

Principal's Report from Mr Coffey

Well Done Everyone!

From the feedback we have been receiving at the school from parents, students and staff our second attempt at remote learning is less challenging than the first round. The expertise in using the various platforms for teaching and learning, gained from the first round of remote learning, has certainly made it easier for everyone to remain connected. The reduced work load for students and the many creative ways staff are delivering content and staying connected with the students is remarkable. For the majority of our students, they are making good academic progress, maintaining good relationships with their teachers and staying connected to their classmates and peers as best they can.

Once again many of us, but not all, prefer teaching and learning face to face at school and are keen to have everyone return as soon as we are able to.



Horse and Water

Unfortunately we have a very small number of students, who despite our best efforts to engage them and their best efforts to avoid attempting and completing the tasks, fall further behind their peers. I urge **ALL** parents to check their children are connecting with their teachers. We can make the phone calls, home deliver printed learning materials, provide technology and support but we can't physically be there to ensure your child is doing the work. I read somewhere that home teaches children how to work and school teaches children how to learn.

Student Survey Results

So far, our Year 7 and Year 11's are leading the way with 100% completion of the survey. Closely followed by the Year 10's on 90%, Year 8 on 82%, Year 9 on 75% and our Year 12's with some work ahead of them to catch the pack.

The junior school teachers will set aside a time to support and further explain the questions to their students in the coming weeks.

Remember the individual responses are confidential and the survey is open until Friday the 18th of September. Each student has an individual student ID and password.

The link for all students to access the survey is <https://research.orima.com.au/vic/schoolsurvey>.

This year there are 3 versions of the survey, the Standard Survey which most students will find accessible, the Accessible Survey that has reduced questions and simplified language and the Accessible Short Scale Survey that provides additional support for students undertaking the survey.



On-Site Learning

If you wish to access the on-site learning program please read the information on the school's Facebook page and the Skoolbag app to check for eligibility and how to apply for places. Applications for the coming week, **must** be sent to my email Alan.Coffey@education.vic.gov.au by 3:00pm each Thursday so I can arrange the required level of supervision.



Principal's report continued.....

Stay Informed

I encourage all parents and students to continue to access the Department of Health and Human Services website for the latest public health information.

<https://www.dhhs.vic.gov.au/coronavirus>

More Information

More information about schools and coronavirus (COVID-19) can be found on the Department's website, which will continue to be updated:

<https://www.education.vic.gov.au/about/departments/Pages/coronavirus.aspx>

School Council and Parents and Friends

The next School Council meeting will be held on Monday the 14th of September at 7:30 pm.

The next Parents and Friends Association meeting will be held using Zoom on Friday the 11th of September at 10:00 am.

Join Zoom Meeting

<https://us04web.zoom.us/j/79373041341?pwd=VFpJYVJwRm9kdDlIN1ExVG1weUlrZD09>

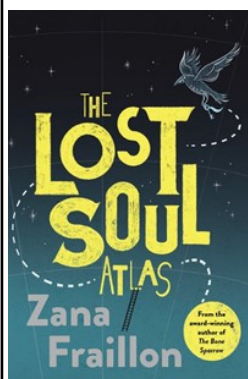
Meeting ID: 793 7304 1341

Passcode: 2XYJvq

LIBRARY CHAT – from Miss Wizz

The mail has been a bit slow, so we are still waiting for the latest book order, but I will let you know when it arrives.

Here are a few of the new books we have available – I will showcase more in the next newsletter



Loyalty is tested, and a cruel twist of fate leads to an act of ultimate betrayal in this epic story that spans a city, a decade, and the divide between life and death itself.

Twig is all alone after his dad goes missing. But when he meets Flea, a cheerful pickpocket, the pair become fast friends. Together, Twig and Flea raise themselves on the crime-ridden streets, taking what they need and giving the rest to the even-poorer. Life is good, as long as they have each other.

But then Twig wakes up in the Afterlife. With just a handful of vague memories, a key, a raven, and a mysterious atlas to guide him, he tries to piece together what happened, and to find his way home . . .

A powerful story of hope and friendship from the award-winning author of *The Bone Sparrow*.



A moving and explosive tale about what happens when tradition and the need to belong collide.

Frankie Rescio is struggling with the death of his sister. Next door, Lochie Marsh is about to have his world invaded by his estranged, pregnant half-sister and her layabout boyfriend. Despite tensions simmering just below the surface for both boys and their families, they form a bond that connects their different worlds. Until tribal lores threaten to bring everything crashing down.

