

PRINCIPALS REPORT

On behalf of the Casterton Secondary College community, I extend a very warm welcome to our new and continuing families.

As you are all aware, last year, COVID-19 impacted all aspects of everyday life. It closed borders, it devastated economic growth, it impacted our social interactions and it disrupted schooling. In just a few short months COVID 19 generated 'undeniable chaos' (Hargreaves and Fullan [2020](#)) and changed education as we know it. Learning became remote and on-line leading to on-line teacher support.

According to UNESCO, 1.6 billion young people were out of school during the pandemic and teaching/schools needed to be significantly adjusted.

I take this opportunity to thank all parents/carers for their support throughout 2020 and for their continued understanding in 2021.

Casterton Secondary College is developing a well-earned reputation in our community and region for its commitment to fostering academic excellence and improving student outcomes. Never more obvious than during 2020 when our students, when confronted with the travails of Covid, displayed a level of maturity and resilience we can all be proud of.

We will continue to provide every opportunity for our students to become lifelong learners and to develop the skills and attitudes that enables them to contribute positively to local, national and global societies.

The values of **Respect, Accountability and Persistence** and mantra: **High Expectations – No excuses**, underpin everything we do at the college.

It is anticipated that staff, students, parents and carers will continue a partnership built on communication and mutual respect. To work together to provide every opportunity for Casterton Secondary College students to develop the "whole" person through initiatives and programmes that encourage confidence and excellence, achieve success at the highest level, and pursue their chosen pathway.

2021 Staffing

Welcome to the following new staff:

Mrs Laura Nicholl

Miss Kylee Rees

Uniform

It has been delightful to see our students proudly wearing the school uniform. Comments from members of both the school and local community have been positive; relating to the quality, style and pricing.

The uniform shop is open on Wednesdays 2 – 4pm and Fridays 8:30 – 10:30am. Other times are available by appointment. Layby is available.

Every student is expected to be wearing uniform.

I ask parents/carers to familiarise themselves with our Uniform Policy (ratified by Council) which can be found in the student planners.

Year 12

I take this opportunity to congratulate the year 12 students of 2020.

I am so proud of the way they met the challenges created by remote learning and successfully got into their preferred course at University, TAFE or entered the workforce.

Casterton Secondary College continues to be the best performing school in the greater Hamilton, Casterton, and Portland Area. The school was ranked 79 out of 582 Victorian schools (including all independent, government and catholic schools) with a median study score of 33.

An achievement of which the community can be proud.

Casterton Secondary College recognises the unique qualities of every student and takes pride in all senior students successfully gaining their post school course or pathway of choice.

The success of our students is a reflection of their hard work, their teachers' knowledge and commitment throughout the year and of the support provided through a careers/ pathways program that extended into 2021

Special congratulations to:

2020 VCAL DUX: Madi Mutch

2020 VCE DUX: Chelsey Galpin

Positive Relationships

Casterton Secondary College embraces the principles of Restorative Justice to build a culture of mutual respect through the building of positive relationships by ***accepting responsibility for decisions made, establishing trust with and between people and repairing any harm that may have been done.***

It is vital that **we all embrace these principles** and work together to build a positive culture of mutual respect.

Family involvement is an important and welcome part of Casterton Secondary College. It leads to a richer and more cohesive environment for both students and staff. There are many ways parents can be involved, both on a formal and an informal basis. **We welcome any assistance you can give.**

Informal involvement activities include - Helping with classroom activities, helping out with sports teams and events, assisting on excursions.

Formal involvement with the college includes:

P: 03 55811 588

facebook.com/castertonsecondarycollege

- Becoming a member of the College Council or one of its sub-committees
- Responding to formal questionnaires / surveys, requests from the school.

Council Elections

An election is to be conducted for members of the College Council of Casterton Secondary College. All parents and care-givers are encouraged to consider nominating to be a parent representative on our Governing Council

Please refer to the information attached.

