

Principal Team Report

We have been thrilled with the way the students have transitioned back to face to face teaching over the last 3 weeks. Teachers and students have enhanced their respect for each other and are working together to achieve excellence.

Some students are really anxious about the challenges they experienced during remote learning. We have reassured them that we can support them to make significant progress now that we are all back on site. We have had some parents who have been reluctant about their children returning to school. The guidelines are very clear from the Chief Medical Officer, that students remain at home only in exceptional cases. We aim to ensure the ongoing health and wellbeing of our young people and support them to re-engage with onsite learning as quickly as possible.

Thank you to both Karen and Richard and their teams for their guidance on each Campus to ensure a smooth and safe transition. Throughout this year many staff have gone above and beyond for our students – they stepped up to the plate and made a difference. I am truly proud of what we have achieved under the most challenging circumstances. As we go forward, we have a new definition of what we can achieve as a team. Fundamental to that is the way we look after one another and the students.

As we slowly transition back to normal it is time to look for opportunities for improvement. We seek your support on our Term 3 focus – getting to school on time.

DEVELOPING RESPONSIBILITY FOR PUNCTUALITY AT MILL PARK SECONDARY COLLEGE

In 2019, staff identified lateness as an issue that was impacting on their ability to teach and consequently on student learning. Review of school data shows the current expectations, process and consequences for lateness are not improving punctuality.

Available research suggests:

- Impacts on learning time are not only significant for late students, but also for their peers, who have their learning interrupted.
- It is easy for poor punctuality habits to develop, which impact in later life.
- Where lateness is an issue across a school, it has significant impact of academic standards.

CLARIFYING EXPECTATIONS

Our expectation regarding punctuality are all students will:

- Arrive at school on time every day
- Be on time to each class during the day
- Punctuality is a habit, which is driven by our priorities. It is important students prioritise being on time. We understand there can be occasional exception circumstances that impact on punctuality, however with prioritisation we would expect this to occur once or twice a term at most.

A WHOLE SCHOOL APPROACH

Our recent work with Berry Street, the development of our School Wide Positive Behaviour Support framework, implementation of our mobile phone process and the research all underline the importance of a whole school approach and family support.

Family support may come in a range of ways:

- Discussion of the importance of expectations regarding punctuality
- Revising family travel plans and routines to support punctuality
- Developing skills for students to be self-reliant in terms of their travel and punctuality
- Supporting school based consequence to reinforce the positive expectation

The school will implement a staged response to this concern. During Term 3, staff will focus on the following, in our initial stages of trying to build positive habits:

- Emphasis of our first expectation - student will arrive at school on time each day
- Use of Sentral to track lateness, so data-based decision making can be used to evaluate effectiveness
- Principals will meet with students who have a habit of arriving late to school
- Consequences will be given to students with repeated lateness to school

We are confident that our students can develop positive habits with consistent expectation and support from school and home.

Principal Team Report

SEMESTER 1 REPORTS WILL BE PUBLISHED BY THE END OF TERM

The Department of Education and Training has revised the reporting requirements for Semester 1. In recognition that schools have adopted revised teaching and learning plans for Term 2, teachers are not required to provide a level judgement for Years 7-10 Semester One reports in 2020.

DET has asked schools to provide a succinct descriptive assessment of student learning achievement. There needs to be flexibility around what can be reasonably done within the given reports timeline and under the changed circumstances.

Rather than changing the report templates we have introduced new codes for the reports to take into account the impact of COVID-19.

The reports will be available on Sentral by the end of next week. Any questions or comments about the report, or the reporting process are therefore very welcome. If you need any further information, or you have any questions or comments, please contact the College. We encourage all parents/guardians to look through the reports carefully, acknowledge good achievements and encourage improvements where warranted. A positive interest in your child's educational achievements is a good strategy for success.

