

## College Principal's Report

While it may not have been the news that we wanted, this week it was confirmed that remote learning will continue for a further two weeks. This of course places further pressure on our students and their teachers as we work to maintain continuity in their learning.

Some of the issues are particularly challenging, especially for our Senior, VCE, VET and VCAL classes, however I am receiving feedback that many of our students are meeting these challenges and doing their best with a really positive attitude.

This includes students who are completing VET certificates with outside providers and I was pleased to receive positive feedback regarding Grace C (Year 11 student completing Cert II in Electrotechnology) as well as praise for all of our students completing certificates in Building and Construction as well as Plumbing at Outer Northern Trade Training Centre (ONTTC) Well done to these students. Maintaining focus in these practical subjects when assessment and learning can only be conducted online is a great effort.

For all of our students, maintaining a balance between flexibility and routine is important during this period of time, for both our learning as well as our mental and physical wellbeing. With this in mind I seek your support in helping your child stick to a routine at home with their learning. Teachers are setting work for all timetabled classes and this includes meetings and / or check-in activities which are used to monitor both attendance and engagement in remote learning.

It is also important to remember that our staff also need to be able to maintain this balance while they are working from home. While it is understandable that students may be seeking support with their learning, or making requests of staff outside of school hours, I have encouraged staff to manage their workload so that they can continue to support students in a way that is sustainable. This means that students may not receive responses to their queries during the evening or late at night, and again it highlights the importance of students using their scheduled class time as the primary way to engage with their learning and teachers.

Like me, you may have been dismayed watching the recent events as they unfolded in Afghanistan, as the withdrawal of international forces has quickly led to instability and a level of chaos. For some members of our community this is a very real and distressing event as they have families in-country who are in positions of great uncertainty. I have been in contact with the families from the College with Afghani backgrounds - extending my best wishes and support. I imagine that this may also create a level of anxiety for other families who have been through similar experiences, albeit in a different country or setting. Support for students who have experienced traumatic situations such as these is available and if you think we can assist, please let me know.

Finally, a reminder to continue to stay positive and look out for all members of our school community. There are lots of creative and productive approaches currently underway to maintain a sense of 'normality' during the current period. Many of our Year 12 students will undertake a major online assessment in their English classes next week. Practical subjects are thinking outside of the square to ensure that students skills continue to develop during remote learning and even our Production is able to continue rehearsing in an online format - all great efforts.

There are some things which are outside of our control, but the mindset and energy that we bring to the routines that we do have, is something that we can make a difference with. I look forward to speaking with you online or in person over coming days.



**Tim Natoli**  
*Acting College Principal*



# MY Campus Principal's Report

## **DR ROB GORDON - RECENT FEEDBACK**

At the recent Network Principals' meeting, I had the chance to thank Rob for the sharing of his insights, but also ask him specifically about how long was appropriate for us to be making changes to curriculum expectations, in order to support bounce back in areas of social skills and emotional regulation. While there is no precedent, hence no prescribed timeline, Rob was clear that we need to continually monitor where students are at and meet them at this point.

He emphasised we should not feel rushed to resume "normal" work expectations and that pushing too hard or making assumptions that students were just being lazy, would be counter productive to supporting bouncing-back. In no way is he suggesting or are we planning to stop learning, but we want to ensure we take time to support the quality, rather than quantity of learning, along with social and emotional growth. His message of hope remained the same- all students will bounce back given time and support, and they will reach that point where they actually spring forward to where they need to be.

Attached on the next two pages is a factsheet which summarises some of the wisdom Rob has been able share with the school.

## **30 DAY CHALLENGE: KINDNESS AND FAIRNESS**

Started our challenge on August 5 and will continue to be looking for ways to emphasise how we can show kindness and fairness and also acknowledge it among our community.

## **SUPPORTING ENGAGEMENT DURING REMOTE LEARNING**

We have been reaching out to families of students who have struggled to engage during our previous and current periods of remote learning. It has been good to see more students making use of supports at school to help them achieve some progress with work or others making more of an effort to connect with work at home.

