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# Newsletter

Merry Christmas Shepparton Flexible Learning Centre!!

As we draw to the end of our term, it is a perfect opportunity to reflect upon what we have all achieved throughout the year and the goals that we have met. I wish to congratulate the students who have completed their VCAL certificates with us this year and who are finishing their time at Shepparton Flexible Learning Centre. I want to wish them well on their educational journeys and their career pathways. Congratulations to all of those student that have completed a VETiS Certificate this year, you should be very pleased about your accomplishments and successes.

As we look ahead and forward to the New Year, both in school and on the calendar, we are reminded that another trip around the sun has occurred for us all. With the new year brings along with it a new opportunity for change. A time to reflect upon our choices and a time to redirect our lives. Life is the combination of little choices we make along the road, each day, each minute and each year. As we move along that road, take the holiday time to redefine your aspiration and recalibrate the direction you have set for yourself. Remembering that only you can change the way you feel, think and act in the face of life. Take the time to reconnect with family and friends and celebrate all that you have accomplished in the year from the small to the grand achievements and remember that your choices have great power.

Finally I want to wish all of the Students, Parents and Staff of Shepparton Flexible Learning Centre a happy and safe Christmas and New Year. Anna is looking forward to seeing you all next year for another school year full of fun, learning and connection. Have a safe holiday and remember to look after one another.

Kind Regards,

*Brad Hearn*



**Site Principal**

Bach. App Sci (Psych), M. Teach (P-12), M. Couns (Psych),  
M Lit (Lead), TAE

*A site of:*

Wodonga Senior Secondary College

*Every Student, Every Opportunity, Success for All*





# Parent-Teacher Interviews

Tuesday 8th of December.

Between 2pm and 6pm

Reports and students Individual Education Plans have been posted or with carer approval handed to students and will be discussed when Learning Mentors call at the pre-booked time.

## Important Dates and INFORMATION

### Friday 18th December

Last day of Term 4

*Staff are unavailable for contact over the Christmas period, please see page 3 for supports during this time.*

### Friday Jan 22nd & Monday 25th January

Reception is available/open for phone enquires

### Tuesday 26th Australia Day Public Holiday

Reception closed

### Wednesday 27th January

All staff return Curriculum Planning Day  
**Students not in attendance**

### Thursday 28th January

Classes resume for students

Merry Christmas and Happy New Year from all the staff at Shepparton FLC



## Respectful Relationships

Shepparton Flexible Learning Centre is a Respectful Relationship Partner school. Respectful Relationships is a state government initiative that supports schools to promote and model respect, positive attitudes and behaviours. It teaches our young people how to build healthy relationships, resilience and confidence. It supports young students in dealing with a range of challenges they may face and covers topics including being respectful, resilient, engaged at school and being confident within themselves. Respectful Relationships promotes equality and helps students learn how to build healthy relationships.





# Mental Health Services and Support

## Lifeline

24/7 crisis support and suicide prevention services

13 11 14  
lifeline.org.au

## Beyond Blue

24/7 mental health support service

1300 22 4636  
beyondblue.org.au

## QLife

LGBTI peer support and referral

1800 184 527 (6pm-10pm daily)  
qlife.org.au (online chat 3pm-12am daily)

## Mensline

24/7 counselling service for men

1300 78 99 78  
mensline.org.au

## headspace

Online support and counselling to young people aged 12 to 25

1800 650 890 (9am-1am daily)  
headspace.org.au/eheadspace  
(online chat 24/7)

## 1800RESPECT

24/7 support for people impacted by sexual assault, domestic violence and abuse

1800 737 732  
1800respect.org.au

## Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467  
suicidecallbackservice.org.au

## Kids Helpline

24/7 crisis support and suicide prevention services for children and young people aged 5 to 25

1800 55 1800  
kidshelpline.com.au

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.



With delivery partners



Funded by



# 2021 Student Electives

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Part Time Staff	John, Michelle St	John, Michelle St	John, Michelle St		John & Michelle St
9.00am		Art Sarah	IVET Community Services Michelle Sh	PDS Garden Sally/Di	Sensory Garden Leonie/Michelle Stoj
10.30am	Bike program — From week 5 10.30am – 12.30pm John/Ben	Cooking Kylie/Di	Social Enterprise Sally	IVET Community Services Michelle Sh	Cooking Kylie/Di
12:30 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
2:00pm	Sensory Garden Leonie/Michelle Stoj	Art Sarah	P.E John	Art Sarah	Afternoon Activities Ben
3:00 – 4.00pm	Staff planning/meetings				

# Thank you for your Service

The week before the 17<sup>th</sup> of November 2019, I approached campus Principal Brad and then the Network Principal David to see if I was able to deploy to New South Wales on a strike team to fight fires. This request was granted.

