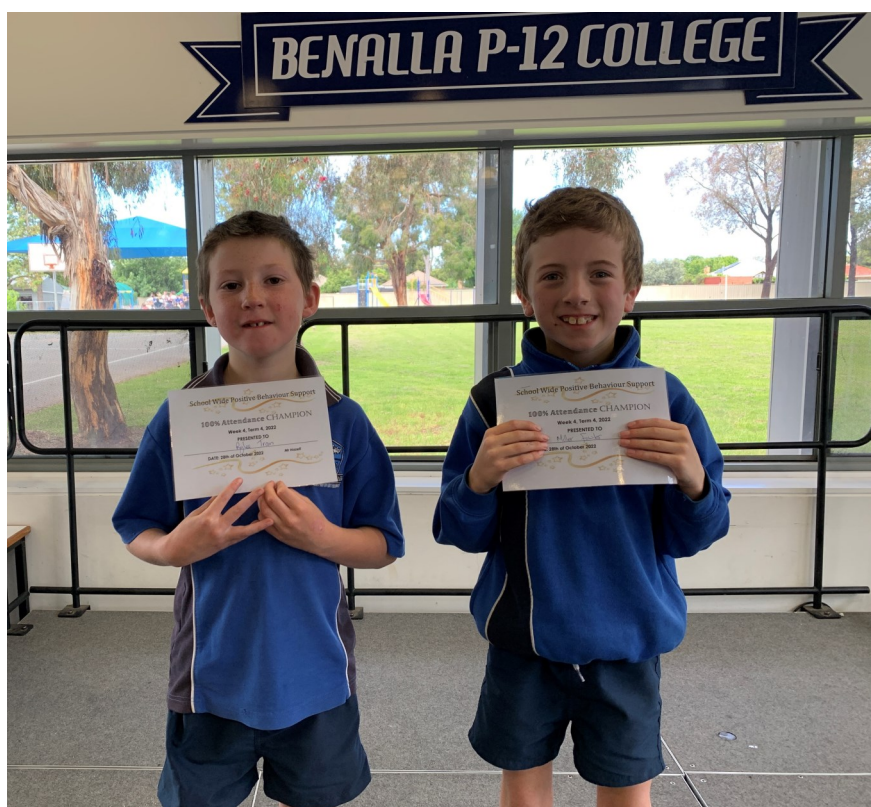
AVON STREET STUDENTS OF THE WEEK



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TERM 4 DATES, MONDAY OCTOBER 3 – TUESDAY DECEMBER 20

WALLER STREET STUDENTS OF THE WEEK



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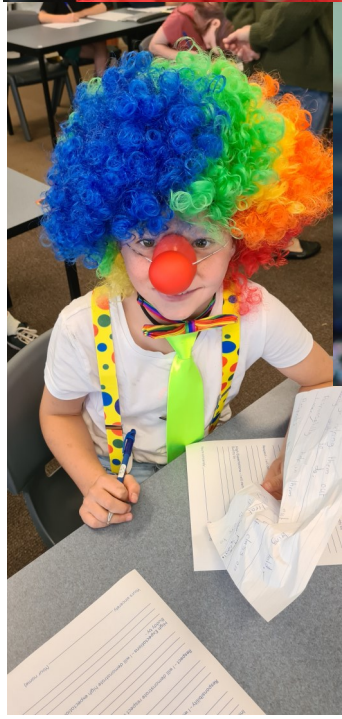


WORLD'S GREATEST SHAVE



Before After

Thank you to all that donated a whopping \$5,187.05 was raised!



Poppy worked at Clarke Street, Monday 21st November. She was connecting with students and Poppy enjoyed listening to the reading in MACQLIT. Poppy is doing really well with her training and the Clarke Street students really look forward to her visits!



GOODLUCK JACOB



12 year old Jacob Campbell from Grade 6A at the Clarke Street Campus is continuing to make waves in the golfing world! Jake recently participated in a tournament in Benalla that he won, so then headed to Wangaratta

to compete against other children from the region. After winning this competition too, he is now off to Melbourne on Friday December 2nd to participate in the State Championships. What an awesome effort! Jake started playing golf in Grade Two, and only started participating in competitions last year. He loves playing golf with his Dad at the Thursday Twilight Rounds here at our local golf club and Jake says that most of his family enjoys the game. We wish Jake all the best for his next competition and congratulate him on following his passion and achieving great things! Good luck!



