

Big Enough To Deliver, Small Enough To Care.



BEFORE AND AFTER SCHOOL SUPERVISION

Staff supervision for students arriving before school is between 8.45am and 9.00am and for students after school between 3.20pm and 3.45pm.

At Tallangatta Secondary College, students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Students who choose to bring a mobile phone to school must have them switched off and securely stored during school hours.

Our Values - Respect, Empathy, Attitude and Learning (REAL)

COMING EVENTS

<i>Fri 1st Mar</i>	GPA Cycle 1 Published @ 4pm	<i>Wed 13th Mar</i>	NAPLAN Testing Begins
<i>Mon 4th Mar</i>	Student Led Conferences	<i>Fri 15th Mar</i>	Hume Region Swimming
<i>Tues 5th Mar</i>	Youth Crew Training Day	<i>Fri 15th Mar</i>	Wodonga TAFE Experience Day
<i>Thurs 7th Mar</i>	White Card Course	<i>Wed 20th Mar</i>	Youth Crew Training Day
<i>Mon 11th Mar</i>	Labour Day	<i>Thurs 21st Mar</i>	Inter & Senior Term Sport

Principal's Report

Swimming Sports

Congratulations to all students that were involved in the swimming sports last Friday. As in previous years, I was extremely impressed with the participation rates of students from all levels, and it was clear that House Leaders had worked hard to ensure they had representation in all events. It was also great to see a number of parents and carers attend to show their interest and support. Congratulations to the age champions and winning house Kiewa. I wish to thank all staff for their efforts on the day, in particular, Mr Brett Scholtes for his organisation of the day.



Student Led Conferences and Cycle 1 GPA

Cycle 1 GPA reports will be distributed via Compass this afternoon and our first Student Led Conferences will be

held next Monday 4th March between 4 – 7pm. A strong partnership between the student, parent and the school is important to ensure every student achieves success, hence all families and students are encouraged to take up this opportunity to formally hear and see the learning growth that has occurred early this term.

School Council Elections

A reminder that 2024 school council nominations close 4pm, Friday 15th March.

Nomination forms are available on our College website, from the front office or attached to a Compass newsfeed. This year we have 3 parent vacancies, two student vacancies, two staff vacancies and four community vacancies. The newly formed school council will meet on Wednesday 20th March 6.15pm after the Annual General Meeting beginning at 6pm. The AGM is an open meeting, everyone is welcome to attend.

Richelle Moyle

Principal

Assistant Principal's Report

SWPBS Team

We are seeking parents, teachers, ES staff and student representatives to join the School Improvement Team for 2024. We will be working on strengthening and embedding whole school SWPBS systems and approaches that develop collective responsibility for

Tallangatta Secondary College is committed to empowering all to become resilient and confident lifelong learners with a strong sense of self and community.

student engagement. Please see Mrs Ziebell prior to the end of Term 1 if you would like to be a part of our Schoolwide Positive Behaviour Support Team.

Compass Consents

Can parents please log onto compass and consider giving consent for the following;

- PE swimming classes
- Permission to use photographs
- In town local excursions permission

Jocelyn Ziebell

Assistant Principal

Teaching and Learning Our Core Business!

GPA's

The first cycle of GPA for 2024 will be published to students and their families on Friday 1st March at 4pm. A copy of the GPA matrix has been attached to this newsletter, although students can also find a copy in their school organiser. Students are encouraged reflect on their GPA for each class and to chat with their teachers about ways they could improve.

