Mr Page, Ms Harrap, Mrs Shute, Mr Fankhauser, Mr McQuaid and Mr Haworth at the EduTech Conference in Brisbane – June 3-5th.

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IMPORTANT UPCOMING DATES

Jun 15-21 Maningrida and Berry Springs Cultural visit
Jun 16 Semester 2 timetable commences
Jun 16 Yr11 Legal Studies Mock Criminal Trial
Jun 17 Fareshape excursion
Jun 17 Literature Melbourne Theatre Company excursion
Jun 18 Yr9 Drama ‘Fossils’ rehearsal 1:30-3:30pm
Jun 19 Casey North Division-Senior Basketball, Hockey and Table Tennis Gala Day
Jun 20 Yr9 boys & all of Yr10 vaccinations
Jun 20 Yr10 Work Experience assembly 9:00-10:30am
Jun 23-27 Yr10 Work Experience
Jun 24 Yr9 Drama to see “The Witches” by Roald Dahl at the Malthouse Theatre, 11am-3:30pm
Jun 25 Yr9 Drama ‘Fossils’ rehearsal 1:30-3:30pm
Jun 25 Yr9 Drama Performance “Fossils” at 7pm
Jun 26 Whole school assembly 12:40-1:30pm
Jun 27 Last day of Term 2, finish at 2:30pm
Jul 14 Term 3 begins

2014 SCHOOL TERM DATES

Term 2 April 22– June 27
Term 3 July 14– September 19
Term 4 Oct 6– Year level dependant

Digital Delivery Day

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Year 11 Ball

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Student Wellbeing Research Project

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Dear Parents,

**Edutech Conference Brisbane**

Ms Harrap, Mr Haworth, Ms Shute, Mr Fankhauser, Mr McQuaid and myself attended a huge three day conference in Brisbane last week. EduTech focusses on ICT in Education and draws well over 3000 participants for an intensive program of lectures, workshops, displays and demonstrations. We sent a smaller team last year and they came back highly inspired and with many new ideas and approaches that we are now in the process of implementing (the Digital Delivery Day and 15/15 concept being a key part of this). The conference attracts educators from all states in Australia and overseas and runs specific themed programs for Business Managers, Principals, University staff, IT professionals, technicians and teachers. Some of the biggest names in educational innovation (particularly in the field of information technology) presented lectures and workshops and hundreds of trade stalls and demonstrations of the latest educational technologies were also on display in the Brisbane Convention Centre (which I must say makes the Melbourne centre look tiny – it was enormous)

On the 4th day Ms Harrap attended a master class with Sugata Mitra (see her report following) while the rest of us were treated to a visit to two of Queensland’s best performing schools courtesy of the Queensland Director of Education; he had visited Nossal earlier this year to examine the work that we had been doing and was very happy to return the favour. We were treated as visiting celebrities and were extremely impressed by what we saw at both schools and the excellent work that they were doing there. We often hear rather disparaging feedback about the schools and system in Queensland, but after seeing and hearing what was occurring at Stretton College and Calamvale Community College we were inspired and had these perceptions strongly challenged, (see Mr Haworth’s report following).

EduTech was a wonderful opportunity to network with other teachers, academics and schools, see, hear, and experience new equipment and approaches, and interact with innovators from around the world. Most importantly it was an opportunity to be challenged and to plan and reflect on the implications for our curriculum and pedagogy at Nossal to ensure that we were delivering 21st century programs, and continuing to look for ways to improve the educational experience for our students.

This year we came away with some mixed feelings about the conference. We were rather disappointed with some of the presentations, but on reflection realise that some of the disappointment came from the fact that we have progressed much further than most and some of what was being presented as “cutting edge” and “best practice” we were already doing or had surpassed. This was a nice affirmation, but as with all things in education – there is still much for us to do, infinitely more things we can learn, and many more challenges for us to overcome.

