It is with great sadness that the College reports the passing of former student Chem Phanitram on Friday 20 February. Chem’s death was very sudden and a shock to our community. He was 19 years old.

Chem was a graduating member of the Class of 2014. He attended the College from Year 7 and made a positive impact on the lives of many of our students and teachers. Chem had a positive attitude to life, family and school. He developed strong relationships with his teachers, many of whom he kept in touch with after graduating. Chem had a wide network of friends within our school and throughout Mill Park. He was widely known and loved.

This is a very tragic event that has affected many members of our school community including many former and current students and teachers.

I was privileged to have attended Chem’s funeral on Thursday 5 March and help to celebrate his short but joyful life. It was very humbling to see so many former and current students of the College paying their respects to Chem, supporting each other and Chem’s family in this time of grief.

The death of a young person is always difficult, especially when that person is one of our own. Any parents or students of the Mill Park SC community who may need support are encouraged to contact the College.

Our thoughts are with Chem’s entire family including his mother Chanyanut, father Shane and brother Jordan.
SCHOOL COUNCIL 2015

All vacancies on School Council have been filled, thank you to Margaret Joels, Paulina Lozevski and Mary Tabaki who are our new parent members and Andrew Nicholls our new DET member. We welcome and thank them for being prepared to take on this important responsibility.

We also welcome our two new Community members, Benjamin Nicholls (Yr 9) and Liam Gallagher (Yr 12), who will be our student representatives.

STANDING COMMITTEES

If you still want to contribute to the College’s future direction, please consider joining one of the School Council’s standing committees. Members meet twice a term on a Tuesday night and all recommendations made by the committees are taken to School Council. Being a member of a committee also enables greater understanding of how the school operates and how decisions are made. Please contact Joanne Armarego on 9407 9700 or armarego.joanne.r@edumail.vic.gov.au if you would like to join or require further information.

The sub committees are:  
- Education
- Student Engagement & Well Being
- Resources
- Community
- Finance

DON’T TELL YOUR CHILD THAT YOU WEREN’T GOOD AT MATHS

Parents might feel intimidated by the thought of helping children with their maths homework, especially in the upper grades. Never say, “It’s okay, I’ve always been bad at maths, too”. You would never say that about reading. Maths is here to serve you, not to trip you up. It’s here to make life easier, and a lot of that can start at home with parents showing that they’re not intimidated by numbers. Try to relate it to daily activities, whether it’s calculating statistics at a sporting event or working out the cost of groceries. Capitalise on those day-to-day things where maths comes up rather than drilling children on maths facts. That way you’re really engaging them and letting them see how what they’re learning matters in life.

WHAT TO DO WHEN THINGS GO WRONG AT SCHOOL

1. We all want to spring to our children’s defence when they are upset or life seems unfair. Before taking any action, it’s a good idea to sit down with them and let them tell you, without interruption, what has happened. Find out what has upset them. Ask them what they think would put things right. Children, like us, need the chance to unload to a sympathetic ear. Often children are prepared to fight their own battles and just want to vent. There’s nothing worse than charging into the fray and discovering your child has got over it and moved on.

2. Help them think through what has happened. Often, clearly thinking about events gets things into perspective or helps them see how they contributed to what happened. A good lesson for children is to learn which battles to choose. Life holds many irritations and we learn to take most of them in our stride. Erupting over minor incidents is no way to build sound relationships with classmates or teachers – or our own credibility.

3. After you have slept on it, if you are still worried, or your child asks you to, contact the class teacher. The teacher may be worried too and will be able to suggest the next step. Or you will be able to get a clearer picture of, for example, class dynamics or reassurance that the incident was a minor one with no consequences for your child.

4. If you are still concerned, the door is always open to parents. We really appreciate parents who let us know when there is a problem and want to work with us to find solutions. Year Level Coordinators, the Student Managers and the Principal team can be contacted through either general office.

LABOUR DAY - MONDAY 9 MARCH

Parents are reminded that Monday 9 March is a public holiday and students are not required at school.

