Principal’s Report

Student leadership has been a big focus lately, with our designated leaders being presented with their badges at our Student Leadership Induction Assembly last Friday. At this assembly we also got to hear the career aspirations of this year’s preps. Amongst this cohort we have some aspiring farmers, business people, mums and a Waremican! It was great to see the confidence of our youngest and oldest students as they supported each other on stage. Dux of 2010, Josh Stafford was the guest speaker at the assembly, giving us an update on his very successful university results and burgeoning career as a civil engineer.

On the same day a group of Year 9 students attended the Warrnambool Network Leader’s Conference where the motivational speaker was netballer, Sarah Wall. This group are working on a plan to improve the North West exit at school and will report back to the network at a presentation evening at the Lighthouse later in the year.

Our School for Student Leadership students at the Snowy Campus in Marlo had their visitors’ weekend last week and by all reports are thriving in their alternative setting. We look forward to hearing about their adventures when they return at the end of term.

Congratulations to the Moyne Youth Councilor’s involved in the organisation of the Mortlake Colour Run at the racecourse last Sunday. It was a very successful day and raised funds for the DC Farren Oval. Our Parent’s Association were also involved, providing the coffee cart. Thanks to the parents who manned this for the morning.

The PA were also busy providing a BBQ for the interschool swimming sports last week where Mortlake College were the overall winners in the pool. Along with the great swimming and spectator support, I was very pleased to see how sunsmart our staff and students were at this event. Congratulations to all and good luck to the swim team progressing to the Regional level in Ballarat later this month.

The first of our new reports will be sent home on Friday 11 March. Please remember that the emphasis in these reports is on effort and attitude. When these areas are high then academic growth is assured. Teachers in all classes have spent considerable time with their students setting realistic goals and discussing the attributes and behaviours necessary to achieve a satisfactory result. We are confident parents and students will find the new, visual reports very ‘user friendly’ but as always, if you are unsure about any aspect of them, please contact your child’s class teacher or house mentor.
Letters have also gone home about our online booking system for parent teacher interviews on March 21st. These interviews are a vital link in our reporting system and we urge all parents to see as many of their child’s teachers as possible. If you have any problems accessing the booking system, please contact the office.

Anne De Manser
Assistant Principal

**SCHOOL PHOTOS**

Our school photos will be on Wednesday 16th March.

Photo packs have been sent home with your child

Students are to bring photo envelope and money on photo day.

Family photo envelopes are available from the General Office before photo day.

**School & Student Insurance**

Parents are reminded that the College does not have insurance for student accidents whilst on the school grounds. In addition to this the College does not have insurance for items of personal property stolen or damaged on College grounds.

It is recommended that if students do have expensive pieces of equipment such as Ipads then these items should be included on parent’s own contents insurance policy. Please ring the College if more information is required.

**BIRTHDAYS**

Happy Birthday to all students who have birthdays this week.

**MARCH**

2nd — Abbey Wickham  
7th — Andrew O’Brien  
9th — Ruby Schuuring

**Have you checked out the**

“Mortlake College P-12” Facebook Page ??

Don’t forget to “Like” us on Facebook and keep up to date on all that is going on at Mortlake College.
Student Leader Congress

On Friday Mrs Jenkins and I had the pleasure of taking a group of seven Year 9 students to the Student Leader Congress held at Deakin University in Warrnambool. Students involved were: Hayley Mann, Leah Johnson, Sam Williams, Byron Loader, Jarrad McDonald, Issac Fowler and Brodie Moore.

Activities for the day included workshops and presentations from a variety of people. Highlights were a presentation from Sarah Wall (Jeanieboy) on 'Leadership, Empowerment and Wellbeing'; and a presentation from Jackie Cooper (Mortlake College) about 'Projects that are making a difference' on behalf of the Moyne Shire Youth Council.

One of the themes of the day was 'What does it mean to be a leader in my community?' Students will now begin working on their own project at school to put into practice some of the things they have learnt and discussed from the Congress.

Anthea Good—Student Leadership Coordinator

Parents’ Association -

Te Mania Bull Sale- Thanks to everyone who donated biscuits, cakes and slices for the Te Mania Bull Sale, and to those who helped out on the day. The Committee is very grateful for your support.

Annual General Meeting and Meal-Tuesday 8th March, 6.00 pm, at Olivine.

All Parents and Friends are invited to the Parents Association Annual General Meeting on Tuesday 8th March, at 6.00 pm at Olivine. To RSVP and for any inquiries please contact Wendy Lynzaat on 0422 743 622.
LEADERSHIP ASSEMBLY
IN THE NEWS

Mortlake Rainbow Run to ‘benefit’ community

MORTLAKE Racecourse will be filled with colour on Sunday for the first Mortlake Rainbow Run to raise money for upgrades at D.C. Farran Oval.

The concept which mirrors the nationwide Colour Run series will see about 200 locals participate in a fun run around theracecourse as they dodge obstacles and get showered in seven different coloured powders.

The household of Moyne Shire Youth Council members, there will be live music on the field and the event will be open to participants of all abilities.

Gates will open at 9am with a race start time at 9.30am. The youth council hopes to raise about $5000 with 100 per cent of proceeds raised on the day going towards upgrading D.C. Farran Oval’s staging clubhouse.

Moyne Shire’s Youth Council members Bree Kirkwood and Jackie Cooper said they hope the event will be continued in the future.

“We’ve already had 100 people register online and you can still sign up on the day,” Ms Cooper said.

Mr Kirkwood said a large contingent of local sporting clubs will participate on the day.

“Sporting clubs have been really keen to help out,” she said.

“There’s been a lot of support from local sponsors and it’s been a very positive response to the event,”

Youth council members hope the Rainbow Run will become an annual event with a new theme to beat it every year.

“Moving it between venues will allow the event to bring exposure to a new area each year and let them decide where the money should go,” Ms Cooper said.

Participants will receive a white shirt on the day which will absorb the colour powder and become a tie-dye shirt after being washed.

The Rainbow Run is the only event of its kind in the area between Melbourne and Mount Gambier.

Ms Kirkwood said the youth council had worked closely with the organisation of the Mount Gambier event to ensure a smooth running of the Rainbow Run.

Moyne Shire youth development officer Gemma McAlister said the event presented an opportunity for locals to make a difference to their community.

“The more people we can get the more money will be raised for upgrades to the oval,” she said.

“This is a chance for the community to get behind something that will benefit them,”

Tickets are $20 for an adult, $15 for concession and child tickets and $60 for a family ticket.

For more information on the Mortlake Rainbow Run go to moyne.shire.vic.gov.au or call Moyne Shire youth services on 0427 827 475.

Fundraising: Rainbow Run organiser Bree Kirkwood (left) and Jackie Cooper said all money raised will go towards upgrades to D.C. Farran Oval.

Wareham wins young achiever

MORTLAKE’S Isaac Wareham was announced as the Moyne Shire male Youth Achiever of the Year for 2015 recently.

The Mortlake P-12 College student was nominated for outstanding achievements in sport and academia over the last year.

He was also nominated for the award for outstanding achievement in sport, after he was selected for the Warrnambool and District football team, the state cricket team and the state cross country team in the last 12 months.

Isaac’s mother Jacinta Wareham said she was shocked but proud of her son’s achievement.

“My husband and I were a bit stunned,” she said.

“We thought he had a good chance of winning the sport award but weren’t sure about the overall award.

“It was a very proud moment for us.”

The award was announced at the 2015 Young Achievers Awards ceremony at the Lighthouse Theatre in Warrnambool on February 10.

