



Portland Secondary College

Newsletter

No 6

MONDAY 11 MAY 2020

Creating the Opportunities

Principal's Report

Dear Parents, Carers and Community members,

Happy Mothers' Day for yesterday.

Thank you for the wonderful support that you are providing to the students and College during this time. Without doubt you are able to provide the safe distancing and the strict hygiene at home that we cannot guarantee at school if all students were to return.

Study Days. As we prepare to go into Week 5 we also understand that this has not always been easy for you. We appreciate the feedback that many of you have been giving to us about plus, minuses and issues. Our feedback from staff and students have mirrored these concerns. As a result College Leadership have requested staff to

1. Only provide one task each per class **for Year 7-10** to relieve the pressure and allow **study time, revision and catch up on Thursday and Friday 14th and 15th May**. Students will be expected to contact their mentor for attendance check and then spend their time in a way that will best suit their individual needs. For some it will be revision. For others it will be to finish off tasks. They are not expected to check in for individual classes.
2. For **Year 11 and 12** it is at their teacher's discretion. Year 12 students will finish their secondary schooling this year. The exams may be later, perhaps in early December but the integrity of their VCE will be equal to past VCE outcomes and support their future pathways.

If a student has fallen behind and the work load mounts we often see two reactions. The student decides that it is all too much and gives up, convincing themselves that it isn't important or they become anxious. Once anxiety sets in the student cannot think or operate as effectively and tasks become very difficult. If your student is in this situation please emphasise that they should just concentrate on getting one task in. Even a list and ticking them off can sometimes be daunting but every student is different and responds differently. Other students like a list and a date line to meet.

*Senior Re-Engagement
student Chad Wingate's
isolation project*



To prevent the spread of COVID-19:

- Clean your hands often. Use soap and water, or an alcohol-based hand rub.
- Maintain a safe distance from anyone who is coughing or sneezing.
- Don't touch your eyes, nose or mouth.
- Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze.
- Stay home if you feel unwell.
- If you have a fever, a cough, and difficulty breathing, seek medical attention. Call in advance
- Follow the directions of your local health authority.

Principal's report continued next page.....

.....Principal's report continued

If the student cannot do the task or does not understand then it is imperative that they contact their teacher for more explicit instructions and/or alternative, modified work. We certainly do not expect parents to teach the student. This helps teachers know just how effective their lesson plans are too as we are all learning how to teach remotely. It is very different from the classroom where teachers are quickly aware of who needs extra help or explanation. Students are also used to this more instant feedback. Follow the 4B4Me, or even hand what they 'think' maybe the answer as teachers learn a lot from how a student answers a question. Teachers can determine what the missed understanding is.

We have had some parents accessing Microsoft Teams using their student's log in number and this has been for legitimate reasons to talk to teachers. However we have legal advice that this is not acceptable as it could possibly open up the potential for unidentified adults contacting students unknown to the teachers. **If you wish to contact teachers please phone or use email but do not use student login under any circumstances.**

We are slowly bringing small groups of students back onto campus under very strict guidelines. Year 12 are returning for Science practicals that cannot be delivered virtually and all Year 12 students will do an English School Assessed Course (SAC) activity in closely monitored groups. Provision is made for year 12 students to do their SACs in school under supervision to guarantee authenticity and the integrity of their VCE results. We are constantly considering how we can have students return on a full time basis or partially and still guarantee safety for staff and students. For example - Redistribute staff into other spaces to avoid staffroom congestion.

If we divide the classes into smaller groups so that can have social distancing we do not have teachers or the classrooms to cover the extra classes that this would create.

If we only bring back some of our students (which ones? Year 7 and Year 12) and create smaller classes we still need all staff to return and this would double staff work to provide for classes on campus and for students at home. Timetabling would be a nightmare.

If staff and students are not permitted to be on campus if they have even the mildest symptom we do not have enough casual relief staff to cover.

If staff are in the vulnerable group and cannot return how do we cover their classes. Some staff are also carers with children or responsibilities for family members.

