

## PRINCIPAL'S REPORT

Dear Parents, Carers and Students

It has been a busy start to term and it is pleasing to see students engaging with excursions and sporting events as the Covid-19 restrictions have changed.

Our Year 9 students have been involved in an online career initiative which will support further discussions around their course selections for 2023.

The College held an Open Day yesterday and it was great to welcome interested families as they took tours and gathered information about the courses and offerings the college provides.

Tomorrow, we will be holding the opening of the Defence Memorial Garden.

This garden has been a partnership with our school, VCAL students and the Australian Defence Force. Students have designed the garden, produced the tin poppies

and signs so that we always have a focus for reflection in regard to those who serve, have served and may have made the supreme sacrifice.



My thanks to the staff and parents who have organised a wonderful gift stall for our students tomorrow. To all mothers and special carers in the lives of our students, I wish you a memorable and happy 'Mothers' Day'.

**Gail Hardman - Executive Principal**

## INVITATION

Dear Parents and Carers,  
You are invited  
to

learn how to hear your child read and hear about how you can be part of Seymour College's volunteer reading program

**Thursday 19 May**  
**9 am to 9.30 am**

Multi-purpose room, Seymour Family and Children's Centre  
Stewart Street  
Seymour

## IMPORTANT DATES

### Friday 6 May

Mothers Day Stall  
Primary & Inclusive Ed

### Tuesday 10 May

Secondary Cross Country

### Tuesday 24 May

Secondary Round Robin

### Wednesday 25 May

Business Management  
excursion  
Year 12

### Thursday 26 May

La Trobe Uni Expo  
Year 12

### Friday 27 May

Port of Echuca Excursion  
Years 5 & 6

ACK Careers Expo  
Years 10 & 11

### Friday 10 June

Professional Practice Day  
No Scheduled Classes

### Thursday 23 June

Last Day Term 2

### Friday 24 June

Curriculum Day  
Pupil Free

**OFFICE HOURS:** 8am - 4:30pm Monday - Friday

**ADDRESS:** 29-47 Stewart Street, Seymour.

**PHONE:** 03 5771 1300

**EMAIL ADDRESS:** seymour.co@education.vic.gov.au **WEBSITE:** www.seymourcollege.vic.edu.au

# Stars of the Week



## Times Table Champions

# From the Health Centre

Flu vaccinations are available to all secondary students from Doctors in Schools.

**When:** TUESDAYS during Term 2 from 930 am – 1200 pm

**Cost:** \$20.00 cash on the day.

This payment is to the Seymour Medical Clinic.

Please make a booking at the Health Centre.



Brooke Wessels - School Nurse

School Wide Positive Behaviour Support

Current Focus

I always walk calmly & quietly inside.



### CAMPS, SPORTS & EXCURSION FUNDING (CSEF)

If you hold a valid means-tested concession card or temporary foster parent card you may be eligible for the **CSEF**.

Contact the General Office for more information.

Seymour College acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the land and acknowledges and pays respect to their elders, past and present.



# VCAL

## Grand Prix

On April 7<sup>th</sup> (last Thursday of term) the Year 11 and 12 VCAL classes went to the Grand Prix. It supported our road safety topic of Term 1 and students were able to see and interview people in a vast majority of careers they hadn't thought of before. They also got to see what it takes to set up an event on such a big scale, giving them tips and advice for when we hold our own events. The VCAL students had an amazing experience and even those who didn't have an interest, do now!



**Lisa Macheras and Leanne Hayek - VCAL Teachers**

# Careers

Harrison May is a Year 12 VCE student who has just commenced a school based apprenticeship in Commercial Heavy Vehicle with L & J Diesel & 4X4 in Murchison. Harrison was doing work placement one day per week and realized this was his career of choice, but at the same time, he wanted to complete his Year 12 VCE. Employer, Luke Williams, was extremely supportive of Harrison's wish to complete his VCE but also saw Harrison's potential and wanted to offer him an apprenticeship. A meeting was arranged with Rick Hager who explained the Headstart process and how it allowed the opportunity for Harrison to commence a school based apprenticeship as well as complete his Year 12. Harrison will now have a busy 2022 with his VCE studies, his apprenticeship and attending trade school. However, working hard is something Harrison is used to.