The 14-year-old was unable to attend the ceremony as he was away at the Snowy River School for student leadership in Marlo, but was later presented the award at a makeshift ceremony at the school.

“Isaac will be down there for about seven weeks but I wish he’d been there to receive his award,” Mrs Wareham said.

“The school had a little ceremony for him to mark the award which was nice.”

Fellow Mortlake P-12 College students Shakaya McCrane Wilson and Tiffany McLaughlan were nominated for the sport and arts and culture categories respectively.

Principal Graeme Good said the awards reflected well on the students at Mortlake P-12 College.

“The MC, Matty Monk, read out a list of Isaac’s achievements in 2015 and Isaac is certainly a very worthy winner,” he said.

“Congratulations also to our Moyne Youth Council members Bree Kirkwood, Jackie- Cooper, Gerald Monteith and Cooper Lower who all played important roles on the night and over many months leading into the presentations.”

Achievement: Mortlake’s Isaac Wareham has won the 2015 Moyne Shire Young Achiever Award.
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**TOTAL**

ORDERS CLOSE MARCH 2\textsuperscript{nd} 2016 WITH ANTICIPATED RETURN BEFORE THE END OF TERM 1

MORE ORDERS PLACED IN TERM 2
P-4 Assembly awards Mon 29th Feb 2016

Prep - Sommer Jones for speaking well in front of a large audience

Year 1 - Sam Wareham for using correct sentence punctuation

Year 2 - Jack Richie for looking after and supporting a new student
          Kane Killen for looking after and supporting a new student

3/4P - Chelsea McCosh for outstanding homework

3/4RC - Chloe Goldsworthy for being a great helper and role model in the classroom

CLASSROOM HELPERS COURSE:

Mortlake College invites parents to a series of talks/discussions on understanding how children develop their literacy skills. You will develop an understanding of ways in which you can help your child in reading, writing and speaking & listening. It is desirable that you attend this course if you would like to help with our reading program, so that you have an understanding of how reading and writing is taught in the classroom. Parents who have done this course are welcome for a refresher if they like. This course is also helpful to guide your children through the reading process at home. We will run the course on Wednesday March 9th from 9:00 till 12:00. Morning tea will be provided. If you are interested please fill out the return slip or contact Sue Amos on
How students are selected

One of the key ways in which students are selected is through an Observation Survey of Early Literacy Achievement. This is administered individually to students and assesses their skills in the following areas:

- letter identification
- word knowledge
- print concepts
- writing vocabulary
- phonemic awareness
- text reading level.

In addition to the Observation Survey, the early years team will identify students based on observation in the classroom.

The Reading Recovery lesson

Each day the Reading Recovery teacher works individually with the child who:

- reads three or four familiar books to gain confidence in reading
- writes a sentence using their own ideas
- re-assembles the cut-up sentence to practise searching for words
- works with letters and words to assist in spelling
- reads a new book to further develop reading skills.

Taking part

If your child is selected to take part in Reading Recovery, your school will contact you to organise a meeting. This is a chance for you to meet with the early years team and to share what you know about your child's interests, experiences and literacy skills and attitudes. With your help, the teacher can better understand the ways in which your child learns.

Supporting your child

As a parent, you are strongly encouraged to support your child's learning at home. Just as you encouraged your child to learn how to crawl, walk and talk, you can be actively involved in helping your child's reading and writing.

There are a number of practical ways that you can support your child's Reading Recovery lesson series.

Read together

Make a special quiet time to read together every day. This time should be a happy part of the day that you and your child can look forward to together.

Use the Reading Recovery materials when your child is at home. The take-home books and reassembling of the cut-up sentence could be a part of your daily quiet reading time.

Praise and encourage

Encourage all the efforts your child makes when reading a book. If your child is unsure of a word, wait a moment and then say the word so that the meaning of the story isn't lost. Enjoyment and understanding during reading time are most important.

Visit the school

During your child's Reading Recovery Lesson series you are invited to visit the school and watch your child participate in a Reading Recovery lesson.

Keep up attendance

Your child will participate in Reading Recovery on a daily basis. Therefore it is very important that your child attends school every day so that he or she can continue to make rapid progress. If your child is likely to be absent for an extended period, please let the school know as early as possible.

Stay in touch

Contact your school principal if you wish to speak to the Reading Recovery teacher or the early years coordinator about your child's progress in Reading Recovery.
My name is Jaime and I am house captain for succeed this year.

This year I am most looking forward to the opportunity of being house captain and also representing the school in as much as possible. I am 12 years old and I live in Hexham. I enjoy netball, writing, riding motorbikes and photography.

Hi my name is Abbey Burford

I am house captain for succeed. I am 11 going on twelve years old. I have been house captain once in my school years from 4-7 and I have had wonderful experiences from it. I have brilliant ideas for fundraisers and ways to help my school improve even more than it is.

I always want to make sure everyone is feeling safe and happy at all. I have three younger sisters lily, Ashlee and Lacey.
**P-12 Sport Dates Term 1**

**March**

4th March  
3-6 House Athletics

10th March  
3-6 Division Swimming

11th March  
5-12 MWC Triathlon Lake Bolac

15th March  
5-12 House Athletics—All Day

18th March  
3-6 Regional Swimming

23rd March  
7-12 GWR Swimming—Ballarat

**Team Vic Trials (12 Years):**

Any student (Year 7) who was born in 2004, and therefore in the 12 Years age group is able to register to trial for Team Vic representative team in Australian Football, Basketball, Football (Soccer) and Netball. Please note that Team Vic Registrations required a non-refundable $25 payment, and they are for best 12 Years old in the state in each of the listed sports (including Primary Students). For more information please go to: [https://www.ssv.vic.edu.au/TeamVic/Pages/onlineRegistrationInformation.aspx](https://www.ssv.vic.edu.au/TeamVic/Pages/onlineRegistrationInformation.aspx). Entries close on March 16th.

**STATE U12 CRICKET TRYOUTS**

If any students is worthy of trying out for STATE trials please see me ASAP for more details.

**STATE NOMINATIONS / REPRESENTATIVE TEAMS / RESULTS**

Information regarding state nominations and other sports can be found on the School Sport Victoria website. [www.ssv.vic.edu.au](http://www.ssv.vic.edu.au)

**CONNECT**

Parents and students can connect to School sports Victoria via Facebook and Twitter. Just follow the following links

http://www.facebook.com/SchoolSportVictoria  
[https://twitter.com/@SchoolSportVic](https://twitter.com/@SchoolSportVic)

**Nathan Jones  
Year 7-12 Sports Coordinator**

jones.nathan.t@edumail.vic.gov.au
GWR SWIMMING SPORTS

Our interschool Swimming Carnival was held on Wednesday 24th February
Thank you to staff, student helpers and the Parent’s Association for all their support.
Congratulations to all competitors. Their attendance at prior training sessions was most pleasing!

RESULTS

Overall
1st Mortlake 247
2nd Hawkesdale 223
3rd Lake Bolac 141
4th Derrinallum 87

Age Group Champions
Taine Demanser 13 Boys
Darcy Hobbs 14 Boys
Ryan Tanner 16 Boys
Lizzy Kelly 16 Girls
Lachlan Wareham 20 Boys. Lachie was also awarded overall male champion.
Our school community is proud to take a stand against bullying and violence.

Friday 18 March 2016

National Day of Action against Bullying and Violence

www.bullyingnoway.gov.au
What is bullying? Do we mix it up with teasing and other forms of mean behaviour?"