With some anxiety on Sunday the 17<sup>th</sup> of November, I boarded a bus for Tullamarine Airport. There were 3 strike teams worth of people who were going to board our flight to Coffs Harbour (roughly 80 people).

While waiting to board our flight on a RAAF C-17 Globemaster, we were fortunate enough to spot the U2 (band) transport jet. Flying with the RAAF isn't a luxury, first class option. Unlike buses or even commercial flights, the seats aren't padded. Think of a seat, made of seatbelts, the walls of the cargo plane aren't soundproof, so the flight was loud as well, but it was a quick flight.

We ended up in Macksville, the whole town was covered by a shroud of smoke. This made for an interesting, but eerie environment.

Once on the fire line, we were either back burning to make sure that the fire had less fuel to burn or we were patrolling areas around Macksville and surrounds. We had to be careful of falling trees as the area that we were working had been in drought conditions for 10 years. As soon as any fire went through, the stressed trees would start to fall. This was where chainsaw skills came in handy. We spent 4 days on the fire line, putting in place control lines, fighting the fire front.

Returning home, we boarded another RAAF aircraft, this time a C-130 Hercules for the flight. Again this was a noisy flight, however this time the ride was a bit more turbulent.

On approach to Melbourne, we were told we were to be delayed due to a dust storm. This did not deter our RAAF pilots and as we descended the cabin of the C-130 turned a dark crimson colour as we came through the dust storm into Tullamarine Airport.

The Bus ride home through the lightning storms that lashed Melbourne and Gippsland was a contrast to the dry lands that we had just worked on, but created more fires for us later in December and January.

On behalf of the Shepparton FLC Community we would like to thank Ben and acknowledge his efforts during the 2019-2020 fire season.



# Sensory Garden

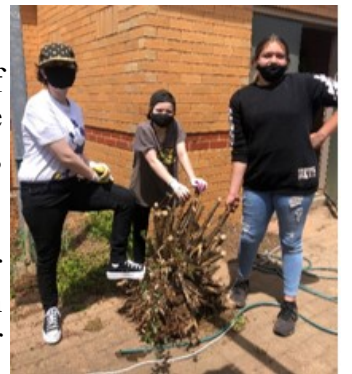


During the past 8 weeks, students have partnered together and worked in remarkable unison to produce an amazing sensory garden for our facility.

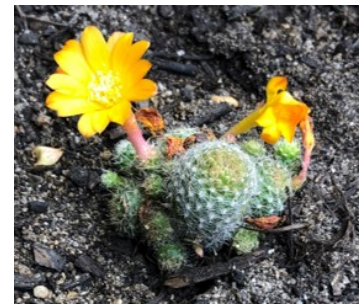
We were lucky enough to have Katie from Uniting (who were generous enough to provide our school with a grant so we were able to facilitate all the purchases), come along and help us plant our plants. It is amazing to see an array of students working harmoniously together offering their personal suggestions and overall getting involved, to create a shared space for our school that can be enjoyed by all.



Although it's not finished, we are progressing having just purchased some of the furniture and starting to style it. We are not too far off completing the garden with the finishing touches due to be introduced in the coming weeks, which includes a large shade umbrella for the hot days.



Marlene, one of our students, is creating an indigenous garden as part of her VCAL PDS. She has researched plants that are native to the area and chosen according to size and her vision. Marlene also plans to introduce some of her personal art work to complete this space.



When we initially started planning the garden, students were in unison to create a cottage theme garden. When it came time to purchase plants, we got in touch with a local garden centre Billabong Nursery who are a not for profit Social Enterprise of ConnectGV that provides employment through community connections. We were guided by the very knowledgeable Sally from Billabong Nursery who listened to our vision and was well equipped with giving us much needed guidance, listening to the students on colours and size and incorporating it as part of the overall sensory garden providing suggestions and the tools to make our garden exceptional.

