



Principal's Reflection - Joanne Rock



Our last couple of weeks of term have had many examples of successful learning, collaboration and celebration for me to share and reflect upon. However, if you have Facebook, Instagram or Twitter, you will already be aware of these, as Kristy Walker, our Promotions Officer enthusiastically keeps updating these social media sites for all to see and enjoy. If you are yet to link into these FCJ College sites, can I strongly suggest you do, as they provide the most up to date reports and snippets of the diverse learning opportunities our learning community offers?

A highlight for me this term are the many wonderful fundraising events that have taken place for our annual CARITAS campaign over Lent. Our Year 7 and 8 students ran another hugely successful St Patrick's Day cake stall, raising over \$600 from their baked goodies. Our Year 10 students organised a lolly jar competition, raising a good total of over \$400. Our Year 11 students ran a couple of things over the course of Lent – their canteen in the locker and lolly stall at the Athletics Day raised over \$600. Alongside these whole year level events, each Pastoral Group has had a CARITAS donation box where students have been putting in their loose change over the course of Lent. The group that could produce the longest line of coins won a pizza lunch. This was a hotly contested competition, with the winners being 8X. This fundraising initiative raises social awareness for those far less fortunate than ourselves in third world countries, where the definition of poverty is very different to ours.

So much takes place in a school over a ten-week term, and the highlights have been many and varied. Our Swimming and Athletics Carnivals involved the whole school community, as did our Commencement/ Ash Wednesday Mass. Our Year 7 students made new friends on their camp, and our Year 12 students reflected on what they want to achieve this year at their retreat. Our Year 10 families were invited to a fun Kahoots quiz evening, and almost the whole Year 7 cohort turned up with their families for a welcome BBQ. Our relationship continues to strengthen with our partner schools in the BRCE – the Benalla Regional Catholic Education collective, with a really positive Grade 6 Leadership Day held in March; visits to the partner primary schools with past pupils talking of their experiences at FCJ College thus far and our students assisting with events like the St Joseph's Colour Fun Run and St John's Grade 6 Retreat Day. Just this week, we held our annual Lent/ Easter Liturgy, which is always a dramatic and powerful reflection of the Gospel story leading up to Easter.

There have been other wonderful learning experiences happening as well – both in and out of the classrooms - our swimmers represented the College successfully at the regional swimming carnivals; Outdoor Education camps; a breakfast for



some of our senior girls on International Women's Day. This list, whilst certainly not complete, shows the diverse nature of learning in the 21st Century.

It was lovely to see so many parents at the College last night at our Term 1 Parent/ Teacher interviews. By doubling the amount of time available for these interviews, parents are now able to come and talk to many of their child's teachers, allowing the important school/ home partnership to strengthen and focus on the best outcomes possible. The conversations were positive and helpful to teachers and parents alike, and the students will only benefit from this.

Next term, our College front gates on Arundel St will be locked from 8.15am to 3.45pm to meet the Victorian Registration and Quality Authority standards of providing a safe and secure site for students and staff members. There has been increased car traffic this year, especially at the start and end of the day that is causing increased safety concerns. The walking gate at the corner of Wedge and Arundel St will remain open all day for visitor access, and all visitors must report to Reception to state their business and whom they are here to see. This is the only entry point into the College during school hours. Parents are not to use the driveway to drop off/ pick up students. Please organise an off-site meeting point with your child.

It is easy to see why time flies by so quickly and yet hard to believe we have come to the end of our first term for the year! As we head into the term break and Easter, may you all find some time to rest, relax and reflect on the hope and love of the risen Christ.

Happy holidays!

Joanne Rock
Principal

CONVEYANCE ALLOWANCE

Applications are now open to eligible families to lodge a claim through the Conveyance Allowance Program. The allowance provides financial assistance towards the cost of:

- travel more than 4.8 km by private car to access a free school bus or
- reside more than 4.8 km by the shortest practical route from school and pay to travel on a city bus
- travel to school on a private bus (FCJ College)

Students travelling by private car for more than 4.8kms to a free country school bus pick up or drop off point should complete the application form for private car travel.

Students travelling on a city bus who reside more than 4.8 km from the school purchase a yearly or half yearly bus pass from Benalla Bus Lines. A copy of the receipt should be attached to the application form for public transport travel.

Students travelling by private FCJ College bus are required to complete an application form to travel on a private bus.

All forms can be obtained from the College Office, school stream app or <http://www.education.vic.gov.au.conveyance>

Camps Sports Excursion Funding

Are you eligible for the \$225.00 annual payment?

On the first day of term one (29 January 2019) or the first day of term two (23 April 2019), a parent or legal guardian of a student must:

- ♦ be an eligible beneficiary of one of these cards:
 - Veterans Affairs Gold Card
 - Centrelink Health Care Card
 - Pensioner Concession Card
- ♦ OR they must be a temporary foster parent
- ♦ OR the student is 16 years or older and holds a valid concession card (such as a Youth Allowance Health Care Card)
- ♦ AND the parent or legal guardian must submit an application by the due date.

Parents who receive a carer allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with the above.

Eligibility will be determined when the parent's concession card successfully validates with Centrelink on either the first day of term one or term two.

If the eligible card is in the name of the student, the fund is only granted to that student, not their siblings.

<https://www.education.vic.gov.au/Documents/about/programs/health/csefapplicationform.docx>

PARENT ACCESS MODULE (PAM)

Student Medical Information

From the commencement of 2019, PAM accounts will be used to collect and maintain important medical information for your child.

The collection of this information is a legal requirement which allows us to care for your child's medical needs while they are attending classes and school activities. We are requesting families update the information at the beginning of each school year and also during the year as required.

Please access your PAM account using your login details, in the Student Medical Profile section firstly, update your email address and secondly, add medical information for your child.

We do stress urgency for this to occur as a lack of medical information may impact your child's participation in off-site activities.

