

To raise up effective leaders of godly character who will blend academic achievement and biblical truth to influence society for the glory of God.

Term 1, Week 2, 7 February 2017

Senior School Gym

Senior students returned to school this year to the welcome sight of a new gym in the Community Room.

The Senior Section Teaching and Learning Plan states the rationale behind the gym:

- Increase students' engagement in academic activities, widening the sports and gym program;
- Establish a culture of learning that parallels a culture of excellence in sport.

The gym is intended to provide opportunities to

- develop students' confidence;
- promote healthy lifestyles;
- provide an area of interest and engagement that will impact other areas of school life;
- assist in the creation of positive relationships among students and between students and staff, to support learning, discipleship and engagement at school.

Year 12 exercise sessions conducted in 2016 had a positive impact on engagement and achievement in the classroom. The sessions elevated students' self-esteem, which led to improved confidence levels generally. Many students were subsequently more inclined to apply themselves to their learning.

The exercise sessions also had a positive impact on the cohort's morale. It is expected



Michael Adams using the battling rope in OCS' new gym.

that the gym will extend and build on these improvements.

The gym was put together with a great deal of help from parents and members of the wider community. We are especially grateful to **Mr Nathan Dirs**, who advised on equipment, helped acquire and assemble it and donated a significant amount of it, and has promised ongoing support for the students in its use. In addition, we are very grateful to

- Taberner Glass
- Ian and Rosemary McGowen
- Linda and Mark Filmer
- Kath Berry
- Dominique Hutchinson
- and Shellby Nielsen.

Len Elliott
 Senior Section Co-ordinator

OCS ELEVATE Mentor Program

Academic Faithfulness

Orange Christian School will run a pilot Mentor Program in 2017 that is intended to challenge and support our high potential learners, by optimising those students' strengths within their areas of passion.

The mentor program is being developed within ELEVATE, an initiative run by the Innovation Unit at the Association of Independent Schools (AIS) that supports schools and teachers in designing and implementing practices that lift learning outcomes.

The program requires students to design a single project within a favoured learning area (Mathematics, Science, Music, etc.) and field of aspiration (Law, Cinema, Veterinary Science, Performance, etc.). A mentor is subsequently chosen, preferably a professional in the project field, to work with the student on that project. The project will be further refined and developed under the mentor's guidance. Students will present their project to the school community at the end of the year, in a manner they think most effective.

Meetings will take place either at school or in the field, within school hours or without, depending on the nature of the project. It is anticipated that meetings will occur at least once per month for the duration of one hour, though length may be negotiated between the mentor and the student.

Mentors

Mentors will be selected primarily from the OCS parent body. It is expected that they will be professionals within the students' preferred project area.

Some Information Concerning Mentor Programs

Belinda Elliott

Mentorships may be a formal or informal relationship for the purpose of role modelling, nurturing, encouraging socio-emotional development and providing career experience and enrichment (Callahan & Dickson, 2014; Pliess & Feldhusen 1995). There is no uniform definition of mentoring and very few empirical studies of mentoring in gifted education exist, so it is difficult to assess the effectiveness of mentor programs (Cutler, Riley, MacIntyre & Bicknell, 2010; Grassinger, Porath & Ziegler, 2010; Little, Kearney & Britner, 2010). Research has focused on case studies and biographical analyses, which is subjective and limits generalisability, but mentorships appear to be mutually beneficial for the mentor and the mentoree (Callahan & Dickson, 2014; Cutler et al., 2010; Grassinger et al., 2010; Pliess & Feldhusen, 1995). Some suggest matching the mentor with similar values and attitudes, but research-based evidence is lacking (Callahan & Dickson, 2014; Little et al., 2010).

Mentors may provide individualised expertise beyond the school's ability and establish safe

environments for students to take risks, work independently and utilise skills in the field (Callahan & Dickson, 2014; Cutler et al., 2010; Little et al., 2010). The benefits are not just intellectual; mentorships show a strong effect size for social adjustment outcomes (Rogers, 2015). Mentors provide support, encouragement, acceptance and advocacy, and a repertoire of strategies for coping with challenges (Callahan & Dickson, 2014; Grassinger et al., 2010). Mentors can assist high potential learners in negotiating transitions in their academic life, guide the pathway to success in a chosen field, and help students understand the issues and impact of their career on their lifestyle (Callahan & Dickson, 2014; Olszewski-Kubilius, Subotnik & Worrell, 2015; Pleiss & Feldhusen, 1995).

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Mentors have a significant role for students from special populations, including underachievers and disadvantaged students (Baum, Schader & Hébert, 2014; Callahan & Dickson, 2014; Ford & Whiting, 2010; Pliess & Feldhusen, 1995; Wood, 2010). Mentors can provide an example of success as well as a source of culturally relevant strategies for managing academic, social and emotional challenges (Ford & Whiting, 2010).

Some high potential learners struggle to find a chosen career because they have abilities in a variety of domains, but the concept of multipotentiality* has not been supported by empirical research (Chen & Wong, 2013). Furthermore, factors such as perfectionism and gender stereotypes may form barriers to career options and opportunities (Chen & Wong, 2013). Mentors can assist here in guiding students through subject choices, planning career development activities and discussing post-school pathways, which are often required much earlier for high potential learners than same-age peers (Chen & Wong, 2013; Peterson, 2015; Peterson & Wachter Morris, 2010; Wood, 2010).

*multipotentiality: a learner's ability and preference to excel in two or more different fields

Len Elliott
Senior Section Co-ordinator

In line with the school vision of leadership, there are three broad goals developed for the proposed discipleship program at OCS.