**Rick Hager - Head Start Co-Ordinator**



## 2022 NAPLAN Testing

The National Assessment Program - Literacy And Numeracy (NAPLAN) is a set of tests undertaken by all students in Years 3, 5, 7 and 9 across Australia each year in the month of May. Students will be undertaking Writing, Reading, Language Conventions and Numeracy assessments.

This year NAPLAN will be held online for all schools with the exception of the Year 3 Writing test which will be paper and pencil.

As these tests are now online, the testing window has been expanded to a two week period from Tuesday 10<sup>th</sup> May through until 20<sup>th</sup> May. This will include catch up sessions for absent students.

The aim of NAPLAN assessments is to highlight the educational developments that students make over the course of their time at both Primary and Secondary School.

NAPLAN is not a pass or fail style of test, but rather it demonstrates how individual student's Numeracy and Literacy skills are progressing, against national standards for all Australian children. The results of this testing provides information for students, parents and teachers, which is used to improve student achievement.

If you have any questions regarding the NAPLAN tests please feel free to contact the school on 57711300.

**Sue Watson - Assistant Principal (Curriculum, Assessment and Reporting)**

# F/2D News

Students in F2D have been exploring the many ways we commemorate Anzac Day. On Wednesday, we were lucky enough to bake and enjoy some traditional Anzac Biscuits. Students helped with measuring, rolling and reading the recipe. The delicious aroma from the kitchen had everyone keen to try one!

Mrs. Doyle - F2D teacher



The students have also been learning about and using informal measurement. This week, we used connector blocks to measure the length of objects in and around our classroom. Students were able to estimate how many blocks long these items would be before checking their answers.

Mrs Doyle - F2D Teacher

## Dignity and Respect

The Department of Education and Training is committed to providing safe and supportive environments where diversity is valued and everyone is treated with respect, fairness and dignity.



# Inclusive Education



Connecting with our community is an important part of learning. Students develop communication skills, build relationships across groups, and increase independence and confidence. After two years of COVID lock downs we are excited to meet members of our local community (with COVID safety precautions).

Our junior students have had a visit from the Police; students had the opportunity to sit in a patrol car, try on the police vest and ask questions. Several students have been attending RDA (Riding for the Disabled) each fortnight; we send thanks to the wonderful volunteers. Our secondary junior class continue swimming lessons and water safety at Seymour Aquatic Centre. A 'friendship circle' has been meeting every Wednesday to make



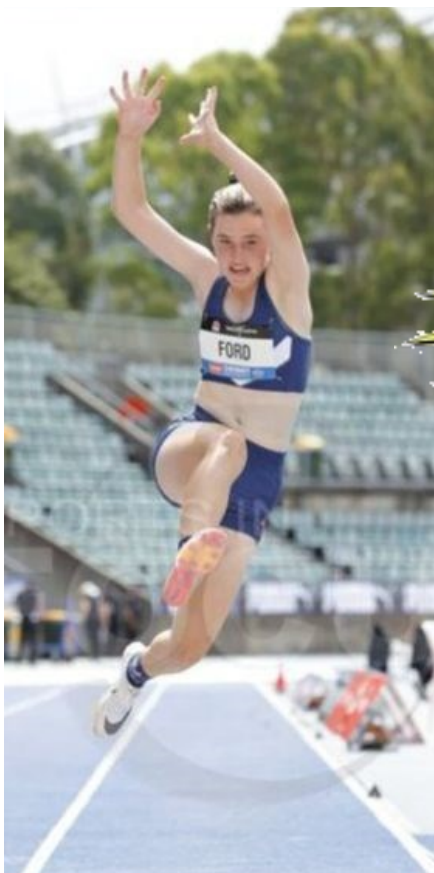
connections and meet new people; this week the students will make cards for their special people. Our Inclusive Education students attend lunch time activities with their mainstream peers, including Dance, Chess Club, Sport activities and Craft groups.