To access the PAM portal go to web address:
pam.fcjbenalla.catholic.edu.au



Calendar

April

- 12-21 Philippines Immersion Trip
- 23 Term 2 Commences
- 23/4-2/5 Summer to Winter Uniform transition
- 25 **STUDENT FREE DAY - ANZAC Day**
- 26 Full School Assembly
- 30 Southern Ranges Athletics (Shepparton)
- 30 Grade 5 Discovery Day

May

- 1-2 Yr 9 Outdoor Ed Hike to Bogong High Plains
- 3 Winter Uniform Compulsory
- 3 School Photo Day
- 7-8 U3 OES Hike to Mt Feathertop
- 11 Youth Mass
- 14-15 NAPLAN Testing
- 14 Year 9/10 Relationships Seminar
- 16 FCJ College Cross Country
- 24 Year 9 Arts Connect9 Excursion
- 27 Unit 3 Biology Excursion
- 30 Southern Ranges Round Robin 2

UNIFORM CHANGEOVER

At the beginning of Term 2 we will transition to wearing the winter uniform.

From 23 April to 2 May, students are allowed to wear either their summer or winter uniform.

On Friday, 3 May (School Photo Day), all students are to be wearing the winter uniform.



UNIFORM SHOP SCHOOL HOLIDAYS

Please note the uniform shop will be open in the school holidays during the following times:

WEDNESDAY 10 APRIL: 10.00 AM - 4.00 PM

Private Music Tuition @ FCJ

Sue Ciantar

MMusStud,
Dip MusT, ATMusA, Dip Biochem



Piano Teacher

**Piano lessons for all ages.
Enquiries welcome.**

Telephone: 0418 320 472
Email: mscian@me.com

Guitar Lessons

*Acoustic
Nylon
Electric guitar*

AMEB grades.

Ms Nada Lupo

Bachelor of Arts (music major) LaTrobe University Grad Dip Ed (University Of Melbourne)

Enquiries: 5762 1222

or see Sue at the FCJ Front Office
Spaces are available for guitar lessons. If interested, please leave your name and contact details at the front office.



follow us on facebook

admin@fcjbenalla.catholic.edu.au

www.fcjbenalla.catholic.edu.au

FRONT OFFICE
Office Hours 8:00am - 4:30pm
Phone 5762 1222

The Year 12s have been on a two-day Retreat in early February and have since settled into the rhythm of classes. There are a number of things that are going on for students outside of the time-tabled classes.

All Year 12 students are being allocated a 10 minute appointment with one of the visiting Careers Counsellors. They attend FCJ College on a Tuesday lunchtime and are full-time Careers Counsellors. The purpose of the meetings is to provide an introduction for students to the services available and for them to gain some feedback about their knowledge or otherwise in relation to possible careers of interest to them. Once all students have had an initial appointment, they will be able to make follow up appointments through Mr Boyle.

Continuing the careers theme, all students in Year 12 receive a copy of the Careers Weekly each week. It contains current information relating to such things as apprenticeships, traineeships and TAFE options and University scholarships. It focuses on certain University courses, explores occupations and career fields as well as career related articles and upcoming dates for open days and the like. It is a very useful resource for students and parents to read and become informed about.

Some students from Years 11 and 12 opted to attend a Tomorrow Today funded University Bus Tours event. Together with students from Benalla P-12, our students chose to attend either RMIT and Latrobe University, or Deakin and Victoria universities. It provided students with the chance to see the Universities in action as well as understand more practically what the experience of attending University might be like. The tours also involved a tour of the residential accommodation, where the Universities offer them. This is a very useful experience that Tomorrow Today have enabled for all Benalla based students to attend free of charge. It was a long day for all students but one that was most productive and insightful with plenty to think about.

The VCAL students have sat a Literacy and Numeracy based test – Core Skills Profile for Adults that was conducted by a member of the GOTAFE team. Feedback will be forthcoming in the near future as to the standard of the students' literacy and numeracy levels. This should assist students in determining what they need to do in regards to these academic learning areas in relation to the skills they need for possible future employment. The VCAL team has organised and run the bbq lunch for the school at the two sports days this term. These projects were quite time consuming but very useful in helping to develop their understanding of workplace health and safety, in addition to determining the roles and responsibilities as well as timelines involved in coordinating projects in the workplace.

"Some of the senior students got the opportunity to visit RMIT and LaTrobe University. These campuses could not be more different from each other. The main RMIT campus is in the centre of Melbourne's CBD, has super modern architecture and the busyness of the city just outside the building. LaTrobe's main campus is in Bundoora, which is about 45 minutes from the city (closer to Benalla) and this campus is huge (the largest in the southern hemisphere!), with older buildings and huge ovals and even a moat.

Each university had a few students/lecturers talk to us about the courses available, and at LaTrobe we were toured around the campus. LaTrobe has residential buildings on campus, which

we couldn't actually go in. RMIT is set up a bit differently as it is strewn throughout the city. The res buildings are off campus, but pretty close by. We had a walk through a couple of the room options, which was great to be able to physically see before we decide whether staying at a uni campus is for us.



University can seem like a big and scary move from high school, so the opportunity to go and tour a few universities in Melbourne is one you can't really turn down, even if you're not sure about what you want to do after finishing school".

- Maeve McGann-Robb



FCJ College Athletics Carnival - 28 March



HOUSE SCORES

1st D'Houet - 3876
2nd Hughes - 3770
3rd Davy - 2656



Age Champions

13Yr Female Champion
COOKE, Abigail

13Yr Male Champion
GREEN, Jac
BERRY, Joe

14Yr Female Champion
MOLL, Olivia

14Yr Male Champion
RILEY, Thomas

15Yr Female Champion
COOK, Katarina

15Yr Male Champion
MARTIN, Ryan

16Yr Female Champion
SIMS, Emily

16Yr Male Champion
BOYLE, Lachlan

17Yr Female Champion
BURKE, Zoe

17Yr Male Champion
KNIGHT, Matthew

20Yr Female Champion
SMITH, Grace

20Yr Female Champion
KUBEIL, Joshua

FASTEST FEMALE

100m sprint

Yr 10 Student
EMILY SIMS (0.13.62 sec)

FASTEST MALE

100m sprint

Yr 12 Student
SACHAR KELLY-WISEMAN
(0.12.44 sec)



Recently, Art students have had excellent experiences in different gallery spaces.