Goal 1: Develop student's understanding of God's love of all his creation through biblical knowledge

Goal 2: Encourage the student's to use God's word as a basis for how they live their life

Goal 3: To provide opportunities for student's to become humble servants who demonstrate God's love in the wider world.

AIM

The aim of Discipleship for K-12 is for students to:

- Recognise connections between faith and all areas of education and other disciplines and appreciate biblical discipleship as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.
- Know God's Word: develop an increasingly sophisticated understanding of biblical truths and fluency with the biblical story.
- Demonstrate God's Word: able to put God's word into action in their personal lives and as a witness to their community.
- Be Missional: willing to take their faith to people and places that need the light of Christ.

We believe that our God is the creator of all things, that all knowledge contained in any curriculum document has at its foundation the word of God. Our task is to draw together the requirements of the syllabus documents, God's truth and God's love for His creation to give our young disciples a firm foundation on which to build a life that draws all toward the saving grace of God through faith in Jesus.

IMPLEMENTATION

1. Biblical Lessons - Timetabled bible program that is available to whole school community. Covers every book of the bible over a two year cycle. The readings are to form part of camps and excursions program.
2. Imbedding the Threads (Transformation by Design) of the scriptural story through the school curriculum, beginning with the Personal Development strand of the PDHPE syllabus K-12.
3. Extend our mission focus to all our opportunities to be a witness in the wider community. Building on our current mission programs with YWAM and fundraising efforts with Red Shield Appeal and 40 Hour Famine.

Biblical Lessons

Each homeroom class will cover at least three readings per week, including weeks that include overnight camps. The teachers of each class are requested to stay close to the planned sequence of readings so that the whole school community is progressing together and learning from each other. The Bible Readings will be available from the school website and published in school newsletters.

To supplement and enhance the Bible Lesson program, Bible study groups will be set up, which will lead to small discipleship groups stepping out in faith

Discipleship in Camps and Overnight Excursions

Camps and excursions are an opportunity to extend the question and discussion relevant to the readings covered up to the time of the camp/excursion.

This time also provides an opportunity to develop deliberate discipleship groups for the students that are open to 'stepping up'.

In preparation for the camp/overnight excursion, including bible reading time and discipleship groups form a component of the planning process.

Response through Mission and Community Engagement

To support the outworking of discipleship, current mission and community engagement opportunities will be expanded. Currently senior school has a number of valuable and challenging activities that will engage our students eg. Mission Trips with YWAM, 40-Hour Famine and Red Shield Appeal.

Bible Lesson Program, 2017

Discipleship

Week 1 Matthew	PD	Prayer	Intro Matt	5	6
Week 2 Matthew	13	Assembly	19	26	27
Week 3 Mark	Intro	Prayer	1	2	3
Week 4 Mark	4	Assembly	5	6	7
Week 5 Mark	8	Prayer	9	10	11
Week 6 Mark	12	Assembly	14	15	16
Week 7 Luke	Intro	Prayer	1	2	5
Week 8 Luke	8	Assembly	10	12	15
Week 9 Luke	16	Prayer	18	20	24
Week 10 Easter Week	Easter Matt	Assembly	Mark	Luke	John

Coming Events

Please consult our website for details of the events below.

Date	Event
Monday, 6th to 8th February	High School Musical Auditions
Thursday, 9th February	School Swimming Carnival
Saturday, 11th February	PIP Day
Thursday, 16th February	Senior School Information Night- 7pm to 8:30pm
Wednesday, 22nd February	School Photo Day
Thursday, 23rd February	Zone Swimming Carnival, Wagga
Thursday/Friday, March 9/10th	Year 10 Wontama, Year 9 Slum Survivor camps
Wednesday, 15th March	Athletics Carnival
Wednesday, 5th April	Stage 6 Retreat, Canberra

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

Colossians 3:17

Parent Information Nights 2017

Junior School

Tuesday, 7th February, 2017

Yrs 1-4 7:00pm-8:30pm

Middle School

Tuesday, 14th February, 2017

Yrs 5-8 7:00pm-8:30pm

Senior School

Thursday, 16th February, 2017

Yrs 9-12 7:00pm-8:30pm

**Be sure to come along to our Information Nights and
see what 2017 will bring for your child.**

Orange Christian School

PARENT PARTNERSHIP

2017 at OCS!

A year of opportunities and possibilities

Big Practical PiP 9am - 12:00noon
Saturday, 11th February, 2017



- Bring the whole family, meet up with old friends and welcome new ones.
- We'll be: working on school gardens; working on projects in the library; completing further work in our Environmental Studies Area; preparing for our secondary musical production ...plus other smaller projects.
- Afterwards we'll enjoy a BBQ lunch together.
- Please bring hats, sunscreen, gloves, shovels, wheel barrows & other gardening tools. Coffee will be available in Bembooka from 8:45am

Orange Christian School

Swimming Carnival

Thursday, 9th February, 2017



Join us for a great day of swimming at Orange Aquatic Centre. Parents interested in helping please contact Mr Cordery.

Orange Christian School

School Directory Information

School Directory Information

We value communication with parents of OCS and a couple of ways to enable this to happen is through our School Directory and Class Parents Programme.

It is that time of year again to put together our School Directory that will be available to all our school community in the form of a printed booklet.

If you DO NOT want your address and contact details printed, please contact me by Friday 10th February to opt out.

Our Class Parents are keen to make contact with parents of students from Kinder to Year 8, if you DO NOT want your details

included in this program, please contact me by Friday 10th February to Opt out.

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Jenni da Silva

Registrar.