It’s an important topic that needs clarification.

Bullying is a term that’s wrapped in emotion. For many people it’s associated with bad childhood memories. It’s been estimated that around 40 per cent of people have experienced bullying in the past. It’s something that we don’t want to happen to our kids.

But I fear it’s being overused at the moment and can be confused with teasing.

**Teasing** refers to annoying, hurtful behaviour that is used to get a reaction from someone else. Teasing can be persistent in nature, but not always. It’s generally an attempt to get under a person’s skin. It can involve name-calling; it can be personal and hurtful in nature. It can also infringe on another person’s rights. But generally teasing doesn’t have the key ingredients that make up bullying.

**Bullying** is the *selective, uninvited, repetitive* oppression of one person or group by another. It involves **three elements** – intent to hurt or harm; power imbalance; and repetition over time. It takes many forms and guises including physical aggression; verbal abuse; emotional aggression (or blackmail); intimidation; harassment and exclusion.

The new cyber-dimension to bullying has moved the goalpost for many kids. In the past children and young people could escape bullying behaviours by being at home. Cyber-bullying means that children can’t escape bullies like they once could.

**Why the distinction?**

I hear the term bullying misused a great deal in the media and when talking with parents. We run the risk of “The Boy Who Cried Wolf” Syndrome where we become so desensitised to the term that we (or teachers) ignore it when children really are the victims of bullying. We also run the risk of failing to skill our kids up to manage rudeness and teasing if we categorise every awful behaviour that kids experience as bullying.

Our ability to be discerning about bullying is as important as the action we take when we are sure that our child is on the receiving end of bullying behaviour. These actions include: dealing with feelings; providing emotional coping skills, getting others involved; building up a child’s support networks; and building self-confidence that can take a battering.

Bullying needs to be taken seriously. But we also need to be discerning about bullying behaviours.
Wellbeing

I can make a difference

www.bullyingnoway.gov.au

WINNING WAYS TO WELLBEING

CONNECT
TALK & LISTEN, BE THERE, FEEL CONNECTED

GIVE
Your time, your words, your presence

TAKE NOTICE
REMEMBER THE SIMPLE THINGS THAT GIVE YOU JOY

KEEP LEARNING
EMBRACE NEW EXPERIENCES, SEE OPPORTUNITIES, SURPRISE YOURSELF

BE ACTIVE
DO WHAT YOU CAN, ENJOY WHAT YOU DO, LIFT YOUR MOOD

DEEPEN UNDERSTANDING

STRESS

THOUGHT PROCESS

CONNECT

TAKE NOTICE

RECOVERY

POSITIVE LIFESTYLE

BEHAVIOUR

INCREASE KNOWLEDGE

GIVE

TIME MANAGEMENT TECHNIQUES

PRACTICAL SKILLS

SELF-HELP

PRACTICAL INFORMATION

SELF-REFLECTION

KEEP LEARNING

CBT

ANXIETY

CPD
FAQs: Bullying in schools

FAQs: Bullying in schools answers frequently asked questions about bullying, provides useful advice to parents and students about dealing with bullying, and summarises contemporary approaches to bullying in Australian school communities.

More information is available in the Research & Resources and a recent review of the literature which can be found at Bullying. No Way!

Answers are organised under the following eight questions:

1. What is bullying?
2. What is the prevalence of bullying?
3. Why does bullying happen?
4. What is the impact of bullying?
5. What can parents do if bullying happens?
6. How can schools counter bullying?
7. What can students do if bullying happens?
8. Who else can parents and students contact for help?

The answers are based on the latest research on student bullying. More detailed information can be found in a review of literature (2010-2014) on student bullying by Australia’s Safe and Supportive School Communities Working Group and the corresponding Research and Resources section in the Facts section of bullying.noyou.org.au

Bullying. No Way! is an initiative of all Australian education sector working together to promote safe and supportive school communities.

1. What is bullying?

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical (and/or psychological) harm. It can involve an individual or a group abusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (open) or hidden (power). Online bullying refers to bullying through information and communication technologies, e.g. the Internet or mobile devices. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

In short, bullying is an ongoing misuse of power in relationships involving a pattern of harmful, verbal, physical or social behaviour.

1.2 Is every conflict between students bullying?

Not all aggressive or harmful behaviour between people is bullying. While conflicts and aggressive behaviour need to be addressed, it is important to be clear when these behaviours are not actually bullying.

The definition of bullying has three critical aspects: it involves a misuse of power in relationships; it is repeated and ongoing, and it involves behaviours which can cause harm. All three aspects need to be present in order for behaviour to be called bullying.

1.3 What does the ‘misuse of power’ mean?

In a situation where there is a power imbalance, one person or group has a significant advantage over another, and if this power is harnessed, this enables them to coerce or mistreat another for their own ends. In a bullying situation this power imbalance may arise from the context (e.g., having others to back you up), from assets (e.g., access to information) or from personal characteristics (e.g. being stronger, more articulate or more able to socially manipulate others).

The critical aspect that distinguishes violence, harassment and discrimination from bullying is bullying within a social relationship, featuring repeated and harmful behaviour that stem from a misuse of power. Violence, harassment and discrimination can occur as part of bullying, but also can occur in one-off conflicts or between strangers.

It is important to know the difference as the effect on the individual or group may be different and the responses to each may need to be different.

Violence is the intentional use of physical force or power, threatened or actual, against another person that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, random acts or can occur over time.

Harassment is behaviour that targets an individual or group due to their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation, marital or sexual status; age or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Discrimination occurs when people are treated less favourably than others because of their race, culture, or ethnic origin; religion; physical characteristics; gender; sexual orientation, marital status or group membership; age or disability or ability, and that offends, humiliates, intimidates or perpetuates a hostile environment. Discrimination is often ongoing and commonly involves exclusion or rejection.

Intervening early can often prevent harassment, discrimination and more serious negative behaviours from becoming part of a bullying pattern.
1.5 Why is the definition of bullying important?

A clear, comprehensive and shared definition is essential to enable schools to identify bullying and distinguish it from other types of conflict or violence, so that appropriate strategies and interventions can be used. Positive solutions to bullying are relationship-based, and not only focused on the behaviour of individuals.

The way that schools and the community respond to bullying, conflict, violence, harassment and discrimination will be influenced by their underlying understanding about them.

1.6 What are the different types of bullying?

The types of bullying behaviour are physical, verbal or social. Bullying can be obvious (overt) or hidden (covert). Bullying can take place in person or online.

1.7 What is covert bullying?

Covert bullying is a subtype of non-physical bullying which usually isn’t easily seen by others and is conducted out of sight of, and often unacknowledged by adults. Covert bullying is most often self-inflicted through damaging another’s reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g., spreading rumours, conducting a malicious social exclusion campaign and/or through the use of internet or mobile phone technologies).

Covert bullying includes social exclusion and intimidation. The term ‘covert’ highlights the fact that not all bullying is obvious or obvious to others. Covert bullying may have the same harmful impacts as more obvious bullying, and it can be more isolating, go on for longer before other people become aware of it, and can more easily be denied by the other person.

1.8 What is online bullying?

Online bullying (also called cyberbullying) is bullying that is carried out through information and communication technology, including the internet (e.g., on social media sites) and mobile devices. Research indicates that the majority of young people who bully online also bully others in person.

Communication technologies allow for different ways to bully others, but do not change the fact that the bullying behaviour and not the technology itself is the main issue.Technology can expand the opportunities for people to bully others and creates new challenges for dealing with bullying.

