WELCOME BACK FOR TERM 3

The start to Term 3 has proven to be very busy for both staff and students alike with a myriad of activities taking place. The Semester 1 reports were distributed at the end of Term 2 and many students achieved fantastic results with numerous certificates being awarded. If you have any concerns with respect to the reports, please do not hesitate to contact the relevant Year Level Coordinator.

SCHOOL PRODUCTION - "LEGALLY BLONDE"

"Legally Blonde" is reported to be an exceptional musical event! As I write this report I am looking forward to attending the show on closing night and am sure that the show will be another fine example of our talented staff and students.

Congratulations to the production team of: Gina Palamara (Producer) and Katie Weston (Director / Vocal Coach) and the rest of the unsung heroes behind the scenes, for their dedication.

PARENT OPINION SURVEY

The 2016 Parent Opinion Survey will be conducted during Term 3 from 25 July to 5 August.

The survey is an important part of every school's parent engagement strategy and assists with future planning and improvement. Parents from our community are randomly selected to participate in the annual survey, which is confidential and anonymous. If you are contacted to complete the survey, please ensure that you return your completed survey to the school by the due date. For any queries, please contact the school.

GET THOSE SUBJECT SELECTION FORMS IN!

I would like to re-enforce the importance of students entering their 2017 subject selections via a web form by the due dates. We are very excited about the web entry of selections and are thrilled with the response so far. All students have been provided with a unique code. The link to the web form is on the Sentral and the website. Students need to print their selections from the confirmation screen and get a parent/guardian signature before submitting to their Homegroup/Pastoral teacher. Assistance can be provided by contacting the general office.

This term sees the commencement of the very important preparations for 2017. We want to involve parents as much as possible so I have included some important dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Friday 22 July</td>
<td>Completed 2017 Year 9 subject selection forms due (current Year 8 Students)</td>
</tr>
<tr>
<td>Wednesday 27 July</td>
<td>Year 9 stepping up to 10 half-day parent pathways interviews, Middle Years Campus Library - 12.40pm - 4.30pm</td>
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<tr>
<td>Thursday 28 July</td>
<td>Lakes Enrolment Day, Senior Campus – from 2pm</td>
</tr>
<tr>
<td>Friday 29 July</td>
<td>Completed Year 10 &amp; 11 2017 subject selection forms due (Current Year 9 and 10 students)</td>
</tr>
<tr>
<td>Monday 1 August</td>
<td>VTAC Information Night, Senior Campus</td>
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It is very important that students submit their Subject Selection forms for 2017. All students from Year’s 8 to 11 should have submitted their forms by Friday 29 July. Enquiries for those who need some assistance should be directed to the Careers Team at either Campus.

Parents of Year 12 students are about to go through the process of choosing a course for 2017. From my own experience as a parent it was a little daunting the first time. We are running a VTAC information night on Monday 1 August to help parents to support their children in the next very important stage of their pathway.

BUSY TERM

Included in this bumper newsletter is a parent calendar so you can plan ahead and not miss any important dates.
WELCOME BACK TO TERM 3

Year 8 and 9 students are currently in the process of selecting their elective subjects for 2017.

All year 9 students will be dismissed at lunch time (12.35pm) on Wednesday 27 August for them to attend a short interview in the library with a subject selection counsellor, to ensure their web form has been completed correctly and signed by a parent.

Parents are required to make an appointment with a subject counsellor by accessing the Parent Portal and making one appointment with any counsellor as you would for making a Parent/Teacher Interview booking.

There will be no classes for Year 9 students that afternoon. Once they have attended their appointment (preferably with a parent) then they are welcome to go home for the day.

HELPING YOUR CHILD BE A CONFIDENT AND INVOLVED LEARNER

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 are confident and involved learners.

Children learn from birth

Babies learn that they can make things happen (banging on a saucepan makes a noise, smiling at you makes you smile back). They try to solve problems (how can I get this slippery mango into my mouth) and actively explore their world (what's around this corner?).

When you encourage and support your child to be a curious and active learner, your child experiences learning as fun and rewarding. They learn to love learning! And that's the key to becoming a confident and involved learner.

