



Principal Team Report

ROADMAP TO EASING CORONAVIRUS (COVID-19) RESTRICTIONS IN SCHOOLS - COVID UNCERTAINTY

The Victorian Government has released its plan for easing coronavirus (COVID-19) restrictions. All schools will continue to provide remote and flexible learning for the remainder of Term 3, except specialist schools in rural and regional Victoria, consistent with current settings.

These changes remain subject to the advice of Victoria's Chief Health Officer:

5 – 9 October (first week of Term 4)

- Remote and flexible learning will continue for all students, except in specialist schools in rural and regional Victoria.
- VCE and VCAL students can only attend on-site for essential assessments during this week, including the General Achievement Test (GAT) on Wednesday 7 October.
- On-site supervision for children of permitted workers and vulnerable students will continue to be provided consistent with existing guidelines.

From 12 October

- Students in Prep to Grade 2 return to full-time on-site schooling. The existing remote learning program will not continue for these year levels.
- Year 11 and 12 students will now attend on-site schooling full time, and Year 10 students enrolled in a VCE or VCAL program will attend on-site for these classes.
- Remote and flexible learning will continue for all students in Grade 3 to Year 10, other than for children of permitted workers and vulnerable students.

Date subject to health advice

- All students from Grade 3 to Year 10 in metropolitan Melbourne will continue with remote and flexible learning. A date for the return of these year levels to face-to-face learning will be subject to further health advice.

This next stage of school operations both contributes to the continuing efforts to reduce the spread of coronavirus (COVID-19) and maximises the learning of our students. It clearly requires again the flexibility, adaptability and resilience that have been demonstrated so widely across the government school system in Victoria, and that has been extensively recognised by parents and carers and the broader Victorian community.

Term 4 will be a critical time for the re-engagement of students, the re-establishment of school routines and undertaking the steps necessary to prepare for and complete successful transitions into 2021.

During the period of remote and flexible learning, some students have faced barriers to their learning. Many others have found new pathways to learning. What will matter most in Term 4 is providing continuity in learning and support for every student to the fullest extent possible, whether via face-to-face schooling or through remote teaching.

This means refocusing our efforts on a set of common and core priorities: the most important things our school system must deliver over the remainder of this year and into 2021. This will make sure that every student in our care is supported in their wellbeing, learning and transition needs.

Principal Team Report

TERM 4 PRIORITIES

The three core department priorities for Term 4 are closely aligned to our own MPSC priorities.

1. Mental health and wellbeing

Our highest priority will be the wellbeing, particularly the mental health, of every student and member of staff. This means effectively mobilising all available resources to support our most vulnerable students and enabling staff to access the relevant support services.

2. Learning

Some of our students have thrived in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind, despite their best efforts and those of their families and teachers. Our priority will be supporting both those who need it to catch up and those who have progressed to continue to extend their learning.

3. Transitions

We will make every effort to ensure successful transitions for children moving from kindergarten into Prep, the Grade 6s moving into Year 7, and the Year 12s moving into employment or further education and training.

This means the priorities of every Victorian government school in Term 4 will be to:

- begin the process of catch-up learning and continue to extend those who progressed well during remote and flexible learning
- support students to re-establish friendships and class groups when back on site, and provide additional support where needed
- help every student prepare for 2021 with a sense of purpose and optimism
- ensure students continue to develop their literacy and numeracy knowledge and skills, build their personal and social capability and are physically active.

Our secondary schools will also:

- ensure every 2020 Year 12 student can complete their VCE and VCAL, and appropriately mark this significant milestone
- support students' sense of direction and opportunity, including learning about areas of employment demand in the coming years
- help students starting Year 7 in 2021 to become familiar with teachers, new friends and the school setting.