Online action—such as a comment or an embarrassing photo—which is repeated through sharing and forwarding to others, can be bullying if the individuals involved know each other and have ongoing contact either online or in person.

1.9 What is online aggression, and how is it different from online bullying?

Online aggression includes a number of behaviours that occur as single or untargeted acts between people who don’t know each other. For example, “trolling” is intended to abuse of an individual online or in person. Trolling is by strangers. The difference between online aggression and online bullying is that bullying occurs within the context of an existing relationship.

2. What is the prevalence of bullying?

2.1 How common is bullying amongst students in schools?

Australian research suggests that up to one in four students has experienced bullying face-to-face and one in three has experienced bullying online. Researchers have made different findings about how common bullying is, largely due to differences in how they measure bullying. It is important to remember, most young people do not engage in bullying behaviour.

2.2 Is there a pattern to bullying?

Australian research has revealed that bullying peaks in the middle primary school years and at the first year of high school. This appears to be related to the most changes in the social skills and social demands for students at those stages.

Some other general patterns of bullying have been identified. Younger children are more likely to bully others physically or verbally, and then they get older social bullying behaviour increases (including exclusion and manipulation). Online bullying (cyberbullying) increases when students begin to have greater access to online communication and mobile phones.

2.5 Is bullying increasing?

The fact that we are hearing a lot about bullying these days may well be a positive sign that we are taking it seriously and exploring ways to reduce it. Australian researchers have suggested that people are aware of the potential impact of increasing bullying, and willing to take the necessary positive action, rather than bullying actually increasing.

2.4 Why is it hard to know exactly how common bullying is?

Children and young people often don’t tell adults about bullying. Sometimes children and young people don’t want their parents or teachers to become involved, as they are afraid of what might happen if the person who is doing the bullying finds out they have told. Sometimes students simply don’t think to ask for adult help or they don’t think anyone will believe them or could help even if they did.

3. Why does bullying happen?

3.1 Why do people bully others?

People who bully others are often motivated by the status and social power they can achieve through bullying. Some may bully others to compensate
Bullying: No Way! Safe Australian Schools Together.

5.2 Who bullies others?

All individuals have the potential to bully others or to be bullied. However, some individuals persistently bully others for a range of reasons and in a range of contexts.

Bullying is highly dynamic. Students' roles can change in different contexts. Individuals can occupy various roles in bullying, including the individual being bullied, those bullying others, and bystanders who may be enablers, rescuers, bystanders, or defenders. One individual can play one role in one context while playing a different role in another.

5.3 Are some people more likely to be bullied more than others?

Research indicates that any characteristic that makes a child stand out or sets a child apart from the peer group places them at greater risk of being bullied. Standing out in any way increases the likelihood of being bullied.

5.4 Why is it sometimes hard to identify bullying?

Bullying can be hard to identify because it involves types of actions and behaviours that also happen outside of a bullying situation. It can be hidden (for covert) or obvious (for overt), and can occur in both individual and group situations. Some bullying can become subtle or involve words known only by the students, making it difficult for adults to recognise. Students may also be reluctant to tell someone else. These complexities can make it difficult to identify if a person or group is being bullied. This means that families and schools need to be alert to possibly subtle signs of bullying and to check in regularly with students.

4. What is the impact of bullying?

4.1 Is bullying really something to be worried about?

Bullying is a serious and long-term emotional or psychological consequence in addition to the immediate harmful effects. Communities that condone or ignore bullying may create an environment where more serious anti-social behaviour is tolerated. Bullying underlines key values that schools aim to promote in students—respect, trust, and harmony.

4.2 Isn’t bullying just a normal part of growing up?

Bullying is not a normal stage that all children and young people pass through, and it is not just something that will pass and be a ‘part of life’. Behaviour that is intended to harm can impact healthy development.

Ignoring bullying, thinking that it is just something that children and young people do, or considering that bullying will ‘character build’ can give silent approval for bullying to continue and further traumatising those who are bullied.

4.3 What are the impacts of bullying on those students who are bullied?

Being bullied can result in a child feeling miserable and powerless, so the response of those around that person is important in making a change. Research shows that bullying can have a negative impact on students' academic performance, self-esteem, and coping skills, and can increase anxiety and unhappiness. It is important that students, staff, and parents get involved to make a positive change.

Bullying can negatively affect how children and young people see themselves and how they feel about themselves.

4.4 What are the impacts on those who bully others?

The outcomes for people who bully others are also not good in the long-term. Children and young people who bully others may come to see bullying as a normal and acceptable way to behave. Those who bully others need support to learn more appropriate ways to behave and resolve conflicts to prevent them for adulthood and to reduce the likelihood of developing even more serious anti-social behaviours.

4.5 Is there an impact on bystanders as to bullying?

Bystanders are present in many bullying incidents. Research indicates that bystanders can be negatively impacted by witnessing bullying. Students can feel distressed about not knowing how to act and can feel concerned about their own status or safety.

5. What can parents do if bullying happens?

5.1 What can parents do if their child tells them they are being bullied?

There are six key steps for parents if their child tells them they have been bullied:

1. Listen calmly to what your child wants to say and make sure you get the full story.
2. Reassure your child that they are not to blame and ask open and empathetic questions to find out more details.
3. Ask your child what they want to do and what they want you to do.
4. Discuss with your child some sensible strategies to handle the bullying— disgusting tactics are not sensible.
5. Contact the school and stay in touch with them.
6. Check in regularly with your child.

5.2 What strategies can parents suggest to their child who is being physically bullied?

The Bullying: No Way! website provides information on various strategies that can be used to avoid physical bullying situations:

1. Avoid areas which allow the bullying student to avoid detection by teachers.
5.5 What strategies can parents suggest to their child when they are being bullied or socially isolated?

The Bullying. No Way! website provides information about various strategies. These can be tried if the child feels safe:
1. Ignore them.
2. Tell them to stop and then walk away.
3. Pretend you don't care, try to act unaffected or unimpressed.
4. Try to deflect the bullying (e.g. pretending to agree in an offhanded way: "Okay, yeah, maybe.")
5. Go somewhere else.
6. Get support from your friends.
7. Talk to an adult at the school or at home who can help stop the bullying.
8. Keep asking for support until the bullying stops.

5.4 What strategies can parents suggest to their child when they are being bullied online?

If bullying happens online, some of the strategies for face-to-face bullying may apply as well. Here's what the child could do:
1. Avoid responding to the bullying.
2. Block and report anyone who is bullying online.
3. Protect yourself online – use privacy settings and keep records.

5.5 What should parents avoid telling their children to do?

Strategies not recommended for dealing with bullying include:
- Fighting back.
- Bullying the person who has bullied them.
- Remaining silent about the problem.

5.6 What can parents do if they are told or suspect that their child is bullying others?

The Bullying. No Way! website provides information about things to do. If a parent suspects their child has been bullying others, they can talk to their child about:
- Why they have been behaving this way.
- Taking responsibility for their behavior.
- How to sort out differences and resolve conflicts.
- How to treat others with respect.
- The effects of bullying on others.
- The need to repair harm they have caused to others.
- The need to restore relationships.

Parents might also like to talk to their child's school to come up with a plan to help their child learn more appropriate ways to behave.

