

## PRINCIPAL'S REPORT

As we approach the end of Term 1, I thank students, staff and parents for their input into a very productive and successful start to 2024. I value the positive relationships between parents/carers, staff and students.

The level of commitment by all members of our school community to uphold our values of *respect, accountability* and *persistence* has been encouraging.

We “live” our values on a daily basis, and the Casterton Secondary College expanded values, which I have attached, supports them.

The CSC values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views, and to raise concerns; as long as we do this respectfully as a community working together.

### **Shared responsibility of members of the school community to behave respectfully**

Below is an excerpt of the Victorian Government’s Respectful Workplaces Policy. The policy in full is attached.

A safe, supportive and inclusive school environment is essential for providing quality learning opportunities for all students, which parents/carers and schools have a shared responsibility in creating.

Positive school environments are important because everyone has the right to be safe and play a shared role in being respectful. *Everyone at school, particularly staff and parents/carers, play a role in making school a better place for learning and work.*

Respectful behaviours are important in building strong, healthy and thriving school communities.

**School staff in Victorian Government schools** have to follow the Respectful Workplaces Policy to build and maintain a respectful workplace, including:

- treating each other with respect and consideration
- being inclusive, valuing others and accepting their differences
- recognising the efforts and achievements of others
- considering our impact on others
- calling out and addressing behaviour that can lead to bullying, harassment and discrimination.

**Parents/carers** can create a positive environment for learning and work by:

- modelling positive behaviour to their child/children and to the school community
- communicating politely and respectfully with all members of the school community
- working with the school to achieve the best outcomes for their child/children
- communicating constructively with the school
- making use of the expected processes and protocols when raising concerns
- following the school's processes for communication with staff and making complaints
- treating all school staff, students, and other members of the school community with respect.

By treating everyone with respect, parents/carers and schools can make sure students feel supported and cared for.

If you have any concerns about your child's education or wellbeing, please contact the relevant sub-school leader.

Middle School (Years 7-9) – Mrs Carina Barton

Senior School Leader (Years 10-12) – Mrs Chelsea Carter.

### **2023 Annual Report**

On Monday, 29 April, Casterton Secondary College's 2023 Annual Report will be presented to the school community at a College Council meeting, commencing at 6:00pm. Members of the school community are welcome to attend.

### **2024 College Council Election Results**

Welcome to the new members of our College Council: Prue Adey, Loren Hulm, Amy Crauford and Olivia Nolte. The full membership is:

Meridith Walker (Principal)

Jeff Black (parent representative – Council President)

Bronwyn Munro (parent representative – Vice President)

Prue Adey (parent representative)

Loren Hulm (parent representative)

Jo McKenzie (staff Representative)

John Webb (staff representative)

Leanne Munro (community member)

Amy Crauford (student representative)

Olivia Nolte (student representative)

Our new Council met for the first time on Monday 18 March.

### **Reflection**

During the holiday, it is beneficial for all students to reflect on their efforts in all their subjects and ask himself or herself:

Am I planning well?

Am I giving my learning the effort it requires?

Am I completing all set work on time?

Am I focussed and engaged in my learning?

How can I improve my efforts?

From the staff of Casterton Secondary College, have a safe and happy holiday.

Meridith

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# TERM 2 ARRANGEMENTS

John Webb

## Start of Term 2 Arrangements

- **Monday April 15:** Curriculum Development Day for Staff. Students not required at school.
- **Tuesday April 16:** First day for students.

## House Points: End of Term 1

**Wannon:** 2440.67 points

**Glenelg:** 2264.33 points

### Term 1 CITIZENSHIP AWARDS

The students listed below received Citizenship Awards this term in recognition of their assistance at the House Swimming Sports, Line Marking for the House Athletics Sports, House Athletics Sports, GD Swimming Sports, GD Athletics Sports, Assistance at the Casterton Primary School Athletics Sports, Assistance at the District Primary Schools Athletics Sports. They will receive their certificates early next term.