I offer three ostensibly simple observations that for me encapsulate some of the key challenges we face as a school and education system in a time of huge cultural, social and technological change....

- *If our main focus is only on the ATAR score then we are doing our students and our community a significant disservice....* The ATAR is merely one part of a much broader and more important set of experiences; it is not the end point; it is not a measure of worth or valid predictor of future happiness or “success;” it does not necessarily measure nor acknowledge the breadth of skills, experiences, qualities and capabilities needed to navigate through the world in 2014, let alone 2024 and beyond. Sometimes we forget this; and sometimes we allow it to overwhelm us. It should never be the sole driver of our culture, or our curriculum and pedagogy, otherwise we are offering a very limited and limiting program. This is a significant challenge for a school such as Nossal.

- *If we are still teaching as we did 100 years ago, or indeed even 10 years ago, then we are preparing our students for our past, not their future.....* School education has changed very little in structure, style and delivery even though there has been enormous social, cultural, technological and scientific change (think social media, the internet, etc). We are hearing much about 21st century skills, yet they are rarely explicitly planned for and not necessarily included in our formal curriculum, nor allowed for in our structures and facilities, and are often stifled by an outdated system that has not kept pace.

- *Teachers and schools no longer control knowledge and information.....* We now all have immediate access to knowledge about almost anything. Our students have the ability to learn anywhere, anytime, and from anyone, and often in a more engaging, relevant, and convenient environment. We need to teach the skills to manage and capitalise on this, yet at times our systems and structures still focus on content, conformity and competition rather than creativity, collaboration and problem solving.

**Digital Delivery Day**

What I have seen and heard from our staff and students to date is wonderfully inspiring and directly addresses much of the concern I highlight above. I commend the staff and students for their participation and hard work in trialling digital delivery. This is excellent innovative work and I have suggested to Mr Fankhauser that he and some Nossal students should be presenting this experience at EduTech in 2015 as it is at the forefront of progressive approaches, and challenges our perceptions about schools and “traditional” curriculum delivery.

Roger Page
Previously you have read about a group of us travelling to Brisbane for the annual EduTECH conference. Whilst I was there I had the opportunity to spend a day with Sugata Mitra who is doing great work in education by identifying changes in the way learning will prepare young people for our future. I thought I would share with some his messages.

Sugata discussed the requirements of successful schooling for the 20th Century when industrialisation was sweeping the world and makes the case that these skills are no longer relevant or sought after. Last century we needed schooling to produce a certain type of person; one who could obey instructions, carry out repetitive actions and produce uniformity. They needed to be able to read, write and do arithmetic. Schools with their military, industrial and religious origins were designed to produce citizens that could service industrialisation. These requirements are now outdated and obsolete in a world where knowledge is freely available to all who have internet access.

Automation and globalisation mean that these skills are no longer the currency of a successful career. The skills required for our future relate to problem solving, creativity and collaboration.

Sugata has carried out studies to illustrate this point. He stresses that great learning can occur amongst children of reading age and above, using the internet, collaboration in peer groups and encouragement from an adult. You may have heard about his famous hole in the wall study in the slums of India. His findings on that study have now progressed to work on Self Organised Learning Environments (SOLEs).

Essentially, in SOLEs the students are asked big questions - questions that are difficult to answer, and in groups of four or five, they are given time to find the answers using the internet. The teacher does not guide or criticise the student’s approaches, but provides encouragement. After a set period of time the students report back what they have found. The demonstration of knowledge and understanding has been, in most cases, far beyond what you would expect of students of that age and often surprisingly more creative too.

Sugata recognises that we have to balance the formal curriculum and external assessment demands in schooling, but suggests that all students be given the opportunity to work in SOLEs once a week. This is something for us to explore at Nossal into the future.