Confident and involved learners enjoy exploring and experimenting. They meet challenges and take risks. They learn that it's okay to fail and that they can get help when they need it. As they get older they realise that working with others sometimes gets better results than doing things alone!

A confident and involved learner persists. The child who can't do a somersault at first, but tries again and again until they succeed has learned the importance of not giving up. They are more likely to face their next challenge with confidence. And if they can't do a somersault, they learn that it's okay to not be able to do it. They can always try again later.

Confident and involved learners continue to ask questions and explore their world: Why is the rain wet? Why is Julio crying? Can a frog swim and jump? And they learn where to go to find answers. These basic questions can foster curiosities' that form early maths and science concepts.

How can I support my child to be an active and involved learner?

☆ You are your child’s first and most important teacher. Your child learns first through relationships with you and others in the family. The opportunities and experiences that you give your child are therefore critical.

☆ Make sure your baby has the chance to move around, touch things, taste things, pull things apart and talk to them/converse about things in a way where you both listen to each other, ask a question and pause for a response.

☆ Give your child many and varied opportunities for play – time for your child to play alone, with friends and with you. Give your child periods of uninterrupted play that allow them to create, build, discover and imagine. Sensory play–i.e. touching and feeling lots of different surfaces and materials, is especially important.

☆ Older children will begin to take initiative as learners by asking questions when needed and attempting small projects and as they grow they will experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes.

☆ The most important learning for young children happens through everyday experiences. It doesn't require specialised classes or expensive toys, water and sand can offer hours of opportunities to learn and play for children.

☆ If you set out to teach a new skill like drinking from a cup or learning to use scissors, repeat the experience so that your child has the chance to practice.

☆ Encourage and support your child to be curious and to ask questions. Encourage them to use their imagination and to solve problems. Together, use books and the internet to help them find answers.

☆ With older children, encourage them to extend their thinking: Why do you think that happened? How can we fix that? Predict what would happen if . . .?

☆ Encourage older children to use informal measurement units like hand-spans and pencil lengths to make, describe and compare measurements of length, area etc.

☆ Encourage and support your child’s interests. Children learn at different rates, in different ways and at different times.

Other related newsletters can be found at www.education.vic.gov.au.
YEAR 7 BOYS FOOTBALL

On Thursday 14 July, the Year 7 boys football team competed in a round-robin competition against teams from Epping, Hazel Glen, Lalor and Whittlesea. Although Mill Park did not win on the day, the boys never gave up and improved their teamwork and determination with each match. It was also great to see some students playing Australian Rules Football for the very first time in a competitive environment. Special thanks to Mr Michael George for his help training the team, Mr Spiros Tsetsos for assisting on the day and to all of the parents who came along to help out and support the team.

Mr Daniel Kyte

THE LANGUAGES CORNER – News from the Languages Faculty...

Languages and Employment

It is important now more than ever that our young people are skilled in languages. Since 2012, there has been a 181% growth rate in the proportion of early-career jobs requesting the skill of bilingualism (the knowledge of two languages).

See the graphic on the right included in the Foundation for Young Australians’ 2016 report on the growth in enterprise skills that young people need for the new world of work.

For the full report from the Foundation for Young Australians, go to: http://goo.gl/IdTT0d

Philippa McIlroy, LOTE Domain Leader

DEBATING

Year 7 and 8 students are invited to represent Mill Park Secondary College in the DAV Junior Secondary Debating Competition which will be across Terms 3 and 4 at Thomastown Secondary College. Students who wish to participate must be able to commit to attending the four competition rounds (on Monday nights after 6pm) as well as training sessions held in B10 on Wednesday lunch times.

In this competition students will develop skills in brainstorming points, structuring arguments and confidence in public speaking. Students do not need to have any debating experience.

Places are limited. Please see Ms Sarah Forbes for a sign up form or contact coach Ms Sonia Loudon (loudon.sonia.j@edumail.vic.gov.au) with any questions about the program.
SNOW TRIP

Last week the Year 12 VET Sport and Recreation class went on the annual ski trip to Mt Buller. It was an early start with a 5:15am departure from school, there were more than a few bleary eyes getting on the bus, except of course Mr Rogers who hates sleeping!