SEMESTER 2 START DEFERRED TO THE START OF TERM 3

The start of Semester 2 has been deferred until Monday 13 July. This is mostly due to the flow on effect of the changes to the VCAA timelines for Year 12. It will also allow for teachers to revise some of the more difficult knowledge and skills that were covered during remote learning.

PARENT TEACHER INTERVIEWS DELAYED

Parent Teacher Interviews were due to be held in week 3 of next term. Given that Semester 2 will not commence until the beginning of Term 3 and the uncertainty of safely holding this event, we have pushed back the interviews to Thursday 20 August. Hopefully we will be able to run them in person by then.

PREPARATION FOR 2021

The focus next term is very much career pathway planning and students will be involved in a range of activities to support this. A timeline has been established for 2020 planning with respect to subject selection and staffing. This incorporates a thorough approach to pathways planning with an aim to improve the capacity of all staff to understand pathways options and support each student in creating their future. The link to the Online Handbook is on the Sentral homepage.

ONLINE SUBJECT SELECTION

Each student will be provided with a Webcode at the beginning of Term 3 to complete their selections. The online forms have the added advantage that they eliminate errors by not accepting the form until all requirements have been satisfied. It is very important that after completing the form that the student prints the confirmation form which requires a parent signature. This signed form then needs to be handed in to the student's Homegroup teacher. It is vital that all forms are submitted by the Friday 31 July. Current Year 7 students do not need to complete a subject selection form.

TERM 3

As this is the last newsletter for the term, I wish all a safe and restful break. Term 3 commences on Monday 13 July.

Just a reminder to families to ensure you remain in your cars during drop off and pick up of students.



Trish Horner
College Principal



Richard Dungey
Senior Campus
Principal



Karen Eastlake
Middle Years
Campus Principal



News from the MYC Library

It has been fabulous welcoming students back to the library, it has felt like a beehive, busy and buzzing again.

Students have flocked in to borrow their favourite books while others were happy to meet with their friends and update each other on the latest news.

Congratulations to students who have enrolled in the Premier's Reading Challenge, there has been a very different approach this year due to Covid-19. We have explored a number of diverse platforms which provide free subscriptions and eBooks to patrons, as we have not had any physical access to libraries.

I am impressed with the number of students who followed the advice and joined online libraries, and started preparing for the Challenge.

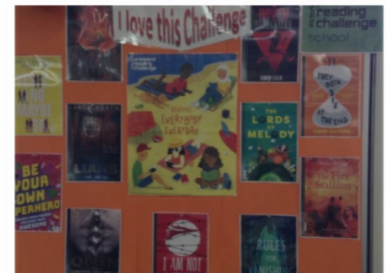
The library has recently purchased a variety of fiction and non-fiction books for students to read.

The Library Monitors have also enjoyed assisting with displays of new books, and helping with the Premier's Reading Challenge posters.

I encourage students to do some reading for pleasure during the upcoming school holidays, borrowing the newly acquired books.

I wish everybody a great break.

Warm regards
Mrs Stella Lambrou



LIKE US at <https://www.facebook.com/millparksc/>

This screenshot shows you where to find SEE FIRST when you are liking the page.

INSTRUCTIONS

1. 'Like' Mill Park Secondary College.
2. To the right of the 'Like' button you will see 'Following' with a drop down arrow.
3. Please select 'See First in Newsfeed' and 'Notifications On (Events)'.



Friday 19 June

Career News



Dates to Diarise in Term 3

- Year 12 VTAC timely applications – throughout August and September
- VTAC SEAS and Scholarship applications open August and September



New Exercise and Sports Science/Nutrition Science

From 2021, ACU will be offering the *new* double degree in **Bachelor of Exercise and Sports Science/Bachelor of Nutrition Science**. This course is ideal for students who are passionate about fitness and creating a better life for others. The Bachelor of Exercise and Sports Science/Bachelor of Nutrition Science will uniquely equip graduates to become experts in professions related to both exercise/sport science and nutrition science. Graduates will capitalise on the synergies between the two fields of study to promote optimal health and nutrition through the lifespan.

