



College Principal's Report

TEACHERS AND PARENTS WORKING TOGETHER BETTER

IN recent years, we have heard lots about how we need better teachers in our schools. There's no question that a great teacher can make a huge difference in a student's achievement, and we need to recruit, train and reward more such teachers. But here's what some new studies are also showing. Teachers cannot do it alone. We also need to work better with parents. Parents focused on their children's education also make a huge difference in a student's achievement.

How do we know? Every three years, the Organization for Economic Cooperation and Development (OECD) conducts exams as part of the Program for International Student Assessment, or PISA, which tests 15-year-olds in the world's leading industrialised nations on their reading comprehension and ability to use what they've learned in maths and science to solve real problems — the most important academic skills for succeeding in college and life. To better understand why some students thrive and others do not, the PISA team interviewed parents about how they raised their children and then compared that with the test results for each of those years.

THE FINDINGS

Fifteen-year-old students whose parents often read books with them during their first year of primary school show markedly higher scores than students whose parents read with them infrequently or not at all. Even when comparing students of similar socio-economic backgrounds, those students whose parents regularly read books to them when they were in the first year of primary school score higher than students whose parents did not.

Parents' engagement with their 15-year-olds is strongly associated with better performance. Just asking your child how was their school day and showing genuine interest in the learning that they are doing can have the same impact as hours of private tutoring. It is something every parent can do, no matter what their education level or social background.

The kind of parental involvement matters. For example, the score point difference in reading that is associated with parental involvement is largest when parents read a book with their child, when they talk about things they have done during the day and when they tell stories to their children. The score point difference is smallest when parental involvement takes the form of simply playing with their children.

Parental actions that support children's learning at home are most likely to have an impact on academic achievement at school.

Monitoring homework; making sure children get to school; rewarding their efforts and talking up the idea of going on to further education and training: these parent actions are linked to better attendance, grades, test scores, and preparation for further education.

Of course there is no substitute for a good teacher. There is nothing more valuable than great classroom teaching. But teachers cannot shoulder the whole burden. We also need parents because parents can make every teacher more effective and improve the educational outcomes for every child.

Acknowledgement: Thomas I. Friedman 19 November 2011; Patte Barthe, The American School Board Journal.

Principals' Digest newsletter vol 18, number 25

Trish Horner is on sick leave until half way through Term 2. In her absence Karen Eastlake will be Officer in Charge.



Trish Horner



Karen Eastlake
Middle Years Campus Principal

MY Campus Principal's Report

TERM 1 SPORTS

Students have been busy training and competing in Summer Interschool Sports this term. The senior cricket team competed in the NMR round (Northern Metropolitan Region) and narrowly missed out on qualifying for the next level of competition. Senior boys have also qualified for the NMR Volleyball after winning the Whittlesea Division and the senior baseball team will also compete later this term in the NMR round. A special mention also to Tiana Lay who won her event to qualify for the NMR swimming carnival later this month.

Year 7 and 9 teams are still to compete in Tennis, Volleyball and Cricket. Well done to all students who participated this term across the sports of Volleyball, Tennis, Cricket, Swimming and Senior Baseball and best of luck to those students still to compete.



Congratulations to the Year 8 Cricket team who won their first round in the Whittlesea Division and now qualify for finals taking place next week!

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*.

BUTTERBALL & CO COFFEE VAN

Staff, students and parents are invited to access hot beverages and food from the Butterball & Co. van, which has started visiting the Middle Years Campus from 8.00am – 8.45am every Tuesday and Thursday mornings. Parents dropping off their sons/daughters are most welcome to purchase items, but are reminded that parking in the staff car park is not permitted. Please park in the street and the van is located just inside the front gate next to the general



Middle Years Campus Report

LIBRARY MONITORS 2019

A warm welcome to our new Library Monitor teams for 2019. I am very excited that over 30 of our students signed up to the program with an excellent representation across all Year 7's, 8's and 9's. An Expression of Interest sheet was circulated for two weeks where students registered and put their preferred day to work.

All students have happily agreed to work in groups of three or four, as well as already having chosen their partner. They will undertake basic training sessions, starting from 4/3/19.

During this program students will recognize the value of working in teams and learning new skills with the program engaging them in many ways. Monitors will have the opportunity to make new friends and boost confidence within themselves. They will develop leadership skills, communicate with library staff, students and teachers, as well as improving their IT skills by learning to use the library database.