On Tuesday 26 March, the Yr11 & 12 combined Studio Art Class had an excursion to NGV Australia at Fed Square & NGV International on St Kilda Road.

Students viewed the popular exhibition 'Top Arts' (a selection of exemplary student work from VCE students in 2018). They participated in a 'Top Talk' forum and folio viewing. The folios demonstrate the stages of the studio process and display a great depth of exploration and development students generate on a chosen theme. Our students then viewed the carefully curated exhibition that presents the 'final artworks' derived from the folio work.

In the afternoon, students took a self-guided tour through NGV International & Australia viewing a range of historic & contemporary artworks in both the permanent and temporary exhibitions including So Li (a vibrant architectural display designed by ground-breaking architecture practice from China/USA), the Krystyna Campbell-Pretty Fashion Gift (haute couture and Parisian fashion from the late nineteenth century to the twenty-first century), From Bark to Neon (Indigenous Art in Australia), and large scale photographs by Darren Sylvester.



Art Exhibition Excursion - EMPIRE by Rone

On Tuesday 2 April Yr 10, 11, 12 Art students had a unique opportunity to visit the temporary exhibition by contemporary Australian street artist RONE (Tyrone Wright).

The Benalla Art Gallery invited our Art students to their tour of this unique installation at Burnham Beeches, Sherbrook - in Melbourne's Dandenong Ranges.

Burnham Beeches is a sprawling 1930s mansion that has been left vacant for more than 20 years. RONE collaborated with other artists to create the exhibition 'EMPIRE', a multi-sensory journey that combines art, sound, light, botanical design and scent.

The students were very engaged with this unique work of art. Students were also able to meet the artist and ask questions about his work and ideas.

The VCE class will be using this exhibition as part of their Unit 4 coursework when learning about the Art Industry contexts.

We are very grateful for this opportunity offered and supported by the Benalla Regional Art Gallery, it is an exhibition they will remember for the rest of their lives.



"Wednesday 13 March was a pretty awesome day. We were taken to the Burwood campus of Deakin University by the 'Tomorrow Today Foundation'. After a long bus trip, we all jumped off, excited to see what Deakin would be like.

I was in a fortunate position, having already visited Deakin University before, I had an idea of what the tour would be like, but I also had specific things I wanted to see more of. When we arrived, we were taken into a class room, where we were told about how Deakin structures its courses and how it has a handful of campuses spread across Melbourne.

We were then introduced to our two tour guides, they themselves being students of Deakin; Emily an FCJ College graduate and Annabelle who was a graduate of P-12 College. We were split into our school groups and Emily took us for our tour. She showed us some common areas, like a large study space where people can get tutors and study in quiet as well as get some food. We were shown the long entrance way, lined with benches where we saw students talking and some people studying. We then moved to a large, tall room that had a café and a small stage. We were told that this is where a lot of student events are held, small concerts, fundraisers and that type of thing. We were taken across to the residential blocks and we went through one of the common areas, where there was a kitchen, some fun activities to help you relax and then an awesome cinema room.

We got to see inside of the four bedroom shared apartments and got a small insight of what living on campus could be like. We then visited the art wing, which is what I was really interested in. We had seen some photography students going around taking photos of random things with analogue film cameras. It turns out that for some of their tasks, they are asked to go experiment with different equipment and come back to talk about what the difficulties of using could be.

We went and visited the set of where students film the Marngrook Footy Show, which is designed to give students a real behind the camera experience on a real TV set. This also doubles as weekly live entertainment for students.

We were then taken to an equipment loan out room where we were shown a cool camera which is used to film TV and costs around \$4000. This sounds like a lot, but then they showed us a cinema camera, (the same type used to film all of the blockbusters that come out today, including all of the Marvel films), which costs upwards of \$100,000. The bigger shock came when we learned that they had five of these cameras and that 2nd and 3rd year film students use them for their assessments. Once we saw this awesome gear, we headed off and got some lunch at one of the campus food outlets.



After lunch, we headed to Victoria University in Footscray, about 40 minutes from Burwood. When we arrived, we were greeted by a happy and chirpy woman in charge of our introduction to VU. After walking up a lot of stairs, and being told that it might be one of Australia's most vertical Universities, we were seated into a lecture hall.

We learned about VU's use of the block formula for teaching their courses and how they are the only university in Australia to use this. We were told of the benefits and how the system works. Basically, you are taught one unit, then tested on it, then taught the second and tested on it, and so on. This compared to the regular system where you learn all of your units, then are tested on it at the end of the year. This brought VU's pass rate up to 80%, with the national average sitting around 65%.

We were then given a set of questions, correlating to different buildings all over the campus and told to complete it in groups in half an hour. Our groups set to work, scrambling all over the university to find the answers, looking at key landmarks like the heated swimming pool, the library, the exchange student area, and student support services.

Once we came back and had completed as much as we could, the winners were announced. After a long day of running around Universities and absorbing as much information as possible, we hopped on the bus and headed home.

I found Deakin and their amazing Arts courses so impressive. The fact that they have so many different Majors for their Bachelor of Arts Degree gives you endless possibilities, as well as a fantastic pathway

into the course of your dreams, if you can't get in first try.

It was really interesting to see the variety of education you can get between two different schools and how they both focus on different things, VU focusing on sport and sport science and Deakin focusing on Arts, Nursing and Business.

A massive thank you to FCJ College, P-12 College and Tomorrow Today for organising this event so we could experience some different avenues and pathways for when we graduate."

