



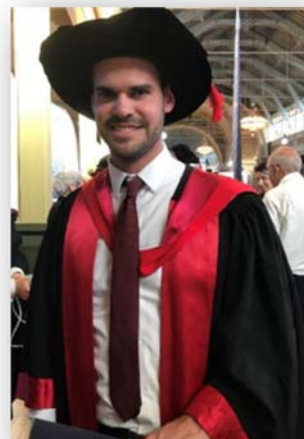
College Principal's Report



We love to hear about our former student's success.

Michael has now completed his PhD, he graduated in December and is doing his post doctorate at Griffiths University on the Gold Coast on project called The Global Wetlands.

Needless to say we are extremely proud of all he has achieved.



MOBILE PHONE USE AT MILL PARK SECONDARY COLLEGE

We are thrilled with the way students have embraced this change and the support that parents have given us. Most of the challenge for students is breaking the habit. With less distraction we look forward to improved outcomes for all.

PARENT TEACHER INTERVIEWS

Parent Teacher Interviews were held at the Senior Campus on Wednesday. We were delighted to meet so many parents to set some positive goals for our students. We encourage parents to contact us whenever they have concerns or questions so we can work together to achieve the best for our students.

SAFETY FIRST

In the interest of students safety, the staff car parks at each Campus are **FOR STAFF ONLY**. Parents / guardians / friends dropping off or picking up students are asked to park their car in nearby streets and not in the Staff Car Park.

UBER EATS

There have been instances of students using Uber Eats at school. This is unacceptable as while it may seem convenient it may put students in potentially dangerous situations. We cannot allow students to be accepting packages over the fence from unknown individuals. The Uber Eats Company community guidelines state that all account holders must be 18 years old or older. In the interests of student safety, it is very important that all visitors to the school follow our policy and sign in at the office.

MANAGING EXTREME HOT WEATHER

While the weather has been quite pleasant this last week, I don't think we have seen the end of the hot days. We encourage students and school staff to stay hydrated and apply sunscreen. Sunscreen is available at the general office on both sites. Where there is extreme weather we will modify or postpone any planned vigorous activity.

Next Thursday I am having a total left knee replacement and so will be on sick leave until half way through term 2. I leave the school in the very capable hands of Colin Burke and Karen Eastlake who will keep me up to date during my rehabilitation.

Trish Horner



College Principal's Report

WHAT TO DO WHEN THINGS GO WRONG AT SCHOOL

1. We all want to spring to our children's defence when they are upset or life seems unfair. Before taking any action, it's a good idea to sit down with them and let them tell you, without interruption, what has happened. Find out what has upset them.

Ask them what they think would put things right. Children, like us, need the chance to unload to a sympathetic ear.

Often children are prepared to fight their own battles and just want to vent. There's nothing worse than charging into the fray and discovering your child has got over it and moved on.



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

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

4. If you are still concerned, contact the year level coordinator or the campus principal. Our door is always open to parents. Schools really appreciate parents who want to find solutions rather than lay blame, especially when you show them you understand they have to take into account the interests of all the children in their care and cannot be pushed into punishing other children. The school is your ally and will be able to help you and your children.

5. Build on your relationship with your children's teachers. Being familiar with the school and the other children helps you put together a more complete picture of what goes on at school. When you and your child's teachers keep communications open, trusting and positive your child is the one who will reap the benefits.





Karen Eastlake
Middle Years Campus Principal

MY Campus Principal's Report

STUDENT ATTENDANCE CHALLENGE

2019 sees the start of our **95% Attendance Challenge**. If students in years 7 – 10 are absent for five or less days each semester, they will achieve an overall attendance rate of 95% or greater. For VCE students this is four days each semester.

For each of the days not missed, students will receive one raffle ticket to go into the draw for a \$50 JB HI-FI gift voucher. For example; if Jenny (Yr 8) is away ill for one day in the semester, she will receive 4 tickets for the raffle. If John (Yr 11) is away ill 3 days in the semester, he will receive 1 ticket for the raffle.

One prize will be drawn for each year level at the end of each semester. Good luck to all students.