5.7 What can parents expect from their child's school?

Schools will consider your child's circumstances and will develop the most appropriate strategies for them. These strategies could include:
- Teaching and learning programs to develop students' communication, social, assertiveness and conflict resolution skills.
- Changes to the school environment such as redesigning the playground.
- Increasing teachers' supervision of students at critical times and places.
- Support from a school counsellor, psychologist or guidance officer.
- Mediation for the students involved with a trained teacher to resolve their problem.
- Changes to technology access at school.
- Timetable or class changes (that may be temporary or permanent) to decrease the contact the students have with each other.
- Disciplinary action for students who continue to bully others despite the efforts of the school to promote appropriate behavior.

The school may develop an action plan for your child and any other children involved. Strategies you could use at home may also be included in this plan.

Parents who are child-centred (focused on the child's experience), warm and authoritative (firm and reassuring about their authority over the child) have an overall positive influence in reducing both the likelihood of bullying happening and its impact if it does happen.

Cooperation between home and school to prevent bullying is essential. Efforts to address bullying by schools are unlikely to succeed if the school and home are treated as separate settings.

6. How can schools counter bullying?

6.1 Why is the way we talk about bullying important?

Aggressive language, like "Stamp out bullying" or language which labels students, like "Get tough on bullies" can actually become part of a bullying problem. More positive language, like "We stand together" refers to ways to build the capacity of students to take actions to reduce bullying.

6.2 What can schools do if bullying is happening?

In creating and maintaining a safe and supportive school environment, strategies to address bullying include:
- Preventing bullying through promoting a positive school culture based on values shared by the whole school community.
- Intervening early in suspected or identified bullying issues and communicating clearly with all involved.
- Responding to bullying incidents with approaches which have been shown to be effective.

These elements need to be outlined in school's policy and other relevant documents. The Bullying. No Way! website provides advice, strategies and other information for teachers, parents and young people on how they can help reduce bullying.

Not all hurtful behaviors are bullying, but schools address inappropriate behavior whether or not it meets the definition of bullying.
Bullying that appears to involve criminal behaviour such as violence, threats, intimidation, bullying, etc., should be reported to the police (in line with school guidelines) and will require management by the school to ensure the student safety are reduced.

6.1 Is a school policy on bullying important?
Most schools have written policy about how they manage student behaviour, including bullying.
The school’s policy is an important place to articulate the school community’s understanding of bullying and how to respond, and the agreed preventative and responsive strategies to be implemented within the school. It ranks collaboration between home and school to counter bullying.
The involvement of students as well as parents and carers in developing and implementing the school policy helps to create a document that is useful for all members of the school community.

6.4 What approaches to bullying are effective?
Effective school responses to bullying incidents are:
- solution-focused
- relationship-focused
- at the school level, the class level, the student level, and
- based on strong links between parents and schools.

Students who bully others need to understand the harm they are doing. To identify other’s perspectives, and to learn more appropriate ways to behave and to resolve conflict, school staff may also need to address the underlying causes of the bullying. Staff and other students need to be taught what to do if they witness bullying happening.

Effective approaches to student bullying include restorative practices, conflict management, equalising power imbalances amongst students, and social skills development.

More than one method of addressing bullying may be needed as no single approach is appropriate or effective in all circumstances or for all people.

Dealing with bullying can be complex and challenging. Both short and long-term approaches need to be adopted, including regular reviews of policy and procedures and monitoring of progress using the school’s data.

6.5 Why is it important?
Everyone plays a part in ensuring the safety and well-being of others – parents, staff, students and community members. It is essential that these members of the school community know how to deal with incidents of bullying effectively and safely. It is important to note, however, that the majority of people are not involved in bullying.

6.6 Why don’t students “get tough” solutions work to reduce bullying in the long-term?
Approaches to bullying need to include relationship and social solutions at the whole-school, class and student level, and on occasions, at the family and community level. Although bullying may stop in the short-term after a ‘get tough’ on bullying approach, unless the relationship and social factors are addressed, it is very likely to recur, take another form, or just become hidden.

6.7 What is the role of school climate?
Schools that are responsive to students’ needs and have a whole-school approach to optimising student wellbeing lower levels of bullying. This includes the explicit teaching and modelling of positive values and wellbeing through Social and Emotional Learning curriculum and pastoral care.
6.6 What are the schools teach students about online safety?

Online safety (or cybersecurity) refers to a broad range of safe, respectful, and responsible online behaviour as well as ways to guard security and privacy online. Online safety is one way to reduce the risk of bullying, identity theft or predatory behaviour online.

Students need to be taught safe and appropriate online behaviour, which includes recognising when someone's online behaviour is bullying, how to avoid engaging in or supporting online bullying, and being aware of the sort of support that bystanders can provide online.

7. What can students do if bullying happens?

7.1 What can I do if I am being bullied in person?

If you are being bullied, and you feel safe to do so:
- Ignore them
- Tell them to stop and then walk away
- Proceed you don't care try to act unaffected or unperturbed
- Go somewhere safe
- Talk to an adult at the school or home
- Get support from your friends, adults, teachers, parents or other teachers for their help to deal with the issue safely

Having the courage to talk to someone is important if you are being bullied. Sometimes, just telling someone firmly to stop bullying you can be effective. If that doesn't work ask friends, parents or teachers for their help to deal with the issue safely.

7.2 What can I do if I am being bullied online?

If you are being bullied online (cyberbullying), and you feel safe to do so:
- Don't respond to the message or image
- Save the evidence as a screenshot if you wish to use it as part of dealing with the bullying
- Block the sender and delete the message
- Report the situation to the website or Internet Service Provider
- Talk to trusted people—friends, adults, teachers, parents and police if necessary

7.3 What can I do if I see someone else being bullied?

The Bullying. No Way! website provides information about things to do. If you see someone else being bullied, and feel safe to do so, you can:
- Refuse to join in
- Not watch
- Tell the person doing the bullying to stop
- Tell the person doing the bullying that you will talk to a teacher

8. Who else can parents and students contact for help?

8.1 Where can I turn to?
- Kids Helpline 1800 55 1800 or www.kidshelp.com.au
- Parents Helplines (each state has a helpline)

8.2 What can report online bullying?
- Cyberbullying?
- Children's Safety Commissioner - Online help and reporting
- www.safety.gov.au

8.3 Where do I report bullying that might involve a crime?
- Australian Federal Police: www.afp.gov.au

8.4 Where can I get more support and information online?
- Reach Out: www.reachout.com.au
- Beyond Blue: www beyondblue.org.au
- Headspace: www.headspace.org.au
- Australian Psychological Society: www.psychology.org.au
- Australian Guildford and Counselling Association: www.agca.com.au

8.5 Where can I learn more about bullying?
- Bulling. No Way! www.bullyingnoway.gov.au
**“Les Miserables” Rehearsal Schedule**