Trish Horner

ABSENCES

Parents can notify the school of their child’s absence via SMS. The SMS number for both Campuses is 0458 030 632
HOW YOU CAN HELP YOUR CHILD’S LEARNING?

We are now well and truly into term one and whether your child is in Year 10, 11 or 12 there is a lot going on in their educational program at the moment. Many major assessments will be starting such as SAC’s for Year 11 and 12 students as well as tests and assignments for Year 10 students. It’s a busy time of the term, and there are a number of things that you can do to support your child’s learning – here are two simple ideas that work:

- **Help your child organise themselves** – Sometimes students have trouble prioritising and organising their work, which can lead to them becoming stressed or not completing everything required. You can help them to do this by regularly asking them about what work or study they need to complete and when their due dates are. You should also regularly check their diaries for homework tasks.

- **Provide routine times and spaces for homework and study** – Helping your child to identify regular times for homework is very important. By having a regular time to study, students are less likely to leave things to the last minute. It also means that later in the year as they get less homework, they have a regular routine time in which to study. Similarly the benefits of having a defined space to do homework are huge. A quiet space with room to spread out and write is very important for effective homework and study.

To help parents out even more we have some upcoming events. During term 2 we will be holding a special night “A Parent’s Guide to surviving the VCE”. Also soon you will be receiving your child’s interim report, which is a brief update on their progress and in the first week of term 2 we will be holding Parent Teacher Interviews. These are two great ways to check in on your child’s progress and support them to achieve their best.

YEAR 10 CAREERS CONVERSATIONS

During the week of the 23 – 27 February, every Year 10 student attended a small group careers conversation. The careers conversations are part of the College’s ongoing partnership with Latrobe University, and allow students a chance to spend some time in a group of 2, 3 or 4 discussing careers and pathways with a trained careers counsellor. Students are able to discuss their potential pathways and then look at concrete steps they can take towards achieving their career goals. Students look at real options for post Year 12 study and training and begin to think about which subjects and pathways available at Mill Park SC will suit them best.

The event is now in its fourth year and is consistently nominated by students as the most powerful and useful of our many Latrobe partnership activities.

Thanks to all of the Counsellors from Latrobe University for their time and to Mr Isbister for coordinating the event.

YEAR 10 WORK EXPERIENCE PROGRAM

All Year 10 students are required to participate in the Work Experience Program running in Week 10 of Term 2 (15-19 June). This is a valuable experience and is designed to assist students to explore possible career options & pathways post-secondary school. Students are placed with employers primarily to observe and learn. Students can also gain knowledge about a field of interest, a reference and possibly some part time work. Students are required to organise their own placement and the clock is ticking so please act quickly. For students who are intending to work in the Building & Construction industry, additional occupational health & safety training (White Card) is required which will incur a cost (if not already doing VET Building & Construction). All enquiries regarding work experience should be directed to Belinda Mahony, Work Experience Coordinator in the Careers Centre (Tuesday – Thursday).

Any parents who would be willing to support us by taking on one of our students for a work experience placement should contact Belinda Mahony on 9409 8222.

Work experience arrangement forms are due back by Monday 13 April (first day of Term 2). Below are some student testimonials from previous years

“Last year I was lucky enough to take part in work experience at LaTrobe University in the Anatomy & Physiology Laboratory as a lab assistant. In the 5 days that I worked there I did various tasks ranging from helping to set up labs and seeing how things work in the Research Lab for example: bone stent training research, muscle and bone cells and other ways to increase healing and development processes. Overall this has broadened my ideas about what I want to achieve in the future. I thank the Careers team and Latrobe University for this experience and for encouraging students to take part in work experience for their future interests.”  

**Jack Spencer**

“I spent my work experience week at Meadowglen Principle Aged Care assisting the Lifestyles Coordinator with leisure activities for the elderly residents. I was able to help with the fitness activities such as exercises as well as fun things like bingo, singing and card games. We were also lucky enough to go on an outing to Mernda Bakery. I really liked it when entertainers came to visit & everyone was having a good time singing along. Working here has made me think about aged care as a possible career pathway.”  

