College Principal’s Report

SCHOOL PRODUCTION - ”BEAUTY AND THE BEAST”

Don’t forget to mark your diary for the 2015 school production “Beauty and the Beast”.

Term 3 Week 3 - Wednesday 29 July, Thursday 30 July and Friday 31.

Bookings can be made via www.trybooking.com/HRFA or the General Office at both Campuses.

Artwork for poster by Olga Antoniadis, Year 10

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) – APPLICATIONS CLOSE 26 JUNE 2015

Parents and guardians are reminded that applications for the CSEF close on Friday 26 June 2015. Families holding a valid means-tested concession card are eligible to apply. A special consideration category will also exist. Parents/guardians must present their concession card to be photocopied when submitting the form. A payment of $225.00 for secondary school students will be paid directly to the school to be used towards camps, sports and excursion costs for the benefit of the student. A copy of the application form is attached to this newsletter. Hard copies are available at both General Offices.

SEMESTER 1 REPORTS ARE IN THE PIPELINE

Staff have been very busy writing the Semester 1 reports which will be available either on the last day of term (Friday 26 June) or at the beginning of Term 3. It is very important that you take time to discuss the reports with your children and do not hesitate to contact the College if you have any queries.

BIKE HELMETS

All students who ride a bike to school must wear a helmet and follow all road rules. The police do spot checks and those not wearing helmets are fined. It is alarming the number of students who do not comply with this law. Our main concern is for student wellbeing and we ask for parent support in ensuring all students are safe on the roads.

SAFETY REMINDER REGARDING UNWELCOME PERSON OR VEHICLE

- Students are reminded to be aware of their own personal safety when travelling to and from school. If a stranger attempts to engage a student in conversation, or tries to get a student into a car by offering lifts, cigarettes, gifts, foods etc, the student should immediately tell a staff member, who will contact the police.

- Staff and students should not approach any person acting suspiciously but rather contact police with as much detail as can be obtained, particularly any car registration number.

- Personal safety strategies include walking home in pairs, not talking to strangers and telling a trusted adult if they are approached or feel unsafe.

As we head towards the school holidays I wish everyone a relaxing, warm and safe term break.

Trish Horner
PATHWAYS

This week at the Senior Campus we have welcomed approximately 70 Year 9 students from The Lakes P-9 School South Morang. The aim of the day was for students to familiarise themselves with the Campus, find out about our learning programs, meet staff and students and take home information about the Campus. Our School Captains took students on tours of the Campus, and a range of teachers discussed programs, subjects and opportunities with students. For students from The Lakes who choose to undertake their senior education program at our College, we will hold a range of pathways and transition events later in the year.

PATHWAYS AND SUBJECT SELECTION

Our Pathways and subject selection events are just about to begin. These events are vitally important for students and parents to make informed decisions about their senior programs. For parents or students who have questions about subject selection, please contact any of our Careers team, Josie Vickers, Jayne Mitchell, Belinda Mahony, or Pathways Leader, Shaun Isbister.

REPORTS

Teachers are presently putting the finishing touches on semester based reports, which will be distributed on the last day of school.

In order to get the most out of the school reports, parents/carers should read reports with their children and discuss the grades, comments and areas for improvement. Look for high points in the reports and set some goals for second semester based around the feedback provided.

For Year 12 students, these reports will be the last written reports that they receive in their schooling, as at the end of Year 12 they will receive their VCE or VCAL certificates.

SCHOOL HOLIDAYS

We wish all students a safe and restful school holidays. Hopefully all Year 10 –12 students are able to take a well-deserved rest, while still keeping up to date with holiday revision and homework tasks.

Mill Park Secondary College sent a solid contingent of 14 competitors to the Northern Metropolitan Region Cross Country this year. Coming up against schools from around the corner to as far away as Kyneton. Compared to last year where the competitors fought some torrential rain and freezing conditions, this year was fairly mild and dry. With coffee and sausages close at hand, the staff were all pretty happy too.

Most of our students finished in the top 20 so it was a very successful day, with a special mention for Imthial Diedericks who finished second in her age group and easily qualified for the State Finals and Marnie Jarvis who also qualified with a really strong run for tenth place. With Manda Mirt providing entertainment throughout the day there was never a dull moment. Well done to all the competitors who were once again great ambassadors for our great school!

As part of the Year 11 Biology Unit 2 program all students attended two full days at the La Trobe Wildlife Sanctuary. Whereby the La Trobe staff educated, inspired and connected students with the local ecosystem.

by Fazla. F - Year 11

It was fun and a change from textbook work. I enjoyed identifying the dichotomous key and also using the quadrat and transects. I would like to learn about the various organisms that La Trobe sanctuary is home to. I definitely would like to have another excursion there some time again.

Three things I learned were how to use a dichotomous key in real life, using a transect and quadrat and making nest boxes.

Kayla Anastasov at Reservoir Vet Clinic.

Kayla is an exceptional student at MPSC. She said she was one of the first to organise this last year because she wanted to do work experience here so bad. She wants to be a veterinary nurse.

Highlight: supervising animal operations

What better way to learn about the law and judicial system than by running a court case in a true-to-life adversarial setting?