You can catch a synopsis of his studies and findings on the following TED talk. I really encourage you to do so.
http://www.ted.com/talks/sugata_mitra_the_child_driven_education

Digital Delivery Day, 11th June, 2014
The background to DDD:

At Nossal we are always trying to find ways to enhance the learning of our students so that they are ready to face the challenges that lie beyond secondary schooling and our safe and secure environment. We have a goal to have at least 15% of our curriculum available online by the end of 2015. Not only do we want 15% of our curriculum available to you online, we want it to be engaging, effective and interesting.

Why do we want to do this?

We know that at university a significant portion of courses will be delivered online. The universities tell us that too few students engage with the online learning until late in the semester and as a result they are not as successful as they could be. In 2011 I taught 192 post graduate students online in a Diploma of Education so that they would qualify to become teachers. As most of you would know, each semester is about 13 or 14 weeks long. In the first two weeks only 15 students engaged with the online materials, after six weeks only 40 students had engaged and at 9 weeks only 85 students had engaged. The remaining 107 students engaged in the final two weeks and only engaged with the final assessment tasks. Their learning and assessment was severely compromised by their lack of engagement prior to this.
Online learning takes self-discipline and self-regulation and these skills must be taught. We want Nossal students to engage with online learning and be successful from the outset. This is our main motivation to move to a proportion of online learning.

At the end of DDD1:

I sit writing this at the end of our first ever digital delivery day, breathing a sigh of relief, knowing that our innovative approach to learning was successful and that the students (and the staff) are pleased with the learning experiences they had today. I have just read the feedback from the student surveys to find that they showed overwhelmingly positive responses. We started in the day with a slight technical glitch during period one, but that was quickly sorted out and everything ran smoothly from there on.

The staff have worked extremely hard to make this happen; they too have shown the qualities of 21st Century learners, just like we expect our students to be. They have worked collaboratively to master the content and social features of NEO to create interesting and engaging lessons. We know this is a risk, but learning is about taking risks, if we don’t push boundaries if we’re too scared to take a risk we will stop learning. Congratulations to the staff for being brave and demonstrating that they are indeed learners.

Part of the risk is relying on the students to play their part. The lessons required them to engage, to try, to persist and to show self-control. Our students have done this. Well done to you; you never cease to amaze us!!

As with all successes, there is usually a good dose of effective leadership attached to them. Here Stuart Fankhauser needs to take a bow. He has shown highly effective leadership, across all domains - human, cultural, symbolic, technical and educational, as he led the team of teachers in the Digital Delivery Taskforce (DDT) and provided great support to all staff. He inspired us with the idea, and never allowed us to once doubt it could happen. The DDT also showed leadership as they mentored their partners and assisted them to develop their lessons and skills.

Digital delivery day is a significant milestone for us. It is the first step towards our commitment to online learning. It will not be the last step. Well done everyone!

City of Casey Creation Awards

In the last newsletter, Mr Page wrote about Roshan and Bridgette’s awards at the City of Casey Creation Awards ceremony. We now have some photographic evidence of the evening. Pictured below is Roshan Ramesh, Mr Page, Bridgette van Diepen and Mrs Cilia with their beautiful art work. Once again we congratulate them on being awarded for the creativity.

Year 11 Ball

On Friday 30th May we celebrated the Year 11 Ball at Leonda on the Yarra. It was a spectacular evening from start to finish. Many students had taken up the opportunity to have dance lessons with Terry and Ainsley (professional dance instructors) in the weeks leading up to the ball and they presented their dances on the night; it was impressive choreography, and they obviously had a lot of fun doing it. Well done to Mrs Campagna and her impressive organisation team including: Diba, Sadaf, Lily, Amy and Georgia. The students all looked stunning and the staff and parents didn’t look too bad either. Photos from the evening will be available from the official photographer soon.
School visits to Stretton State College and Calamvale Community College, Brisbane Queensland