TRACKING EACH HOMEGROUP ATTENDANCE LEVELS

HOME GROUP	WEEK 1	WEEK 2	WEEK 3
7A	90.28%	95.83%	95.83%
7B	89.55%	87.89%	87.88%
7C	96.67%	96.25%	95.38%
7D	93.94%	92.05%	91.96%
7E	89.39%	90.91%	92.98%
7F	96.83%	95.38%	93.99%
7G	90.28%	92.39%	91.95%
7H	95.65%	93.48%	92.95%
7I	92.00%	90.95%	92.16%
8A	96.43%	97.52%	96.24%
8B	100%	95.68%	91.39%
8C	98.67%	98.00%	98.77%
8D	97.22%	95.31%	93.27%
8E	95.45%	96.70%	95.96%
8F	95.65%	94.32%	93.71%
8G	96.00%	95.50%	93.54%
8H	84.72%	87.69%	86.67%
8I	97.22%	94.79%	94.87%
9A	86.36%	88.64%	89.72%
9B	92.42%	93.41%	92.88%
9C	89.86%	94.97%	95.85%
9D	92.06%	95.24%	95.60%
9E	85.33%	89.34%	91.48%
9F	95.83%	94.79%	94.23%
9G	85.71%	92.05%	92.31%
9H	94.20%	94.57%	93.69%

UNIFORM

Thank you to all students and families who have supported the college uniform policy of white socks. There are still a few who are yet to purchase the required white socks and we look forward to all students fully complying with these expectations as of next week.

MOBILE PHONES

Student response to our new mobile phone process at the college is tracking well. Congratulations to Year 7 & 8 students who are remembering to leave their phones safely in lockers during class time. While Year 9 students have had the most confiscations, we do understand that this year level have already had two years at the college where they were permitted to bring phones to classes, so this will require some retraining and rethinking for them.





Karen Eastlake
Middle Years Campus Principal

MY Campus Principal's Report

CONGRATULATIONS TO THE MIDDLE YEARS CAMPUS YEAR LEVEL CAPTAINS 2019



Back Row (L-R):

Yuwaluxshayan KANNAN – Yr 7 Vice Captain

Daniel PANETTIERI – Yr 8 Captain

Jibreel RAFIQ – Campus Vice Captain

Shunniel GILL – Campus Captain

Irsyad BIN ISZAL – Yr 8 Vice Captain

Nicholas DIONIS – Yr 7 Captain

Nihar BALDOTA – Yr 8 Captain

Front Row (L-R):

Ebony BUCKLEY – Yr 7 Captain

Jaime-Lee RODRIGUES – Campus Vice Captain

Abbie THORNE – Campus Captain

Tahlia GIACHI – Yr 8 Vice Captain

Stefania MOMIROSKA – Yr 7 Vice Captain

Middle Years Campus Report

YEAR 7 LIBRARY ORIENTATION

Weeks 3 & 4 were an exciting time for our new Year 7 students as they were eagerly waiting to discover the secrets of their library!

An introduction with a short video captured their interest and imagination as to what their library can offer. A PowerPoint presentation followed with information about

- The library resources
- The lending procedures
- The opening hours
- Using the library catalogue
- Expectations and rules
- Printing / Scanning / Photocopying
- Homework Club (every Wednesday after school).
- Participating in programs coordinated by the library e.g. **Library Monitors / Premier's Reading Challenge/Book Week and other activities during the year.**

Towards the end of the session, students asked questions and had fun filling in an activity sheet about the library.

Students were encouraged to come to the library before and after school as well as lunchtime to play board games, use the computers for research, read magazines and books, as well as making new friends along the way!

The Year 7 students really enjoyed this engaging Library Orientation session, with feedback from the teachers being positive and rewarding.