Year 11 Legal Studies students in the Senior Campus Old Study Centre last week.
VCE ENGLISH AND THE MID SEMESTER BREAK

With the end of Term 2 approaching, here’s a timely reminder about how best to utilise your ‘holidays’.

1. **Be a VCE trooper**

   By all means, rest and re-group. You’re tired and you need a break to freshen up. Even the most seasoned of warriors knows the value of a shower, shave and sleep. It worked for Caesar in the Battle of Pharsalus (48 BCE). His troops, once rested, smashed the opposing forces even though they faced double their number of soldiers.

2. **Treat the holidays like you’re a big shot executive, ‘working from home’**

   In many large corporations these days the option to ‘work from home’ or take ‘flexitime’ means you can manage your day by working the same amount of hours but in a location that’s a bit more comfortable, i.e. in your onesie. By all means take the first two days to chill out. But by Monday of Week 1, you should have your pencils sharpened and approach the working week like a boss - take playtime (10:33am) and lunch (12:33pm) but be disciplined and ensure you do a few hours of study across the day.

3. **Make a list**

   Create a list of everything you need to do, for all your subjects. Divide this up across the first ten days of the holidays, with no more than a couple of things on per day. A sense of balance is important - schedule in your personal and work commitments too. Grandma’s birthday is important, but so is your future. Make sure you take good care of both!

4. **Reward yourself.**

   If you work hard each day, you’ll earn the right to relax and be able to relax without that nagging, guilty feeling. Ever wondered how rich business people play so much golf? Because they work really hard, long hours the rest of the time and they know they deserve it!

5. **Read your English novels**

   While Year 12 students should have read *The White Tiger*, and Year 11 students should have read *The Kite Runner* over the December break, now is your chance to re-read these texts (or frantically read them for the first time!)

   Keep a pencil handy as you read- make annotations in the margins of your text, writing little notes to remind yourself of the main idea a page contains or underlining / asterisking a killer quote for later use. If you’re not allowed to scribble in your text, keep a pad handy. Jot down the page number as well as what you want to remember. This collection of notes will come in handy when you face writing your SAC in 5-6 weeks’ time. You’ll be so confident and prepared going into that SAC, you’ll feel like chest bumping your shadow.

6. **3 days before school: Review your goals**

   Remember your goals from earlier this year. Pat yourself on the back for what you’ve achieved and give yourself a metaphorical kick in the pants if you started to slack off a bit towards the end of term.

7. **Learn from your mid-year reports**

   Teachers spend a long time writing reports. But they don’t write them because they ran out of pages in their diaries and still feel like expressing their feelings; they do it to help you! Read over the comments from your mid-year reports. What have you done well or not so well? What advice can you take on board to improve in Unit 2 or 4?

8. **Get your game-face on**

   Be positive! Fake it ’til you feel it! You’ve got only a few more weeks of school to go, and this is going to go a whole lot quicker if you’re determined and enthusiastic. Remember – your teachers love you (almost as much as your parents do) and we all want you to succeed. Work with us, we’re your coaches. We’ll get the best out of you even on days you feel like giving up.

Here’s to a successful Unit 2 and Unit 4. I’d wish you good luck, but you don’t need it ;-)

*Felicity Gordon, College English*
2015 PATHWAYS INFORMATION SESSIONS

Year 9 Parent Pathways Evening
for our current Year 9 students

Date: Wednesday 17th June 2015
Time: 7 - 8pm
Venue: Middle Years Campus Library

What is covered: making a smooth transition to the Senior Campus, structure of the Year 10 program, how to pick an appropriate Year 10 program, selecting a VCE subject as part of the Year 10 program, pathways beyond Year 10 - the VCE and VCAL, and where to go for advice and support.

Event repeated Thursday 18th June 2015, 7 - 8pm at Senior Campus Library

Year 10 to VCE Pathways Evening
for our current Year 10 students

Date: Wednesday 15th July 2015
Time: 7 - 8pm
Venue: Senior Campus Library

What is covered: VCE program information, how to successfully complete the VCE (core requirements), how to pick an appropriate VCE program, short faculty presentations on subjects available, Q&A with faculty leaders

Pathways Interview Days
for our current Year 9 & 10 students

Year 9
Date: Wednesday 22nd July
Time: 12.40 - 4.30pm.
Venue: Middle Years Campus Library

Year 10
Date: Wednesday 29th July
Time: 12.40 - 4.30pm.
Venue: Senior Campus Library

What is covered: one-on-one subject counselling and support to make any last minute or final decisions regarding your subjects or program for 2016, and have your subject selection form signed off and submitted.

Subject selection deadlines for each year level
2016 Year 12 subject selections: Friday 17th July 2015
2016 Year 9 and Year 10 subject selections: Friday 24th July 2015
2016 Year 11 subject selections: Friday 31st July 2015

Middle Years Campus
Moorhead Drive, Mill Park VIC 3082
Phone +613 9407 9700

Senior Campus
Univ Drive, Epping VIC 3076
Phone +613 9409 8222

www.millparksc.vic.edu.au
mill.park.sc@edumail.vic.gov.au
WHAT IS THE VCAL?
The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Year 11 and 12 students.

The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), the VCAL is a recognised senior secondary qualification.