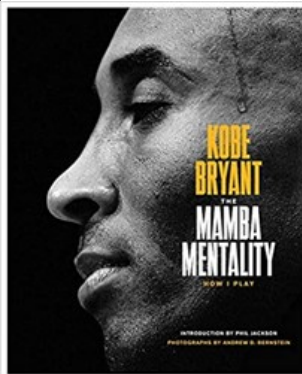
Archimede Fusillo felt compelled to tell about the challenges of being a male who is not expected to sway too much from the traditions and values of a tight Italian family, yet surrounded by peers who pushed against these same restrictions. This book explores the fundamental things about growing up that never change: the desire to fit in and be accepted by one's peers, the intrinsic urge to belong.

Library Chat continued.....



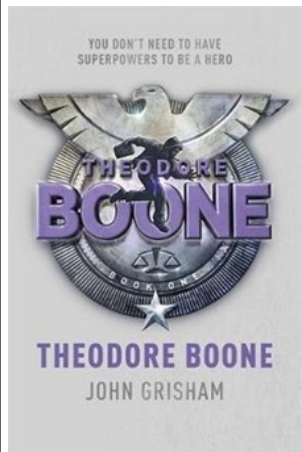
Inspired by the true story of Muslims who saved the lives of Jewish children in the Second World War. In 1942, in the Grand Mosque in Paris, 11-year-old Ruben is hiding from the Nazis. Already thousands of Jewish children have disappeared, and Ruben's parents are desperately trying to find his sister. Ruben must learn how to pass himself off as a Muslim, while he waits for the infamous Fox to help him get to Spain to be reunited with his family. One hint of Ruben's true identity and he'll be killed. So will the people trying to save him. But when the mosque is raided and the Fox doesn't come, Ruben is forced to flee. Finding himself in the south of France, he discovers that he must adjust to a new reality, and to the startling revelation of the Fox's true identity.

COMING SOON



The Mamba Mentality: How I Play is Kobe Bryant's personal perspective of his life and career on the basketball court and his exceptional, insightful style of playing the game—a fitting legacy from the late Los Angeles Laker superstar.

In the wake of his retirement from professional basketball, Kobe "The Black Mamba" Bryant decided to share his vast knowledge and understanding of the game to take readers on an unprecedented journey to the core of the legendary "Mamba mentality." Citing an obligation and an opportunity to teach young players, hardcore fans, and devoted students of the game how to play it "the right way," The Mamba Mentality takes us inside the mind of one of the most intelligent, analytical, and creative basketball players ever.



Bestselling author John Grisham delivers high intensity legal drama for a new generation of readers.

Half the man, twice the lawyer. In the small city of Strattenburg, there are many lawyers, and though he's only thirteen years old, Theo Boone thinks he's one of them. Theo knows every judge, policeman, court clerk - and a lot about the law. He dreams of being a great trial lawyer, of a life in the courtroom.

But Theo finds himself in court much sooner than he expected. Because he knows so much - maybe too much - he is suddenly dragged into the middle of a sensational murder trial. A cold-blooded killer is about to go free, and only Theo knows the truth. The stakes are high, but Theo won't stop until justice is served.

Brimming with the intrigue and suspense that made John Grisham a number one international bestseller and the undisputed master of the legal thriller, Theodore Boone will keep readers guessing and pages turning

BORROWING

If you would like to borrow a book, please contact the college and leave a message for Miss Wizz at the front office. I am at school on Tuesdays and Thursdays, and can leave books at the office to be picked up. Alternatively you can email me at ella.wisbey@education.vic.gov.au – let me know if you want a recommendation!

REMEMBER – If there is a book you would like the library to get, please let me know and I will do my best to get it in for you.

VCAL INNOVATORS

VCAL DURING REMOTE LEARNING

While the students cannot work on the sensory room on site they are still completing a number of activities involved in it's development:

- ♦ Sensory Room research project
- ♦ OHS risk assessment & audit
- ♦ Power point presentation of Sensory Room project

GUEST SPEAKERS

We have also taken the opportunity to use Webex and other means to invite ex-students to have a chat with the VCAL students and share their stories and career pathways.

