

Principals Report

End of Term 2

Friday will be the last day of Term 2. Thankyou to everyone for all their hard work over the last 20 weeks of the semester. It has been a very busy but enjoyable and productive time for everyone. A great deal has been achieved. Enjoy the break and return refreshed, relaxed and ready for work on Monday 13 July.

Movements and Changes

At the end of the semester a number of staff changes will take effect across the College:

Anna Avery is on Family Leave

Adam Cusworth has taken a teaching position in Melbourne

Teneille Smith is on extended Leave Without Pay

Kellie Rutherford has resigned

Ros James will be on Long Service Leave

May I take this opportunity to thank these staff for their contribution to the Middle Years College in the time they have been members of the teaching staff.

Student Reports

Reports

As many would know, the last few weeks of Term 2 are especially hectic for teachers who have to bring together all the data from the first semester to assess work, write reports and collate the information. Staff have worked to very tight timelines as we like to give students as long as possible to complete and hand in work. I would like to thank all members of staff for the work they have done in what is always a difficult and exhausting time of the year.

All students have their progress measured against clearly defined Progression Points in each Domain area (subject). Their results are also plotted against their result at this time last year in each Domain. Please make sure that you read the explanatory information included in the report package as it will help understand the new reporting scheme.

Reading Reports

Reading your child's report can bring many emotions to the fore. Anticipation, pride, disappointment, anxiety, can all play their part in the way parents react. It is worth keeping in mind that the emotions experienced by parents are also felt by the students who will be hypersensitive and ready to react defensively. A school report, however, is not the definitive measure of your child's abilities or your worth as a parent. How can reading a report be an occasion for celebration of what has been achieved as well as the opportunity to reflect on work habits and set goals for the future? Setting a pattern of constructive support will help make report time a productive and positive experience that will help your child make progress at school.

- Find the positive aspects of the report and highlight them by praising your child for real achievements
- Go over the grades without over-reacting to poor results. Engage your child in a discussion by considering questions like: Did you find the work difficult? What stopped you from getting a better result? Have you discussed your difficulties with your

- If results are cause for concern, first of all examine homework habits. Does your child do regular homework? Is long enough spent on homework? Is there a quiet place for homework free of interruptions? Are there too many extra-curricular commitments?
- If you know your child works hard and is still not making progress, ask for an appointment with the teacher to find out what can be done. It is generally more productive to have your child at this meeting.
- Don't look for quick fixes.
- Agree on attainable goals for the next report. These may include improved behaviour in class, completing homework, and improvement in assessment task grades, higher grades for effort. Decide on a realistic number of goals and discuss how these goals can be met. Write down the agreed plan and pin a copy where your child can see it. Include regular milestones.
- Many students who fall behind at school feel powerless. By giving them tools for learning we also give them the confidence that with properly directed effort they can succeed. Small successes will bring about incremental improvement.
- Not every child will be a genius but every child is capable of making an effort to learn. If your child is already a hard worker, look at ways of working smarter.

Arrangements for Last Day of Term, Friday 26 June

Semester One Reports will be distributed on the last day of term during an extended A-Team Meeting that will be held prior to the school being dismissed at **2.30pm**. The timetable for the day will start with A-Team as usual at 9.00 and will be followed by periods 1 to 5. After lunch there will be an extended A-Team Meeting where rolls will be marked, reports will be distributed and chairs and tables stacked in readiness for major holiday cleaning.

V Hilditch
Principal

Assistant Principals' Report

Restorative Justice and School Violence: Building Theory and Practice

What is bullying?

The most frequently cited definition of bullying is the "repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons" (Rigby, 1996, p15; see also Farrington, 1993; Olweus, 1993). Three critical points are important in this definition:

Power: Children who bully acquire their power through various means: physical size and strength; status within a peer group; and recruitment within the peer group so as to exclude others.

Frequency: Bullying is not a random act; it is characterized by its repetitive nature. Because it is repetitive, the children who are bullied not only have to survive the humiliation of the attack itself but live in constant fear of its re-occurrence.