<table>
<thead>
<tr>
<th>DATES:</th>
<th>SONGS and CAST</th>
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<tbody>
<tr>
<td><strong>Wednesday February 17th</strong></td>
<td>ACT 1 ..... Main Cast</td>
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<tr>
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<td>Enjolras. Eponine.</td>
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<td><strong>February 24th</strong></td>
<td>ACT 2 ..... Main Cast</td>
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<td>Enjolras. Eponine.</td>
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<td><strong>Wednesday March 2nd</strong></td>
<td>TRACK 1 ..... CHAIN GANG ....CHORUS (Boys)</td>
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<td>BER</td>
<td>........ VALJEAN ARRESTED/ FORGIVEN .... Valjean. Javert. Bishop. Constable 1 and</td>
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<td>2 ..... WHAT HAVE I DONE? .........Valjean</td>
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<td>TRACK 2 ..... AT THE END OF THE DAY .... CHORUS</td>
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<td>TRACK 3 ..... I DREAMED A DREAM .... Fantine</td>
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<td>TRACK 4 ..... LOVELY LADIES .... CHORUS (Girls)</td>
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<td>TRACK 5 ..... THE CART CRASH ...........Javert and Valjean</td>
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<td>..... WHO AM I? .....................Valjean</td>
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<td>TRACK 6 ..... COME TO ME ..................Fantine. Valjean. Javert</td>
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<td>TRACK 7 ..... CASTLE IN A CLOUD .......... Little Cosette. Madam Thernadier</td>
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<td>TRACK 8 ..... MASTER OF THE HOUSE .......Thernadier and Madam Thernadier and</td>
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<td>CHORUS</td>
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<td>TRACK 9 ..... THE BARGAIN ............Madam Thernadier. Thernadier. Valjean</td>
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<td><strong>Wednesday March 9th</strong></td>
<td>REPEAT .... TRACKS 1-9</td>
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<td>TRACK 10 ..... LOOK DOWN ....CHORUS: The BEGGARS and poor, THERNA ...</td>
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<td>TRACK 11 ..... THE ROBBERY .... THERNA and GANG. Gavroche.</td>
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<td>TRACK 12 ..... STARS ....Javert</td>
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<td>TRACK 13 ..... RED AND BLACK .......CHORUS – café people and student revolutionaries</td>
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<td>TRACK 14 ..... DO YOU HEAR THE PEOPLE SING? - café people and STUDENT revolutionaries</td>
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<td>CHORUS</td>
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<td>TRACK 15 ..... IN MY LIFE ....Cosette. Valjean. Eponine. Marius</td>
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<td>TRACK 16 ..... A HEART FULL OF LOVE .... Cosette. Eponine. Marius</td>
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<td>TRACK 17 ..... BUE PLUMET ATTACK .... Thernadier and Gang - Montparnasse</td>
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<td>TRACK 18 ..... ONE MORE DAY! ....FULL CAST</td>
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<td><strong>Wednesday March 16th</strong></td>
<td>REPEAT .... TRACKS 10-18</td>
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<td>Eponine. Javert. Valjean .... CHORUS</td>
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<td>..... ON MY OWN .... Eponine</td>
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<td>TRACK 20 ..... THE ATTACK .... STUDENT REVOLUTIONARIES</td>
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<td>..... A LITTLE FALL OF RAIN .... Eponine. Marius</td>
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<td>TRACK 21 ..... THE FIRST ATTACK .... STUDENT REVOLUTIONARIES</td>
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<td>TRACK 22 ..... DRINK WITH ME .... STUDENT REVOLUTIONARIES</td>
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<td>..... BRING HIM HOME ..... Valjean</td>
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<td>TRACK 23 ..... THE SECOND ATTACK .... STUDENT REVOLUTIONARIES</td>
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<td>TRACK 24 ..... THE FINAL BATTLE .... STUDENT REVOLUTIONARIES</td>
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**HOLIDAYS**

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<thead>
<tr>
<th>DATES:</th>
<th>SONGS and CAST</th>
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<tr>
<td><strong>Wednesday April 13th</strong></td>
<td>TRACK 19 ..... THE BARRICADE ..... STUDENT REVOLUTIONARIES. Enjolras. Marius.</td>
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<td>Eponine. Javert. Valjean .... CHORUS</td>
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## “Les Miserables” Rehearsal Schedule

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<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Rehearsal Details</th>
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<tbody>
<tr>
<td><strong>Wednesday April 20th</strong></td>
<td>3:30 - 6:30pm</td>
<td>Hall</td>
<td><strong>Repeat ... Tracks 19-24</strong></td>
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| **Wednesday April 27th** | 3:30 - 6:30pm | Hall     | **Track 25: Dog Eats Dog ** *Thernadier*  
**Track 30: Valjean’s Suicide ** *Javert*  
**Track 32: Turning Swing Chorus**  
**Track 26: Empty Chairs and Empty Tables ** *Marius*  
**Track 27: Marius and Cosette** *Cosette, Marius, Valjean*  
**Track 28: The Wedding** *Major Domo, Thernadier, Marius, Madam Thernadier*  
**Track 29: Beggar at the Feast** *Thernadier and Madam Thernadier*  
**Track 29: Epilogue** *Valjean, Fantine, Cosette, Marius ... Full Cast* |
| **Wednesday May 4th**  | 3:30 - 6:30pm | Hall     | **Act 1 ... Full Cast and Chorus**                          |
| **Wednesday May 11th** | 3:30 - 6:30pm | Hall     | **Act 2 ... Full Cast and Chorus**                          |
| **Wednesday May 18th** | 3:30 - 6:30pm | Hall     | **Act 1 ... Full Cast and Chorus**                          |
| **Wednesday May 25th** | 3:30 - 6:30pm | Hall     | **Act 2 ... Full Cast and Chorus**                          |
| **Wednesday June 1st** | 3:30 - 6:30pm | Hall     | **Act 1 and 2 ... Full Cast and Chorus**                    |
| **Sunday June 5th**   | 10:00am - 4:00pm | Hall     | **Dress Rehearsal 1 ... Cast, Crew and Chorus**           |
| **Wednesday June 8th** | 3:30 - 6:30pm | Hall     | **Dress Rehearsal 2 ... Cast, Crew and Chorus**           |

### Performances:
- Friday, June 10th

### Queen’s Birthday Holiday:
- June 13th

### Matinees:
- TBA  
- Thursday, June 16th  
- Friday, June 17th  
- Saturday, June 18th
School Holiday Swimming Lessons 5 day Intensive 2016

Now offered at 3 venues! Monday April 4th to Friday April 8th

4 years and up-all abilities  $75/child/5 day program


Or email info@splashfactory.com.au
GET ON YOUR BIKE TO WIN WITH NATIONAL RIDE2SCHOOL DAY!

For our second School PLUS Challenge, Premier’s Active April is teaming up again with Bicycle Network to support National Ride2School Day, giving your school the chance to WIN some awesome prizes!

WIN
A fleet of 20 bicycles and helmets and a $500 Sportsmart voucher!

How your school can win fantastic prizes

The school that participates in National Ride2School Day AND has the most students and teachers registered for Premier’s Active April by midnight Friday, 4 March will win:

- a fleet of 20 bicycles and helmets, and
- a $500 Sportsmart voucher!

^Schools must submit their Ride2School Day HandsUp! count by midnight, Friday, 1 April 2016 to be eligible for the prize.

Register online at National Ride 2 School Day

Team Name: Mortlake-p12. If you have any problems, please see Mr Boyden
Mortlake NetSetGO 2016!

To all students 5-10 years of age who are interested in participating this year could you please fill out and return your registration forms to your school office by **NO later than Thursday the 23rd of March**.

Please place your $60 for your Netball membership & participant pack in an envelope upon return. Please note if we do not receive your registration forms and money by Thursday the 23rd of March you will **NOT** be able to receive your participant package, so please do so early if you wish to receive one.

We will commence on Wednesday the 13th of March at 4pm-5pm at the Mortlake D.C Farren Oval netball courts. This will run every Wednesday for the 11 weeks of term 2.

We are very grateful this year to have Dot Jenkins on board again with us. Her many years of experience on the Netball court alongside with her dedication to helping our kids, expanding their knowledge and skills is highly valued.

We think it is a fantastic experience for all.

We are excited to be taking over this role from Jenny Goddard this year. As we would like to continue this great opportunity for the kids in our community.

Between the both of us it looks like we will be at the netball courts for many years.

We look forward meeting many new and familiar faces on the courts next term.

