CONNECTING AS A COMMUNITY

Thank you to the families who took the opportunity to be part of our School Connectedness Evening last Wednesday:

On both campuses our School Captains and Student Leaders hosted activities and a delicious dinner (courtesy of Sammy’s Charcoal Chicken). The Captains spoke about the importance of student connectedness to school and family engagement with their schooling, as these are strong protective factors for young people and lead to better academic, social and emotional outcomes. The Captains conducted activities for families focussing on four key elements:

✦ HOPES for their children’s education
✦ FEARS for their children’s education
✦ DREAMS for our school
✦ FEARS for our school

The Campus Captains also presented information on the School Wide Positive Behaviour Support (SWPBS) framework, in particular seeking feedback about the positive expectations of students with respect to behaviour:

➢ In class
➢ In the yard
➢ In the inside areas
➢ Outside of the school / in the community
➢ In the cyber world

Families who were not able to attend the evening or reply to the invitation earlier in the term are invited to provide feedback by Thursday 9 June, via the following link: http://goo.gl/forms/I0eRfg41pc

We are keen to make the most of the input from our students and families and will be looking at the feedback in coming weeks. We are striving to understand the things that matter most to our community and more importantly, continue to involve students and families in how we go about meeting your needs. The work that has been done by our student leaders already, is a great example of how our students can lead our school community and they will remain an integral part of the initiatives that spring out of the feedback.

Presentation of the identified positive behaviours is something our student leaders are working towards for term 3, so as a community, we have agreement and a clear focus as mentors (through our roles as peers, teachers, parents, family and community members) as we work together to support these positive behaviours.

I would like to congratulate the staff and students on this exciting initiative which has been led by Assistant Principal, Simon McRae. School connectedness is the belief held by students that adults and peers in the school, care about their learning as well as them as individuals, is an important protective factor. Students who feel connected to their school are also more likely to have better academic achievement including higher grades and test scores, have better school attendance and stay in school longer. We are committed to shifting our practice from telling to listening. Our goal of family engagement is not to serve parents and students but to gain partners. I encourage parents to complete the feedback form and look out for future family events that will strengthen our very important partnership.

I am very proud to tell you that we were recognised this week by The Age newspaper. I have an outstanding Leadership Team and a committed passionate staff who want the absolute best for our students. A Melbourne University report has identified the key success strategies for schools.

To quote from the paper "Mill Park Secondary College Principal, Trish Horner, does all the things highlighted in the research, and the results are paying off."

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) – APPLICATIONS NOW OPEN

The Camps, Sports and Excursions Fund (CSEF) applications close on Friday 24 June (last day of term 2). Families holding a valid means-tested concession card are eligible to apply. A special consideration category also exists. Eligible families need to apply for the CSEF at their child’s school by Friday 24 June; parents/guardians must present their concession card to be photocopied when submitting the form. A payment of $125 for primary school students and $225 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.

RUG UP – IT’S A COLD WINTER…

It seems that there is no doubt that winter is here. I am concerned that some students do not seem to wear warm enough clothes and many girls’ skirts are too short which offer no protection from the cold. Some students have been wearing hooded tops, which are not part of our uniform. I remind parents that there is a very warm coat available at the uniform shop. PSW is located at Unit 4 / 5 Danaher Drive South Morang, Phone: 03 9404 1711.

WINTER HEALTH – BEATING THE BUGS

In Australia, our influenza ‘flu’ season typically runs from May to October, usually peaking in August. It is just not possible to stop all bugs from spreading at school; however, a lot of illnesses can be prevented and controlled simply by practicing good hygiene. Handy hygiene tips for you and your family:

- Cover your mouth and nose with a tissue when coughing or sneezing
- Throw used tissues in plastic-lined rubbish bins
- Wash your hands with soap and water, preferably warm water if available
- Reduce the spread of germs by avoiding touching your eyes, nose and mouth

Further information on influenza is available at the Better Health Channel, see: Better Health Channel Flu Influenza

What can you do to prevent the spread of infectious diseases?

The three main ways of preventing the spread of infection are:

- Remind your child of effective hygiene methods.
- Keep your child home when they are unwell. Your doctor will let you know if your child has an ‘excludable’ condition. You will need to advise the school as soon as possible and keep your child home for the length of time that your doctor advises.
- Ensure your child's immunisations are up to date.