**Nadine Shortis**
Completing VCE can be a stressful time for students and their families. Any student can feel overwhelmed from time to time. So what can you do about it? Despite the growing influence on teenagers of media, friends and celebrities, research continues to show that the best predictor of a young person’s wellbeing is their relationship with their parents. Parents provide a model for their children of how to deal with difficult situations and how to view the world. Parents can be a great source of support for them as they embark on the challenge of VCE.

Families can do many things to create a home environment in which teenagers are able to study, relax and can talk about things that are bothering them.


**COMMUNICATION IS KEY**

It can be easy to tell yourself, “if my child is worried, they will tell me”, or, “if they need help with schoolwork, they will tell me”, but the ways teenagers communicate their feelings are not always so straightforward.

Here are a few tips to help parents:

**Make the first move**

Sitting back and waiting for your teenage son or daughter to come to you, may mean you are waiting an awfully long time! You are the adult and parent, so take the first step to show them you care.

**Timing**

Catch them at the right moment to have a chat or make a request. Timing is very important! Some good times to open up are... a meal or snack time (when it is just the two of you), while doing an activity such as a walk or preparing dinner or when they are relaxing

**Location, location, location**

Talk on their ‘turf’. Teenagers will respond better if they feel they have some control over the conversation. Teenagers often say they feel cornered if parents start asking questions during a car ride or in the bathroom – this makes them defensive. (Internal monologue goes something like: “Mum only offered to give me a lift so she could interrogate me about school”) Try waiting until a quiet time of night (after dinner, after all chores have been done, not too late) ; knock on their bedroom door and ask permission to enter ; ask if they have time for a chat For example, say: “I haven’t heard much from your teachers or from you so just wanting to know how you’re finding it all” OR, “You look a little stressed recently, how’s it all going?”

**Get as much information as possible**

Keep asking questions until you know what the situation is. “Okay, is there anything else that is stressing you out?” “What exactly happened?” “How did that come about?”

**Listen without judgment**

If a teenager tells you they are stressed about maths, they are unlikely to take it well if you tell them they simply need to study more. When you feel you understand what is stressing them out, it is best to approach the issue as a joint problem-solving activity. Don’t try to solve their problem for them.

**Problem solve together**

If your teenager tells you about something specific that is stressing them out, it is important to work through it together. Ask them: “What have you already tried to solve the problem?” “Why do you think that didn’t work?” “Do you have any other ideas?” “Is there anyone you could go to who could help?” “Do you want to hear some of my ideas?” Emphasise to your teenager that you may not be able to solve the problem completely or all in one go but it’s worth trying something which could improve things.

For more tips on how to help students through the VCE, come to our parent seminar

“A Parent’s Guide to Surviving VCE”

to be held on **Wednesday 22 April** in the Senior Campus library 7.00 – 8.00pm.

The workshop will include tips on how to be supportive / encouraging and answer these important questions:

- How much time should my son / daughter spend studying?
- What’s the difference between homework and study?
- How can the school help?

Limited places available so book your place by calling the school on 9409 8222

Kelli MacDonald
Assistant Principal - Senior Campus
I am very pleased to announce that Mill Park Secondary College has been selected to participate in a very exciting research project initiated by insightSRC, Deakin University and Smiling Mind.

Purpose
The purpose of this research project is to find out whether the Smiling Mind program improves outcomes for primary and secondary school students. Specifically, the study will look at whether using the Smiling Mind program leads to improvements in the mental health, well-being and engagement of students.

Background
Smiling Mind is a web and App-based mindfulness meditation program that has been designed for young people. Previous studies on mindfulness programs have found that they can improve the mental health of young people, for example by reducing anxiety. However, many existing mindfulness programs are long, complex, and not always practical for young people to use. We will investigate whether a shorter program delivered during school time can improve the mental well-being of students.