If you have a Working With Children's Check and would like to volunteer to read or support in some way, please call the office on 57711300. If you are worried about knowing what to do, Mr Hardman will provide training.



**Racheal Broughton - Assistant Principal (Inclusive Education)**



Renee Ford finished seventh in the Australian Track and Field Championships in Sydney on March 28th.

She was a little disappointed but, seventh in the whole country is awesome.

Well done Renee!!





# SEYMOUR COLLEGE PARENTS & FRIENDS ASSOCIATION

## EASTER FUNDRAISER

*Seymour College Parents & Friends would like to thank everyone who participated and contributed towards our successful 2022 Easter Fundraiser and Easter Hat Parade. We received many generous donations which are greatly valued in our efforts to raise funds for school projects which assist our Students College wide.*



## OUR MAJOR SPONSORS

*Coles - Seymour*

*Sue Bridges*

*Bakers Delight - Seymour*

## Puppetry After School in Seymour

**FREE**

### Term Two

Puppet making lab.  
Design and make a professional puppet.



### Term Three

Puppetry explorations.  
Explore different forms of puppetry.



### Term Four

Showcase.  
Write, design, create and rehearse for the end of year showcase.



Limited places.  
Express your interest now.

Wednesdays  
4.00pm - 5.00pm

Our Place  
29 Stewart Street  
SEYMOUR 3660

<https://www.facebook.com/jasontriggspuppeteer>



positive partnerships

Working together to support school-aged students on the autism spectrum

## VIC PARENT/CARER ONLINE WORKSHOP



Join us for an online workshop where you will have the opportunity to listen, share and learn with parents and carers who support young people on the autism spectrum, from across Victoria.

This online workshop is 4 short sessions spread over 4 days. We encourage you to attend all 4 valuable sessions. It is for parents, full-time carers and grandparents.

During the online workshops, we will cover four topics:

- diversity of autism
- understanding sensory processing
- understanding behaviour
- working together with your child's school.

Location:  
via zoom online

Dates & Times (AEST):

Diversity of Autism Monday 9 May 2022 7:00 PM - 8:30 PM	Sensory Processing Monday 16 May, 2022 7:00 PM - 8:30 PM
Understanding Behaviour Monday 23 May, 2022 7:00 PM - 8:30 PM	Working Together Monday 30 May, 2022 7:00 PM - 8:30 PM



For more information and to register, visit [www.positivepartnerships.com.au](http://www.positivepartnerships.com.au) or contact Jessica Feary [jfeary@positivepartnerships.com.au](mailto:jfeary@positivepartnerships.com.au)



**Free entry! – Basic Snacks for sale.**



@ Seymour Uniting Church, 11-13 Crawford St.

**Saturday 14<sup>th</sup> May!**



**Enjoy our comfy chairs  
Or BYO bean bag/cushions**

**Doors open 6:30pm for 7pm start.**

**More info:**

Facebook: Seymour Avenel/Nagambie Uniting Church

<https://fb.me/e/2Bwn7x4mR>

Community Outreach Worker Michael: 0458 742 362



Seymour Uniting Church Serving our community.





IGNITE A PASSION  
FOR THE GAME!

[play.afl/auskick](https://play.afl/auskick)





NAB AFL Auskick is one of the best, first experiences kids aged 5-12 will have learning Australian Football.

In weekly sessions, Auskickers and their families will run, jump, kick, laugh and create their own special moments playing footy.

No matter their skill level, ability or knowledge of the game, Auskick is for everyone!

## Registration is this simple!

1

**WWW.**

Visit  
**play.afl**

2



Select  
'Where to play'

3



Enter your  
suburb

4

**REGISTER**

Find your local  
club and register!

**play.afl/auskick**

# The 10 Best Evidence Based Study Tips

 [evidencebasedteaching.org.au/the-10-best-evidence-based-study-tips/](http://evidencebasedteaching.org.au/the-10-best-evidence-based-study-tips/)

Shaun Killian

5/14/2015



There is no doubt that studying helps students to excel at school. John Hattie found that ***teaching students how to study*** ( $d=0.59$ ) had:

- More than double the impact on students' results than *homework*
- Nearly triple the impact of strategies such as *teaching test-taking*, and initiatives such as *charter schools*

Put another way, encouraging your students to study while providing your students with study tips can help improve their marks from a:

- D to a C
- C to a B
- B to an A

Sadly, many students don't study and others are not shown how to study effectively.

