PRINCIPAL’S REPORT

Communication & Reporting

We place great importance on communication with parents because we understand the critical importance of the partnership between parents and school in assuring an effective education. The value that parents place on learning is a vital ingredient to success at school.

We are particularly excited by the capacity of our new Learning Management System Compass to facilitate communication between home and school. The News Feed gives you tailored information about activities, excursions and significant events relevant to your child, whilst you can email teachers, check attendance and approve student absence or lateness in your Parent Portal. Further, parents and students can view online resources, assessment tasks and lesson plans ensuring students are up to date with class work and teacher expectations. Teachers can also now readily communicate with parents (and students) by email whenever there is a concern or a matter to follow up. Students also have their own dedicated school email account linked to Compass.

It is important to realise that parents can now approve student participation in excursions and incursions using Compass. Alternatively, you can print out a copy of the relevant excursion form to sign and return to the school (you do not need to do both).

Communication about student progress is now also linked to Compass. Our Interim Reports are currently being completed by teachers using Compass and they will be available for you to view on Compass from early next term. Additionally, all Parent-Teacher Interview bookings will now be made online using Compass. Please ensure you keep May 1st 4-7pm free and ensure you book early as times will fill up fast! If you are unable to book online for any reason, our helpful Office team will help book in for you.

If you are yet to check out Compass, please do so. There is a link on the public website or go to https://sosc.vic.jdlf.com.au/Login.aspx. For assistance in logging in please phone Hatsuho Watanabe on 9579 2322 or email watanabe.hatsuho.h@eduamil.vic.gov.au or contact our friendly office staff on 9579 2322 who will help to get you going. If you do not have an email account we encourage you to get one and contact the school with the details. You can also check your family contact details in Compass and adjust them or alert the school to any changes.

Trevor C. Smith
Principal
Every Day Counts
Students are required to be at school every day, except in cases such as illness, family emergency or other good reasons provided by the parent. Instruction commences at 8.45am and students are expected to be on time to every class. Every day that a student is absent or late from the class, they are missing on valuable learning and instruction.

If a student is absent from school parents/guardians are requested to provide a note explaining the reason for the student’s absence; this may be done through Compass, a phone call to the College or provide a note to the General Office. Students must also bring a note on their return explaining their absence and hand it in to the General Office who will mark their absence as Parent approved.

Collecting Students from the College
If student’s need to leave the College early it is important for the parents/guardians to provide a written note for them to show their Team Leader and then the student will follow the normal procedure and present the note to the General Office when they sign out. If parents/guardians are collecting the student they must come into the General Office and sign the “student out book”.

Uniforms
Our College Uniform Policy clearly outlines that all students are expected to be in the correct uniform each day. Students and parents/guardians need to be aware that the Uniform Policy will be enforced strongly and we ask for parents/guardians support in ensuring that students are in the correct uniform each day. If a student is out of full uniform for any reason they must bring a note from home and report to the General Office to receive a pass from the Assistant Principal.

In cases where the student has presented in a manner that the College deems inappropriate for school, regardless of whether a note has been presented, a replacement uniform will be supplied for the day or in certain circumstances a parent/guardian will be contacted with a view to sending the student home to change and return once in the appropriate uniform.

A reminder to all students participating in Sporting activities or on excursion, regardless of whether a note has been presented, will not be permitted to represent the College externally or attend an excursion/sporting event.

Parent/Guardian -Teacher –Student Interview Bookings
Parent-Teacher Interviews will be held on May 1st 2014 for all students. These interviews provide a great opportunity to discuss your child’s progress at school, to celebrate their successes and set goals for further improvement. We strongly encourage all students to attend with their parents and participate in the interview process.

This year the bookings for interviews will be made on-line using Compass; parents/guardians will receive an email notification when bookings can be made. If you experience any difficulty logging on to Compass please contact the General Office for assistance.
**Student Planners**

We encourage all parents/guardians to check their children’s planner regularly. This is an important tool which allows students to make entries relating to work obligations for each day. Students are required to record homework, what tasks are required and when they are due. If no specific tasks are set for homework, students could be revising the day’s work, preparing for approaching tests, assessment tasks or working on extension tasks, Mathletics or Academic Vocabulary Revision. If students are having difficulty using their planners effectively I encourage them to approach their Team Leader for assistance and support in this area.

**Curriculum Day – Strategic Planning day March 27th 2014**

On Thursday the 27th March, the College Leadership and Staff will begin their work on a new four Year Strategic Plan. The focus is on improvement in student learning outcomes and curriculum delivery. It is an important day for the teachers allowing them to work collaboratively on key areas such as achievement, engagement, wellbeing and productivity. Parents/guardians will be kept informed of the work done by the College staff over the course of the year as we continue to build and improve our learning community. This is a student free day with all students encouraged to spend time completing learning tasks set by teachers, revision or research. Normal classes will operate again on Friday March 28th.

