The first three weeks of this term have been extremely busy. As part of our transition program for 2014, the College held its ‘Discovery Night’ last Wednesday evening. While the evening is designed to provide prospective students and their parents with a chance to talk to teachers, view programs and facilities; it also gives us an opportunity to demonstrate what is happening at Echuca College. It was great to see so many attend the evening given the cooler weather. There were many questions asked about our programs, College curriculum and extra curricula areas in the Performing and Visual Arts, Technology and Physical Education/Health and Outdoor Education also attracted a lot of interest. The introduction of the National Curriculum in 2013 has highlighted the importance of History, Geography and Commerce subjects in our students’ development and at Discovery Night our Humanities Domain provided students and parents with a great insight as to how these subjects are taught across years 7-12. Echuca College has a strong LOTE (Indonesian) program with students studying LOTE through to Year 12. Our LOTE teachers and students studying LOTE demonstrated lessons and activities used in the teaching of LOTE as part of their provision of information to our community on the evening. While the study of English is a given and literacy development the responsibility of all areas of study at Echuca College, students and parents were also provided with an outline of the study of English across years 7-12. Students in Mathematics demonstrated the use of 21st Technologies in the maths classroom, using devices they are comfortable with to develop their mathematical skills. Importantly our Discovery Night was supported by our students, many of whom have worked over the last few weeks to prepare displays and activities that helped prospective students to have a better understanding of what Echuca College has to offer. We are very proud of our student leaders and clearly the pride in the College was obvious as they led their parent tours around the College.

Those who couldn’t attend our Discovery Night can contact the College at any time to arrange an appointment to visit our College or we can arrange to have an information package sent out to you. Our main orientation program will start in June/July, providing prospective students and their parents with another opportunity to visit our school. Echuca College takes pride in the fact that we are Echuca’s College and that we allow families the time to make one of the most important decisions in their child’s life. At this stage of the year, we would like families to consider Echuca College as their best option for their child’s future but we also appreciate and respect that this decision needs due consideration. We would however, like parents to know that at Echuca College we are preparing our students for the future, today.

In the last week, four members of our College community have received tremendous acknowledgement/award for their work and performance within the College and community. Our College Captain Brent McGrath was one of ten students nationally to receive an Excellence Award from Youth Links Australia. Youth Link Australia (YLA) is an organisation established to link Australian youth with services within their community. The Award recognises students’ achievements and their contribution to their local community. Students who are nominated should demonstrate Volunteering, Sporting and/or cultural achievements, Leadership skills and commitment to their school and local community. YLA also promotes domestic and international youth leadership opportunities. YLA receives hundreds of nominations for the award each year and presents only 10 awards nationally. The successful recipients of the awards will receive from Youth Links Australia a Certificate, reference statement, supported nomination to attend the 2014 Global Young Leaders Conference and a cash prize.

In addition to Brent’s award, three of our teachers were nominated by students in the National Australian Positive Schools Initiative (NAPSI). The NAPSI received a total of over 750 nominations from around Australia. The award acknowledges the input of inspirational educators Australia wide and NAPSI have decided to list all of our nominees at the 2013 Positive Schools conference venues, on the Positive Schools website and in the Positive Schools Initiative (NAPSI). The NAPSI received a total of over 750 nominations from around Australia. The award acknowledges the input of inspirational educators Australia wide and NAPSI have decided to list all of our nominees at the 2013 Positive Schools conference venues, on the Positive Schools website and in the Positive Schools official conference booklet. Congratulations to Mrs Jones, Ms Watson and Mr Duffy on their nomination.

Last week the College hosted ‘Work on Wheels’ a program supported by the Beacon Foundation and aimed at introducing students to the many vocations reliant on vehicles/wheels for their success. All Year 10 students were issued with a ‘Work on Wheels’ passport to collect information from the various exhibits about work, skills and qualifications linked to the vocations on display. The day featured exhibits from primary, secondary and retail/service industries. The knowledge gained from experiences where students can engage with primary sources such as employers and personnel working in various vocations, in the Beacon program, far outweigh the classroom lesson.
I would like to thank Ms Morrison, Ms Costin, local businesses and the Beacon Foundation for their support in providing this opportunity for our students. I would like to refer to an email from Ms Rachael Collins....

