

# WHYTALLA

“Edenhope College is a child safe school.”

Edenhope  
College



Friday 4 May 2018

Newsletter of Edenhope College 40 – 48 Lake Street / Locked Bag 1, Edenhope 3318 [www.edenhope.vic.edu.au](http://www.edenhope.vic.edu.au)  
Telephone: (03) 5585 1277 Fax: (03) 5585 1656 E-mail: [edenhope.co@edumail.vic.gov.au](mailto:edenhope.co@edumail.vic.gov.au)

Principal – Jon Neall

Assistant Principal: Trevor McClure, Business Manager: Michelle Lowe

Student Support and Engagement Leader: Rachel Tiddy

Teaching and Learning Leader: Emma Wallace

## ‘RESPONDING TO THE NEEDS OF ALL LEARNERS’

Indigenous First X1  
Cricket Clinic  
Friday 25 May

College Cross Country  
Thursday 10 May  
Years 3 - 9  
11am start

NAPLAN  
15,16,17 May

Queen’s Birthday  
Public Holiday  
Monday 11 June

Year 10 & 11 Exams  
12, 13,14 June

VCE GAT  
Wednesday 13 June

Report Writing  
Pupil Free Day  
Friday 15 June

### ANZAC DAY SERVICES



Eloise Turner, Brooke Ewer, Hayley Grigg and Erin Ewer representing Edenhope College at the Apsley service.



Year 10 students conducting the ANZAC Day service at Edenhope College.



Isaac McGuigan and Mark Kelly laying the wreath at the Harrow service.

*Photo courtesy of Toni Domaschcz*



Hunter Adams, Sharni Julian and Josie Neall at the Edenhope service.

*Photo courtesy of Toni Domaschcz*



Year 5 & 6 students carefully holding the 5 day old ISA Brown chickens. Edenhope College Agricultural Department has purchased thirty chickens for the students to attend to over the next 12 weeks.





# PRINCIPAL'S REPORT

I finished Year 12 in 1991. Depending on who you are in the College community, this either makes me very old, or (maybe!) still quite young. Of course, like many people, my school days still seem quite easy to recall, and don't at all seem as long ago as the amount of years might suggest. Of course, the fact that Ed Sheeran was born in the same year perhaps dates me a bit. As recent as it might seem to me, one thing I can definitely say about that passage of time from 1991 to now is that the purpose of education has changed considerably.

When I went to school, while differentiated learning, student voice, metacognitive strategies, the importance of feedback, formative assessment and restorative practice may have, in isolation, been part of the practice of the odd teacher here and there, they were by no means the practice of all. The internet did not exist. We probably watched much more TV than our students do today (mainly because it was the only 'screen' that we had). We were limited though; our access to a globalised and connected world was very much less than it is now.

One thing is for sure, the skills that we needed (or were thought to be needed) in the workplace nearly thirty years ago, were very different to the skills that we know our young people will need today.

This week I have read two reports that comment on the future of work both in Australia and throughout the western world. They make for interesting reading (the links are provided below). The University of Phoenix report titled *Future Work Skills 2020* points out the disruptive societal shifts that are reshaping the landscape of our modern workforces today and into the future:

- 1) **The rise of smart machines and systems.** While technology has always had an impact upon the workplace, the presence of 'smart' technology will force us to consider what it is that makes humans unique. What is it, we must ask ourselves, that only humans can do?
- 2) **Extreme Longevity.** We are living longer than ever before, and this means our productive capacity is greater. Already we assume that by the time our students reach retirement age, it will be somewhere in the mid to late seventies.
- 3) **Computational World.** The rise of data based systems essentially requires that students have effective abilities to analyse and utilise sources of data.
- 4) **New Media Technology.** The way we now connect and communicate has changed permanently (I don't think we need a report to tell us this!)
- 5) **Super structured organisations.** Social connectivity enables us to work and achieve outside of traditional organisational boundaries. Information is more widely available than ever before.
- 6) **Globally connected world.** Traditional economical and geographical limits no longer apply. This can lead to greater competition for western nations, but also, of course, to greater opportunities too.