Stella Lambrou
MYC Library Coordinator



INTERMEDIATE CRICKET TOURNAMENT-

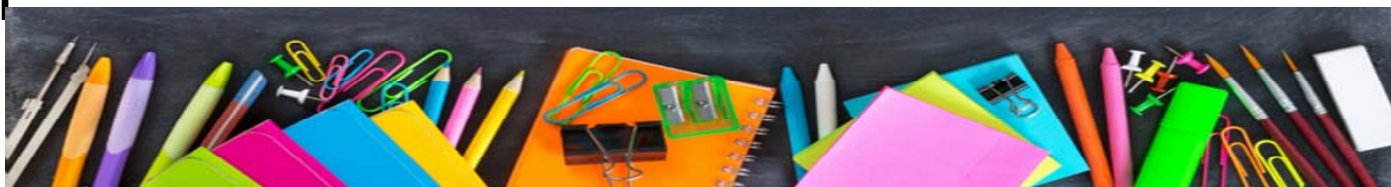
On the 12th of February the Intermediate cricket team ventured out to Mernda to participate in a cricket tournament. All students displayed high concentration levels during the game testament to Arnav's motivational speech at the beginning of the match. Arnav surprised everyone with a double hat-trick, that is 4 ducks in a row; an outstanding effort. Opening stand between Ashish and Arnav produced fifty runs at a stunning ten runs an over. Reuben produced an outstanding fielding display and made a half decent batting score. Karmen kept the batting ticking over at the tail end. Unfortunately, the team lost by an odd run on the last ball in a controversial run out. All in all it was an outstanding effort by those who participated. Well Done!



JOIN US FOR HOMEWORK CLUB!

Homework Club runs at each campus library every week. The Middle Years Campus library hosts on Wednesday afternoon from 3:05pm-4:00pm and Senior Campus library on Thursdays afternoons between 3:05pm-4:30pm.

Teachers and support staff are available to help students with work. Food and drinks are provided, please come and join us, everyone is welcome!





Colin Burke
Senior Campus Principal

Senior Campus Principal's Report

Homework, Study and Part Time Work for Senior Students

I have been discussing homework with a number of students and parents recently. Many Year 11 and 12 students have commented on the increase in expectations in work this year. Some but not all of the Year 10's that I have spoken to have mentioned that they haven't yet received as much homework as they thought they would. This is all normal. While Year 10's get established on the campus and used to the new routine, their homework will be a little bit lighter than expected. This will change quite soon and the expectations will be ramped up. In italics below are the general expectations for each year level in terms of how much homework they should be doing and what they can do when there is no formal homework set.

When students commence at the Senior Campus there will generally be an increase in what is expected of students both in class and at home.

- Year 10: 7 hours per week.
- Year 11: 12 hours per week.
- Year 12: 15-25 hours per week.

Where there is no formal homework set, students are encouraged to:

- Read in preparation for future classes and/or read for enjoyment;
- Watch the news/read a newspaper, and discuss current events with family/friends;
- Summarise/prepare summaries;
- Reinforce basic numeracy skills, such as practising their times tables.

Another aspect of senior student life is the part time work that many students undertake in addition to their studies. The College supports students in getting part time work as we believe that it can help their schooling, organisation, self confidence and employment prospects from the future. However, on occasion, students take on too many work hours and this can have a major impact on their learning. As per our policy below, the absolute maximum amount of hours a student should be working is 15 hours a week. Students in year 12 should consider pulling their hours back in their final year to concentrate on their studies and exams.

Part-Time Work

For students in Year 9 and above, part-time work can help students learn about the workforce, build responsibility skills and earn pocket money, however according to research too much part-time work can have a negative impact on learning. Therefore students should restrict part-time work to no more than 15 hours per week.

Study Centre

Our Year 12 Study Centre is a compulsory part of the Year 12 learning program and is supervised by our Study Centre supervisor Sharon Polgar. I am very excited by the amount of study and hard work that is happening in the centre this year, which is showing that our Year 12's are taking their studies very seriously. Students should take advantage of these supervised study sessions to complete homework and study while at school and get ahead in their workload. A reminder that all students who have a study centre class on their timetable are required to attend all study centre classes.

Year 12 Jackets and Rugby Shirts

Our Year 12 students are looking fabulous in their year 12 Jackets and Rugby jumpers. Great work from the year level captains last year who organised (and convinced the principal team) that a rugby jumper would be a great addition to the Year 12 jacket.

