



Together we inspire
Together we learn
Together we achieve

YEOVAL CENTRAL SCHOOL

Term 4 Week 10
11 December 2017

At Yeoval Central School we inspire all to be responsible, respectful learners. Working together to achieve and grow.

Congratulations Mackenzie - Gold Medal



A massive 'congratulations' to Mackenzie for her Gold Medal at the World Skills 'Skill Off' for Hospitality last Friday. Mackenzie will now compete at the Nationals next year. Well done to Ben also on his outstanding efforts! Thanks to Miss Freeth and Mrs Doyle from WAP.

Year 10 Work Experience

What a fabulous and exciting week Year 10 had last week with their employers on work experience. I had the pleasure of visiting them all in the work place and learning all about what they have been doing. Congratulation to all Year 10 on a successful week.

Taylee Hall enjoyed working with young children at Cumnock Preschool.

Elle Smith enjoyed her time working with the Rudd's at the Cumnock Store.

Rebekah Vickers kept busy at the Yeoval Hotel assisting with a variety of jobs including cleaning and cooking.

Bridget Smith had a very busy week dividing her time between Wellington Christian School, KidMotion Occupational Therapy and the Cactus Café in Wellington.

Sydney Tremain enjoyed every aspect of working with Cleve at C. Olsen Agencies. She was able to attend and be front and centre at the Dubbo sheep and cattle sale yards.

Isabella Smith enjoyed learning all about the fitness industry at Snap Fitness Dubbo. She was able to join in group fitness classes.

Brian Peacock enjoyed his time at R. Slapp & Co and assisted in the fabrication of shade cloths.

See over for more work experience stories and photos.

Mrs Katrina Corinth

Principal
Mrs Nicole Bliss

Assistant Principal
Mrs Jodie Klein

Secondary Head Teachers
Mr Andrew Jones
Mr James Peter

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P & C President: Mrs Esther Gellert
Secretary: Mrs Renee McClure
Treasurer: Mrs Alison Smith

A Message from the Principal

I am very proud to have led such an amazing school in 2017. **Many thanks** goes to our **staff** for their dedication each and every day and to our **students** who we think are fantastic. Your support over the year has been wonderful. Thanks to all **parents, caregivers and community members** who have played a part in making our year so successful.

Presentation Night showcased our year and with around 400 attendees, most of you got to see it for yourselves. I would like to publically apologise for an oversight on the night. **Josie Lees** received the 'Rueben F Scarf Award' for exhibiting diligence and commitment to her academic studies.

Peppercorns have 'sold out'! Thank you again for purchasing our wonderful yearbook that is subsidised by the school. **Mrs Fiona Hodges** produced an outstanding yearbook again.

Well done to **Year 10** for a great week away at **work experience**. Thanks goes to **Mrs Corinth** for organising and visiting each student.

Our **2018 Year 7 class** was treated to a fun day out with their Year Advisor, **Ms Freeth** last week. It is great to see 100% of YCS students continuing in Year 7 and a further 36% increase from our partner primary schools.

Many thanks goes to **Mr Horley and Ms Freeth** for coordinating the **Primary Industries and Hospitality** assessment days in Peak Hill. I also thank **Mr McAlister and Mrs Doyle** for hosting the day as WAP course coordinators.

Well done to **Mackenzie Tremain and Ben Einhaus** who represented WAP and YCS with **Mrs Doyle and Ms Freeth** at the **Hospitality World Skills competition**. This was the state final and **Mackenzie received GOLD**, what a success! She will compete in the national competition in 2018.

Today our students who chose to save their 'eagles' have been taken to the Dubbo Aquatic Centre and Elston Park for their **PBL celebration day**. Well done to our PBL team and **Mr Horley, Mrs Tremain, Mrs Blatch, Mr Thorne and Mrs Corinth** who have organised and supervised the excursion.

This week we celebrate the **Year 6 class completing primary school!** Well done to **Mrs Blatch** for her organisation and also the **primary staff** who will supervise the primary disco afterwards. Your wonderful P&C are catering and I thank **Mrs Renee McClure** for her leadership of the meal and refreshments.

This week we acknowledge all **students who have achieved 'gold' level** as part of our **merit system**. They will be treated to a **lunch** on Wednesday.

The **UPA residents** will be treated this week with **Christmas Cards and entertainment** at their end of year luncheon. I thank **Mrs Tremain and Mrs Johnson** for organising this.