Myles Black, Paul Ferreira, Caitlyn Gorman, Alex Hornibrook, Archie Lane, Kirby Vise, Amelia Bailey, Milly Campbell, Nicole Cornish, Paul Hippert, Harleem Hitchcock, Brooke Humphries, Mylie Ireland, Ethan Mark, Adele Murphy, Elly Needham, Billy Rhook, Amelia Richardson, Kaleb Sneddon, Rachel Townend, Ruby Williams, Natasha Charlton, Ylana Grigg, April Henty-Anderson, Zoe McDonald, Marlee Robbins, Sam Patton, Rachel Forbes, Ella McKinnon, Charlotte Nash, Makayla Rees, Henry Robins, Jensen Soulsby.

### Term 1 VALUES AWARDS NOMINEES

The students listed below were nominated for Values Awards this term in recognition of their commitment to our school values (Respect, Accountability and Persistence) work ethic and behaviour.

Year 7: Brooklyn Mutch, Brody Davis.

Year 8: Charlotte Rhook, April Henty-Anderson.

Year 9: Billy Rhook, Sanuthi Weerasooriya

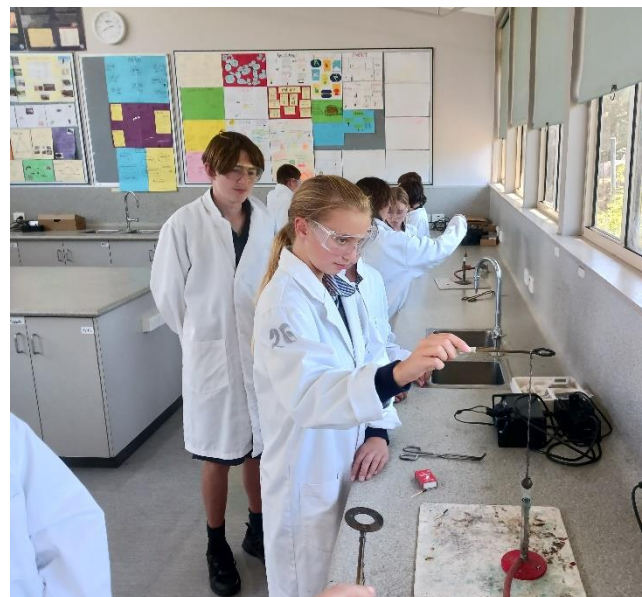
Year 10: Mylie Ireland, Archie Lane.

Year 11: Emily Eastman, Reghan Parsons.

Year 12: Zoe Betinsky, Alex Hornibrook.

# SCIENCE

Brett VanAs



In Science,

Year 7 has been learning about Particle Theory including modelling the states of matter and expansion/contraction.

Year 8 have been exploring Light using the light boxes to view reflection with mirrors and refraction with lenses.

In Year 10 Chemistry our students are pictured picking the grape harvest ready to crush and ferment. They are also seen investigating photosynthesis.

Students in VCE Chemistry and Biology have been preparing for their first SACs of the year. Here the Chemistry students are pictured making a hydrogen-oxygen fuel cell.

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## YEAR 7 CAMP

Carina Barton

Twenty-one eager year seven students boarded the buses on Wednesday 21<sup>st</sup> February, heading off to the year seven camp, held each year in Warrnambool. With no pandemic restrictions impacting this year, it was a great feeling to depart knowing we were in for an informative, and fun filled three days.

Whilst the weather was challenging on the first two days, we were able to fit in all the activities we had planned, plus an extra swimming session due to the very high temperatures.

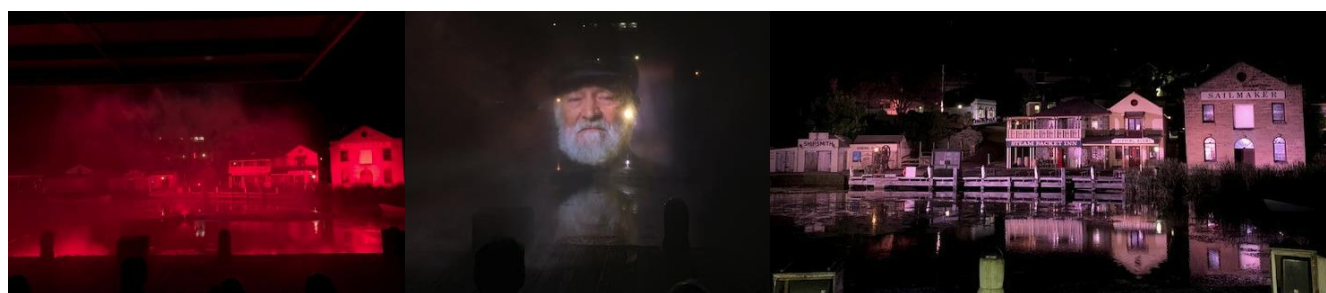
The bush dance was a great success. There were a few students reluctant to join in, however, we asked them to 'give it a go'. They all did and really enjoyed the "Do-Si-Do", with their partners being whisked around the room.

