



Friday 20th February , 2015 ISSUE 1

Message from the Principal

It is with great pleasure that I welcome you all to the 2015 school year and our new newsletter. A few years ago we received a lot of feedback around our communication including the old newsletter (The Homepage) which parents felt was a little out of date by the time it was published. The push was for more immediate and digital communication and the fact that we should offer other more relevant ways of communicating such as through social media. We responded and now boast over 900 members on our very current Facebook page <https://www.facebook.com/groups/McClellandCollege/> and have also used a school app for some communication, not to mention SMS and our excellent website. The need for a periodical newsletter was often brought up, particularly for the more formal announcements and communication, so once again we have responded. The COG (named after our values of Community, Ownership and Growth) is the result of what parents have asked for and will be published twice per term (once mid-term and again at the end of term).

In this edition I would particularly like to give a special welcome to our new students and families. We are delighted you are part of the wonderful McClelland College Community! The beginning of secondary school marks a significant and exciting time for our incoming Year 7 students and families. Over the past weeks many of you have commented that the child who graduated from Year 6 in December last year is very different to the one who stepped confidently into McClelland a few weeks ago. I know you will enjoy 'watching this space' as your child develops into a young adult, independent thinker, focusing on their future goals

and dreams. We look forward to partnering with your family to ensure your child is moving from one level of learning to the next, socially connected and emotionally supported and is contributing positively to our community and fulfilling their personal potential. McClelland has a proud and rich tradition of both academic achievement and involvement in our community beyond the classroom –something we truly value. We encourage our students to be participatory and show ownership of their learning and career path. Opportunities to get involved are advertised in many ways including on the screens around the school and in the newsletter (available online via Compass and our website). Students can pursue their passions in music, sport, performance, production, the visual arts, international study tours, student leadership, environment, science, mathematics and English competitions, SES, debating, magazine production, leadership, public speaking, chess, camps, technology and fashion! There really is something for everyone here at McClelland as we do everything in our power to help students grow.

VALE Nino Catena

It is not often that the passing of a parent of the College is acknowledged in our newsletter, however Nino Catena has worked within the college over a number of years helping to educate our students.

Nino was a passionate and creative individual and strong supporter of McClelland College in particular the VCAL and Connect programs where he ran day seminars on financial literacy. He was very passionate about the need for young people to be financially aware and helped empower them to be creative and responsible for their own financial futures. Our condolences go to Nino's family and our thoughts are with his wife Sara and children Isabella and Giulio at this sad time.

Principal Team: Amadeo Ferra (Principal) Kathryn Henderson (Assistant Principal) Karin Miller (Acting Assistant Principal) Chris Cronin (Acting Assistant Principal)

Business Manager: Julie Birt **Facilities Manager:** Gary Hofert

Address: Belar Avenue, Frankston, 3199 **Phone:** 9789 4544 **Fax:** 9776 5211 **Uniform Shop:** 0433 420 518 **Absent Notification:** 9788 2035



2015 Leader- ship Struc- ture



Amadeo Ferra - Principal



Kathryn Henderson – Assistant Prin-
cipal



Karin Miller – Acting Assistant Princi-
pal



Chris Cronin – Acting Assistant Princi-
pal



Marley Richards
– Leading Teach-
er Year 9



Annie Eastwood
– Leading Teach-
er Year 9



Lexie Irving –
Leading Teacher
Year 8



Hannah McDer-
mott – Leading
Teacher Year 8



Frances Italia –
Leading Teacher
Year 7



Andrew Harms –
Leading Teacher
Year 7



Derek Kirk –
Leading Teach-
er
Year 10



Robyn Andrews -
Leading Teacher
VCE Year 11



Sharon Bucher –
Leading Teacher
VCE Year 12

Kate Collins – Year 9
Leanne Corrie – Year 10
Alison Colvin – Year 7
Jackie Kenny – VCAL
Daniel Carlton – Year 8
Phil Holt – VCE

Supported by the
Co-ordination Team



Rowly Richard-
son – Leading
Teacher VCAL

Student Accident Insurance/ Ambulance Cover Arrangements and Private Property Brought to Schools

McClelland College would like to remind mem-
bers of the school community that the Depart-
ment does not provide personal accident in-
surance or ambulance cover for students. Par-
ents and guardians of students, who do not
have student accident insurance/ambulance
cover, are responsible for paying the cost of

ambulance attendance/transport and any
other transport costs. Personal property is often
brought to school by students, staff and visi-
tors. This can include mobile phones, calcula-
tors, toys, sporting equipment and cars parked
on school premises. As the Department does
not hold insurance for personal property
brought to schools and has no capacity to pay
for any loss or damage to such property stu-
dents, staff should be discouraged from bring-
ing any unnecessary or particularly valuable
items to school.



2015 New Staff Profiles



Name: Rob Boulter
Role: Teacher
Subjects: PE



Name: Helen Chan
Role: Teacher
Subjects: EAL, English



Name: Lisa Carroll
Role: Teacher
Subjects: Year 7 & 8
Mathematics



Name: Chris Cronin
Role: Acting AP



Name: Brendan Hackett
Role: Teacher
Subjects: Year 8
Mathematics



Name: Suzanne Letty
Role: Teacher
Subjects: VCAL Literacy /
Numeracy



Name: Hannah McDermott
Role: Leading
Teacher
Subjects: English &
Humanities



Name: Glenn O'Shaughnessy
Role: Teacher
Subjects: Year 8 Mathe-
matics



Name: Paige Rizzo
Role: Trainee
Subjects: AFL MAP
Academy



Name: Chris Yit
Role: Teacher
Subjects: ICT & VCAL Work
Related / Personal Skills

Year 12 News

Study Space – Wednesday afternoons

A reminder to all students that Study Space is open to any student wishing to use the Senior Centre for afternoon study. Teachers can be accessed during this time for extra support, tuition, SAC and exam revision. A snack is provided by the Senior Team to keep you nourished for the afternoon!

Edrolo

Yr 12 students are supported with the use of Edrolo – an online tutorial program for most of their VCE subjects. Edrolo is designed to support students learning in the classroom with online tutorials of key knowledge areas, practice exam questions and study habit information. All Yr 12 students and Yr 11 students doing a Unit 3/4 subject should now have access to Edrolo. Please see Mrs Bucher if there is any issues.

Important Dates/Events

Assembly – Wednesday 25th February

A reminder to all Yr 11 and 12 students there will be a Senior School assembly in the PAC on Wednesday 25th February Period 3.

School Captains

Hi I'm **April Walters** and I'm excited to be one of the 2015 school captains. I am currently in year 12 and I am studying Chemistry, Literature, Maths Methods and Certificate III in Acting (Screen). I wanted to be a school captain to be a voice of the student body and to improve the appearance and therefore the environment vibe of the school. I look forward to working with the other school captains and other SLC members to create a better school for the students.