Procedures
Two home groups from each of Year 7, 8 and 9 have been selected to participate in this research project and families of those students will be receiving information from the College explaining how the research project will be conducted and parent/carer giver consent forms will be provided.

Each student participating in the research project will be provided a confidential login for the questionnaires that will form part of the evaluation of the Smiling Mind App.

Teachers of the selected classes have already commenced their training on how to use the Smiling Mind App. They will then teach their students to use the program.

During the research project, students will be asked to listen to guided meditations two to five times a week. Each meditation only takes 5-10 minutes, during which students will be asked to focus on different sensations in their bodies such as listening to their breath or the sounds around them. If you would like to listen to an example of these meditations, you can do so at www.smilingmind.com.au. Students will do this for eight weeks, after which they and their teachers will complete the same set of questionnaires.

Possible Benefits
The results of this project will help us to determine whether using the Smiling Mind program can improve mental health among students. It will also help Smiling Mind to make the program better for future users.

Results of Project
The results of the research will be available in an evaluation report to the school at the end of the program. Results might also be published in peer reviewed journals and presented at international conferences. No individual students will be identified in the report.

Participation is Voluntary
Participation in any research project is voluntary. If parents/students do not wish to take part, they are not obliged to. If they decide to take part and later change their mind, they are free to withdraw from the project at any time. If they do withdraw, any information obtained will not be used if they do not want it to be used.

Alternatives to Participation
If any students choose not to participate, have parents who do not give consent for them to participate, or are not able to participate in the program for any reason, the school will provide an appropriate alternative task which is similar to school related tasks. In this way we want to minimize the chance that children feel left out if they do not participate in the project.

Ethical Guidelines
The project will be carried out according to the National Statement on Ethical Conduct in Human Research (2007) produced by the National Health and Medical Research Council of Australia. This statement has been developed to protect the interests of people who agree to participate in human research studies.

The ethical aspects of this project are approved by the Human Research Ethics Committee of Deakin University and the Department of Education and Training.

Any questions regarding this project should be directed to Karen Eastlake – Middle Years Campus Principal.
Hooray for Hollywood and the Walk of Fame
Library Orientation with Glamour

The 2015 library orientation at Mill Park Secondary College inspired our Year 7 students to learn about the library services, the activities and the online and print resources.

Using Hollywood and the Walk of Fame theme, an orientation program was devised around nine stations set up throughout the library. Each station contained clues and puzzles on music, dance and film, the Dewey Classification system as well as questions relating to getting to know the library and its services. Searching the online library catalogue was used to identify and locate resources. Posters with Fiction genre were explored to familiarise students with the range within the collection.

The google quiz tested students’ knowledge of the online World Book encyclopaedia. Students were invited to become Library Monitors signing in for the Program.

Finally they completed a Reading Interest survey which showed what type of books they like to read.

Our Year 7 Library Orientation Program was unlike any other. Students were active, excited and engaged. Most of all everyone had fun!

Regards from the Library team

<table>
<thead>
<tr>
<th>HOMEWORK CLUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Campus Thursday 3:10pm – 4:30pm</td>
</tr>
<tr>
<td>Middle Years Campus Thursday 3:10pm – 4:00pm</td>
</tr>
</tbody>
</table>

Homework Club is held in the libraries each week after school. Teachers are on hand to assist students and light refreshments are provided. All students welcome!
YEAR 7 CAMP

On Wednesday 18 February, 110 of Mill Park’s brand new Year 7s, and 11 teachers departed for Campaspe Downs Adventure Camp in Kyneton, Victoria. When we arrived at camp we went for a walk around the lake, as our very cool group leader Laurie showed us around. Each group took part in two activities on Wednesday, four activities on Thursday and two activities on Friday. These included the Giant Swing, Possum Glider, Flying Fox, Archery, Orienteering, Initiative Exercises, Low Ropes Course and the Leap of Faith.

The activities forced many people to face fears of heights, and elicited some ear-splitting screams, but we all felt pretty proud of ourselves after completing them. The Leap of Faith was particularly challenging as it required us to climb a vertical pole up to a platform before jumping off to try and hit a buoy.

