

## PRINCIPALS REPORT

The moral purpose of Casterton Secondary College is to prepare our students for life beyond school. This includes preparation for tertiary studies and vocational pathways, but also includes the development of the skills and values necessary to function positively and effectively in society.

With four weeks of this term remaining, our Year 12 students will be completing coursework and assignments and preparing themselves for exams next term. This is a daunting and stressful time for students and their respective families, particularly during remote flexible learning. Staff at Casterton Secondary College understand the pressures and continue to provide ongoing support to help our Year 12 students achieve success.

Year 12 students who intend to pursue tertiary study have been working with Miss Renae Newell and Mrs. Delma Fidler to discuss their options and apply for courses online through the **Victorian Tertiary Admissions Centre (VTAC) and South Australian Tertiary Admissions Centre (SATAC) and other State/Territory admissions centres**. If you have any questions about careers and courses please contact Delma.

Whilst remote flexible learning is challenging it is incumbent on all students to ensure all work set is completed on time and reflects their best efforts. We expect all students to embrace the school's mantra of High Expectations- No Excuses during remote learning.

Casterton Secondary College provides a high level of support to our students – academic and health and wellbeing. Measures are in place to provide immediate and ongoing support.

- Some students are currently receiving individual support every lesson, five days a week, additional to the support they receive from their subject teachers.
- Sub-school leaders contact students daily and follow up absences, non-completion of work, mental health issues etc.
- Parents/carers are contacted immediately if students are not on track to complete set work.
- Equipment and specific learning programs are provided to ensure all students are empowered to learn.
- Etc.

As mentioned in the previous newsletter, you may notice changes at home or have concerns about your child's progress.

Please contact the school at any time if you have a question, a concern or just want to chat and you will be directed to the appropriate person.

We all have responsibilities during remote flexible learning and if we all play our part then the students of CSC will continue to achieve positive outcomes with their learning and social and emotional development.

Thank you to the parents/carers who are providing their child/children with support, supervision and encouragement to complete work, on time. Below are some helpful hints from the DET website.

### How you can support your child

You can support your child by:

- having a routine and setting expectations
- making sure your child has a space to work in
- providing a level of supervision suitable to your child's stage of development and individual needs
- monitoring communications from teachers
- checking in with your child often to help them manage and pace their work

- monitoring how much time your child is spending online

### **Setting up a learning environment**

Every home is different but it's important to provide a quiet and comfortable space in which to learn.

Where possible, extended learning should take place in a space your family shares. For example, a lounge room or dining room. These spaces are preferable over a bedroom, where your child can feel isolated and supervision can be more challenging.

It should be a place:

- that can be quiet at times
- that has a strong internet signal, if possible
- where you or another adult is present as you would normally when your child is online, dependent on age

### **Establishing routines and expectations**

Start and end each day with a check-in to help your child:

- clarify and understand the instructions they get from their teachers
- help them organise themselves and set priorities for their learning at home
- A healthy daily routine is great for mental and physical health, as well as concentration and learning.
- Encourage regular exercise breaks. This might mean going for a walk, using exercise DVDs and apps, dancing, floor exercises or using home exercise equipment.
- Encourage healthy eating habits and make sure they drink enough water

### **Communicating with your child**

We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day.

Morning check-ins

#### **In the morning, ask:**

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need?
- What support do you need?

#### **Afternoon check-ins**

In the afternoon, ask:

- What did you learn today?
- What was challenging? You could come up with a way to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

#### **These questions allow your child to:**

- process the instructions they get from their teachers
- help them organise themselves and set priorities

You could also check-in with your child throughout the day. This depends on your child's needs

**Student Attitudes to School Survey:** The Student Attitudes to School Survey (AtoSS) will be conducted early Term 4.

Stay well and keep safe.

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## OUTDOOR & ENVIRONMENTAL STUDIES Year 11 & 12

*Rena Newell*



*Kaden Humphries & Tamiaka McLean*



*Georgia McPeake*

The year 11 students have been looking at the biosphere and what makes up the biosphere. They have also studied food chains and food webs and have identified abiotic and biotic components within an ecosystem and its processes. The students had to identify these features on our school dam. They then looked at organisms found in our dam under a microscope.

The year 12 students have been studying observable characteristics of healthy outdoor environments. They had to test the water, soil and air quality, levels of biodiversity and pest and introduced species around the dam. Results were found by testing pH levels of the water and soil, taking the temperature of the water, and looking at the turbidity. They also observed the colour of the soil and if there was any moisture present. The students identified the types of flora in the area using an app and observed the fauna present to see if they were an introduced species or pest. The students then had to determine if the area of the dam was a healthy or unhealthy environment.