I thank all members of council, who have been passionate advocates of Casterton Secondary College within the school, local and broader communities.

Communication

Effective communication reduces misunderstanding, provides a link between home and school to relay information and relies on all members of the school community to play their part in the process.

If you have any concerns regarding the welfare of your children, please contact the appropriate person. Below is a list of reasons for contacting the school and the **person to speak** to in the corresponding column.

Concern	Who to contact
Late to school	Front Office
Must leave school early	Front Office
Bullying/Harassment	Middle School Leader (7-9) – Carina Barton Senior School Leader (10-12) – Renae Newell
Welfare	Middle School Leader (7-9): Carina Barton Senior School Leader (10-12): Renae Newell
Careers advice	Delma Fidler (Careers Coordinator)

	Relevant sub-school leader (Carina Barton or Renae Newell)
Teacher	Principal – Meridith Walker

Tuesday 9th February 2021

Notice of Election and call for Nominations

An election is to be conducted for members of the School Council of Casterton Secondary College.

Nomination forms are available from the front office from Tuesday 09/02/2021 and must be lodged by 4:00pm on 16/02/2021.

A ballot (if required) will close at 4:00pm on 2/03/2021.

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:

Membership category	Term in office	Number of positions
Parent member	2 years from the day after the date of the declaration of the poll in 2021 to and inclusive of the date of the declaration of the poll in 2023	1
Parent member	1 year from the day after the date of the declaration of the poll in 2021 to and inclusive of the date of the declaration of the poll in 2022	1
DET employee member	2 years from the day after the date of the declaration of the poll in 2021 to and inclusive of the date of the declaration of the poll in 2023	2

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.

Meridith Walker
Principal
Casterton Secondary College

SCHOOL COUNCIL ELECTION PROCESS AND TIMETABLE 2021**Name of the school: CASTERTON SECONDARY COLLEGE**

EVENT	DATE
a) Notice of election and call for nominations	Tuesday 9 th February 2021
b) Closing date for nominations	Tuesday 16 th February 2021
c) Date by which list of candidates and nominators will be posted	Thursday 18 th February 2021
d) Date by which ballot papers will be prepared and distributed	On or before Tuesday 23 rd February 2021
e) Close of ballot	Tuesday 2 nd March 2021
f) Vote count	Thursday 4 th March 2021
g) Declaration of ballot	Friday 5 th March 2021
h) Special council meeting to co-opt Community members (the principal will preside)	Monday 15 th March 2021
i) First council meeting to elect office bearers (the principal will preside)	Monday 15 th March 2021

XUNO

Casterton Secondary College uses the communication system, XUNO (pronounced 'zoo-no'), that includes a parent portal.

The parent portal allows parents to log in and have immediate access to their children's information. XUNO:

- includes up to date news items and information and a breakdown of attendance
- quick access to your child's academic progress through ongoing assessment and reports
- is used to make bookings for interviews before parent/teacher interviews
- showcases news items and calendar events to assist parents with planning and keeping up to date with what is happening at the College

XUNO will enrich the communication and connectedness of families with Casterton Secondary College. We look forward to connecting parents, students and teachers through XUNO and believe it will complement our current modes of communication: *website, newsletter and Facebook*.

2021 Pupil Free Days

The following pupil free days for 2020 have been ratified by the College Council.

27 th January	2021 preparation/curriculum development
14 th June	Curriculum development
2 nd August	Curriculum development
1 st November	Curriculum Development

WELCOME TO OUR 2021 YEAR 7'S



We extend a huge welcome to our new year 7's and to any new parents that have come to the school. We look forward to working together with you all over the coming years.

GLENELG SHIRE YOUNG CITIZEN AWARD FOR EMILY EASTMAN



It's an honour to be recognised for just doing something I felt would benefit the community.