Hey, I'm **Louise Holtzinger** and I am proud to represent McClelland College this year as College Captain. The subjects I am currently taking include: Psychology, Physical Education, Business Management and Further Math. I've been involved in school leadership since I was in year 5 and an active member of the Frankston Youth Council since year 8. My



interests are reading, writing and playing sport. My visions for 2015 is to strengthen school spirit and inspire the future leaders of our great school and wider community. Some ideas I have include organising fund raising events and activities for students to participate in, as well as a whole school celebration ceremony. Feel free to approach me if you have any ideas or concerns, or even if you would just like someone to talk to in **general**. I'm happy to listen and take on board what you have to say!

SENIOR CAMPS

Senior Snow Camp – 10th – 14th of August

Surf Camp – 14th – 16th of December

Deposit forms are found outside the senior school office and are due asap!



Year 8 News

Welcome back to school, Year 8s! Mrs Irving and I have very much enjoyed getting to know you (in my case), and getting to know you better (in Mrs Irving's case!). It has been a very busy start to 2015, with new units and teachers, and PATesting too! We are looking forward to all the learning, new experiences and activities that will continue to keep us busy for the remainder of the year. Keep working hard and doing your best, Year 8s!

Year 8 News

A Day in the Life of a Year 8 Student

A typical day of a year 8 student at McClelland College consists of 4 periods, recess and lunch, just like any other student and teacher at the college. The only difference is that we have different classes or subjects. I'm going to take you through what a Year 8 student's day is like.

I walk to school, and tend to get there between 8:00 am and 8:20 am. I put my bag in my locker, and get my books and materials for period 1 and 2. It's a Thursday, so I'll need my Global Literacy books and Sport gear. The bell goes, and I make my way to the Year 8 Max with my friends. We sit on the floor while the teachers talk to us for a few minutes, then we break off into our Global Literacy groups, and my teacher (Miss McDermott) puts up the Expected Learning on the board for us to copy down into our exercise books. Recently, we've been learning about Slave music and the American Civil War. A few main things I've learned about this unit are:

Slaves were shipped over from Africa to the southern states of North America, and escaped via the Underground Railroad (a metaphorical term)

The American Civil War (1861-1865) was a war between the Unionists of North America (the northern states) and the Confederates (the southern states)

The Civil Rights movement was when the African-Americans fought (and protested) for equality. A few peaceful and legal protests include the Montgomery Bus Boycott, The Greensboro Sit-In, and the Little Rock Nine.

Miss McDermott tells us to write our Reflection, then the bell goes, and it's time to move off to Sport. Well, that's it from me. I'll see you out on the Cricket pitch!

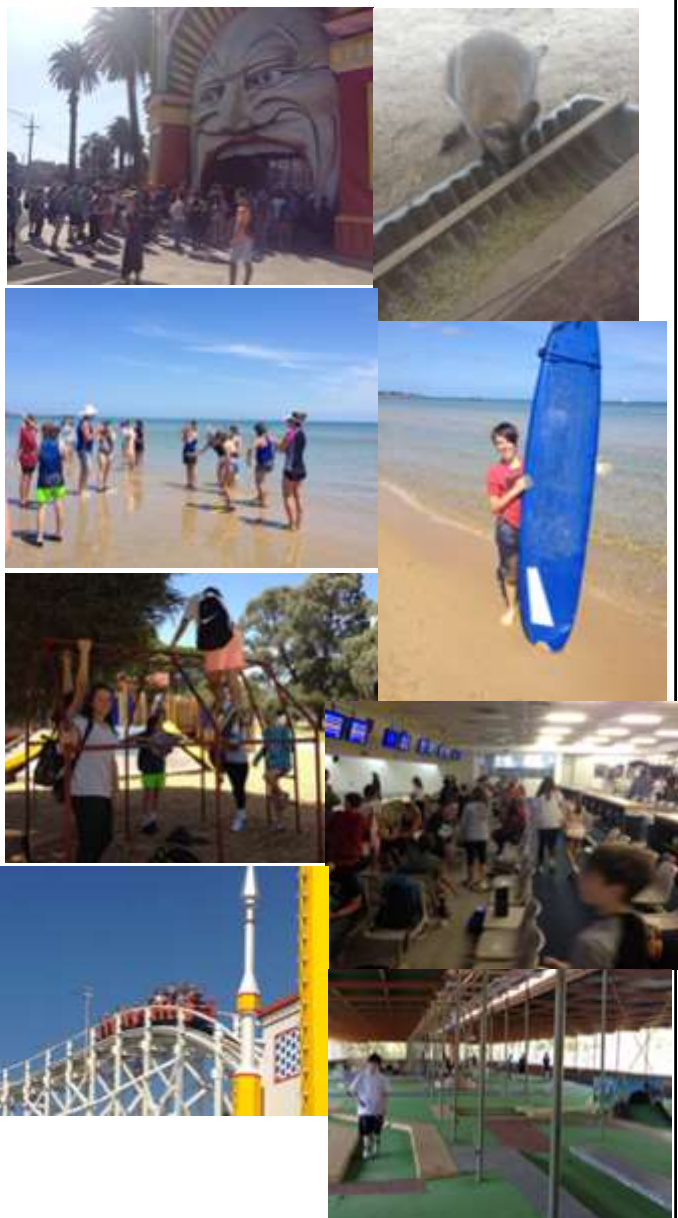
By Caitlyn Taylor, 804



Year 7 News

Transition Week

The Year 7 staff and students concluded a successful and enjoyable Transition Week at Gumbuya Park (where the city meets the country...) last Friday. Comprising of trips to Luna Park, Frankston Beach, AMF Bowling and Gumbuya Park the Transition Week provided the students with the opportunity to strengthen old friendships and create new ones. The week of fun filled activities also allowed the staff to connect with the year 7 cohort and engage with the students outside the classroom setting. A special thank you to all staff that provided assistance and expertise (in roller coasting riding), which ensured the week was an entertaining one for all students in attendance.



Year 10 News

Personal Futures class Semester 1– VCE or VCAL enrolment.

In recent weeks I have spoken with parents who have had questions about whether Industry and Enterprise (VCE) or Work Related Skills (VCAL) is best for their child. Both of them are worthwhile because they prepare students for the upcoming work placements. Please consider:

The major focus this semester is ensuring that students are aware of the Occupational Health and Safety requirements of employers and employees. Both enrolment types cover this extensively, including safe@work certificates.

The enrolment has been decided upon with the best interests of the student in mind. In past years, too many students have failed Industry and Enterprise due to attendance issues, missed assessment tasks or failing to complete a work placement. Some students are simply not ready for these stringent VCE requirements.

Failing to meet the Industry and Enterprise course requirements (including completing 35 hours work placement) means starting off a VCE transcript with an N grade.

The Work Related Skills course is highly focused on workplace outcomes but is more flexible in assessment. However, there are 6 learning outcomes which must be met, including the use of ICT in the workplace.

Completing either unit does not lock a student in that pathway. Students will have all VCE and VCAL opportunities open to them when they get to year 11.

If you have any further questions, I am always willing to have a chat. Please call me at the college.