Tallangatta Secondary College					
GPA Matrix - The Way We Learn					
	Very High (5)	High (4)	Medium (3)	Low (2)	Very Low (1)
Resilient Determined Motivated Agile	<ul style="list-style-type: none"> Always determined and motivated to do their best - seeks learning challenges and always persists when facing difficulty Always comes to class prepared to learn with all required materials Always focused, observant, concentrates well and ignores distractions 	<ul style="list-style-type: none"> Mostly determined and motivated to do their best - seeks learning challenges and mostly persists when facing difficulty Mostly comes to class prepared to learn with all required materials Mostly focused, observant, concentrates well and ignores distractions 	<ul style="list-style-type: none"> Sometimes motivated to do their best and sometimes persists when facing difficulty Sometimes comes to class prepared to learn with all required materials Sometimes focused, observant and ignores distractions 	<ul style="list-style-type: none"> Puts some effort into their work but is reluctant to persist with things that are difficult Often comes to class unprepared Sometimes focused but easily distracted from work 	<ul style="list-style-type: none"> Puts minimal effort into their work and reluctant to attempt things that may be difficult Regularly comes to class unprepared Minimal focus and easily distracted from work
Resourceful Think Why How	<ul style="list-style-type: none"> Asks questions to seek deeper understanding and knowledge Routinely utilises extra resources and help available for their learning including the Learning Intention, Success Criteria and Assessment Rubrics Asks for and responds to feedback 	<ul style="list-style-type: none"> Asks questions to seek deeper understanding and knowledge Often utilises extra resources and help available for their learning, which may include Learning Intention, Success Criteria and Rubrics Asks for and responds to feedback 	<ul style="list-style-type: none"> Asks clarifying questions Sometimes utilises extra resources and help available for their learning, which may include Learning Intention, Success Criteria and Rubrics Responds to feedback 	<ul style="list-style-type: none"> Accepts help when offered Occasionally utilises extra resources and help available for their learning 	<ul style="list-style-type: none"> Reluctant to seek or accept help Rarely utilises extra resources and help available for their learning
Reflective Self-Aware Progressive Honest	<ul style="list-style-type: none"> Aware of their learning style, strengths and challenges Always makes honest and accurate judgements about 'how it's going' and takes responsibility for their own work Always accepting of mistakes and sees errors as opportunities and part of the learning journey 	<ul style="list-style-type: none"> Aware of their learning style, strengths and challenges Mostly makes honest and accurate judgements about 'how it's going' and takes responsibility for their own work Mostly accepting of mistakes and sees errors as opportunities and part of the learning journey 	<ul style="list-style-type: none"> Somewhat aware of their strengths and challenges Makes some judgements about 'how it's going' and sometimes takes responsibility for their own work Sometimes accepting of mistakes 	<ul style="list-style-type: none"> Makes superficial judgements about 'how it's going' and occasionally talking responsibility for their own work Reluctant to make or learn from mistakes 	<ul style="list-style-type: none"> Reluctant to look honestly at own performance or take responsibility for it Fixed mindset
Relating Collaborative Empathetic Open-Minded	<ul style="list-style-type: none"> Able to work collaboratively and can challenge or support others' thinking and ideas respectfully - contributing positively to a culture of learning Able to see things from multiple perspectives Open-minded and always willing to give everything a go and move outside their comfort zone 	<ul style="list-style-type: none"> Able to work collaboratively and can challenge or support others' thinking and ideas respectfully Able to see things from multiple perspectives Open-minded and mostly willing to give everything a go and move outside their comfort zone 	<ul style="list-style-type: none"> Sometimes able to see things from another perspective Sometimes willing to give things a go but hesitant to move outside their comfort zone 	<ul style="list-style-type: none"> Often relies on others to make choices and decisions for them Struggles to see things from another perspective Prefers to stay in their comfort zone 	<ul style="list-style-type: none"> Relies on others to make choices and decisions for them Sees things only from their own perspective Stays in their comfort zone

These are the learning behaviours expected of all TSC students. All students are capable of achieving an average of 4 regardless of their academic ability. Students with an average less than 3 are not displaying expected learning behaviours.

Attendance Matters Every missed school day is a lost opportunity for students to learn. Research shows that attendance is an important factor in student achievement.

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SLCs

Student Led Conferences will be held on Monday 4th March from 4pm-7pm. Bookings can be made via Compass, although a number of teachers have very limited (or no) available timeslots left. If you are unable to book with a particular teacher, please contact them to arrange another time.

NAPLAN

Students in Years 7 and 9 will be undertaking NAPLAN in a few weeks time. You can find more information further in this newsletter. Please contact the school if you have any further questions.

Kerryn McCormack
Learning Specialist

Year 12 Class of 2024



Eliza Lord - My favourite thing to do is hang out with my family and friends. I enjoy playing netball for Tallangatta and swimming. I have 2 jobs, working as a waitress for the Mitta Pub and as a Lifeguard at the Eskdale pool. I look forward to finishing Year 12 and graduating as well as travelling later in the year.

Careers

La Trobe University Experience Day 26 February
Several Year 11 and 12 students participated in a variety of hands-on activities at La Trobe University on Monday 26th February.

The nursing session had a host of new activities allowing students to draw blood, take blood pressure and dress wounds in a simulated environment.



Tallangatta Secondary College is committed to the safety and wellbeing of all children and young people. This is the primary focus of our care and decision making. Tallangatta Secondary College has zero tolerance for child abuse.



Charles Sturt University Explore Day 5 March

There is another opportunity for students to engage in university experiences next week. Please email Kelly Dickins kelly.dickins@education.vic.gov.au by Wednesday 28th February. For more information go to <https://study.csu.edu.au/why-charles-sturt/events/explore-day>

Year 10 Work Experience 25-28 March

The Year 10 Work Experience is the deadline end of next week.

Term 1 work experience is from 25th - 28th March.

Work experience forms have been given to all students.