Your child/ren's **student report** will go home this week. Please take the time to reflect on their learning and prepare for 2018, staff have put in a great deal of hours to prepare these. You can contact us for further feedback if you wish.

Our draft **2018-2020 school plan** is attached to our online newsletter this week. Please read through this and contact me at school or via our school email address to **make comment or suggestions prior to 22 January 2018**.

School resumes for all students on Tuesday 30 January. If I do not see you around town or at the Australia Day celebrations, I look forward to catching up with you once the 2018 school year begins. *We have some great things in store for your children!*

Nicole Bliss
Principal



Year 10 Work Experience



Tim Gellert had a fantastic week at the Parkes radio telescope. He learnt all about astronomy and the current projects being conducted by the CSIRO. He had the opportunity to stand up on the dish itself!



Chris Taylor was kept busy all week working with Kerry Dent for Cabonne Council. He assisted with general maintenance around town as well as maintaining the town oval.



Taylah Armstrong thoroughly enjoyed her week working at the UPA. She assisted with the daily routine and enjoyed entertaining the residents. I am sure she will be missed.



Logan Porch was kept busy all week with Ted Hodges, on their farm. He assisted in a variety of farm work including lamb marking and drafting.



Emma Hoswell-Parsons thoroughly enjoyed her time working with the students at Cumnock Public School.



Will Cox enjoyed a week of hard work with Laidley White assisting with a variety of plumbing jobs throughout the week.

We thank all employers for the experiences our students had.

Thank You!



Carissa Turnbull enjoyed learning a lot at Alkane Resources LTD. She visited current and prospective mine sites and assisted in conducting surface water monitoring.

Student of the Week

Class K/1/2: Bailey Roebuck
Working consistently on all tasks.

Class 3/4: Ebony Shapter
Always trying her best with all tasks.

Class 5/6: Lucy Smith
Always striving to achieve her personal best, eager to improve her skill development.

Class of the Week

Class K/1/2
An awesome performance of 'What I Am' at Presentation Night.

Home Reading Awards

50 Nights:
Cruz Millstead, Carleigh Baker.

100 Nights:
Georgia Morris, Chase Porch.

150 Nights
Lucy Smith.

200 Nights
Lyndsey Tremain.

Mathletics

Congratulations to the following students who received awards this week:

Bronze:
Demi Millstead, Daniel Fuller, Caleb McClure, Joshua McClure, Bradley Fuller, Ethan Scanlan.

Our PBL focus areas for Weeks 6-10 are :

- Look, Listen, Do as asked.
- Personal space, hands off.



Citizenship Awards

For assisting the UPA residents to attend the Yeoval Senior Citizens Christmas dinner and assisted with the serving and clearing of meals:
Micheal Hennock and Skye Cusack.

School Calendar

Term 4, Week 10

11 Dec
PBL Celebration Day

12 Dec
Year 6 Farewell and Disco

13 Dec
Christmas card writing—UPA

15 Dec
YCS Band entertainment,
UPA Christmas lunch
Whole school pool activity day
End of term 11.30am
(Buses will pick up from pool)

Term 1 2018, Week 1

30 Jan
School resumes - all students

Assessment Calendar

Term 4, Week 10

Year 12
Mathematics General 1
Mathematics General 2
Work Studies

Reminder Library Books/ Lost Property

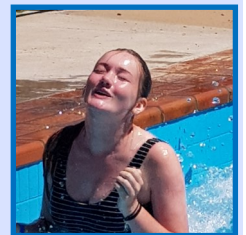


As we are nearing the end of the year, it is time again to collect any missing items from the lost property basket on the library verandah and also start returning your library books / resources to Mrs Gavin.

End of Year Pool Activity

- Friday 15th December.
- Leaving school (to walk to pool) at 12 noon.
- Buses will pick up students from the pool at the conclusion of the day.
- \$1 pool entry unless you hold a season ticket.
- Students can wear mufti clothes.
- Bring swimmers, rash top, sunscreen, hat, lunch and plenty of water.
- Notes due back ASAP. Please return both pages of the note, signed in all the necessary places.

PBL Celebration Day 'happy snaps'



School plan 2018-2020

Yeoval Central School 3555



School background 2018–2020

School vision statement

At Yeoval Central School, we inspire all to be responsible, respectful learners. Working together to achieve and grow.