Our Library Monitor program at the Middle Years Campus is a success story as it encourages student participation, provides real-life work experience and assists the library staff. It provides practical opportunities to demonstrate the College's values of *Respect, Responsibility, Achievement and Enjoyment*.

Stella Lambrou

MYC Library Coordinator



ATTENTION ALL STUDENTS

The Science Department is on a quest for any old ice cream containers with lids for the Middle Years Campus. If you have any spare, clean containers that you would be willing to donate they can be left at the B Block Science Office. Thankyou!



2018 GRADUATES' AFTERNOON TEA

Mill Park Primary School:

"Afternoon Tea to catch up with the previous year's graduates to find out how they have settled into their secondary schools. Afternoon Tea will now be held on Wednesday, 13th March 4:00pm – 5:00pm."

Epping Views Primary School:

Afternoon Tea will be held on the 21st March from 4pm. Please submit any dietary requirements by 15.3.19 to epping.views.ps@edumail.vic.gov.au





Colin Burke
Senior Campus Principal

Senior Campus Principal's Report

Year 10 Testing Day

Thursday 14th of March will be Year 10 Literacy and Numeracy Testing Day, where students attend an appointment time to complete their Literacy and Numeracy benchmark tests.

All Year 10 students will complete two online Progressive Achievement Tests (PAT) - one test for Reading Comprehension and one test for Maths. These are both multiple choice tests that assess what students already know and what they might be ready to learn next. The results from these tests help our teachers and leaders to better understand our students' strengths and challenges when it comes to literacy and numeracy, and this allows us to more accurately plan and deliver tailored teaching and learning activities within our classrooms. The results from these tests can be shared with students.

All year 10 students will attend an allocated class and time to complete both their Literacy and Numeracy tests under exam conditions. Attendance at the testing session is **compulsory** for all Year 10 students. Students who are absent on the day will be required to complete their testing over a series of lunchtimes or after school.

Year 10 students are only required to attend school for their allocated testing time as regular classes will not run. Students are to meet their teacher at the allotted classroom and time provided on the timetable below. They are required to stay in the examination room for the duration, even if they finish the testing early. Full school uniform is required.

	Pastoral Class	Room
Periods 1 & 2 – 9:00- 10:38am	10A	13A
	10B	13B
	10C	13C
	10D	13D
	10E	Library 2
Periods 3 & 4 – 11:05- 12:43pm	10F	13A
	10G	13B
	10H	13C
	10I	13D
	10J	Library 2
Periods 5 & 6 - 1:27- 3:05pm	10K	13A
	10L	13B
	10M	13C
	10N	13D
	10O	Library 2

These tests are very important in planning an individualised senior learning program for all students in Year 10 and allows them to build adult learning skills by following an exam timetable. Please contact Lonni Allan, Year 10 Program leader, or Assistant Principal Peter Tonis or Campus Principal Colin Burke with any questions.

VCE Study Skills Day

On Thursday 14th of March your child is required to attend the compulsory Study Skills Day to prepare for essential skills required to achieve successful outcomes in their VCE and opportunities beyond.

The program will focus on specific sessions; Study Sensei, Time Management, Ace Your Exams and Finish Line.

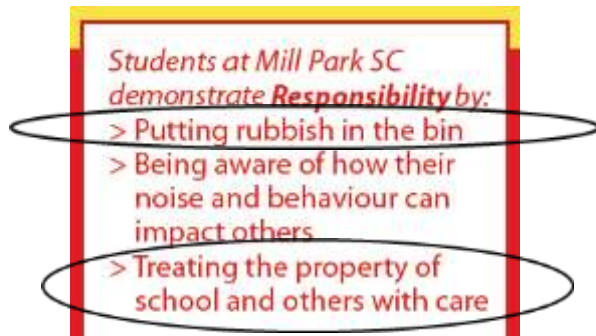
TIME:	HOME GROUP:
YEAR 11: 10.00am-11.00am *Recess Break* 11.30am-12.30pm	Pastoral 11C Room 1A Pastoral 11D Room 1B* Pastoral 11E Room 1C Pastoral 11F Room 1D* Pastoral 11G Room 2B* Pastoral 11H - (to split in 3) Pastoral 11I Room 2C Pastoral 11J Room 2D* Pastoral 11K Room 4C * Pastoral 11L Room 4D* Pastoral 11M Room 3B
YEAR 12: 1:30pm - 3:30pm	Pastoral class 12C - Room 8A Pastoral class 12D - Room 8B Pastoral class 12E - Room 8C Pastoral class 12F - Room 8D Pastoral class 12G - Room 9A Pastoral class 12H - Room 9B Pastoral class 12I - Room 9C Pastoral class 12J - Room 9D Pastoral class 12K and 12L - Room 10A Pastoral class 12M and 12N - Room 10B