- Joshua Payne

On 20 March, the Year 8 students from FCJ College and P-12 participated in Live 4 Life.

Live4Life is a program that teaches teenagers in rural communities about mental health and what we can do about it.

On the day, we listened to guest speakers about their personal stories surrounding mental health and stigma. We also took part in fun activities such as egg throwing, bubble soccer, drunk goggles, stress ball making and henna.

On the day we had a BBQ lunch and drinks followed by a free raffle where many students won a prize.

Overall, it was a fun day and we took away a lot from it.

Written by Abby Hammond and Maison Ring





Year 7 Welcome BBQ

Tuesday 19 March saw our annual Year 7 Welcoming BBQ being celebrated. This night was facilitated by our two courageous MCs Charles Thompson and Abby Ogden, who spoke confidently and proudly of their experiences at FCJ College so far this year. These two students were supported by their fellow peers; Thomas Leith, Trevor Lansley, Kelsey Scriven, Emma Tolliday, Zachary Graham, Frazer Hamilton, Katie Breheny, Riley Mayes, Meiya Milligan-Brown and Cody Marin whom also respectively shared their accounts of different subjects and extra-curricular activities on offer here at FCJ.

Mr Reardon photographed and created a very entertaining and successful slide-show presentation of the Year 7 students. This presentation complimented the student's speeches and gave parents a visual understanding of just how busy the students have been. To close the formalities of the night, Adam Toms led some very talented performers into singing, "Riptide". These students included: Sharlene Baldo, Amrita Krishnaraj, Alex Kearny, Amelia Kearns, Lily Simmons and Molly Close.

To finish the night parents and students were invited to a delicious barbeque and a chat with their Pastoral Leaders and numerous other Year 7 teachers in attendance. It was a very relaxed and enjoyable evening had by all with a large number of Year 7 families present.

Renae Hughes
Year 7 Learning Leader





CARITAS Coin Line



Year 7 Science

In Year 7 Science, students have been working in teams to investigate how they can change the boiling point of water. They created and then conducted their own experiment.



Unit 3 Biology

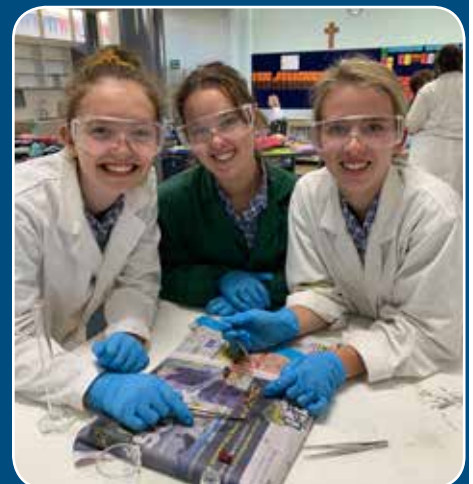
In Unit 3 Biology, we have been studying enzymes and how they help catalyse (speed up) chemical reactions.

To help us understand the way enzymes work, we completed an experiment exploring the way catalase (an enzyme found in the liver) helps breakdown hydrogen peroxide, which is a toxic chemical found in our bodies, into water and oxygen.

This reaction takes place within our bodies. This means there are many factors such as temperature and pH that can impact the reaction.

The aim of this experiment was to see if catalase was reusable and see how temperature impacted the enzyme.

- Lily and Mary





On 18-20 March the Unit 3 Outdoor and Environmental Studies class travelled to Anglesea to partake in a three-day surf trip.

The purpose of the trip was to expand our knowledge of the coastal region and looking at the impact that humans are making around this region and how they can be overcome; as well as participating in surf lessons each day.



Torquay was our first stop on the Monday where we enjoyed some lunch and also got the chance to visit the factory outlets including 'Ripcurl', 'Quicksilver' and Billabong. As well as a bit of shopping, the focus of the visit was to look at the commercialisation of outdoor experiences and what better place.

Arriving in Anglesea, we set up camp and had a chance to explore the caravan park where we were staying, before heading to the Anglesea Beach. Arriving at the beach, we were met by the surf school and were shown

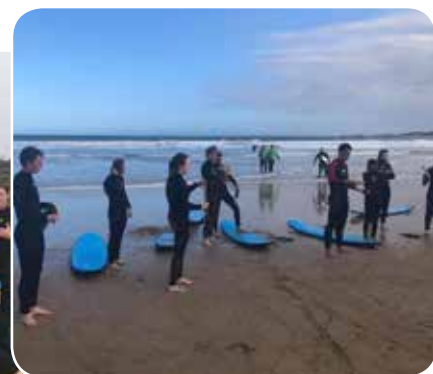
a demonstration of the correct way to put on a wetsuit. They then took us down to the beach to teach us how to "Ride the waves".

We were all worried about how cold the water was going to be but surprisingly, with a wetsuit, it wasn't that bad! It was a very enjoyable experience and by the end of the three days everyone had some concept of how to stand up on a surfboard. In all honesty, some of us didn't get to stand up for very long or very well but at least we did it.

The three days were a great experience and all students who will be doing this class next year should definitely look forward to this trip.

Thank you to Mr Walsh, Ms Starr and Mr Burton for taking us on this great experience.

By Nathan Tolliday





Paper bridges & marshmallow challenges - Year 8 Science

In preparation to the bridge building (STEM) project, students carried out some introductory activities including a team building activity "The marshmallow Challenge" and "Building and testing a paper bridge". These activities were conducted using a set criteria.

For the marshmallow challenge they used a marshmallow, 20 sticks of spaghetti, one metre length of tape and one metre length of string. The tallest structure recorded was 86 cm.