We shared our cabins with between 8 and 14 other kids and some very large, hairy, eight legged campers. Our cabins were also next to a lake, so we all came home with more than a few mosquito bites. The camp food was pretty good overall, although there were very mixed feelings about the goulash we had for dinner Thursday night.

Our first evening was spent playing games in the Gym. Thursday was extremely hot and sunny, and the disco on Thursday night saw lots of people nursing a glowing sunburn. The disco also featured several teachers wearing onesies (even though it was still over 30 degrees). It quickly became apparent that Mill Park Year 7s have much better dance moves than their teachers, although Captain America and a Storm-trooper (Mr Nicholls and Mr Matthews) did pull off some pretty wicked robot moves.

The camp was a really positive experience for all involved and we highly recommend participating in Year 7 Camp to all students attending the College.

Elizabeth Ring
Year 7 Level Programs & Learning

HOMESTAY FAMILIES WANTED

We are looking for people who may be interested in providing homestay for an International Student attending Mill Park.

Homestay is full board offered by a family, couple or single person.

All homestay accommodation is approved by the school to ensure it meets a minimum standard, so that all international students live in a safe, comfortable and supportive environment.

It is a legal requirement that all people aged 18 and over living in the homestay, have a Working With Children Check prior to hosting a student. (We will assist you with this).

A set weekly fee is paid by the student to cover full board and accommodation.

You should live within easy access of the school or public transport, but you do not have to have a child attending Mill Park Secondary College.

If you are interested or would like more information, please contact the

International Student Coordinator, Marilyn Pridmore.

Phone: 9409 8222 or 0438 681 125 Email: pridmore.marilyn.j@edumail.vic.gov.au
A fantastic opportunity is available for Year 9 students to partake in a new initiative to Mill Park Secondary College; **High Resolves**.

**High Resolves** is a new program across all year levels at the Middle Years Campus.

There are only **40 spots available for Year 9**.

The Year 9 program is called the “Global Leadership Program”. During the program, students will:

‘Explore the attributes of effective leadership and start to develop core skills to become an effective leader. The skills learnt are then put into practice and enhanced through a hands-on social action project to create a positive impact in the school community.’

All Year 9 students will have an opportunity to apply.

Applications will open on Tuesday, 11 March and will be available for pick up from the Curriculum Office.

Applications will close on Friday 13 March and will need to be handed in to Mrs. Melissa Barnard by 4:00pm in the Curriculum Office.

The Global Leadership Program involves the following activities:

- Two days of leadership development at school
- One day project initiation
- Three working sessions to run a social action project in the school
- Includes project support from Deloitte and NAB volunteer business mentors, where available
- Selected participation in the Annual Leadership Summit convened at a leading University in Melbourne.

These sessions will take place on the following dates:

<table>
<thead>
<tr>
<th>Full Day Modules</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Skills Workshop – Day 1</td>
<td>27 April 2015</td>
</tr>
<tr>
<td>Leadership Skills Workshop – Day 2</td>
<td>30 April</td>
</tr>
<tr>
<td>Project Initiation</td>
<td>19 June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module / Session</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Session 1 (Act)</td>
<td>24 July - 9:00 – 12:35</td>
</tr>
<tr>
<td>Working Session 2 (Act)</td>
<td>25 August - 9:00 – 12:35</td>
</tr>
<tr>
<td>Working Session 3 (Reflect)</td>
<td>8 September - 9:00 – 12:35</td>
</tr>
</tbody>
</table>

Please note that no late applications will be accepted. It is not possible to accept everyone and parents/guardians will abide by the final decision of the College.
OPEN DAY DATES FOR YOUR DIARY - Open Days are a great opportunity to check out tertiary institutions. Most Open Days occur on Sundays in August. The dates for many of them are listed here so that you can get them in your diary for later on. Year 10-12 students (and their families) are encouraged to visit institutions of interest on Open Days so that you can see their facilities, attend information sessions, collect information, get your questions answered, talk to staff, and so on.