A challenge. We just hope that we all stay safe and that the virus is contained enough that we can all return as soon as possible. At this stage I assume that this will be the beginning of the Third term. Fingers crossed that the winter weather does not have an impact.

Stay safe.

Patricia Nunan - Principal



Year 8 Textiles

The Year 8 textile students constructed Koinorobi kites in first term.

They designed their kites on paper making sure they demonstrated their ability to create an original design.

Then they used skills to transfer the paper pattern by cutting and pinning onto the fabric.

The kites were decorated using oil pastels, brushed on liquid dye and posca paint pens.

Very colourful, well done!



Whaler's Café News.....

Hello Staff, Students & Parents I hope you are all well and adjusting to Term 2 as we now know it.

I would like to give you all an update on what's been happening in the Kitchen Garden at the Whalers Café. I have given the whole garden a makeover with lots of seasonal vegetables and some herbs. Along with some new bush tucker edible native plants and some more citrus trees.

I am looking forward to Term 3 when I will get the opportunity to use all this home grown produce.

Please 'Like' the Whalers Cafe on FB and I will keep you updated on the progress throughout the term.



Sharon Hitchcock—Whaler's Café Manager.



A group of 2019 students enjoying treats from the Whaler's café.

Year 10 Food Studies remote learning

During the past few weeks, the Year 10 Food Studies students have been very busy cooking up a storm for themselves and also their families. Their first task was to choose a recipe using ingredients already in the house and cook a family meal with them. There were some very ambitious menus and some very tasty looking meals produced. Feedback from the family was extremely positive, so well done Year 10s!

Our next task was to learn a little about how ANZAC biscuits came about and most found it interesting that eggs are not used in ANZAC biscuits because they were so scarce during the war, and also, the biscuits needed to be nutritious and last the long voyage to the soldiers with no refrigeration. Students made the ANZAC biscuits and posted a photo of their finished product after answering a number of food related questions around the biscuits and their history.



Molly Baker busily preparing her ANZAC biscuits — well done!



Thomas Roberts and Sam Peters made some mouthwatering ANZAC biscuits in their 'practical' this week. Yum!



For parents and students wanting the recipe used, it was sourced by Susan Smith and it is a great activity to do together. Give it a go, the biscuits are truly delicious!

ANZAC biscuits

Ingredients

1 cup rolled oats
1 cup plain flour
1 cup sugar
3/4 (three-quarters) cup coconut
125g (4 oz) butter
2 tablespoons golden syrup
½ (half) teaspoon bicarbonate of soda
1 tablespoon boiling water

Method

- Preheat oven to 150°C.
- Combine oats, sifted flour, sugar and coconut.
- Combine butter and golden syrup, stir over gentle heat until melted.
- Mix bicarb soda with boiling water, add to melted butter mixture, stir into dry ingredients.
- Take teaspoonful of mixture and place on lightly greased oven trays; **allow room for spreading.** (Or you will get the less famous ANZAC slice...)
- Cook in slow oven (150°C) for 20 minutes.
- Loosen while still warm, then cool on trays.

Makes about 35.

Year 9 Graphics

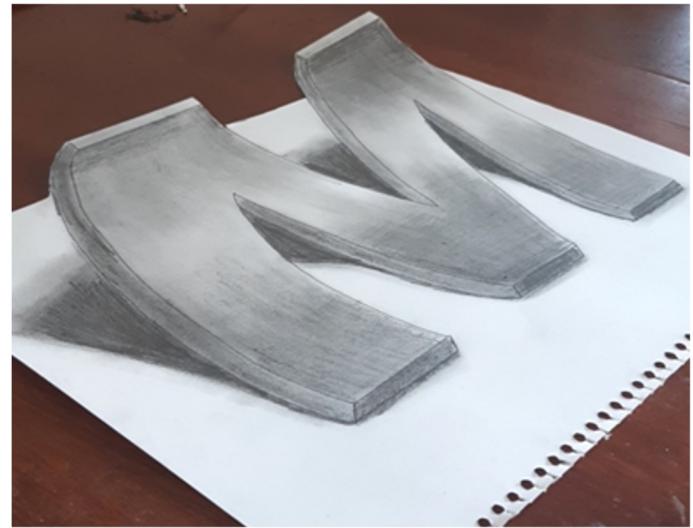


During week 4, Mr Doyle's Year 9 Graphics' students created these amazing 3 dimensional letters. They look amazing.....well done!