Intent to Harm: While not always fully conscious to the child

who bullies, causing physical and emotional harm is a deliberative act. It puts the child who is bullied in a position of oppression by the child who bullies.

It is important to note that bullying does not define all forms of conflict. If the power balance is perceived to be relatively equal, bullying is not in play. The bullying battleground is not a level playing field. Bullying is the assertion of power through aggression and domination. The form that bullying takes changes with life stage: from playgroup bullying and gang violence, to sexual and workplace harassment, to child abuse and domestic violence, as well as abuse of our elders and disabled (Pepler and Craig, 1997.) The exertion of power can be both verbal and physical and it can take many forms: through overt use of physical size, strength and numbers, to the use of status within a group. The form can be face-to-face or insidiously indirect, through rumours, exclusion, stalking and setting people up through others (Olweus, 1991.) The repetitive nature of bullying sets up an ongoing relationship of dominance and submission. Both patterns can have a negative impact on the individuals and the communities concerned. Both can be understood through an analysis of how we manage our social relationships-individually and collectively.

How Pervasive is School Bullying?

While bullying comes and goes with age, there is a developmental pattern. At the ages of 11 and 12, students are most likely to report bullying others (Pepler et al 1997.) in other words, the pattern changes once adolescence begins. Overall, reported bullying is higher in primary school than secondary school; however, the early years of secondary school are higher than the final year of primary school (Rigby, 1996)

If It's Everywhere, Is Bullying Just a Lesson in Life?

The acceptance of bullying as a normal part of life signals that intimidation and violence are acceptable ways to resolve conflict and influence others. We may always have to deal with some form of bullying but we should never have to nurture our children in its arms. Children who tread the path of bully and victim can carry the emotional turmoil with them for a lifetime. Not only does it harm their own sense of personal wellbeing, it also affects those who care for these children.

To understand the problem of bullying and of being bullied, we must consider the developmental paths of children who dominate others and their victims. We must also examine the social systems in which bullying occurs, such as the family, peer groups, schools and other social institutions. We can not dismiss children who bully in schools as part of a behavioural cycle that they'll grow out of, likewise, we can not pass off children who are bullied as needing a lesson in learning to stand up for themselves. The evidence shows that we are not doing anyone a service by taking this stand.

Young People and Personal Safety

Parents may have read an article in The Border Mail on Thursday, about an incident that occurred last weekend where a young person was approached by two adult strangers in Wodonga after dark.

We have spoken to the students this week, reminding them about the need to be careful of their personal safety and to minimise risk. We also urge parents to speak to their children about personal safety and to be aware of their children's movements, especially in the evenings after dark.

Maree Cribbes, Alyson Miller
Assistant Principals

School Nurse

Head Lice

Head lice will be a problem from time to time and it is important to work together as a school community to minimise the frustration caused by the problem.

If your child has head lice – tell anyone who has had head to head contact with them. Children with head lice can attend school once treatment has commenced.

Head lice are not fussy about the heads they live on – they make no consideration for income, ethnicity or hair colour. They live their entire lives on human heads and their entire food source is supplied from the scalp.

Head lice have been around for many thousands of years and they will not be eradicated.

Head lice don't fly or jump – they crawl from head to head. This often happens when people play or work closely together. Head lice (*Pediculus humanus capitis*) are small (3-4mm) wingless insects, which are common, particularly in school aged children. Head lice are a common problem in Australian schools and exact figures on the size of the problem vary.

Eggs can be difficult to see; use a strong light (such as sunlight) and look on the hair shafts. If you are not sure whether an object you find is a head louse egg, try sliding it up the hair shaft using your fingers. Eggs are usually quite difficult to move, whereas dandruff and other items slide easily.

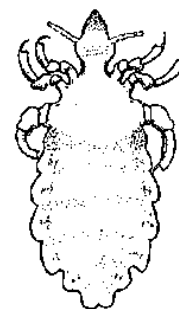
Lice can crawl and hide. The easiest and most effective way to find them is to follow these steps:

- 1: Comb any type of hair conditioner on to dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them to grip the hair or crawl around.
- 2: Now comb sections of the hair with a fine tooth, head lice comb.
- 3: Wipe the conditioner from the comb onto a paper towel or tissue.
- 4: Look on the tissue and on the comb for lice and eggs.
- 5: Repeat the combing for every part of the head at least 4 or 5 times. If lice or eggs are found, the child's hair should be treated.