With a focus on risk analysis the trip gave the group many opportunities to observe risks as they happened and also the control mechanisms in place to minimize the risks occurring. Mr Rogers identified a risk we hadn’t considered, exiting the ski lift too early and falling off, this was a great chance to highlight to the students the importance of following all safety directions.

With the choice of snowboarding and skiing on offer upon arrival we went for our lesson. The skiing group resembling a bunch of new born giraffes, struggling early to get the hang of slowing down and staying upright, Mr Oliver even running into a group of old ladies within the first 10 minutes. The unsteadiness was short lived; by the end of the day the students were shredding it down the mountain. A special mention needs to be made of Troy Bloomfield and Mitch Andrews for conquering an intermediate run and Marcus Dimovski who was also game to try the intermediate run, he put the hearts in the mouths of the teachers with the speed he carried down the slope, thankfully the fall and numerous flips slowed him down.

Liam Oliver, teacher

WELCOME BACK YEAR 10s

Welcome back to our Year 10’s as they returned from work experience at the end of last term. I’d like to take this opportunity to thank all of the employers in the local area, and greater Melbourne who accepted our students and made them part of the workplace. Work experience is also a great preparation for students interested in applying for VCAL, and a prerequisite for this program. Research shows that students, who engage in meaningful work experience, tend to do better in their later years of schooling and are able to develop important networks and connections within industries.

YEAR 10 INTO 11 SUBJECT SELECTIONS

Wednesday was our subject selection day for Year 10 students moving into VCE. I was very pleased with the high turnout of parents and students and would like to thank all of the teaching staff involved as counsellors, who did a great job supporting students in making effective subject selections.

PART TIME WORK

Many students in Years 10 – 12 obtain part time employment after school and on weekends. This can be a great way for students to gain some extra income, develop stronger responsibility skills and gain a better understanding of the workplace. Like most things in life however, when it comes to part time work the school would encourage students and families to seek an effective balance between studies, part time work and recreation. In fact, recent research shows that students performance at school is severely affected once they work more than 15 hours in a week. One way to do this is to restrict shifts to no more than two or three a week. Students could also try and stick to one long shift per weekend, rather than working all day on Saturday and Sunday. Parents can help students develop strategies to plan their part time shifts, and also in negotiating their shifts with managers. The school understands that for some students part time work can be an important part of a students income, and also that some managers or organisations can put undue pressure on students to work more shifts and longer shifts. In fact I was speaking with a Year 12 student this week who had received undue pressure from a manager, to complete shifts which went against union and award regulations. I would encourage students and parents to know their rights as employees, and that if they are unsure to check out the Fair Work Australia website at www.fairwork.gov.au.

We encourage all students and families to balance these demands, enjoy the benefits of part time work and keep education as the most important priority.
SENIOR DIVISION BASKETBALL

BOYS: The boys played two good games. With a comfortable win against Thomastown first up, confidence was high heading into the game against Whittlesea. Silly turnovers during the first half cost the team dearly and they went into the second half down by 15 points. After a rousing halftime speech by Coach Dever the boys came out firing, especially Joey De Angelis who put together one of the best stretches of school basketball I have ever seen, he was knocking down 3s and getting to the basket at will. The margin was down to 1 nearing the end of the game but a costly injury to Mitch Begg halted the momentum and the boys fell short by just 6 points. An excellent effort to get back into the game by all the boys. The loss to Whittlesea meant they did not make the final.

GIRLS: The girls team put on a clinic all day. Ms Tassone threw aside her nice bubbly nature and was ruthless as coach letting Jordyn Eichstadt and Adele Burn run riot up the top of the press. These two put on a show of defensive pressure and how to force turnovers. With Danielle Lozevski pulling down just about every rebound and dominating inside on the offensive end it was all too much for every other team, with none of them able to get within 20 points.

CROSS COUNTRY

Last week we had three students compete in the SSV State Cross Country. Marnie Jarvis was our best result finishing 24th, Matt Bauce finished 78th and Matt Donohoe-Griffin finished in 30th place. Yussuf Hussein also completed but withdrew due to injury. It was an excellent result for our school and the three competitors did themselves proud by giving their all.