Senior Campus Report

A Message From Assistant Principal Simon McCrae

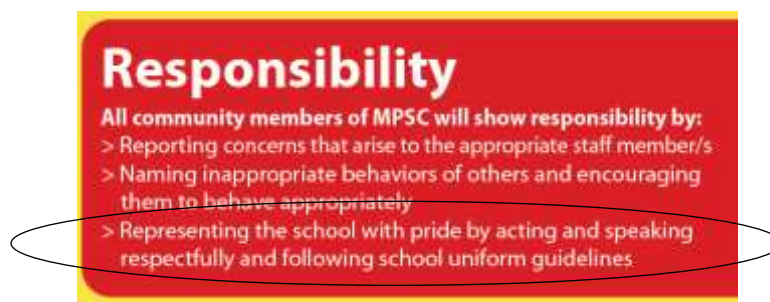
SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (swpbs)-

I would like to thank students for responding positively to references to a couple of sections of our SWPBS matrix, at the recent Year Level Assemblies at the Senior Campus:



Cleanliness of the yard and school facilities

It has been wonderful to see students making an effort to keep the yard tidy and cooperating with the removal of rubbish when requested. I have also been pleased with prompt reports when facilities such as canteen microwaves and toilets are not in an acceptable state, so this can be rectified quickly, so everyone has the standard of facilities they deserve.



Uniform

At the assemblies I spoke about how our uniform is a symbol of pride in ourselves and our school. I acknowledged that while judging people on their appearance is not particularly fair- it is a reality that others will judge us individually and collectively, based on how we present in public. We want all individuals to be afforded the level of respect they deserve and we know when our students look "smart", this level of respect rises. I also presented to students that how we look has an impact on the school's reputation, which in turn comes back to be a reflection on all of us as individuals. When any of our students are submitting a resume, interviewing for a job or just be served in a shop, we want people to think- "They must be great, because they're from Mill Park Secondary College."- as our school is full of great people.

A large number of students have responded promptly to resolve uniform issues and their efforts are appreciated. Where students wear non-uniform items to school, we will support them to meet our uniform expectations by:

- Asking them to remove non-uniform items where possible
- Offering clean replacement uniform items from our school stores
- Contacting families to arrange for drop off or collection of correct uniform
- Arranging a school based consequence where none of the above can be accommodated

Families can support students to meet positive uniform expectations by:

- Checking student have all required items
- Writing a note for one off issues (we would expect most issues can be resolved in 2-3 days)

Emphasising the following expectations at home:

- PE uniform can only be worn if the student has PE classes on the day
- The PE top cannot be worn with the formal pants or skirt
- Any visible top underneath uniform items must be PLAIN WHITE
- Hoodies, leggings and factory pants are not permitted under any circumstances

If any families are experiencing financial challenges, please contact Lukas Farfalla, our Student Welfare Coordinator, who can discretely make a plan to support the provision of uniform.

Senior Campus Report

BREAKFAST CLUB IS BACK!



**TEAM HERE EVERY
FRIDAY MORNING**

 WWW.NOBULLMOVEMENT.COM

 [@NOBULLMOVEMENT](https://www.instagram.com/NOBULLMOVEMENT)

Please join us every
Friday for Breakfast
Club from 8:00am
outside Block 2 or in
the VCAL Room.

"Our teams go into high schools all across Melbourne and engage with students before school. They provide a vibrant positive environment for students to build rapport with our mentors. The time our team spend with students is tailored to encourage the development of confidence, resilience, stronger social skills and general wellbeing in students."



FRIDAY 8 mar ch



Early Entry Programs at ACU

Passion for Business (P4B) Early Entry Program

Passion for Business Program (P4B) is a guaranteed early entry program designed to nurture a students' learning passion and give them a step up in their future business career. Current Year 12 students studying a business-related subject are encouraged to apply for the P4B Program.