What does this mean for our students, or for us as parents and teachers? The report notes ten skill areas that it considers crucial to success in this changing workplace:

- 1) **Sense making.** While a smart machine can be programmed or automated to replace humans in a number of areas, artificial intelligence (AI) is not yet at the point that it can determine deeper meanings and understandings, or assess significance.
- 2) **Social Intelligence.** As we will be connecting to greater amounts of people throughout our lives and working careers, the social skills we need are more significant, not less.
- 3) **Novel & Adaptive Thinking.** The ability to think 'outside the box', with creativity and innovation will become even more valuable. Rote learning defeats this purpose. Open ended problem solving is the key.
- 4) **Cross cultural competency.** Either physically, or virtually, in a globalised world our students could find themselves working with a diverse range of people and backgrounds.
- 5) **Computational thinking.** The ability to analyse data, in its many forms, and to make inferences from that data.
- 6) **New media literacy.** The ability to think critically, and to assess a given piece of information for its validity.
- 7) **Transdisciplinary.** The ability to be literate and to understand concepts in a number of different disciplines (or subject areas).
- 8) **Design Mindset.** The ability to develop new solutions for as yet undiscovered problems; to be able to adjust ones thinking depending on the circumstances at the time.
- 9) **Cognitive Load Management.** With a variety of different information sources at our fingertips, we need to be able to filter information in terms of its importance and usefulness.
- 10) **Virtual Collaboration.** Working with others, virtually, over potentially great geographical (or cultural) difference.

The implications for both schools and individual students are clear.

In the education sector, we might need to think about how we can place greater emphasis on critical thinking, and the ability to analyse information. We need to integrate, rather than ignore, new media and focus on digital literacy. Prominence must be given to those key social skills: the ability to collaborate, to work in groups, to read social signals and cues, and to respond adaptively to a diverse range of people. We perhaps also need to think less in terms of specific isolated subject areas, and more in terms of interdisciplinary training that integrates knowledge and skills from a range of subjects.

Our students (your children), will need to primarily be adaptive. They will need to recognise that the workplace that they enter will be one of constant change. They will always need to be learners, and will have to reassess their knowledge and skills to meet new and diverse needs and requirements. In short, they will need to be adaptable, lifelong learners.

I don't know how I would go being one of our young people today. They face challenges that, while not necessarily better or worse, are definitely different to the challenges faced by many of us (teachers and parents) when we were young. Our joint role, of course, is to support them in this as best we can, and prepare them for a world that is in a constant state of flux. I encourage you to read the full report and one from an Australian perspective titled 'The New Work Order'. They each provide a valuable insight into the world our young people are currently preparing themselves to enter. It might be the basis of a productive conversation with your child, either now or in the future.

[http://www.iff.org/uploads/media/SR-1382A\\_UPRI\\_future\\_work\\_skills\\_sm.pdf](http://www.iff.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf)

<http://www.fya.org.au/wp-content/uploads/2015/08/The-New-Work-Order-FINAL-low-res-2.pdf>

'May the Fourth be with you!'

**Jon Neall**  
Principal

## School Wide Positive Behaviour Support at Edenhope College

### A Progress Report – 4 May 2018

The start of Term 2 seems a good time to update the College community on our progress towards the full implementation of the **School Wide Positive Behaviour Support** (SWPBS) framework. So far, we have established staff commitment and have developed a SWPBS Implementation Team, with allocation of team member roles and responsibilities:

SWPBS Implementation Team	
<i>Coordinator</i>	Jon Neall
<i>Data Manager</i>	Kara Shuttleworth
<i>Recorder</i>	Alison Hausler
<i>Communicator</i>	Rachel Tiddy
<i>Staff Members</i>	Trevor McClure, Katherine Neall, Deb Riley
<i>Parent Members</i>	Annette Jones, Veronica Ralph, Diana Jaehner
<i>Student Members</i>	Hayley Grigg, Elyssa Hausler

The team have spent Term 1 carrying out a number of initial tasks, such as the establishment of both a broad based Behaviour Expectation statement for the College, and a much more specific 'matrix' of behaviour expectations in different contexts throughout the school. The team have been allocated support from a mentor in the Department, Glenn Lilley (SWPBS coordinator at DET) and have already begun PD in the following areas: *Key elements of PBS, the Function of Behaviour, Teacher Attribution Theory* and the *Foundations of Behavioural Science*.

### Edenhope College Behaviour Purpose Statement

The purpose of this statement is to provide a core foundation to the work in PBS in our particular context. The statement must represent the needs of the College, as identified by its key stakeholders, staff, students and parents. The behaviour purpose statement should be short and be made up of 3-5 key principles or values.

After staff, student, and limited parental input, the following three values/behaviours have been selected for Edenhope College and its SWPBS core foundation statement:

- Respect
- Safe
- Willing to Learn

### Edenhope College Behaviour Matrix

The Behaviour Matrix is a document (that should be visible throughout the College) that simply outlines the classroom (and non-classroom) expectations that align with the school wide values and behaviours in the above statement. These are student negotiated, clearly posted, explicitly taught and reinforced. They are not simply 'rules' but should form the basis of a 'behaviour curriculum'. Over the course of the next few weeks, students throughout the College will be given the opportunity to contribute to the Behaviour Matrix, and should be encouraged to do so.