Students have succeeded in creating a calm and inviting area that students can enjoy and relax in.



**Uniting**

**BILLABONG**  
GARDEN COMPLEX

# BEN

This year in Ben's space at the Flexi, his VCAL students have been working on a variety of projects for their Personal Development Skills. These projects have included building computers for students in need, upgrading computers, paving, building a retaining wall, working on a greenhouse and making bees wax wraps. Students have also been making sure that their workplace is safe through their Work Related Skills units. Students have completed audit inspections on both the old and new sites for the Flex.

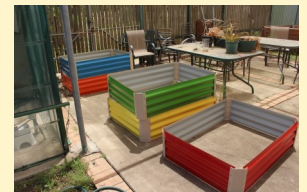
With new Vic Curriculum students starting in Ben's space this Term, testing has been the key. All students have completed their PAT-R testing, Essential Assessments testing and worked on some Fountas & Pinnell reading testing. This has been a great experience for those who have done it. Career Action Plans have also been put in place with these students. This has given each student a goal to work towards for their dream future occupation.

Certificate II in Information, Digital Media and Technology has also been a hive of activity with students trying to finish off assessments and competencies before the end of the year. Even with the impacts of COVID-19, students are finishing this amazing course that they have taken part in. Well done to all students for their participation in this course.



As the school year comes to an end, we have a lot to be thankful for. We successfully navigated remote learning, we relocated to fantastic new premises and the students have been thriving since returning to onsite learning. The classroom has been a buzz with students working on their literacy and numeracy skills, social enterprise and improving their work related skills. With regular cooking programs, time in the art space and short courses on offer, the kids have been kept busy.

Our first VCAL project involved spray painting the new garden beds for our vegetable patch. The kids enjoyed learning this new skill and the garden beds look great! Next year we will start to plant up our vegetables and look at planting some great fruit trees too.



Some students have been involved in some great science experiments this semester including 'elephants toothpaste' and last week, students made their own crystals using Borax and water.



Next year, we have some exciting programs and projects on offer. The students will assist in repairing the green house (so we can grown and harvest our vegetables for our cooking program all year round); students will get to work on their construction skills by building a BBQ while others will learn about sustainability and recycling by constructing a worm farm and compost bays to help improve the soil in our vegetable gardens. An exciting time for all at the SFLC!

Hope everyone has a very merry Christmas and a safe and happy holiday.

*Sally*



# LEONIE

We have had a busy and rewarding semester at the Flexible Learning Centre. The students have accomplished a lot, both in and out of the classroom. As I review the semester I am pleased to see how the students achievements align with the Flexible Learning Centre's vision.

**Respect** – the students have demonstrated this well by following classroom rules, adhered to classroom attire and also shown respect to other students and their teachers.

**Resilience** - the students continued to work on their individual goals for both Victorian curriculum studies or for VCAL studies. Students have worked hard to try and achieve these goals and we thank them for their efforts. We also had students participate in the Bike program and the Second Step program in Term Four. Both of these programs promote student's wellbeing and social-emotional competence. Thank you to all of those students who have taken part.

**Reliability** – we have had students participate on a basis for our P.E and Sensory garden programs, which has been pleasing to see. The progress that the students have made with the garden project is all due to the regular attendance and commitment that the students have shown. We cannot wait to see the final result of this area when it is completed.

**Resourcefulness** - many of the students have engaged in the career pathways program, Career Tools. From this they have developed resumes, cover letters and career action plans, to name a few. We've also had a number of our students apply for jobs and gain regular employment which is a fantastic effort. Well done to all of the students who have taken part in the Career Tools program as well.

I hope everyone has a restful break over the Christmas holidays and I thank all of the students for their commitment to their work this year.'



# MICHELLE

Term Four has continued to be busy and filled with a variety of work in each subject and activities and group work. I have thoroughly enjoyed working with my students throughout the term and have marveled at their growth, both academically and with their social and emotional learning.

I have had the pleasure to work with both younger students completing Victorian Curriculum subjects and have worked with the senior VCAL students who have predominantly been working on numeracy and literacy outcomes. In addition to these classes, I have continued to teach students who have been enrolled in the Certificate 11 in Community Services VET course.