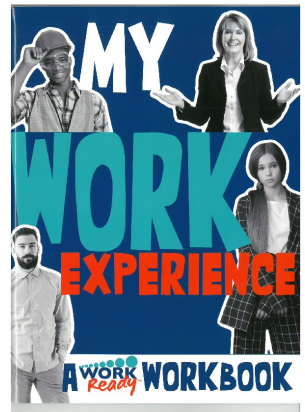
Below is a write up from Lachie Staples about our first chat with **Jayden Clugston** :

"On Tuesday The 25th of August the year 10-11 VCAL kids had a group call with ex-student Jayden Clugston about his school life and the opportunities that VCAL opened up for him. He talked about the jobs that he's had and that the most important thing is that whatever we do in life to is make sure that we enjoy it because there is no point doing something we don't like. He also mentioned that it was a great help for him to have Year 12 under his belt."

A big thank you to Jayden for his time and valuable insight and advice.

WORK EXPERIENCE

While students cannot do work experience at the moment the Foundation VCAL students are working through a booklet on "virtual " work experience. We know it is not the same...but at least it will get them thinking!



Talk Time – Week 8 & 9

talk

Invent a word, tell us the definition and use it in a sentence.

Inspired Writing from Mrs Leach

Back in Term 2, students in Year 8 & 9 studied the text in English, 'By The River' by Steven Herrick. It tells the story of Harry Hodby whose small town was flooded. It is written in a narrative verse style which often looks like poetry.

It has been the inspiration for some terrific writing by the students as they wrote about personal events, people and places in their lives. I was most impressed by the standard produced by each student.

So I encourage you to grab a cuppa, sit back and read the following pieces of writing... hopefully you enjoy them as much as their classmates and I have. Students have written a variety of stories...these are the ones inspired by "Directions Out". More next week!!

The drive to fields - by Flynn Smith

You start off weaving down my uncle's driveway
then you debate about getting the mail from my pa's
home-made mail box.
But soon you are on the way again,
dodging pot holes and looking at other farmers'
paddocks.
soon you come to a big intersection
and with a "all clear my way" you get going again.
A few more turns and corners and you come to
White's
with a comment about how much hay or what
machinery is out the front
we get going again.
But not for long as we pass Rusty's
and another comment about wondering what cool
projects he's doing
and we get going again.
We soon pass more farms now on a dirt track
now we head towards "Fields", and then someone
jokes about putting a lock on the gate
and we all have a good chuckle nearing the farm,
then I suddenly have a large problem... the gate is shut
and I'm in the front passenger seat
anyway I shake off that saga
and admire our shearing shed in the middle of
nowhere on our farm called "Fields".

Directions Home by Lewis Cocks

The bell rings to signal the end of school,
but that's when the real work starts.
Getting out is the hardest part about school.
I get to the locker room to see a herd of year
7/8s.
I rush right pass them to get to my locker,
I quickly put my books in the locker,
grab my bag and rush right out to the front
gate.
I grab my bike and I quickly cross the road
before any teachers see me.
I turn to get to Taverner St going full pace,
I pull in the back brakes to rip a skid then I am
on my way home.
I pedal as hard as I can till I see the pile of
stones,
I jump over the stones right at the lane way,
before the road I look to see if any cars are
coming so I can ZOOM across the road,
a few bumps to get onto the path,
weaving in and out so I don't hit
Summerhayes' trees.
Not far to go now, once again I am pedalling
extremely fast,
I slow down so I can go down the gutter,
I cross the road and do a little jump to get to
my drive way.

To get to the farm by Mitchell Ey

Back out of the gravel driveway

Turn right and go to the end past the Old School transformed into something new

Turn left at the Pot Of Gold and try and find the Rainbow

Keep driving, past the school... no kids in sight, empty

Up the hill straight around the bend with the art sign showing what it was like years ago

Turn left at the Hopetoun-Yaapeet turn off where big and small meet

Head straight past the old house that has now fallen

Around both bends and past the farm on the outskirts where the kids have all grown up

Through Yaapeet around the bend until you see the turnoff

looking out to the paddocks that are soon to be ready for harvest

Head straight along that road and turn right at the tall trees

that lead down to a road to who knows where

Along the road that's just had some work done to it and past the farm

where the kids ride their motorbikes on their little track

Keep going until you see the Pfitzner-Ey road sign where the track is straight and bumpy

Go along the track until you get to a wide gate and can see a farmhouse

with a tree out the front that looks like it's been untouched for centuries

If you go along that track, you'll be there

...a property that looks like it needs some work done.

Directions to school by Ayla Roberts

I have to get out the gate where 3 kids are trying to pat our dogs

then I have to walk down the path

and try not get hit by the kids that are riding their bikes and scooters.

Waving to most of the parents dropping off kids

and then as I walk into the gate of the school,

I have to try not to get hit by the kids that are parking their bikes and scooters (they go very fast).