Derek Kirk

Year 9 News

It has been a great start to 2015. Year 9 students impressed us with their personal learning skills in Headstart and have returned rested and focused after the break. This term many of our students have been out serving the School doing community service and doing a fabulous job.

We look forward to updating you on different

events and opportunities throughout the year. Compass is a great way to check attendance and what excursions and events are coming up. PLSs will let you know what students have been doing in class and are great for parent/teacher communication. Please encourage your student to bring them home!!
Marley Richards and Annie Eastwood – Educational Leaders Year 9.



What's Happening in 9/10 Electives?

Each edition we would like to profile a 9/10 elective. This week we visited a 9/10 Art class to get an update on what students are learning and creating.

In Headstart students were asked to choose an everyday object and create high art from it. Students learned the skills of repetition, space, colour and contrast and explored the idea that anything –even the most mundane object – can be turned into art.



Sophie Hayes Yr. 9

Stephanie Crowley Yr. 9





Chelsea Lowe Yr. 10



Alexia Rexter
Yr. 9

Students are currently busy working on the Visual Communication Design unit of the course and are creating a response to Pop Culture and how they are influenced in 2015.



Caleb Stuart, Jeremiah Ah Shiu and Steph Crowly working on their posters.

Our New PE Uniform

The PE uniform is now in stock at PSW! A great number of students are already wearing this uniform and they look fantastic. The feedback from parents and students about this new uniform has been very positive, and I would like to acknowledge the uniform sub-committee who worked tirelessly last year to create a uniform that our students can enjoy wearing and that represents our school well.

Parents please note that students must wear the full new school uniform, or the full old version of the PE uniform. There is to be no mixing and matching. Furthermore, students choosing to wear the new uniform are not permitted to wear their own black shorts – they must wear the official McClelland uniform shorts which are available only at PSW.

How To Order

Parents can purchase uniforms in one of two ways

1. ONLINE: Purchase your garments online using PSW's secure internet service. Payment is made by credit card and garments will be delivered to you anywhere in Australia. Delivery fee applies
2. IN PERSON: View the range and try on the garments at your local outlet during trading hours. Location and outlet times are listed below.

PSW (Playne Street Frankston) Trading Hours

Monday to Friday:

8:30am-4:30pm

Saturday: 9:00am-

4:00pm

Sunday: Closed



Year 11 VCAL

Students in Year 11 VCAL have been studying the History of Communication. As part of our outcomes, we had to create a simple Morse Code machine.

These were a great success. Our next step was to teach each other how to use Morse Code and then to teach a few of the Year Sevens.

Article by Angelene Ives



The VCAL Happening

McClelland College Cafe

McClelland College is one of the only schools with a student run café. It is open to all students and teachers from 9am – 2:30pm. The café was opened in 2013 and has been quite a success.

The profit earned from ‘Vcafe’ is used to make VCAL better and improve its look and reputation. Vcafe is run and operated by VCAL students and is used as a work placement.

Our products include barista made coffees and hot beverages, as well as milkshakes and toasties.

This program is great for anyone who is interested in working in a café or in the hospitality industry.

While in the café, students learn how to be a barista and the way things run in the work force.

By Kevin Maquire





www.mcclelland.collegecareers.com

We have a wonderful website which provides a wide range of information and links to Universities, Resumes, Interests Tests, Defence Force Careers, to name but a few. There is also a regularly updated career newsletter attached to the website. Please take the time to acquaint yourself and your student with this valuable resource.

Please do not hesitate to contact me with any queries relating to Pathways or Careers.

Jackie Woods Phone. 9788 203

Belinda Van Schalkwyk – Dux 2014

Belinda achieved an ATAR of 87.55 with a study score of 45 in Food Technology and 44 in Health and Human Development. Belinda has been accepted into Bachelor of Food and Nutrition Sciences/Commerce at Deakin University.

Surviving VCE is easy, right? Well...not exactly. My name is Belinda and as the DUX student of McClelland College 2014 I can say that VCE was definitely not a walk in the park.

My experience as a VCE student was one of the most amazing times of my life! I became so close with everyone and formed new relationships with my peers and teachers.

I built memories for life.

But VCE was also a critical time in which I knew I needed to focus, study and work to achieve my goals.

I aimed to always do my best and put 110% into every homework task, study session, SAC and spare periods.

My smaller goals were all footsteps in helping me work towards my final goal, of achieving my required ATAR for my uni course.

In VCE, I found that every extra minute of study and any extra help from teachers was a great opportunity.

I found that a life balance was important and allowed me to be consistent in achieving my best.

I stayed organised with a diary, I always allowed time for gym outside of school hours, and I made sure I enjoyed the company of my friends at least once on a weekend.

VCE is what YOU make of it, so enjoy your last years of schooling but work hard!

The celebration and feeling of satisfaction at the end is all worth it!



ENVIRONMENT WEEK FESTIVAL
SUNDAY 15TH MARCH 2015 11AM – 4PM
AT THE BRIARS 450 NEPEAN HWY MOUNT MAR-
THA
FREE ACTIVITIES FOR THE WHOLE FAMILY
GO TO www.morningtoneweek.com.au FOR
MORE INFO



GRAFFITI HURTS EVERYONE

WORKING AS A COMMUNITY TO HELP STAMP OUT GRAFFITI

Graffiti is a highly destructive problem which affects the entire community. It has damaging economic, social and environmental consequences and costs many millions of dollars each year to police and clean up. Every dollar spent on graffiti removal is a dollar that could be used in other positive ways in our community.

HOW STUDENTS CAN HELP
 Your child will be exploring the issues of graffiti in an educational presentation. Delivered by leading educationalist, Warner Youth Education, the Graffiti Education program informs young people about the legal, social and personal consequences of graffiti. It encourages them to be part of the solution by developing a sense of civic pride.

HOW PARENTS CAN HELP
 ✓ Encourage your child to discuss with you and others what they learned in the presentation.
 ✓ Encourage your children to become involved in a range of city wide youth activities and projects. For information contact Council's Youth Resource Centre www.youthfrankston.vic.gov.au or phone 5768 1388

UNDERSTAND GRAFFITI LAWS
 Tough graffiti laws in Victoria give police and Protective Service Officers special powers to search, arrest, fine or charge you. Penalties range from on-the-spot fines for preparation and can include:
 • Marking property without owner's consent - Jail term of up to 2 years and fine of up to \$24,000
 • Carrying a spray can while on or near public transport property - Fine of up to \$3,000 or on the spot fine of up to \$722

REPORT GRAFFITI!
 Report Graffiti on your Property to the 24/7 hotline
 Phone 9020 5025, Phone 9020 668 247 Email correspondence@frankston.vic.gov.au
 • If you are aware of the identity of a graffiti offender, report them to Crime Stoppers on 1800 333 333
 • If you witness graffiti occurring, call 000

Frankston City
 Education program funded by Department of Justice Graffiti Grants Program
 Community Crime Prevention

KARINGAL NETBALL CLUB
LOOKING FOR NEW PLAYERS
 Training from
 4:00 pm – 5:30 pm
 Jubilee Park Netball Courts
 All new registrations welcome!
www.karingalnetballclub.com.au
 Manda: 0415 954 197
 Kerrie: 0416 031 838
 Vicky: 0404 093 668

Baxter Soccer Club

www.baxtersoccerclub.org.au

Baxter Soccer Club is looking for players

Registration Day

Sunday 15th February 2015 11am to 1:00pm
Baxter Park, Frankston – Flinders Rd, Baxter

Baxter Soccer Club is a family orientated club fielding both junior and senior teams.