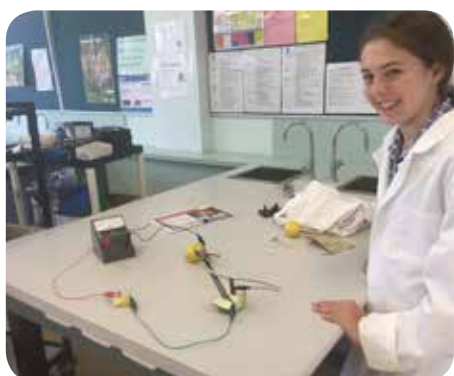
For the paper bridge challenge they used two wooden blocks, a sheet of paper and 50 g masses. The strongest structure supported a mass of 950 g.



Power and the future - Year 9 Science



Students investigated different methods of generating electricity available to us. They explored one method and created a 5 minute presentation in the form of a screencast using a prepared model. The energy sources investigated include coal, oil, gas, biomass, geothermal, nuclear, solar, wind, hydro, tidal and wave.





Easter Liturgy





Professor Anne-Maree Keenan has recently been awarded an Order of the British Empire in the recent Queen's Birthday Honour List for services to podiatry. Anne-Maree holds a Chair in Applied Health Research at the University of Leeds and is Assistant Director of the Leeds Biomedical Research Centre. She said "I am honoured to be nominated for this award. To be singled

out is humbling, when there are so many others who are equally deserving".

Anne-Maree is the eldest daughter of the late Bill Keenan and Marg Mackerell, both well-known Benalla families. A former student of St Joseph's Primary School and FCJ College Benalla, Ms Keenan still describes Benalla as home and tries to return home each year to visit her Mum, family and friends.

Anne-Maree was an Honour student at FCJ College in 1979.

After qualifying as a podiatrist, Anne-Maree worked in public and private sectors, while teaching at La Trobe University and the University of Western Sydney before she moved to Leeds, in 2002, where she was employed as a Research fellow in the Academic Unit of Rheumatology at the University of Leeds. Her research portfolio is centered around the impact and treatment of the foot in musculoskeletal disease, with emphasis on osteoarthritis.

Anne-Maree's influence reaches far outside the podiatry profession and developing the next generation of podiatry researchers. In addition to being the Assistant Director and the Training Lead for NIHR Leeds Biomedical Research Centre, she is Deputy Chair for the National Health and Research (NIHR) Infrastructure and Training Forum, which oversees medical, clinical and non-clinical research training and is the Lead Advocate for Podiatry for NIHR. Anne-Maree has been heavily involved in the NIHR strategic review of training and is the Lead Advocate for Podiatry in the NIHR.

Ms Keenan said when she received a letter from the Cabinet Office in May she was initially alarmed. "As an Australian citizen who has a permanent residence visa, I thought there must be something wrong with my visa and they were about to deport me!"

"However when I read the letter asking if I would accept the OBE it was a total shock. I was told that I couldn't tell anyone until the honour list was published"

Her biggest task was keeping it a secret as she quietly planned a trip to London to see the Queen.

"Her Majesty was not only well informed but interested in what I did and what motivated me and more importantly, where I was from, noting my Aussie accent".

On top of her services to podiatry, Ms Keenan is also a passionate champion of supporting women in her industry. She is co-founder of the Leeds Female Leaders Network, an 800 strong organization that brings together men and women to support female leaders across the city's health sector.

Her mum, Marg would have loved to attend her investiture but due to ill health was unable to travel to London. Her sister Carmel, from Maryborough, joined her along with Anne-Maree's husband Tony Redmond and step-daughter Lowri.

FCJ College and the Benalla community are extremely proud of what Anne-Maree has achieved and wish her all the best with her future endeavours. Congratulations!

*Lyn Tanner
Archivist & Alumni Co-ordinator*





Year 10 Sport & Recreation Class - Colour Run



On Friday 29 March, the Year 10 Sport and Recreation class walked over to St Joseph's Primary School at 11am to help organise the Colour Run.

After a brief induction with the Principal about child safety, we walked out to oval where under the instruction of the P&F leader, we took our places around the obstacle course.

Half of our class had water pistols and were firing at the kids who were completing the course. The rest of the class held on to two parachutes and shook them so the kids could run under the parachutes. Some of the obstacles included climbing under string, weaving through poles, hula hooping, star jumps, running through a water fountain, climbing over tyres and jumping through motorbike tyres. The parent helpers were placed throughout the course spraying children with colour.

After all the kids and a few teachers had gone through three times, it was our turn. We ended up covered in water and colour, mostly courtesy of Mr Morgan.

Overall it was an extremely fun and colourful day that was very fun.
- Heidi Fullager



Year 11 Fundraising for Caritas

The wonderful Year 11 group has been working towards a fundraising goal for Caritas this term. They have developed a Locker Shop for Year 11 and 12 students to purchase food at both recess and lunch-time over the last couple of weeks. They then extended this to the Athletics Carnival and raised money selling chocolates and lollies to give the athletes a much needed sugar boost.

A wonderful team effort led by Meg Walsh and Lia Greenhalgh!





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Ph. (03) 5762 1222*

27 March 2019

Dear Students, Parents and Guardians

This letter is to inform you of significant dates and changes to the examination preparation period for students undertaking a scored VCE in 2019. All compulsory classes conclude for the year on Wednesday 16 October. Thursday 17 October is the Year 12's wonderful day of celebration and farewell, which includes their Farewell Assembly, Mass and Valedictory Dinner. The examination preparation period, commonly known as SWOTVAC, occurs from Monday 21 October to Tuesday 29 October, with the English examination scheduled for Wednesday 30 October.

This year, the College has decided to run all Year 12 classes during this period, with the focus being solely on examination skills and preparation. These classes are optional, but highly recommended for the students, as research tells us that students who have explicit examination preparation instruction tend to have better examination results. During this period, if students choose to come to school, they must attend these examination preparation classes. They will not be permitted to use the study space area if they have a timetabled class. The only use of the study space will occur during their timetabled study periods.