IMPORTANT DATES:

- **Wednesday 27 July** - Year 9 Parent Pathways Interviews
- **Friday 29 July** - Year 9 (Yr 10 2017) Subject Selection forms due
- **Friday 29 July** - Year 10 (Yr 11 2017) Subject Selection forms due
- **Monday 1 August** - VTAC Information Night
- **Wednesday 17 August** - Curriculum Day (No school)
- **Thursday 8 September** - Parent Teacher Interviews (No school)

VET Hospitality William Angliss

Cocktail Evening

On Wednesday 13 July, the Year 12 VET Hospitality class, compromising of: Jon Fontinos, Jack Philp, Jade Young, Caleb Miller and George Triandafilidis prepared a range of delectable finger foods to entice parents, staff and guests of William Angliss Institute.

These students are in the final months of completing their VET Certificate II in Hospitality: Kitchen Operations. As part of their training, these students have completed 80 hours of Structured Workplace learning in industry settings.

Ms Usher
Food Tech Teacher
1. OPEN DAY REMINDER — University and TAFE Open Days are just around the corner. These are an opportunity to check out campuses and courses which interest you. Year 10 is a great time to commence these visits. Some students will spend more time checking out a $5,000 used car than checking out an investment in education which may cost $20,000 or more.

Some Open Day Dates for 2016:
- Sun 31 July — Swinburne University
- Sat 6 Aug — Monash (Peninsula)
- Sun 7 Aug — Deakin University (Warrnambool); La Trobe University (Bundoora); Monash University (Caulfield & Clayton)
- Sun 14 Aug — Australian Catholic University (Melbourne); La Trobe University (Bendigo); RMIT University; William Angliss Institute
- Sun 21 Aug — Box Hill (Lilydale campus); Deakin University (Waterfront & Waurn Ponds); University of Melbourne; Monash (Parkville)
- Sun 28 Aug — ACU (Ballarat): Box Hill Institute (Box Hill); Deakin University (Bundoora); Federation University; Victoria University (Footscray campus)

2. GET THE MOST OUT OF OPEN DAYS — Don’t wander aimlessly....try these ideas:
- Get an Open Day Guide, eg from www.deakin.edu.au/openday or www.openday.unimelb.edu.au, and be there when relevant information sessions are on
- Allow enough time for your visit, eg two hours
- Speak to staff/students about courses which interest you - note your questions beforehand
- Collect information/brochures
- Are there Industry based-learning (IBL) opportunities?
- Ask about international study opportunities
- Consider transport issues
- Check the environment where you will study; will you be happy there for three/four years?
- What facilities/clubs are offered?
- Consider a rural campus - ATAR’s are often lower at rural campuses and they often offer other advantages (eg smaller size/classes).

NOTE: If you plan to apply for a course involving an interview/folio presentation/audition as part of the selection process, attendance is A MUST! You may be asked what you learned at Open Day.

3. YEAR 12’s – APPLYING FOR COURSES - Applications are usually made on the Victorian Tertiary Admissions Centre (VTAC) website, and open on Mon 1 August, with timely applications closing on 29 Sept (see www.vtac.edu.au). You can apply for up to eight courses, placing them in the order you most want them. You will be offered a place in the highest course in your list where you meet ATAR/Selection/pre-requisite requirements. As we know, some circumstances can spoil a student’s academic achievement. Tertiary institutions know this and offer alternative entry schemes taking into account short- and long-term disadvantage. While many are offered through the single Victorian Tertiary Admissions Centre (VTAC) SPECIAL ENTRY ACCESS SCHEME (SEAS) application process, others require application to the institution. Note: SEAS applications cannot be completed until a VTAC course application is made. See: www.vtac.edu.au/applying/seas.html

4. MONASH UNIVERSITY NEWS –
- MONASH GUARANTEE AND SEAS FOR YEAR 12 STUDENTS — Monash operates two access schemes, the Monash Guarantee and the SEAS that can help students enter a preferred course, even if your ATAR is below the clearly-in ATAR. It is possible to be eligible for one or both schemes. The Monash Guarantee can get you into a course even if you don’t reach the course’s clearly-in ATAR. You could be eligible if you have experienced financial disadvantage or if you are an Indigenous Australian (Note: the Monash Guarantee also applies to students who attend a Monash under-represented school). Every course has a Monash Guarantee ATAR. For Info: http://www.study.monash/how-to-apply/access-schemes/monash-guarantee-atar

SEAS adjusts your ATAR in recognition of circumstances that may have affected your education. See: http://www.study.monash/how-to-apply/access-schemes/seas

- MONASH ART, DESIGN & ARCHITECTURE (MADA) is holding workshops which offer a way to get tips on the application process for MADA courses. When: 26 & 27 Sept; Where:...
MADA (Caulfield campus); For: Year 11 & 12 students; Book: www.monash.edu/mada/workshops.