VCE entry requirements are: Units 3 and 4 – a study score of at least 30 in English (EAL) or at least 25 in English other than EAL and a study score of at least 25 in one of Biology, Chemistry, any Mathematics, Physical Education, Physics or Psychology.

Graduates of this double degree will be eligible to apply for further study in nutrition research or in dietetics to become an accredited practising dietitian. In addition, they will be eligible to apply for further study in exercise science/sports science research and clinical exercise physiology to become an accredited exercise physiologist, or further study in high performance sport.

Find out more at [Exercise and Sports Science/Nutrition Science](#)



Charles Sturt Advantage Early Offer Program

The Charles Sturt Advantage is our way of recognising Year 12 students who demonstrate to us how you've displayed resilience, empathy and a commitment to creating a world worth living in (like your motivation to study your chosen degree) – the soft skills we know give them the edge!

Earlier this year, this Early Offer Program was advertised, and CSU is hosting an **online information session** on Tuesday 23 June 2020 at 6.30pm which might be of interest to some students. [Register here.](#)

Students can apply for a wide variety of undergraduate courses for 2021 via the Charles Sturt Advantage program. Applications are open and will close 31 August 2020.

Visit [Charles Sturt Advantage](#).



STEM
HUB

STEM Hub

[Stem Hub](#) a digital platform connecting students and industry. This hub is open to all university students and graduates from any universities who have studies **science, technology, engineering, and/or mathematics**. Students who sign up get access to leading industries and potential future employers. **Current senior students planning to study in one of these fields are encouraged to browse this link and flag this platform as a valuable resource once at university.**



Australian Government

Department of Foreign Affairs and Trade

A Diplomatic Career – Making a Difference

The **Department of Foreign Affairs and Trade (DFAT)** offers university graduates with the opportunity to implement their academic and personal skills to develop and implement policies that advances Australia's interests both in Australia and overseas. DFAT has an official **graduate program** allowing university graduates the opportunity to continue to develop and expand their knowledge – from *international legal and security issues to international financial corporation, trade negotiations and public affairs*. Graduates who enter this DFAT program work in diverse and challenging environments, and often represent Australia on overseas assignments. On completion of the two-year program, graduates will have the opportunity for an ongoing position in Canberra.

Students who are keen on studying Law, International Studies, Global Studies, Asian Studies, as well as the Sciences and Medicine, and even Counter-Terrorism, might like to browse the following link to find out more about this program and the opportunities it offers once they have graduated with their Bachelor degree - [Department of Foreign Affairs and Trade \(DFAT\) Graduate Program](#)



Careers in Real Estate

Working in the **real estate profession** offers students the opportunity to achieve high levels of personal satisfaction and career success. In general terms, estate agents *lease, manage, appraise, buy and sell residential, rural, commercial and industrial property or business* on behalf of clients. The first step in establishing a real estate career is to become an **agent's representative**. Agent's representatives perform a variety of real estate roles under the supervision of a licensed estate agent. Students who are interested in completing a course to become a real estate agent, might like to browse the following link that addresses a number of FAQs - [Student Information](#).

For more information about careers in real estate and the Real Estate Institute of Victoria (REIV) visit [REIV](#)