The Maritime Museum and light show is always an experience well worth the visit. The trip to the local bowling alley saw no-one beat Mrs Fidler's tenpin bowling record, despite many of the students being confident they would easily smash her score.

Thanks to Mrs Fidler and Mr Zippel for making the camp experience one to remember. Also, a big thank-you to the students for their good behaviour, and great participation in the activities.



*The Year 7's thoroughly enjoyed the Sound & Light show at the Maritime Village*



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## RENOWNED AUTHOR, Steven Herrick

Claire Kilmartin



*Steven Herrick- keeping the students engaged during his presentation by involving some of them in his "spur of the moment" poems*

Students in Year 8 have been studying 'By the River' in English. The author, Steven Herrick, visited CSC to speak with the students of Year 7, 8 and 9 to share ideas about writing, poetry in particular. He gave an overview of his personal works, his inspirations and motivations as well as providing an impromptu performance. Following his presentation on poetry, a Q & A session was held with only the Year 8 students giving these students the opportunity to ask questions around the ideas and conflicts in the text that they have been reading in class. For a small school, to have the opportunity to host such a published writer, it has been of a great benefit to the students who attended the presentation, using skills that were imparted on the day in future classes.

## LIONS YOUTH OF THE YEAR PROGRAM.



Emily Eastman participated in the Lions Youth of the Year program which is designed to encourage and give students the skills and experiences that will enhance their confidence in employment and public situations. The process involved an interview which they ask you questions about your life and what you contribute to the community, and a speech on two different questions and also a speech which you have prepared on a subject of your choice.

Emily will now progress to the District Final on 23rd March at Camperdown, where six students will compete for a place in the Victorian State Final in April.

*Photo, centre- Emily Eastman.*

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# HOUSE ATHLETICS

*Carina Barton,*

Wonderful Wannan make it two in a row.

Ensuring a sporting event runs smoothly and is enjoyed by competitors, officials and spectators alike, takes a great deal of organising and preparation. In this respect on the Wednesday and Thursday before our Athletics Carnival on Friday 1<sup>st</sup> March, the two ovals at Island Park had to be line-marked for their respective track and field events, plus trailer loads of equipment taken down and stored ready to be brought out on the day.

The student line-markers under the command of Keith Toma, did an excellent job very efficiently and deserve a big round of applause, as does Jeff Goodwin who, with his trusty tractor worked hard to have the long jump and triple jump sand pits looking better than they've ever been. The Shire Council ground staff did their usual first-rate job of getting the ovals looking magnificent, so everything was in place, ready to go the following day.

Friday dawned a little bit foggy and slightly wet underfoot, but by the time the Casterton Secondary College staff had set up the two ovals with the equipment, marques were erected, and everything was ready to begin, the sun had his hat on, the fog had cleared, and the grass had dried out.

The student house leaders ran the first two events of the day, the 100m and 200m trials, and it was rewarding to see right from the start students eager to participate which set the benchmark for the rest of the day.

Those students who hadn't qualified in the trials readily put up their hands to help staff officiate on events for which the staff were grateful, and which perfectly illustrated the commitment and spirit of our students. It was pleasing to see so many students trying to gain valuable individual and house points right across all events whether it be track or field, with many competing above their age group, in an effort to get 'their' house across the line first.

Thanks are due to the Golf Club ladies for keeping athletes, staff, helpers and spectators well 'fed and watered' throughout the day. Thanks are also due to the parent helpers, whose support always helps make our event a successful and enjoyable experience. A big 'thank you' to Mr Vise who rose to the challenge of entering all the results and determining the winners and age group champions. Finally, the staff and students of our wonderful school all deserve a big cheer, well done Casterton Secondary College.