- **NEW VERTICAL DOUBLE ARTS DEGREES** – This will mean you can get a Bachelor of Arts degree and relevant Master’s degree in four years. The offering will be accessed, either commencing directly into a planned vertical course program or electing to move into the double degree structure while undertaking the Bachelor’s degree. Students will need to achieve a 75% average in their first two years (full-time) to progress to Master’s level.

- **NEW PATHWAYS INTO LAW** – For students with the determination to succeed in the B. Laws but just miss out on the clearly-in ATAR, and identify as an Indigenous Australian, live in a low socio-economic area OR have experienced financial hardship. The new courses allow students to study law units from day one so they can try law before committing to the full degree. New courses:
  - Bachelor of Arts (Law pathway)
  - Bachelor of Commerce (Law pathway)
  - Bachelor of Science (Law pathway)

In the first year they will study four first year law subjects along with four Arts, Commerce or Science subjects. Students who pass all eight units with a credit (60%) average in all four law units and a credit (60%) average overall, will be guaranteed a place in either B. Laws/B. Arts, B. Laws/B. Commerce or B. Laws/B. Science or second year of the B. Laws (Honours) single degree. Information and eligibility: www.monash.edu/law/future-students/undergraduate/pathways.

- **MONASH BUSINESS SCHOOL** – has a City location at Level 7, 271 Collins St Melbourne. Learn about their B. International Business degree at Open House, Sun 14 Aug. Register: www.business.monash.edu/programs/undergraduate-programs/find-out-more/business-open-house.

- **LA TROBE UNIVERSITY’S ASPIRE PROGRAM** – Applications are open. The program recognises the positive impact a student has had on their local community. To help you apply, La Trobe has updated the ‘How to Apply’ page with tips and a sample application. Frequently asked questions:
  - What ATAR must I achieve for the Aspire program? Most courses have a minimum ATAR of 50, although some professional degrees have higher requirements
  - Do I have to arrange anything for my school recommendation? No, La Trobe will contact the school so you only need to advise which school you attend
  - Do I still have to apply through VTAC if I get an Aspire offer? Yes – your Aspire course should be your highest eligible preference. If you list a different course that you are eligible for above your Aspire offer, you will be made an offer into the different course and your Aspire offer will become void.

For Info and to apply: www.latrobe.edu.au/aspire


7. **MORE THAN YOUR ATAR AT ACU** – ACU’s new Passion for Business (P4B) and Passion for Law and Commerce (P4law-commerce) programs are not just about your ATAR; they are about providing a unique opportunity for students with a passion for business or law. If you are in Years 11 or 12 and you want to get an early competitive edge with a guaranteed entry to ACU, see www.acu.edu.au/p4b or www.acu.edu.au/p4law-commerce.

8. **ARE THERE REGULATIONS WHEN EMPLOYING A CHILD?** Yes! Some people are unaware that employing a child under 15 years of age involves strict regulation, with heavy penalties (up to $10,000) for breaches them (for the employer or the parent/guardian who allows it). If a child is offered work, it would be wise to be aware of, and follow, these regulations. See: www.workforce.vic.gov.au – go to Hiring and Managing Staff, then to Employing Children, OR call a Child Employment Officer on 1800 287 287.

Compiled by: m.walker
### International Student Program

Host families are a very important factor in the success of our International Student Program and are greatly valued by the College.

Our program is growing, so we are looking for more families interested in providing a warm and supportive environment for an international student who has chosen to study at Mill Park Secondary College. Families receive payment to cover expenses for full board and our International Student Coordinator is available at all times, to provide ongoing support to host families.

For more information, please contact Marilyn Pridmore

Phone: 9409 8222 or 0438 681 125
Email: pridmore.marilyn.j@edumail.vic.gov.au