Snapshot of The University of Melbourne (UoM) **In 2020**

- Established in 1853, the University of Melbourne makes distinctive contributions to society in research, learning and teaching and engagement
- UoM is consistently ranked among the leading universities in the world, with international rankings of world universities placing it as #1 in Australia and #32 in the world, and #7 in graduate employability worldwide (Times Higher Education World University Rankings 2020/QS Graduate Employability 2020) - [rankings](#)
- The University of Melbourne has one primary campus north of the Melbourne CBD and many other associated rural campuses - [Campuses and Facilities](#)
- UoM offers 17 undergraduate degrees and over 250 graduate courses - [Courses at UoM](#)
- Currently 50% of students study undergraduate courses, and the other 50% are in graduate programs
- 2019 saw the introduction of the Graduate Degree Packages whereby students can apply bundle an undergraduate degree offer with an offer for a place in one of the specialised, professionally accredited graduate school programs
- The Bachelor of Design offers 12 majors, including Architecture, Construction, Computing, Civil Systems, Digital Technologies, Landscape Architecture, Mechanical Systems, Property, Spatial Systems, Urban Planning, Performance Design, and Graphic Design
- The University has over 200 clubs and societies, which play an integral part of many students' university experience - [UoM Clubs](#)
- The University encourages students to make practical learning a part of their Melbourne experience, and these include internships and cadetships, leadership opportunities, and volunteering
- Overseas study programs are offered to students, and they are encouraged to study part of their degree in an international setting - [Melbourne Mobility](#)
- The University of Melbourne offers numerous and generous undergraduate [scholarships](#) to high-achieving students, as well as numerous equity scholarships too. New in 2019 is the [Melbourne Principals' Scholarship](#) and [Hansen Scholarship](#)
- UoM also has the Access Melbourne program aimed at students who have found high school a challenge, and their circumstances have prevented them from achieving their best - [Access Melbourne](#)
- Students have access to a wide range of Student Services, which include - [Student Services](#) including a Careers Centre - [Careers Centre](#)
- UoM offers a Guaranteed Entry to Graduate Degrees - [Guaranteed Entry to Graduate Degrees](#)
- UoM has numerous residential colleges for its undergraduate students - [Residential Colleges](#)





Arts Degrees on offer in Victoria in 2020

Most universities in Victoria offer an Arts degree, and many of these are listed below. Students should note that the prerequisite VCE subject for most Arts degrees is only an English or EAL. For a comprehensive list of courses (including the many double-degree options) on offer at universities, visit VTAC.