Our clubrooms are amongst the best facilities on the Mornington Peninsula.

We have:



Boys & Girls Teams



Enjoy Grass Roots Football



MiniRoos



Social functions for everyone to join in



All skill levels welcome



Everyone gets a go



Dedicated female team room with showers

So if you looking to play please come down & join in the fun.

Registration enquiries: Julie Henderson 0412 588 661

Email.registrar@baxtersoccerclub.org.au

EDUCATION ALLOWANCE POLICY

McClelland College under the new Reform Agreement has received some funds to assist low income families with education expenses for the 2015 school year.

The school would therefore like to assist eligible parents with education-related costs. If you have a child under 16, and hold a valid Health Care Card, Pension Card, or are a temporary foster parent, you may be eligible to receive the McClelland College Education Allowance. The allowance will be credited to your fees once the application has been approved.

To be eligible to receive the education allowance, you must:

□ **Be either a parent or guardian of a current** McClelland College student up to the age of sixteen; and

□ **Be an eligible beneficiary** of a Centrelink pension, allowance or benefit within the meaning of the State Concessions Act 2004 or be a Veterans Affairs (TPI) pensioner or be a foster parent;

□ **Submit your application to the school by the** due date for 2015 - 28 February

New McClelland College Education Allowance arrangements for 2015

~APPLICATION PROCESS ~

Application Forms may be completed at the General Office

From the

2 February 2015 – 28 February 2015

9.30 am – 3.30pm

Please ensure you bring your current Health Care Card/Pension Card

UNFORTUNATELY

LATE APPLICATIONS WILL NOT BE ACCEPTED.

Any Queries please contact

9789 4544

□ **\$100** for students until age 16.

□ **Please note these funds can only be used to** cover the costs of student supplied material charges

□ **It does not cover :**

o uniform

o text book

o Voluntary Charges

Application Process

Application Forms may be completed at the general office between the 2 February and 28 February 2015. (Refer right)

Important Notification: This initiative is only applicable to students enrolled at McClelland College. Parents who transfer children to another school are not able to transfer funds when they exit.

This policy was approved by McClelland College Council

on: 8 December 2015

Other Information

SCHOOLKIDS BONUS

Legislation has passed to phase out School kids Bonus payments. The School kids Bonus will continue until the end of 2016. This will allow families time to adjust to the change. The last instalment will be paid in July 2016.

The legislative change introduces an income test starting on 1 January 2015.

Payment rates for School Kids Bonus

From 1 January 2015 eligible families under Government guidelines will receive Schoolkids Bonus in:

2 instalments of \$421 for each child in secondary school – a total of \$842 each year.

<http://www.humanservices.gov.au/customer/services/schoolkids-bonus> McClelland College
31 Belar Avenue, Frankston, VIC, 3199. p: 9789 4544

SCHOOL diary

24th February	10+ Parent Mtg.6.30to7.15pm
25th February - 27th February	701, 701, 703 - Yr 7 Camp
2nd March - 4th March	704 & 705 - Yr. 7 Camp
5th March	9/10 Science Excursion
10th March	Yr. 9 Surf Excursion
12th March	Swimming Sports All Year Levels
13th March	Grand Prix Excursion
17th March	Open Night 6.30—7.30pm
16—20 March	Years 8 & 9 Rubicon Camp
16th March 20th March	Year 10 Photos 7,8,9,11 & 12 Photos
17th March	7 Excursion Scienceworks

School Council Elections 2015

The Department of Education and Training (DET) has approved the commencement of the electoral process for the election of School Councillors for 2015. It was agreed at the last College Council meeting for 2014 that all school council positions would be open in order to elect a properly appointed membership and subsequent office bearers.

What is a school council and what does it do?

All government schools in Victoria have a school council. They are legally formed bodies that are given powers to set the key directions of a school within centrally provided guidelines. In doing this, a school council is able to directly influence the quality of education that the school provides for its students.

Who is on the school council?

There are three possible categories of membership:

A mandated elected Parent category. More than one third of the total members must be from this category. Department of Education and Early Childhood Development (DET) employees can be Parent members at their child's school as long as they are not employed at the school.

A mandated elected DET employee category. Members of this category may make up no more than one third of the total membership of school council. The principal of the school is automatically one of these members.

An optional Community member category. Its members are appointed by a decision of the council because of their special skills, interests or experiences. DET employees are not eligible to be Community members.

Why is Parent membership so important?

Parents on school councils provide important viewpoints and have valuable skills that can help shape the direction of the school. Those parents who become active on a school council find their involvement satisfying in itself and may also find that their children feel a greater sense of belonging. Every year new parents on council can inject new ideas and provide the school with important viewpoints.

How can you become involved?

The most obvious way is to vote in the elections, which are held in Term 1 each year. However, ballots are only held if more people nominate as candidates than there are positions vacant.

In view of this, you might seriously consider

standing for election as a member of the school council

encouraging another person to stand for election.

Do I need special experience to be on school council?

No. What you do need is an interest in your child's school and the desire to work in partnership with others to help shape the school's future.

What do you need to do to stand for election?

If you decide to stand for election, you can arrange for someone to nominate you as a candidate or you can nominate yourself in the Parent category.

DET employees whose child is enrolled in a school in which they are not employed are eligible to nominate as parents for the school council where their child is enrolled

Once the nomination form is completed, return it to the school within the time stated on the notice of election. You will receive a Nomination Form Receipt in the mail following the receipt of your completed nomination.

If there are more nominations received than there are vacancies on council, a ballot will be conducted during the two weeks after the call for nominations has closed.

Remember

Ask at the school for help if you would like to stand for election and are not sure what to do

Consider standing for election to council this year

Be sure to vote in the elections.

1. Membership

Our School Council will consist of four parents, three members of staff including the Principal, and up to four community members consisting of: two student representatives and two School Council appointed community members (eg a local business person or politician with an interest in supporting McClelland).

2. Terms of Office

The term of office is for two years, with half of the members retiring each year, but eligible for re-election.

3. Retiring School Councillors

Whilst we have a number of existing councillors they are all technically considered retiring and will need to be nominated and then re-elected.

4. Proposed Timetable for Elections

Friday, 20 February - Call for nominees (nomination forms available from the front office)

Friday, 27 February - Nominations close 4pm

Monday, 2 March - Nominations displayed at school, Election held if required

Thursday, 19 March - Close of ballot 4pm,

Friday, 20 March - Votes counted

Monday 23 March - School Council AGM, followed by School Council Meeting

5. Voting

If the number of nominations exceeds the vacancies in either the parent or staff electorates, an election will be necessary. All parents are entitled to vote for parent representatives and can vote for the staff representatives.