## **WELCOME JILLIAN TROUTBECK-NOY**

We have been lucky to find Jillian, a technology teacher (a rare commodity in staffing equations these days) to pick up some textiles and food classes throughout Terms 3 & 4, as a couple of staff take periods of personal leave. For those close to my vintage the reason is obvious from the picture and it has nothing to do with Somers Camp...



# Children and young people during recovery

Rob Gordon PhD, Clinical Psychologist – July 2021

## Key information

### Recovery from a disaster takes several years

People may experience trauma, loss and the effects of disruption to secure, familiar routines and life patterns within their family and school community for several years. This timeframe is not long for adults, but children and young people are moving through developmental stages. Therefore, their development needs to be held in mind to protect them from harm during this time.

### Dimensions of development



**Attachment** to those who provide security for the child or young person.



**Routines** and familiarity provide security, reduce complexity and predictability, and allow the child to focus on themselves.



**Social life** with peers provide a comparison with others and stimulate interaction.



**Physical environment** with opportunities for self-expression, practicing what is familiar and exploring new opportunities.



**Communicational environment** with attachment figures to enable self-expression, problem-solving, sharing experience and gaining support.



**Sense of a future** with goals and opportunities give the present a purposeful direction.

These dimensions flow naturally under normal conditions, but after disasters, adults need to keep them in mind to prevent them from being disrupted or lost in the stress of life.

### Development is a process

It involves stages of rapid change followed by consolidation and integration. There are general patterns, but each child has a rhythm of development. Success and pride of achievements from previous developmental stages give children and young people confidence for the next stage. The development process is fueled by energy from enjoyment in play, family life and time with friends and peers.

### Impacts of disasters on development



**Trauma** from threat and danger



**Loss** of important people, animals and possessions



**Disruption** of patterns and routines of life



1. **Trauma** is caused by threat, danger and fear for self and others (whether the danger is real or imagined). Trauma disrupts development by causing fear, insecurity and avoidance of anything that triggers memories of the event. Processing trauma takes energy and children and young people may prefer familiar non-demanding activities over new activities. Open communication that clarifies the event helps children and young people gradually come to terms with the experience.
2. **Loss** of people, animals, possessions and places undermine children and young people's sense of security and confidence in the world. Grief is the way of adjusting and accepting the loss and is helped by expressing thoughts and feelings associated with the loss. Children and young people will process loss in their own way and it may be months or years later before they begin this process. Adults can help by being available for when children and young people are ready for support.
3. **Disruption** of the routine, familiar structures of life undermines our sense of security and predictability. Activities that give enjoyment, confidence and comfort are easily lost in the stress of recovery. Establishing new routines to hold family life and replace those lost in the stress of recovery enable children and young people to continue their development in spite of the disruption.

### Development must be protected during recovery

So much is new and distressing after disasters and the amount of work seems overwhelming. There is a tendency to focus on material losses and work to replace them. But it is the intangible things that determine quality of life and are the foundation of meaningful and enjoyable life after recovery. They include, supportive relationships, family life, communication and understanding, realistic future goals and optimism about attaining them.

A number of considerations protect children and young people's development:

1. **Preserve parenting or teaching style** but get information about your children's needs and use your style to help them. They will be reassured and you will be familiar with what you are doing. But be flexible, if your child is acting, responding or speaking differently from before the disaster, assume it is caused by what is happening and try to work out where it comes from. Children and young people often do not understand why they feel the way they do.
2. **Promote open communication about the disaster and its effects.** Talking about what has happened, clarifies and helps put it in the past. Communication by words or artistic methods changes how people feel and helps acceptance.
3. **Development is flexible.** Stress and demands may push development ahead; some children and young people take on responsibility beyond their years at the expense of being their age. When things settle it may be necessary to ensure they go back to their age expectations and release the responsibility.
4. **Pausing development rebuilds energy to resume.** Dealing with trauma and loss takes emotional energy and they may be unable to tackle new developmental tasks for a time. It is helpful to be flexible and slow the demands. They will resume the challenges when they have restored their energy.
5. **Regression is a natural response to stress.** Retreating to behaviour from an earlier stage of development let's children and young people feel comfortable, safe and in control. It frees energy to deal with trauma, loss and disruption. When energy is restored, and things worked through they can enjoy the challenges of the next stage again.
6. **Allow the pace of development to be adjusted while they deal with problems.** Consider the child or young persons behaviour and if it would have been normal a year or two earlier. Pausing or regression in development signals they are struggling to keep everything together. Give them leeway and support by temporarily adjust responsibilities or programs at school which is often enough to allow children and young people to get back on track.