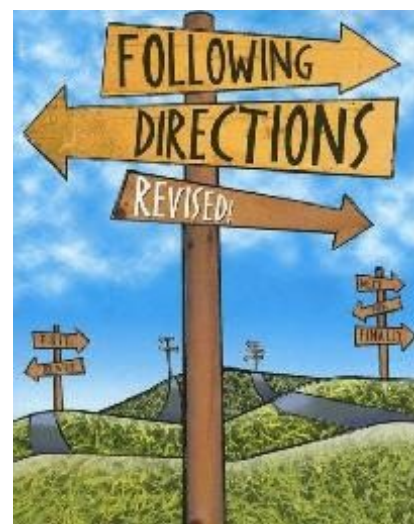
Then I have to open what I swear is the heaviest door on earth

then avoid all the kids running through the hall way to get to the junior building.

I chuck my bag in the locker avoiding the boys...

play fighting and guaranteed to break something.

Then I go and find my friends, another day at school...



Directions Out – by Lucy Thomas

We pack our bags the night before staying up too late for our early start tomorrow

“PJ’s in last you’ll need them first” is what my dad would say when he’d help me pack.

We rush around at the crack of dawn trying to remember everything and checking the list 20 times.

Kiss and wave goodbye to Dad... it’s always a busy time on the farm when we go.

“Be on your best behaviour and give a hug to everyone.”

Then we start our trip south. Horsham for a quick wee,

past the eyes of The Big Koala Mum says I’ve been inside but I can’t remember it.

Beaufort, our last stop... the rest of the way is spent eating “There’s food in the esky”,

asleep leaning against your pillow you ran in and grabbed at the last second

or listening to the greatest hits of the 80’s.

A quick stop at Lucas to grab flowers then we’re there.

A hug and a “How are you!” We start carting our bags into our rooms

with the electric blankets already turned on.

She loves us like her own children.

When I was young I saw these pictures everywhere around the house

someone I never recognised in the house.

Soon I learnt to love someone through stories and photos.

We stay for a couple days,

keep heading south looking at the water for a few days.

Then head back up to the place I get away, the place I’ve always known,

The Mallee country. I see the bare, green or golden fields

Directions Out by Shanae Bastin

As we back out the back gate

we turn the Micheal Jackson CD on and up loud,

singing along as we follow the train tracks to our first corner,

going over bumps that will make you just about fly off your seat.

Zooming down the straight back road with dust going everywhere,

you can barely see where you’re going.

Realising we better put the windows up.

Coming up to the tight jungle you’re constantly turning left right left right,

with trees both sides with just little road to fit one ute.

While dad is telling me all his stories from his younger days out here.

Coming up to the first paddock gate that dad makes me open every time,

up and down the hills we go, swerving around the dam, stopping for a quick look.

Jumping into 4 wheel drive as we go past the six seconds of solid soft sand.

Soon we’re at the small intersection... that’s when we know we’re almost there.

Check to make sure no one’s coming with any big machinery,

straight to the second paddock we go,

finding the car track and coming across more hills, becomes a great view.

Sometimes you get the weird feeling in your stomach when rolling down the hill.

Shining into your eyes you see the big tin sheds and just one last annoying bump

and you know we made our destination.

This week's recipe

Milo Muffins

1 3/4 cups self-raising flour sifted

1/2 cup milk choc bits

1/2 cup white choc bits

1 1/4 cup milk

75 g melted butter

1 cup Milo

1 egg

Preheat oven to 180deg.

Line muffin tins with papers

Combine flour and choc bits in a bowl

Combine milk, butter and milo and the lightly beaten egg ,add to the dry ingredients.

Spoon into lined muffin tins and bake in oven for 20 minutes

Remove from oven and cool on rack.



Rainbow P-12 COVID-19 Cookbook

We have decided to make a cookbook while everyone is home during this quarantine period, to get everyone cooking with the fam bam!

Our aim is to have at least one recipe from each student to claim as their own that fits into one of the following categories:

- ◆ Baking
- ◆ Savouries
- ◆ Soups
- ◆ Mains
- ◆ Desserts

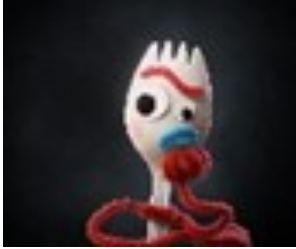


If you would like to submit a recipe, please follow the instructions below.