**Asia Pacific Youth Foundation**

As some parents/guardians and students may be aware, the College has a group of Year 10 and Year 11 students travelling to Cambodia in September to participate in a Community Service Project at Rainbow Orphanage Siem Reap. As part of the students preparing for the project they will be attending a presentation by the Venerable Somnieng, a Buddhist Monk who founded the Life & Hope Association in Cambodia at Glen Waverley Secondary College on Thursday March 27th. The focus of the presentation will be life for the Cambodian people, the poverty cycle and the opportunity for Australian students to make a difference through community service projects. Our students will have the opportunity to explore issues faced by the local Cambodian people, develop a deeper understanding how they can support change and build their capacity to be outstanding global citizens. We look forward to hearing more about this exciting opportunity for our South Oakleigh College students and congratulate them for taking responsibility for making a difference!

_Helen Koziaris_

_Assistant Principal_
NOTETAKING

Effectively recording what information you receive is vital:
• design your own method for note taking
• write down thoughts, questions and ideas in a 5cm margin on the left hand side of the page.

When taking notes:
• always use your own words or draw pictures/diagrams
• use headings to group main points
• use key words to trigger important ideas
• use abbreviations to save time, e.g.
  • Increase, rm month, dy day, Dept department
• use plenty of colours in your notes, highlighters are great.

Use the 80/20 Principle:
• list 80%, note take for 20%.

Pay special attention to areas your teacher emphasizes – these are vital and will probably be assessed.

If your school allows mobiles in class:
• get permission from your teacher to record your classes using the microphone on your phone
• play it back at home to fill in gaps in your notes.

When note taking be actively involved in the subject, don’t just write. Think about how what you are learning connects with what you already know.

With technology, lap top computers are being used for note taking:
• if available, use them; don’t forget the 5cm margin on the left hand side of the page
• the information can be transferred to your computer at home
• always have a backup of your notes on your USB drive or burn a CD.

The secret to good note taking is very simple: think first, then write, not vice versa.

"If in a great believer in luck; I find the harder I work, the more I have of it." – Woodrow Wilson.

PROBLEM

Moving Matches

Arrange the matches in the shape below:

[Diagram of matches]

(a) Remove one match and move 5 others to make 4 identical squares
(b) Move 3 matches to make 8 identical triangles.

VOCABULARY BUILDER

relationships  fiction  distance
structure  spectacular  because
everywhere  enough  adventure

NOTE TAKING IN CLASS

Clear and meaningful notes are essential in the learning process. Your ability to efficiently take notes determines both your understanding and ability to apply what you learn.

It is your job to follow through on overall understanding:
• It stores knowledge in a retrievable manner in your brain.

Write down thoughts, questions and ideas in a 5cm margin on the left hand side of the page.

In class always follow the 80/20 principle:
• 80% active engaged listening  20% note taking
• think first, then write; not vice versa.

Following are some tried and proven guidelines to follow when designing your own method:
• list the areas in which you have trouble in taking notes
  • can’t keep up?
  • using full sentences?
  • using abbreviations?
  • identifying main points?
• consider using streamlining which involves the use of abbreviations, symbols and shortcuts to reduce your notes
  • Subject - September
  • Dept - Department
  • + = positive
  • & = and
  • Information - rap = representative
  • years - years = have not
  • page - page = intro - introductions
  • always use your own words or draw pictures/diagrams
  • use plenty of colours in your notes; your brain takes into colour.

When taking notes in class:
• ask your teacher searching questions
  • what are you going to cover this lesson?
  • what is the main purpose/thrust of this lesson?
  • be prepared by reading ahead before class
  • your teacher’s words will have more meaning for you
  • have a list of questions to answer
• under headings and sub-headings
  • use points and key words, not sentences
  • always use your own words
• concentrate in class, listening for
  • emphasis, inference, bias
  • change in voice tones and body language
  • main points likely to be assessed
• after class compare notes with friends and fill in gaps
• that night, at home compile summaries of your notes
  • on your computer or using idea maps, lists, flowcharts or thinking tools
• always try to put the material into context; where does it fit in the big picture?

If your school allows mobiles in class:
• use the microphone on your phone to record your classes
• play it back at home, fill in the gaps in your notes.

You need a dependable method of notetaking that can be adapted to the differing styles and presentations of your teachers.

Some time developing your individual style will be rewarding.

"If you forget, I see and I remember, I do and I understand." – Confucius.

VOCABULARY BUILDER

neighbour  mathematician  glacier
longevity  queue  experience
pedestal  annoyance  transferred
REVIEWING NOTES

Your brain relies on seeing regular patterns if it is to remember and make sense of what you learn.