I wouldn't have even had the chance to be a nominee for the Young Citizen Award if it wasn't for Heywood Rural Health for nominating me and for my family, friends and teachers for pushing me to be the best version of myself. In my opinion if you are part of a community you should try your hardest to be involved not because it may benefit you but because it will bring smiles to faces and make someone's just that little bit better, so strive to help your community because the real reward is knowing you have made a difference in people's lives.

Emily

INTRODUCING CSC NEW STAFF MEMBERS

Mrs Laura Nicholl



Laura obtained her music degree from the Melba Conservatorium and the University of Melbourne in 2010. She has taught for over 15 years in both Melbourne and rural Victoria, and is now offering piano, voice and guitar lessons at CSC on Wednesdays and Thursdays. Laura is excited to be joining the Casterton school community and is keen to teach both individuals and ensembles. In addition to practical music skills in all styles, she also teaches music theory, and has seen many students through the rigorous AMEB examinations with excellent results. Laura looks forward to contributing to the CSC community in a role she has always found inspiring and fulfilling

Ms Kylee Rees



Ms Kylee Rees is a former student of Casterton Secondary College and comes back as a tutor with the Years 7-9 this year. She has an Honours degree in Chemistry and has a Masters in Maths Education. She taught Chemistry and Maths in Melbourne for 6 years.

Other than education (she is currently still studying!), she enjoys her myriad of animals (cats, goats, geese, chickens, quails, bees), her garden and reading.

Welcome Kylee!

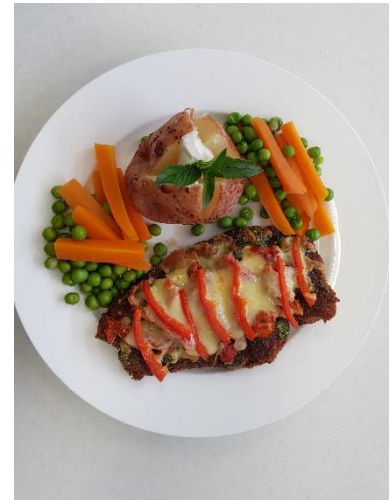
FOOD TECHNOLOGY IS BACK FOR VCE



Kais Parsons cooking the Schnitzel



Jess Sambell making fresh Basil Pesto



The finished product

Food Technology has been re-introduced into the VCE curriculum this year. With a group of very keen students we are certain we will be able to tempt everyone's taste buds with some delectable cooking. The first cook-off which covered a variety of cooking methods was a fresh chicken fillet, coated with seasoned breadcrumbs, and topped with freshly made basil pesto, sundried tomato, and grilled cheese.

Accompanying this was a baked potato topped with sour cream and steamed vegies.

The end result looked fantastic and judging by the plates, tasty also. What a fantastic start to the Year 12 course.

FOOD STUDIES- YEAR 10

Sally French



Year 10 Cooking is off to a buttery beginning with pastry. So far the chefs have made chicken and mushroom pies and chicken wellingtons with homemade shortcrust pastry. All Food Studies students are reminded that they are required to bring an apron and large container to all practical lessons.

SCIENCE FOR 2021

Brett VanAs

In Science, classes have hit the ground running.

The current topics are

Y7 are starting with Lab Safety and are pictured obtaining their Bunsen burner licences.

Y8 are studying Energy

Y9 are exploring Tectonic plate theory

Y10 are continuing with Chemistry from the 2020 rollover. Winemaking will be used as a real-world application of chemical reactions

VCE students are studying Biology and Chemistry. Biology students are pictured exploring the process of osmosis through the semi-permeable membrane of eggs.



*Riley Munro & Kais Parsons
Year 11*



Ashley Barker & Eli Koscal Year 7



Mr Webb has the attention of the Year 7's in his Science Class

SOUTH WEST ACADEMY OF SPORT - 2021 NOMINATIONS

The 2021 nominations for the South West Academy of Sport are now out. These can be filled out directly using the links sent out via XUNO last week.

These nominations are for the following sports:

- Soccer
- Clay Target Shooting

If you require more information or want to discuss any of these options for your child, please don't hesitate to get into contact with me.