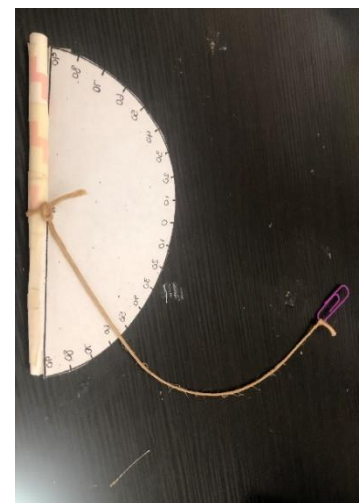
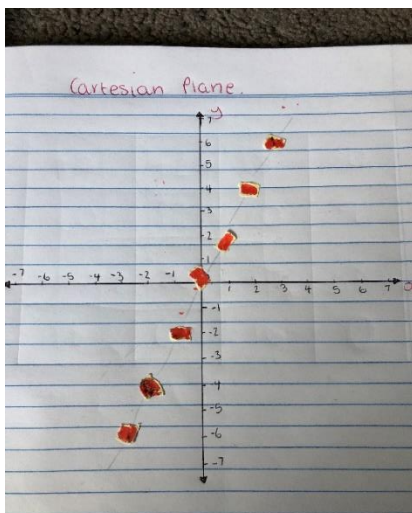
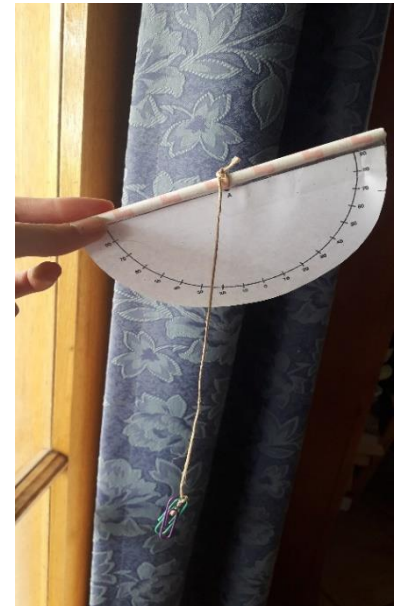
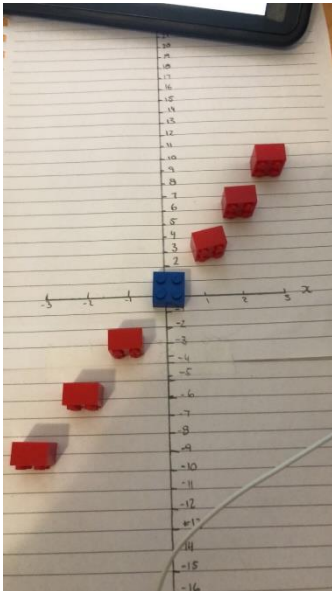


# TRIGONOMETRY- Year 9

Chelsea Carter

Year 9 Mathematics Students have been making Inclinometers for their Year 9 Trigonometry Task and here are some of the photos I have collected from my students.

Year 9's have also been completing the algebra walk using counters and making their own inclinometer and using them to measure the tallest tree.



## ENGLISH- Year 7

*Jal Nicholl*



The Year 7 utilising the Resource Centre for an English class

## FOOD TECHNOLOGY

*Sally French*

### COOKING FROM HOME

### YEAR 8 SHOWING OFF THEIR BAKING SKILLS AND SPOILING THEIR FAMILY WITH APPLE TEACAKES



Ivy Lane



Ella Kerr's Apple Teacake



James Mason



# THE AMAZING P.E RACE

Joey McArlein

During remote learning CSC is running an 'Amazing PE Race' where the students are competing to 'virtually' race around Australia in their year levels (as well as the staff as a cohort).

This is done to promote the benefits of regular physical activity at such a testing time.

We have just completed the first week and the progressive results can be seen in the photos below.

This is done by the students logging their physical activity minutes.

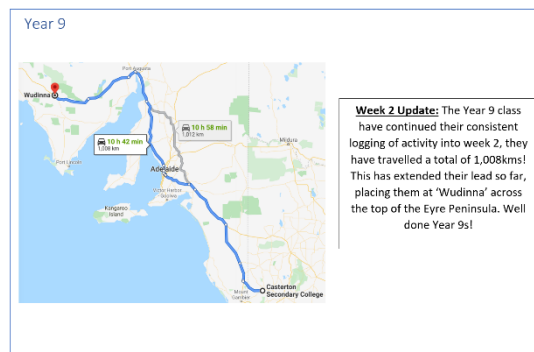
Every minute logged = a kilometre travelled for their class.