Therefore, it is a must that you review the notes you take in class often. You remember:
- 90% of them if you revisit them within 24 hours
- but only 30% if you wait 3 days
- after a month only 3% to 4%.

Why learn it in the first place?

To explain how your memory functions more clearly read “Remembering: A Smarter Way” (refer to Index).

When you review your class notes at home use your dominant Multiple Intelligences. You may:
- draw idea Maps full of colour
- draw flow charts and diagrams to put up on your back corn wall
- write lists of the main points
- develop plans of attack for solving Maths/Science problems
- use Interactive Thinking Tools from the website to organise your thinking.

Whatever way you choose to review notes the main thing is to actually do it.

An organised storage system for your notes will ensure that they are always on hand for you.

“No one is ever too old to know better.” Margaret Preston.

PROBLEM

Crossing the River

Three cannibals and three guides came to a river they wished to cross.

Their boat will only carry two people. All of the guides can steer the boat but only one of the cannibals can.

How many trips across the river will they have to make in order that they all get across, remembering that the cannibals can never outnumber the guides?

VOCABULARY BUILDER

contain witchery humans
reluctant intuition dream
society language didn’t
guidolina hard carriage
imagination liquefy gauge
consequently access including

*“In a great believer in luck; I find the harder I work the more I have of it.” William Woodrow.
NOTES FROM TEACHERS

Your attitude and application in class determine your level of understanding.

Be Alert
- listen closely and absorb the learning
- think with your teacher; be part of it
- watch your teacher's body language for messages he/she is sending.

Be Involved
- be active and interested
- pre-read before class and have questions to answer
- think first, then write, not vice versa.

Be Prepared
- have your pens, books, calculator, etc. ready
- be in the ‘learning zone’ when you arrive for class
- if you are allowed, use the microphone on your phone to record your teacher’s words.

Be Thorough
- take notes in your own words with main points and key words
- listen for phrases that your teacher emphasizes and stresses; they are important
- use lists, diagrams, idea maps, flowcharts and thinking tools to use both sides of your brain.

As soon as you encounter a problem ask for help
- it will show your teacher that you are taking responsibility for your learning
- it will build your problem solving skills.

Be Strong
- ignore and sit away from immature students
- they won’t accept the challenge and won’t experience success.

When in class use the 6 E’s of Learning to organise your thinking
- Engage – Explore – Explain
- Elaborate – Evaluate

“A wise man hears one word and understands two.” Proverb.

PROBLEM

Magic Squares
(a) Arrange the numbers from 1 to 9 so that the sum of each row, column and diagonal is the same.

(b) Arrange the same numbers so that no row or column adds to the same total.

VOCABULARY BUILDER

doesn’t favourite neighbour
don’t advantage holidays
behaviours knowledge hospital

NOTES FROM SPEAKERS/TEACHERS

Recognising the cues that speakers give will enhance the quality of your notes.

- use eye contact to help you remain focused on the speaker and his/her movements.
- as mentioned in ‘Note Taking in Class’, always have a 5cm margin on the left hand side of your pages/canvas to write down your thoughts, questions and ideas.

Most speakers:
- pause, like paragraphs in writing; pauses separate ideas
- stop to check their notes, the start of a new idea
- emphasize points using voice tone, slower pace or volume
- pose questions which they then go on to answer
- use key clues to separate ideas
- use key words and technical language, symbols, abbreviations or statistics.
- recap certain points; look for phrases such as, “as I said before…” or “as I mentioned earlier”
- list reasons or arguments
- use generalisations, then give specific examples.
- use numbers to indicate what is coming like, “There are two views on this…”
- use body language, including gestures and facial expressions, to emphasise important points
- write key points or words on the board, write them down
- may provide a handout; underline key words
- may use powerpoint, write down headings.
- use synonyms to indicate important points, such as “Next…”, “Now…”, “Personally…”, “Remember…”, “There are several types of…”
- use many peddaling words that are not important.

When taking notes, always think first, then write, not vice versa.

Have questions ready before class that you want answered
- it enhances your concentration
- you are listening for a reason.

As mentioned in ‘Note Taking in Class’
- if permitted, use the microphone on your phone to record speakers/teachers
- play it back at home, filling in gaps in your notes.

Listening, then connecting what you hear to what you already know are the keys to
- creating new ideas
- building strong understandings.

When listening to speakers/teachers, organise your thinking using the 6 E’s of Learning
- Engage – Explore
- Elaborate – Evaluate

“A wise man hears one word and understands two.” Proverb.
Report from the English and EAL Domain

Year 7 to 9 Assembly Celebrating Student Achievement: The Premier’s Reading Challenge and Book Trailer Extension Project 2013

At a recent assembly, student achievement was celebrated and encouraged. Students that completed the Premier’s Reading Challenge in 2013 were presented with certificates signed by the Victorian Premier: a great addition to their portfolio of achievements. Congratulations to Melissa Claydon, Jerusha Buckland, Bianca Cheng and Anna Toropov.