Students who do the VCAL are likely to be interested in going on to training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide the VCE is the right option for you after all, it won’t be too late to change your mind.

The VCAL’s flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and units are selected for the following four compulsory strands: Literacy and Numeracy Skills; Work Related Skills; Industry Specific Skills; and Personal Development Skills.

If you successfully complete your VCAL, you will receive a certificate and a Statement of Results that details the areas of study you have completed.

Why would I choose to do the VCAL?

While the VCE is a good option for students who would like to go on to further education at university, you might feel that this is not the right option for you. The VCAL is an accredited senior secondary qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as applied learning.

If you choose to do the VCAL, you will gain practical experience and employability skills, as well as the skills you will need to go on to further training in the workplace or at TAFE.

ARE THERE ANY ENTRY REQUIREMENTS?
No. You begin the VCAL at a level suitable to your capabilities. Your teacher or careers counselor will be able to help you decide which level is most suitable for you. There is, however, an application process detailed below.

HOW LONG WILL IT TAKE ME TO COMPLETE THE VCAL?
The VCAL has been developed for Year 11 and 12 students. You can get a VCAL certificate and Statement of Results when you successfully complete your VCAL program for the level you have chosen. Many students complete a VCAL level in one year.

WHAT DO I GET AFTER SUCCESSFULLY COMPLETING THE VCAL?
If you successfully complete your VCAL program, you will receive a VCAL certificate at either the Foundation, Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results listing all VCAL, VCE and Vocational Education and Training (VET) units.

HOW CAN I APPLY FOR A PLACE IN THE VCAL?
There are a limited number of places available in the VCAL program. Interested students can find out more about the VCAL program on the College website or by clicking here.

Students must fully complete and submit the ‘VCAL Expression of Interest’ form in order to be considered for a place in the VCAL program. Interviews will also be conducted to assess each applicant’s suitability to the program.

KEY DATES:
Friday 26th June: VCAL applications due. This is the final date to submit your VCAL Expression of Interest form.
Monday 13th – Friday 17th July: VCAL interview times allocated to applicants and interviews held.
TERM TWO COMING TO A CLOSE

As the term nears the end I would like to take this opportunity to thank all Middle Years Campus staff and families for their wonderful ongoing support of our Year 7 – 9 students. It was great to see a large turnout of Year 9 families this week to the Parent Pathways Information Night where valuable information regarding Year 9 transition to the Senior Campus and the subject selection process was presented. Students should ensure they use the term break to get plenty of sleep and relaxation before term three commences. Students will be dismissed at 12.35pm on Friday June 26. The first day of term three is Monday 13 July. Have a safe and enjoyable break.

LANGUAGES EXCURSION - DANTE ALIGHIERI POETRY COMPETITION

On Monday 1st June, the Year 9 Italian class caught the train to The University of Melbourne to compete in the prestigious Dante Alighieri Poetry Recitation Competition. Students worked hard in class for many weeks to memorise and rehearse an Italian poem, which they then presented in front of a judge. In honour of the 750th anniversary of Dante Alighieri’s birth, some students chose to recite the challenging first stanzas of 'Inferno' from his Medieval masterpiece, 'La Divina Commedia'.

The Year 9 Class then completed a tour of The University of Melbourne campus and met with Dr. Gregoria Manzin, from the School of Languages and Linguistics, to discuss studying a language at university.

Afterwards, we walked to Lygon Street and enjoyed a delicious pizza lunch at Papa Gino’s restaurant, followed by cakes and gelato at Brunetti Pasticceria.

All the students beautifully represented Mill Park Secondary College throughout the day and should be proud of their achievement. I would like to thank the support staff and students who made the excursion so enjoyable!

Cassandra Futcher, Italian Teacher

HIGH RESOLVES LEADERSHIP PROGRAM AT MIDDLE YEARS

Mill Park Secondary College Middle Years Campus is excited to be involved in the High Resolves Global Citizenship and Leadership Program for the first time this year.

Already our Year 7, 8 and 9 students have begun the program and have thoroughly enjoyed the sessions so far. Earlier in Term 2, Year 7 students enjoyed the ‘Personal Identity’ workshop in which they explored their identity as a global citizen in today’s highly interconnected world.

Just a few weeks ago, our Year 8 students started their involvement in the ‘Global Citizenship Program’ in which they have already learnt to recognise situations as being just or unjust, resist seeing the world through a self-centred lens and to redress social situations to make them more just.

About 30 of our Year 9 students are currently involved with the ‘Global Leadership Program’ in which they are now into their third session and are exploring the attributes of effective leadership and starting to develop core skills to become an effective leader. The skills they learn will then be put into practice and enhanced through a hands-on social action project to create a positive impact in the school community. We are looking forward to seeing what they come up with!

Feedback from some Year 8 students included:

- “I learnt that we are all equal and that everyone has an identity and it is unique”
- “I learnt that we are all alike no matter our beliefs and that we are lucky to have what we have”
- “I have learned that we all should be very grateful for what we have”
- “I learnt about stereotypes and racism in the world and how we can all have our own opinions”
- “I learnt that everyone deserves the same and we are all humans”

We congratulate the students involved on their enthusiasm and openness to learn new things and we hope that each student continues to gain a lot from their experience of High Resolves.