EARLY LEAVERS

Parents are reminded to give their child a note in the morning if the child needs to leave school early for an appointment. This ensures the student is ready and waiting for the parent when they arrive to collect them. If there is no note, it can take considerable time for students to be located and brought to the office.

QUEEN’S BIRTHDAY HOLIDAY

The Queen’s Birthday holiday is on Monday 13 June. As this is a public holiday, students will not be required at school.

REPORT WRITING DAY

A reminder to students that reports are fast approaching and students must ensure that they are up to date with the required work. A Report Writing Day will be held on Friday 10 June and students will not be required at school. Parents and guardians will need to make alternative arrangements for their care.

Reports will be issued to students on the last day of term – Friday 24 June.

SCHOOL PRODUCTION - "LEGALLY BLONDE"

Tickets are selling fast!

Term 3 Week 2 - Wednesday 20 July, Thursday 21 July and Friday 22 July.

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

Trish Horner
YEARN 7 DEBATING

Eight year 7 debaters ran a debating workshop at Plenty Parklands Primary School on Thursday 2nd June. The debaters ran a mock debate and shared some tips and strategies with the year 6 students, who are preparing for an exhibition debate at the end of the term. The Plenty Parklands students adjudicated the debate and awarded the win to the affirmative team (Fatima Ahad, Tanner O’Mara, Alia McBride and Kelechi Opara) narrowly over the negative team (Dion Fernando, Chelsea O’Mara, Emily Setter and Alexandra Prizmic) arguing the topic that the media should provide equal coverage of both women’s and men’s sporting events. The year 7 and 8 debating teams will be competing in the DAV Junior Secondary Debating Competition in terms 3 and 4. If you are interested in joining the debating team please look out for announcements in the first week after the holidays.

THE LANGUAGES CORNER – News from the Languages Faculty…

Languages and literacy: how does learning a second (or third) language help my child?

Learning a language means learning about language itself and what it means to be literate. Research tells us that the experience of learning a second language not only improves our knowledge of how languages work but also enhances our thinking skills. What we learn to do in one language helps us with any other language we might encounter, including English. For instance, when students try to understand a written text in Italian, or take part in a listening task, they are in-fact employing a range of strategies to infer meaning, such as looking at the context in which new words are presented, or look at the roots or endings of words to figure out what they might mean. Even in speaking or writing tasks, students must constantly draw upon their knowledge of how languages work; for instance, they may need to adapt their register (formal and informal) depending on the situation, or they may need to reflect upon sentence structure and how the new language may have similarities or differences with English. This means that our first language and other languages work in partnership to strengthen and enrich our repertoire of literacy practices.

Through learning languages other than English, anyone can have the opportunity to appreciate that literacy in English is also about culture and about distinctive ways of thinking and being. In language classes, we are able to reflect upon the ways in which we relate to others through language.

So is it true that learning Italian at Mill Park Secondary will help my child improve their English?

There is a lot of evidence to suggest that learning a second language can enhance English literacy. By comparing features of their first language with those of another language, learners are better able to understand the structure and workings of English. Furthermore language learners develop and enhance their skills and strategies for decoding and making meaning from words and this transfers to English. Learners also develop flexibility and competence in dealing with language concepts. Most importantly, a second language can provide a new beginning and success for learners who have struggled with English, thus improving their self-esteem.

As you can see, there is so much more to studying Italian at Mill Park Secondary than simply being able to communicate with speakers of those languages. Language learning can be an enriching journey for people of all ages!
HELPING YOUR CHILD TO HAVE A STRONG SENSE OF WELLBEING

One of the five learning outcomes in the Victorian Early Years Learning and Development Framework and the Early Years Learning Framework for Australia is that children have a strong sense of wellbeing.

A strong sense of wellbeing means much more than feeling happy all the time, or being free of illness. It is a combination of physical, social and emotional factors.

As a baby struggles to roll toward a toy or object of interest they show physical wellbeing (their motor skills are developing). But they also show curiosity (what's that thing over there?) and perseverance (I'm going to try again!).

Resilience is also a large part of wellbeing – a capacity to persist and to deal with disappointment. When your child tries one more time to finish a puzzle, they are showing resilience.

Being able to control your emotions is also an important part of wellbeing, for example when your child asks for milk and you offer water. At first, their tears well up (I wanted milk!), but as they develop rather than having a tantrum, your child takes a deep breath and takes the water. They are learning to control their emotional response to disappointment and to express emotions appropriately.