Research clearly shows that reading and having a broad vocabulary are the keys to academic success at school. A well written book can carry you off to distant lands for amazing adventures, yet you’re safe and this journey in your imaginations is free. Reading helps improve your writing too, so why not enter this year? English teachers have the entry forms supplied by our Library Manager, Kay Wilson, who co-ordinates the Reading Challenge.

Some of the successful students who successfully completed the Premier’s Reading Challenge

CREATING A BOOK TRAILER

Book trailers are a form of advertising for a book. They are a useful form of pre-visualisation, and can help engage reluctant readers in a text. Students creating their own book trailer can be a powerful learning experience, combining learning goals from reading, writing, technology and the arts to produce a real product that they can share with others.

Last year a group of Year 7 and 8 students had the opportunity to create a 'Book Trailer' to promote their favourite book. This was a visual alternative to the book report. Students learnt how to plan and script, then storyboard the trailer with our Writer in Residence.

The impact of different camera angles was demonstrated. Students then filmed and edited their footage using our exciting TV facilities, with the help of Aidan Prewett and his technical expertise. Using the green screen for interesting backgrounds and adding music to create mood were just some of the exciting new techniques acquired by students.

An appreciative audience at the Year 7 to 9 Assembly.
One group produced a trailer on the novel *The Hunger Games*, while another group portrayed a Sherlock Holmes short story, *The Adventure of the Speckled Band*. The trailers were shown to an appreciative audience and hopefully more students may now want to read the books.

The participants in the program received a certificate and a DVD copy of the trailers. The trailers will also be shown on TV screens around the school. Congratulations to the following participants in the program: From **Year 7**, Emma Parker, Zoe Lee, Jerusha Buckland, Imogen Coleman-Shortis, Julia Pham, Bianca Cheng and from **Year 8**: Cross Ferrer, Billie-Rae Mc Millian, Leslie Chao, Sai Vaidhyanathan, Ryan O’Shea and Nagin Hamrah.

![Students receiving Book Trailer Certificates and DVDs.](image)

**Student Work**

We would like to share some work produced by our students with the school community. Thank you to Ms Downs for providing excerpts of student work from her Year 9 English students.

**Year 9 English**

In Ms Down’s words:

‘This term the year 9 English classes are studying Ads R Us. As part of this text study the students have begun exploring the role of persuasion in today’s society. They have completed their own advertisements of products and television programs present in the novel and conceptualised an approach aiming at a specific target market.’

**Fisher – Platt Academy or Bust**

Do you want your child to have the best education? Do you want your child to have the best time at school? Of course you do. Bring your child to the Fisher Platt Academy today and let your child experience REAL education. – Jason Winn

**Ugly-D to Teen Queen**

This make over will change your life completely! Stop being the dork that everyone picks on. If you do win or lose, it doesn’t matter. You will have the confidence to go sit next to that cutie on the bus, sit with the popular crowd at lunch, sit at the back of the class and cut the line at Starbucks!'
When you win, you will have the chance to have a massive shopping cut the line at Starbucks! When you win you will have the chance to have a massive shopping spree at any stores you like! So throw your daggie knee long skirts out and get in those cute mini shorts! Join up now and watch your life change before your eyes!!!! - Ebony Fieldus

The Future Phone
This phone for the future has the most impressive technology the phone has ever had. It even has a camera that can see through your whole body. The anti-gravity function allows the user to grab the phone in mid-air as it slowly falls. This phone has a transporter which transports you from country to country; it can transport your car right to you or even whatever food you desire. - David Taputoa

VCE Literature - Claymation
‘Recently, Year 11 Literature students explored elements of style in the claymation film Mary and Max. Writer and Director, Adam Elliot describes his work as ‘chunky-wonky’. Through exaggerated features and unique character voices, Elliot embraces the imperfect aspects of humanity both in the personalities and physical aspects of his characters.’ – Ms Downs. Here are some student responses emulating Adam Elliot’s style:

Tylar Lariba-Taing and his Frenchy Baby

Lucy Nightingale enjoyed eating bread that was stale. She sat at her window watching the hail with her best friend, named Gale.
Lucy had hair the colour of an orange and eyes the colour of blue skies.
It was her schizophrenia that caused her demise.
     By Athina Pavlis

UNSW Competitions

The students in our college have the opportunity to participate in the UNSW English, Writing, Science and Mathematics Competition.

ICAS (International Competitions and Assessment for Schools) provides an opportunity for all students in Years 7 to 12 to gain a measure of their own achievement in an external testing situation. It provides teachers, parents and students with comprehensive reporting of results. The tests are an excellent preparation for exams and the student report is useful for highlighting your child’s strengths and weaknesses.
All students receive a certificate and an individual student report indicating which questions they answered correctly and their score compared with the rest of the students tested. The certificate and individual student report are also suitable for your child to include in a portfolio of achievements.