Philippa McIlroy, Year 8 Programs and Learning Outcomes Manager
**Middle Years Campus Report**

**CHOOSE YOUR ATTITUDE AND WORK TOGETHER**

Even with the winter cold firmly taking grip we are still maintaining the attendance from early in the term: Year 7’s - 96%; Year 8 - 94% and Year 9 - 92%.

Many of our families have been lucky to make plans for holidays (during the school term) which has meant we have created Student Absence Learning Plans and met with parents, to support the learning of students who are absent for 5 or more days. If you are planning an extended holiday during school time please contact the school well in advance. Five or more weeks notice, would allow sufficient time to prepare an appropriate Student Absence Learning Plan and to meet with parents to sign the plan.

The Homegroup Challenge is drawing to a close for another term. We are very pleased with the effort from students to be organised with respect to uniform, diaries, equipment and punctuality. The encouragement students give each other to “do the right thing” is helping us to strengthen the idea of “communal responsibility”. If we work together as a learning community, asking each other to give of our best, the outcomes will always be above expectation. The current rankings are as follows:

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>RANK</th>
<th>YEAR 8</th>
<th>RANK</th>
<th>YEAR 9</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7AE</td>
<td>4th</td>
<td>8AE</td>
<td>3rd</td>
<td>9AE</td>
<td>2nd</td>
</tr>
<tr>
<td>7BE</td>
<td>6th</td>
<td>8BE</td>
<td>8th</td>
<td>9BE</td>
<td>9th</td>
</tr>
<tr>
<td>7CE</td>
<td>3rd</td>
<td>8AR</td>
<td>7th</td>
<td>9AR</td>
<td>9th</td>
</tr>
<tr>
<td>7AR</td>
<td>7th</td>
<td>8BR</td>
<td>1st</td>
<td>9BR</td>
<td>7th</td>
</tr>
<tr>
<td>7BR</td>
<td>1st</td>
<td>8AS</td>
<td>5th</td>
<td>9CR</td>
<td>8th</td>
</tr>
<tr>
<td>7AS</td>
<td>8th</td>
<td>8BS</td>
<td>2nd</td>
<td>9AS</td>
<td>6th</td>
</tr>
<tr>
<td>7BS</td>
<td>5th</td>
<td>8AW</td>
<td>4th</td>
<td>9BS</td>
<td>5th</td>
</tr>
<tr>
<td>7AW</td>
<td>1st</td>
<td>8BW</td>
<td>4th</td>
<td>9CS</td>
<td>10th</td>
</tr>
<tr>
<td>7BW</td>
<td>2nd</td>
<td>8BB</td>
<td>7th</td>
<td>9AW</td>
<td>4th</td>
</tr>
<tr>
<td>7BE</td>
<td>6th</td>
<td>8BB</td>
<td>9th</td>
<td>9BW</td>
<td>11th</td>
</tr>
<tr>
<td>7CE</td>
<td>3rd</td>
<td>8BS</td>
<td>2nd</td>
<td>9BS</td>
<td>5th</td>
</tr>
<tr>
<td>7AR</td>
<td>7th</td>
<td>8AW</td>
<td>6th</td>
<td>9CL</td>
<td>10th</td>
</tr>
<tr>
<td>7BR</td>
<td>1st</td>
<td>8AW</td>
<td>4th</td>
<td>9AS</td>
<td>6th</td>
</tr>
</tbody>
</table>

In the last newsletter I included information from the ACMA (Australian Communication and Media Authority) website, related to the Cyber Smart campaign and the schools involvement in the eSmart program. We continue to see issues arising around our students’ use of technology and undoubtedly these are impacting on families. Below is the latest snippet; however I encourage parents to look at the site in order to seek information that may be most relevant to you at this time. The resource “Parents Guide To Online Safety” is available on the homepage of our website at [www.millparksc.vic.edu.au](http://www.millparksc.vic.edu.au).

Simon McRae, MYC Assistant Principal

**Sexting**

Sexting is the sending of provocative or sexual photos, videos, or other media, generally using a mobile phone or webcam. It can also include posting this type of material online. Young people often consider sexting as a way of connecting in a relationship.

**What Can I Do?**

- Talk to your child about sexting and privacy and consent in a frank, honest way.
- Make sure they are well aware of the risks that may occur if their images were to be shared beyond those intended.
- Teach your child about the social and legal consequences of sexting. If they sent a photo or video you would be committing a crime if they send, replicate or forward messages.
- If your child has been involved in sexting notify them so they can see the consequences. Sexting is not a crime for behaviour and you and your child’s action is being treated as a serious act.
- Teach your child to always remember that when you see a message from a friend or family member that is not appropriate you can report it to the website administrator.
- Teach your child to always remember that when they see a message from a friend or family member that is not appropriate you can report it to the website administrator.
- Teach your child to always remember that when they see a message from a friend or family member that is not appropriate you can report it to the website administrator.
- Teach your child to always remember that when they see a message from a friend or family member that is not appropriate you can report it to the website administrator.

**Mobile Phone Safety**

Mobile phones are a great way for children and teenagers to stay in touch with their parents, family and friends and provide access to fun and functional resources like games, the internet, music, apps and more from anywhere at any time.