Not only should you teach your students how to study; you must show them how to study well. Common strategies such as finding a quiet space and rereading materials may be helpful, but research shows that they are not enough. Furthermore, there are some popular strategies, such as highlighting, which seem to have very little impact at all.

What should you do?

You can start by teaching these 10 evidence-based study tips.



# **Our Top 10 Study Tips**

## **PUTTING OFF PLEASURE**

The first of our study tips is more about good habits than schoolwork per se.

One of the hardest, but most important aspects of studying is actually finding the time to do it and do it regularly.

You need to teach your students the value of self-control and delayed gratification. They need to put off those things they want to (play, TV, sports, etc.) until after they have completed their daily study.

## **VISUALIZATION**

Elite athletes and sports psychologists will tell you that visualization helps them to succeed – but only if it is done the right way.

You need to teach your students to visualize two different things.

The first involves visualizing themselves achieving their goal (e.g. achieving a B in Mathematics on their next report card). Tell them to add details to the picture (e.g. where are they when they open their report card, how do they feel, how do their parents feel).

The second involves visualizing themselves doing the hard yards to get there. Tell them to picture specific examples of how they put off particular pleasures and persisted even when they didn't want to.

## **RE-READING**

Re-reading involves going over material covered again, often by independently rereading material in a textbook, on handouts or in the student's own notes.

Re-reading is one of our more controversial study tips because there are certain caveats in what researchers have learned. Research shows that rereading material once doubles what students retain, while re-reading it a second time increases retention by the same again. However, John Dunlosky led a research team that found that repeatedly reading material more than twice led to no further increases in retention. Re-reading works, but re-reading over and over again is a waste of time that could be spent in better ways.

## **NOTE TAKING**

It also helps students if they take notes while re-reading the material. A student who takes notes typically achieves 22 percentile points higher than a similar student who doesn't.

Note taking has an even larger impact when students recall the material to make their notes (as opposed to looking at the textbook while doing so). They then check the accuracy of their attempt against the original text and repeat the process until they can recall the material.

## **REHEARSING**

There will be information that students must know and be able to recall. Rehearsing can help them. Put simply, rehearsing involves going over information again and again until you remember it.

Students will get more out of their rehearsals if they remove distractions (e.g. music, TV) and focus fully on the task at hand. It also helps to recite the material out loud and to chunk bits of information together.

If students need to rehearse large amounts of information (e.g. lines for a play), they should start by rehearsing just

the first bit. Once they have that right, they rehearse the first and second bit. Then, they keep building on from there.

## CONNECTING INFORMATION

Students learn pieces of information, yet they develop understanding when they start connecting those pieces of information together in different ways.

One easy way that students can do this is through using graphic organisers (be they pre-made, or drawn freely). These include Venn diagrams (comparisons), sequences (cause-effect, series of steps), mind maps (hierarchical classification), concept maps (a combination of different connections) and more.

## PRACTICING

There is a reason why people say practice makes perfect – because it's true.

Students who regularly practice the things they have to be able to do typically achieve 26 percentile points higher than similar students who don't.

For this study tip to be even more effective, students need to continue practising everything they have learned to do by mixing in random questions from past materials.

They also need feedback on their efforts; otherwise they may end up internalising the wrong thing. Most of the time, this can be as simple as checking the answers in the back of the book. However, if a student doesn't understand why they got something wrong, they need to know it's okay to come to you for help.

## SELF-VERBALISING

Self-verbalising involves students in stating the steps they need to follow in order to complete a set task. They can say the steps to themselves or whisper them aloud.

This strategy helps students remember the steps involved in a task, such as *adding common fractions* or doubling the last letter before *adding –ing*.

Students can self-verbalise at any time (i.e. as part of rehearsal), but they are specifically encouraged to self-verbalise while completing the task itself.