INSTITUTION	MAJOR STUDIES IN 2020	ATAR 2020
ACU M – Melbourne Campus	Business studies, Drama, Economics, Education Studies, English/Literature, History, Mathematics, Media, Music, Philosophy, Politics and International Relations, Psychology, Sociology, Study of Religions/Theological Studies, Visual arts.	59.05 (M)
DEAKIN G – Geelong Waurin Ponds Campus M – Melbourne Campus	Advertising, Anthropology, Arabic, Children's Literature, Chinese, Creative Writing, Criminology, Dance, Drama, Education, Film, Television and Animation, Gender and Sexuality Studies, Geography and Society, History, Indonesian, International Relations, Journalism, Language and Culture Studies, Literary Studies, Media Studies, Middle East Studies, Philosophy, Photography, Politics and Policy Studies, Public Relations, Religious Studies, Sociology, Spanish, Visual Arts.	56.40(G) 60.05 (M)
FEDERATION UNI B – Berwick Campus G – Gippsland Campus MH – Mount Helen Campus	History, Indigenous studies, Literature, Media and Screen Studies, Sociology, Writing.	44.45 (B) 48.05 (G) 46.05(MH)
LA TROBE M – Melbourne Campus AW – Albury Wodonga Campus B – Bendigo Campus <i>Note: Fewer majors are offered at the AW and B campuses</i>	Aboriginal studies, Ancient societies and human origins, Anthropology, Asian studies, Biochemistry, Botany, Chinese, Classics and ancient history, Creative and professional writing, Crime, justice and legal studies, Economics, English, Environmental geoscience, Environmental humanities, Event management, Financial management, French, Gender, sexuality and diversity studies, Genetics, Health promotion, History, Human resource management, Indonesian, International business, International studies, Italian studies, Japanese, Latin American studies, Linguistics, Management, Marketing, Microbiology, Modern Greek, Philosophy, Politics, Psychology, Public health, Rehabilitation counselling, Screen media and performance, Sociology, Spanish, Sport counselling and athlete welfare, Sport management, Statistics, Sustainability and development, Tourism and hospitality, Visual cultures, Zoology.	60.00 (M) 60.65 (AW) 58.80 (B)
MONASH Ca – Caulfield Campus CL – Clayton Campus	Anthropology, Archaeology and ancient history, Arts, Behavioural studies (minor), Bioethics (minor), Chinese studies, Communications and media studies, Criminology, Digital humanities, Film and screen studies, French studies, Gender studies, German studies, Global Asia, History, Holocaust and genocide studies (minor), Human geography, Human rights, Humanities, Indigenous cultures and histories, Indonesian studies, International relations, International studies, Islamic studies (minor), Italian studies, Japanese studies, Jewish studies (minor), Journalism, Korean studies, Languages, Linguistics, Literary studies, Music, Philosophy, Politics, Psychology, Religious studies (minor), Social science, Sociology, Spanish and Latin American studies, Theatre and performance, Ukrainian studies (minor).	80.15 (Ca) 84.00 (Cl)
SWINBURNE H – Hawthorn Campus <i>*Professional Degree</i>	Advertising, Chinese, Cinema and screen studies, Creative writing and literature, Criminology, Digital advertising technology, Environmental sustainability, Games and Interactivity, Global studies, History, Indigenous studies, Japanese, Journalism, Media industries, Philosophy, Politics and international relations, Professional writing and editing, Social media, Sociology.	60.20 (H) 80.30 (H)*
UNI MELBOURNE P – Parkville Campus	Ancient world studies, Anthropology, Arabic studies, Art history, Asian studies, Australian Indigenous studies, Chinese societies (minor), Chinese studies, Classics, Creative writing, Criminology, Development studies (minor), Economics, English and theatre studies, English language studies (minor), Environmental studies (minor), European studies (minor), French studies, Gender studies, Geography, German studies, Hebrew and Jewish studies, History, History and philosophy of science, Indonesian studies, Islamic studies, Italian studies, Japanese studies, Knowledge and learning (minor), Law and justice (minor), Linguistics and applied linguistics, Media and communications, Philosophy, Politics and international studies, Psychology, Russian studies, Screen and cultural studies, Sociology, Spanish and Latin American studies.	87.65 (P)
VICTORIA UNI P – Footscray Park Campus	Communication studies, Digital media, History, Literary studies, Political Science, Psychology, Sociology, Visual Arts, Writing.	n/a (FN) n/a (FP)



Teaching Degrees (Early Childhood) offered in Victoria in 2020

Unless otherwise indicated* Early Childhood undergraduate teaching degrees all have the same VCE prerequisites: Units 1 and 2: satisfactory completion in two units (any study combination) of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL. Unless otherwise stated, these degrees are also 4-year degrees. **Students are also to take note that they may be required to sit the [CASPer](#) as part of their selection into a teaching course, attain a minimum ATAR of 70, and may also be required to undertake the [Literacy and Numeracy Test for Initial Teacher Education](#) prior to graduating.**

For a comprehensive list of all teaching courses, campuses they are offered at, their exact prerequisites, their majors, and other double degrees they might be linked to, visit [VTAC](#).

INSTITUTION	COURSE	2020 REQ's
ACU	Early Childhood Education (Birth to Five Years)	ATAR – 60.10
	Education (Primary and Special Education) <i>new in 2021</i>	ATAR CASPer or ACU Teacher Selector Statement
CHARLES STURT	Education (Early Childhood and Primary) *	ATAR – 65.00
DEAKIN	Education (Early Years) *	ATAR – 71.00 CASPer
FEDERATION	Education (Early Childhood and Primary)	ATAR – 70.15 (Ballarat) CASPer
LA TROBE	Early Childhood and Primary Education	ATAR – 73.90 CASPer
MELBOURNE POLYTECHNIC	Education (Early Years) *	ATAR – 70.00 Interview
MONASH	Education (Honours) (Early Years and Primary)	ATAR – 75.20 CASPer
RMIT	Education (Primary and Early Childhood Education)	ATAR – 70.40 CASPer
SWINBURNE	Education (Early Childhood and Primary) *	ATAR – 70.00 CASPer
VICTORIA UNIVERSITY	Early Childhood Education *	ATAR – n/a