Students can wear neat, casual clothes, and can exit the College at any time, but are asked to sign out at College reception, and they cannot return to the College later that day. Students may be asked to leave if they are not making productive use of this study time, or if they are impacting on the preparation time of other students. Class rolls will be taken for us to collect data on how many students made use of this extra examination preparation time and its possible impact on their examination result. Please note, no Absence SMS messages will be sent to parents during this time.

Once the examination period commences on Wednesday 30 October, no more scheduled classes will occur, and students will need to study from home, communicating with their teachers via email if necessary. There will be no use of the VCE study space once examinations have commenced.

We hope this extra investment of teacher time will be widely used by the students, thereby improving the use of this valuable time prior to the examination period commencing. If you have any questions related to this information, please feel free to contact either Jason Boyle or Brendan Walsh at the College on 5762 1222.

Kind regards

Joanne Rock
Principal



insights

Responding constructively to the Christchurch shooting

by Michael Grose



Last Friday's shooting of innocent people in two Christchurch mosques is an event that has shaken people to the core worldwide.

While we'd like to protect our children from such events, in reality it's impossible, as the news coverage is so widespread and the event itself has impacted so many people. The personal nature of this particular tragedy makes it even harder to stomach than some recent natural disasters that have made the news, as awful as they have been.

So how do you approach this with your children? There is no easy answer, but be assured that your child will benefit from talking to you. These ideas may help:

Be available

Let your child or young person know that it is okay to talk about the events in Christchurch. Listen to what they think and feel. By listening, you can find out if they have misunderstandings, and you can learn more about the support that they need. You do not need to explain more than they are ready to hear, but be willing to answer their questions.

Filter the news

While we don't advocate censorship, we do suggest that you take particular care about your child's exposure to news events. The consistency of images can be frightening for young children who don't understand the notion of distance and have difficulty distinguishing between reality and fiction. Older children and teenagers will probably be interested in the news events, but they probably need an adult available to answer their questions and reassure them.

Engage in the news with older children

Many issues are now arising from this event that may be of significant interest to older primary-aged children and teenagers. Be prepared to engage in discussions about political leadership, gun laws, the coverage of the event itself by the media and other issues that will emerge. Increasingly, young people are demonstrating that they want to have a voice in shaping the world they live in. Give them a chance to air their concerns and formulate their ideas in the safe confines of home.

Manage emotions raised

The Christchurch tragedy may raise many emotions for children and young people including sadness over the loss

of life, confusion over how such an event could happen, and outrage over injustice. Take your cues from your children and follow the threads that emerge. Demonstrate that you understand how that they may be upset and clarify their emotions if possible: "It's understandable to be angry when you hear news like this."

Moderate your language

Currently, we live in very divisive times. The fact that this shooting was carried out on one particular group demonstrates just the extent of the divisiveness of our community. Encourage kids to be inclusive, steering clear of valued-laden, extreme language such as 'terrorists', 'evil' and 'horrors' when describing the events and the alleged perpetrators. Not only does this type of language encourage children and young people to take a position rather than focus on the problems, it risks desensitising them to the reality of the impact of this event. The use of more sedate, yet descriptive language such as 'gunman', 'awful' and 'tragedy' can take remove the emotional sting, while demonstrating the enormity of the event's impact.

Keep to a normal routine

Your child may feel powerless. You may feel the same way as that's what events like the Christchurch shooting does to us. Maintaining the same sleeping, eating and daily routines can help to restore a sense of control over our daily lives.

Show them how to change the world

Arguably, these are the worst of times in terms of social divisiveness. Our children in many ways are letting us know that they don't want to continue living this way. So how can they have an impact? Recently a timely clue came my way in the form of a notification from Facebook. Over the weekend, a parent shared an existing message to her Muslim friends as a message of hope. The quote reads:

"Don't become too pre-occupied with your child's academic ability, but instead teach them to sit with those sitting alone. Teach them to be kind. Teach them to offer help. Teach them to be a friend to the lonely. Teach them to encourage others. Teach them to think about other people. Teach them to share. Teach them to look for the good. This is how they will change the world."

We get that power back when we start to impact the people around us in small ways, making positive changes for the better.

'Kindness', 'helping others', 'encouraging', 'sharing' and similar concepts don't make great political slogans but they form the basis of every strong community- which is precisely what kids need.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spoonfed Generation: How to raise independent children*.

1 HOUR BEFORE BED NO SCREEN TIME

Research has shown the blue light produced by screens disrupts the body's sleep hormone. It is recommended that children should not use a screen in the hour before bedtime. Here are some great activities that you can do in the hour before bed.

TIPS ON WHAT TO DO BEFORE BEDTIME

Interact with family members

Play a game

Read a book

Do a puzzle

Craft or colouring in

Prepare for next day

Shower, bath, brush teeth

ART



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of adjustment they are receiving to access education on the same basis as other students.

Each of the included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the *Disability Discrimination Act 1992*.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. However, until recently, the type of information collected has varied between each state and territory and across government, Catholic and independent school sectors. The national data collection ensures that, for the first time, information about students with disability is transparent, consistent and reliable at a national level.

A nationally consistent approach to collecting data provides evidence on:

- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students' received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.

It is important to note that states and territories are responsible for decisions about the level of funding for government schools; and non-government education systems and approved authorities are responsible for the distribution of the needs-based Commonwealth funding that they receive. While Government funding is calculated with reference to students enrolled at a school, the Government expects schools and school systems to pool their funding from all sources—Australian Government, state/territory and private—and prioritise their spending to meet the educational needs of all of their students. This is because the Government recognises that schools and school systems are best placed to understand the individual needs of students and budget accordingly.

The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Education authorities may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools.

Better information about school students with disability helps parents, carers, teachers, principals, education authorities and government to gain a more complete understanding of students who are receiving adjustments because of disability and how to best support them to take part in schooling on the same basis as other students.

WHAT INFORMATION WILL BE COLLECTED?