DATES:
- Sat 1 Aug – Monash (Berwick & Peninsula campuses)
- Sun 2 Aug – Deakin (Warrnambool); Monash (Caulfield & Clayton); Swinburne (Hawthorn)
- Sun 9 Aug – Australian Catholic University (ACU) (Fitzroy); Deakin (Geelong campuses); La Trobe (Bundoora); RMIT; William Angliss Institute
- Sun 16 Aug – Melbourne; Monash (Parkville – Pharmacy); La Trobe (Bendigo)
- Sun 23 Aug – Box Hill Institute; Deakin & MIBT; Victoria (Footscray)
- Sun 30 Aug – ACU (Ballarat); Federation (Ballarat & Gippsland)

Holmesglen has a number of Open Days during the year, usually the last Thursday of the month.

DO YOU WANT TO FIND OUT MORE ABOUT MONASH UNIVERSITY? If so, a great way to do so is to attend an ‘At Monash’ seminar. The series commences in March, and you will be able to learn from students, graduates and staff about university experiences.

Seminars available commence with:
- Tues 10 Mar - Nursing, midwifery, physiotherapy and occupational therapy (Peninsula)
- Wed 11 Mar – Business and economics (Clayton campus)
- Thurs 12 Mar – Science (Clayton)
- Tues 17 Mar – Arts (Humanities and social sciences) (Clayton)
- Wed 18 Mar – Information Technology (Clayton)
- Thurs 19 Mar – Pharmacy and pharmaceutical sciences (Parkville campus).

Many other seminars follow in terms 2 and 3 with design and fine art, architecture, psychology, medicine, law and so on. All seminars run 6.30pm to 8pm. To check out the full list of seminars and to register, go to www.destination.monash.edu/at-monash.

SWINBURNE NEWS – Swinburne is a smaller institution than some, offering VET courses through to PhDs. Its main campus is in Hawthorn, with smaller campuses at Croydon and Wantirna. The Hawthorn campus has several new buildings with state-of-the-art facilities. What’s happening at Swinburne?

- LAW – Swinburne introduced a law degree this year. Its focus is on commercialisation, intellectual property and technology transfer. The Clearly-In ATAR was 91, with 71 students commencing this year. A number of double degrees are also on offer – with arts, business, engineering and science.

- ENGINEERING – In engineering, Swinburne has a high employment rate, particularly in civil engineering. A new degree commencing at Swinburne is in construction engineering.

- PSYCHOLOGY – At Swinburne, many psychology students look or work after completing their three-year degree, without pursuing post-graduate study. Graduates have many skills: they can source, sort and evaluate information, apply psychological theory, communicate information in a logical way, can formulate research questions, collect, analyse and interpret data. These skills are often used to get a job, in community services, (counselling, welfare, child protection, corrections, disability, youth), in business (market research, public relations, human resource management), in education support, health services and in graduate programs (eg Bureau of Statistics, Customs, ATO Defence, Immigration).

- NATIONAL INSTITUTE OF CIRCUS ARTS – A very specialised area of study at Swinburne, located in Prahran; many graduates are currently working for Cirque du Soleil.

REMINDERS
<table>
<thead>
<tr>
<th>UMAT</th>
<th>Registrations by: 5 June 2015; Test Date: 29 July, 2015</th>
</tr>
</thead>
</table>

UMAT Registrations by: 5 June 2015; Test Date: 29 July, 2015

- REMINDERS
  - UMAT Registrations by: 5 June 2015; Test Date: 29 July, 2015

- DO YOU WANT TO FIND OUT MORE ABOUT MONASH UNIVERSITY? If so, a great way to do so is to attend an ‘At Monash’ seminar. The series commences in March, and you will be able to learn from students, graduates and staff about university experiences.