Celebrate

To **celebrate** is a verb which means to take part in special enjoyable activities to show that a particular occasion is important:
*We always **celebrate** our wedding anniversary by going out to dinner.*
*If this plan works, we'll **celebrate** in style (= in a special way).*
 It can also mean to express admiration and approval for something or someone:
*His work **celebrates** the energy and enthusiasm of the young.*
 It can also mean to lead a religious ceremony: *The priest got ready to **celebrate** Mass*

Commiserate

Commiserate is a verb which means to express sympathy for someone's suffering, loss, unhappiness, or bad luck.
*She called to **commiserate** over his difficulties.*
*I began by **commiserating** with her over the defeat*
*The team went McDonald's to **commiserate** their loss.*
*We **commiserated** with him over the loss of his job*

Once, there was a young boy named **Civil**. It was a strange name, but he was a strange person. He lived an **isolated** life in the **Unique Institution** of Student **Welfare**. It was the very **foundation** of the **virtual** age we were to live in, sometime in the future.

The UISW, as it was called, was a very **exclusive** school that focused on teaching the students the **fundamental** strategies to survive in this changing world.

Nobody knew what went on in that school. The people liked to spurt wild, **controversial notions**. The school board preferred not to **intervene** with such stories, as the **abstract** theories meant that the true nature of the school, was a secret kept untouched.

However, one day a girl arrived at UISW. She was a nice girl, innocent, it seemed. However, under the surface, she was a **deviant** girl with a knack for **accumulating a comprehensive** quantity of **specific** information that she could, and would, **cite** on a regular basis.

This girl, who went by the name Sage, was going through, at this particular time, a **phase** of interest in the mysterious and unusual **phenomena** of this world. She got it into her head (perhaps rather stupidly, knowing what may happen later in this story), to break into the UISW. Now, the school had heavily **reinforced** security, and the whole security process was **facilitated** by the use of automated robots, which made the whole break-in considerably harder.

But Sage was not one for **reluctance**, and so, after lengthy planning in which she **perceived** the systems and **evaluated** certain ways to get through the **rigid** security, Sage was ready.

Sage had things she wanted to find out about this school. She wanted to find the **function** of such an imposing building, whether the rumours of the school were **justifiable**, whether the **source** of such rumours could be as they say.

What were the very **principles** they stood for?

For the school was locked firmly behind walls, and the last person of the public to dare enter, had been 'taken care of'.

Sage began her plan at **approximately** 12 midnight. It was imperative that the whole operation be completed under the cover of night. The **implication** that this was impossible, despite what her parents said, for a 10 year old girl, was highly despised by Sage, who thought herself capable of anything. She had **empirical** evidence on the contrary to such a belief.

On the other side of the walls, at a **concurrent** time, Civil was laying awake in his bed. It did not do for young boys to be awake at midnight, and so he was pretending to be asleep whenever the ward came on his rounds. Despite being one of the youngest boys at the UISW, at only age 9, the horrors of the disciplinary techniques used did not **discriminate**. Civil secretly hoped for something... something better than the UISW. Something more.

As Sage broke into the school, systematically **negating** the security systems, Civil thought about the way the dangers of the UISW were an **inherent** part of the school. Nothing would ever change.

Sage, having disabled all the security and crawled through the vents, using her size to her advantage, saw an opening up ahead. She carefully and silently opened the vent and dropped into the room below. She looked around her at what appeared to be a large dorm room. As she turned, she made eye contact with a young boy, younger than her, staring back at her.

Aria Winkler

US MOB

Us Mob is a group for students who are Aboriginal or Torres Strait Islander. Us Mob provides Koorie students with an opportunity to connect with community and culture through experiences such as art and cooking. This year, Us Mob have designed and drawn artwork for new College Flags. They have also cooked using Indigenous ingredients, Wattleseed Damper and Lemon Myrtle Biscuits. Us Mob students learn about Koorie culture from Rebecca Crannage, DET Koorie Engagement Support Officer, they have been meeting together each fortnight.



In Years 7-10, students miss on average almost **a week every term** - that's **four weeks** of school per year.

Going to school every day is the single most important part of a child's education. Students learn new things at school every day – missing school puts them behind.

Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

Students develop good habits by going to school every day – habits that are necessary to succeed after school, whether in the workplace or in further study.

Missing school can have a big impact on students academically and socially. It can affect their test results, including VCE, and, just as importantly, it can affect their relationships with other students, and lead to social isolation.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

Getting in early

It's never too late to improve attendance – going to school more often can lead to better outcomes. Even at Year 9, when



attendance rates are lowest, going to school more often can make a big difference. Every day counts. Schools are there to help – if you're having attendance issues with your child, speak to your school about ways to address those issues.

What we can do

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

"Day off" – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

Truancy – When students choose not to go to school without their parent's permission. There can be many reasons for truancy, the best way to address this is for schools and parents to work together.

While all absences are bad for academic performance, unexcused absences are a much stronger indicator of lower reading and maths achievement.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.