Year 10 Careers Conversations

This last week some of our Year 10 students participated in the first of our Careers Conversation sessions hosted by trained facilitators from Latrobe University. The students participated in a seminar followed by small group counselling and discussed a range of ideas regarding future careers, VCE and VCAL programs, and University and TAFE courses amongst other things. These sessions will be followed up across the year in Pastoral and also by our own outstanding careers and pathways team. All of this careers support will help students as they head into senior subject selection at the beginning of Term 3.

Year 10 Roadsmart

The first of our Roadsmart incursions also happened last Wednesday. The aim of this program is to build awareness of road issues before students undertake their Learners permit test and practice sessions. Roadsmart facilitators complete a range of activities with our Year 10 students in a theory session that will then lead to a practical session later in the year with trained instructors. This is a very new program and our school is one of the first in the state to participate with an entire cohort. We believe that this program is exceptionally important for our students and helping to make our roads safer. As a community which has experienced significant loss from road trauma, we believe that more education before students get on the roads will only help our community to become safer.

Senior Campus Report

An Important Message to All Students:

Books and personal belongings left in lockers on the Senior Campus from last year will be held until **Friday 15 March**. Please contact the Office for any further queries.

JOIN US FOR HOMEWORK CLUB!

Homework Club runs at each campus library every week.

The Middle Years Campus library hosts Homework Club on Wednesday afternoons from 3:05pm-4:00pm.

The Senior Campus library will host Homework Club on Thursdays afternoons from 3:05pm-4:30pm.

Teachers and support staff are available to help students with work.

Food and drinks are provided, please come and join us, everyone is welcome!



FAMILY HOLIDAYS

If students will be attending family holidays that take them out of school for more than 5 school days, parents / guardians / carers **MUST** contact the school **at least 3 weeks prior to the absence** and arrange a meeting with a member of the Principal team, to develop an Absence Learning Plan, or the family fail an Approved Absence. If the student does not complete the Absence Learning Plan, or the family fail to notify a member of the principal team, the absence will be recorded as *unapproved*.



CAREERS NEWS

INDUSTRY EMPLOYMENT PROJECTIONS

Late last year, the Department of Employment released the *Industry Employment Projections over five years to May 2023*.



Australian Government
Department of Employment

Industry	Projected employment growth – five years to May 2023	
	('000)	(%)
Agriculture, Forestry and Fishing	-1.4	-0.4
Mining	5.6	2.4
Manufacturing	8.5	0.9
Electricity, Gas, Water and Waste Services	6.1	4.1
Construction	118.8	10.0
Wholesale Trade	-9.7	-2.7
Retail Trade	47.6	3.7
Accommodation and Food Services	81.4	9.1
Transport, Postal and Warehousing	26.9	4.3
Information Media and Telecommunications	10.8	4.7
Financial and Insurance Services	14.2	3.2
Rental, Hiring and Real Estate Services	13.1	5.9
Professional, Scientific and Technical Services	106.6	10.2
Administrative and Support Services	27.9	6.6
Public Administration and Safety	37.7	5.0
Education and Training	113.0	11.2
Health Care and Social Assistance	250.3	14.9
Arts and Recreation Services	22.0	8.7
Other Services	6.9	1.4
All Industries	886.1	7.1

Employment is projected to increase in 17 of the 19 broad industries over the five years to May 2023, with declines in employment projected for **Wholesale Trade and Agriculture, Forestry and Fishing**.

The long term structural shift in employment towards services industries is projected to continue over the coming five years. **Health Care and Social Assistance** is projected to make the largest contribution to employment growth (increasing by 250,300), followed by **Construction** (118,800), **Education and Training** (113,000) and **Professional, Scientific and Technical Services** (106,600). Together, these four industries are projected to provide almost two-thirds (or 66.4 per cent) of total employment growth over the five years to May 2023.