- Seminars available commence with:
  - Tues 10 Mar - Nursing, midwifery, physiotherapy and occupational therapy (Peninsula)
  - Wed 11 Mar – Business and economics (Clayton campus)
  - Thurs 12 Mar – Science (Clayton)
  - Tues 17 Mar – Arts (Humanities and social sciences) (Clayton)
  - Wed 18 Mar – Information Technology (Clayton)
  - Thurs 19 Mar – Pharmacy and pharmaceutical sciences (Parkville campus).

- Many other seminars follow in terms 2 and 3 with design and fine art, architecture, psychology, medicine, law and so on. All seminars run 6.30pm to 8pm. To check out the full list of seminars and to register, go to www.destination.monash.edu/at-monash.

- SWINBURNE NEWS – Swinburne is a smaller institution than some, offering VET courses through to PhDs. Its main campus is in Hawthorn, with smaller campuses at Croydon and Wantirna. The Hawthorn campus has several new buildings with state-of-the-art facilities. What’s happening at Swinburne?

- LAW – Swinburne introduced a law degree this year. Its focus is on commercialisation, intellectual property and technology transfer. The Clearly-In ATAR was 91, with 71 students commencing this year. A number of double degrees are also on offer – with arts, business, engineering and science.

- ENGINEERING – In engineering, Swinburne has a high employment rate, particularly in civil engineering. A new degree commencing at Swinburne is in construction engineering.

- PSYCHOLOGY – At Swinburne, many psychology students look or work after completing their three-year degree, without pursuing post-graduate study. Graduates have many skills: they can source, sort and evaluate information, apply psychological theory, communicate information in a logical way, can formulate research questions, collect, analyse and interpret data. These skills are often used to get a job, in community services, (counselling, welfare, child protection, corrections, disability, youth), in business (market research, public relations, human resource management), in education support, health services and in graduate programs (eg Bureau of Statistics, Customs, ATO Defence, Immigration).

- NATIONAL INSTITUTE OF CIRCUS ARTS – A very specialised area of study at Swinburne, located in Prahran; many graduates are currently working for Cirque du Soleil.

- REMINDERS
  - UMAT Registrations by: 5 June 2015; Test Date: 29 July, 2015

- DO YOU WANT TO FIND OUT MORE ABOUT MONASH UNIVERSITY? If so, a great way to do so is to attend an ‘At Monash’ seminar. The series commences in March, and you will be able to learn from students, graduates and staff about university experiences.

- Seminars available commence with:
  - Tues 10 Mar - Nursing, midwifery, physiotherapy and occupational therapy (Peninsula)
  - Wed 11 Mar – Business and economics (Clayton campus)
  - Thurs 12 Mar – Science (Clayton)
  - Tues 17 Mar – Arts (Humanities and social sciences) (Clayton)
  - Wed 18 Mar – Information Technology (Clayton)
  - Thurs 19 Mar – Pharmacy and pharmaceutical sciences (Parkville campus).
PHYSICS RESEARCH – Swinburne is very highly regarded in world research in physics (in the top 75 universities in the world, in fact).

HIGH ACHIEVERS PROGRAM – High achievers have different expectations of university. Students with an ATAR of 95 or more are invited to join this Swinburne program. It is currently offered to science (physics), communication design (honours), and IT students, later to be offered to students of business and engineering. Students are guaranteed access to a research group from first year, mentoring with senior academic staff, guaranteed accommodation, and a $5,000 pa scholarship. Places are offered automatically to students meeting the entry criteria in the participating degrees.

INDUSTRY BASED LEARNING (IBL) – Swinburne has long been a proponent of this style of learning. Students involved in this program generally work for six or twelve months in an area linked to their study program. New skills are obtained, the work is paid for, and the placement can lead on to full time employment with the organisation.

AUTISM – In April, Swinburne is launching a MOOC (Massive Open Online Course) about autism. It is designed for parents, families and carers living and working with individuals with autism. The MOOC is a free online course using scenario-based learning to support, guide and share experiences from parents and experts in the field. Email autism@swinburne.edu.au for information. Register »

INTERESTED IN VETERINARY SCIENCE? In Victoria, veterinary science can only be studied at the University of Melbourne. The Faculty is holding a Course Advice Day on Saturday 21 March (10am-3pm) at the Werribee Campus, 250 Princes Highway, Werribee. For further information please visit http://fvas.unimelb.edu.au/news-and-events/events#course-information-day. This will be different from previous years. There will be a tour of the hospital for which you must register.