Not only for skills and knowledge hopefully some fun too.

If you have any questions regarding anything please do not hesitate to contact either of us.

Brianna Barr- 0408329530  
Jenna Wardlaw- 0403700040  

Thankyou Bri & Jen

**FRIENDS. FUN. FITNESS. LETSGO.**

REGISTRATION FORMS AVAILABLE FROM THE GENERAL OFFICE
BECOME AN AUSTSWIM TEACHER OF SWIMMING AND WATER SAFETY™

AUSTSWIM Teachers are in high demand. Develop essential knowledge, skill and understanding to teach vital swimming and water safety education.

**COURSE INFO**

<table>
<thead>
<tr>
<th>DATE:</th>
<th>19th and 20th March 2016</th>
<th>DATE:</th>
<th>19th and 20th November 2016</th>
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**VENUE:** Hamilton Indoor Leisure & Aquatic Centre - 83-93 Shakespeare St Hamilton

For more information please contact:

**PHONE:** 1300 885 366
**EMAIL:** vin@austswim.com.au

ENROL TODAY AT AUSTSWIM.COM.AU
FREEZA
Autumn Eruption

Get down to the Terang pool on Friday the 18th of March to be a part of the Corangamite Shire’s Freeza event.

6:30pm - 9:30pm
Friday 18th March 2016
Terang Swimming Pool

Ages 12 – 18yrs
Entry $5
No pass outs

Fully supervised
Smoke Drug & Alcohol Free Event

Fundraiser for our defibrillator

CORANGAMITE SHIRE YMCA CORANGAMITE SHIRE
CORANGAMITE SHIRE
YOUTH COUNCIL

RAINBOW RUN

APRIL 1ST 2016
3.00PM TO 8.00PM
EMU CREEK PONY CLUB, TERANG
Cnr Strong and Escourt Streets

FUN - LIVE MUSIC - BBQ

To register: www.trybooking.com/181889
or visit Shire Offices

Individual: $5 ($10 with t-shirt)
Family: $10 ($25 with t-shirt)

One & All Inclusive event

This event is drug, alcohol and smoke free

More info: Shire 5593 1700, Verity 0400 380 402

Facebook
EXPERIENCE A NEW CULTURE
MAKE NEW FRIENDS AND LEARN A NEW LANGUAGE AT HOME
HOST FAMILY OPPORTUNITIES

In June-July 2016, students aged 15-18 years from over 25 countries will be arriving in Australia to study at local schools for 3-10 months. Opportunities are available to act as a host family in a voluntary, unpaid capacity. Hosting can be on a temporary, short or long term basis.

Host families help provide each student with the chance to study and experience life in Australia. This is a great way to practice your language skills, share your stories, learn about another country and culture, establish a lifelong link to a family in another country and contribute to international goodwill.

Our students bring with them their own spending money, health insurance and a wonderful attitude and desire to learn about their new host country. Your whole family... and your relatives and friends... will grow and learn as you all get to know your new “son” or “daughter” from another land. If your family can offer a friendly, supportive and caring home environment, contact us today.

To learn more about this opportunity call Student Exchange Australia New Zealand on 1300 135 331 or visit our website: http://studentexchange.org.au/host-a-student

EXPERIENCE A NEW CULTURE, MAKE NEW FRIENDS AND LEARN A NEW LANGUAGE AT HOME

In June-July 2016 students from over 25 countries around the world will be arriving in Australia to study at local high schools for 3-10 months. Opportunities exist for families to act as a host family in a volunteer capacity. Hosting can be on a temporary, short or long term basis. Host families help provide international students with the chance to study and experience life in Australia. This is a great way to learn about another country and culture, establish a lifelong link to a family in another country and contribute to international goodwill.

If your family can offer a friendly, supportive and caring home environment, contact us today.

To hear more about this wonderful opportunity or our student exchange programs out of Australia Call Student Exchange Australia New Zealand on 1300 135 331 or visit www.studentexchange.org.au/host-a-student
### Terang Junior Basketball Summer Competition 2016

**Division 1 Boys**

<table>
<thead>
<tr>
<th>HORNETS</th>
<th>BULLS</th>
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<tbody>
<tr>
<td>Scott Carlin</td>
<td>Jordan Cavarsan</td>
<td>Mitchell Wyss</td>
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<td>Ashley Cook</td>
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<td>Toby Mahony</td>
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<td>Brett McMaster</td>
<td>Jorji Dwyer</td>
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<td>Ned Payne</td>
<td>Hugh Giblin</td>
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<tr>
<td>Sam Kenna</td>
<td>Max Cavarsan</td>
<td>Kyle Croft</td>
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<tr>
<th>ANNA MCMASTER</th>
<th>BOB CAVARSAW</th>
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<th>CAVALIERS</th>
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<tr>
<td>Toby Roberts</td>
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<td>James Hookway</td>
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<td>Charlie Scanlon</td>
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<td>Cameron Vagg</td>
<td>Luke Bone</td>
<td>Thomas Justin</td>
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<td>Harlen Wallace</td>
<td>Bailey Kavenagh</td>
<td>Thomas Anderson</td>
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<tr>
<td>Kyal Baxter</td>
<td>Hugh Porter</td>
<td>Zane Searle</td>
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<td>Sean Bartstella</td>
<td>Rhys Buck</td>
<td>Jesse Cook</td>
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<td>Caleb Scanlon</td>
<td>Kane Johnstone</td>
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<tr>
<th>CHRIS HOARE</th>
<th>BRUCE BUCK</th>
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### Terang Junior Basketball Summer Competition 2016

**Division 1 Girls**

<table>
<thead>
<tr>
<th>DREAM</th>
<th>SKY</th>
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<tbody>
<tr>
<td>Tegan Malady</td>
<td>April Harris</td>
<td>Hannah Anderson</td>
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<tr>
<td>Rachel Dickson</td>
<td>Jaqui Dickson</td>
<td>Zarti Searle</td>
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<td>Alice Kelly</td>
<td>Emily Hayden</td>
<td>Amy Kavenagh</td>
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<tr>
<td>May Suhan</td>
<td>Wha Wha Hapuku</td>
<td>Jess Anderson</td>
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<tr>
<td>Chelsea Carlin</td>
<td>Tahlia Malady</td>
<td>Kasey Gee</td>
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<tr>
<td>Julia Kelly</td>
<td>Sophie Conheady</td>
<td>Abbey Carlin</td>
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<tr>
<td>SHARON SUHAN</td>
<td>TONY MALADY</td>
<td>MATT ANDERSON</td>
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<tr>
<th>WINGS</th>
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<tr>
<td>Tori Hutchins</td>
<td>Leah Bartlett</td>
<td>Faith Bruce</td>
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<td>Tess Lourey</td>
<td>Lizzie Cook</td>
<td>Jasmine Coolahan</td>
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<td>Sophie Kate Shaw</td>
<td>Kasey Bant</td>
<td>Ingrid Cavarsan</td>
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<td>Cassie Hoey</td>
<td>Maddison Cheshire</td>
<td>Annabelle William</td>
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<td>Georgia Vick</td>
<td>Marni Meade</td>
<td>Sophie Pearson</td>
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<td>Chole Vick</td>
<td>Jessica Beasley</td>
<td>Hannah McGowan</td>
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<td>ANGE VICK</td>
<td>DARYL BARTLETT</td>
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### Terang Junior Basketball
#### Summer Competition 2016
#### Division 2 Boys