For more comprehensive information, browse [Industry Employment Projections](#)



EARLY LEADERS PROGRAM (ELP)

The **Early Leaders Program (ELP)** provides secondary students with the opportunity to be recognised for extra-curricular activities, making themselves attractive candidates for future employers. The ELP is open to all students who are undertaking Year 11 in 2018. Completion of the **Early Leaders Program** can be a great achievement to include in applications for employment and further study. Undertaking it also provides a range of valuable benefits to students.

Students can:

- Develop life skills
- Grow your confidence
- Increase your employability
- Gain recognition for achievements from a leading university

Get out of your comfort zone and try something new

In addition to the above benefits, students who successfully complete the Early Leaders Program will be awarded credit towards the Swinburne [Emerging Leaders Program](#), a program for enrolled Swinburne students only.

The program begins in late February 2019, and students who are keen on finding out more, or applying, should visit [Early Leaders Program \(ELP\)](#)



WHAT DOES A BRAND MANAGER DO?

According to an article in the Saturday Herald Sun a couple of years ago, a **brand manager** was described as someone who *works with a company, product or service on ways to set them apart from their competitors in the eyes of consumers or raise awareness in the community*. The article went on further to say that brand managers liaise with their client on what their “brand” will be:

The client’s image

What the client wants to portray

The reputation the client has or wants in the community

So, brand managers work closely with their clients in **marketing** their client and its product or service, and brand managers are expected to have an extensive knowledge of all types of media. Brand managers can also be known as product or marketing managers, and they usually have qualifications in business and/or marketing and advertising.

Entry to this occupation usually requires a qualification *in business, communications or commerce with a major in marketing*.

More detailed information can also be found in the [Good Universities Guide - Marketing Officer](#)

THE HANSEN SCHOLARSHIP

Twenty exceptional domestic students from around Australia will be chosen in the first intake for [The Hansen Scholarship](#) if they are starting their undergraduate studies at Melbourne in 2020. Valued at up to \$108,000, students need to achieve a minimum ATAR of 90.00 and experience financial circumstances that present a challenge to attending The University of Melbourne. (e.g. you or your family receive Centrelink benefits).

Students should meet the following selection criteria -

- Track record of academic excellence and a commitment to academic success in university studies
- Demonstrated ability to achieve success in the face of adversity and overcome obstacles
- Demonstrated ability to apply skills and strengths towards activities which benefit others
- Demonstrated ability to work effectively in a team and lead those around you

Likelihood of thriving as a Hansen Scholar and actively contributing to the Hansen Scholarship Program

Benefits of the scholarship include –

- a standard room for 48 weeks each year, at no charge, for the standard full-time, three-year undergraduate degree at Little Hall residence in Lincoln Square South;
 - an allowance of \$4,000 per year for general living expenses for the standard full-time duration of the undergraduate degree;
 - a one-time grant of up to \$4,000 to support an approved activity for the Scholar's development such as an international exchange, an international subject, an internship or similar role;
 - access to a mentoring program, pastoral care, and enrichment programs available to all students at Little Hall as well as a tailored program of mentoring and support exclusively for Hansen Scholars;
- priority access to graduate accommodation at Little Hall should the Hansen Scholar wish to pursue graduate studies at Melbourne after completing their undergraduate degree.

Key dates for the application process -

1 March 2019	Stage 1 Applications open
21 March 2019	Stage 1 Applications close
27 March 2019	Year 12 Coordinator Referee forms due in
Mid-April 2019	Stage 1 applicants notified and invited to complete Stage 2 application
15 April 2019	Stage 2 Applications open
29 April 2019	Stage 2 Application close
6 May 2019	Academic and Personal references are due in
27 – 31 May 2019	Successful Stage 2 applicants participate in Skype interviews
July 2019	Finalists invited to Melbourne for the interview weekend with the selection panel
August 2019	Results of the applications will be released in August 2019

Students are encouraged to browse the link above to find out more, or register now for the scholarship at [The Hansen Scholarship - Register](#)