Your baby has always been able to communicate when their physical and social needs aren’t being met – crying is a way for them to attract your attention. As your child grows, they will take more responsibility for their own health and wellbeing. They will learn to wash their hands, eat with a knife and fork and drink from a cup without your help.

Children with a strong sense of wellbeing are more likely to be confident and involved learners.

How can I help my child to develop a strong sense of wellbeing?

- Give lots of physical affection! Warm and supportive relationships help your child feel safe and secure. This sense of security means your child will have the confidence to try new things and to express how they are feeling.
- Respond to your baby’s smiles, talk to them while changing nappies, play peek-a-boo, converse about things in a way where you listen to each other, ask a question and pause for a response.
- Encourage your child’s resilience, independence, decision making and ability to get along with others by offering them real choices such as how much food, what to wear etc., and enabling them to take considered risks such as jumping and climbing. As your child grows they are able to identify the qualities of a friend and resolve conflict using suitable language and actions.
- Encourage your child to be active. Give them lots of opportunities to play outside and to develop their motor skills – walking, climbing, running, jumping, skipping, balancing.
- Dance and movement will help your child’s physical coordination and give them confidence in how their bodies move. Use clapping and bouncing games with babies.
- Look for opportunities for your child to be responsible for their own health and wellbeing.
- Dress them in pants with elasticised waists so they can undress or go to the toilet without your help. Offer your child a wide range of healthy foods, but give them some choice over which ones they will eat. This can make meal times less stressful by giving your child some responsibility over what and how much they eat.
- Talk to your child about different foods and involve them in choosing food and preparing food. This will build awareness of the importance of healthy eating.
- If you have any concerns about your child’s wellbeing (physical development, mental health or social development) talk to your child’s maternal and child health nurse, doctor or early childhood professional.

Other related newsletters can be found at www.education.vic.gov.au

Related links
Belonging, Being and Becoming: The Early Years Learning Framework for Australia
Victorian Early Years Learning and Development Framework for all Children from Birth to Eight Years (2009)

You may also like to read
- Early childhood learning
- Helping your child to have a strong sense of identity
- Helping your child to connect and contribute to the world
- Helping your child to be an effective communicator
- Helping your child be a confident and involved learner
When a parent recognises a teenager needs help, they’re more likely to get it. That’s why REACHOUT has a new service to help parents help teenagers.

Right now, 1 in 4 young Australians are living with a mental health difficulty. But there’s an even bigger problem: 70% of those who need help don’t get it, and suicide remains the leading cause of death for young Australians aged 14–25 years. That means more young people die by suicide each year than by road accident, cancer, or acts of violence. The good news: we can change this.

The majority of mental health difficulties start before the age of 24, and we know that parents are one of the first places that young people turn to for support and information.

On this site: https://parents.au.reachout.com/Welcome-to-ReachOut-Parents you will find fact sheets, stories, practical tips and tools covering a range of topics, issues and experiences that are relevant to teenagers aged 12–18 years. They also have an online community forum where you can talk to other parents about your experiences and work through your concerns in a safe, anonymous environment.

The aim of ReachOut Parents is to help you:

- develop and maintain secure and stable relationships with your teenager by learning more about what they might be experiencing or issues they might be going through.
- support your teenager and teach them how to seek help and work through issues independently.
- learn about mental health issues that often have their onset during adolescence, including what to be aware of, and how to get help for your teenager if and when they need it.
- improve the wellbeing and resilience of your whole family.

The information on ReachOut Parents is based on the latest research evidence and was developed in conjunction with their internal research team and sector experts, where appropriate. They also work with a diverse team of clinicians who advise them on best practices in mental health service delivery.

**IMPORTANT DATES:**

- **Tuesday 7 June** - General Assessment Test (GAT)
- **Wednesday 8 June** - Yr 10 Study Day
- **Thursday 9 June** - Yr 10 Exams
- **Friday 10 June** - Report Writing Day - students not required at school
- **Monday 13 June** - Queen’s Birthday public holiday
- **Tuesday 14 June** - Semester 2 commences
- **Wednesday 15 June** - Yr 9 Parent Pathways Night - MYC
- **Thursday 16 June** - Yr 9 Parent Pathways Night - SC
- **Monday 20 - Friday 24 June** - Yr 10 Work Experience
- **Friday 24 June** - Reports distributed
- **Friday 24 June** - Last day of term 2
- **Monday 11 July** - First day of term 3
Senior Campus Principal’s Report

GAT AND YEAR 10 EXAMS
There are a range of exams and special events happening at the Senior Campus in the coming weeks. These include Year 10 exams and the GAT.