Certificates are awarded for each year level as follows:

- High Distinction to the top 1% of entrants
- Distinction to the next 10% of entrants
- Credit to the next 25% of entrants
- Participation to all other participating students.

A UNSW medal is awarded to the student with the highest score in each year level in the state. As previously noted, a Year 12 student from our school was awarded a UNSW medal in the ICAS Writing Competition in 2012 and a Year 8 student won the medal for the top Year 8 Maths result last year.

The cost is $9.00 each for the English and Maths Competition and $19 for the Writing Competition with students in Years 7 to 12 eligible to enter.

Some parents chose to pre-pay for these Competitions with school fees, but if not, students may pay at the General Office before the end of this term. If you are interested, please have your son/daughter request a notice from their English or Maths teacher, or see Ms. Melki-Wegner.

Chris Melki-Wegner
English/EAL Domain Leader
SOUTH OAKLEIGH COLLEGE
OPEN NIGHT
WEDNESDAY, 2ND APRIL 2014 AT 7PM
NEW ENRICHMENT PROGRAMS AND SCHOLARSHIPS AVAILABLE

Respect • Responsibility • Resilience
Report from the Maths Domain

Maths lessons at our South Oakleigh Secondary College are not just confined to the classroom. Students are given the opportunity to be active learners, as evidenced by some recent activities Mr Carroll organized for his year 9 Maths class. Teachers embrace hands-on active learning activities with their classes to enhance students’ engagement and understanding.

**Thanks to Mr Carroll for outlining some of the activities:**

**Fraction Action**

How long is a piece of string? You can put a peg at two fifths if that helps. Maybe place it at three fifths. If you add them together you get one and that is the length of the string. Another way is to put the peg at 75% or maybe 25%. Again you get one, which is the length of the string. This practical method helps students visualise the fraction in a concrete way.

What is your favourite coloured jelly bean? Statistics indicate that an average package of jelly beans contains 32% red, 22% black, 20% yellow, 20% orange and 6% purple. Why do people like red best? Because it goes faster. (A Mr Carroll joke) Students constructed pie graphs indicating the colour spread before eating the evidence.

**Advanced Maths Help.**

Free Maths tutoring is being offered on Mondays after school. The tutoring is centred on students experiencing difficulties in General and Further Maths. These classes would also be beneficial for students who will be undertaking these courses in the future as it is open to all students regardless of year level. The idea behind offering these classes is to help students gain an in-depth understanding of the subject by dissecting its parts. Once again, these classes are free. So don’t forget to come and join us on Mondays for the “Further Maths after School Party”. –*Mr Carroll*

Chris Melki-Wegner
Maths Domain Leader
Report from the Science Domain

On Thursday evening of 6th March, at the University of Melbourne Physics lecture for VCE students, Professor Rachel Webster delivered an inspiring talk, on Astronomy in Australia, with an overview of optical and radio telescopes including the Australian Telescope Compact Array at Narrabri, the Murchison Widefield Array and the future Square Kilometer Array. The latter two telescopes aim to see back 13 billion years to the beginning of the re-ionisation epoch after the Dark Ages period which succeeded the Big Bang. Prof. Webster also described the exciting experiment utilising LIGO, seeking to find gravitational waves through the potential collision of super heavy black holes, possibly confirming a key aspect of Einstein’s theory of general relativity.

Ten conscientious students represented South Oakleigh College after school: Alyza Malapitan, Dhvani Pandya, Jatin Puri and Harsh Modi from Year 10, Chau Ly, Ryan O’Shea, Mitchell Wilkin, Jason Wynn and Paco Magoulias from Year 9, and Zoe Lee from Year 8.

The marvellous evening lectures on Physics, delivered by physicists expert in their field of interest, are every Thursday fortnight during term and are a wonderful free resource for our VCE students as well as a great opportunity for students in years 7 – 10 who are interested in physics, and would like to have an experience of a university lecture in a university lecture theatre. We also try to get there early to have a walk around the university, experiencing the neo-gothic architecture of some of the buildings, checking out the student facilities and enjoying a light meal in the students’ dining room in the student centre. The next lecture will be given by Associate Professor Max Thompson on “Concepts and Misconceptions students bring to the study of Physics” on March 20th from 6pm to 7:00pm. See Mr Hem, Mr Denver or Mr de la Rambelya for more details. Thanks again to the University Of Melbourne School of Physics and especially to Associate Professor Max Thompson and Dr Roger Rassool, for generously giving their time to inspire secondary school students in Physics.