**Overall result:** Wannan 1886.67 points and Glenelg 1835.33 points.

*Age group champions were:*

13 years Isabella Luers and Brody Davis

14 years Marlee Robbins and Jet Lyme

15 years Makalya Rees and Henry Robins

16 years Kirby Vise and Archie Lane

17 years Indi Longhurst and Dylan Munro

21 years Phoebe Carlin and Aaron Jeffrey

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Isabella & Brody- U13

Marlee & Jett- U14

Makayla & Henry -U15

Dylan- U17



Archie & Kirby-U 16

Phoebe & Aaron- U21



Wannon House  
Leaders, Collect the  
Winning Shield  
Riley, Matilda, Rachel,  
Billy & Kirby



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**Respect - Accountability - Persistence**



## Year 12, HEADING INTO 2024



*L-R, Back: Riley Hornibrook, Shiloh Kurzynski, Paul Ferreira, Aaron Jeffrey, Alex Hornibrook.  
L-R Front: Milly Campbell, Chelsea Hulm, Jadeen Townend, Amy Crauford, Abby Munro, Phoebe Carlin,  
Zoe Betinsky & Felicity Hall.*

## Year 8 FOOD STUDIES

*Gill Russell*

The students made fresh pasta. A very successful class with students working independently and being assessed on their food preparation, cooking skills, use of equipment and measurement.



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## AGRICULTURE

*Gill Russell*

Year 10 - Agriculture - have had a visit from Steph Brownrigg, an Agronomist from Elders. The students tested the soil pH at the farm, identified the type of soil we have on the farm and looked at vegetation species. They will be working on a vegetation management plan, for improved pastures.

The Year 10 also had Jo Ward, local veterinarian, discussing Animal husbandry, specific to the farms Murray Grey cattle. They will now work on a management plan that looks at our cattle and pasture management.

Year 11 - Agricultural Enterprises. A visit from Jo Ward, discussing animal husbandry, specific to our Texel Sheep stud. Jo provided knowledge and information for Brody and Rankin in their sheep enterprise project. They went through, egg cell counts, for worms, Score condition and health. It was a great morning.



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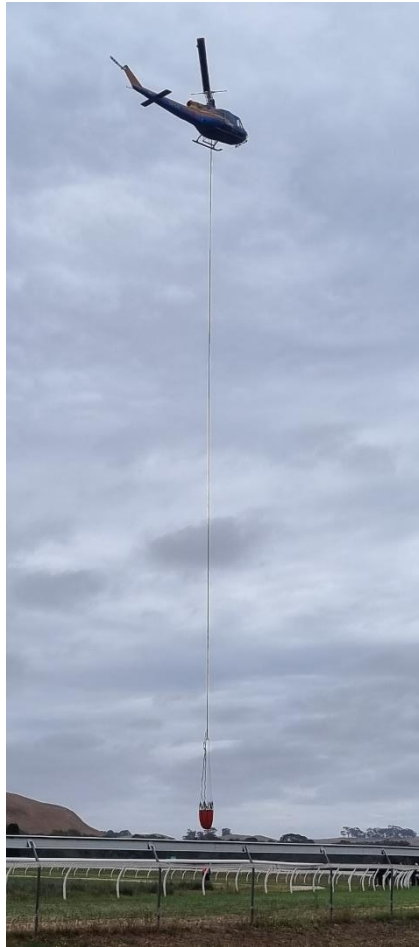




Our agriculture students had the benefit of being able to watch Mark Jenkinson pregnancy testing the Stud sheep on the farm, what a great opportunity if anyone was thinking of going in that direction for a career. Also showing off our hydro farming plants and the success that is achieved over a short time, the students enjoy the diversity of what's available in Agriculture & Horticulture at the College.



# Careers in Forestry



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## How to start a mental health conversation

A lot of things go unsaid between young people and their parents, especially when it comes to mental health. Our campaign aims to open up conversations between parents and young people to help identify mental health.

This health content is brought to you by Doctors in Secondary School (DiSS).

For further discussions about this topic, or to make an appointment please contact the DiSS GP and Nurse at your school.