SNAPSHOT OF SWINBURNE UNIVERSITY IN 2019

- Swinburne is student-focused and aims at students being engaged in their learning; be exposed to innovative teaching, and given thorough preparation for the workforce
- Swinburne ranks 65th in the top 400 young universities in the world - [Times Higher Education 100 Under 50 Rankings](#), an index of the world's top universities under the age of 50.
- Swinburne was recognised as having one of the best design schools in the world by the [QS World Rankings of Universities by Subject](#). The university was listed in the top 100 for the Art and Design subject area.
- Swinburne regularly receives a 5-star ranking for student satisfaction
- Swinburne offers world-class higher education in health, arts, design, business, law, science, engineering and technology - [Faculties and Departments](#)
- Swinburne is one of the few universities that make Work Integrated Learning (also sometimes referred to as Industry Linked Projects) a major assessment component for students - [Work Integrated Learning](#)
- Swinburne aims at producing job-ready students and Industry Based Learning (IBL) is offered to all eligible undergraduate students in the form of paid, full-time, 6-12 month Professional Placements - [Work Place-ments](#)
- Many industry partners have been connected to Swinburne for over 20 years
- Swinburne is one of only a few universities in Australia with access to the Keck telescope in Hawaii - [Keck and W.M. Keck Observatory and Parkes Radio Telescope](#)
- The Bachelor of Circus Arts offered at the [National Institute of Circus Arts Australia](#) - and accredited by Swinburne, not only offers elite sport training but also a sound business qualification. Several NICA graduates are currently employed with Cirque Du Soleil
- Swinburne has a campus in Malaysia with many of the courses offered in Australia offered there – many Australian students choose to study a semester or more at the campus in Malaysia - [Sarawak Campus, Malaysia](#)
- Swinburne has partnerships with over 100 overseas institutions across more than 20 countries, allowing for Australian students to go and complete part of their studies at one of these institutions - [Swinburne Global](#)
- Swinburne offers over 30 study tours and a great number of those are specific to students studying business - [Study Tours](#)
- Swinburne has a dedicated High Achievers Program, which includes a scholarship, for Year 12 students who attain an ATAR of 95 and above - [High Achievers Program](#)
- Swinburne also has an [Emerging Leaders](#) program - whereby students identify skills they have developed during their time at university. The program translates these experiences into skills that employers are looking for.
- Swinburne offers an Aviation degree and part of the training in this course includes access to a Flight Simulator Laboratory with three simulators: Victoria's only Redbird flight simulator, Victoria's only Flyt Professional Helicopter Simulator, and a B737 procedural simulator - [Flight Simulator Laboratory](#). Swinburne is the only university in Victoria offering a bachelor degree designed specifically to train students as a commercial pilot - [Aviation](#). Swinburne partners with Jetstar and Qantas with a Cadet Pilot Program.
- Swinburne has one of the largest university Psychology Clinics in Australia, not only offering low-cost counselling, psychological assessment and group therapy treatment, but also quality teaching and research - [Psychology Clinic](#)
- [For a comprehensive list of all](#) courses offered at Swinburne, browse [Courses at Swinburne](#)



ANIMATION & GAMING COURSES AT VICTORIAN UNIVERSITIES

Animation and games design courses offer students a range of opportunities to be exposed to, and develop their skills in, subjects such as *computer coding, computer programming, broad IT skills, simulation, and modelling, computer-based 2D and 3D, interactive information design, and virtual environments*, to name but a few. Below is a list of some undergraduate degrees offered at Victorian Universities.

For a comprehensive list of courses (including the many double-degree options) on offer at Victorian universities, TAFEs, and Private Providers, visit VTAC.