![Image of students and staff]
On Thursday evening of 20th March, at the University of Melbourne Physics lecture for VCE students, Associate Professor Max Thompson delivered an inspiring talk, on Misconceptions in Physics. Focussing on the VCE topic of Motion, Max supported by Dr. Roger Rassool, challenged the students with situations which expose typical misconceptions in Physics.

Some of the questions resulted in lively debate, even after the lecture was over, with our students gaining a deeper understanding through enjoyable animated discussion with Max and Roger. Needless to say our students found the experience very uplifting, commenting that it was the best they had attended. Interestingly our Year 9 representatives, scored well in answering the questions, demonstrating that they are ready for VCE Physics already.

Twelve conscientious students represented South Oakleigh College after school: Mukul Relan and Amit Luhar from Year 11, Jatin Puri, Akash Barve, Chiranjeev Chahal and Harsh Modi from Year 10, Ryan O’Shea, Mitchell Wilkin, Jason Winn, Paco Magoulias and Leslie Chao from Year 9, and Zoe Lee from Year 8.

The evening lectures on Physics, delivered by physicists experts in their field of interest, are every Thursday fortnight during term and are a wonderful free resource for our VCE students as well as a great opportunity for students in years 7 – 10 who are interested in physics, and would like to have an experience of a university lecture in a university lecture theatre. We also try to get there early to have a walk around the university, experiencing the neo-gothic architecture of some of the buildings, checking out the student facilities and enjoying a light meal in the students’ dining room in the student centre. The next lecture will be given by David Webb on “Radiation” on May 1st from 6pm to 7:00pm. See Mr Hem, Mr Denver or Mr de la Rambelya for more details. Thanks again to the University Of Melbourne School of Physics and especially to Associate Professor Max Thompson and Dr Roger Rassool, for generously giving their time to inspire secondary school students in Physics.

Frank de la Rambelya
Launch of Mentoring Program

This year 9 of our Year 11 will be mentored by Monash University students as part of the Access Monash Mentoring program. The program provides intensive support to selected Year 11 and 12 students who aspire to university study. It aims to support their decision making and preparation for university and careers by matching them with successful Monash University students to work in one-to-one mentoring relationships.

Our selected students attended an induction day at the Monash University Caulfield Campus on February 12th and met their mentors for the first time at our school launch of the program on Thursday 13 March. Students will meet with their mentors fortnightly usually at the school and will also have opportunities to attend the university and other events together. They will explore tertiary study options and career pathways, gain great academic advice and study tips, and learn how to get the most out of their VCE experience.

To find out more about the Access Monash Mentoring program visit monash.edu/access Article
This year, the Year 7’s went to Camp Marysville for three days and two nights. On the Wednesday morning when we left for the camp on the two buses, you could feel the buzz of excitement in the air. When we arrived we were greeted by the Camp Marysville staff. I was in a cabin with seven other girls, none of which I had known before secondary school. I made so many new friends and got to know the ones that I had been hanging out with before camp so much better - this is what made this camp the best one I have been on!

As soon as we had all got our bags into our cabins, we headed off in our groups to our first activity, mine was Canoeing. My new friend, Faith, was my partner and soon enough we got the hang of canoeing together around the lake and were chasing the other pairs to splash them. By the end of the activity I was soaked, because at the end of the session, Chloe and I swapped partners and capsized (on purpose).

Camp proved to face challenges for all of us. One of mine, and many others, was the Rock Climbing Wall. When we saw the huge Rock Climbing Tower some of us crippled in fear while others jumped for joy! We were then told that it was the largest man made Rock Climbing Tower in the
Southern Hemisphere and we would be in the hands of our peers; that was when we felt the nerves settle in. When it was my turn and I had climbed half way up the Tower, I asked to be let down, but my friends below encouraged me to keep going. With my heart beating 100 miles an hour, I kept on climbing, destined to reach the top. Once I achieved my goal, I abseiled down to be welcomed with a relieved hug from my friends!

On the first night, we didn’t get much sleep as the thrill of camp still settled in! On our last night at the camp we sat around the camp fire while songs were sung and stories were told while we waited (may I mention 3 hours) for the much anticipated arrival of the marshmallows! We all slept much better that night, tired from the day’s activities and our stomachs full of sweets.

On the last day we celebrated one of the Camp Staff’s 21st Birthday with cake before we boarded the bus! For a week after we arrived home from Camp, my friends and I were still wishing we were on camp. We can’t wait for next year’s camp!

-Bianca Ciavarella 7C
Japanese University Students’ Visit

University students from Japan are attending English lessons at Monash University, and a field trip to our College was organised for the 25th February.

As they arrived, they were welcomed by staff and students with a tour of our school. They were most impressed with the variety of courses the school offers. (They don’t have Hairdressing courses.)

At recess they enjoyed Australian iconic food, such as party pies and lamingtons for morning tea. South Oakleigh students also had a great opportunity to talk to and learn from them about lives in Japan.