**What Can I Do?**

- Help your child understand that they should treat their phone like a wallet, and that every text message, phone call or download comes with a cost.
- Let your child know that if it is lost or stolen or if it is a choose to tell them if they are someone that is a scam or a message.
- Let your child know that they will always be tell them if they are someone that is a scam or a message.
- Investigate phone plans and parental controls to help with what your child needs from their mobile phone so you can make additional options before you approach a provider.
- Teach your children about the risks and dangers of sexting.
- Teach your children about the risks and dangers of sexting.
- Teach your children about the risks and dangers of sexting.
EXPRESSION OF INTEREST – YEAR 8 CAMP TO WARATAH BAY (8 – 11 DECEMBER 2015).

A reminder to Year 8 students to return the expression of interest form and pay a $50.00 deposit to the General Office by Friday 26 June to secure their place on this camp. The approximate cost of the camp is $385.00.

Support available for camp payment: The government has initiated the Camps, Sports and Excursions Fund (CSEF), to ensure all eligible students are able to participate in school trips and sporting activities. Families holding a valid means-tested concession card will be eligible to apply. A special consideration category will also exist. Eligible families will need to apply for the CSEF at their child’s school. Copies of the application form are available at the General Office and must be submitted by Friday 26 June. If your application is successful, a payment of $225 will be provided to support your child to attend this camp and other excursion and activities.

For more information go to: http://waratahbeachcamp.com.au/

If you have any concerns or questions, please do not hesitate to call Ms Philippa McIlroy on 9407 9700 or mcilroy.philippa.m@edumail.vic.gov.au

Philippa McIlroy, Year 8 Programs & Learning Outcomes Manager

NEWS FROM THE LIBRARY

The MYC Library has had a busy Term 2, with many displays and activities, including displays for Education Week, Fashion of the Last Century and The Vintage. Activities included Mother’s Day card making and ANZAC centennial readings by staff, which students and staff thoroughly enjoyed. We would like to thank the staff who assisted with these activities, and those who entrusted us with their valuable collectable items.

Congratulations to students who enrolled in the Premier's Reading Challenge and the Library monitors who are doing a great job.

In readiness for Term 3 the library has purchased some non-fiction and fiction books, we encourage students to spend time reading the newly acquired books during the holidays. The Library staff wishes everyone a safe and happy break.

YEAR 7 & 8 DEBATING; DEBATERS ASSOCIATION OF VICTORIA (DAV) JUNIOR SCHOOLS PROGRAM

Students in Years 7 and 8 have the opportunity to participate in the Debaters Association of Victoria’s Junior Schools Program (JSP). The Junior Schools Program is an introduction to debating for junior secondary students and provides training in the basic skills and structure of debating. The JSP gives students the opportunity to participate in three ‘friendly’ debates with extended adjudications.

Ms Curnow, in her role as Debating Coordinator, is forming the Year 7 teams and the Year 8 teams. Each team must have a minimum of four students, with a maximum of seven. Students wishing to participate in the DAV JSP should be available on Tuesday evenings. The training session is held in early September. The three rounds are held from mid-September to the end of October. Each evening will run from 6pm - 8.30pm, however students are not required for the entire duration. The venue will be a local secondary school, which the association organises.

Students from Years 7 and 8 who are interested in this debating opportunity should contact Ms Jaclyn Curnow before Tuesday 23 June to register their interest.
VIDEO GAME CHALLENGE INVITATION

Students from Years 7 - 12 have the opportunity to enter the ACER (Australian Council of Educational Research) 2015 Australian STEM Video Game Challenge.

The Australian STEM Video Game Challenge is a national competition open to all Australian students. It is completely free to enter, and represents a great opportunity for students to engage in learning about Science, Technology, Engineering and Mathematics (STEM) in a fun and challenging way. Students are encouraged to design and build an original video game based on STEM concepts or themes. The program “Scratch” can be used to create the game. There are also several other options available. Students at the College have learnt programming via the software “Scratch”.

Both students and parents need to have read and agreed to the rules of the Challenge. The rules can be found at http://www.stemgames.org.au/files/STEM-Challenge-Rules-2015.pdf. Students in Year 7 have received a letter to ask for parental/guardianship permission for the Video Game Challenge. If your son or daughter wishes to receive a letter to register please contact Ms Jaclyn Curnow.

The 2015 Challenge will run from 20 April to 21 August – registrations close on Wednesday 24 June and submissions are due by 21 August. Further information can be found on the STEM website http://www.stemgames.org.au/parents and by contacting Ms Jaclyn Curnow on 9407 9700

Jaclyn Curnow, Year 7 ICT Teacher

DEBATING WORKSHOP WITH PLENTY PARKLANDS PRIMARY SCHOOL

On Friday 5 June, six members from the Year 7 Debating Team went to Plenty Parklands Primary School to model debating to the Grade 6 students. From watching the debate, the Grade 6 students learnt about the structure of a debate as well as effective persuasive techniques. The students were given the topic “Schools Should Have School Uniform”. As per the structure of debating the students formed two teams of three. The affirmative team comprised of Upnishadd Ksharma, who was the first speaker, followed by Ethan Watkins and Mackenzie Paschalis-Woods. The negative team’s first speaker was Braedyn Thomas, followed by Gurfateh Mahal and Lakshan Gnanashanmugan. The boys are to be highly commended for their preparation and delivery of the workshop. The negative team were awarded the win. The College is thankful for the partnership program with Plenty Parklands Primary School. These are the team’s reflections about the day.