Joey McArlein

Sports Coordinator



A promotional poster for the 2021 Clay Target Shooting program. The top half features a photograph of a young man in a blue and green vest aiming a shotgun on a field. The background is a soft-focus landscape. The top left corner has the South West Academy of Sport logo and the website swas.org.au. A red banner at the bottom of the photo area reads "APPLICATIONS NOW OPEN". Below this, the text "2021 CLAY TARGET SHOOTING DEVELOPMENT & HIGH PERFORMANCE PROGRAM" is displayed in white and green. A list of benefits is provided in small white text: 9 SWAS Coaching Sessions, 4 Guest Coaching Sessions (Perry Smith - 2019 World Cup Gold Medalist), 1 Shooting Vest, and 12 Month SWAS High Performance Athlete Education and Physical & Mental Support Package. The bottom left corner says "Supporting South West Victoria" and the bottom right corner has logos for the Victorian Government and the Department of Education and Training.



A promotional poster for the 2021 Football & Futsal program. The top half features a photograph of several young boys in blue football kits and yellow vests on a field, some looking at a tablet. The background shows a building and trees. The top left corner has the South West Academy of Sport logo and the website swas.org.au. A red banner at the bottom of the photo area reads "APPLICATIONS NOW OPEN". Below this, the text "2021 FOOTBALL & FUTSAL YOUTH DEVELOPMENT & HIGH PERFORMANCE PROGRAM" is displayed in white and green. A list of benefits is provided in small white text: Age Groups: U12, U14, U16, U18; 20 SWAS Coaching Sessions; Semi Professional & Professional Mentors; Football Uniform Package; Daily and weekly international standard digital football support; and 12 Month SWAS High Performance Athlete Education and Physical & Mental Support Package. The bottom left corner says "Supporting South West Victoria" and the bottom right corner has logos for the Victorian Government and the Department of Education and Training.

Everyday Counts – Students MUST strive for 100% attendance

1 or 2 days absent a week doesn't seem much but

He / She is only missing just	That equals....	Which is	and over 13 years of schooling that's	Which means the best your child can perform is ...
1 day per fortnight	20 days per year	4 weeks per year	Nearly <u>1.5 years</u>	Equal to finishing in year 11
1 day per week	40 days per year	8 weeks per year	Over <u>2.5 years</u>	Equal to finishing in year 10
2 days per week	80 days per year	16 weeks per year	Over <u>5 years</u>	Equal to finishing in year 7
3 days per week	120 days per year	24 weeks per year	Nearly <u>8 years</u>	Equal to finishing at year 4

Being On Time to School and Class Counts

Just a little bit late doesn't seem much but

He / She is only missing just	That equals....	Which is	and over 13 years of schooling that's
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly <u>Half a year</u>
20 minutes per day	1 hour 40 minutes per week	Over 2.5 weeks per year	Nearly <u>1 year</u>
Half an hour per day	Half a day per week	4 weeks per year	Nearly <u>1 and a half years</u>
1 hour per day	1 day per week	8 weeks per year	Over <u>2 and a half years</u>

Did you know your child's best learning time is the start of the school day?

That's when every minute counts the most!!

EVERY DAY COUNTS

Secondary School Attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

Students develop good habits by going to school every day – habits that are necessary to succeed after school, whether in the workplace or in further study.

Missing school can have a big impact on students academically and socially. It can affect their test results, including VCE, and, just as importantly, it can affect their relationships with other students, and lead to social isolation.

There is no safe number of days for missing school – each day a student misses puts them behind and can affect their educational outcomes.

Each missed day is associated with falling behind in subject topics and assessment tasks, and lead to fewer subject choices and may impact on achievement in years 11 and 12.

Getting in early

It's never too late to improve attendance – going to school more often can lead to better outcomes. Even at Year 9, when attendance rates for all students are lowest, going to school more often can make a big difference. Every day counts.