6. Methods of Voting

There are two ways in which you can record your vote on the official voting form, from Monday, 2 March to Thursday, 19 March at 4pm.

(a) Post your vote to school to arrive by 4pm on Thursday 19 March at 4pm.

(b) Vote in person at school at the Office, be-

tween 8:30am and 4:30pm from Monday, 2 March to Thursday 19 March at 4pm.

7. Nominations of Candidates

There are two distinct categories of elected members of School Council: Parent and Staff / DET Employees.

8. Parent Member Category

DET employees, who are parents at the school, are now eligible for election to this category. However, there is a limit on the number of DET parent members for a given school council configuration. (The total number of DET employee members must be less than half of the total number on School Council.)

9. DET Employee Member Category

To be eligible for election to this category, a person must be a DET employee and either: a parent of a student at the school, and/or employed to work at or for the school.

10. Role of School Councillors

School Councillors play an important role in decision making and the management of our school. They donate many hours to the various sub-committees of council; Education, Finance, Facilities & Grounds and Sponsorship & Marketing. Councillors belong to two committees, they also attend monthly council meetings and represent the school at many functions.

SCHEDULE 4

Notice of Election and Call for Nominations

An election is to be conducted for members of School Council of McClelland College. The ballot will close at 4pm on Thursday, 19 March.

Membership - Parent Member

Term of Office: 23 March 2015 to 23 March 2017
Number of Positions: 4

Membership - DET Employee Member

Term of Office: 23 March 2015 to 23 March 2017
Number of Positions: 3

Following the closing of nominations, a list of the nominations received will be posted at the school. The terms of office, membership categories, and number of positions in each membership category open for election, are as follows:

If the number of nominations is less than the number of vacancies, a notice to that effect and calling for further nominations will be posted in a prominent position at the school.

Wellbeing and Student Services

What engages students in learning at McClelland College?

An Action Research Team comprised of students from Year 7 to Year 10 investigated this question and their research got published in the April 2014 edition of Connect. Connect is a free online journal about student participation. In this first edition of COG we have included excerpts from the article which has the students' findings at each year level. If you would like to read the full article, Google *Connect April 2014*.

Brayden Farthing researched at Year 7

The Year 7s say they like to be active, they like independent time, and to be able to choose what they do. Their examples showed that they do lots of practical activities that are fun and that engage them in learning in lots of different ways. Each year the Year 7 students come from lots of different schools, so I suggested that the Year 7 teachers might be able to talk with them about ways their old schools engaged them in their learning, to see if there are even more ways McClelland College can do this.

(Connect 206 page 15)

. ...

Lachlan Anderson-Newton researched at Year 8

Mainly the Year 8s had good things to say about their engagement with learning and what also showed up is that they liked to learn in different ways. [For] ways the school could continue to engage students in learning ... [m]y focus was on how the Year 8 teachers can use pre-tests more efficiently so that students who can do the work do not have to repeat it, and so that students working at Year 8 level or above could perhaps help plan, and teach. Overall, from my findings, I thought that it would help students' engagement with learning if they were all encouraged to help plan learning activities that would be interesting for year 8s. ... It made me realise that at Year 8 there was not much student input. I also found out that what engages students in their learning is to be active. (Connect 206 page 16)

Christy Dihm researched at Year 9

The students said they liked the Year 9 area called the Max because it's just for the Year 9s, but a lot of the students thought that with its three open areas, it was too noisy for learning. A lot of the Year 9s said that the breakout room was the best area in the Max for learning because it's the most quiet; it's away from everyone so it's easier to learn, and there are not many distractions. With the three open areas, one student suggested that you could still have two areas in the open and then have the area at the end with a partition so it would be a bit quieter. ... [S]tudents who had come to McClelland College from other schools all said how much more the teachers here cared about the students. ... a lot of Year 9 students said that the Year 9 teachers helped them with their work if they needed it ... there were some students who said that they needed more help. There were also students who were in the low ability group who didn't like it because they felt they had more potential than that. As well, I decided to include what one student thought might help: "Rather than having a task for a full lesson, students could go into independent learning time and if they needed help they could go into a workshop." (Connect 206 page 17)

Hope Symons researched at Year 10

What I found out was that Year 10 students said that they were engaged in learning when the work was interesting and they were active, when choices weren't limited to what teachers had already decided, and when work was related to the real world. They also said that communication between teachers and students was important. ... In the movie I said that the answer to how the Year 10 work could be made more interesting, active, have more choices in it, and be related to the real world – is to have teachers and students communicating in the planning of units of work. (Connect 206 page 18)

Katie Downie researched VCAL at the school

I actually had four surveys. One survey was for Year 9 students who were going into VCAL in Year 10. I wanted to find out what they were hoping VCAL would be like. The survey at Year 10 was to find out if VCAL was what they were expecting it to be like. And at Year 11 I wanted to know if they thought VCAL had changed **over the two years they'd been doing it**. I also decided to survey the teachers because I wanted to know their opinions of teaching in VCAL. In the teacher survey I wanted to know why they thought this and that was happening, and what they thought they could do to **change it, or what the students could do**. ... I was pretty surprised with the replies because the teachers all said they wanted to be hands-on but most didn't know how to teach in hands-on ways. This showed that the teachers and the students all wanted more hands-on activities in VCAL, and that they were both willing to help each other with the hands-on activities. ... Since the research in 2013, things have changed in VCAL and it has become more hands-on. For example, we are making products to sell at market days and I am currently working with a team to redesign an area for the whole school to use as an outdoor class/play area. ... This shows that the school is willing to let students help; it just needed some people to get it started. (Connect 206 page 19)

Mr Ferra summed up

The Principal encouraged staff to listen to what the students had to say. He stressed that it is one thing to pay lip service to the notion of student voice by giving students the opportunity to have a say, but it is quite another to really listen to what they say – for the implications it has for our work – and then to act on these.

(Connect 206 page 19)

MAP - student feedback 2014

Japow Year 7 Male - If you were involved in a community event, tell us about the event and your level of involvement in the planning and on the day.

We went to this really cool Japanese speech contest in the city. And we went

to a primary school teaching them Manga, Amine, and artistic drawings of Japan and the meaning behind the flag.

Musical Theatre Year 8 Male - How have the strategies & ideas in MAP supported you to develop as a creative thinker and reflective learner?

We're making a musical at the moment so we've got to come up with the characters and the songs and the scenes and everything, and the scripts. We work in groups of people who are related to our characters.

Advanced Maths Year 9 Male - Explain if you think your MAP has helped you in your core or elective subjects or in other ways outside of MAP times.

Well yes, Math involves pretty much everything, and even in my Math class I can see that I've improved a lot. I used to be really slow with Math and now I've got really fast. I'm enjoying Math more now because I can enjoy pretty much anything as long as I understand it and understand the rules of it. It's helped me with a lot of things, especially science because there's a lot of Math involved with that.

Bake Off Year10 Female - How have your MAP teachers handed control over to you to develop as an independent enquirer and self-manager?