Benefits of the program include:

- early offer into an ACU P4B course
- access to Academic Skills workshops, the CareerHub and networking events
- study abroad opportunities
- \$500 textbook voucher awarded to the top three P4B students at the end of Semester 1
- invitation to an ACU P4B welcome event

Eligible P4B Courses:

- Bachelor of Commerce
- Bachelor of Business Administration
- Bachelor of IT
- Bachelor of Accounting and Finance
- Bachelor of Commerce/Bachelor of Business Administration
- Bachelor of Commerce/Bachelor of Arts
- Bachelor of IT/Bachelor of Business Administration

To be eligible for admission, Year 12 students need to have studied a business subject and can demonstrate they have previous work experience and volunteer work.

Applications for Passion for Business (P4B) for 2020 open soon. Find out more about the P4L program, and the online application process at [Passion for Business \(P4B\) Early Entry Program](#)

Passion for Law (P4L) Early Entry Program

Passion for Law (P4L) is a guaranteed early entry program for students passionate about studying law and designed to nurture their learning potential and give them a step up in their future law career.

Benefits of the program include:

- early offer for an ACU law degree
- access to Academic Skills workshops, the CareerHub, and network events
- taking part in study abroad opportunities
- participating in the pro bono program
- \$500 textbook voucher to the top three P4L students at the end of Semester 1
- invitation to an ACU P4L welcome event

Eligible P4L Courses:

- Bachelor of Laws
- Bachelor of Arts/Bachelor of Laws
- Bachelor of Biomedical Science/Bachelor of Laws
- Bachelor of Business Administration/Bachelor of Laws
- Bachelor of Commerce/Bachelor of Laws
- Bachelor of Laws/Bachelor of Global Studies
- Bachelor of Psychological Science/Bachelor of Laws
- Bachelor of Theology/Bachelor of Laws



To be eligible for admission, students will need to attain a minimum ATAR of 78.00 and meet the prerequisite of Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.

Applications for Passion for Law (P4L) for 2020 open soon. Find out more about the P4L program, and the online application process at [Passion for Law \(P4L\) Early Entry Program](#)



Career as an Occupational & Environmental Physician

According to [The Royal Australasian College of Physicians](#), Occupational & Environmental Physicians (OEP's) are highly trained medical specialists who provide services related to workers' and employers' health. The OEP's approach is holistic, recognising the health effects of occupational, social, psychological, and environmental factors. In summary:

OEP's focus on the health effects of the relationship between workers and their work lives, at both an individual and an organisational level.

An **OEP** may work for the government, the military or a large organisation. OEPs provide Independent Medical Opinions on issues such as fitness to perform particular work duties, the work-relatedness of medical conditions, and impairment assessment.

OEP's have a unique combination of workplace knowledge and specialist training and skills to deal with patients, other practitioners, and employers.

How does one qualify to become an Occupational & Environmental Physician?

After completion of a medical degree, a compulsory intern year in hospital, and at least two additional years of general medical experience, doctors who choose to specialise as OEP's must train in a specifically designed training program. After completion of a recognised diploma, degree, or masters level qualification in *occupational health*, the doctor enters a training program under the individual supervision of an OEP mentor.

Some courses worth considering are:

Monash University

[Graduate Diploma in Occupational and Environmental Health](#)

[Master of Occupational and Environmental Health](#)

University of Queensland

[Master of Occupational Health and Safety Science](#)



Applications to study at Australian National University (ANU)

In 2020 ANU will welcome the first cohort of students under a new national admissions process. The new admissions model will look beyond ATAR scores to consider a student's all-round character and will be unique in its focus on holistic student assessment.

Students will apply directly to ANU, and to help, ANU has created a [step-by-step](#) process guiding prospective students through the application process. Students need to be mindful of the following:

Applications are free

Students can apply for all [ANU Bachelor programs](#).

Applications open 8:00am, Monday 4 March and close Friday 31 May. Students will apply directly to ANU, [via the ANU website](#).

All school-leavers will need to meet the co-curricular or service requirement. Students can check if they meet the requirement, and view examples of supporting documentation on [our website](#).

Students are initially assessed based on their Year 11 results and will receive a conditional offer in August.

During the applications students will need to provide an official record of their Year 11 results. Students can learn more about how ANU will assess their applications [here](#).

Students can apply for [Equity and Elite Athlete adjustment factors](#) when they apply to ANU.

Students can opt to be considered for all [eligible scholarships](#) when they apply to ANU.

Students who are accepted to ANU through the direct application process are [guaranteed on-campus accommodation](#), if they want it.