‘Congratulations to Echuca College on such a wonderful day today. The weather certainly helped the event flourish as did the behaviour of the Year 10 students. They were very respectful and well mannered. Your teachers were very helpful and seemed to participate and enjoy themselves as much as the students did. Again, I am absolutely taken back by the amazing Beacon Student Leaders Echuca College have. Dan, Mardi, Jess, Teasha, Amy and Marley are such a joy to work with and really are to be congratulated for the success of the day. These students are bright, bubbly and beautifully well mannered. They are true leaders.

Our partnership with CCLLEN has made this event for the past 2 years such a well-oiled machine. Your oval and the setup of the event was fantastic and the businesses that came today were very happy with how the day came together. Congratulations again on another successful Beacon/CCLLEN event!’

Rachel Collins
Executive Officer
Echuca Moama Beacon Foundation Inc.

It was great to see so many members of the Echuca/Moama community at the three ANZAC Day services in the Echuca/Moama area last Thursday. While we commemorate ANZAC Day for the sacrifices made by men, women and families involved in conflicts during our country’s history, it also provides us with an opportunity to reflect on how lucky we are to live in such a wonderful country. The answer to the question becomes obvious as the ANZAC Day services take place across the country. Each year we see hundreds of thousands of Australians attend ANZAC services; people from all walks of life, but all come to remember and to say thank you to those who have served our country. In Echuca/Moama, as in all communities, the wreath laying ceremony reveals a vast array of voluntary service personnel and community based groups paying their respects to the fallen. These groups by their very existence reflect and perpetuate the traits portrayed by the very first ANZACS and clearly add to the fibre of our communities and country. The involvement of our young people in the ceremony ensures that important links to the past are handed on to the next generation. Although the College did not have a lead role in the ceremonies this year, we did have a good contingent of students and staff participated in the ceremonies and march. Echuca College would like to thank the Echuca/Moama RSL sub branches for the invitation to participate in the ANZAC Day services and we would like to congratulate the RSL sub branches on their organisation of the day. The College also held its own service at a ‘whole school’ assembly on the Tuesday before ANZAC Day and at this service students who had visited Gallipoli with the College conducted the ceremony. I was extremely proud of our students as they listened intently to the service and then paid their respects to those who made the supreme sacrifice, with a minute’s silence. Clearly the importance ANZAC Day to all generations of Australians is evident in the respect shown at ceremonies such as our College service and ANZAC Day services around the country. ‘Lest we forget’.

This notice is repeated from my last report but is important to all our Year 7 and Year 9 students. The NAPLAN testing program will be held on the 14th, 15th and 16th of May. The NAPLAN tests in Language Conventions and Writing, Reading and Numeracy are conducted across the state on the same days. The results of these tests provide diagnostic information for parents and teachers about a child’s performance in literacy and numeracy. This information can be used to support teaching and learning programs to improve student achievement. The report issued as a result of the tests will describe a child’s particular skills in reading, writing, language conventions and numeracy. Parents will be have their student’s reports forwarded to them in August, while the data the College receives from the NAPLAN tests will be used to plan for the future learning needs of our students.

Chris Eeles
College Principal
Student Planners.
Below is what students and staff are focusing on in tute group assemblies and throughout the school. The student planner has many supporting activities and advice for students to develop successful learning habits.

Living, Learning, Thinking:
21st century adolescents crave far more for peer esteem than self esteem and they need and value a sense of acceptance from their peers. In many instances, they are more comfortable doing what they know is not the best for them in order to fit in rather than stand alone and do what they know is right. Their image is all important to them. Unfortunately, this often translates into them being reluctant to leave their comfort zones and being willing to explore other ways of looking at things.

To build their living, learning and thinking power, strategies to instill resilient dispositions and “can do” and “want to” attitudes need to be introduced into learning and teaching school wide. One such strategy is learning in groups.

Group learning is an effective way to harness and value a wide range of abilities and talents, points of view and attitudes to issues. It also enables input from students who are intrapersonal and may not contribute to whole class activities. It allows students to experience “peer” learning and feel valued for their views and ideas; very powerful. Collaborative and interdependent habits are also cultivated through empathetic listening and clear communicating with their eyes, their ears and their hearts.

A key to a well functioning group is a valuing and acceptance of individual differences; everyone has something worthwhile to contribute; expect it and respect it. Relationships are the cornerstone of groups, which includes nurturing in our students a tolerance, appreciation and respect of others. Also to raise their self awareness, the point should be made that they have two ears and one mouth and as such should listen twice as much as they talk.