During term four, students have been busy in a variety of subjects and have achieved academic and social and emotional learning goals which they set during the first week of term. Highlights have included some PowerPoints on students personal interests such as slaters, succulents, written reports about the Australian Dingo and oral discussions surrounding topics such as 'What makes my Nan special' and 'Aboriginal herbs and plants'. Some VCAL outcomes have included self-reflective written work which has shown the students own perspectives and thoughts on their own personal experiences and interests. *Some topics written about have included, 'My favourite place', 'My dog', 'How I train my dog' and 'Preparing for a child' (Maybe take this part out).* It has been fantastic seeing the students explore their passions in greater depth and base their learning around their passions.

## Community Services – VET course

I have been privileged to work with several students to either complete their Certificate 11 in Community Services this term or for some students continue to work towards achieving their certificates. Students have been engaged in oral discussions and activities which have highlighted their empathy and understanding of the important aspects of working with people who are vulnerable or needing additional services in the community. I have been impressed with the enthusiasm and resilience of students to spend more time on some of this course work so they could complete their certificates this year. A commendable effort all round.

## Health

Several of my younger students engaged in social and emotional learning group activities during term four. These included the Bike Program and Second Step. Both programs encouraged students to reflect on their own coping strategies when dealing with challenges, positive communication strategies, negotiation, working as part of a group and recognising how to seek support. Students were respectful and demonstrated resilience in how they coped with challenging situations and learnt how to engage more positively in group situations and solve problems. Our Respectful Relationship curriculum has also covered many of these topics which has helped to further cement the student's knowledge in this area of their learning.





# SARAH

This semester has been a filled with challenges and celebrations in the Shepparton Flexible Learning Centre Visual Art space.

Term three saw us relocate from the Hayes Street campus and spread our wings in our spacious, well-resourced Channel Road site. Students helped shape the look and feel of our new room, assisting with unpacking and providing input about their areas of interest within art for future planning. Unfortunately, we were unable to really settle in to our new creative space and instead moved to remote learning.

Students participating in our Visual Arts program received art packs containing activities and materials across photography, art as a therapy, sculpture, weaving, drawing, art history, and collage methods. Our Shepparton Flexible Learning Centre Instagram page uploaded remote learning work samples and entries to our weekly themed 'Photography Challenge', keeping us all connected. Some students met with me via teams to discuss their progress, source feedback or ask questions. This was a testing time requiring great determination and resilience from teachers, families, students and our whole school community.

Returning to face to face learning in term four was fantastic! I enjoyed getting to know many of the students for the first time, facilitating art lessons and working with techniques, equipment and materials that were difficult to include in our remote learning curriculum. This term students have enjoyed learning weaving techniques inspired by weaving as an indigenous artform. Each students' weaving square contributed to a large, collaborative artwork to be displayed in the coming months. Students explored colour theory and created colours through blending techniques using acrylic paint. We collected natural materials found on our campus grounds to create unique, sustainably-sourced wall hangings and Christmas décor.

In 2020 we hope to have the freedom to move around more freely so we can work with other campuses and go on excursions to be inspired by and learn more about local art. Students will strive to research artists and draw inspiration from them to create their own artworks and present them both throughout our school and in exhibitions collaboratively with the Flexible Learning Centres across our network. Some students will create sculptures and artworks as part of their Personal Development Unit within VCAL. We are also excited to create décor and functional objects such as murals, wind chimes, pots, signs, thermometers and animal feeders to assist with sensory learning within our school's sensory garden.

I'm looking forward to getting create with you all in 2020!



“Sunset in the City”

Artist: Taylah M

# JOHN

2020, what a year, when I think about how I want to describe it overall I need some time to ponder, so I can understand my true thoughts. Hopefully the time over the Christmas break will allow me to digest the year that has been.

When thinking about Semester Two, I reflect on schooling that has been a mix of both remote learning and face to face teaching. The remote learning, though presenting challenges, has brought about some positives. Through the use of phone call, text or MS Teams it has been great to maintain regular contact with students and chat about a variety of topics, including school. It has also been very pleasing to see the SFLC community embrace the use of technology, with many students making use of computer packages like Essential Assessments and Career Tools.