- Together we INSPIRE
- Together we LEARN
- Together we ACHIEVE

School context

Yeoval Central School is a comprehensive school with XXX enrolments from K–12, XXX% identify as Aboriginal. Our values of respect, responsibility and cooperation permeate throughout our school. Yeoval Central School's vision is to inspire all to be responsible, respectful learners, working together to achieve and grow.

Our students bring with them a respect and understanding of their diverse backgrounds. They demonstrate high expectations of themselves and their peers both academically and socially. Tolerance, resilience and an appreciation of their opportunities underpins student behaviour and achievements.

We have a diverse, committed and stable staffing mix who are dedicated to all students. They give their personal best to ensure all students learn and are committed to their own learning.

We collaborate with other schools to enhance our curriculum offerings, sharing students and expert teachers in Stage 6 with Peak Hill, Tottenham, Trangie, Trundle and Tullamore Central Schools as part of the Western Access Program. School-based apprenticeships and traineeships have had proven success with students completing Year 12. Languages such as Wiradjuri and Stage 5 electives are extensive for a small school, providing our rural students with a diverse curriculum. Our expectations of learning and behaviour are high, ensuring all students achieve. Students will each have an individualised learning plan developed collaboratively with their families and support staff. These include the year advisor, transition advisor, youth worker, learning and support teacher and school counsellor. Teachers are supported by instructional leaders in technology, literacy, numeracy and evidenced-based practices.

Being a K–12 school, students experience a nurturing yet future-focused learning environment where emphasis is placed on literacy, numeracy and mastering employability skills. Our transition program is supported by our transition

School planning process

Yeoval Central School involved all students, staff, P&C and community members to create our new school vision. Community consensus was sought after a period of three months to gauge our commitment to the new vision statement. Members of teaching and non-teaching staff, students, parents and community members were involved in two workshops to develop the strategic directions and 5Ps. The Learning Inspiration Team (LIT) created the school plan based on these workshops and the milestones for 2018. The draft school plan was shared with all the key stakeholders of the school community for feedback prior to 2018.

School background 2018–2020

School vision statement

School context

advisor who works individually with students from pre2post school. Transition points occur at preschool into Kindergarten, Year 6 into Year 7, Year 10 into Year 11 and Year 12 to post–school. We provide social and emotional support through our Wellbeing Model encompassing resilience training and positive behaviour for learning (PBL).

Our varied extra–curricular activities give students breadth of exposure to sport, fitness, music, agriculture, community service performing arts, hospitality, public speaking and leadership.

We have strong community partnerships creating dynamic opportunities for engaging with our preschool, aged care facility, PCYC, local farmers and business owners. Our school is a satellite host for a martial arts centre, providing opportunities for students and community members to engage in sport.

Our excellent facilities include an upgraded administration area, large primary classrooms, trade training centre for metal and engineering, commercial kitchen bay, gym, agricultural farm and large playgrounds with fixed play equipment. Our learning centre encompasses a flexible learning space adapted to meet the needs of creative and critical thinkers. We have a robust wireless network and students support the BYOD (bring your own device) program, using collaborative learning tools to complement their learning.

We are proud of all learning occurring within and outside of the classroom for all staff and students at Yeoval Central School, working together to inspire, learn and achieve.

School planning process

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Learning for the future

Purpose:

To provide a holistic approach to the delivery of quality learning experiences that are focused and differentiated to develop confident, creative, collaborative and self-directed learners for a complex and dynamic future.



**STRATEGIC
DIRECTION 2**
Inspirational leaders

Purpose:

Inspirational leaders utilise current educational research to create a challenging and holistic learning environment. They meaningfully engage with the school community establishing strong and productive relationships, which impacts positively upon student outcomes.



**STRATEGIC
DIRECTION 3**
Innovative connections

Purpose:

To build real world connections that develop future citizens with meaningful relationships, which are culturally and socially sustainable. Through positive risk taking these relationships will foster resilience, employability skills and personal values.

Strategic Direction 1: Learning for the future

Purpose

To provide a holistic approach to the delivery of quality learning experiences that are focused and differentiated to develop confident, creative, collaborative and self-directed learners for a complex and dynamic future.

Improvement Measures

All teachers are using evidence-based teaching strategies and analyse their students assessment data to inform and improve practice.

Every student has a working Learning Map linked to their goals that have been developed collaboratively with key staff and their families.