### Resilience safeguards important features of development while under stress

Children and young people learn valuable life lessons post-disaster on communication, preserving what is important and accessing support. We need to make sure they maintain joy, hope in the future and enthusiasm for life. Time with family and having fun are high priorities. Joy, intimacy, recreation, family, community and belonging provide the energy for the work of recovery and healthy development.



# Senior Campus Principal's Report

We are now more than half-way through Term 3 with only four weeks of course work time left for students studying a Year 12 subject. Based on COVID-19 numbers in recent days, we might be in lockdown for a longer period of time than first hoped for. This is largely out of our control and students need to develop routines where they can study independently, remembering that teachers are on-line every lesson to help when needed.

If any students are struggling with mental health, they should contact the school to speak to our student wellbeing coordinator. If they are having trouble with IT or internet connections, they should contact the school to talk to an IT technician. Hopefully we will all be allowed back on site soon and hopefully for longer than a week this time.

## GAT

The GAT has been re scheduled for Thursday 9th September. This will be subject to health advice.

## YEAR 12 STUDY PLANNER

At the back of this newsletter is a Year 12 (Unit 3 & 4) study planner. It has all of the relevant dates at this time but with COVID-19 restrictions changing all of the time, some event dates on the planner may change as well. It is expected that all coursework will be completed by the end of this term and then students need to start thinking and preparing for end of year exams. To assist with this, the school has organised a practice exam for each Unit 3/4 subject in the first four days of the school break, from Monday 20<sup>th</sup> September to Thursday 23<sup>rd</sup> September, with the following Monday available for any students that miss a practice exam due to clashes, illness, etc.



- Practice exams for all Year 12 (3/4) subjects occur from Monday 20<sup>th</sup> September to Monday 27<sup>th</sup> September.
- These practice exams are **COMPULSARY** for all Year 11 and 12 students studying a unit 3/4 subject.
- The exams will appear on students timetables in Sentral.
- If a student has a clash or is sick on the day, they can reschedule their practice exam to a different day. This is the same if they have three practice exams on the same day; one of them can be rescheduled. Monday 27<sup>th</sup> is available for students to sit any exam they may have missed in the previous week.
- The practice exams will also be marked and ready for students to look at in the first week of Term 4.

These practice exams will give students experience at sitting a full-length exam under exam conditions. Students can then focus their studies in the areas that they found the most difficult before attempting another practice exam, either in class or at home.

If we are unable to run these practice exams on site, they will be provided on-line at the same times. Further information will be available closer to the time.

# College Report

## ALUMNI STORY: Sarah Vavlitis

'Hi everyone, my name is Sarah! My journey with MPSC came to an end when I graduated Year 12 in 2017.

I went on to study a Bachelor of Paramedicine at Victoria University with the interest of becoming a MICA (Medical Intensive Care Ambulance) Paramedic.

Was this something I've always wanted to do? Absolutely not! After graduating I received 2 different offers from different universities in the first round, these included, Civil Engineering/ Architectural Design (Monash University) & Digital Media/ Media Communications (Swinburne University). When the next couple of rounds of offers were released, I also got into a Bachelor of Science (RMIT University). It wasn't until I made a spur of the moment decision to include paramedicine in my preferences (after seeing paramedics in a TV show), that I had decided to follow along that career path.



I was always interested in the science/ health field, but I was also very passionate about art. This sparked the whole debate of choosing between making money and doing what you love. I decided to work for money rather than passion. I came to learn that helping people IS what I'm passionate about, and I really began to love my career path, as it was both extremely interesting and rewarding.

I finished my degree in 2020 and am awaiting a graduate paramedic position with Ambulance Victoria. In the meantime, I work for the Ambulance Victoria & the Department of Health as a Contact Tracing Officer, and an Administrative Clerk at Northern Health.

Did I stop doing art?

Once again, absolutely not! I made sure to pursue art as a side hustle, I currently have an art page on social media platforms and sell my art around the world! I came to learn that no matter what you do, or what you choose to do in life, there's always time to do what you love.