Teaching Degrees – Primary offered in Victoria in 2020

Unless otherwise indicated* primary undergraduate teaching degrees all have the same VCE prerequisites: Units 1 and 2: satisfactory completion in two units (any study combination) of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL. Unless otherwise stated, these degrees are also 4-year degrees. **Students are also to take note that they may be required to sit the [CASPer](#) as part of their selection into a teaching course, attain a minimum ATAR of 70, and may also be required to undertake the [Literacy and Numeracy Test for Initial Teacher Education](#) prior to graduating.**

Visit [VTAC](#) for a comprehensive list of all teaching courses and prerequisites for entry.

INSTITUTION	COURSE	2020 REQ's
ACU Both courses require the CASPer or ACU Teacher Selector Statement	Education (Primary and Special Education) <i>new in 2021</i>	ATAR (M)
	Education (Primary and Secondary) <i>new in 2021</i>	ATAR (M)
CHARLES STURT	Education (Early Childhood and Primary) *	ATAR – 65.00
	Education (K-12) *	ATAR – 65.00
DEAKIN	Education (Primary) *	ATAR – 70.15 (M) CASPer
FEDERATION All these courses require the CASPer	Education (Early Childhood and Primary)	ATAR – 70.15 (Ballarat)
	Education (Primary)	ATAR – 73.90 (Ballarat)
	Education (Primary and Secondary P-10)	ATAR – 72.10 (Ballarat)
		ATAR 76.25 (Gippsland)
LA TROBE	Education (Primary)	ATAR – 70.90 (M) CASPer
	Arts/Master of Teaching (Primary) *	ATAR - n/a (M)
	Science/Masters of Teaching (Primary) *	ATAR - n/a (M)
MELBOURNE POLYTECHNIC	Education (Early Years) *	ATAR – 70.00 Interview
MONASH All these courses require the CASPer	Education (Honours) (Early Years and Primary) *	ATAR – 75.20
	Education (Honours) (Primary) *	ATAR – 74.45
	Education (Honours) (Primary and Secondary) *	ATAR – 75.80
	Education (Honours) (Primary and Secondary Health & PE) *	ATAR – 76.50
	Education (Honours) (Primary and Secondary Inclusive Ed) *	ATAR – 73.25
	Education (Honours) (Primary)/Arts *	ATAR – 87.50
	Education (Honours) (Primary)/Science *	ATAR – n/a
	Education (Honours) (Primary)/Visual Arts *	ATAR – n/a
	Education (Honours) (Primary)/Music *	ATAR – 80.15 Supplementary Form Audition
RMIT All these courses require the CASPer	Education (Primary Education)	ATAR – 70.60
	Education (Primary Education and Disability Inclusion)	ATAR – 72.25
	Education (Primary and Early Childhood Education)	ATAR – 70.40
	Education (Primary and Physical Education/Sport)	ATAR – 70.40
SWINBURNE Both courses require the CASPer	Early Childhood and Primary *	ATAR – 70.00
	Education (Primary) *	ATAR – 70.45
VIC UNI	Education (P - 12)	ATAR – 70.15 CASPer



Teaching Degrees – Secondary offered in Victoria in 2020

Unless otherwise indicated* secondary undergraduate teaching degrees all have the same VCE prerequisites: Units 1 and 2: satisfactory completion in two units (any study combination) of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL. Unless otherwise stated, these degrees are also 4-year degrees. **Students are also to take note that they may be required to sit the [CASPer](#) as part of their selection into a teaching course, attain a minimum ATAR of 70, and may also be required to undertake the [Literacy and Numeracy Test for Initial Teacher Education](#) prior to graduating.**

For a comprehensive list of all teaching courses, their exact prerequisites, their majors and other double degrees they might be linked to, visit [VTAC](#).