The following arrangements are in place:

**Monday 6 June**
Normal Classes for all students

**Tuesday 7 June**
GAT (General Achievement Test) - All students studying a Unit 3 subject are required to sit the GAT which is externally assessed. The GAT runs from 10:00am - 1:15pm and students are expected to stay for the entire duration of the exam. Students sitting the GAT should arrive at school 30 minutes before the start. The GAT cannot be rescheduled. There will be no VCE or VCAL classes held on this day. Year 10 classes will run as normal.

**Wednesday 8 June**
Year 10 Exam study day. Year 10 students are to study at home for their exams. There will be no Year 10 classes held on this day. VCE and VCAL classes will run as normal.

**Thursday 9 June**
Year 10 Exams. Students will sit their Humanities and Science exams on this day. There are no Year 10 classes on this day. VCE and VCAL classes run as normal.

**Friday 10 June**
Report Writing Day. No Year 10, 11 or 12 classes will run.

If anything happens that may impact on a student’s performance or attendance at the exams they are to contact their year level PLO immediately:

- **Year 10 PLO** - Tristan Russell
- **Year 11 PLO** - Nick Spinks
- **Year 12 PLO** - Samantha Gonzales

MAINTENANCE WORKS
This week has seen the start of a series of maintenance works at the Senior Campus. These works will be carried out across the rest of the year, and will involve every classroom on the Campus receiving repairs, new carpets and paint among other works. We are excited to get these works completed, and make our learning spaces exciting places to learn. During the works, we are aiming to cause minimal disruption to classes. Students should regularly check the notices advising room changes which have been placed around the school and on Sentral.

CALLING ALL CHESS PLAYERS!

Senior Campus Chess Tournament – Term 3, 2016
The annual MPSC chess tournament will begin in term 3. The tournament runs at lunchtime throughout term 3 and is open to all Year 10, 11 and 12 students. Medals and a trophy for the overall winner are on offer.

Please sign up at the library!

**2015 Chess Champions**
Yr 11 Champion - Nicholas Bega
and
Yr 10 (and overall) Champion - Thomas Howe.
NAILED IT, NETBALLERS!

On Thursday 19 May, our Senior Girls Netball team whipped the floor by winning every match and took out the Whittlesea Division Competition. Led by Tayla Toru, the seasoned competitors Alienna Grimwood-Jones, Brooklyn Anderson and Intithal Diedericks showed newcomers Emily Rizzi, Celeste Tsatsalmas, Chloe Pearson, Tamara Geddes and Alyssa Newstead how sweet success could be with the following results:

<table>
<thead>
<tr>
<th>Match</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mill Park vs. Lalor North</td>
<td>45 – 0</td>
</tr>
<tr>
<td>Mill Park vs. Lalor</td>
<td>42 – 5</td>
</tr>
<tr>
<td>Mill Park vs. Epping</td>
<td>36 – 16</td>
</tr>
<tr>
<td>Mill Park vs. Whittlesea</td>
<td>37 – 8</td>
</tr>
</tbody>
</table>

Congratulations to Coach Karen Arnold and the team!

TERM 2 SPORTS STAR - ANTHONY SERRA

- Vice Captain of the Victorian Men’s Softball team
- Plays juniors for the Northern Monarchs and seniors for the Hobson Bay Pirates
- Anthony has been playing softball for twelve years
- The two most memorable moments in his career so far are, winning Bronze at the Nationals as Vice Captain of the Victorian team and winning the men’s grand final with the Hobson Bay Pirates.
- To be a good softballer Anthony says you need to be ever vigilant and focused on the game, be a team player and have confidence in yourself whether you’re fielding or batting.
- The career goal for Anthony is to represent Australia at the World Championships.

The final word: “Softball is not recognized as a popular sport for men, so I would like to promote it more.”