My last couple of years at MPSC, especially VCE years, really shaped me to be who I am today. It sounds silly, but even just hanging out with my friends at lunch is something that I enjoyed and miss most about school.

Some of my best memories surround my times at MPSC, including participating in school productions and music performances, this is where I made most of my lifelong friends. I know you've probably heard this a million times, but there is ALWAYS a way into your dream course even if your ATAR is not what you were expecting it to be.

My advice is to take time enjoying the little things so you can look back and have no regrets on how your time was spent. Sometimes Plan B works out better than Plan A ever could.'

## Mill Park Secondary College Alumni

DO YOU KNOW SOMEONE OR ARE YOU A PREVIOUS MILL PARK  
SECONDARY SCHOOL STUDENT?

WOULD YOU LIKE TO SHARE WHAT YOU HAVE BEEN DOING SINCE  
LEAVING MPSC?

We would love to hear from you and share your story with our school community.  
Please contact Renee at [mill.park.sc@education.vic.gov.au](mailto:mill.park.sc@education.vic.gov.au)





# College Production

## **Mill Park Secondary College presents “Wicked – The Untold Story of the Witches of Oz.”**

**TICKETS ON SALE NOW!**

Ticketing Link: <https://darebin.sales.ticketsearch.com/sales/salesevent/13874>

Please purchase your tickets online and if you encounter any issues you can email Darebin Arts Centre at: [ticketing@darebin.vic.gov.au](mailto:ticketing@darebin.vic.gov.au)

Ticket Pricing: Evening Performance 7:00 pm - Tuesday 28th, Wednesday 29th Thursday 30th September

Adult: \$20.00

Concession/Student/Child: \$15.00

Family (2 adults & 2 Children) : \$50.00

Ticket Pricing: Matinee Performance 1:00pm – Wednesday 29th, Thursday 30th September

Adult: \$10.00

Concession/Student/Child: \$10.00

Family (2 adults & 2 Children) : \$30.00

\*Darebin Arts Centre follows all current government restrictions regarding COVID -19. Ticket availability may change closer to the performance date depending on the current restrictions.



# College Report

## YEAR 12 PHYSICAL EDUCATION

The Year 12 PE class attended the YMCA for a practical SAC on Thursday 5<sup>th</sup> August where they learnt about undertaking a resistance training session. They got to work with an exercise physiologist who went through the principles behind this training. All students had a great time being able to enter a gym and train.

-Ms Kathryn Mahoney



### **ENROLMENTS FOR 2022** **NOW OPEN!**

If you are interested in a position at our College in 2022 please head to our website via the following link to fill out our Enrolment Enquiry form: <https://www.millparksc.vic.edu.au/enrolment/>

Once we receive this we will contact you with further information.

Alternatively you can give us a call at the Middle Years Campus (Years 7-9) on 9407 9700 or Senior Campus (Years 10-12) on 9409 8222, or you can also email us at [mill.park.sc@education.vic.gov.au](mailto:mill.park.sc@education.vic.gov.au)

**2022**  
**Enrolments**  
**Now Open**



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)'.





TERM 3 Year 12 Study Planner 2021							
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT	SUN
1	12-Jul	13-Jul	14-Jul	15-Jul	16-Jul	17-Jul	18-Jul
			PE SAC				
2	19-Jul	20-Jul	21-Jul	22-Jul	23-Jul	24-Jul	25-Jul
3	26-Jul	27-Jul	28-Jul	29-Jul	30-Jul	31-Jul	1-Aug
				PARENT TEACHER INTERVIEWS			
			Psychology SAC				
4	2-Aug	3-Aug	4-Aug	5-Aug	6-Aug	7-Aug	8-Aug
5	9-Aug	10-Aug	11-Aug	12-Aug	13-Aug	14-Aug	15-Aug
			H&HD SAC (online)				
6	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug	21-Aug	22-Aug
			Accounting SAC		Eng Lang		
			Psychology SAC				
7	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug	28-Aug	29-Aug
	Legal Studies SAC				Chemistry SAC		
			Year 12 English SAC				
8	30-Aug	31-Aug	1-Sep	2-Sep	3-Sep	4-Sep	5-Sep
9	6-Sep	7-Sep	8-Sep	9-Sep	10-Sep	11-Sep	12-Sep
			Legal Studies SAC				
10	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep	18-Sep	19-Sep
			Further Maths SAC				