ONLINE SAFETY

Our focus recently has been on positive mental health and in this new online world we are in, it has never been more important. We wanted to take this opportunity to remind students and parents to remain vigilant when it comes to online activity. While social media platforms like TikTok and Instagram do their best to moderate content, sometimes we are faced with content that is upsetting or disturbing. If you come across anything that you are uncomfortable with, you can report it to the E-safety Commissioner via www.esafety.gov.au

Good mental health allows you to cope with the changes and challenges that can come with both in-person and online life. If you, or someone you know is struggling with a mental health issue we encourage seeking supports or talking to an adult in your life.

There are several supports available.

Lifeline	13 11 14	www.lifeline.org.au
Headspace	1300 659 890	www.headspace.org.au
Beyond Blue	1800 512 348	www.coronavirus.beyondblue.org.au
Kids Helpline	1800 55 1800	www.kidshelpline.com.au/young-adults

Lukas (Welfare Coordinator) is available to students and families and you are welcome to contact him for support and information about mental health and wellbeing. 0448 980 419

If parents would like additional guidance on how to support your children in the online space, please sign up for these free webinars. <https://register.gotowebinar.com/rt/9112156844257168398>

Principal Team Report

Interim reports are currently being prepared. The reports will assist students supported by their parents to set their term 4 goals. As the term ends, our senior students are preparing for their final exams. It is very important that they use their time well during the holidays. We are preparing a schedule of practice exams and revision that can be done remotely to help students with their final exam preparations.

This week we held our first online parent forum which was very successful. We plan to run more forums next term as we continue to build strong partnerships with you to support our students achieving their best. Watch out for the next one!

Finally, we share with you some posters that were created by a very talented year 11 student Irish Villegas.



We wish you all a safe and restful term break away from online learning and screens and hope there is plenty of sunshine.

Take care.

Trish Horner
College Principal



Richard Dungey
Senior Campus
Principal



Karen Eastlake
Middle Years
Campus Principal



College Report

CSEF Eligibility Date Extended

The CSEF eligibility for Term 2 (up to Tuesday 14 April 2020) has been extended so that families holding a valid means-tested concession card or temporary foster parents are eligible for CSEF up to **5 October 2020**.

Payments for students eligible between Wednesday 15 April and Monday 5 October 2020 will be made at 50 per cent of the standard rate being \$112.50 for secondary school students.

If you are already receiving CSEF in 2020, there is no need to reapply. If you have not already applied and are now eligible, please complete the attached form at the back of this newsletter and send it to mill.park.sc@education.vic.gov.au

Community Working Party Survey

The Community Working Party, at Mill Park Secondary College, are seeking feedback from families regarding our communication methods and how we can support family engagement in learning.

Thanks to the families that have completed the survey via the link emailed during the week.

If you are able to spare 5 minutes to **complete the survey below**, this will help us to work on improved communication and find meaningful ways to further assist you, as you support learning and personal growth at home.

SURVEY LINK: <https://forms.gle/nuuG4w5Wr8HF3jwd8>

Thanks also to all the family members who responded to phone calls from members of the Community Working Party, as your feedback has helped to inform the structure of the survey and streamline the questions. We really appreciate your input and if you have responded to one of these calls, there is no need to complete the survey again, unless you have further ideas to add, beyond those you offered over the phone.

We really value the feedback of our community and hope we can use it in a manner that continues to improve the crucial partnership we have with families, in supporting learning.

Childs Road School Crossing Closures

Council regularly reviews the crossing service and have advised us that as part of these reviews the crossing located at Childs Road, Mill Park between Redleap Avenue & Plenty Road and Morang Drive, Mill Park (just north of the roundabout on Childs Road) has been identified as no longer meeting the VicRoads warrants to require the crossing to be covered with a school crossing supervisor.

Closure of this crossing will take effect before school returns next term (Monday 5th October, 2020).

Once the lockdown restrictions have been eased and students can return to on-site learning, if your child uses this crossing you will need to make arrangements to use other crossings nearby. The alternate crossing points for this area are the traffic lights located at the corner of Redleap Avenue & Childs Road or Plenty Road & Childs road intersection.