1. Pick a recipe you want to send in
2. Type out the recipe into a word document.
3. Cook the recipe and take a photo of the finished product. (If you would like to take photos of the steps along the way, please do so)
4. Have a title that says the students name and the name of the recipe. Eg: Emily's Delicious Scones
5. Email the final recipe to: cookbookproject12@gmail.com

Please send through your recipes by the **end of term 3 (18th September, 2020)**. The recipe book will be given to everyone as a digital file for you to either print yourself or have digitally forever.

We can't wait to see what you cook up,
From Miss Teasdale & Miss Appledore



Forky presents the Wellbeing Info. section....

Pos. Ed. revisited

PEEC stands for Positive Education Enhanced Curriculum. At Rainbow P-12 College we use this program for Personal Learning.

Here is this week's focus...

Emotional Intelligence

This week's PEEC topic is 'Emotional Intelligence', which sits under the Positive Emotions domain. Emotional intelligence is the ability to understand and manage your emotions, as well as the emotions of those around you. Using this ability helps us communicate how we are feeling and move forward with others through tough times.

A particularly important part of emotional intelligence is accepting that negative emotions – such as sadness, anxiety and anger – are natural and an important part of everyday life. Negative emotions give us clues about what is going on inside of us or around us. They motivate important change.



Experts in human development believe that emotional intelligence is learned and developed throughout our lives. This ability is not something we are born fully capable of using straight away. Tuning into your children's emotions by saying things like 'I can see you are feeling frustrated by what has happened' helps them develop awareness into how events, emotions and thoughts are connected. Research has found that good emotional literacy in childhood predicts wellbeing in adulthood.

When appropriate, it's important to be patient and accepting of children's difficult emotions, letting them know they will pass. When we try to quash or suppress emotions, it often has the opposite effect - we actually tend to experience the negative emotions for longer! When we *regularly* suppress negative emotions, it can also flatten or dull the experience of all emotions, both positive and negative.

Try this at home: When a challenging event comes up, talk to your children about how this event made you feel. Maybe it's a sad story you read in today's newspaper or maybe your children didn't do a chore you asked them to do. Discuss the thoughts and emotions you experienced, what you did or plan to do to manage these big feelings and what action you will take. Encourage them to share their feelings too.



In this edition of SchoolTV – Sleep!

Students today have extremely busy schedules, with ever increasing responsibilities at school and at home. Many kids, especially adolescents, are going to bed later and later and are at risk of sleep deprivation. This affects three areas of a child's development: psychological, physiological and psychosocial. All three are essential to a child's growth, learning ability and overall wellbeing.

Sleep is vital to a child's overall development and is as important as diet and exercise.

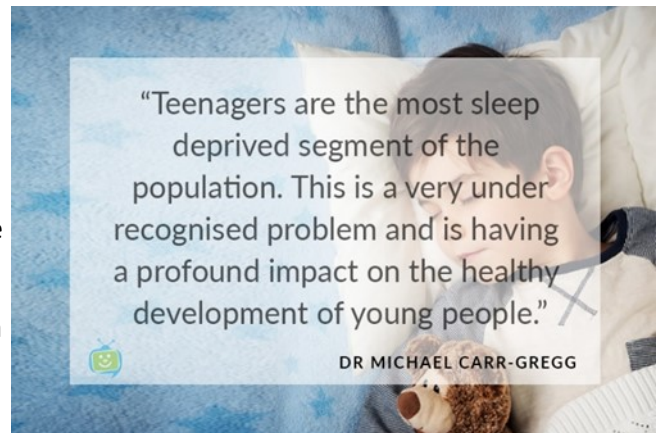
Sleep also strengthens a child's immune systems and supports their ability to function properly on a daily basis. Children who do not get enough sleep show increased levels of aggressive behaviour, are less attentive and are much less active. Trying to catch up on sleep on weekends is not the answer and can still lead to severe sleep deprivation.

In this edition of SchoolTV, parents will learn about the importance of sleep and how sleep deprivation can have adverse effects on a child's health and wellbeing.

We hope you take time to reflect on the information offered in this edition of SchoolTV and we always welcome your feedback. If you have any concerns about your child, please contact the school counsellor for further information or seek medical or professional help.

Here is the link to the Sleep edition of SchoolTV

<https://rainbowp12.vic.schooltv.me/newsletter/sleep>



Below is a link to a fantastic resource from Kidshelpline. It is a visual booklet that is aimed at adults to give a great understanding of stress and anxiety during this challenging time. It has a heap of information and strategies to use. Well worth a look!

<https://kidshelpline.com.au/stress-and-anxiety-during-covid-19>



Remember that
RUOK? Day is
coming up on
Thursday
10th September