“The adjudicator gave great feedback to help improve us. He did debating, to a professional level, representing his country during high school. Debating is a positive thing to do it as it helps improve our social and academic skills”. Upnishadd

“By presenting and participating in the debate, I developed more skills. I taught the Grade 6’s about debating and the terms used; matter, method and manner. My team, the negative, won the debate.” Braedyn

“Debating was fun and gave me great confidence. I was chosen as best speaker, and this has motivated me to continue debating. The adjudicator gave me good advice and was friendly. It was great to see the knowledge of the grade 6s, their feedback was well delivered.” Gurfateh

“It was awesome. We learnt a lot of new skills about debating as we modelled debating to the Grade 6s. We enjoyed the challenge of presenting a view. Although we didn’t win, it was still fun. Everyone should consider signing up for the debating team” Ethan and Mackenzie

Jaclyn Curnow, MYC Debating Coordinator
EVERY DAY COUNTS

Secondary School Attendance

Going to school every day is the single most important part of your child’s education. Students learn new things are school every day – missing school puts them behind.

Why it’s important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

Students develop good habits by going to school every day – habits that are necessary to succeed after school, whether in the workplace or in further study.

Missing school can have a big impact on students academically and socially. It can affect their test results, including VCE, and, just as importantly, it can affect their relationships with other students, and lead to social isolation.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with falling behind in subject topics and assessment tasks, and lead to fewer subject choices and may impact on achievement in years 11 and 12.

Getting in early

It’s never too late to improve attendance – going to school more often can lead to better outcomes. Even at Year 9, when attendance rates for all students are lowest, going to school more often can make a big difference. Every day counts.

Schools are there to help – if you’re having attendance issues with your child, speak to your school about ways to address those issues.

What we can do

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they’re ill. It’s vital that they’re only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

“Day off” – Think twice before letting your child have a “day off” as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent’s permission. There can be many reasons for truancy; the best way to address this is for schools and parents to work together.

While all absences are bad for academic performance, unexcused absences are a much stronger indicator of lower reading and maths achievement.

If for any reason your child must miss school, there are things you can do with your school to ensure they don’t fall behind:

• Speak with your home room teacher or year level coordinator and find out what work your child needs to do to keep up.

• Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your home room teacher or year level coordinator as early as possible.

Openly communicating with your child’s school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Early Childhood Development Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you’re having attendance issues with your child, please let your year level coordinator, principal or other relevant staff member know so you can work together to get your child to school every day.

Further information

For more information and resources to help address attendance issues, visit:


Victoria as a Learning Community
State Government Victoria
INVITATION TO
PARENTS / CARE GIVERS

As families would know, the Middle Years Campus is currently involved in a research project run by Smiling Mind and InsightSRC over terms 2 & 3. The project has been running very smoothly thanks to the diligence of staff involved and by all reports, the 'experiment' groups are gaining valuable skills from their involvement.

As reported in the last newsletter, Jack Grimes from the Melbourne Football Club is our Smiling Mind ambassador and recently visited the college to meet all 6 of the classes involved in the project.

Child and Adolescent Psychologist and Smiling Mind Board member, Dr Michael Carr-Gregg has written to the school congratulating us on our involvement in the project and highlighted the growing wave of interest in providing young people with simple tools to look after their minds as well as their bodies. He pointed out that statistics indicate that 1 in 7 primary school students and 1 in 4 secondary school students will suffer with a mental health issue and 75% of these never receive help. As most of these issues will appear before the age of 25, there needs to be a more concentrated investment in prevention at an early age. He believes the Mindfulness Meditation can provide life-long tools to create happier, healthier and more compassionate young people and play a major role in preventing many of these mental health issues.

Mill Park Secondary College and Smiling Mind would like to invite all families to a 1 hour workshop here at the school to provide a detailed understanding of the importance of mindfulness for all people and to directly show family members how to use the Smiling Mind app available from the Apps Store. This invitation is open to all families with students in any year level of the college whether their students are involved in the research project or not. There is no charge for this workshop.

To determine the level of interest in this workshop, families are asked to fill out the slip below and return it to the General Office of either campus before the end of this term. They will then be contacted early next term to arrange the date and time of the workshop.

Karen Eastlake
Middle Years Campus Principal

YES I am interested in attending the Smiling Mind Workshop for families in term 3.

Parent/Care giver Name: .................................................................

I may be contacted on the following number: ....................................

Son/Daughter’s Name & Homegroup: .............................................
1. INFORMATION TECHNOLOGY AND ENGINEERING SEMINAR FOR GIRLS – Monash University is again running GENุงTuTy, an event for girls interested in information technology and engineering. The aim is to inspire and encourage females to pursue a career in IT or engineering. Find out more about IT and engineering, connect with like-minded people, and discover the world if IT and engineering professionals. Be involved in hands-on activities that will expose you to the different fields of IT and engineering.