Step 1 - Decide where you want to do work experience

Step 2 - Contact the employer and complete the expression of interest form

Step 3 - Students and parents to sign the form

Step 4 - Deliver the form to Kelly in the engagement office as soon as possible / no later than the end of week

5 - Friday 1 March.

All students must engage in work experience or will be allocated work related tasks within the school.

Any questions or help needed call in to see Kelly in the engagement office or email kelly.dickins@education.vic.gov.au

Work Safely in the Construction Industry (White Card)

Thursday 7th March at 9am - 3pm. Cost: \$150

This unit of competency specifies the mandatory work health and safety training required prior to undertaking construction work. There are limited places left in this training. Please email Kelly Dickins kelly.dickins@education.vic.gov.au by Wednesday 28th February for a place.

Kelly Dickins

Job, Skills & Pathways Coordinator

MUSIC

"I think everything in life is art. What you do. How you dress. The way you love someone, and how you talk. Your smile and your personality. What you believe in, and all your dreams. The way you drink your tea. How you decorate your home. Or party. Your grocery list. The food you make. How your writing looks. And the way you feel. Life is art."

— Helena Bonham Carter

I would firstly like to thank our brilliant young musicians for their practice efforts last week in between lessons. As a result of their efforts, they have demonstrated significant gains on their instruments - keep up the great work. I would like these efforts to continue, especially for the winter concert on June 20th.

Our music captains had their third meeting for the year last week and some very productive ideas were mentioned around performance opportunities, access to music, maintaining the PAC, as well as some potential excursions. As a result of their efforts already, our PAC and music equipment are in fantastic order- thank you team.

Just another reminder that the 'NEVR Music Camp' is once again happening on the 19th-21st of March in Beechworth and students who wish to attend are more

**RESPECTFUL
RELATIONSHIPS**



If you or someone you know is experiencing family violence, help is available at:

1800RESPECT

NATIONAL DOMESTIC FAMILY AND SEXUAL VIOLENCE COUNSELLING SERVICE

than welcome to email Mr McKee for more information. This event is not connected with Tallangatta Secondary College, though I encourage musicians on all instruments to attend as it is a great opportunity to meet other musicians in the region and improve your skills.

In great music and with gratitude and kindness as always,

Rhys McKee

Music Program Coordinator

Meet our New Staff

Throughout the next few issues of the newsletter, our Year 9 Media class will interview all our new teachers for 2024.

Miss Meagan Moyle



This year Megan will be in classrooms as an education support staff, helping students and teachers throughout the lessons. Ever since she finished Year 12 she has been at the school volunteering her time, attending school camps and trips. Megan is currently completing a Bachelor in Outdoor Recreation and Ecotourism as well as Tafe, milking on a dairy farm and working at the Tangam pool. Growing up around Kiewa and Dederang, she spent most of her free time hiking and canoeing, reading and sometimes building Lego. Her favourite food is her grandma's spag bol. She loves playing cricket and netball, listening to country music or any genre. Her favourite book is *All the Light We Cannot See* by Anthony Doerr and her favourite AFL team is the Hawks.

Ethan Wilson

Student Reporter

Ms Carlee Hill



Ms Hill is a wonderful science and maths teacher as well as taking on the role as the Year 9-10 engagement leader. Ms Hill's most recent teaching role was Assistant Principal at Rutherglen High School. Ms Hill found her love for teaching from her own teachers when she went to school and is following in their footsteps. She spent her childhood in Albury, eventually spending time in Wodonga and also lived up the coast in Nambucca Heads. She has lots of hobbies including water polo, snowboarding (her favourite sport), gym, walking her dog, hanging with family, and exploring/travelling. Ms Hill has great taste in music with her favourite genre being rock. Her favourite food is Italian, Thai, or Indian. Ms Hill's favourite book is *The Happiest Man on Earth* by Eddie Jaku. Ms Hill goes for the Tigers in the AFL. That is our amazing teacher Ms Hill.

Cooper Dower

Student Reporter

From the Wellbeing Team

In today's society, the prevalence of vaping among young students has become a pressing concern. The allure of e-cigarettes, coupled with misconceptions about reduced harm, poses risks to our children's health and well-being. This brief aims to shed light on the issue, providing insights into the factors at play and offering guidance on how we, as parents, can address and mitigate the impact of vaping on our children.

How do I know if my child is vaping?

The easiest way to detect e-cigarette use is if there is an unexpected smell in the air from e-cigarette flavouring.

Teens tend to use fruit or sweet flavours, so this scent is usually sweet.

Some youth use large amounts of spray on deodorant to mask the smell of vaping.

If your child is irritable after 45-60 minutes of being in a situation where they cannot vape, they might be exhibiting signs of nicotine addiction.