Brought to you by Live4Life Glenelg



Learn how to support young people and their mental health

This training is for people 18+ years

**USE THE QR CODE**  
**TO ACCESS THE DATES**  
**& VENUES**

**Register now to secure your spot at:**  
<https://glenelglive4life.eventbrite.com>

Tickets are \$35.74 ea which includes a Mental Health First Aid Handbook and your accreditation



**FOR**  
**MENTAL HEALTH**  
**FIRSTAID.**



**FREE**

# Community Kayaking Day

Saturday 13th April, 2024

## Ess Lagoon

FROM 10:30AM

All ages welcome

U12'S TO BE ACCOMPANIED BY AN ADULT

BBQ Lunch

GOLD COIN DONATION



**BOOKINGS ESSENTIAL**

**5554 2555**

PROUDLY SUPPORTED BY





<b>RESPECT</b> I respect myself and other people I actively listen to others with an open mind I respect other people's different perspectives/opinions I am inclusive I respect school property and the property of others I wear my school uniform with pride	<b>CLASSROOM</b> I use good manners with everyone I listen actively when others speak I am considerate of others I follow teacher instructions I respect personal and school property	<b>INSIDE SPACES</b> Office area Tables Corridors Lockers	<b>OUTSIDE PROCESS</b> Oval courts Playground Lockers Canteen	<b>TO AND FROM SCHOOL</b> Community facilities At local shops At home External providers	<b>SCHOOL EVENTS</b> Assemblies Excursions/fieldtrips Sporting events Information evenings Parent/teacher nights Camps House events	<b>DIGITAL CITIZENSHIP</b> All modern digital devices All modern digital devices
<b>ACCOUNTABILITY</b> I set personal goals and have high expectations of myself and others to continually improve I have a positive attitude and enthusiasm for learning I strive to achieve my personal best I take pride in the achievements of myself and others	I bring all relevant equipment to class I am punctual I listen to instructions I complete all of my work I try my best to achieve my goals I ask questions when I don't understand I am responsible for completing all classroom, on time I respond positively to feedback	I maximise my learning time I need permission to leave the classroom I use equipment carefully I am mindful of how my movements impact on the learning of others	I accept consequences without arguing and complaining I recognise the bell signals I should move to class promptly I am responsible for my own belongings I consider the safety of others and myself I am responsible for the sporting equipment I use	I arrive to school on time and I am punctual to class I am responsible for completing homework and submitting work by my due date I follow instructions I sign in when late to school and sign out when I leave school early I provide notes to explain absences	I support the learning of others I take notes/see my planner I remember what is said I act on feedback as provided I use my initiative to meet positively to new and/or different experiences	During my time at school my computer use is directly related to classroom learning I reference and acknowledge information from the internet I use ICT at the appropriate times during class, as directed by my teacher
<b>PERSISTENCE</b> I keep trying even when it gets difficult I try different strategies to overcome a challenge I have a go and learn from my mistakes I follow through when I've made a commitment	I never give up despite challenges I ask for help if I encounter difficulties I seek alternative ways to solve problems I continually strive to improve myself I attempt all tasks to the best of my ability I use my time effectively in the classroom	I will make a persistent effort to uphold the values of the school I maximise the time spent out of class I promote a safe space in the locker area I will maintain a tidy and organised locker	I aim to resolve conflicts with my peers in a calm and peaceful manner I encourage my peers to develop strategies to deal with conflict	I endeavour to maintain a high attendance rate I will strive to uphold the school values in the local community When given community based opportunities I will strive to make the most of them I do regular home study and revision I get to and from school safely	I will attend all school events I will participate to the very best of my ability when representing my House, the College and the community I show initiative and take on new challenges	I will cooperate with others to create a safe online environment for all students I don't always rely on digital devices to resource information I resolve ICT issues in a calm constructive manner I will ensure I back up work on a regular basis I will regularly update my passwords and personal details



## **Victorian Government – Respectful Behaviours within the School Community Policy**

This policy outlines the shared roles of parents, carers and school staff in creating a positive environment for learning. There are also other policies that set out clear standards of behaviours that are specific to school staff and students.

When parents/carers and school staff work together as one team, our students do better. Victorian Government schools want to work with parents and carers to achieve this.

The expected standards of behaviours apply to different school settings. This includes at school events, camps, excursions, outdoor activities, online learning and other places online related to schools.

### **Building a positive relationship with your school**

Parents/carers and school staff have a relationship that can last many years. This is an opportunity to work together to create a positive relationship in the best interests of the child.