Term 4 has undoubtedly been a highlight though. It has been great to have the opportunity to work with students face to face. Never have I been so appreciative of having the opportunity to participate in activities I once took for granted. Who would have thought, a full day, doing a construction industry course on safety, would be so exciting. Other highlights have included participating in a bike program, which required students to pull apart and then put bikes back together. As well as PE afternoons on a Monday, run by a tennis coach, that allowed all students to improve their skills, as well as have some fun.



So what for 2021. As a coach once said 'we reset and we go again'. Hopefully we get to build on positive relationships we have developed this year. Hopefully we spend more time at school. Hopefully we make the most of the opportunities we are given. Bring it on!

## Tim Hunter

The Bridge Youth Service youth worker



The end of the year is often a great time to take stock and reflect. With this in mind it has now been over three years that The Bridge Youth Service (TBYS) and Shepparton Flexible Learning Centre (SHFLC) have been in partnership. I too have been on the ground here in the youth worker role for that whole time. There is so much that has happened and so many encouraging stories have transpired over that time. Broadly speaking it has been great to reflect on how the TBYS and SHFLC partnership has evolved into so much more than my role on site at SHFLC. It has embodied a truly mutual partnership. Of note has been the way in which many of TBYS's programs have worked in conjunction with SHFLC students and staff. The connection SHFLC has grown with the TBYS Navigator team, Young Pregnant and Parents team and the Youth and Family team has been evident in the increased collaboration of staff across both organizations for the betterment of the young people they are supporting. These young people naturally have been given more holistic and consistent support and of course been better for it. I personally have loved being able to play a role in facilitating much of this. I have loved working with staff who consistently go above and beyond and students who are forever showing amazing amounts of courage as they face significant challenges. I look forward to next year in the same role and being a part of more of this exciting innovative partnership.

With the school year ending and the school being closed over school holidays I also take this opportunity to share this really helpful resource regarding self-care. This resource reminds us that self-care is in actual fact more about maintaining a life of purpose and meaning rather than one of just being comfortable. In turn this self-care will help us manage our emotions and make good life choices. These practices can sometimes be particularly important over the long school holidays when many of our routines stop or change.



# Five self-care habits

Good self-care habits help us manage strong feelings.


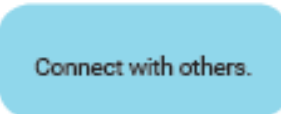

Managing our feelings can be pretty intense during our teenage years and early twenties. Feelings or emotions change rapidly from day to day.

Most of us are trying to work out how to understand the weird way our minds work. It can be easy to assume that feeling OK means avoiding the uncomfortable feelings and chasing the good feelings! But feeling OK is more about whether your life is meaningful and satisfying, rather than fun and pain free.

Getting into the habit of doing 5 things every day to feel OK is a good way to look after yourself and develop helpful habits to manage feelings.

## FIVE HELPFUL SELF-CARE HABITS

Lots of different scientists who study happiness have come up with 5 helpful self-care habits that you can do each day to feel OK.

-   
-   
-   
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-   



Cutting down on cigarettes is another important self care habit.



### WORK ON NEW HABITS

In each box, write down the things you already do regularly to feel OK. Which self-care areas are you already working on? Now look at the area where you could make some changes. Over the next week, what are some ways you can work on looking after yourself? Start small. How can you make new habits?

		<input type="text" value="Connect with others."/>
		<input type="text" value="Exercise regularly and sleep well."/>
		<input type="text" value="Be mindful."/>
		<input type="text" value="Eat well."/>
		<input type="text" value="Be kind to yourself and others."/>



### PRACTICE & REFLECT

Practice your self-care tasks daily. Every day this week, try one of the habits you have identified that help you feel OK. Once you have finished the activity, tick it off.

MON	TUE	WED	THUR	FRI	SAT	SUN
<input type="checkbox"/> Connect	<input type="checkbox"/> Connect	<input type="checkbox"/> Connect	<input type="checkbox"/> Connect	<input type="checkbox"/> Connect	<input type="checkbox"/> Connect	<input type="checkbox"/> Connect
<input type="checkbox"/> Exercise & rest	<input type="checkbox"/> Exercise & rest	<input type="checkbox"/> Exercise & rest	<input type="checkbox"/> Exercise & rest	<input type="checkbox"/> Exercise & rest	<input type="checkbox"/> Exercise & rest	<input type="checkbox"/> Exercise & rest
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Did you notice any gaps in your areas of self-care? This is probably the area you need to work on the most.