S/H	20-Sep	21-Sep	22-Sep	23-Sep	24-Sep	25-Sep	26-Sep
Wk 1	Practice Exams	Practice Exams	Practice Exams	Practice Exams	AFL Grand Final Holiday		
S/H	27-Sep	28-Sep	29-Sep	30-Sep	1-Oct	2-Oct	3-Oct
Wk 2	Practice exams catch up day	Production	Production	Production			
TERM 4				VTAC Applications due (1st round)			
Term 4	4-Oct	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct	10-Oct
1	Exams begin for some Practical subjects				SEAS and Scholarships close	Music	
						Performance	
						exams	
2	11-Oct	12-Oct	13-Oct	14-Oct	15-Oct	16-Oct	17-Oct
3	18-Oct	19-Oct	20-Oct	21-Oct	22-Oct	23-Oct	24-Oct
		Most Languages exams					
			Celebration Day?				
4	25-Oct	26-Oct	27-Oct	28-Oct	29-Oct	30-Oct	31-Oct
			Exams begin (9-12:15) English and EAL	9 - 10:45 Theatre studies VET Business 3 - 5:15 English Language	9 - 11:45 Biology 2 - 3:45 Further Maths 1		
5	1-Nov	2-Nov	3-Nov	4-Nov	5-Nov	6-Nov	7-Nov
	9 - 11:45 Psychology 2 - 3:45 Further maths 2	Melbourne Cup Holiday	9 - 10:15 Maths Methods 1 3 - 5:15 Bus. Man	9 - 10:45 Prod Design VET Music Industry 11:45-2:00 Math methods 2 3 - 5:15 History Rev	9 - 10:15 Spec Maths 1 3 - 5:15 Accounting		
6	8-Nov	9-Nov	10-Nov	11-Nov	12-Nov	13-Nov	14-Nov
	9-10:15 Vis Com 11:45 - 2:00 Philosophy PE 3 - 5:15 Spec Maths 2	9 - 11:45 Chemistry 2 - 4:15 Algorithmics H&HD	9 - 11:45 Physics 2 - 4:15 Legal Studies	9 - 10:45 Food studies 11:45 - 2:00 Chinese 1st Literature 3 - 5:15 Economics Enviro Science	9 - 10:45 Dance Studio Art 11:45 - 2:00 Comp Software 3:00 - 5:15 Aust Politics		
7	15-Nov	16-Nov	17-Nov				
	9 - 10:45 Systems Engineering VET Sport & Rec 3:00 5:15 Media	9 - 10:45 Music Perf 3:00 5:15 Italian	9 - 10:45 VET Lab Skills VET Community Services				
8	22-Nov	23-Nov	24-Nov	25-Nov	26-Nov	27-Nov	28-Nov
9	29-Nov	30-Nov	1-Dec	2-Dec	3-Dec	4-Dec	5-Dec
10	6-Dec	7-Dec	8-Dec	9-Dec	10-Dec	11-Dec	12-Dec
11	13-Dec	14-Dec	15-Dec	16-Dec	17-Dec	18-Dec	19-Dec
	ATAR results in at 7am.	Finalising of VTAC courses					



Mill Park Secondary College  
presents

# WICKED

**THE UNTOLD STORY OF THE WITCHES OF OZ**

Music and Lyrics by Stephen Schwartz

Book by Winnie Holzman

Based on the novel by Gregory Maguire

By Arrangement with MTI Music Theatre International

**September**  
**28 29 30 2021**

**Darebin Arts Centre**

Cnr Bell Street & St Georges Rd, Preston

**Evening Performance 7.00 pm**

Tuesday 28th Wednesday 29th & Thursday 30th

**Matinee Performance 1.00 pm**

Wednesday 29th & Thursday 30th

Tickets now available: Book via the link on our Facebook page:  
[mill.park.sc@education.vic.gov.au](mailto:mill.park.sc@education.vic.gov.au)