Every year, your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's year of schooling
- the student's level of adjustment
- the student's broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgement, selects the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

HOW WILL THIS DATA BE USED?

In addition to informing funding, the data will inform work at a school and system/sectoral level. It will help to ensure that better support for students who are receiving adjustments because of disability becomes routine in the day-to-day practice of schools through:

- strengthening understanding of schools' legislative obligations and the Disability Standards for Education 2005 in relation to students who are receiving adjustments because of disability
- focusing attention on the individual adjustments required to support students with disability to participate in learning on the same basis as other students, and enabling schools to better reflect on the needs of these students and to support them more effectively
- facilitating a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including through encouraging improvements in documentation at the school level
- strengthening communication between schools, parents/carers and the broader community about the needs of students who are receiving adjustments because of disability.

WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the *Disability Discrimination Act 1992*.

For the purposes of the national data collection, students with learning difficulties (such as dyslexia or auditory processing disorder) or chronic health conditions (like epilepsy or diabetes) that require monitoring and the provision of adjustments by the school may be included.

WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff identify the number of students receiving an adjustment due to disability in their school, the broad type of disability and the level of adjustment provided, based on:

- consultation with parents and carers in the course of determining and providing adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

WHAT ARE THE BENEFITS OF THE NATIONAL DATA COLLECTION FOR MY CHILD?

The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability.

This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for students with disability and all students.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together to ensure students with disability can participate in education.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. For the Disability Standards for Education 2005, an adjustment is reasonable in relation to a student with disability if it balances the interests of all parties affected. Schools are required to make reasonable adjustments for students with disability under the Standards.

WHEN DOES THE COLLECTION TAKE PLACE?

The national data collection is conducted in August each year.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Data is collected within each school, and personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available in the [Public information notice](#).

FURTHER INFORMATION

Contact your child's school if you have further questions about the NCCD. You can also visit the [NCCD Portal](#).

An [e-learning resource](#) about the Disability Discrimination Act 1992 and Disability Standards for Education 2005 is freely available for the use of individuals, families and communities.

The document must be attributed as Parent, guardian and carer fact sheet.

HANDS ON TRADES CAREER EXPO

GET YOUR HANDS DIRTY

The Hands On Trades Expo is your opportunity to try out a range of different trades, from plumbing to mechanics and everything in between.

What does a career in trades mean? Is an Apprenticeship something you would like to explore? Discover the in's and out's of what's involved plus find out about the careers available in this region.

THURSDAY 9TH MAY 2019

9AM - 12PM & 1PM - 3PM

WINTON MOTOR RACEWAY | FOX ST, WINTON

@handsontradescareer @handsontradesday



General Enquiries / School bookings Contact Shane Crispin on 0427 712 634



Could \$500 help you with high-school costs?

Join Saver Plus and we'll match your savings, dollar for dollar, up to \$500 for school costs.

- laptops & tablets
- specialist subjects
- uniforms & shoes
- books & supplies
- sports fees & gear
- camps & excursions

To join Saver Plus, you must be at least 18 years or over, have a child at school or attend vocational education yourself, have regular income from paid employment (you or your partner), have a current Health Care or Pensioner Concession Card and be in receipt of an eligible Commonwealth social security benefit, allowance or payment*

Contact your local Saver Plus Coordinator
Phone or SMS your name and postcode to 1300 610 355
Email saverplus@bsl.org.au
Online saverplus.org.au
Find us on Facebook



* many Centrelink payments are eligible, please contact your local Coordinator for more information.
Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to www.ds.gov.au for more information.

10 REASONS TO PUT YOUR HAND UP FOR ROTARY STUDENT EXCHANGE

1- THE PROGRAM

Gold standard program fully supported - no other program can compare

2- THE VALUE

Over \$30,000 in scholarship funding including one year's education with full board and allowance with minimal contribution of less than \$9,000

3- THE FAMILIES

2-4 families all selected & checked by Rotary

4- THE NETWORK

No other program can provide a network of exchange students from all over the world like RYE - from the moment you are accepted you have past and present students with you every step of the way

5- THE BLAZER

The ultimate in exchange wear!

6 - THE MEMORIES

Your exchange does not finish when you return home. You can join ROTEX and continue contribute to your community + grow leadership skills

7 THE SUPPORT

RYPEN, RYLA, ROTEX, Mentor, Counsellor, Outbound Coordinator - we provide it all

8 - THE EXPERIENCE

No other program offers the opportunity for a group tour of their region- be it Europe, Amazon, Lapland.. a memorable tour with around 30-40 other Rotary exchange students

9 - THE LEGACY

its not a year in a lifetime - its a lifetime in a year

10 - THE PREPARATION

2 orientation weekends to prepare both students & parents for exchange plus a return weekend to prepare for school & life beyond exchange

Brazil + Czech Republic + Denmark + France + Finland + Hungary + Japan + Germany + Italy + Poland + Spain, Switzerland, +Sweden + Taiwan + more

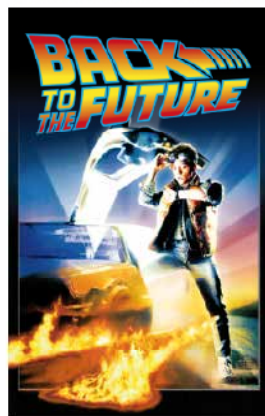
E - kellie@wildlimemarketing.com.au M - 0422165271 - www.ryea.org.au

SIR EDWARD 'WEARY' DUNLOP
LEARNING CENTRE
BENALLA LIBRARY



TEEN MOVIE DAY

BACK TO THE FUTURE



Wednesday
10 April 2019

5pm-7.30pm
Benalla
Library

Sit back and enjoy an evening at Benalla Library watching a classic movie "Back to the Future". Pizza will be provided on the night.

Please see your Library staff for any dietary requirements.
Bookings required.