Schools are there to help – if you're having attendance issues with your child, speak to your school about ways to address those issues.

What we can do

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

"Day off" – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy; the best way to address this is for schools and parents to work together.

While all absences are bad for academic performance, unexcused absences are a much stronger indicator of lower reading and maths achievement.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your home room teacher or year level coordinator and find out what work your child needs to do to keep up.
- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your home room teacher or year level coordinator as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Early Childhood Development Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your year level coordinator, principal or other relevant staff member know so you can work together to get your child to school every day.

Further information

For more information and resources to help address attendance issues, visit:

www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx



Education
and Training

We intend to highlight sections of our Student Engagement and Inclusion Policy in this and future newsletters.

The following section outlines the rights, associated responsibilities and shared expectations of staff, students and parents.

Section 3: Rights

The Charter of Human Rights and responsibilities Act (2006) requires all schools to consider the four basic principles of this act: Freedom, Respect, Equality and Dignity

PRINCIPLES CONCERNING THE RIGHTS OF THE SCHOOL COMMUNITY

Casterton Secondary College should be a pleasant environment where individuals can develop to the fullest, academically, physically, emotionally and socially. This can only happen when all members of the school community behave in an acceptable and responsible manner.

A school or workplace can only operate successfully with rules and standards based upon consideration, co-operation and courtesy. These promote a happy, safe, healthy working environment.

CONSIDERATION

- All members of the school community are important, and we must respect each other's rights, feelings property and opinions.
- We must take responsibility for our own actions and treat others in the same way that we want them to treat us.

CO-OPERATION

Each member of the school must demonstrate co-operation in all activities

- In the classroom
- In the school yard
- In the sporting and social events.

Co-operation

- Enables students to learn and teachers to teach
- Promotes a sense of responsibility, trust and honesty
- Develops self-control.

COURTESY

- is an important part of working or being together. This involves:
 - Being tolerant of differences in others
 - Encouraging and assisting those less able
 - Showing politeness and respect for others

Responsibilities and Shared Expectations

Principal Class, Teaching and Non-Teaching Staff	Students	Parents
<ul style="list-style-type: none"> • Uphold the school values • Adhere to the Staff Code of Conduct • Serve as positive role models and demonstrate integrity and respect through attitudes, personal conduct and dress • Foster an environment where all students feel safe, valued and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation • Assist with the development and implementation of early intervention plans for at risk students • Comply with all relevant legislation relating to confidentiality of student, staff and parent/guardian information • Plan and conduct assessments, provide feedback to students, report on student learning and use the outcomes of student assessment to inform classroom planning • Be punctual to all classes and meetings • Provide support for students during the school day • Be accessible and available within the confines of the working day • Meet all deadlines • Work in a Restorative and non-judgemental manner • Ensure all students are valued and cared for 	<ul style="list-style-type: none"> • Uphold the school values • Adhere to the Student Code of Conduct • Adhere to the Student Uniform policy • Display a positive attitude to learning and prepare for and actively participate in all learning experiences provided • Students have the responsibility to attend their classes. If a student misses a class, he or she is responsible for making up the work by either speaking to the appropriate teacher or obtaining a classmate's notes and handouts and submitting any assignments due • Bring a note to explain any absences • Become involved in a wide range of school activities • Respect the rights of all members of the College community • Consider the safety of all members of the College community • Be punctual to all classes. • Students are expected to arrive in class with their Student Planner and appropriate books and equipment for each subject. This includes maintaining internet and print balance • Use the Student Planner efficiently and effectively • Respect the learning environment • Participate in Restorative Practices 	<ul style="list-style-type: none"> • Uphold the school values • Promote a positive attitude towards school and learning • Support regular and punctual attendance at school • Provide a note of explanation or phone the Absence Hotline to explain student absences • Assist your child prepare for school • Take an interest in your child's learning and progress • Support your child with homework • Participate in Parent/Student/Teacher interviews • Cooperate with requests from the school • Immediately notify the school of any changes in contact information • Communicate regularly with the school • Become familiar with the Student Code of Conduct and school rules • Work in partnership with school staff and your child to develop learning goals and strategies to ensure your child achieved their educational potential • Participate in Restorative practices • Provide necessary requisites to support student learning • Always speak positively about the school and encourage your child to participate in all College programs