Above is Jaydan Hoggan's work.

Left is Jayden Job's design.

Below is Aisha Hollis's design.



Year 7 Humanities

Fossil Making

In Year 7 Humanities, we have been looking at Primary and Secondary sources of evidence.

Last week we asked our students to make their own primary source of evidence - fossils.

They could choose to do so by first making plaster and imprinting objects into it or by collecting leaves and doing plant rubbings.

They came up with some really interesting creations.



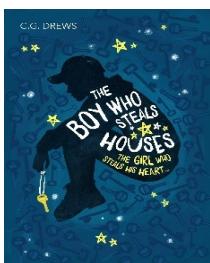
Miss Emma Speers

Humanities Teacher.

CBCA BOOK WEEK 2020 will now be in Term 4, the new dates are October 17-23.

The shortlist of titles for the Book of the Year Awards have now been announced, these titles are all in the school library, if you would like to reserve one for when borrowing recommences, you can in the Library web app.

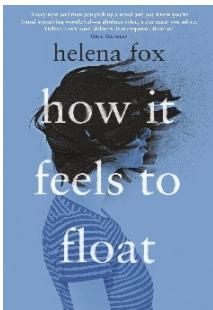
BOOK OF THE YEAR: OLDER READERS SHORTLISTED TITLES



The Boy Who Steals Houses

C.G. Drews

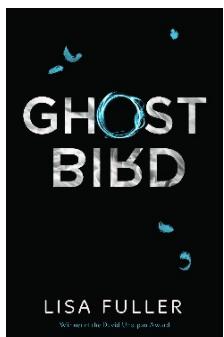
Sam is only fifteen but he and his autistic older brother, Avery, have been abandoned by every relative he's ever known. Now Sam's trying to build a new life for them. He survives by breaking into empty houses when their owners are away, until one day he's caught out when a family returns home. To his amazement this large, chaotic family takes him under their wing - each teenager assuming Sam is a friend of another sibling. Sam finds himself inextricably caught up in their life, and falling for the beautiful Moxie. But Sam has a secret, and his past is about to catch up with him.



How It Feels to Float

Helena Fox

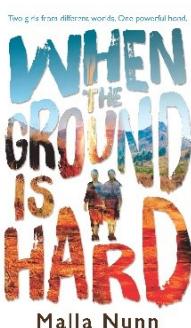
Biz knows how to float. She has her people, her posse, her mom and the twins. She has Grace. And she has her dad, who tells her about the little kid she was, who loves her so hard, and who shouldn't be here but is. So Biz doesn't tell anyone anything. Not about her dark, runaway thoughts, not about kissing Grace or noticing Jasper, the new boy. And she doesn't tell anyone about her dad. Because her dad died when she was six. And Biz knows how to float, right there on the surface—normal okay regular fine. But after what happens on the beach—first in the ocean, and then in the sand—the tethers that hold Biz steady come undone. Dad disappears, and with him, all comfort. It might be easier, better, sweeter to float all the way away? Or maybe stay a little longer, find her father, bring him back to her. Or maybe—maybe maybe—there's a third way Biz just can't see yet.