Start the conversation:

Ideally, start the conversation early to prepare the young person for possible exposure to opportunities to vape or situations where their peers may be vaping.

Be curious, ask: "What do you know about vaping?" or "What do you think about vaping?". Listen to the answers. You may be surprised by how much your young person already knows. Thank them for sharing their perspective.

Share how you feel about the behaviour in a simple open way – "When people vape, I worry about their health. I would like to help you work out what to do if someone offered you a vape."

You can use the same process if you suspect the young person is vaping.

Call the Quitline for advice (13 7848 or online via www.quit.org.au) or speak to your GP for support.

The school nurse is also available to have 1:1 harm minimisation conversation to further discuss the harmful effects of vaping if you may be worried about your child. <https://www.vapingfacts.org.au/e-cigarettes-and-young-people/how-do-i-know-if-my-child-is-vaping>

Renee Carkeek and Leah O'Neil
Wellbeing Team



display of competitive spirit throughout the event. There were many records broken during this event and many students who showcased their skills in the water. A significant number of participants took the opportunity to earn points for their house by taking part in novelty events.

Ultimately, Kiewa House emerged victorious, showcasing remarkable strength and determination. While all houses put forward some commendable efforts, Kiewa's performance stood out. Along with this we have a number of individuals whose efforts have seen them to progress to the next level of competition. These students will represent Tallangatta Secondary at the Ovens and Mitta Division Swimming competition.

As of the publication of this article, the Ovens and Mitta Division swimming competition has already concluded. Stay tuned for a detailed account of the day's events in the upcoming edition of our newsletter. The date of the event was the 28th February at Wodonga Waves.

I would like to thank all who contributed to the planning and preparation for the day and for partaking in the carnival day. Without your assistance the event would not have been as successful. I extend my gratitude to all involved!



Below are the results from the day:

Age Champions

13 Yr Bryn Kirk and Zac Bryant

14 Yr Gracie Brown and Macca Sexton

15 Yr Grace Macaulay and Harrison Main

16 Yr Ally Schwarz, Will McCoy, and Angus Lord



The Swimming Carnival at Tallangatta Secondary College took place on Friday, February 23rd, at the Tallangatta Pool. The day was a resounding success, enjoyed by all participants. There was a remarkable

17 Yr Chloe Gentleman and Max Ried
 20 Yr Allison Macleod and Sam McCoy



NEW RECORDS

100m Breaststroke - Sam McCoy 2:53:54
 100m Backstroke - Macauley Sexton 1:48:69
 100m Breaststroke - Maeve Beath 1:35:47
 100m Backstroke - Harrison Main 1:15:65
 100m Freestyle - Harrison Main 1:01:12
 50m Breaststroke - Angel Cawood 34.16
 50m Breaststroke - Ally Schwarz 45.50
 50m Freestyle - Harrison Main 24.80
 4x25m Relay - MURRAY 1:10:12
 All Ages Relay - MURRAY 1:43.75
 50m Backstroke - Harrison Main 29.60
 100m Backstroke - Gracie Brown 1:15.34
 Individual Medley - Harrison Main 2:30.89
 50m Breaststroke - Maeve Beath 42.72
 100m Backstroke - Chloe Gentlemen 2:05.57
 50m Breaststroke - Harrison Main 35.44
 50m Butterfly - Charlotte Lamb 45.33
 50m Butterfly - Harrison Main 29.67



House Points

1st KIEWA 3732
 2nd HUME 3091
 3rd MITTA 2755
 4th MURRAY 2696



Brett Scholtes
 Sport Coordinator



Raffle

Drawn Thursday March 28th
Last day of Term 1.

Tickets: \$2 per ticket or
\$5 for 3 tickets.

Please donate Easter items to your
REAL mentor or the front office.

Money raised goes to the Good Friday appeal.



This weeks newsletter was compiled by
Keeley Owen, Julia Rutgersson, Anita Stanojevic, and
Harrison Barton



Thankyou!

NAPLAN Information for parents and carers

2024

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive) which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests; however, it is not necessary for parents/carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP - Public demonstration site](#).

How is my child's performance reported?

From 2023, NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling. Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

How are NAPLAN results used?

- Students and parents/carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame.

The NAPLAN test window starts on Wednesday 13 March 2024 and finishes on Monday 25 March 2024. Schools will schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	<ul style="list-style-type: none">• Year 3 students do the writing test on paper and on day 1 only.• Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are provided with an idea or topic called a "writing stimulus" or "prompt" and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	<ul style="list-style-type: none">• To be completed after the writing test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	<ul style="list-style-type: none">• To be completed after the reading test	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	<ul style="list-style-type: none">• To be completed after the conventions of language test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.