The first step in learning in groups is to establish a clear set of agreed expectations to operate by for the group as a whole and for each member of the group. It is beneficial to reach these agreements through class discussion to promote ownership of the functioning of the group. When a group is assembled it is essential that it contains a diversity of personalities and talents and not have a group of similar thinking clones. It is important for all members have a clear understanding of the need to value every member’s input, be curious and experimental, yet task orientated

Effective groups enhance the quality of relationships, investigations and discussions considerably through collaborative “peer learning” and “peer esteem”; use it don’t fight it.

Discovery Night
Echuca College held our Discovery Night on the 24th of April. The night provided a great opportunity for prospective students and families to explore the College and gain an understanding of what Echuca College offers students. Tour groups were led by students, and many of the displays incorporated students demonstrating tasks in those subject areas. School Captain Brent McGrath was the Master of Ceremony for the evening and School Captain Amelia Down and Vice Captain Kassidy Sellings made very informative speeches about their time and opportunities at the College. Year 7 students Jessica Davidson, Sam Mason and Annie Sampson spoke about their time at the College, their subjects and opportunities they have experienced so far. Feedback from the evening has been very positive and we encourage families to share their Echuca College stories with other members of the community. If you know of any families looking to start secondary school in 2014 please encourage them to contact the College for a tour or more information.

Echuca College would like to congratulate Carlie Jones, Warren Duffy and Janine Watson for being nominated for the 2013 Positive Teacher of the Year Award. We are very excited to acknowledge the input of our inspirational educators. Echuca College is very proud of our teachers and believe our nominees were very worthy.

CONGRATULATIONS
Sport

Northern Zone Tennis
On Friday 19th April the intermediate boy’s tennis team went and competed in Mildura. The team of Erick Holt-Crossman, Jack southern, Corey McGrath, Charles Lowe and Zac Keele left at 7am for a 12.30pm start. Corey was unfortunately on a holiday so our number 5, Zac stepped up to number 4. For our first round we came up against St. Josephs Mildura and drew against them 3 sets to 3, but won by 3 games. With Erik and Jack winning the doubles and singles for the round and Zac and Charlie went down in close sets. For our second round we played the winning team of Bendigo, losing 4 sets to 2 but was very close on games. Winning only the 1 & 2 doubles consisting of Erik and Jack and also Erik winning his singles. The third and final round Echuca played Swan Hill Secondary College. Echuca won on games after the sets up a 3 all. Winning both doubles and Erik winning his singles. Overall the boys came home with the red flag, but only by a set.

Northern Zone Golf
Last Monday Jonty Jeoffries and Hayden Favaloro played at Rich River. Jonty was runner-up in the Junior scratch and handicap section with 80 off the stick. Hayden was tied for 11th in the handicap section and tied for 18th in the scratch section. Congratulations to Jonty who has qualified for the State Final in November.

Senior Boys Football
Against tough opposition the boys put in a good display in the AFL Sun Country Cup held in Moama last week. Mitch Hore was outstanding in the air with Brent McGrath picking up plenty of possessions on the ball. Mitch O’Dwyer was strong in key positions and Tyson Wayland roved tirelessly all day. Luke Polomka, Tyler Lethlean and Bryce Denham were other good contributors. MVP – Mitch Hore.

Rochester 4-8-32 def. Echuca College 0-4-4.
Moama Grammar 8-5-53 def. Echuca College 2-2-14
St Josephs 7-12-54 def. Echuca College 0-0-0

Community Cross Country
On Friday May 17th during periods one and two the 3km and 5km events will be held at the College. Good luck to all the year 7 and 8 students who are competing and the students from Year 9, 10, 11 and 12 who have chosen to run. The first 5 place getters in each event will be running the following Tuesday in the Interschool Cross-Country around the Scenic Drive.

Winter Sport
Training and selection of the Netball, Football, Soccer and Badminton teams for the upcoming SSV Campaspe District Winter Sports is underway at present.

House Athletics
Due to rain Monday morning and lunch, the Athletics Track was unable to be marked for the athletics carnival the next day. A new date will be set shortly.