Every student achieves at least a year's worth of growth for a year's worth of learning.

People

Students

- are reflective learners who can be coached in achieving their learning goals
- practice being self-reflective, aspirational and informed

Staff

- are aware of educating the individual as well as the collective
- appreciate the value of the assessment data, use of strategies to enable all students to learn
- become skilled and confident users of a variety of assessment data

Leaders

- have a deep understanding of evidence-based strategies for

Parents/Carers

- have an understanding of the learning maps process for their children
- become informed about the changing nature of education to better prepare their children for a dynamic future

Processes

1. Students engage in ongoing self-reflection with their parents and teachers to build learning goals tailored to meet their individual needs.
2. Expand the variety of modes of delivery to increase the literacy and numeracy skills base in students that enable enrichment and improvement.
3. Ensure that all learning experiences are flexible, conducive to collaborative learning and inviting. The external entry area should made to be engaging, evolving and attractive.

Evaluation Plan

- PDP timeline includes feedback on effectiveness of strategies, reflection and use of data in programs.
- analysis of surveys, internal assessment data, attendance, TTFM, NAPLAN, PAT, ACER School Life questionnaire, PLAN2.

Practices and Products

Practices

Teachers will provide creative, innovative and cross-curricula opportunities.

Whole school approach to utilising What Works Best to Improve student outcomes, with priority given to evidence-based teaching strategies.

Individualised student Learning Maps which include literacy and numeracy, learning styles and future goals.

Products

Teaching and learning programs are dynamic, include evidence-based strategies, show evidence of reflection, and use of student assessment data.

Effective implementation of quality feedback for both staff and students.

Students experiencing explicit, differentiated teaching.

Students demonstrate skills for greater employability.

Strategic Direction 2: Inspirational leaders

Purpose

Inspirational leaders utilise current educational research to create a challenging and holistic learning environment. They meaningfully engage with the school community establishing strong and productive relationships, which impacts positively upon student outcomes.

Improvement Measures

All teachers are maintaining their accreditation. Their PDPs reflect the standards and areas for development and continual improvement.

Professional learning is contemporary and relevant and has a measurable impact on changed practice.

Increase the number of staff and students involved in leadership opportunities.

People

Students

- work collaboratively with staff to engage in activities that support their wellbeing
- students engage in meaningful discussions regarding improving our school

Staff

- maintain professional accreditation and value the standards as part of our profession
- engage in professional learning to achieve the school's strategic directions
- become instructional leaders to sustain the school culture of ongoing improvement

Leaders

- work with staff to create meaningful professional learning opportunities that allow staff to reach their PDP goals and maintain accreditation

Processes

1. Build the wellbeing capacity of students that allows all students to connect, thrive and succeed.
2. Build the professional capacity of all staff to achieve the strategic directions.

Evaluation Plan

- TTFM surveys
- attendance data
- internal surveys

Practices and Products

Practices

Educational leaders have a positive impact on teaching, learning and wellbeing.

Whole school culture is strongly focused on learning and ongoing improvement.

Strategic and planned leadership to support the wellbeing of students who connect, succeed, thrive and learn.

Instructional leadership becomes sustainable and focuses on every student making measurable improvement.

Products

Strategic implementation of our wellbeing model. Staff understand and work towards developing the 'whole' child.

All members of our school will be resilient and have ownership of our future success.

All teachers take personal responsibility for maintaining and developing their professional standards.

Professional learning is aligned with the school plan and it's impact is evaluated.

Strategic Direction 3: Innovative connections

Purpose

To build real world connections that develop future citizens with meaningful relationships, which are culturally and socially sustainable. Through positive risk taking these relationships will foster resilience, employability skills and personal values.

Improvement Measures

All students have a post-school transition plan.

Positive feedback from community about our practices and improved parent/caregiver involvement.

People

Students

- engage in post-school transition planning
- understand that opportunities may be presented to them where risks are needed to expand their skills and employability

Staff

- learn about opportunities available to students
- become skilled in communication practices to engage our families and community

Leaders

Provide opportunities for stakeholders to engage with the school and community to build the capacity and development of students.

Parents/Carers

- give accurate and timely feedback when requested

Community Partners

- support our school by providing opportunities to prepare our students for post-school

Processes

1. Track students post-school in order to build ongoing connections with industry, business and the tertiary sector and to gather evidence about our current programs.
2. Institute regular and meaningful community consultation and engaging and diverse snapshots of school life.
3. Create real-world connections for students and teachers that are new, challenging and sustainable.