When: 10am-4:30pm, Tues 30 June; Where: Monash Clayton; Cost: Free (incl morning tea and lunch); Contact: Melina Talianis ph 9902 0108, melina.talianis@monash.edu

2. YOU WANT TO BE AN OCCUPATIONAL THERAPIST? Austin Health is holding an information and demonstration evening for those interested in this career. Hear from OT’s experienced in spinal rehabilitation, hand therapy, mental health and neurology.

When: 5pm (registration), 5.30-8pm (sessions) Thurs 16 July; Where: Education Precinct, Level 4 Austin Tower, Austin Hospital, Studley Rd, Heidelberg; RSVP: to Lynching mary@ austinhbtns.org.au by 9 July; limited seats available.

3. NEW FASHION FACILITIES AT RMIT – RMIT has just launched as $8 million fashion hub at the Brunswick campus. It features new design studios, specialist machine rooms, an interactive lecture theatre and lounge spaces. RMIT Brunswick offers an Associate Degree in Fashion and Textiles Merchandising, Certificate IV in Fashion and Textiles Merchandising, an Associate Degree in Fashion Design and Technology, and the Bachelor of Fashion (Design Technology). Check out the Brunswick campus and courses at RMIT Open Day on Sunday 9 August, 10am – 4pm. The 4-year B. Fashion Design is taught partly at the City campus and partly at the Brunswick campus. NOTE: Some similar fashion courses are available at Holmesglen (City campus), Box Hill Institute and Kangan Institute (Richmond campus).

4. EARLY OFFER ‘ASPIRE’ PROGRAM AT LA TROBE UNIVERSITY – The Aspire program, launched in 2014, saw 1,100 students receive early offers for courses at La Trobe for 2015. Many students work hard to make positive changes in their schools and communities through volunteering, and La Trobe wants to recognise these efforts. La Trobe has announced a working partnership with the Country Fire Authority and the Duke of Edinburgh program. These partnerships reflect the desire of La Trobe to collaborate with people and organisations that share the vision of making a positive difference, and will help recognise the impact students are making in their communities. More information about the Aspire program can be found on the La Trobe website. Online applications opened on Monday 1 June. See: www.latrobe.edu.au, search Aspire program.

5. AUSTRALIAN CATHOLIC UNIVERSITY (ACU) has six campuses, two of which are in Victoria, in Melbourne (Fitzroy) and in Ballarat. It has over 33,000 students nationally, with over 10,000 in Melbourne. It offers higher education courses and VET courses (through ACUcom). In 2016 some new higher education degrees will be on offer. From 2016 the Bachelor of Biomedical Science will be offered in double degrees with B. Applied Public Health, B Laws and B. Business Administration. These will give students with broad interests the opportunity to study those interests, while potentially increasing career opportunities.

6. PUBLIC HEALTH CAREERS NIGHT -This is a great opportunity to get tips and advice from those already working in the field. The evening will consist of short presentations about the careers of various speakers, followed by a panel discussion and question time. The evening is put on by the Public Health Association of Australia, the Australian Health Promotion Association and the Australasian Faculty of Public Health Medicine. When: 5.00-7.30pm, Mon 15 June; Where: Auditorium, Peter Doherty Institute for Infection and Immunity, 792 Elizabeth St, Melbourne; Registration / Information: www.acu.edu.au/ early-achievers.

7. BOX HILL INSTITUTE’S CERTIFICATE IV IN DISABILITY – Box Hill has partnered with AMAZE Victoria to co-deliver the Certificate IV in Disability. It is the only course that offers the Support individuals with Autism Spectrum Disorder unit, an area which is growing in the industry. Negotiations are also in process to offer students the opportunity to undertake Sign Language (Austral) Level 1 as a part of this course. The course provides access to industry, guest speakers and targeted skills development sessions (e.g The Road to Empowerment – drama therapy techniques). The course is offered 2 full days per week. Job placement in the industry is high for graduates.

8. OBTAINING AN APPRENTICESHIP – Well and truly gone are the days when a 15 year old could easily obtain an apprenticeship. The employer would assist with transport to the work site, would teach the apprentice from scratch, and the apprentice would often leave school with little idea of what the trade involved. Nowadays, employers generally prefer the new apprentice to have at least 18 years old, to have completed the apprenticeship. These can sometimes be found among friends, relatives, sports associates and so on. Alternatively, Group Training Companies employ many apprentices. See: www.grouptraining.com.au. It is also interesting to note that many apprentices these days are well over 18 years; they are quite commonly well into their 20’s, after leaving another career.

Compiled by: M. Walker
CSEF Application Form

Mill Park Secondary College - 018775

Parent/legal guardian details

Surname

First name

Address

Town/suburb * State Postcode

Contact number

Centrelink pensioner concession OR Health care card number (CRN)

Foster parent* OR Veterans affairs pensioner

*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

Student details

<table>
<thead>
<tr>
<th>Child’s surname</th>
<th>Child’s first name</th>
<th>Student ID</th>
<th>Date of birth (dd/mm/yyyy)</th>
<th>Year level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I authorise the Department of Education and Training (DEE) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (the department) to provide the results of that enquiry to DET.

I understand that:

• the department will use information I have provided to the DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose the DET personal information including my name, address, payment and concession card type and status.