School visits are often referred to as learning walks. It is a chance to share and learn from the educational practices of other schools. In addition to attending the EduTech Conference in Brisbane, we also took the opportunity to visit some outstanding state schools seeing first-hand the work that they are undertaking to achieve excellent outcomes. Both Stretton and Calamvale schools are situated about 20 minutes south of Brisbane. At Stretton State College, I was most impressed by the exceptionally use of data to formatively assess, differentiate and personalising learning. Calamvale College has well developed partnerships with both the local community and also with Griffith University. It has a high achievers program, a restaurant that is open to the public offering hospitality and catering opportunities for their students. On the day of our visit, we were lucky enough to have students serve a delicious lunch in the 3 Trees Restaurant and Café. We also had the chance to see an impressive Aerospace demonstration. This is a specialist program whereby, students design, build and fly remote control planes. The planes are fitted with extensive electronics and even a camera. Each year students get the opportunity to compete against other schools in an aerospace challenge. During our visit to these two Brisbane schools, along with gaining ideas about programs and practises, we had the opportunity to share information about the wonderful programs and learning experiences that Nossal offers. Thanks to the staff and students at Stretton and Calamvale for their warmth and generosity.
On the Friday 23rd of May thirteen of our Nossal Environment and Sustainability Team (NEST) members attended Earth Summit at Melbourne High School. Organised by Melbourne High’s own student run Environment Action Group, the summit ran all day and consisted of inspirational keynote speeches from well-established scientists and commentators on climate change and members from the Australian Youth Climate Coalition. Students also attended a wide range of workshops run by Beyond Zero Emissions, Engineers without Borders, and Human Seeds to name a few. Amongst many other things, students learnt about the value of our native species in Australia, how to achieve a zero-emission target, and how to build simple water treatment devices.

Out NEST students networked with students from other schools including Suzanne Cory, The Mac Robertson Girls High School, Aitken College, Presentation College Windsor, and Melbourne High School. Nossal students were keen to find out what other schools’ environment groups get up to, and to spread the word of the great things that NEST are doing. Students left at the end of the day feeling daunted, inspired, and keen to run NEST’s own Earth Summit in the years to come.

Stephen Alderton, Teacher of Physics
DONATIONS PLEASE

Breakfast is one of the most important and most nutritious meals of the day. Here at Nossal High School we acknowledge that, and hope to give the best possible start to students who have been unable to have breakfast at home. Many of Nossal’s students travel for very extensive distances to get to school, so time and other factors may limit their chances of having breakfast at home.

The Nossal Breakfast Club has a lot to offer; beginning with various cereals and fresh bread and moving onto condiments like butter, Vegemite, various jams and honey. There are tea and coffee facilities and multiple toasters to accommodate for the morning rush.

We currently are seeking donations to support and assist our wonderful initiative. You can help by donating juice, bread, cereals, milo, spreads or make a financial donation.

Thank you to previous community donations that have supported our wonderful Nossal Breakfast Program.

Mrs Ansalde, Student Wellbeing

Grass Busters

Thank you to GRASS BUSTERS who are a part of WALLARA which provides employment to young people living with disabilities.

Grass Busters came down and did work on Nossal High School’s vegetable garden.

Education Maintenance Allowance

Education Maintenance Allowance (EMA) - 2nd Instalment

EMA applications for the 2nd instalment close 1st August 2014. The 2nd instalment is $75.00 or a pro-rata amount if your child turns 16 years of age in the second half of this year.

1. If you applied in February and received the 1st EMA instalment there is no action for you to take – the 2nd instalment will be paid automatically provided that you are still are current Centrelink Concession cardholder.

2. For those families who became eligible to receive a Concession or Healthcare card after the 28th February – you will need to submit an application form and a copy of your Centrelink card to the school office by 1st August.

Please contact the school office if you have any queries.

Administration Team
Most people listen to music to feel better, but sometimes it makes us feel worse. Researchers from The University Of Melbourne are asking why certain ways of using music can have a negative impact and when that is more likely to happen.