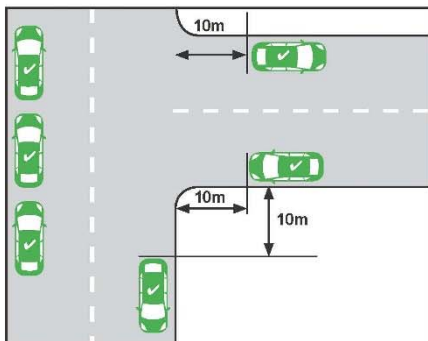
INSTITUTION	COURSE NAME	VCE PREREQ'S	MAJOR STUDIES
DEAKIN	Design (3D Animation)	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.	2D animation, 3D animation, Animation, Audio and visual effects, Character design and rigging, Compositing, Creative arts, Documentary and experimental filmmaking, Film and television, Film studies, Film titling, Interactive art, Media, Modelling, Motion capture, Narrative, Photography, Project management, Screen production, Screen studies, Stereoscopy, Stop motion animation, Storyboarding, Visual communication design.
FEDERATION	Games Development	Units 3 and 4: a study score of at least 20 in any English; Units 3 and 4: a study score of at least 20 in one of Maths: Mathematical Methods or Maths: Specialist Mathematics.	3D Modelling & Animation, Agile Coding, Big Data & Analytics, Cloud & Enterprise Computing, Communications & Technology, Computer Games Design, Data Modelling, Game Development Fundamentals, Game Programming, IT Problem Solving, IT Professional Engagement, IT Project Management Techniques, Mobile Development Fundamentals, Networking & Security, Professionalism & Entrepreneurship, Systems Modelling, Understanding the Digital Revolution, User Experience, Web Design.
MONASH	Design/Media Communication	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Animation, Automotive design, Collaborative design, Communication design, Computer-aided design (CAD), Design, Digital humanities, Digital media, Furniture design, Graphic design, Illustration, Industrial design, Interactive design, Journalism, Materials technology, Media, Product design and development, Public relations, Screen, Spatial design, Transportation design, Visual communication, Web design.
RMIT	Animation and Interactive Media	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	2D animation, 3D animation, Animation, Animation design and production, Computer animation, Concept art, Design, Digital arts, Illustration, Imaging and sound, Motion design, Projection mapping, Visual effects.
	Games Design	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	3D animation, 3D design, Arts (contemporary), Computer graphics, Computer programming, Digital animation (games), Digital art and design, Digital imaging, Entrepreneurship, Games design, Games development, Games programming, Games technology, Graphic design.
	Games and Graphics Programming	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 3 and 4: a study score of at least 25 in one of Maths: Mathematical Methods or Maths: Specialist Mathematics.	Animation (games), Animation (modelling), Animation software, Artificial intelligence, Computer animation (computer graphics), Computer graphics, Computer programming, Design (3D), Digital imaging, Games programming, Internet and multimedia, Multimedia and digital arts, Networking and multimedia technology, Programming (C), Programming (Java), Software engineering.
SWINBURNE	Animation	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	2D 3D and Stop-motion animation, Animation history and theory, Character and environment design, Character locomotion and performance, Conceptual sketching and life-drawing, Human and animal anatomy, Producing and production management, Screenwriting, Sound design.
	Games and Interactivity	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	3D modelling and animation, Audio and video production, Game design, Games development, Games technology, Narrative design, User experience design.
UNI MELBOURNE	Fine Arts (Animation)	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Animation.

PARKING/STOPPING SIGNAGE



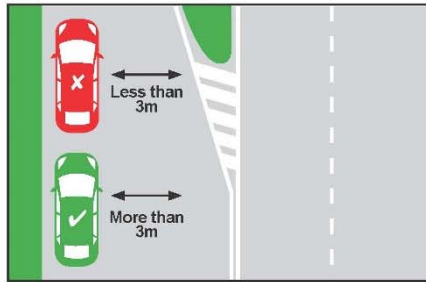
No Stopping area must be kept clear. If times/days are specified, restrictions are only applicable to the specified times. You cannot park in a P3min area for longer than 3 minutes.

WITHIN 10 METRES OF AN INTERSECTION



A driver must not stop with any part of their vehicle within 10 metres of an intersection unless signed otherwise.

3 METRE GAP FOR SAFETY



At least 3 metres must be left between your vehicle and the centre dividing line to allow other vehicles to pass safely and not obstruct traffic.

WHAT CAN YOU DO TO STAY SAFE

- Supervise your children in or near traffic
- Walk or cycle to school with your child
- Respect all road rules, parking signs and instructions from Authorities
- Wait on the same side of the street as your child
- Always let your child out of the kerb side of the car.