College Report

A MESSAGE FROM THE SRC:

On the behalf of Mill Park Secondary College, we would like to thank our friends for their support through this tough time. We know that it has been very hard for everyone, but our friends have been there to support us. They have been there for us mentally, physically, and emotionally. We've been able to connect and share feelings with them which has helped us grow and create a stronger bond. I know personally if I'm ever feeling down, I'll send a message to my friends and they would be able to cheer me up and put a smile on my face. So once again we would like to thank our friends, and you as a friend yourself. *"Things are never quite as scary when you've got a friend"*



Message of gratitude to our families and supportive adults from the MYC SRC, on behalf of MYC students:

Thank you to all our families and supportive adults at home who have been kind, supportive and understanding to us throughout our online learning so far. This time has been very tough on all of us and we are extremely grateful for you being by our side. Whether it has been giving us space, helping us with our work or even just spending time with us, you all have done amazing.

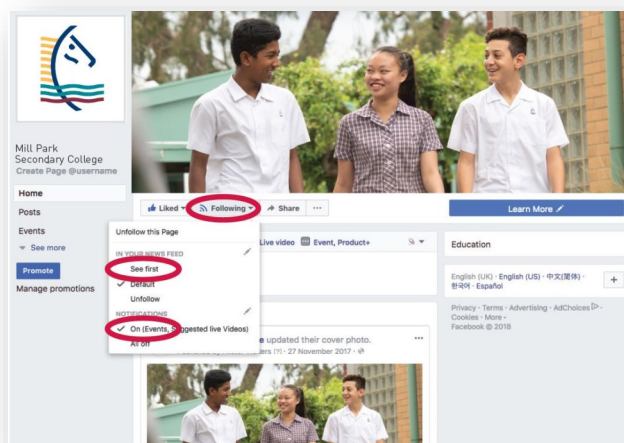


LIKE US at <https://www.facebook.com/millparksc/>

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)'.



College Report

YEAR 9 CLOTHING AND DESIGN:

"Throughout this term in Year 9 Clothing and Design, we have been working to reuse and recycle old clothing to form something else that we can use. Last week, we students were asked to make a string bag out of an old t-shirt. We had to collect an old piece of clothing, make a design brief and tie lots of knots to create our bag. Due to the help of Mrs Allender and the work each student put in, we were able to finish a functional, well made string bag that is handmade and can be reused.

Overall, this task was aimed at allowing us to understand that to reduce fashion waste, if there is an old piece of clothing that is most likely to be thrown out, there is always another way in which it can be repurposed into another functional item.

This was a great activity that we were able to complete at home in lock down as no sewing machine or any professional equipment was needed, except for an item of clothing, scissors and a bobby pin. Thank you to the Year 9 Clothing and Design elective and Mrs Allender for allowing us to be able to create such a fun bag from an item of clothing, that we are able to reuse for further use." - Naomi F 9C

Recycled and reused - I did it!!



My T-Shirt that I repurposed



My string bag

Recycled and reused - I did it!!



My T-Shirt that I repurposed



My string bag

Recycled and reused - I did it!!



My T-Shirt that I repurposed



My string bag

Fathers Day Bake-Off!

During pastoral time we decided to host a cake competition for Father's Day. The cakes could be any theme and could have as many decorations as you wanted as long as you had fun. We did this so we could all have a relaxing weekend to bake without stress from the school week.

Thank you to everyone who participated in the cake-off!

It was great to see a variety of cakes and ideas, they all looked delicious! I hope everyone had a great Father's Day and reminded their dads how much they love and appreciate them. There is a prize for the people who participated which will be confirmed and delivered after we return from remote learning.

The cakes below were baked by the people who participated. Wishing you all a great Day!