Treatment choices:

Chemical - Treat and comb to remove the head lice and eggs; and repeat in 7 days

Non-chemical - Use conditioner and comb to remove the head lice and eggs; and repeat every 2 days until no live lice have been found for 10 days.



Helen Allen
School Nurse

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Sport

Wodonga Schools Shooting Competition

On June 10 the College took 48 students to the Wodonga Shooting Complex to compete in both small bore and shotgun events. It was a glorious sunny day with a cool breeze blowing across the range. Our students performed well and attracted many complimentary remarks



from the members of both the Field and Game, and Sporting Shooters Association. Well done to everyone.

Ursula Reeb, Mark Evans, Stuart James

Eastern Zone Cross Country

Very early on Tuesday, June 16, the WMYC Cross Country participants travelled to Broadford to compete. Final results are pending, however both the 13 Years Girls Team and the 13 Years Boys Team have progressed to the next level to be held next term. Congratulations to all students who took part. Full list of results in a later newsletter.



Marion Patterson

Year 8 Boy's NEDSSA Football

On the 10th of June the Year 8 boys football team went to Wangaratta to play footy against Wangaratta High, Marian College and Benalla College. As soon as we hopped off the bus we were straight into action with the first game being against Wangaratta - scores were: WMYC: 8.1 49 to Wangaratta: 6.12 48. The boys started off well but in the 2nd half Wangaratta clawed themselves straight back into the game. In the end we won by 1 point thanks to our accurate kicking. Goal kickers were: Tyson Neander 2, Ryley Collins 2, Arin Kilpatrick 1, Jaiden Stojanovic 1, Dale Hickey 1, Tyrone Mallory 1. Best players were: Ryley Collins, Luke Milgate, Seamus Quinn and Joel Heiner.

After that game we had a lunch break and watched the Wangaratta vs Marian game which Wangaratta won. Then it was our turn to play again. We versed Marian and we smashed them by 86 points. The score was WMYC: 13.9 86 to Marian: 0.0 0. The boys played a stunning game against Marian - a great team effort that put us in the finals. Goal Kickers were: Luke Hawkins 2, Beau Styles 1, Jordan Palmer 3, Ryley Collins 2, Tyrone Mallory 1, Jaiden Stojanovic 2 and Mason O'Keefe 3. Best players were Jaiden Stojanovic, Jordan Palmer and Jake Wyatt.

The final game was against Benalla. It was a hard and well fought game. The boys put in as much effort as possible throughout the whole game. It was exciting when we kicked the last few goals to get the victory. WMYC: 5.0 30 to Benalla 4.3 27. Goal kickers were: Mason O'Keefe 1, Ryley Collins 3 and Tyrone Mallory 1. The best players were Arin Kilpatrick, Jaiden Stojanovic, Tyson Neander, Ryley Collins and Joel Heiner. A special thanks to all the helpers that helped put in a 110% the whole day.

Overall Jaiden Stojanovic got the m.v.p (most valuable player) award. We're all excited that we made it to the next level Eastern Zone which is in Wangaratta next term. Hopefully we will have another great day and make it through to the next level after that which is State.

Tyson Neander and Dylan McKane 8E

Year 7

End Of Term Activities

There are a number of activities planned for the Year 7 students this week to celebrate the end of a successful semester.