The university students attended class in period 3&4 with our students. Though it was only a short visit, South Oakleigh Students showed warm hospitality and the Japanese students thoroughly enjoyed their interaction with our students.
Homework Club

The Homework Club operates every Tuesday after school in IT3 (extending into IT2 and C14 if student numbers dictate). Students can come and go as they please but generally we start at 3.20 and finish at 5.00. Attendance is purely voluntary – both for students and the teachers. We do however maintain a visitors book.

The Club started several years ago as a Maths Help Activity in C11 run by the Maths Department. Initial student numbers were low but grew to the point that the sessions were moved to the computer rooms. Over time, students started to ask for help in a wider range of subjects at the 7 to 12 levels. Other teachers and support staff started to come in to the sessions to help out.

This year between 50 and 60 students at all year levels attend the sessions. Regular teachers are Mr Lony Hem, Mr Tim Carroll, Ms Sara Downs and Mr Brian Beasley. A regular visitor has been Mr Wilfred Lee and aides have made themselves available – particularly if EAL students need some additional support. More recently this year, Mrs Dayawansa has run Maths sessions in C14 to augment the Homework Program. Some year 12 students also work out of their study room and teachers go across to assist them if required.

The sessions are busy - students helping each other, teachers helping students, inspirational problems posed by Mr Hem and Mr Carroll on the Whiteboard with students meeting the challenge posed by the problems. The skill base within the teaching staff in the Homework Club cover all disciplines. Parents and guardians are welcome to visit and even help out if they desire. We are one big family and we enjoy what we do – come and experience the atmosphere, enjoy the learning!

Brian Beasley
**VET Hairdressing and Beauty**

Student activity is progressing at a pleasing pace. The class has completed OHS Safety Modules and have commenced shampooing. This activity was greeted with a great deal of excitement and enthusiasm and it proved to be an excellent practical exercise.

On the 23rd/24th March students have the opportunity to attend Salon Melbourne, at the Melbourne Convention Centre. This is an industry event (this is not an excursion, and not compulsory. Students can attend of their own accord and with their parent’s approval). Students have been provided with necessary information should they wish to attend. This event showcases the very best of what’s available in the hairdressing and beauty industries. It combines product knowledge, the latest equipment and up to the minute on trend ideas all under the one roof. There are demonstrations provided by industry leaders on centre stage over both days. It is a wonderful introduction into our industry for students considering hair and beauty as a career path.

Finally, we are VERY EXCITED about our up- coming Open Night at South Oakleigh Secondary College on Wednesday 2nd April. Our class room will be open and we invite you to come and say hello and see what we do.

Regards,

Mrs Maree Pradolin
Trainer - VET Hairdressing and Beauty

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**IMMUNISATIONS**

If your child missed the immunisations at school on March 13th and you wish to receive the follow up shots (of which there are 2, in May and September), for Year 7 HPV and Year 9 boys HPV, then you can have the first immunisation by arranging it with The Monash Immunisation Service 95183534 OR [www.monash.vic.gov.au/commity/immunisation-timetable.htm](http://www.monash.vic.gov.au/commity/immunisation-timetable.htm)

Annette Ford
Student Welfare Coordinator
Greek as a subject at South Oakleigh College has picked up in 2014 with increasing enrolments in all levels and groups. Harmony Day-Apokries

Students in the Junior levels are currently experiencing a cultural infusion of the Carnival-Apokries spirit through assigned cultural projects presented on power-point and presentations for Harmony Day.

E-Learning Software

Another very important event took place in our theatre in February and our school had the pleasure of hosting the e-learning lectures by Greek academics from the University of Crete. The event was organised by our Education Representatives from the Greek Consulate of Melbourne and VCAA- Basilios Gokas, Vicky Marinellis, Anthi Baltatzis and Tasos Tamis – Head of Greek Studies in Melbourne. The seminar was open to the public and the wider Greek speaking Community. Mr. Spantidakis, a lecturer from the University of Crete and key developer of the e-learning software, demonstrated the effectiveness of the use of technology in the Language Classroom. The specific software is aligned with the text book Margarita Level 1 which is used by YR7 Greek Beginners. We also use many of the text books developed by the University of Crete for Advanced Greek in YR 8-9 and some VCE Units.

Phyllis Dimakakos
LOTE/PD Coordinator
Lateness To School

In the previous newsletter, Assistant Principal Ms Koziaris identified “lateness to school” as a significant issue that can jeopardise student learning.

In particular, Ms Koziaris pointed out that students arriving late to school do not only miss out on the lesson learning intentions, success criteria and introductory work. They may also disrupt the flow of the lesson and the learning of others.

At South Oakleigh College we have high expectations for our students and aim to maximise learning opportunities for all students.

Students, parents and teachers must work together to eliminate the negative effects of lateness to school.