## JUSTIFYING

Justifying involves explaining why a given statement is true. For example, after teaching students about different types of mixtures, you may state that milk is neither a solution nor a suspension. You then ask your students to use what you have taught them to explain why this is so.

You can use this across subject areas. 2.47 is not an integer. Why? The word *misspell* has a double s. Why? The Neolithic era is often called the *new Stone Age*. Why? After looking at the periodic table, you know that a sodium atom has 12 neutrons. How?

## PRACTICE TESTING

Practice testing involves any form testing where the results are used solely to help students learn rather than to make judgments about students' achievement.

Practice tests can involve completing review questions at the end of a chapter or having a study partner ask you questions with the textbook in their hands.

Practice testing involves students in retrieving needed information, which strengthens the neural pathways that



make future retrieval easier (much like how repeatedly walking the same path through long grass forms a pathway that makes subsequent walks easier). Therefore, getting questions right on a practice test increases the odds of getting similar questions right on the real test.

Practice testing also leads students to revisit and relearn – any material they got wrong.

Collectively, these study tips can help your students to achieve measurably higher results in a wide range of subjects.

Therefore, it worth teaching these study tips to your students.

However, as John Hattie noted, students perform better when their own teacher helps them to learn and apply these study tips within different subjects. Teaching students how to study cannot be done in isolation, with no involvement from the students' actual teachers.

That said, it worth schools developing a consistent terminology for study tips across the school. Different people may refer to specific strategies by different names (e.g. some people refer to *connecting information* as *rearranging material* or just *using graphic organizers*, while other people refer to *justifying* as *elaborative interrogation*). Having some consistent terminology will help your students to connect the advice that different teachers may give them.

## Bibliography

Beesley, A. D., & Apthorp, H. S. (2010). *Classroom Instruction That Works, 2nd Ed.: Research Report*. Denver: McRel.

Crespi, T. D., & Bieu, R. P. (2005). Study Skills. In S. W. Lee (Ed.), *Encyclopedia of School Psychology* (pp. 539-543). Thousand Oaks: Sage.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). [Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive & Educational Psychology](#). *Psychological Science In The Public Interest*, 14(1), 4-58.

Hattie, J. (2013). *Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement*. Routledge.

Purdie, N., & Hattie, J. (1999). The Relationship Between Study Skills & Learning Outcomes. *Australian Journal of Education*, 43(1), 72-86.



## NDIS Victorian Pathway to Post School Life

**A session for young people in Years 9-12 and people who support them**

The National Disability Insurance Agency would like to invite Victorian students living with disability in Years 9 -12, their parents, carers and education professionals, to attend a virtual information session about building skills and paving a pathway to post-school life.

We'll discuss a range of NDIS-funded supports and other assistance to help young people build skills to prepare for their transition, and support them in achieving employment and other goals, post-school.

Information provided at this session will help you learn more about the supports for post school life. You can also ask questions about what the opportunities and supports available for participants, but we won't be discussing personal details in this public event.

This session will be delivered via video-conference using Microsoft Teams. Registrations will close three business days before the event. Two business days prior to the event, details to join the session will be sent from [events@ndis.gov.au](mailto:events@ndis.gov.au) to the email address you provide at registration, so please ensure your registered email address is accurately captured to receive these details.

For any enquiries regarding this session, please contact [events@ndis.gov.au](mailto:events@ndis.gov.au) and include the session name in the subject line.

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### Where:

Virtual Information Sessions delivered via Microsoft Teams

### Date and Times:

Tuesday, 17 May 2022	7.00pm – 8.30pm (AEST)
Thursday, 26 May 2022	7.00pm – 8.30pm (AEST)
Monday, 17 October 2022	7.00pm – 8.30pm (AEDT)
Tuesday 25 October 2022	7.00pm - 8.30pm (AEDT)

### Register:

Please register using the link below via Eventbrite;

[NDIS Victorian Pathway to Post School Life](#)

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**Additional information:** Accessibility is important to us and we'll always do our best to support accessibility needs. If you have accessibility requirements, please let us know when you register. Please note, service providers can require up to five (5) business days' notice for bookings.