Students will receive a packaged offer, which will include an offer of admission, any scholarships they have received and an offer of accommodation.

Students can defer an offer for 12 months, so students intending to take a gap year are also encouraged to apply.

Students are encouraged to download the [2020 Undergraduate Course Guide](#) and browse the course



Snapshot - Blue Mountains Hotel Management School in 2019

Blue Mountains International Hotel Management School (BMIHMS) was founded in 1991. All BMIHMS undergraduate and postgraduate courses are fully self-accredited by Torrens University Australia in accordance with the Australian Higher Education Standards Framework (2015) and regulated by the Tertiary Education Quality and Standards Agency (TEQSA). Based in NSW, the BMIHMS is a leading hotel school for hospitality education. There are two campuses - [Leura Campus](#) – situated in the Blue Mountains National Park, and the [Sydney Campus](#), which is in the heart of the CBD. There is also a [Melbourne Campus](#) for students studying a Master of International Hotel Management. Students can choose between two undergraduate business degrees: [International Hotel and Resort Management](#) and [International Event Management](#).

There are also Master Degree Programs, which include [International Hotel Management](#) and [Global Business Management](#). Each year the BMIHMS hosts [Career Focus Days](#) - a 3-day residential program for high school students considering a career in the hospitality industry, designed for those aged 16 and over. Students keen on finding out more are encouraged to register to attend.

Find out more at [Blue Mountains International Hotel Management School](#)



Snapshot of the International College of Hotel Management in 2019

- The Swiss Hotel Association is famous for, and founded, the concept of International Hotel Management
- Swiss Hotel Association/ ICHM are specialists in the field of International Hotel Management, and ICHM is a Swiss Hotel Association affiliated school with links to the oldest Swiss hotel school, Ecole hotelier de Lausanne.
- Established in 1992 ICHM is based in Adelaide - [ICHM Adelaide](#) and is partnered by The South Australian State Government, and is also an entity of [Charles Darwin University](#)
- The International College of Hotel Management (ICHM) program has one undergraduate degree: [Bachelor of Business \(Hospitality Management\)](#), obtainable in 3 years
- Students can complete a 4th year whereby they obtain the [Master of International Hotel Management \(Swiss Hotel Association\)](#)
- Successful graduates hold high management positions world-wide
- ICHM is one of the leading hotel schools in Australia and has graduated more than 2000 students from 88 countries.
- The program is a mix of academic and industry semesters, with 2-3 Industry placements of 750 hours each, with a minimum of 1500 hours and a maximum of 2800 hours
- ICHM hosts [Career Weeks](#) each year where senior high school students can spend five days at ICHM and determine for themselves if a career in hotel management, and tourism really is what they wish to pursue

Visit [ICHM](#) for all other information.



Career in Event Planning and Courses on offer in Victoria

The Good Universities Guide indicates that an **event planner** or **event coordinator** plans and organises special events, including parties, wedding receptions, product launches, banquets, sporting events, meetings, conferences, and conventions. Successful event planners –

- enjoy working with people
- good organisational and time management skills
- have every attention to detail
- good interpersonal and supervisory skills
- good communication skills
- neat personal appearance
- comfortable working with computers
- able to negotiate, delegate and work under pressure

Depending on the size of the establishment, events coordinators may work independently or as part of a team. They often work irregular hours, and on weekends and public holidays. **Learn more at [Good Universities Guide - Events](#)**

There are a number of institutions in Victoria that offer courses, or majors, in event management, and some of these include –

INSTITUTION	COURSE	VCE ENTRY REQUIREMENTS
Box Hill Institute	Diploma of Events	n/a
Holmesglen Institute	Diploma of Events/Certificate III in Live Production	Year 12
La Trobe University	Bachelor of Business	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
	Bachelor of Business (Event Management)	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
	Bachelor of Business (Event Management/Marketing)	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
Melbourne Polytechnic	Diploma of Event Management	n/a
	Bachelor of Hospitality Management	Units 3 and 4: a study score of at least 20 in any English.
Swinburne University	Diploma of Event Management	n/a
Victoria University	Bachelor of Business (Event Management)	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
William Angliss Institute	Diploma of Event Management	n/a
	Advanced Diploma of Event Management	n/a
	Bachelor of Event Management	An ATAR is used as part of selection

For a comprehensive list of all events courses offered by all Victorian institutions, visit [VTAC](#)