Organised by Altrina and Emily from 9F. Thanks to Ms Galvin for the help :)

Cake by: Emily Smith



Cake by: Ms Galvin



Cake by: Altrina Maloku



Cake by: Emely Chhor



Cake by: Izzy McAuliffe



Cake by: Rose Mulhem



Friday 18 September

Career News



Dates to Diarise in Term 4

Year 12 VTAC late applications – October and early November
VTAC SEAS and Scholarship applications – due October



Reminder: VTAC 2021 Upcoming Key Dates

Timely applications through VTAC	Wednesday 30 September 2020
SEAS applications close	Friday 9 October 2020
Scholarships through VTAC close	Friday 9 October 2020

Also, students applying for courses that have **essential requirements** (i.e. submitting a folio, a pre-selection kit, arranging an interview, etc.) are reminded that failure to meet the deadline date for these means students may no longer be eligible for selection into their desired course.

Students eligible to apply for **SEAS** are also encouraged to apply for **VTAC Scholarships**.

The VTAC website is www.vtac.edu.au



Richmond Institute of Sports Leadership Information Sessions

Richmond Institute of Sports Leadership with Swinburne University is a unique program aimed at developing the next generation of leaders within the sports industry. Swinburne University and Richmond Football Club teamed up in 2016 to establish the [Richmond Institute of Sports Leadership](#), where Swinburne students are enrolled in a [Diploma of Sports Development/Diploma of Leadership and Management](#).

Interested students are encouraged to register for an upcoming live ZOOM meeting to learn more.

Wednesday 15 September at 6.00pm. Register [here](#) and you will receive the ZOOM link

OR

Wednesday 22 September at 12.00pm. Register [here](#) and you will receive the ZOOM link

Mining engineers are responsible for planning the safest and most cost-effective way of removing minerals from the ground, rivers, and the seabed. They are also responsible for protecting conditions for both people and the environment near mines. Find out more by registering for a webinar on Wednesday 16 September, 5.00pm – 5.35pm [here](#)



Diploma of Nursing Pathway

After successful completion of the **Diploma of Nursing** – which is currently a FREE TAFE course – students may have the option of applying to universities and being granted up to 12 months credit towards most 3-year Bachelor of Nursing qualifications. Box Hill Institute has specific articulation arrangements with ACU, Deakin and La Trobe Universities. The VTAC code for the Diploma of Nursing is 5100210164.

Find out more about the Diploma of Nursing at [Diploma of Nursing at Box Hill Institute](#).



New Courses in 2021

Two more new courses RMIT is offering from next year include –

⇒ [Bachelor of Data Science](#)

In this degree, students will build a practical understanding of recent developments in *computer science, information technology and statistics*, and be able to apply relevant mathematical and statistical knowledge and methods to new and ongoing problems. Students will develop their ability to analyse and manage large amounts of data from various sources and evaluate their insights and solutions. In addition to strengthened problem solving skills, students will also learn to effectively communicate their work to technical and non-technical audiences, work independently or as a team, and factor in relevant standards, ethical and legal considerations to their projects.

Upon graduation from the Bachelor of Data Science, students will have the skills required to pursue a career as a *data scientist* in public and private organisations. The job titles may include *analytics specialist, business intelligence analyst or developer, data analyst, data architect, data engineer, data miner, data scientist, research scientist and web analyst*.

⇒ [Diploma of Applied Technologies](#)

This one-year course blends practical experience with electrical and control applications built on a strong theoretical foundation. Students in this diploma will achieve competencies in *testing, assembly, installation, and maintenance of electrical and automation control*. They will gain skills in operating a wide range of automated equipment and systems; learn to manage risk, develop, and manage maintenance programs; and provide technical advice. Students will also develop knowledge and skills in electrical control systems, including programmable logic controllers structured in an industry-based network called Supervisory Control and Data Acquisition (SCADA), electrical design, motor control, computer programming and software applications.

On completion of this course, graduates can either choose to go onto higher study into Manufacturing & Mechatronics, or seek employment as a *advanced manufacturing technician, cyber-physical systems technologist, digital technologist, Industry 4.0 systems technician, or Internet of Things data technician*.