The students only need to provide a small piece of evidence that shows they completed the activity they have logged for it to count (and if the minutes and activity are within reason of course).

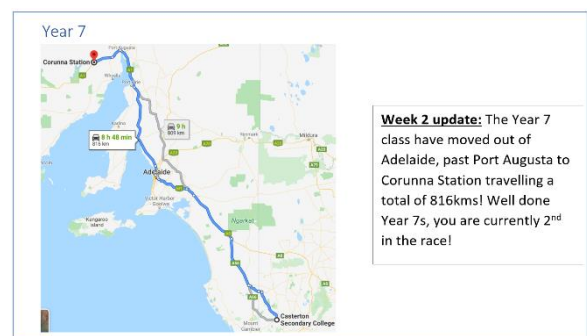
There is a handicap put in place to account for each year levels class size.

## 2<sup>nd</sup> WEEK RESULTS

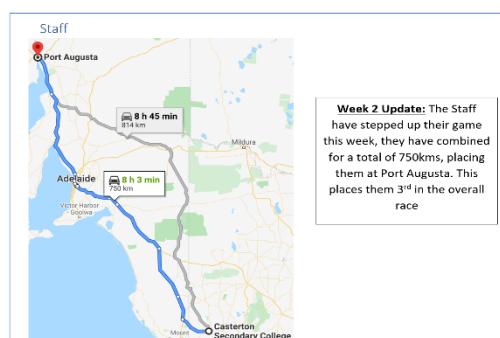
Casterton Secondary College just completed the second week of the Amazing PE Race Challenge and the progressive results have been calculated, using the appropriate handicaps.



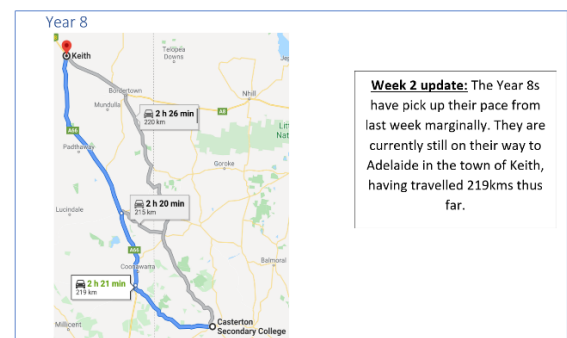
**Year 9-coming 1<sup>st</sup>**



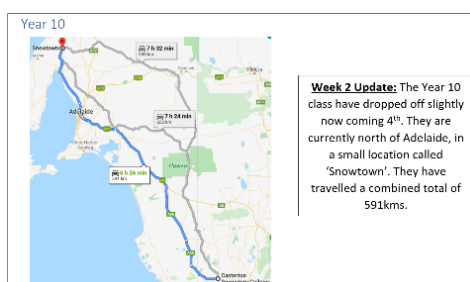
**Year 7-2<sup>nd</sup>**



**Staff-3<sup>rd</sup>**



**Year 8- 4<sup>th</sup>**



**Year 10-5<sup>th</sup>**



**Combined overall distance travelled**

# PRODUCT DESIGN & TECHNOLOGY

Steve Rathmell

Students in PDT (year 11) have been preparing Australian hardwood to top our Indigenous garden seating area so that students can learn and experience the natural beauty of the various Australian Hardwood species.



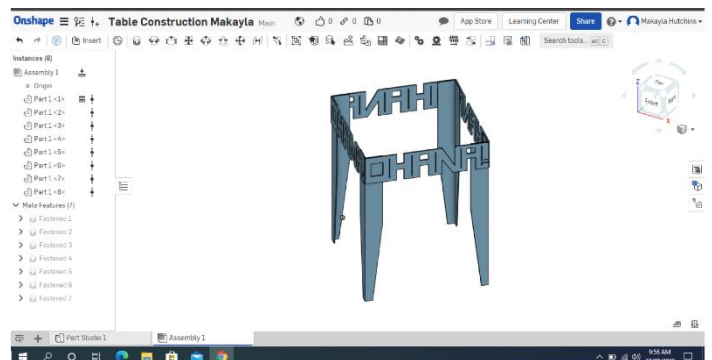
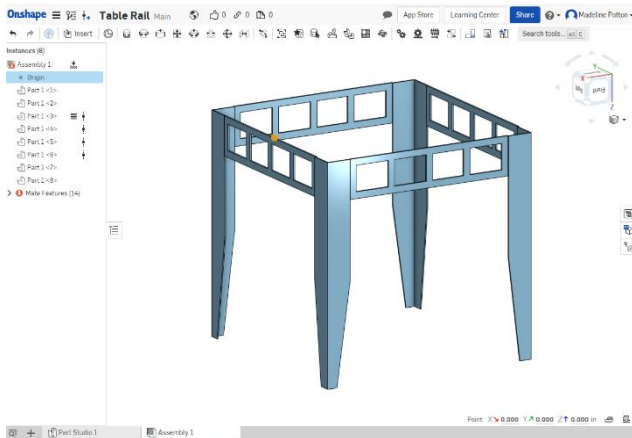
L to R-Georgia McPeake, Braeden Marett, Josh Jeffrey, Titan Smeaton