If you are interested in playing softball you know who to speak to!
1. FIND OUT ABOUT NURSING DEGREES AT DEAKIN UNIVERSITY – Deakin nursing graduates are well regarded and well prepared for work. Find out about Deakin courses at an Information Session:
   - Burwood Campus: 6-8pm, Wed 20 July, Building BC, Burwood Corporate Centre, Level 2, OR 2.30-4.30pm, Sat 23 July, Building BC, The Point, Level 1;
   - Geelong Waterfront campus: 6-8pm, Wed 20 July, OR 2.30-4.30pm, Sat 23 July, both Building AD, Western Beach Room 6.104;
   - Warrnambool campus: 7.30pm, Fri 22 July, 165 Timor St.

2. MORE DEAKIN NEWS –
   Faculty of Business and Law – preparing to find a job will soon be part of the Commerce degree, with a compulsory unit in career planning being piloted. This Personal Insight unit will provide career development experiences, and has a clear focus on co-creating a professional identity. You will explore personal aspects of yourself to create a portfolio of career resources.
   • New Website coming – Scheduled for launch on 23 May, the site will be ground-breaking in the sector, combating problems commonly faced by university websites. See: www.deakin.edu.au.
   • Elite Sports Precinct Developments – The first stage of the new Elite Sports Precinct has opened at the Geelong Waurn Ponds campus providing state-of-the-art facilities for exercise and sport sciences and physical education teaching students, and for student engagement and community sport.
   • Kickstart your Course and Career Exploration at Deakin – “Explore” is a digital tool enabling you to search for courses and corresponding career possibilities, and vice versa. If you don’t know what to do when you finish school and want help with ideas, give it a try!
     • View more than 1000 course and career pairings
     • Filter your search based on your interests
     • Save your favourites and share with friends
     • Enjoy short snippets of relevant information
   Visit explore.deakin.edu.au.

3. VCE LECTURES AT THE UNIVERSITY OF MELBOURNE – The Faculty of Arts is offering VCE Winter School for Year 10-12 students. There will be lectures, seminars and tutorials in three VCE subjects: Literature, Australian History and History Revolutions. The program is developed with VCE experts and examiners, giving students the opportunity to excel in their VCE exams. When: Literature - 27 and 28 June, Australian History - 29 June, History Revolutions – 30 June and 1 July; Where: Old Arts Building, Melbourne University; Bookings: Book Now or email vce-arts@unimelb.edu.au.

4. DESIGN EVENTS COMING AT SWINBURNE – Swinburne is offering a Discover Design student holiday program. It is a creative program for Year 10-12 students who would like to learn more about design careers, courses and pathways. Participants will develop a design portfolio, broaden their problem-solving and design-thinking skills and work in teams – just like in a real
design studio. When: 5-8 July (registration 9am for a 9.30am start); Where: Level 3, Advanced Manufacturing design Centre, Hawthorn campus; Cost: $160; Register: Register now.

5. EXPLORE THE MELBOURNE SCHOOL OF DESIGN – The University of Melbourne’s School of Design (MSD), located at the heart of the Parkville campus, is designed as a learning building. Students learn not only in classrooms but also by using the building and observing ways others use it. The new building provides opportunities for ‘living learning’ through studio classes, exhibitions, tours, photo documentation and teaching on and around the site. An app has been designed to enhance your experience of the building. Take a self-guided tour, see why some key design decisions were made, and why the building is unique - www.explore.msd.unimelb.edu.au/explore.

6. RMIT FOLIO PREPARATION COURSES
RMIT’S folio preparation and career discovery courses are designed to help you create a winning portfolio to apply for university. These types of courses also provide an overview of the industry, study options, and the selection process. Upcoming courses include: illustration, fashion, 3D product design, graphic design, interior decoration and visual merchandising. Information: Call 9925 8111 or click here.

7. WHICH CAREER SUITS MY PERSONALITY? SEE: MY CAREER MATCH – There are many tools available for finding out which careers will best suit you. RMIT is offering ‘My Career Match’, an online tool where you can fill out a personality questionnaire and receive a comprehensive career profile detailing traits and strengths of your personality type, suitable career paths, and relevant courses. Check out RMIT’s My Career Match profiles at: www.rmit.edu.au/programs/mypersonality. Use the access code RMIT180 when accessing it.

8. LA TROBE UNIVERSITY NEWS –

The Bachelor of Criminology is being offered in 2017. Unlike some other criminology degrees, this particular degree will feature forensics as a core component. It will also include Integrated Workplace Learning (IWL) as a part of the course, giving students the opportunity to use their knowledge, and to assist with future employment.