Ghost Bird

Lisa Fuller

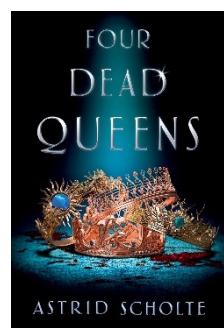
Stacey and Laney are twins – mirror images of each other – and yet they're as different as the sun and the moon. Stacey works hard at school, determined to get out of their small town. Laney skips school and sneaks out of the house to meet her boyfriend. But when Laney disappears one night, Stacey can't believe she's just run off without telling her. As the days pass and Laney doesn't return, Stacey starts dreaming of her twin. The dreams are dark and terrifying, difficult to understand and hard to shake, but at least they tell Stacey one key thing – Laney is alive. It's hard for Stacey to know what's real and what's imagined and even harder to know who to trust. All she knows for sure is that Laney needs her help. Stacey is the only one who can find her sister. Will she find her in time?



When the Ground is Hard

Malla Nunn

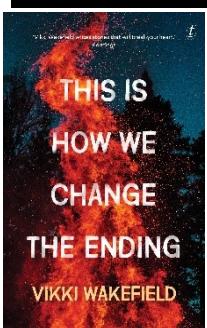
Adele Joubert loves being one of the popular girls at Keziah Christian Academy, Swaziland. She knows the upcoming semester at school is going to be great with her best friend Delia at her side. Then Delia dumps her for a new girl with more money, and Adele is forced to share a room with Lottie, the school pariah, who doesn't pray and defies teachers' orders. But as they share a copy of *Jane Eyre*, Lottie's gruff exterior and honesty grow on Adele, and Lottie learns to be a little sweeter. Together, they take on bullies and protect each other from the vindictive and prejudiced teachers. Then a boy goes missing on campus and Adele and Lottie must rely on each other to solve the mystery and maybe learn the true meaning of friendship.



Four Dead Queens

Astrid Scholte

Seventeen-year-old Keralie Corrington may seem harmless, but in fact, she's one of Quadara's most skilled thieves and a liar. Varin, on the other hand, is an honest, upstanding citizen of Quadara's most enlightened region, Eonia. Varin runs afoul of Keralie when she steals a package from him, putting his life in danger. When Varin attempts to retrieve the package, he and Keralie find themselves entangled in a conspiracy that leaves all four of Quadara's queens dead. With no other choices and on the run from Keralie's former employer, the two decide to join forces, endeavoring to discover who has killed the queens and save their own lives in the process. When their reluctant partnership blooms into a tenuous romance, they must overcome their own dark secrets in hopes of a future together that seemed impossible just days before. But first they have to stay alive and untangle the secrets behind the nation's four dead queens.



This Is How We Change the Ending

Vikki Wakefield

Sixteen-year-old Nate McKee is doing his best to be invisible. He's worried about a lot of things—how his dad treats Nance and his twin half-brothers; the hydro crop in his bedroom; his reckless friend, Merrick. Nate hangs out at the local youth centre and fills his notebooks with things he can't say. But when some of his pages are stolen, and his words are graffitied at the centre, Nate realises he has allies. He might be able to make a difference, change his life, and claim his future. Or can he?

Being A Leader Whilst in Lockdown

Many of our students took on Leadership positions at the beginning of the year and pictured themselves making a difference on campus. This often involves taking on extra responsibilities and organising special activities.

Now that everyone is unexpectedly forced to be isolated at home, it might feel like there are limited opportunities to be a leader but the reality is, there are lots of ways you can lead from home whilst online.



You could do some activities with those in your class, club or friendship group that keep everyone connected like sharing photos, playing online games, being a study buddy for someone who might be struggling, teach someone a special skill, offer some technology support, trade riddles and jokes, have an online music jam.

You could investigate ways to help out in your neighbourhood community such as write letters, swap board games, walk a neighbour's dog or mow their lawn, cook an extra meal or save the money you might spend if you were going out each day and then donate it to a charity at the end of the lockdown period.

Do some activities just for fun and invite others to join you via videoconferencing. Start a Youtube Channel, start a podcast, dance like nobody is watching, hold a dress up day, or 'bring your pet to class'. You could also start a book club, have a group study session, organise a virtual exercise session or have a 'best invention' competition.