Year 9 students at 20 schools across Victoria are being asked to fill out a survey about the music they listen to and answer some extra questions about their wellbeing.

Six students from each school will then take part in the second stage of the study. They will either do a music group or a music listening exercise and take the survey again to see if their answers are any different.

The ultimate aim of the research is to help all students answer the question: how healthy is my relationship with music?

A/Professor Katrina Skewes McFerran

Parents, please detach, sign and send back to school with your son or daughter

I consent to my son/daughter ………………………………………………………………………………………… (write first and family name in block letters) taking part in the initial survey conducted by Melbourne University.

Parent to sign …………………………………………………………………………………………………………………

UNIVERSITY of MELBOURNE MUSIC SURVEY
Nossal High School BBQ Area Design Competition

Dear Nossal Students, here is an opportunity for you to exercise your artistic architectural skill and help us to design a BBQ area outside the school canteen. Nossal PFA is coordinating the fundraising, design and build of this area.

For more information, please send me an email at cheong.koo@gmail.com and I shall send you an idea of what we would like to have in the design.

The winning entry will have fame and glory (which money can’t buy) and a paver with your name placed in the BBQ area. Competition closes June 26, 2014 which is at the end of term 2. So sharpen your pencils (mouse) and get cracking.

Kind Regards,
Dr Cheong Koo
Nossal PFA President
cheong.koo@gmail.com

P.S. If you are a parent with design/architecture skills, we could use your skills for the final design of the BBQ area. Can you please contact me if you are happy to volunteer your services?

Many thanks in advance.
Parents and Friends Association

Nossal parents and friends association announce the inaugural trivia night and silent auction

The Nossal PFA Trivia night will be held on 8th August. We’re raising money for a community BBQ area. We seek sponsors for prizes. If your organisation is happy to make a small or big contribution to the trivia night, please contact the Nossal PFA at nossalpfa@gmail.com. Examples include stays at holiday homes, plumbing services, will kits, electrical items, etc.

We’re looking for 3 big-ticket prizes and a range of smaller items to auction, so have a think and see how you can donate.

Donations will be gratefully received closer to the Trivia Night (8th August). If you have any queries, you can contact:
Cheong Koo (President) 0403234698 or
Paula Goldman (Secretary and trivia night co-ordinator) 0438098225.
Dear Parents/Guardians,

The new 2013-2014 Melbourne Entertainment Books are here! We are very excited to be offering you the opportunity to purchase the Entertainment Book this year. This is certain to be a valuable fund-raiser with 20% of each book sold contributing to raising funds for Nossal High School!

The Entertainment Book contains hundreds of exclusive 50% off and 2-for-1 offers from top local restaurants, cafés, take-away chains, attractions, activities and hotel accommodation, such as:

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Purchase your Entertainment Book(s) this week and you will receive over $15,000 in valuable offers that you and your family can use from use, until 1st June 2014. Selling for only $65, you only need to use your book twice throughout the year and it will have paid for itself.

That’s only $1.25 per week and the average family saves over $1,000 with each book they own.

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**Nossal High School-Entertainment Book Order Form**


Child’s Name: (please print) ________________________________ Tutor Group __________

I would like to order: _______ x Melbourne @ $65 each (GST incl.) = _________

_______ x Geelong @ $55 each (GST incl.) = _________

Total amount enclosed = _________

Method of Payment: [ ] Cash  [ ] Visa  [ ] MasterCard

Card Number: ___ ___ ___ / ___ ___ ___ / ___ ___ ___ / ___ ___ ___  Expiry Date: ___ / ___

Cardholder Name: ________________________________

Address: __________________________________________

Best contact number: _______________________________

Signature: ________________________________________

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**Support our fundraising by purchasing the Entertainment™ Membership that suits you!**

Discover hundreds of valuable up to 50% off and 2-for-1 offers for many of the best restaurants, arts, attractions, hotels, travel, shopping and much, much more!

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