Beacon

Year 10 Work with Wheels
On Tuesday, Echuca College hosted an event called ‘Work with Wheels’. This day was to provide insight to year 10 students on possible career pathways in a range of mobile businesses. This day was organised by the Echuca, Moama Beacon Foundation And Echuca College Beacon Ambassadors. We were privileged to have 22 different local businesses to come and give up their time, speaking to us of their own experiences related to their career. After the departure of the businesses, three apprentices talked to the year level about apprenticeships and traineeships. Overall the day was successful with students gaining lots of information about different career paths. Students enjoyed the jam doughnuts and taking crazy photos in the vintage photo booth. We’d like to thank Rachel Collins, Alison Dunstan and our fellow Beacon Ambassadors for their efforts in organizing the day. A special thanks also goes to the following businesses for taking part in this event, Echuca Digital TV and Antennas, Echuca Locksmiths, Grundy Wood Chipping, Echuca Moama Veterinary Clinic, Echuca Police, Murphy’s Landscaping, Echuca/Moama Search &Rescue, Hausler’s Tractors, CLAAS Harvest Centre, Luxton Plant, Two Tarts Catering, Echuca CIH, VACC, Bendigo Bank, Shire of Campaspe, Murray Human Services, Vintage Photo booth, and the Defence Force Recruitment
## NAPLAN 2013 tests timetable

<table>
<thead>
<tr>
<th>Year</th>
<th>Language Conventions</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>40 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Year 5</td>
<td>40 minutes</td>
<td>50 minutes</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Year 7</td>
<td>45 minutes</td>
<td>65 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Year 9</td>
<td>45 minutes</td>
<td>65 minutes</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

- Language Conventions includes spelling, grammar and punctuation.
- Writing: students are required to write a persuasive text.
- Numeracy includes number; space; algebra, function and pattern; measurement, chance and data.
- Calculators are NOT permitted in the Numeracy test in Years 3 and 5. In Years 7 and 9, there is one Numeracy test where calculator use is permitted and one where it is not.

---

**NAPLAN 2013**

NATIONAL ASSESSMENT PROGRAM

Literacy and Numeracy

Information for Parents

[www.nap.edu.au](http://www.nap.edu.au)

[www.acara.edu.au](http://www.acara.edu.au)
What is NAPLAN?
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9. All students in these year levels are expected to participate in tests in Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Why do students do NAPLAN tests?
NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and which areas need to be prioritised for improvement.

NAPLAN tests are one aspect of the school’s assessment and reporting process, and do not replace the extensive, ongoing assessments made by teachers about each student’s performance.

What will be tested, and how?
NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. The content of each test is informed by the National Statements of Learning for English and Mathematics which underpin state and territory learning frameworks. Questions are multiple-choice or require a short written response. The Writing task requires students to write a persuasive text.

To give you an idea of what the tests look like, sample questions and a sample Writing task can be accessed on the NAP website: [www.nap.edu.au](http://www.nap.edu.au)

Who will run the tests?
NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or the principal. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

How can I help my child prepare for the tests?
NAPLAN assesses literacy and numeracy skills that students are already learning through the school curriculum. Teachers will ensure students are familiar with the test formats and will provide appropriate support and guidance. If you have any questions about your child’s preparation for NAPLAN, you should make a time to speak with their teacher.

The best way you can help your child prepare for NAPLAN is to reassure your child that NAPLAN tests are just one part of their school program, and to urge them to simply do the best they can on the day. The use of services by coaching providers is not recommended.

What additional support can schools provide for students with special needs?
All students are encouraged to participate in NAPLAN tests. Students with disability may qualify for adjustments which reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated.

A formal exemption may be granted for a student with significant intellectual disability and/or significant co-existing conditions, or who has recently arrived in Australia and is from a non-English speaking background.

Your school principal and your state testing authority can provide you with more information on special provisions or the process required to gain a formal exemption.

How is NAPLAN performance measured?
NAPLAN is not a pass or fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has ten bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands will represent the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

What happens if my child is absent from school on test days?
Wherever possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during testing week. Individual students are not permitted to sit tests after Friday 17 May.

Will I receive a report on my child’s performance?
A NAPLAN report will be issued by your school later in the year. The same report format is used for every student in Australia. The school will notify you when the reports are being sent home. If you do not receive a report, you should contact the school. Individual student results are strictly confidential.

How are NAPLAN test results used?
- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- The community can see average school NAPLAN results on the My School website.

Where can I get more information?
For more information about NAPLAN:
- visit [www.nap.edu.au](http://www.nap.edu.au)
- contact your child’s school