ASPIRE, a well-received and recognised La Trobe initiative for domestic undergraduate school leavers which has been operating for two years now, will continue into 2017 and beyond. The program recognises the positive impact that a student has had on their local community. Community engagement and objective school achievement forms a significant part of the assessment criteria of the program, not ATAR scores. Applications for 2017 entry open on shortly on 1 June and close on 31 August. See: www.latrobe.edu.au/aspire. NOTE: The program has special links with the CFA, the Duke of Edinburgh Award and St John’s Ambulance, however, students with many types of community engagement are encouraged to apply.

9. WHERE MIGHT A SCIENCE DEGREE TAKE ME?

- Are you fascinated by nature? You can discover more about living things with biology and environmental science or even biotechnology where you can learn about everything from farming to pharmacy products.
- Do you want to be at the forefront of technology? A career in chemistry allows you to test and produce anything from penicillin to polythene or if you’d like food for thought consider the potential of food science.
- Are you curious about the universe? Physics looks at the smallest sub-atomic particles and the forces of the universe but if you want to explore a new frontier of science, discover nanotechnology.
- Are you intrigued by the potential of numbers? Mathematics finds patterns and connections and can help to model systems and develop theories and formulas while statistics can allow you to predict trends by using data to make conclusions. If you fancy yourself as a forecaster, analytics can help you see preferences and anticipate actions.
- If maps and modelling interest you, this could lead you to a career in surveying. Alternatively, find out how location has an impact on the way we interact with world around us with geospatial science.

Compiled by: M. Walker
Introduction to further education
Information sessions for parents and carers

What is RMIT's Schools Network Access Program (SNAP)
You are receiving this invitation because you have a child enrolled at one of RMIT's Schools Network Access Program (SNAP) partner schools.

SNAP is a partnership with over 200 schools throughout metropolitan Melbourne and regional Victoria, designed to increase students’ access to further education.

Students attending SNAP schools receive priority access to RMIT courses after they complete Year 12.

The SNAP team at RMIT also offers a range of programs and resources for secondary students, teachers and parents to encourage students to consider further education - whether at RMIT, or another university or TAFE.

What will the information sessions cover?
RMIT staff and students will deliver a number of short presentations covering:

— university and TAFE: what are they, how are they different, and what are the benefits of each?
— career and study goals: strategies and resources for you and your child
— starting out at university and TAFE: expectations vs. reality
— it's not just about study: what other services and opportunities are available to university and TAFE students?

You will also have the chance to speak with staff and students after the session, and ask any further questions you may have.

Where and when?
Tuesday 28 June (RMIT City campus)
6.30 - 8 pm

Wednesday 29 June (RMIT City campus)
10.30 am - 12 pm

Thursday 30 June (RMIT Bundoora campus)
6.30 - 8 pm

Who should attend?
If you have a child in Years 9-12 who is considering attending TAFE or university in the future, we invite you to attend.

If your child is the first family member to be considering further education, or if you would like an introduction to the Australian university and TAFE system, we hope you will find this session especially valuable.

How do I register?
— visit https://rmitsnapevents.eventbrite.com.au
— select the information session you wish to attend
— click ‘register’ and provide your details.

You will receive an email confirmation immediately after registering.

Your child or children are also welcome to attend.

Need more information?
Equity and Diversity
RMIT University
Email: SNAP@rmit.edu.au
Tel: +61 3 9925 3181
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 3 June: VCAL applications open. VCAL Expression of Interest’ form can be collected from the General Office.

Friday 24 June: VCAL applications due. This is the final date to submit your VCAL Expression of Interest form.

Monday 11 – Friday 15 July: VCAL interview times allocated to applicants and interviews held.
2016 KEY PATHWAYS EVENTS

Year 9 Parent Pathways Evening
for our current Year 9 students

Date: Wednesday 15th June 2016
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 your Year 10 program, pathways beyond Year 10—the VCE and VCAL, and where to go for advice and support.

Event repeated Thursday 16th June 2016, 7 – 8pm at Senior Campus Library

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

Date: Wednesday 13th July 2016
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 27th July
Time: 12:40 – 4:30pm.
Venue: Middle Years Campus Library

Year 10
Date: Wednesday 20th 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 2017, and have your subject selection form signed off and submitted.

Subject selection deadlines for each year level

2017 Year 12 subject web form: Friday 15th July 2016
2017 Year 9 subject web form: Friday 22nd July 2016
2017 Year 10 and 11 subject web form: Friday 29th July 2016

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