Evaluation Plan

- internal surveys
- focus groups
- TTFM

Practices and Products

Practices

- Pre2post school transition planning for all students.
- Use of industry experts and exemplar environments to create positive connections that broaden staff and student learning.
- Using engaging communication practices to connect with our families and our community.

Products

- Sustainable student mentoring program that enables them to seek pathways post-school including their role and place in the community.
- The school community is informed and supports learning for all students.
- Teachers are implementing best practice and YCS is recognised for its positive impact on learning progress, effective practice and continuous improvement.

Supporting your young person during the holidays



Holidays can take students away from friends and their usual school supports.

Changes to routine can cause some young people to feel stressed, isolated and alone. Parent support is very important at this time.

Below is some information to help you support young people to stay in a healthy headspace in school holidays. There is also some information that may help you to identify when your young person might need some extra support and where to go for help.

There are a number of ways you can support your young person's mental health and wellbeing in the holidays:

1. Encourage them to stay connected

Social relationships are important to your young person's general wellbeing.

It is okay if they take time out for themselves at times, but encourage them to keep in contact with friends over the holidays. Friends can provide both play and support, and spending time with friends is also important for keeping and building on existing friendships.

If your young person is not feeling up to going out, even a phone call, email, text message or Facebook message can help them to feel connected to friends and family.

2. Encourage them to stay involved

Encourage involvement with volunteer work, hobbies, clubs or committees, or sports – these can help young people feel connected to their wider community. Participate with them when you can.

Involve them in decisions and give them responsibility at home (e.g. deciding what to eat for dinner and helping to prepare it).

Help them to identify and set realistic goals. Setting and achieving realistic goals can be incredibly motivating and can help build self-confidence.

3. Encourage physical activity

Physical activity is important for everyone's health and wellbeing. If your young person is feeling down or finding things are difficult, physical activity may be the last thing they feel like doing. But even small activities, like walking around the block, can help relieve stress and frustration, provide a good distraction from worrying thoughts, improve concentration and improve mood.

If your young person is struggling to get active, find a physical activity that you both enjoy and can do together (e.g. swimming, playing sports with friends or cycling) and make a plan to do it regularly.

4. Encourage a regular routine

Getting a good night's sleep helps young people to feel energised, focused and motivated.

Adolescence is a time when a number of changes to the "body clock" impact on sleeping patterns and young people are more likely to have problems with sleep. Developing a sleeping routine can help. Encourage your young person to

wake up around the same time each day, get out of bed when they wake up, and go to bed around the same time each night.

Avoiding caffeine after lunchtime, having a quiet, dark and uncluttered bedroom and shutting down electronic devices before bed can also help them to get a good night's sleep.

5. Encourage healthy eating habits

Eating well doesn't only reduce the risk of physical health problems, like heart disease and diabetes, but it can also help with sleeping patterns, energy levels, mood, and general health and wellbeing.

A good balanced diet with less junk food/ lots of sugars and more veggies, fruit, whole grains and plenty of water will ensure your young person has all of the vitamins and minerals to help their body and brain function well.

6. Encourage play!

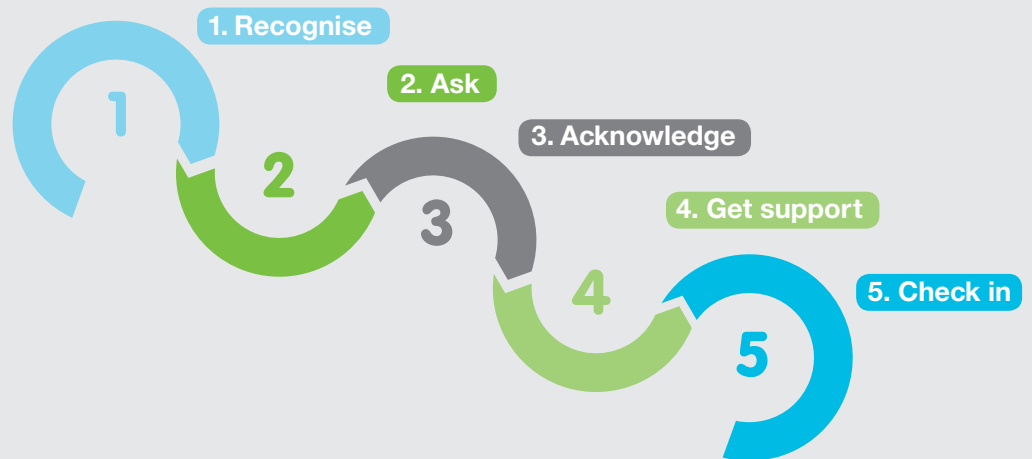
Devoting time to just having fun can help to recharge your young person's battery, revitalise their social networks and reduce stress and anxiety.