INSTITUTION	COURSE	2020 REQ's
ACU CASPer or ACU Teacher Selector Statement for each of these degrees	Education (Primary and Secondary) <i>new in 2021</i>	ATAR
	Education (Secondary) <i>new in 2021</i>	ATAR
	Education (Secondary and Special Education) <i>new in 2021</i>	ATAR
CHARLES STURT	Education (K-12) *	ATAR – 65.00
	Outdoor Education *	ATAR – n/a
DEAKIN	Health and Physical Education *	ATAR – 70.65 (M), 75.00 (G) CASPer
	Arts/Master of Teaching (Secondary) *	ATAR – 60.20 (M)
	Science/Master of Teaching (Secondary) *	ATAR – 67.75 (M)
FEDERATION All these courses require the CASPer	Health and Physical Education *	ATAR – 77.40 (Ballarat)
	Arts/Education *	ATAR – n/a
	Community and Human Services/Education *	ATAR – n/a
	Mathematical Sciences/Education *	ATAR – n/a
	Science/Education *	ATAR – n/a
LA TROBE	Education (Secondary)	ATAR – 71.00 (M) CASPer
	Arts/Master of Teaching (Secondary) *	62.25 (M)
	Science/Master of Teaching (Secondary) *	n/a (M)
MONASH All these courses require the CASPer	Education (Honours) (Primary and Secondary) *	ATAR – 75.80
	Education (Honours) (Primary and Secondary Health & PE) *	ATAR – 76.50
	Education (Honours) (Primary and Secondary Inclusive Ed) *	ATAR – 73.25
	Education (Honours) (Secondary Health & PE) *	ATAR – 79.70
	Education (Honours) (Secondary)/Arts *	ATAR – 87.05
	Education (Honours) (Secondary)/Science *	ATAR – 87.95
	Education (Honours) (Secondary)/Visual Arts *	ATAR – n/a
	Education (Honours) (Secondary)/Music *	ATAR – 80.15 Supplementary Form Audition
RMIT	Health, Physical Education and Sport (Secondary) *	ATAR – 72.15 CASPer
SWINBURNE All these courses require the CASPer	Education (Secondary) *	ATAR – n/a
	Education (Secondary)/Arts *	ATAR – 70.90
	Education (Secondary)/Science *	ATAR – 73.90
VIC UNI	Education (P - 12) Various Education (P-12) degrees linked to specialised areas	ATAR – 70.15 CASPer



BASELINE PRESENTS

Whittlesea Youth Environment Action Group



Free Online Webinar with Q&A and prizes
Get active! Be heard! Get involved!

Don't miss out on making real Environmental Change in your community!

This local Environment ACTION Group will support **your** Enviro-Action!

- Join this webinar to meet other young people who share your enviro-passions and concerns.
- Share your ideas and hear why this group will be a game-changer for you.
- Hear guest presenter, Lauren talk about her personal sustainability journey: from a young person in a council green group to not for profit green group "Earth Crusaders".
- Prizes to be won: Bees Wax Wrap kit, Micro Bat House kit or Native Bee Motel kit.

For: Young People aged 12-18 years

When: Tuesday 30 June 2020

Times: 3pm - 4pm

Where: Online using Microsoft Teams (a secure link will be provided on registration)

To register <https://Baseline.as.me/EAG> or contact Hans on 9404 8800 or email baseline@whittlesea.vic.gov.au Bookings close Friday 26 June 2020

Registrations essential. Places limited.