We have a lesson just on a plain product, what they have chosen and then the lesson after we get to choose how we want to change it to be what we want to do. It's getting a lot more people to use their minds and create more stuff.

Soccer VCAL Year 11 Male - How have your MAP teachers supported you to develop as an effective participant and team worker in MAP?

At first, because people weren't passing the ball too much, the teacher made the rule which is called two-touch, which is more team working and passing the ball. That helped, especially for the girls because before I didn't pass to the girls but now I do pass to the girls. That's helped the team.

Creative Landscape Year 12 Male - How have the strategies & ideas in MAP supported you to develop as a creative thinker and reflective learner?

It allows me to learn how I am creative **because everyone's creative in a different way** and it allows me to learn how I am and it also allows me a method to be creative; which a lot of other classes don't.

Design for Environment Year 7 Male - Overall, how would you describe your experience of MAP this year?

It's been really good. I've learnt more things that I haven't really done before and I'm getting better, not only at high school but at home as well. I've helped my dad build a lamp and a garden bed.

Visual Art VCAL Year 10 Female - How have your MAP teachers handed control over to you to develop as an independent enquirer and self-manager?

I think it's just the fact that they've let me be independent on this project, they've also like guided me and whenever I was stuck for ideas they sort of brainstormed it a lot and gave me a path to look down. Like I would always be the easiest, **quickest way** and they would say, "How about you go for something a bit more complicated and something that will look better when it's finished?"

Basketball Year 10 Male - What do you think are MAPs opportunities?

For me personally, it gives me a better chance of making representative basketball teams.

Study Space Year 11 Female - What do you think are MAPs strengths?

You engage with other year levels and get to have good people around you.

Science Year 8 Male - How have your MAP teachers handed control over to you to develop as an independent enquirer and self-manager?

In science we have our own question to ask ourselves and to figure out.

AFL Year 7 Male - Explain if you think your MAP has helped you in your core or elective subjects or in other ways outside of MAP times.

In MAP I get to be with my class mates as well as my MAP friends. It helps you to

make more friends instead of staying with the same people you know. MAP has helped me be more physical, to have more time outside with my friends, **like we're not all staying inside playing computer games and all that.**

Global Citizens Year 9 Male – Overall, how would you describe your experience of MAP this year?

It was fun really. It was an escape from **all the subjects I have ... The fact that we do different things from all the other subjects, the fact of different year levels as well makes it all different too because ... you've got to know other people from other year levels.**

Japow Year 10 Female - In what ways has your MAP involved you in meaningful, real-world learning?

I teach the younger students because I want to be a secondary language teacher. I get to teach my friends, just **the little things.** And I've learned to cook some Japanese food.

Musical Theatre Year 9 Female - How have your MAP teachers supported you to develop as an effective participant and team worker in MAP?

When you're in groups. I used to go with friends and then I thought about it and I started to go with different people, and different year levels.

Bake Off Year 12 Female - What do you think are MAPs strengths?

It's a good break from the rest of the week.

Term Sports Year 9 Male - How have your MAP teachers handed control over to you to develop as an independent enquirer and self-manager?

We did this project coaching primary school, coming in and teaching them all about the sport and helping them learn. So basically we were a coach and a teacher for a day. We had separate work stations and we had to manage the whole class like a teacher so it was giving us real independence.

Term Sports Year 9 Male - How have your MAP teachers handed control over to you to develop as an independent enquirer and self-manager?

We did this project coaching primary school, coming in and teaching them all about the sport and helping them learn. So basically we were a coach and a teacher for a day. We had separate work stations and we had to manage the whole class like a teacher so it was giving us real independence.

e-Magination Year 10 Male - How have your MAP teachers supported you to develop as an effective participant and team worker in MAP?

The teacher has allowed us to work in teams of two or by ourselves, we've just got to show what we expect. She's been helping because she actually got the programs herself and started learning them and then she could teach us what she learned, which is amazing. I couldn't believe that she would go to the trouble of learning the programs just for us.

Creative Landscape Year 9 Female - What do you think are MAPs threats?

It takes a bit of a chunk out of your ordinary school work but that doesn't really matter because it's only two periods out of 20 and it gives students a chance in the middle of the week to take a break from classes they 'have to do' to something they 'want to do'.

Reclink AFL Year 9 Male - If you were involved in a community event, tell us about the event and your level of involvement in the planning and on the day.

Reclink is in the community. The games, the final and the presentation were in the community. [Reclink Australia is a charitable organisation whose mission is to provide sporting, social, health and arts activities to people experiencing disadvantage

www.communitycup.com.au/reclinkaustralia/]

Outdoor Recreation Year 7 Male - How have the strategies & ideas in MAP supported you to develop as a creative thinker and reflective learner?

At the start of the year we actually did something with the local primary schools and we had to be creative with, what

areas we could use and what kind of land and that. We did a beach day and we had to do water activities or beach activities. I did a beach one, beach volleyball. They were grade five and six. There were three schools.

Working in Media Year 10 Female- Explain if you think your MAP has helped you in your core or elective subjects or in other ways outside of MAP times.

It's helped me with my Art subjects because we also do Media, it's helped me learn more about ICT.

Bake Off Year 9 Male - Have you explored an area of passion in MAP? Explain

Yes, I love cooking. When I'm older I want to be a chef and own my own restaurant.

Term Sports Year 9 Male - What do you think are MAPs strengths?

Students get independence; they get to coordinate what they're doing rather than the teacher running everything and students can't handle it; but MAP coordinates around the students and what they want to do and how they want to do it.

Design Media Year 8 Male - Explain if you think that by teachers being involved in MAP it has changed the way they teach in core or elective subjects or in other ways outside of MAP times.

The teachers being involved in the MAP is good because instead of like a teacher to student relationship you can have a friend to friend relationship with them and you can joke around, you can have fun. Like in normal class they've got other students that they have to teach as well and they also have other students to help in other MAPs but in like the normal class they have set tasks that they have to teach us so that's why it's good to have the teachers involved in MAP because you can teach the teachers and the teachers can teach you so pretty much everyone there's a teacher including the students.

MAP Insider: Working in the Media Nike, Lamborghini, Coca Cola and Red bull. They are all popular brands that have one thing in common. It's not about how Red Bull 'gives you wings' or the athletic motivation Nike instils in you, it's about how they became iconic household names. The media is responsible for all of this. The Working in the Media Academy Program gives students insight on how big brands names started out as small ideas and other skills that involve the media. In this MAP students get the opportunity to go behind the scenes and learn how advertising works, how to market products, technical camera angles and photography skills and much more. The MAP is very student driven as the students are given the reigns to choose what they want to learn. During the past year, students have developed advertising campaigns to demonstrate their understanding and knowledge of how advertising works and have also conducted community projects that encourage students to develop their skills in the media.

Currently, students are beginning to develop advertising campaigns and put on their project manager hats.

Stay alert as more updates from other MAPs will be coming your way.