Contact the Benalla Library on 5762 2069
email: library@benalla.vic.gov.au

@BenallaLibrary

TEEN MOVIE DAY



Come and Try Archery

Saturday mornings at 9:45 am and 11:15 am sharp.

\$10 per archer

All Equipment is provided - No Experience Necessary.

Archery Australia Qualified Instructors.

Email the club for more details

northeasternarchers@gmail.com

or like us on Facebook.



facebook



Check Facebook for Range closures.

North Eastern Archers. 113 Golden Vale road, Benalla, VIC.



Could you be a permanent care parent?

There are a number of children supported by the Department of Health & Human Services who require a *family for life* as they are unable to live with their birth families. We are seeking committed and motivated people who would be interested in learning more about providing a permanent family for a child.

Assistance payments are made to the Permanent Care family to assist with the day to day expenses of caring for a child/young person. Assistance payments are considered to be a reimbursement for expenses and not an earned income.

We are also keen to speak with families who are particularly interested in caring for children aged between 5 and 10 years.

Information sessions are being held on:

Wednesday 20th March 2019 at 6:00pm
Department of Health & Human Services
43-47 Rowan Street, **Wangaratta**

Thursday 21st March 2019 at 6:00pm
Department of Health & Human Services
163-167 Welsford Street, **Shepparton**

Bookings are not essential. For further information please contact:
Adoption & Permanent Care Program
☎: 5832 1552



Benalla Cake Decorators

*We meet regularly at
FCJ College, Benalla,
for Workshops &
Demonstrations*

Workshop Dates 2019

Saturday, March 2nd

Saturday, May 4th

Saturday, July 6th

Saturday, September 7th

Saturday, November 8th



Contact the Secretary:
cdavbenalla@gmail.com or
0401815050



Sporting Schools Basketball Program

Sporting Schools is a \$200M Australian Govt initiative designed to increase children's participation in sport by connecting with community sporting clubs through their schools.

Early connection to sport positively influences participation and encourages a lifelong involvement.

The program is delivered **FREE** to children through their school.

Programs are targeted at primary schools and Year 7/8 students in secondary schools.

Funding is easily available , just apply on line and we'll do the rest.

Sporting Schools also offers

- ♦ Quality online sporting resources
- ♦ Lesson plans, and
- ♦ Sport-based professional development opportunities for all coaches and teachers.

Find out more at: <https://www.sportingschools.gov.au/about>



FREE to schools

The NORTH EAST BUSHRANGERS BASKETBALL CLUB can offer your school quality basketball coaching delivered by USA Player/Coach: JORDAN GREEN during Phys Ed/Sport sessions.

Fully Govt Funded

Contact **TONY** 0402 424 811 to organize your sessions



HAND PAINTED EASTER EGGS

THURSDAY 18 APRIL, TWO SESSIONS: 10.00 - 11.00AM AND 1.00 - 2.00PM
AGE 5 - 12 YRS

Easter is almost here, which means lots of chocolate, craft and Easter activities - such as decorating your very own Easter eggs! This easy activity will encourage children to explore decorative designs as they dye and paint these special eggs to take home for Easter.

Cost: \$12 Members and \$15 Non-members



BENALLA ART GALLERY
GODWIN GARDENS
1800-100-1000 (1000-1000)
From 11am - 5pm (Closed Tuesdays)
BY APPOINTMENT
22-24 O'Brien Road, Benalla
www.benallaartgallery.com.au



BENALLA
ART GALLERY

SCHOOL HOLIDAY
PROGRAM
AUTUMN 2019

SCHOOL HOLIDAY PROGRAM AUTUMN 2019

*Bookings are essential, please call 03 5760 2619 to secure your place.
Payment to be made at the time of booking please.
Children aged 12 and under must be accompanied by a parent or carer.*



LEGO PLAY IN MOTION

WEDNESDAY 10 APRIL, 10.00 - 11.00AM
AGE 5 - 12 YRS

Stop motion animation is one of the hottest areas of film making today. Stop motion is an animation technique used to make inanimate things spring to life and do the impossible! In this workshop children will create a stop motion movie using lego bricks and figures. They will create their own simple storylines using a smart phone or tablet. It's a great way for kids to integrate 'creating and making' with digital technology.

Note: Only limited Lego will be available, so it is recommended that children bring along some of their favourite pieces.

(Please note: Participants must have access to a carer's smart phone or tablet during this session)

Cost: \$12 Members and \$15 Non-members



FUNNY FACE COLLAGE

THURSDAY 11 APRIL, 10.00 - 11.00AM
AGE 5 - 12 YRS

Inspired by our exhibition Face to Face: Portraits from the Collection, children will explore the art of collage by deconstructing faces and recreating them in witty and wonderful ways. Using photographs of faces and other objects, they can cut, glue and construct a 'surrealistic' portrait. A fun and slightly crazy way of making art!

Cost: \$12 Members and \$15 Non-members

PORTRAITS FOR KIDS

FRIDAY 12 APRIL, 10.00 - 11.00AM
AGE 5 - 12 YRS

This month it's all about portraits at the Art Gallery! Looking closely at contemporary artists' portraits, children will experiment with portrait making using a photo as their starting point. They will learn how graphic techniques, such as using an outline to emphasise features of solid colour, can create a very powerful portrait.

Bring along a photo of yourself or someone else and learn how to transform your image!

Note: You will need an A4 size printed copy of a photo that clearly shows a face (a black and white image is fine).

Cost: \$12 Members and \$15 Non-members



CREATE A SCULPTURE WITH OZ CLAY

WEDNESDAY 17 APRIL, 10.00 - 11.30AM
AGE 5 - 12 YRS

Oz Clay is the most 'clay like' material available when a kiln is not accessible. It requires the same skills for modelling with clay yet it dries in the air. Children will be shown how to create a sculpture of a small 'head' using wire armature and clay. The sculpture can then be painted with acrylic paint when fully dry. This is a wonderful introduction to 3D art!

Cost: \$12 Members and \$15 Non-members