Be a good leader and keep an ear out for any reports of online bullying or grooming online. Speak to a trusted teacher if you hear about anything so these issues can be followed up.

As a leader you could also practice your leadership skills by improving yourself. Set some goals for yourself. Read a book a week, keep a journal, practice a weakness, try something new, become a master problem-solver, make an exercise plan, plan a 'moment of joy', start a veggie patch or home project, become a master recycler or give up a bad habit.

If your team was already established at school and working well, consider the ways you might stay in touch whilst working remotely. Meetings can still occur, planning for events can occur and advertising material can be prepared where you enter the date of your proposed event later

on when the future is more certain. At some point we'll all be back at school and your team will be able to hit the ground with lots of momentum.



Jo Kindred - Assistant Principal.

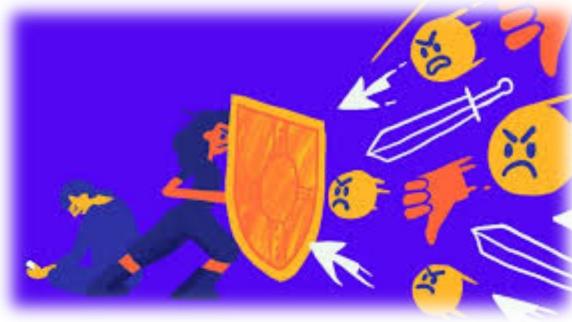


Online Bullying.....

With the increased amount of time students are spending online, there comes an increased risk of them accessing inappropriate material or exposure to online bullying or grooming. It's important that parents are monitoring student's online use and checking privacy settings. I have included part of an article published in the May 5 issue of The Age Digital Edition, which outlines some of the real online dangers that exist. The article was entitled 'Parents warned online bullying has grown during lockdown' and was written by Natassia Chrysanthos.

Australia's eSafety Commissioner has advised parents to set limits on personal technology use and bring children's online interactions into open areas of the home, as reports of digital abuse and cyber-bullying are rising while children spend more time online during coronavirus isolation.

Online harm has risen by 40 per cent during the COVID-19 pandemic, including a 21 per cent rise in youth cyber-bullying and 86 per cent spike in image-based abuse and sexting.



The country's first official responsible for keeping citizens safe online, Julie Inman Grant, said this has involved coronavirus-specific taunts and bullying.

" We're seeing some pretty sad things, like fake memorials to a child that has supposedly died from coronavirus . You can imagine how shocking and upsetting that would be to a young person," she said on the NSW Department of Education's Every Student Podcast yesterday. " Taunts or nasty comments that we're seeing have a distinctive COVID flavour as well: 'I hope you catch coronavirus and die' ... There's a lot of fear and uncertainty and sometimes humans can exploit that."

But Ms Inman Grant said the pandemic was also "a great opportunity" for parents to become more engaged in their children's online lives.

" Co-view , co-play , see what they're doing, download new apps with them, help them set up the privacy settings, maybe use parental controls so when you can't be there, you can at least monitor and see how much time they're spending online," she said. " What we're trying to do in our own household is we're setting strict timeline limitations about how [the kids] can use technology for pleasure ... We also make sure that they're using technology in open areas of the house, rather than behind closed doors."

Many parents have set up computers in their children's bedrooms so students can do remote schoolwork in a quiet environment, but Ms Inman Grant warned most child sex abuse material came from interactions between teenagers in bedrooms or in bathrooms.



"So just bring them out in the open," she said.

Reports about image abuse or "sexting gone wrong" have also increased as teenagers seek intimacy in different ways while separated.

" We do need to talk to kids about what the risks are: that anything that they share online, even if they're in love now and they really trust their partner, they have to be comfortable [it] could be seen by anyone and be out there forever," Ms Inman Grant said.

Please take the time to share your child's online time where possible and if you or anyone you know needs support you can contact the College on 55231344, speak to your Child's Mentor or contact Lifeline on 131 114 or Beyond Blue's coronavirus mental wellbeing support service on 1800 512 348.