<table>
<thead>
<tr>
<th>Team</th>
<th>Players</th>
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<tbody>
<tr>
<td>Hawks</td>
<td>Riley Hutchins, Justin Glenny, Jacan Brooks, Darcy Hutchins, Jack Carlin, Dylan Lake</td>
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<tr>
<td>Knicks</td>
<td>Xavier Vickers, Tyler Vickers, Harry Payne, Sam Carmody, Logan Mahoney, Charlie Carmody</td>
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<tr>
<td>Raptors</td>
<td>Declan Barbery, Harry Stuart, Jack Vaughan, Ethan McMaster, Patrick Crawley, Alexander Rothford</td>
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<tr>
<td>Thunder</td>
<td>Riley Scanlon, Jehrin Bateman, Ethan Wyss, Darcy Vick, Fletcher Sagnol, Jack Pekin, Ben Henderson</td>
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<tr>
<td>Bernie Glenn</td>
<td>Michael Payne</td>
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<tr>
<td>Heat</td>
<td>Billy Baker, George Beasley, Fred Beasley, Nathan Gee, Max Kavanagh, Caleb Kavanagh, Adam Moloney</td>
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<tr>
<td>Rockets</td>
<td>Harvey Roberts, Logan Rosenthal, Ned Roberts, Darcy Abbott, Michael Hoey, Connor Gait</td>
</tr>
<tr>
<td>Pelicans</td>
<td>Craig King, Poeturi Hapuku, Alex Kenna, Toby Pride, Ronan Ludeman, Ryleigh Parker, Jairan Parker</td>
</tr>
<tr>
<td>Grizzlies</td>
<td>Oscar Curran, Nicholas Casterson, Lucas Casterson, Bayley Prinse, Oliver Martin, Nick Eldridge, Sam Carroll</td>
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</tbody>
</table>

### Terang Junior Basketball
#### Summer Competition 2016
#### Division 2 Girls

<table>
<thead>
<tr>
<th>Team</th>
<th>Players</th>
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<tbody>
<tr>
<td>Lynx</td>
<td>Tegan Hoare, Anna Dickson, Jessica Moloney, Elizabeth Justin, Leah Dickson, Bella Lourey, Tracey Hoare</td>
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<tr>
<td>Liberty</td>
<td>Alice Suhan, Annalise Abbott, Isabelle Kenna, Holly Fowler, Sophie Curran, Chloe Pearson, Courtney Lake</td>
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<td>Mercury</td>
<td>Jordy Gray, Tess Aitken, Mila Croft, Ava Grundy, Mia Ritchie, Gemma Blain</td>
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<tr>
<td>Stars</td>
<td>Niamh Scanlon, Olivia Meade, Heidi Meade, Lydia Harris, April Neil, Scarlett Watson</td>
</tr>
<tr>
<td>Kelly Abbott</td>
<td></td>
</tr>
<tr>
<td>Jordi Dwyer</td>
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<td>Janice Harris</td>
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## Terang Junior Basketball
### Summer Competition 2016
#### Division 3 Boys

<table>
<thead>
<tr>
<th>Wildcats</th>
<th>Breakers</th>
<th>United</th>
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<tbody>
<tr>
<td>Ari Pugh</td>
<td>Hunter Primrose</td>
<td>Zac Bouchier</td>
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<td>Jack Ritchie</td>
<td>Mitchell Moloney</td>
<td>James Fowler</td>
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<td>Lockie Lehman</td>
<td>Josh Blain</td>
<td>Jack Fowler</td>
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<td>Cooper Dunn</td>
<td>Hunter Donaldson</td>
<td>Tighe Darcy</td>
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<tr>
<td>Luke Moloney</td>
<td>Jet Sullivan</td>
<td>Will Kenna</td>
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<td>Charlie Kenna</td>
<td>Charlie Mahncke</td>
<td>Ben Crawley</td>
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<table>
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<tr>
<th>Taipans</th>
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<tr>
<td>Sam Stewart</td>
<td>Jake Rundle</td>
<td>Keaves Wallace</td>
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<tr>
<td>Henry Carroll</td>
<td>Daniel Fowler</td>
<td>Ben Carlin</td>
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<tr>
<td>Taj Podger</td>
<td>Eitan Brooks</td>
<td>Max Neal</td>
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<tr>
<td>Sonny Podger</td>
<td>Mitchell Harvey</td>
<td>James Beasley</td>
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<tr>
<td>Oliver Guthrie</td>
<td>Charlie Thomas</td>
<td>Xaiver Riches</td>
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<tr>
<td>Charlie Roberts</td>
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<td>Hamish Molan</td>
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## Terang Junior Basketball
### Summer Competition 2016
#### Division 3 Girls

<table>
<thead>
<tr>
<th>Rangers</th>
<th>Boomers</th>
<th>Fire</th>
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<tbody>
<tr>
<td>Matilda Curran</td>
<td>Chelsea McCosh</td>
<td>Emily Fuge</td>
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<td>Kayla McConnell</td>
<td>Ivy Darcy</td>
<td>Ruby Kenna</td>
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<td>Keely Vaughan</td>
<td>Jessica Bell</td>
<td>Rosie Payne</td>
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<td>Chelsea McConnell</td>
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<td>Rose Beasley</td>
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<tr>
<td>Zoe Buck</td>
<td>Makayla Vickers</td>
<td>Meg Pekin</td>
</tr>
<tr>
<td>Marissa Hallinan</td>
<td></td>
<td>Matilda Anderson</td>
</tr>
</tbody>
</table>
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 [and SMS message/phone tree]. 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.
- Out-of-school-hours care will also be cancelled on these days
- 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 days 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, [reprioritised any maintenance works that may assist in preparing for the threat of fire and cleared our facility’s grounds and gutters]

**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, [by checking our website [insert URL] and by talking to your child’s teacher or any other member of the teaching staff 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.


For up-to-date information on this year’s fire season, visit the CFA website at [www.cfa.vic.gov.au](http://www.cfa.vic.gov.au) or call the 24-hour Victorian Bushfires Information Line on 1800 240 667.
2016 CALENDAR

<table>
<thead>
<tr>
<th>MARCH</th>
<th></th>
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<tbody>
<tr>
<td>Fri 4th</td>
<td>3-6 House Athletics 9.30am—1.00pm</td>
</tr>
<tr>
<td>Tues 8th</td>
<td>P-2 Aths Fun Day</td>
</tr>
<tr>
<td>Tues 8th</td>
<td>Year 12 P.A.R.T.Y Excursion</td>
</tr>
<tr>
<td>Thurs 10th</td>
<td>3-6 Divisional Swimming</td>
</tr>
<tr>
<td>Fri 11th</td>
<td>MWC 7-12 Triathlon</td>
</tr>
<tr>
<td>Mon 14th</td>
<td>Labour Day Holiday—NO STUDENTS</td>
</tr>
<tr>
<td>Tue 15th</td>
<td>5-12 House Athletics—All Day</td>
</tr>
<tr>
<td>Wed 16th</td>
<td>School Photos</td>
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<tr>
<td>Fri 18th</td>
<td>3-6 Regional Swimming</td>
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<tr>
<td>Mon 21st</td>
<td>Parent/Teacher/Student Interviews</td>
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<tr>
<td></td>
<td>No Students at school all day</td>
</tr>
<tr>
<td>Wed 23rd</td>
<td>GWR 7-12 Swimming</td>
</tr>
<tr>
<td>Wed 23rd</td>
<td>3-6 District Athletics</td>
</tr>
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Remember all the sports days coming up!

School Photo’s Wednesday 16th March