<ul style="list-style-type: none"> • Value student and parent input • Create a safe and stimulating learning environment that encourages students to take responsibility for their learning • Use a range of approaches and resources to provide meaningful learning for all students • Establish and maintain clear expectations for students as learners and for their behaviour • Work effectively in teams which may include other staff, parents, carers, members of the community • Be aware of the social and cultural background of the students • Consistently follow and apply agreed school policies • Always speak positively about the school and colleagues in public • Ensure a budget is prepared and managed to allow all programs to operate • Reflect critically on professional practice, establish learning and development needs and goals and undertake training to maintain and enhance capacity to provide best practice within the school setting • Work collaboratively with school staff and members of the wider community to establish productive partnerships and achieve individual student objectives 	<ul style="list-style-type: none"> • Keep parents informed of what is happening at school • Seek help and encourage others to seek assistance from staff when required • Act in an appropriate manner when in school uniform out of the school grounds • Adhere to all College policies relevant to students 	
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Bushfire At-Risk Register - Schools

School procedures for the bushfire season

Fire danger ratings and warnings are used in Victoria to provide clear direction on the safest options for preserving life.

Schools and children's services listed on the DET Bushfire At-Risk Register (BARR) will be closed when a Code Red fire danger rating day is determined in their Bureau of Meteorology district. ***Our school has been identified as being one of those at high bushfire risk and is listed on the BARR.***

Where possible, we will provide parents with up to four days' notice of a potential Code Red day closure by letter or phone and on our sign on the front lawn of the school. A Code Red day will be determined by the Emergency Management Commissioner no later than 1.00 pm the day before the potential closure. Once we are advised of the confirmation of the Code Red day, we will provide you with advice before the end of the school day.

Once confirmed, the decision to close will not change, regardless of improvements in the weather forecast. This is to avoid confusion and help your family plan alternative care arrangements for your child. It is also important to note that:

- No staff will be on site on days where the school is closed due to a forecast Code Red day.
- School camps will be cancelled if a Code Red fire danger rating day is determined for the Bureau of Meteorology district in which the camp is located.
- As a bus co-ordinating school all bus routes will be cancelled.
- Depending on which Bureau of Meteorology district is impacted bus route cancellations may affect our school.

On these Code Red days families are encouraged to enact their Bushfire Survival Plan – **on such day's children should never be left at home or in the care of older children.**

For those of us living in a bushfire prone area, the CFA advise that when Code Red days are forecast, the safest option is to leave the night before or early on the morning of the Code Red day.

As part of preparing our school for potential hazards such as fire, we have updated and completed our Emergency Management Plan.

What can parents do?

- Make sure your family's bushfire survival plan is up-to-date and includes alternative care arrangements in the event that our school is closed.
- Ensure we have your current contact details, including your mobile phone numbers. Keep in touch with us by reading our newsletters, Skoolbag app, by checking our website www.casterton.vic.edu.au and by talking to Assistant Principal, John Webb about our emergency management plan.
- Most importantly at this time of year, if you're planning a holiday or short stay in the bush or in a coastal area, you should check warnings in advance of travel and remain vigilant during your stay.
- If your child is old enough, talk to them about bushfires and your family's bushfire survival plan.
- You can access more information about children's services closures on the Department of Education and Training website – see <http://www.education.vic.gov.au/about/programs/health/pages/closures.aspx>

For up-to-date information on this year's fire season, visit the CFA website at www.cfa.vic.gov.au or call the 24-hour Victorian Bushfires Information Line on 1800 240 667.