EVERY DAY COUNTS

Secondary school attendance

- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Early Childhood Development Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your year level coordinator, principal or other relevant staff member know so you can work together to get your child to school every day.

For more information and resources to help address attendance issues, visit: www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx

Department of Education and Training



Education and Training



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TERM 4 DATES, MONDAY OCTOBER 3 – TUESDAY DECEMBER 20

How to recognise Autism in girls



Autism is significantly more common in boys than in girls. This skewed sex ratio has been recognised since the first cases of autism were described in the 1940s. But we're not sure why autism appears in more males than females. It may be rooted in biological differences between the sexes. Or, some experts say, it may be an artifact of the way autism is defined and diagnosed.

But we also know that many autistic girls remain undiagnosed because many of the social signs of autism are less obvious in girls than they are in boys. One way that girls are "flying under the radar" of a diagnosis is the use of camouflaging as a coping mechanism.

Camouflaging means to pretend to know how to socialise by using observation, imitation, and adopting a persona or wearing a mask to meet social demands. An autistic girl – like an autistic boy – does not intuitively know what to do or say in a social situation. Social challenges are a hallmark of being on the autism spectrum. Compared with most boys, however, from a very young age an autistic girl will often closely observe and analyse her peers before making the first step. She will use imitation and acting to be able to conceal her confusion when socialising with peers.

WHAT TO KNOW ABOUT AUTISTIC GIRLS

Unlike most autistic boys, girls are more likely to be able to accurately interpret and answer questions about social interactions, social situations, and friendship. However, they rely on intellect rather than intuition, so their responses will be slower, making it difficult for them to keep up in a group setting or with typically-developing and more socially skilled girls. Consequently, autistic girls tend to choose single close friendships rather than being part of a group. They often find males more appealing as friends because male friendship dynamics may be perceived as being easier to understand.

Autistic girls often show a willingness to follow the rules, a natural tendency to shyness, and social naivety. Such qualities can mean that they are easily missed in a classroom where louder children gain the teacher's attention. Autistic girls are usually very hesitant to ask for help. They may fear drawing attention and are often self-directed and perfectionistic, so do not wish to be seen as stupid or making a mistake.

Autistic girls can focus much of their intellectual energy on learning about their social world, hence special interest topics may have more of a social focus, such as mental health, self, friendships, animals, celebrities, literature, and fantasy. Sometimes it is not the topic that differentiates them from their peers so much as the intensity of their hyper-focus on it.

Despite their frequently better coping mechanisms and ability to camouflage their social difficulties, their social difficulties are very real, on a par with those of autistic boys, and cause enormous stress, confusion, and exhaustion. In addition, autistic girls experience sensory processing challenges at the same level or more than autistic boys. These challenges generally lead to high levels of anxiety in the classroom and playground. When this occurs, you may observe an autistic girl:

- ◇ become overwhelmed in social situations
- ◇ -be reluctant to participate in class activities



- ◇ be unable to communicate verbally (situational (selective) mutism)
- ◇ feel judged negatively by their peers
- ◇ withdraw from social interaction

During primary school autistic girls can appear to have no social difficulties, successfully keeping it together at school. In fact, an autistic girl may be able to do such a great job at “wearing a mask” and fitting in that nobody would believe she has autism. However, the toll on their energy levels and emotions can be high. Girls will often come home feeling exhausted, irritable, and overly emotional, following a day processing both the academic and social curriculum. Over time secondary mental health concerns often develop including anxiety and depressive disorders, self-harm, eating disorders, and suicidality. The average age of diagnosis for autistic girls around the world is 12-13 years old, coinciding with the first year of high school, when the social world suddenly becomes far more complex, and hormonal changes that increase anxiety exacerbate autistic features.

WHAT NEXT?

So now you know the signs, what do you do if you think you could have an autistic daughter? If you are a parent, approach your daughter's teacher. Share this article and discuss what they have observed. If you are a teacher, you may approach the parents and ask them how their daughter is going at home. Mention the signs that concern you and share this article with them. Acknowledge that you are not a diagnostician, and you may be wrong, but that you are concerned and wish to do all that you can to assist their daughter.

To take the next step to obtain a formal diagnosis (or at least to investigate), carefully consider the level of experience of the Clinical Psychologist, Paediatrician or Psychiatrist you choose. The field of understanding the female presentation of autism is an emerging one and many health professionals did not receive training as part of their degree. Approach your local autism association for names of diagnosticians who are experienced in signs of autism in girls and women.



Dr Michelle Garnett

Dr Michelle Garnett is a clinical psychologist who has specialised in autism for nearly three decades. She has written six highly regarded books on autism for parents and professionals, including a seminal text on autistic women. For further information visit www.attwoodandgarnettevents.com or via [Facebook](#).



Attendance Matters

Every student. Every day.



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