Jordan Cooksley & Karabo Tlokotsi

Student Services

Welcome back to parents and students to the new 2015 school year. Student Wellbeing is a fundamental component to school engagement, school enjoyment and positive mental health. Here at McClelland student wellbeing is integral component of the school with all staff members working collaboratively to ensure the welfare of the individual is optimal.

We are fortunate at the college to have a number of skilled individuals working within the **student services** department to support the needs of both students and parents. The services provided by the wellbeing department and the relevant contacts for each are as follows:

Counselling Support –Students/Parents- Wellbeing Coordinator Sarah Williams 9789-4544 Koorie Education & Support Office (KESO) Tracey Stever-Cunico 0475 818909 Youth Health Nurse-Michael Ellinson-Jones 9789-4544 Registered Psychologist Michael Pallegirino 9789-4544, Integration Support Sue Warfe 9789-4544, MIPS(Managed Individual Pathways) Jackie Woods 9789-4544, HOL (Hands on Learning Susan Agius 9789-4544

Hands on Learning – Susan Agius

Busy start to the year with many new recruits participating in Hands on Learning. We are looking forward to some interesting projects this year with many great ideas coming through from our enthusiastic students. February 17th saw the Hon Christopher Pyne as well as Senator John Madigan visit Hands on Learning. McClelland College was a hive of activity. Senator Madigan who is also a blacksmith put on a fantastic demonstration and was generous enough to share his knowledge and allow the students to participate in the making of some amazing tools for HOL and for our pizza oven. Just one of the great days in HOL at McClelland College!

KESO

My name is Tracy, I am newly appointed KESO (Koorie Engagement support Officer) for McClelland Secondary College. I joined the Department at the end of last year and I am very excited to commence working with you all in the new future. My role is to work in partnership with Koorie families, schools, community and service providers in the following areas:

- Early years participation
- Student engagement and wellbeing
- Entry into and successful completion of higher qualifications

I look forward to meeting and working with yourself and staff, to achieve better outcomes for our Koorie students and families.

Michael Pallegirino -Introduction of Synergy Psychological Services.

Michael Pellegirino of Synergy Psychological Services is now offering on-campus counselling sessions for students, families and adults within the McClelland Secondary College community.

Counselling sessions are fully bulk billed if the client consults their General Practitioner and requests a Mental Health Plan. Please see the Synergy website for details. www.synergypsych.com.au

For further information please contact the wellbeing team or Michael Pellegirino 0412 135 996.

Additional Supports

Frankston City Council Youth Services are available to all Youth aged 12-24 years with the HANGOUTS in the suburbs running great after school programs and Youth Central (next door to Frankston Library) where they can use free computers, play pool or go for advice on where to find any local Youth Services or programs.

Like the HANGOUTS on Facebook 'The Hangouts-Frankston' or visit www.frankston.vic.gov.au/youth to see where your closest HANGOUT is and what's on each day after school.

Wendy Glover 9768 1366



DRAMA AUDITIONS

THE DRAMA DEPARTMENT HAS TWO AMAZING PRODUCTIONS IN 2015 - AND YOU CAN AUDITION ONCE (BUT FOR BOTH) ON THE SAME AFTERNOON!

1. 2015 Theatre Studies Production - Shakespeare's *Macbeth*

This production is performed over two nights in May. In addition to acting, we would expect all successful auditionees to take be involved in one aspect of the production team (e.g. costume, sound, promotion etc.) Support will be offered for this, you don't need experience. Hopeful actors are encouraged to be familiar with the story and characters and also be aware that if you're a male who wants to play a female role you are welcome to go for it, and vice versa. But it must be because that's the role that most appeals to you and you feel you would play most effectively.

2. *Project Direct!* - 2015 Season

Over two evenings in August, three short, one-act plays will be presented for an audience. Each play will be directed and produced by a senior student. This is an initiative unique to McClelland College and offers the opportunity to direct, stage-manage and act with and for your peers. The three directors are April Walters, Sophie Keegan & Ebonee McKean.

There are posters all around the college with more information as well as an event on facebook; there are links to this on the College facebook page. You don't need to prepare anything, you don't need any experience and anyone from year 7 to 12 is welcome!

Please don't hesitate to come and speak to me in my PAC office if you have any questions, I'll be happy to help!!

E. Sproule

Music matters at McClelland

2015 is off to a great start!

By now, all students (all 172 of them) have been assigned a lesson time and their scheduled time is viewable on COMPASS. If there are any clashes with class times and students/teachers would prefer that their music lesson was moved to a different time please let Mr. Budd know so that he can look at rescheduling the allocated time.

Ensemble rehearsals have now commenced and all students should be well aware of these times. Please refer to schedule this year: In order to give you plenty of notice of our forthcoming musical and dramatic events, we are listing them below, with clear indications of who will be performing where. Letters with precise details of arrangements for each event will be sent nearer the time.

Day	Ensemble	Time
MONDAY	STAGE BAND	3:30pm - 4:30pm
	JUNIOR BAND (From term 2)	Lunch
	SENIOR CHOIR	Lunch
TUESDAY	CONCERT BAND	3:30pm - 4:30pm
	CLARINET ENSEMBLE (From term 2)	Lunch
WEDNESDAY	INTERMEDIATE BAND	3:30pm - 4:30pm
	BRASS QUINTET (From term 2)	Lunch
THURSDAY	LARGE CHOIR	3:30pm - 4:30pm
	SAXOPHONE GROUP (From term 2)	Lunch
FRIDAY	FLUTE GROUP	Lunch

Celebrating 2014

On behalf of the music department, I would like to start by saying how delighted the instrumental music staff have been with the hard work and enthusiasm shown by our students in the rehearsals for, and the performances of the many music events which took place last year. It was an incredibly busy year, with many performances both within the school and within the local community. Amongst other events we played for the Frankston Youth Council's anti-bullying event, several Anzac day services, assemblies, term concerts and gave musical performance/demonstrations at nineteen local primary schools... On top of this we were also able to involve many of our own music students in the band ensemble of the College Musical Production "Urinetown". In the past we have had to hire professional musicians, so it is a testament to the standard of our music students (and instrumental teachers). For every single performance, we have received generous and positive audience feedback, not only commenting on the high standard of musicianship but on the enthusiasm and confidence of all the students that performed.

In order to keep this impetus, it is crucial that all instrumentalists, choir members and cast members attend rehearsals regularly, and we know that we can count on the support of our wonderful parents not only to encourage this commitment but to provide an enthusiastic audience for all the events listed.

Flinders RSL ANZAC Day Service, (Concert Band and Choir)
Saturday 25th April, Time TBC - Flinders Junior Band and String Class Debut Concert

Tuesday, 26th May 6:00 – 7:30pm, Information Commons
VCE Performance Assessments

Tuesday, 28th February: 6.30 – 8.30pm, PAC

Term Two Concert Tuesday, 9th June 6:00 – 8.30pm, PAC

Term Three Concert Tuesday, 1st September 6:00 – 8.30pm, PAC

End of year Concert Tuesday, 1st December 6:00 – 8.30pm,

PAC Junior Band and String Class Debut Concert

Tuesday, 26th May 6:00 – 7:30pm, Information Commons

VCE Performance Assessments

Tuesday, 28th February: 6.30 – 8.30pm, PAC

Term Two Concert Tuesday, 9th June 6:00 – 8.30pm, PAC

Term Three Concert Tuesday, 1st September 6:00 – 8.30pm, PAC

How DOES music education impact on student learning?