• this consent, once signed, remains valid unless I withdraw it by contacting the school or the department.

• I can obtain proof of my circumstances/details from the department and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.

• If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.

• Some personal information may be disclosed to the Victorian Department of Health and Human Services, for the purpose of evaluation and monitoring of concession card services.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child’s school.

Signature of applicant ________________________________ Date ___ / ____ / ____
CSEF eligibility

Below is the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 - Eligibility

To be eligible for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

• on the first day of Term two, or;
• on the first day of Term three;

1. Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR

2. Be a temporary foster parent, and;

3. Submit an application to the school by the due date.

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above

Criteria 2 - Be of school age and attend school in Victoria

School is compulsory for all Victorian children aged between six and 17 years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Eligibility Date

CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term two (13 April 2015) or term three (13 July 2015).

Payment amounts

CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

• Primary school student rate: $125 per year.
• Secondary school student rate: $225 per year.

For ungraded students, the rate payable is determined by the student's date of birth. For more information, see: www.education.vic.gov.au/csef

How to complete the application form

NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.
   Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your Centrelink card - unless you are claiming as a Foster Parent or Veterans Affairs Pensioner. You will also need to provide your Centrelink card to the school.
   If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, tick the appropriate box. In this case, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
   The CSEF payment is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

2. Complete the STUDENT/S DETAILS section for students at this school.
   - enter SURNAME AND FIRST NAMES in full.
   - enter the DATE OF BIRTH e.g. 15/09/2008.
   - enter the YEAR LEVEL, unless the student is ungraded, e.g. attending a Special School or language Centre, then enter 'UNGRADED' in the YEAR LEVEL column.

3. Sign and date the form and return it to the school office.

CSEF payments cannot be claimed retrospectively for prior years.
Queries relating to CSEF eligibility and payments should be directed to the school.
YMCA WHITTLESEA
ROAD TRIPPIN'
WINTER 2015

DAY TRIPS AROUND
MELBOURNE AND VICTORIA

$75 per day
CCB + CCR available

Limited places!
Bookings Open
Monday 4th May!

E: [insert email]
A: [insert address]

---

DRY 
OFF AND PICK UP 
TIMES AND LOCATIONS

MILL PARK LEISURE, MILL PARK BOX REVEW AT 3PM 9TH AUG.

---

Dates & Activities

TUESDAY 1st JULY
- Skill Adventure
- Explore Ballarat, Victoria

THURSDAY 3rd JULY
- Amazing Race
- Explore Melbourne CBD

GENERAL INFORMATION

Eligibility
- Young Person aged 11 - 15 years
- Priority access to the program is given to children of Fami
- Limited places available

Enrollment and Booking Process
- Upon completion of an enrollment form, parental
- Once the form has been processed, you will
- You will not be able to book onto the program
- The enrollment process will continue during the
- The program will not be available during the

Refund Policy
- YMCA Whittlesea is unable to provide any refunds for
- In the event of a participant
- A medical certificate issued by a doctor is required
- The refund is calculated based on the

Operation Hours
- The program operates from 9am - 3pm
- Please note: Transport is included in the daily costs

Behavior Policy
- In a child's behavior and general conduct, other
- YMCA Whittlesea reserves the right to implement
- In case of emergency, the program

Program Specifications
- This program is only available to children aged
- The program will focus on
- YMCA Whittlesea reserves the right to cancel participation

What Should I Bring?
- Please ensure your child has:
  - A hat and a packed lunch
  - A water bottle
  - Comfortable shoes
  - Appropriate clothing for the weather

Medical Information
- It is important to ensure that all
- Please provide all necessary

---

PAYMENTS

At time of booking or on the day of the program. Payments can be made at YMCA Whittlesea's Head Office, during business hours, or through the online booking system. Payment is due at the time of booking. If an account is outstanding, your child will not be able to participate in the program. No refunds will be given if a child is GST.

Daily Fee

$75 per day

Child Care Benefits (CCB) and Child Care Rebate (CCR)

This program is approved for the Child Care Benefits (CCB) and Child Care Rebate (CCR) schemes. To determine eligibility, please consult the Family Assistance Office. To access information and forms, you can visit www.childcarecentre.gov.au or call 131 660 to speak to a Customer Service Officer.

To help families better understand CCB and CCR, YMCA Whittlesea has included a fact sheet in your enrolment pack.

---

E: [insert email]
A: [insert address]
THE MILL PARK SECONDARY COLLEGE PRODUCTION OF

Disney's

BEAUTY 
AND THE
BEAST

Music by Alan Menken  
Lyrics by Howard Ashman & Tim Rice  
Book by Linda Woolverton  
Originally Directed by Robert Jess Roth  
Originally Produced by Disney Theatrical Productions  
By arrangement with Hal Leonard Australia Pty Ltd, exclusive agent for Music Theatre International, NY

ONLY 6 PERFORMANCES!

WED 29th July 10am & 7:30pm
THU 30th July 10am & 7:30pm
FRI 31st July 10am & 7:30pm

PLENTY RANGES ARTS & CONVENTION CENTRE

TICKETS
www.trybooking.com/HRFA
or from the MPSC Campus Offices:
MYC 9407 9730  SNR 9409 8202

Artwork by Olga Antonaidis (Yr.10)