VICTORIA UNIVERSITY (VU) NEWS –

NEW STUDENT ACCOMMODATION – is being built at the Footscray campus. The 500-bed complex is in collaboration with Maribyrnong City Council, opening in 2016.

WHAT IS BIOMEDICINE? VU offers Biomedicine and Biomedical sciences at the St Albans campus. Biomedicine is a broad field of study to gain an in-depth understanding of human physiological and anatomical function, disease and medical applications. These degrees prepare graduates for a career preventing and treating disease. Gain hands-on training and knowledge of human physiology, combined with skills in critical analysis and communication. Possible careers are in research, pathology, injury rehabilitation, crime scene investigation, and so on.

NOTE: Biomedical science is also offered at Monash university (a possible pathway into Monash post-graduate medicine), ACU, Deakin, La Trobe, Federation, La Trobe while Biomedicine is offered at Melbourne university (a possible pathway into Melbourne post-graduate medicine, dentistry and physiotherapy degrees).

CAREERS IN THE DEFENCE FORCES – entry is usually through general or officer entry.

General entry requires applicants to have at least Year 10, be at least 17 years, and to pass a number of physical, mental and character tests.

Officer entry requires applicants to have a high ATAR in their VCE, and also to pass various tests. Officer entry applicants study in Canberra at the Australian Defence Force Academy (ADFA), a campus of the University of NSW. Degrees on offer at ADFA are: Arts, Business, Engineering, Information Technology, Science and Technology. Successful applicants complete their military training during university holiday breaks.

Defence Force recruiting hold information sessions throughout the year. Call 13 19 01 for details, or see: www.defencejobs.gov.au.

Defence Forces offer the ADFA Education Award, presented to Year 12 students in recognition of leadership potential, and academic and sporting achievements exhibited during Year 11. The award is a laptop computer, with up to 100 awards on offer annually.

ADF Gap Year program still operates – it provides an opportunity for young people who have completed Year 12 to gain military training and new skills.
YMCA WHITTLESEA

ROAD TRIPPIN
AUTUMN 2015

DAY TRIPS AROUND
MELBOURNE AND VICTORIA

$97 a day
CCR and CCB available

Ages 10 - 15 years

Activities include
- Cave Adventure
- Flying Fox
- Canoeing
- Galactic Circus
- Mountain Biking
- High Ropes
- Leap of Faith

BOOKINGS OPEN MONDAY 2 FEBRUARY.
LIMITED PLACES OPEN.
Ph: 9407 6206 E: jonathon.santamarla@ymca.org.au
whittlesea@ymca.org.au
State Schools’ Relief has provided school uniform and footwear to students of families experiencing financial difficulties in Victorian State Schools since 1930. This tradition continues today, with requests for support nearly doubling in 2015. As such, the Department of Education and Training has now provided additional funding to ensure the most vulnerable students receive their essential school items.

**Who can apply?**
School principals and their welfare teams are best placed to assess and establish the level of student’s needs. All principals are encouraged to access SSR to support vulnerable families.

**What is provided?**
SSR provides school uniform items and footwear for children from their own supplies. Items are provided FREE OF CHARGE to families and are discreetly delivered to the school by courier within three working days, at no additional cost.

Should a uniform item be unavailable, SSR will pay a partial subsidy. SSR will also provide an email authorisation to the uniform supplier.

**How do I apply?**
Principals and delegates should visit the SSR website (www.ssr.net.au/schools), create a login for the school and apply online. For more information contact the SSR team on 9575 7900.

**School fundraising**
As a not-for-profit charity that relies on the generosity of others, SSR appreciates and encourages all fundraising efforts by schools to benefit this essential program for Victorian families.