Supporting your young person during the holidays



Tips to help you support your young person

- 1 **Recognise** their distress or concerning behaviour
- 2 **Ask** them about it (e.g. "I've noticed you seem to be sad a lot at the moment.")
- 3 **Acknowledge** their feelings (e.g. "That seems like a really hard place to be in/I can understand why you are upset about that.")
- 4 **Get appropriate support** and encourage healthy coping strategies (e.g. "Do you need some help to handle this?")
- 5 **Check in** a short time afterwards to see how they are going



Signs that may suggest that your young person is struggling

It is normal for young people to have ups and downs. However changes in mood, levels of participation and thinking patterns which persist for more than a couple of weeks may indicate that your young person needs extra support.

Changes in mood include:

- Being irritable or angry with friends or family for no apparent reason
- Feeling tense, restless, stressed or worried
- Crying for no apparent reason, feeling sad or down for long periods of time

Changes in activity include:

- Not enjoying or not wanting to be involved in things they would normally enjoy
- Being involved in risky behaviour they would normally avoid
- Unusual sleeping or eating habits

Changes in thinking include:

- Having a lot of negative thoughts
- Expressing distorted thoughts about themselves and the world (e.g. everything seeming bad and pointless).

If you believe that your young person is at risk of harm you should seek professional support from your GP, mental health service or emergency department.

Support service options

- **headspace** centres provide support, information and advice to young people aged 12 to 25 – headspace.org.au
- **eheadspace** provides online counselling and telephone support to young people aged 12 to 25 – eheadspace.org.au 1800 650 890
- **Kids Helpline** is a 24-hour telephone and online counselling service for young people aged 5 to 25 – kidshelpline.com.au 1800 55 1800
- **Lifeline** is a 24-hour telephone counselling service – lifeline.org.au 13 11 14
- **Parentline** 1300 301 300
- **ReachOut.com** for information about well-being.

For more information on suicide or support and assistance visit headspace.org.au/schoolsupport or headspace.org.au

Please refer to the **headspace** School Support *Suicide Postvention Toolkit – A Guide for Secondary Schools* for further guidance.



Office
of Sport

Fact sheet: Active Kids Rebate program ^[1]

What is the Active Kids Rebate program?

The NSW Government will provide a rebate through a voucher system to parents/guardians of school enrolled children. The \$100 voucher can be used for registration and participation costs for sport and fitness activities.

The initiative will reduce the barriers to participation and help change the physical activity behaviours of children and young people in NSW.

The majority of children and adolescents in NSW are not meeting the daily recommended levels of physical activity. In 2015, more than 1 in 5 children in NSW was overweight or obese.

Who is eligible to claim the voucher?

Every family in NSW with a child enrolled in school from Kindergarten to year 12 will be eligible for the Active Kids Rebate.

It will not be means tested and one voucher will be available for every child in the family annually over the next four years.

There will be no limits on the number of applications per family, as long as every child is enrolled in school.

What can the voucher be used for?

The voucher can be used for registration or membership fees for after-school, weekend sport and structured physical activity programs, including swimming lessons, from a wide range of providers.

The vouchers will be redeemable through approved sport, fitness and physical activity providers upon registration.

Who will administer the program?

The Office of Sport will work in partnership with Treasury and Service NSW to implement the systems required to enable families to access their voucher through an on-line process.

The Office of Sport will work closely with approved sport, fitness and physical activity providers to support the largely volunteer workforce in implementing streamlined systems to allow users to redeem their vouchers upon registration.

When will the program be introduced?

From January 2018 families will be able to claim their voucher/s online from the NSW Government.

Where can I find more information?

Applications will be facilitated by the Office of Sport. More information will be available on the website as the program details are further developed www.sport.nsw.gov.au/activekids [2]