All activities are supervised by Council's Youth Services staff



Baseline
FOR YOUNG PEOPLE



www.whittleseyouth.com
e. baseline@whittlesea.vic.gov.au
p. 9404 8800

Young Women's Leadership Program

- **Talk about women's issues, gender equity and feminism**
- **Connect with other young women**
- **Feel empowered to be a leader**
- **Challenge gender norms**
- **Learn about women's health and mental health.**

**FREE
ONLINE**
program for
young women
aged between
15-20 years

Mondays 4pm to 6pm, 1 June to 3 August 2020

To book your place follow the link
<https://Baseline.as.me/YWLP>



Contact Holly 0418914979 or email baseline@whittlesea.vic.gov.au



**City of
Whittlesea**

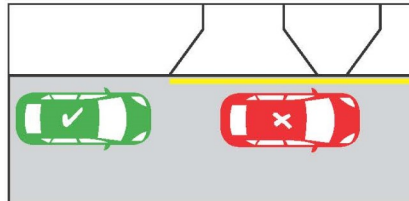
PARKING AND SAFETY AROUND SCHOOLS

Speed



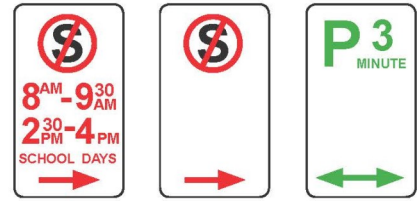
Look out for the reduced speed limit around schools and slow down to improve safety.

Yellow edge line



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

Parking/Stopping signage



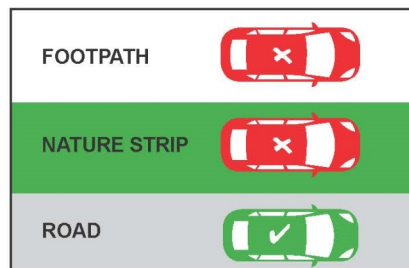
No stopping areas must be kept clear. If times/days are specified, restrictions are only applicable to the specified times/days. You cannot park in a P3 minute area for longer than three minutes.

School crossings



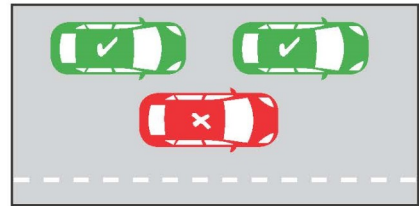
- Look out for flags and Crossing Supervisors
- You must stop for anyone waiting to cross, or who has started crossing
- Please remain stopped until the crossing is clear.

No parking on nature strips/footpaths



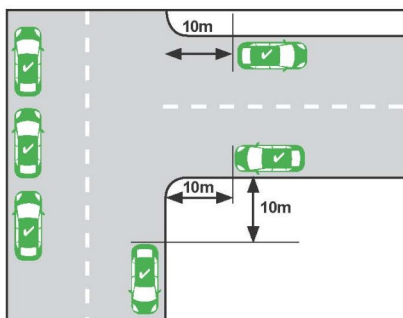
Parking is illegal on nature strips and footpaths.

Double parking



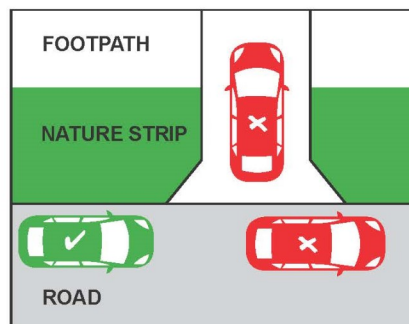
It is illegal to double park at any time. This affects the flow of traffic.

Within 10 metres of an intersection



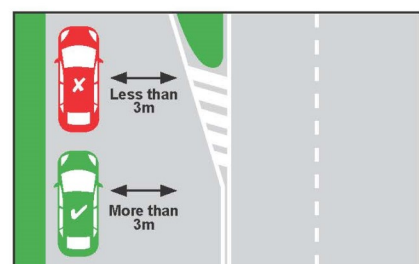
A driver must not stop with any part of their vehicle within 10 metres of an intersection unless signed otherwise.

Stopping across driveways



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

3 metre gap for signage



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 Italiano 9679 9874
Ελληνικά 9679 9873 Македонски 9679 9875
हिंदी 9679 9879 简体中文 9679 9857

ਪੰਜਾਬੀ 9679 9879 Tiếng Việt 9679 9878
தமிழ் 9679 9879 Other 9679 9879
Türkçe 9679 9877