Do you want to improve healthcare through data and technology? Monash introduced the **Bachelor of Radiation Science (Informatics)** degree this year. This degree will provide students with training across medical radiation sciences and information technology, including systems and data management. Graduates of this course will be prepared for careers in the growing field of health informatics and at the forefront of the next IT-lead breakthrough in health. Graduates may opt to go on and study further in specialisations such as –

- Master of Biotechnology
- Master of Business Information Systems
- Master of Cybersecurity
- Master of Data Science
- Master of Information Technology
- Master of Medical Ultrasound
- Master of Public Health

The VCE prerequisites are: 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 30 in Maths: Further Mathematics or at least 25 in one of Maths: Mathematical Methods or Maths: Specialist Mathematics. **Find out more at [Bachelor of Radiation Science \(Informatics\)](#)**



Career in Carpentry & Cabinet Making

The [Good Careers Guide](#) states that carpenters construct, erect, install, finish and repair wooden and metal structures and fixtures on residential and commercial buildings. Some carpenters may also carry out work on large concrete, steel, and timber structures such as bridges, dams, power stations and civil engineering projects. Carpentry is one of the many trades that come under **building & construction**. With further training and experience, a carpenter could become a building supervisor, building or construction manager, building inspector, technical teacher, estimator, building contract administrator or purchasing officer.

Cabinet makers specialise in cabinetry which involves using specialist carpentry tools and techniques. Cabinet makers are skilled at using the latest technology in designing, manufacturing, and finishing quality fitted furniture for areas like kitchens, bathrooms, showrooms, shop fittings, etc.

Most cabinetmakers are employed by companies that manufacture kitchens, bathrooms, furniture, and prefabricated wooden components. These companies are often small businesses that make custom-made items or undertake repairs and restoration, or larger companies that manufacture and install fixed or free-standing furniture for commercial and residential projects. **Find out more at [Career Explorer - Cabinet Maker](#)**



Nursing and/or Midwifery Degree Courses in Victoria in 2020

UNIVERSITY	VCE PREREQUISITE SUBJECTS	ATAR FOR 2020
<u>ACU</u> Ba – Ballarat M – Melbourne	Midwifery (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	75.00 (M)
	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	73.45 (M), 58.65 (Ba)
<u>CHARLES STURT</u>	Nursing (no prerequisite subjects, but maths, biology and English highly recommended)	65.50 (AW)
<u>DEAKIN</u> G – Geelong Waterfront M – Melbourne W – Warrnambool	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	74.60 (M), 63.15 (G), 50.50 (W)
	Nursing (Clinical Leadership) (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	84.80 (M)
	Nursing/Midwifery (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	91.25 (M), 86.15 (G), 74.50 (W)
<u>FEDERATION</u> B – Berwick Gi – Gippsland Mt. Helen (Ballarat)	Nursing (Units 1 and 2: satisfactory completion in two units (any study combination) of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics or Units 3 and 4: any Mathematics; Units 3 and 4: a study score of at least 25 in any English.)	60.05 (B), 60.10 (Gi), 61.45 (Mt H)
<u>HOLMESGLEN</u> Mo – Moorabbin	Nursing (Units 1 and 2: satisfactory completion in one of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 25 in any English)	n/a (Mo)
<u>LA TROBE</u> AW – Albury-Wodonga B – Bendigo Mi – Mildura S – Shepparton	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	67.75 (M), 56.90 (AW), 57.20 (B), 59.60 (S), 61.45 (Mi)
	Nursing/Midwifery (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	85.00 (M) 83.50 (B)
<u>MONASH</u> C – Clayton P - Peninsula	Nursing (Units 1 and 2: satisfactory completion in two units (any study combination) of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics or Units 3 and 4: any Mathematics; Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than	79.55 (C), 74.65 (P)
	Nursing/Midwifery (Units 1 and 2: satisfactory completion in two units (any study combination) of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics or Units 3 and 4: any Mathematics; Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English	91.45 (P)
<u>RMIT</u> Bu - Bundoora	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 1 and 2: satisfactory completion of any Mathematics or Units 3 and 4: any Mathematics.)	65.00 (Bu)
<u>SWINBURNE</u> H – Hawthorn	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	65.15 (H)
<u>VICTORIA UNI</u> St A – St. Albans	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 1 and 2: satisfactory completion of any Mathematics or Units 3 and 4: any Mathematics.)	n/a (St A)
	Midwifery/Nursing (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 20 in one of Biology, Chemistry, any Mathematics or Physics.)	77.90 (St A)