# IT DESIGN

Steve Rathmell

The students in year 9 have been working hard designing products using industry standard computer-aided design software (CAD). The students have learnt how to create various components in a virtual 3-dimensional workspace and then how to assemble them, just as they will be doing back in the metal workshop when they return to school

Madeline Patton



Makayla Hutchin

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facebook.com/castertonsecondarycollege



# HAIKU TRAVELOGUE: ALDINGA BEACH

*Madi Mutch*, Year 12 VCAL Literacy (Writing for Self-Expression)

The sun beamed through the tree's limbs,

Transforming into golden butterflies,

Landing on my skin.

It was here, the warm summer days that never ended, the long nights filled with love and laughter. It was Holidays.

The sound of bacon cracking as they cooked, the smell of eggs syruped through the campsite. It was delicious: runny eggs and bacon muffins with tomato sauce. It doesn't get more summer than this. I got dressed, putting on the breeziest, lightest clothing I could find.

I slathered the slippery sunscreen onto my skin. We walked down this twisting trail that supposedly led us to the beach.

The fresh breeze,

Thick overhanging bushes,

The absence of traffic and people.

As we searched deeper and deeper, we heard the sound of waves crashing, the smell of salt lingering throughout the whole walk. Then a bunch of beach huts, and there it was. The beach that looked as if it never ended. Walking down the steep stairs, the sudden gust of wind nearly swooped me over, giving me goose bumps.

I looked out into the water,

The sun rose higher and higher,

The sound of constant waves.

There's no better place than Aldinga beach.

I took a moment to capture the beauty of this magnificent place. We walked down the stairs, the small speckles of sand clinging to my sneakers. I took my shoes off, letting my toes touch the cold, moist sand. They dug deeper and deeper into the sand, fulfilling my overbearing desire for the beach.

We ventured our way to this small, coasty café, ordering an iced coffee for myself and a milkshake for you. We sat looking over the cliff edges until our cool drinks arrived. The cream sprinkled with chocolate.

We finished and proceeded to further explore the mysteries of the beach. We took a stroll down the beach though we had no idea which way we were going. On we still explored. We walked found a rock pool, desperately searching for squids and starfish, but we had absolutely no luck. We walked further down, with our ankles in the ocean trying to keep cool.

The sun blistering our skin,

Reflected off the ocean,

Leaving small, sudden burns.

We didn't even notice. We continued our travels until we had to phone your mum because we were extremely dehydrated and hot. We got into the car, not realising how far away we were from our camp site. The moment we got out of the sun and the car started moving, the breeze from the window slowly cooled down our hot, sweaty bodies. Before we knew it, we were back at the campsite, eating crackers and cheese, before getting into our swimsuits and slathering more sunscreen.

We all piled into the vehicles packed with beach chairs, towels, water bottles, hats and everything needed for a day at the beach. We found a cosy place to fit all the vehicles and our belongings. It was now about 3pm, the hottest part of the day. Time to jump into the ocean, getting sand mixed in our clothes and hair. We all body-boarded, catching the biggest waves we could.

Crashing into the ocean's floor,

Hearing nothing but pure silence:

Pure panic and beauty of the underwater world.

This is what I love about the ocean, the fact it can not only be so beautiful to look at, but so beautiful to be in. The fact so many fond memories and beautiful moments happen in this one place is so amazing.

My wet hair dripped down,

The drops were absorbed by the sun

Before they even hit the sand.

We all sat wrapped in towels watching the beauty of the sun slowly lower into the darkness, watching the beautiful pink sunset shine, before we were blessed with a full moon, by the beach.

## ART-Year 12

*Faith Roper*

The year 12 Studio Arts students are embracing the opportunity to come into school and develop their practical skills under the guidance of their teacher, Ms Roper. They have all learnt how to stretch a canvas in preparation for painting. Madi is really testing herself by working on an 'uncomfortable' self-portrait, Wil is loving exploring landscape texture techniques, Bailey is changing his drawing composition to that of a zoom meeting with friends, and Tylar has found his groove working under the inspiration of suburban artist Jeffrey Smart.