- Gives students access to unique ways of knowing and displaying their knowledge.
- Music draws on the multiple intelligences and accommodates a variety of learning styles.
- Promotes cross-cultural understanding and knowledge.
- Provides a universal language of communication.
- Offers means for creative expression.
- Provides opportunities for students to solve problems that require higher level thinking.
- Promotes active rather than passive involvement.
- Makes abstract concepts concrete and understandable for learners.
- Reaches students who are not otherwise being reached (e.g. at-risk students, economically disadvantaged, underachieving gifted and talented students, students talented in performing arts).
- Transforms how students are perceived by others, revealing abilities in learners previously unrecognized by teachers or other students.
- Builds community by providing opportunities for collaboration and experience beyond the school boundaries.
- **Sharpens students' learning-to-learn** (critical thinking, problem-solving, perseverance) and social skills (team work, collaboration).
- Connects learning experiences to the real world of work (time management, discipline, commitment).
- Teaches processes of life-long learning: critical thinking, creativity, and reflection.
- **Builds students' self-awareness** and personal skills required for success, such as planning, persistence, perseverance, and time management.

Frequently asked questions ...

Q: Do I have to have had any prior experience to learn an instrument?

A: No! At McClelland College, our aim is to allow and encourage every student to participate in the instrumental music program.

Q: Which instrument is the right choice for me?

A: We are able to offer various instruments and finding a match is very important. One of our qualified music staff members will be able to demonstrate and try you out on an instrument.

The McClelland College Music Department is off to a great start with some 172 students enrolled in the instrumental music program. When I arrived in 2009 there were just 89 students in total, so it is fantastic to see such growth in our department.

I have had many enquiries this term from new parents and students wanting to know more about the program and how they can participate in music lessons. One of the best ways to do this is to peruse our music department website. You will be about to read about the many instruments we offer, who we are and even what we are up to. Please refer to the site below:

www.mcclellandcollegemusic.com

From there, you can collect an enrollment form from the Music Staff Office, choose an instrument you wish to learn, pay the fee and you are good to go!

Contact the Music Department

Phone: (03) 9788 - 2042 (direct number)

Email: budd.eric.d@edumail.vic.gov.au

Main office hours

Monday through Friday 8:30am - 4:00pm

Mailing address:

"I never thought I would ever do something like this.... It's actually really cool!" – Teige Duthie (Year 9 Tuba and Double Bass student).

From the Tech Office

Hello Parents, Students and Friends of McClelland College,

The Tech Office at McClelland College has been quite busy of late, with the McClelland College Netbook Program coming online being a highlight, as well as getting all the new students and teachers onto our systems so that they can make the most of the excellent facilities and programs that are provided.

Compass has been a great tool to help us and the College improve communication and provide clearer more immediate information to you about your children's attendance, classes and reporting. As more staff are trained in its use and become more comfortable with the features that Compass provides, it will provide so much more for those that wish to use it.

The McClelland College Website, available at www.mcclellandcollege.vic.edu.au provides multiple resources at your fingertips, ranging from the latest news, upcoming events and links to our other information systems, through to image and video galleries showcasing the wonderful activities and excursions that are enjoyed by all.

We are always working hard to ensure that our systems are robust, available, useful and easy to use. We welcome constructive feedback, which can be left via the McClelland Website at the 'Contact Us' pinwheel to the right of screen.



Veenu Kandasamy
Network Administrator
McClelland College

Stephen Baker
eduSTAR.TSS Specialist Technician
McClelland College



Meet our International Students!

This year at McClelland College we have been lucky enough to begin our International Program with four wonderful students from China. These four young people have taken the incredibly brave step to move to a new country (without their families) so that they can improve their English and study VCE. The students are living with local homestay families most of whom also have children who attend McClelland.

Any families interested in becoming a Homestay Family should contact Kathryn Henderson on 9789 4544 for more information. We have more international students arriving mid-year.

Winifred Wang Year 10



Tell us about your Homestay family.
I have a nice caring family. There are a lot of animals.

What can you do in Australia that you can't do in China?
Hobbies. In Australia I can learn guitar.

Why did you come to McClelland?
I met Mr Ferra and Mrs Henderson in Beijing last year. Then I decided to come to McClelland.

Fun Fact: I'm scared of: *Most insects*

Guanglei Song Year 10



What is the best thing about living in Australia?
I like swimming at the beach.

What is challenging for you?
Speaking English and talking with people. I am still learning.

How was your birthday this week?
It was so great because it was a surprise!

For my birthday I: *went to Chinese restaurant for dinner, went shopping with my homestay family in the city and had a surprise birthday party at school. It was great.*

Sam Mai Year 11



What is your passion? *I really like badminton.*

Have you made some friends at McClelland?
Everyone has been very friendly to me.

Fun Fact: *In China I have my own Badminton Coach.*

Alex Zhang Year 11



What are your career aspirations?
I want to become a Dietician.

What are school hours like in China?
School is from 6:50am – 10:00pm (with a 2 hour lunch break). After school I still did study and homework.

Was it difficult to leave your family behind in China?
Yes, but I talk with my family everyday on WeChat (like Chinese Facebook)

Fun Fact: *The most fun day in Australia so far has been: Guanglei's surprise party!*

Happy New Year!

2015 is the Year of the Goat and Thursday 19th marks the beginning of Chinese New Year. As such the International Students ran an information session about the celebration, offered our students traditional Chinese New Year food and also ran a calligraphy master-class. The photos below illustrate the exciting lunchtime celebration enjoyed by our teachers and students.



WHAT'S HAPPENING IN THE INFORMATION COMMONS

Anzac Day

During Lunchtime and recess, students are involved in making poppies for the Anzac centenary. This involves paper craft and knitting. Some of the knitted poppies will be included in the event being held at Federation Square to celebrate the Centenary of Anzac Day.

Knitting Group

Last year a number of students and staff knitted squares which have been made into a blanket which will be donated to a local charity.

Opening Hours : 8.30 am – 4.30 pm.

Services Available

Laminating \$1 A4 + A3

Binding \$2

Library News

The ROK and ROK ON programs have started for the year. Students in both Year 7 and Year 8 come to the Library one period a week to read and conference each book as they finish. The number of pages is noted and at the end of the Semester Certificates, Medals and Trophies are awarded.

This year we are running The Premiers Reading Challenge.

We welcome all students to participate, focusing on Year 9 and 10 students.

New Releases

Bloodline. Book 6 : The ruby circle

Diary of a wimpy kid : Long haul

Gallipoli : The landing

And the band played Waltzing Matilda

Skulduggery Pleasant. Book 9 : The dying of the light

They came on Viking ships

Choose your own ever after : The call of the wild