For a comprehensive list of all nursing courses, including double degrees with business, paramedicine, psychology, public health, etc. visit [VTAC](#)



Nutrition And Dietetics Courses in Victoria in 2020

According to the Dietitian Association of Australia (DAA) - [Dietitian Association of Australia \(DAA\)](#), there is a distinction made between dietitians and other occupations in the nutrition and food science field, including that of nutritionist. The key difference between a dietitian and a nutritionist is that, in addition to or as part of their qualification in human nutrition, a dietitian has undertaken a course of study that included substantial theory and supervised and assessed professional practice in clinical nutrition, medical nutrition therapy and food service management.

So, in Australia, all dietitians are nutritionists however nutritionists without a dietetics qualification cannot take on the expert role of a dietitian.

Victorian universities offering undergraduate courses in nutrition, food science and/or dietetics include:

UNIVERSITY	COURSE	VCE PREREQ' SUBJECTS	ATAR 2020
ACU (M) – Melbourne	Nutrition Science	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	58.60 (M)
Deakin (M) - Melbourne	Nutrition Science	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	65.15 (M)
	Nutrition Science (Dietetics Pathway)	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	85.65 (M)
Federation (Mt. H) – Mt. Helen (G) - Gippsland	Food & Nutritional Science	Units 3 and 4: a study score of at least 20 in any Mathematics or at least 20 in any Science; Units 3 and 4: a study score of at least 20 in any English.	52.65 (Mt, H) n/a (G)
La Trobe (M) – Melbourne	Applied Science/Dietetic Practice	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	80.20 (M)
	Human Nutrition	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 two of Biology, Chemistry, any Mathematics, Physical Education or Physics.	68.55 (M)
Monash (C) - Clayton	Nutrition Science - Scholars Program (Dietetics Pathway)	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 Biology or Chemistry.	92.05 (C)
	Nutrition Science	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 Biology or Chemistry.	76.40 (C)
RMIT (C/B) – City/Bundoora	Science (Food Technology & Nutrition)	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 20 in any Mathematics.	65.60 (C/B)
SWINBURNE (H) – Hawthorn	Nutrition and a Master of Dietetics	Units 3 and 4: a study score of at least 25 in English other than EAL or at least 30 in English (EAL).	61.45 (H)
Victoria (F) - Footscray	Human Nutrition	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL; Units 3 and 4: a study score of at least 20 in one of Biology, Chemistry, Health And Human Development, any Mathematics or Physical Education.	n/a (F)

Students are encouraged to browse [VTAC](#) for a comprehensive list, including double degrees.



Paramedic Courses in Victoria in 2020

The Good Universities Guide states that *paramedics provide pre-hospital emergency care, treatment and specialised transport for patients* - [Good Universities Guide - Paramedic](#)

*Working as an ambulance paramedic means that no two days are ever the same. What a paramedic does can be as varied as restarting a patient's heart down to helping solve social welfare issues. Ambulance paramedics are called when people feel they have no other options and are suffering what feels like an emergency to them. An interesting fact to remember when applying to become a paramedic is that the majority of the workload is not lights and sirens driving to save a patient's life. **This job is more about helping people in their time of need as opposed to being a hero.***

Visit [Ambulance Victoria - Types of Paramedics](#) to find out more!