### Term 2 SWPBS meeting schedule

Anyone, student, teacher or parent, can attend an SWPBS meeting if they wish. Student and parent contributions are particularly welcome. The work is not time consuming, but it is important that the groundwork that we do in year one of what might be a 3-5 year process, aligns to the values of as many varied members of the College community as possible. The work we are doing now, will shape the way the College operates well into the next decade.

**Term 2 Meeting dates:** 21 May, 4 June, and 25 June (all meetings are held in the 'Centre' at 3.35-4.35 pm )



## Annual Year 7 Hearing Tests

Wimmera Hearing Society is coming to Edenhope College Thursday 7<sup>th</sup> June to screen our Year 7 students. They can also test other students as needed. They will be down the street in the afternoon to test members of the public.

Permission forms will be sent home closer to the date. The Wimmera Hearing Society provides a free service. Early detection of hearing loss is vital to support your child's learning.

Diana McDonald  
Secondary School Nurse



## iSafety Education

Senior Constable Julie Bruce will be presenting to our Year 7, 8 and 9 students on Wednesday 9<sup>th</sup> May.

Our College has a duty of care to protect students from harm relating to 'esafety'.

The topic of cybersafety covers many areas and Snr Constable Bruce will present age appropriate information relating to the law.

We urge you to monitor your child's use of their iPhone.

I have included a resource for parents from the Education Victoria website.

<https://esafety.gov.au/education-resources/iparent>

Diana McDonald  
Secondary School Nurse

## VCAL "Autumn" Café

On Thursday 10 May at lunch time, the VCAL students will be running (after cross-country) a Café out of the school canteen. Over the last couple of weeks students have been busily preparing and cooking food for the day with the help of Mrs Irving, Mrs Hawkins and Mr Cooper.

All profits raised will go towards future agricultural and personal development programs for the college students.

All order forms (including \$) are to be handed into the front office (order box) by no later than Monday 7 May.

### Menu

- Creamy Pumpkin Soup - \$1 cup or \$2 bowl (both include slice of bread)
- Toasties (Bacon, Cheese and Tomato Relish) - \$1 per slice
- Lemon Slice - \$1
- Chocolate Hedgehog - \$1
- Apple Crumble - \$2 bowl



## Learner Driver's Practice Tests

You can use your Wimmera Regional Library card to access free online practice tests for your Victorian Driver's Licence – go to [www.wrlc.org.au](http://www.wrlc.org.au), select Online Resources from the left hand navigation bar, and click on the FREE LEARNER'S PRACTICE TESTS button.

## Careers News

Students in Year 11 and 12 will be meeting with Tarah Marygold from MAS National next Tuesday at lunchtime. Tarah will discuss a range of Career options with the students, including information on Apprenticeships and Traineeships. All students will be given the opportunity to access a Career choice tool, which will narrow down pathway options.

I am currently meeting individually with all senior students to complete Career action plans and discuss the range of options open to them. These include University places as well as employment options.

Year 10 students should be finalising Work Experience placements, which will be in the last week of term. Forms are available from Mrs Bubner or myself.

For those considering University places, there are a number of Scholarships to provide financial assistance. Applications open later in the year and a full list of Scholarships will be made available to students.

I would advise Parents to visit Centrelink offices to determine eligibility for Youth Allowance and Living away from home allowance. Simmons Centrelink Advisory Services can assist with financial planning and have been accessed by numbers of Edenhope College parents. They will run free seminars later in the year, however should parents need advice earlier they can contact them on 0409 383 650.

Following are some more websites which can be accessed for information relating to University courses and Apprenticeship and VET options.

<https://www.rmit.edu.au/> RMIT University  
<http://www.angliss.edu.au/> William Angliss Institute  
<https://www.vu.edu.au/> Victoria University  
<http://www.deakin.edu.au/> Deakin University  
[https://yourfuture.acu.edu.au](https://yourfuture.acu.edu.au/) Australian Catholic University  
<https://www.defencejobs.gov.au/> Defence Force Jobs  
<http://www.vtac.edu.au/> Victorian Tertiary Admissions Centre  
<http://www.satac.edu.au/> South Australian Tertiary Admissions Centre  
<https://www.unisa.edu.au/> University of South Australia  
<https://www.adelaide.edu.au/> University of Adelaide  
<https://www.flinders.edu.au/>  
<https://www.myskills.gov.au/>  
<https://www.australianapprenticeships.gov.au/>

Victoria Rose-Heffernan

## Foundation, Year 1 and Year 2 Food Creatures