- ▶ F7E is going to Scrambles - June 23
- ▶ H7G/H7E are going to Scrambles - June 24
- ▶ Music Concert at Huon - June 24 in D2. This concert will showcase the progress that Huon Year 7 Instrumental students have made this semester.
- ▶ Felltimber Literacy Group to Rumble Tumbles - June 25 (return money and permission slips to front office)
- ▶ Huon Year 7 Movie Day - June 25
- ▶ F7B is going swimming at the Wodonga Sports and Leisure Centre - June 25

Year 7 Team

Cross-Country

On the 16th of June some students from both Huon and Felltimber travelled to Broadford to participate in the Eastern Zone Cross-Country. It was a three hour drive. It was a cold day but it warmed up a bit. Felltimber and Huon, boys and girls came first in the under 13's. Some of the students who got put into groups at the Benalla zone cross-country automatically get to go through to State in Melbourne. I hope that they have a fun time and I wish them luck. I came 24th and I had a great time and I'm proud that I made it that far. :)

Mikaila Garner, F7B

Bowling

Yesterday, Wednesday 17th June, 7H from Huon celebrated the end of semester one by going to High Street for lunch followed by a game of tenpin bowling. After we had lunch we walked to the bowling alley. When we got there we put on our groovy bowling shoes and started to play. Mr Cusworth started off with several gutter balls, however he did end up with the highest score out of his group and certainly made sure the rest of the class knew how successful he was!

There were many scores over 100, but there were also many people relying on the use of the bumpers though not Mr Cusworth. After everyone finished playing we played on the electronic games for about 20 minutes before we had to walk back to school.

Thank you Twin City Bowling, Ms Heintze and Mr Cusworth for a wonderful afternoon.

Demi Delacy, H7H

Boys Football

The WMYC Year 7 boys Football squad returned almost triumphant from Benalla on Thursday, June 18. The team missed out by four points on progressing to the next round. They played games against Galen College, Wangaratta and Benalla.

Brock Shirley

Bull's Eye

Today (Thursday Morning) in science we dissected a bull's eye. I was with Tyson and Scott. The eye came out with fat around it and we had to cut it off (yuck it was gooey!)



After all the fat was gone we needed to cut in a circle so we could get the lens. We had a bit of trouble because it was tender. Once we cut into it, all black and grey gunk came out. Eventually we found the lens - it was very small but clear. After that we went to see other groups' bulls' eyes. We took off our gloves and our aprons, then wrapped up all the bull's eye gunk and threw them out. Hopefully I won't need to do it again because it smelled and was very yucky.

Taela Hewatt, F7B

What's Happening In My Class...

Year 8 Budgeting

Year 8C students took the option of the Plaza Budget as their major assignment. The current Economics unit looks at budgeting in various forms but essentially makes students aware of the world that awaits them! In this particular



assignment, the students chose a motive to run within the budgeting theme and used the Plaza as the research base. Some students chose a family budget over a week to compare between the prices of set goods that were "No Label" products as opposed to "Name" brands. Others chose to compare the prices of similar products in a family budget found in Coles with those found in the plaza shops. An interesting conclusion will be for the group who are just buying goods that are "healthy" in their \$200 family budget! It was also rewarding to see our students so well behaved and conscientious in public.

"GET20" in 8D

This is where the students form their own group, choose their words and test their class mates.

They need to choose their words, spell them out to four other groups, test the class and correct all the test papers - by the time they have given back the test sheets they should really know



how to spell their words! The results are entered onto a spreadsheet with the winning group claiming a nice trophy of assorted lollies! ps - If you talk during a test, your team loses a point!

David Henricus

Community Notices



What to do in the school holidays -

Week One:

Traditional Life Artwork; Fun With Puppets; Woodworks; Weaving Wonders for Youngsters

Week Two:

Have a smashing Good Time With Mosaics; Weaving Wonders

Bookings are essential for all activities.

Contact Wodonga Council on 6022 9300 or email: youth@wodonga.vic.gov.au for bookings and further information.

Albury Wodonga Eisteddfod Organising Committee

The organising committee is looking for volunteers for its forthcoming Eisteddfod. Please phone Traci on 6040 0336 or Graham on 6021 2997 for further information.

Dates to Remember

Dates for 2009	Activity
Friday, June 26	► End of Term 2
Monday, July 13	► First Day Term 3
Thursday, July 16	► Presentations - Felltimber
Friday, July 17	► Presentations - Huon

Canteen Roster - Felltimber

Monday, July 13	Katrina Dawes
Tuesday, July 14	Anne Whitehead
Wednesday, July 15	Helen Deegan
Thursday, July 16	Dot Wallace
Friday, July 17	Marg Quine

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