The following Victorian universities offer Paramedicine undergraduate degrees:

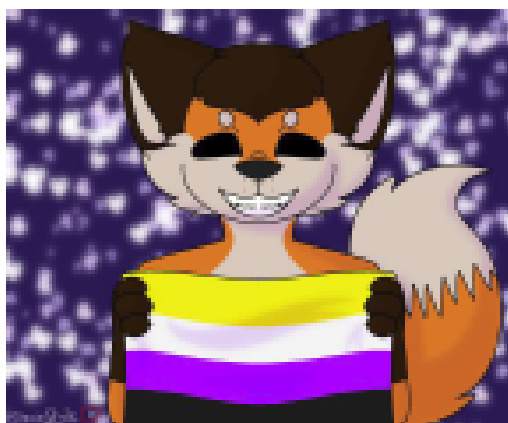
INSTITUTION	COURSE	VCE REQUIREMENTS	ATAR 2020
Australian Catholic University (M) – Melbourne (B) – Ballarat	Paramedicine	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	85.00 (M)
	Nursing/Paramedicine	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	75.25 (B)
La Trobe University (AW) – Albury Wodonga (Be) – Bendigo (Mi) – Mildura (S) - Shepparton	Paramedic Practice with Honours	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 20 in two of Biology, Chemistry, Health and Human Development, any Mathematics, Physical Education, Physics or Psychology.	73.60 (Be) n/a (AW) n/a (S) n/a (Mi)
Monash University (P) - Peninsula	Paramedicine	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 Maths: Further Mathematics or at least 22 in Maths: Mathematical Methods or at least 22 in Maths: Specialist Mathematics.	83.25 (P)
Victoria University (St. A) – St. Albans	Paramedicine	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.	77.15 (St. A)

Log onto [VTAC](#) to find out more about these courses.

BASELINE PRESENTS

Challenging Gender Norms Creative Online Workshops

For young people 10 - 17 years old who want to challenge gender stereotypes using art



Artwork supplied by Stevie, age 15

What's it like to be a young woman living in the City of Whittlesea?

What's it like to be a young man living in the City of Whittlesea?

What's it like to be a gender diverse young person living in the City of Whittlesea?

Session 1: Monday 28 September 2020, 12pm – 2pm

Session 2: Wednesday 30 September 2020, 12pm – 1pm

Who: Young people aged 10 - 17 years who live, work or play in the City of Whittlesea

Cost: Free

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

To register: <https://Baseline.as.me/ChallengingGenderNorms> or
contact Baseline on 9404 8800 or email baseline@whittlesea.vic.gov.au

This is a partnership project with DPV Health.

All activities are supervised by Council's Youth Services staff.



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

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

School Name

School REF ID

Parent/legal guardian details

Surname _____

First name _____

Address _____

Town/suburb _____ State _____ Postcode _____

Contact number _____

Centrelink pensioner concession **OR** Health care card number (CRN)

- - - **OR**

☐ Foster parent* **OR** ☐ Veterans affairs pensioner (Gold Card)**

*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

**Applicants must provide a copy of the Veteran Affairs Gold card

Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (DHS) to provide the results of that enquiry to DET.

I understand that:

- DHS will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- if I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and /or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____ Date ____/____/____

CSEF ELIGIBILITY

Below is the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 – Eligibility

To be eligible* for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one, or;
 - on the first day of Term two.
- a) Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
 - b) Be a temporary foster parent, and;
 - c) Submit an application to the school by the due date.

* A special consideration eligibility category also exists. For more information, see:

www.education.vic.gov.au/about/programs/Pages/csef.aspx

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

Criteria 2 - Be of school age and attend school in Victoria

School is compulsory for all Victorian children aged between six and 17 years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term one (28 January 2020) or term two (14 April 2020).

PAYMENT AMOUNTS

CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$125 per year.
- Secondary school student rate: \$225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

For ungraded students, the rate payable is determined by the student's date of birth. For more information, see:

www.education.vic.gov.au/about/programs/Pages/csef.aspx

Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents so please register your interest at the school.

HOW TO COMPLETE THE APPLICATION FORM

NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.
If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2020 closes on 26 June, 2020.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.