Jo Kindred - Assistant Principal.





Don't forget to tag us and use
#7dayonline safetychallenge



7 DAY FAMILY ONLINE SAFETY CHALLENGE

The Family Online Safety Challenge has been created for busy parents, carers or teachers to help protect the children in their care. It is designed to complete a simple task every day. Feel free to adapt it to what best suits your family. Good luck!

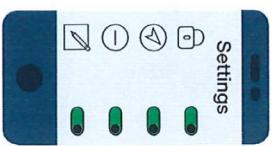
For more information and to access tools, resources and advice, reporting and support services, please visit:
accce.gov.au
esafety.gov.au

DAY 1



Review location, privacy settings and parental controls

Review and turn off location settings, such as GPS, where they aren't necessary. Ensure privacy settings are secure, and set to 'Friends only' or 'Private'. Research parental controls to see if they are suitable for your family.



DAY 3



Sharing personal information online

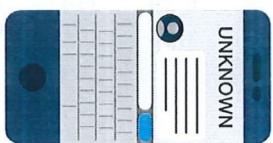
Have a discussion with your child about what information is okay to share, and what isn't. Remind them to never give out personal information online.



DAY 4

Find out what apps and games your child uses

Take an interest in what technology your child uses and how they use it. Remember, not all apps and games are created equally, some have better safety features than others. Consider if the content is appropriate for your child.



DAY 5

Check Direct Message or chat functions on apps and games

Anonymous 'in game' chat can provide a possible platform for online child sex offenders to target young people. Consider disabling these functions or check settings to ensure they can only be contacted by their friends.



DAY 6

Suspicious online behaviour and what it looks like

Have a conversation with your child about suspicious online behaviour. Discuss with them why someone might ask them personal questions or for images. Remind them that not everyone online is who they say they are and to trust their instincts.



DAY 7

Help your child identify a support network

Make sure your child feels comfortable talking to you or another trusted adult about issues they might be experiencing online. Start a conversation to help them identify who they might go to for help and support.

Completed:

Completed:

Completed:

Completed:

Completed:

Completed:

Completed:



1800 Glenelg Together

A free community
hotline for Glenelg
Shire residents
requiring support
during the
Coronavirus
pandemic.



The hotline will direct community members to local support services such as:

- Food and hygiene support and deliveries
- Medication deliveries
- Phone check in and support

The hotline will be monitored by the friendly staff at Portland District Health.

You can contact the hotline between the following hours:

- **Monday - Thursday:** 10am - 3pm
- **Friday:** 10am - 4pm

 **Call:** 1800 512 461

 **Email:** 1800GlenelgTogether@swarh.vic.gov.au

With us moving into the flu season and the spotlight on COVID-19, it is timely to remind everyone that the best defence against bacteria and viruses is to wash your hands regularly when dirty, before eating and after using the toilet.

Nicky Grayson

Adolescent Health Nurse

Protect yourself and your family

Wash your hands regularly



Stay germ free and healthy

**Do you have a few hours
free?**



Our Canteen staff are always looking for volunteers to assist in the canteen. Please contact the school 55231344 if you can assist.

Thank you for your support.



Miss Debbie Cobby
Year 7 Mentor Teacher



7F Pet Wednesday in Mentor time

We decided to have Pet Wednesday so we can meet each other's pets.

This is Jonah's golden retriever named 'Happy' and Rhani McWilliam's horse, 'Cherry'.

Elaina also invited her cat along who sat on her horse!

Other students who introduced us to their pets included Rhett (kittens), Claudia (puppy), Tyler (dogs), Faith (giant dog) and Lexi (cat).

Unfortunately Miss Cobby's cat Simba did not want to cooperate so he missed out on all the fun!



Wise and Witty Words.
When the world seems a mess, go inside and discover yourself!

EFTPOS is available for your convenience at the General Office.



Mission Statement

To develop creative, articulate, respectful and resourceful young people able to contribute positively to the global community.