Free Telephone Interpreter Service

العربية	9679 9871	ਪੰਜਾਬੀ	9679 9879
Ελληνικά	9679 9873	தமிழ்	9679 9879
हिंदी	9679 9879	Türkçe	9679 9877
Italiano	9679 9874	Tiếng Việt	9679 9878
Македонски	9679 9875	Other	9679 9879
简体中文	9679 9857		



PARKING AND SAFETY AROUND SCHOOLS

Telephone: 9217 2170
Email: info@whittlesea.vic.gov.au
Web: whittlesea.vic.gov.au

SPEED



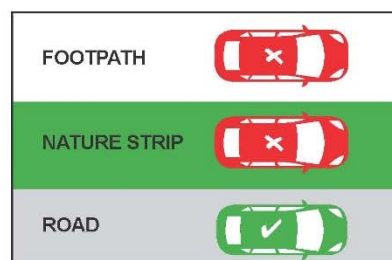
Look out for the reduced speed limit around schools and slow down to improve safety.

SCHOOL CROSSINGS



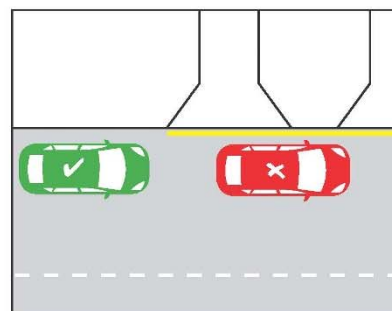
- Look out for flags and Crossing Supervisors.
- You must stop for anyone waiting to cross, or who has started crossing.
- Please remain stopped until the crossing is clear.

NO PARKING ON NATURE STRIPS/FOOTPATHS



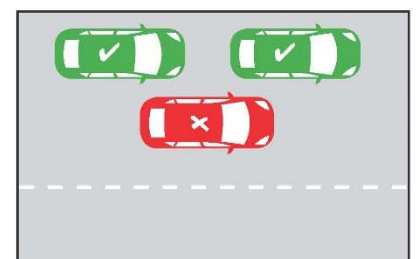
Parking is illegal on nature strips and footpaths.

YELLOW EDGE LINE



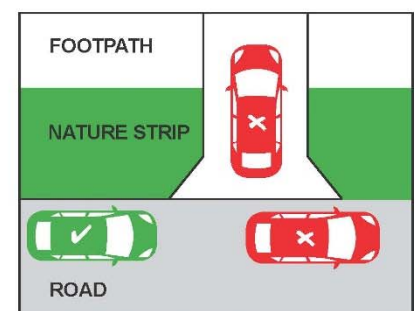
A driver must not stop on the side of a road marked with a yellow edge line.

DOUBLE PARKING



It is illegal to double park at any time. This affects the flow of traffic.

STOPPING ACROSS DRIVEWAYS



It is illegal to stop/park across a driveway unless you stay in the car are there for no more than 2 mins and move immediately if required to do so to allow entry or exit by the owner/occupier.

Certificate of Appreciation

Mill Park Secondary College

In recognition of your valuable contribution to the 2018

Whittlesea Emergency Relief Network Christmas Food Drive

*With your generosity, we were able to assist
hundreds of local families in need over the
Christmas period*



A handwritten signature in dark ink, reading "G. Beguely".

Ginette Beguely

Chair, Whittlesea Emergency Relief Network

Thank you!

Breast Cancer Network Australia
gratefully recognises
the contribution made by

Middle Years students
Mill Park Secondary College

We sincerely thank you for your support



Kirsten Pilatti
Chief Executive Officer
Breast Cancer Network Australia

Breast
Cancer
Network
Australia



Supports, informs,
represents and connects
Australians affected
by breast cancer

FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students

MORE INFORMATION

For more information about the CSEF visit
www.education.vic.gov.au/csef

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

If you applied for the CSEF at your child's school in 2018, you do not need to complete an application form in 2019 unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments;** your child has started or changed schools in 2019 or you did not apply in 2018.
- **changed family circumstances;** such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2019.

Check with the school office if you are unsure.