At the school level we have determined to hold students more accountable for “lateness to school” if they do not have an acceptable explanation.
We have implemented the following procedures:

- Students arriving late to school report to the General Office (teachers don’t allow students into class until this is done)
- All lateness is recorded in Compass for parental approval (please contact school if unable to logIn to Compass)
- “Late to school students” receive lunchtime detention that day (supervised by a Year Level Coordinators)
- Failure to attend lunchtime detention – After school detention given (Year Level Coordinators inform parents and organise)
- Chronic lateness to school referred to Assistant Principal

We do appreciate that there are some ongoing issues with public transport.

For instance, we have established, through discussion with Ventura, that there are predictable delays with the buses from Clayton. Lengthy delays occur when the boon gates stay down to allow through a back log of trains.

With such delays, a student catching the 8.07am 733 bus from Clayton cannot reasonably expect to always arrive at school on time for period 1 at 8.40am.

We advise students to catch the previous bus at 7.28am. Even so, with delays, students catching this bus will probably only arrive at school at about 8.15am, but, at least, on time for period 1 at 8.40am.

During the first week of operation of our “lateness to school procedures” we accepted “bus lateness” as a reasonable excuse.

However, we want students to accept responsibility for getting to school / work on time. We expect that, given the predictable nature of local transport delays, students will catch an appropriate service so as to arrive at school on time.

We thank parents for the positive feedback and support to date with our lateness to school initiatives.

Some families may have specific issues making compliance with the “lateness to school” procedures difficult. Should this be the case, please do not hesitate to contact your child’s Year Level Coordinator at the school on 95792322.

Ian Denver
Senior School Leader
**Office News**

**Arrangements for Last day of Term 1 – Friday 4 April**

In order to assist families to coordinate the end of day arrangements for children in Primary and Secondary school, students at South Oakleigh College will be dismissed at **2:30pm** on the last day of term, Friday 4 April.

If your child needs to remain at school until 3:10pm, the school will provide supervision.

**Term 2 will commence Tuesday 22 April.**

**ID Cards**

Student ID cards have now been issued to all students. Students who have not received their ID cards please see Meelee at the General Office to collect them. Students will require their ID cards to borrow books and equipment while in the College. If a student was not present during photo day, they must see Meelee to have their photo taken. An ID photo will be ordered for you. Lost ID cards must be replaced and a replacement charge issued.

**MONASH COUNCIL COMMENCES TRIAL SCHOOL SAFE PARKING PROGRAM**

I am writing to advise that Council will soon commence a trial of new parking technology. The trial aims to improve safety around schools and other areas where vehicle parking and safety are important.

Council will introduce a vehicle with a dashboard mounted camera inside (referred to as a ‘Dash’ vehicle). The vehicle will patrol parking around schools and identify drivers breaching the road rules which cause a safety concern. A Parking Infringement Notice will then be mailed to the registered vehicle owner.

The ‘Dash’ vehicle trial will occur around all schools throughout Monash at both start and finishing school times in combination with existing enforcement activities.

I would appreciate your assistance in informing your school community of the increased enforcement activity and encourage all parents to park cars legally and safely. Enclosed are some bumper stickers which we hope will further highlight the safety message.

It is proposed that the trial of the ‘Dash’ vehicle will commence in the week of the 17 March 2014.

If you have any further enquiries regarding this matter please contact me on 9518 3555.

Peter Panagakos
Manager Development & Statutory Services
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Mental Health Foundation of Australia (Victoria)
Community Education Seminar Series 2014

Youth Depression: Promoting Recovery
Prof Bruce Tonge
MBBS FRANZCP DPM MRCPSYC

Seminar Topic
Emeritus Professor Bruce Tonge is one of Australia’s eminent psychiatrists. He has recently retired as the Head of the School of Psychology and Psychiatry and Head of the Discipline of Psychological Medicine at Monash University, and as Senior Clinical Advisor of the Mental Health Program of Southern Health at Monash Medical Centre. He also established the internationally recognised Monash University Centre for Developmental Psychiatry and Psychology and has also been championing children’s wellbeing through Resilience Australia, a program of the Mental Health Foundation of Australia.

In this important talk, Emeritus Professor Tonge will draw on current findings to give an overview of what has been found to be valuable in protecting young people from developing depression and survey the various approaches to treatment offered and the available evidence of their effectiveness.

Details
Tuesday 1 April 2014
7:30 pm — 9:00 pm
The Melbourne Clinic Isaac Schweitzer Room
190 Church Street
Richmond VIC 3121
(Enter via Tweedie Place)

Student/Pensioner $10
MhFA(V) Member $15
Non Member Adult $30

Contact Mental Health Foundation of Australia (Vic) to book your seat:
Call: 03 9626 1422 Fax: 03 9626 1411
Email: admin@mentalhealthvic.org.au

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