When this relationship is built on respect and trust, students learn better and feel like they belong in the school.

The foundation of a good collaborative relationship is based on:

- open and honest communication
- trust and respect
- working together
- fair and reasonable expectations by all.

To understand more about how to build a positive connection to your school, access the [Family Engagement in Learning \(PDF, 343KB\)](#) resource.

### **Shared responsibility of members of the school community to behave respectfully**

Positive school environments are important because everyone has the right to be safe and play a shared role in being respectful. Everyone at school, particularly staff and parents/carers, play a role in making school a better place for learning and work.

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- treating all school staff, students, and other members of the school community with respect.

By treating everyone with respect, parents/carers and schools can make sure students feel supported and cared for.

### **Respectfully raising complaints at your school**

The Department supports your right to make a complaint and provides a [Parent Complaints Policy](#) to help you do this. Complaints from parents and carers help the school community by providing feedback to improve how a school operates.



Schools welcome complaints from parents and carers if they are communicated in a respectful and constructive way. They may ask that concerns be communicated in writing.

The [Family Engagement in Learning \(PDF, 343KB\)](#) page shows parents and carers how they can best talk to schools to provide feedback or complaints. Each school is different in how they prefer to talk to you – please refer to your school’s guidance.

You can have a support person to help you at any time, who can talk to the school on your behalf or help you understand school policies. They can be a family member, a friend, a community member or a person from a support service.

You can also ask your school for an interpreter or translator to help communicate with the school, as per the [Interpreting and Translation Services Policy](#).

For more information, refer to your school’s own complaints policy or the Department’s Parent Complaints Policy.

### **Unacceptable behaviours and consequences**

Schools are positive places of learning where everyone has a right to a safe and healthy learning environment. Schools are also workplaces, and school staff deserve to work in an environment where they don’t feel threatened or unsafe.

When a small number of parents and carers behave unacceptably towards a staff member or another member of the school community, this can affect their health, safety and wellbeing. The impact can also be felt by the wider school community.

Unacceptable or unreasonable behaviours include, but are not limited to:

- being violent or threatening violence of any kind, including being physically intimidating, aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

If a parent or carer behaves in an unacceptable way, the school principal may contact them to talk about this further and there may be consequences. This may include making a [School Community Safety Order](#) to prohibit or limit harmful, threatening or abusive behaviour from a parent, carer or other adult to members of the school community.

Unacceptable or unreasonable behaviour may be escalated to the Department, where it will be assessed and managed by:

- requesting that the parties attend a mediation or counselling sessions
- requesting all communications be in writing
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

For more information about this policy, email [safer.school.communities@education.vic.gov.au](mailto:safer.school.communities@education.vic.gov.au)



*Fresh sandwiches made daily \$6.00*

*Fresh salad rolls made daily \$6.50*

*Toasted Chicken focaccia- chicken, spinach, red onion, cheese, mayo and sweet chilli sauce \$6.50*

*Toasted sandwich (your choice of fillings) \$5.00*

- **Chicken or Beef Burger \$6.50**
- **Cheese burger \$5.00**
- **Double cheese burger- 2x patties & 2x cheese \$6.00**
- **Flavoured pie- potato, plain, steak & bacon \$5.50**
- **Home-made Sausage roll \$2.50**
- **Party Pies \$1.50 each or 3 for \$4.00**
- **Garlic Bread \$2.00**
- **Hot chicken wrap- sweet chilli or mayo \$6.00**
- **Hot Dog With bacon & cheese \$5.50**
- **Pizza- BBQ Chicken or ham and Cheese \$6.50**
- **4x chicken nuggets chips and gravy \$6.00**
- **6x nuggets chips and gravy \$6.50**
- **Chicken Schnitzel and gravy roll \$6.50**
- **Roast Beef & gravy roll \$6.50**
- **Ham & cheese croissant \$3.50**
- **Steamed dim sims- 3 for \$4**
- **Fish & chips with tartare \$6.50**
- **Bacon & egg roll with BBQ sauce, cheese, hash brown \$6.50**
- **Loaded Sausage roll with bacon and cheese \$3.50**
- **Toasted sweet chilli wrap with spinach, cheese, tomato, sweet chilli chicken strips \$6.00**

Vegetarian options available- Please see Tori

Gluten free or vegan options also available- Please see Tori